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**THE ROLE OF INTROVERSION
IN SECOND LANGUAGE
LEARNING: IMPLEMENTING A
UNIT OF WORK TO DEVELOP
ORAL LANGUAGE SKILLS**

Student: García Navarrete, Rocío

Tutor: Dr. Fernando Rubio Alcalá
Dpt.: English Philology

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ABSTRACT AND KEYWORDS

RESUMEN

Este proyecto trata de una investigación en un aula de 1º de Bachillerato del I.E.S. Alborán, en Almería, y la implementación de una unidad didáctica en la misma. El objetivo es demostrar que los estudiantes introvertidos pueden ser capaces de desarrollar la destreza oral a la hora de aprender una segunda lengua, en este caso el inglés, ya que estudios previos afirman que los estudiantes introvertidos obtienen peores resultados que los extrovertidos cuando trabajan la destreza oral. Por lo tanto, este estudio tratará de implementar una unidad didáctica adaptada para estos estudiantes con el fin de crear un ambiente de trabajo motivador e inclusivo en el que no haya espacio para la ansiedad o la falta de confianza.

Palabras clave: destreza oral, introversión, inclusión, lengua extranjera.

ABSTRACT

This project consists of an investigation in a classroom of 1st year of *Post-Compulsory Secondary Education* from *I.E.S. Alborán*, in Almería, and the implementation of a unit of work in that class. The focus is on demonstrating how introverted students are capable of developing oral language skills when learning a second language, in this case English, as previous studies have confirmed that introverted students obtain worse results than the extroverted ones when working on the oral skills. Therefore, this study will try to implement a unit of work that is specifically adapted to introverted students with the aim of creating a motivating, inclusive environment in which there is no room for anxiety or lack of confidence.

Keywords: oral language skills, introversion, inclusion, foreign language.

1. INTRODUCTION AND BACKGROUND

The present study aims at explaining how a specific personality trait, in this case that of introversion, can affect students' performance and efficiency when learning English as a second language in *(Post) Compulsory Secondary Education*. In fact, this is precisely why it is fundamental to pay attention to diversity in a classroom, as some students may have special needs that may require special attention or adaptations from the teacher. Students with special needs are those that may present some difficulties when accessing the common curriculum for their age, which may be due to personal causes, to social or family difficulties or to an unbalanced learning history (Ortega, 2009). As a result, teachers have a fundamental role and so do the activities that they implement in the classroom.

For this study, a unit of work was created and implemented in order to analyze how introverted students developed their language skills, more particularly the oral ones. This first section will examine the research hypothesis, the aims of this project, the justification and relevance for choosing this topic, and a brief explanation of all the other sections included in this piece of work.

1.1. Justification and relevance

Adapting our classes to every single student and their possible necessities may seem a challenge for teachers at first sight, but it is absolutely fundamental if we want our learners to feel comfortable while learning, and to advance towards a more inclusive society. As revealed by Potowski (2013) in one of her speeches, teachers should be aware of students' rights and special needs, as well as allowing all of them to have access to the same opportunities. Indeed, Andalusian legislation states that it is essential to adapt to the sociocultural conditions of the students and the diverse characteristics and types of intelligence that they may have (*Order of January 15th, 2021*). Consequently, educators must provide a safe and loving environment for students to feel comfortable and free to learn, as sometimes students may feel judged because of their low level or their shyness. A classroom should be an open space with no room for judgement. That is why teachers need to adapt to every single student in

the classroom, working on their difficulties and struggles. Therefore, creating activities in which students' differences are considered is absolutely crucial.

One of the factors that has shown to have a potential effect on learners' language acquisition is the personality trait of extraversion / introversion. As a matter of fact, many prominent authors such as Ellis (2008) have stated that "instruction needs to take account of individual differences in learners" (p. 5), and he added that teachers should include a wide variety of learning activities that could suit every single learner's needs. This implied that in the case of extraversion and introversion, extrovert students would probably work better with social and dynamic activities in which they could interact and collaborate with other classmates, while the introverted ones would feel better with writing and reading activities, that is, individual, reflective, and analytical tasks. One of the most hotly debated issues in the current theoretical discussion concerns that introverted students are not proficient when speaking in English, as they prefer to work on non-oral skills (Eysenck & Eysenck, 1985). However, it may appear necessary to evaluate this statement by carrying out a rigorous study on the effect of this personality feature (i.e., introversion) on the development of oral language skills, as current legislation advocates for the constant use of language in the classroom through methods such as the *Communicative Language Teaching Approach (CLT)*, which will be explained in forthcoming sections. Consequently, if we as teachers are required to follow approaches like the one mentioned, it would appear quite difficult to help our introverted students feel confident while working on their oral language skills.

Nevertheless, creating interesting activities that fulfil this purpose may seem quite complicated and elaborate. However, something truly significant to consider is the fact that even though the teacher has a fundamental role, students also have a function in their own learning. Therefore, classes should be as student-centred as possible, as by fostering self-direction and autonomy as well as choosing interesting activities for learners, we will promote intrinsic motivation and our teaching methods will be much more successful (Ellis, 2008). For this reason, teachers need to give students responsibilities to make their own decisions, which in return is related to the renowned Self-Determination Theory (Deci & Ryan, 1985).

Hence, this study will not only analyze the challenges of teaching oral skills to introverted learners, but it will also examine possible solutions to make this task easier to a certain extent. In addition, it will take into account previous studies conducted by other researchers so that as many different perspectives as possible can be contrasted. Due to the fact that society is becoming gradually inclusive as the years go by and more attention to diversity is paid, this precise moment of history is key to devise projects like this one.

1.2. Research hypothesis

Due to the fact that many studies have defended the idea that introverted students show lower results in their oral production (see Dobbs, 2011, Oya, 2004, or Eysenck & Eysenck, 1985, among others), the hypothesis of this study is that the correct use of adapted activities in class can allow introverted learners to develop oral language skills just as extroverted students do. Implementing a student-centered approach and encouraging both collaborative and autonomous work may help introverted students to direct their own learning and feel more confident when developing their oral language skills.

1.3. General and specific objectives

The general objective of this study is to investigate ways to develop oral skills for introverted students. In addition, a number of specific objectives will help to achieve it. These are the following:

- (1) To explore how introverted learners of a group of 1st year of *Post Compulsory Secondary Education* perform when carrying out a series of activities that require them to interact with other classmates.
- (2) To identify to which extent introversion can affect the oral production of learners of English and the advantages of helping those students develop these skills.
- (3) To research how these adapted activities can help introverted students to experience less anxiety when developing oral skills.

1.4. Sections

This project will start by providing some background information from prominent authors about the issue at hand, which will help understand the main purpose of the study. Next, the methodology section will include how the research project has been designed, the sample of this study, the variables that came into play, the instruments employed in the investigation, as well as how the data was collected and analyzed. Then, the results and the limitations of the study will be examined, and a detailed discussion will be provided, which will analyze which specific objectives were actually achieved. Finally, some possible lines for future research will be commented on, followed by a brief conclusion and the bibliography employed for this project. A number of appendices will also be added to clarify and expand some of the contents.

2. LITERATURE REVIEW

2.1. Concept of introversion and extroversion

While the meanings of introversion and extroversion are genuinely very easy to understand, many people may confuse the term introversion with that of shyness, or even the concept of extroversion with that of friendliness. Therein lies the importance of providing the main differences between these two personality traits as regarded by many prominent scholars related to the fields of both psychology and language acquisition. As a matter of fact, the introversion – extroversion dimension is a crucial part of the Big-Five Factor Model (Digman, 1990), which eventually demonstrates how significant these are when referring to our own personalities and therefore, to the way we act, work, and feel.

On the one hand, Eysenck and Eysenck (1964, cited in Herschensohn & Young-Scholten, 2013, p. 170) described a typical extravert as someone who “is sociable, likes parties, has many friends, needs to have many people to talk to . . . craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual.” On the other hand, an introverted person is often referred to as someone who “is a quiet, retiring sort of person, introspective, fond

of books rather than people”. They are normally reserved and distant except to intimate friends, they tend to plan ahead, and they distrust the impulse of the moment.

In the field of language learning, introverts tend to exert a more careful, precise, and focused style while working, whereas extroverts perform actions in a more imprecise and looser way (Gill et al., 2002). However, just like many other personality traits, these two concepts have a much wider complexity, and a person may feel identified with some features related to introversion while at the same time to others related to extroversion. Given that, Herschensohn et al. (2013) observe that many people “are situated in the middle of a dimension rather than at its extremes. It means, for example, that there are more ambiverts than either extroverts or introverts” (p. 169). Hence, this personality feature may be quite hard to address as it may not show the same characteristics in the different participants (i.e., some may be more reserved than others, or the levels of anxiety may be higher in certain people).

2.2. Role of introversion and extroversion in the language class

According to Skehan (1989), three general sets of factors contribute to individual differences in second language acquisition: cognitive, affective, and social. As aforementioned, extroverted and introverted learners present many differences in the way they learn, which is why authors such as Beukeboom et al. (2013) explain that “such differences in cognitive processing are likely to be reflected in language use” (p. 194). While certain characteristics may be positive when learning English in class, others may affect learners’ speech production. Although many authors suggest that it may be harder to teach oral skills to introverted learners, it is true that these kinds of students are usually very centered and hard-working and in fact, introverts, as opposed to extraverts, strive to “increase their processing effort, especially in a formal situation, in order to guarantee the clarity of their message” (Dewaele, 2000, p. 360).

The fact that extraverts normally show a faster but less accurate performance in complex cognitive tasks makes these kinds of learners be usually better when developing fluency than introverted students, who normally take more time and perform more accurately (Eysenck & Eysenck, 1985). However, this does not mean

that introverts are not good at speaking activities, but it is true that they may struggle more when working on the oral skills in class, as it normally entails group work or class discussions. Nevertheless, although many researchers agree with Eysenck & Eysenck's assertion, there are other prominent authors that defend the other side of the coin. For instance, Ehrman (2008) explained that "the best language learners tend to have introverted personalities, a finding which runs contrary to much of the literature, and, even, to pedagogical intuition" (p. 70). In addition to that, MacIntyre et al. (2007) added that not every extravert is more willing to communicate than an introvert, which shows how every person has different ideas in mind regardless of their personality, but they differ in the way they can express them (i.e., the ability to communicate more or less easily). In fact, something truly interesting that this author comments is the fact that "introverts were found to perform best after having studied in a very familiar situation, while the extraverts performed best in conditions involving a moderate degree of novelty" (p. 296), which certainly would demonstrate how certain external factors can influence the way both introverted and extroverted students use language.

2.3. Challenges of teaching oral skills to introverted students

Many introverted students may feel anxiety when working on oral skills in the language classroom, as they might feel pushed to perform actions with which they do not feel comfortable, such as speaking in public (Oya et al., 2004). On account of that, Hamilton (2018) explains that productivity is encouraged by "flexibility, shared culture, and awareness of internal and external factors" (p. 52), so on certain occasions, it is crucial to keep in mind that not all the students will be able to do the exact same activities. As a way of example, an introverted student may not want to do an individual oral presentation in front of the class, as it would cause him/her an extreme level of anxiety, so the teacher would need to adapt this activity by, for example, letting that student show the presentation to the teacher alone or in small groups instead of in front of the whole class. Alternatives like the one just mentioned will be proposed in this piece of work.

Along the same lines, authors such as Al-Seghayer (2017) explain how important it is to possess a series of features as a teacher to create a warm and open atmosphere in our classes. However, it is essential to consider that this is not as simple as it looks at first sight, as there may be many different types of personalities, learning styles, or necessities inside a class. In other words, an introverted student may not only feel anxious when speaking in public, but he/she may also prefer to work with tactile materials instead of auditory things or may not be motivated by the topic that the teacher has proposed. This essentially means that an introverted student (or any other learner) may have more personality traits that may interfere with his/her own learning. This is why it is fundamental to be close to students and get to know them well before starting to work with them. Hence, a number of questionnaires were carried out in this study in order to have an initial idea of what to expect when working with a particular sample of students. This way, it was much easier to address the different needs existing in the classroom, to maintain high levels of motivation, and to allow introverted students to feel comfortable while learning.

2.4. Importance of adapting activities to introverted students

As Gilakjani (2012) points out, it is essential to provide our students with multiple opportunities by accommodating our teaching to the different learning styles and personality features, which, in turn, will improve students' overall results, will increase both motivation and efficiency and will enable a positive attitude towards the target language. While oral skills are normally developed using group or pair discussions and activities, introverted students may not feel comfortable working in big groups or with really extroverted people. Therefore, it is fundamental to create flexible groups in which students' roles are considered. For that, a questionnaire adapted from Cragan (2004) was used to analyze how each student preferred to work and how the groups could be as balanced as possible. This way, introverted students would be paired with the people that they felt closer to or the ones that might contribute similar or interesting values and techniques to the group as a whole. Therefore, group work would not be eliminated, but adapted to the introverted students' needs.

As a matter of fact, Young (1991) suggests the following:

Language acquisition is alleviated when students work in small groups, do pair work, and experience personalized language instruction. Group work not only addresses the affective concerns of the students, but it also increases the amount of student talk and comprehensible input. (p. 433)

In many activities from the unit of work proposed for this study, students had the chance to choose whether they preferred to work individually, in pairs or in groups, and, when working in groups, students' personalities, personal preferences and needs were taken into account, so that groups were as flexible and fair as possible. Reducing anxiety in our classes is essential to create a welcoming environment based on confidence, openness, and agreeableness, which will lead to this communication and interaction that we are looking for among our students (Senevirathne, 2020). Indeed, Lightbown and Spada (2006, p. 65) suggest that students should not compete among them, but cooperate, so it would be better to use co-operative rather than competitive goals, as "these techniques have been found to increase the self-confidence of students [...]. Knowing that their team-mates are counting on them can increase student's motivation". This way, all the students (both introverts and extroverts) will feel more confident, supported, and valued when working.

Academic researchers such as Young (1991) have long advocated the importance of including certain practical methods for reducing anxiety over speaking, specially in the case of introverted students. For instance, some of the strategies suggested by scholars are adopting a more relaxed attitude towards error correction instead of highlighting these mistakes in front of peers. Oya et al. (2004) add to this that "instructors' expectations about the oral performance of their students should—to some extent—be adjusted depending on what they know about the personality characteristics of their students and the relative anxiety-inducing nature of the situations in which the students are required to talk". This essentially means that teachers need to be aware of the fact that introverted students may feel a highest pressure and anxiety when doing speaking activities, which is why it is absolutely crucial to adapt them to their personal preferences and needs. However, it may appear necessary to mention that a challenge always needs to be set, so students should not remain in their comfort-zone because, this way, they will hardly progress. Therefore, teachers need to ensure that oral activities are challenging enough but that these will not provoke anxiety in students.

In this study, a number of methodological considerations and techniques were employed to ensure this last point, as creating challenging oral activities while preventing introverted students from feeling anxiety may not always be an easy task. The following section will discuss some of these methodological techniques as well as how these were applied to a specific sample using certain instruments.

3. METHODOLOGY

A series of methodological considerations were taken into account for this study in order to create a space for students in which they could interact, cooperate, communicate with each other and express themselves with no prejudices or barriers. At the same time, as this study involved the implementation of a unit of work in a real class, it was fundamental to take into consideration current curricular guidelines. Therefore, more dynamic methodologies were followed, such as the *Communicative Language Teaching Approach* or a *Task-Supported Instruction*, which will be explained below.

To begin with, there have been many theories and methods throughout history, such as the *Grammar-Translation Method*, or *Audiolingualism*, which focused too much on certain aspects of the English language that were thought to be primary (e.g., grammar rules, vocabulary by drilling techniques, or learning with lots of input without producing much output). However, they lacked the most important points, which are communication and interaction. This idea was introduced by the *Communicative Language Teaching approach (CLT)*, which nowadays is fundamental in our classrooms and indeed, it was the method employed in this study, as it was previously mentioned. Savignon (2002) explains that the nucleus of this approach is learning the language and how to use it, but not learning the knowledge of the language. Therefore, students should learn how to adapt to different kinds of situations in which they need to use language as a tool for communication, as we are living in a world of constant change. This is precisely what Senevirathne (2020) states, how introducing a *CLT* in our *English as a Second Language* classroom will “create individuals competent in English who are capable to meet the dire needs of the fast-moving world” (p. 550). However, this task may be easier for certain types of students, in this case the most

extroverted ones. Interacting, cooperating, and collaborating with other classmates may seem quite challenging for introverted students, as they have to face circumstances in which they need to negotiate meaning with their classmates (i.e., checking their common understanding), use different skills at the same time (e.g., listening and speaking in a conversation), or tolerate ambiguity (i.e., accept their own mistakes or information gaps), but at the same time, it is the methodology that current legislation is advocating for. This is precisely what leads us to the main issue of this study: how can we make introverted learners feel comfortable when implementing the *Communicative Language Teaching Approach*?

For the specific purpose of achieving this communicative approach, it is fundamental to integrate the four language skills (listening, speaking, reading, and writing) instead of treating them separately. A common mistake is to think that the *CLT* is simply about speaking, but the idea is far from that, as it aims at working on the four skills without neglecting any of them but always including elements of oral production. This way, introverted students will be able to work with the skills with which they feel more comfortable (which are normally reading and writing), but always trying to add this oral component. As a matter of fact, Widdowson (1978) was one of the first theorists to emphasize the importance of this integration of skills, as learners need to develop both the receptive and productive skills in spoken and written discourse in order to achieve language proficiency. As years have passed, we have checked how important this integration of skills is, because in our daily situations we have the necessity of using more than one skill at the same time (e.g., in a conversation between two people, we normally not only speak, but we also listen). Just as Hinkel (2010, p. 22) explains, “communication does not take place in terms of discrete linguistic skills”, but it is rather a combination of all of them that leads to real life interaction. As a consequence, this will also help introverts in their daily life performance, as it may help them overcome certain obstacles such as speaking in public. Moreover, if we taught the skills separately, classes could even become more monotonous and boring as, for example, students may get tired of only reading in one class. On the contrary, if students not only read but also discuss different perspectives, write down personal ideas and listen to each other, they will be much more motivated, and classes will not become so linear. Thus, for this study, students were given a wide variety of activities that integrated all the skills, the different learning styles were taken into account, and the student was

always placed at the centre of their own learning (student-centred approach), which is highly recommended by prominent authors such as Renandya and Widodo (2016).

All in all, these methodological considerations served as the base to conduct this study. However, before examining the research design, instruments, variables, and the data collection and analysis, it may appear necessary to explain the context of this research as well as the participants that took part in this study.

3.1. The context of research

This study took place over a one-month period in the Academic year 2021-2022 at the multilingual secondary school I.E.S. Alborán, in Almería, Andalusia. The fact that it is a multilingual high school makes it very prestigious, as it is the only educational centre in the province with *bachibac* (i.e. *bachillerato* taught in French). Each school year, students have two subjects taught in French and two classes taught in English, which are normally Maths, Technology, Biology, and Physical Education or Music. Therefore, there are three language assistants in the school (two from France and one from the United States), who help students to improve their language skills by speaking fluently and interacting with students. Learners also have the chance of participating in exchange programs with both France and the United Kingdom, which are normally carried out during the Easter or summer holidays. Therefore, students have many opportunities to work on their oral language skills in two different languages, with native people, and even in different countries, which is a great chance for introverted students to develop their fluency in the English language outside the traditional classroom context.

On a different note, something particularly interesting about this school is the fact that it shares some classrooms with the music conservatory. Therefore, many of the classrooms in the high school are provided with a piano, which is a great tool to complement certain activities. However, it is essential to highlight that school hours do not coincide with the music conservatory lessons, so there is no background noise during classes. This is particularly important for introverted students, as they normally perform worse in their work if there is background noise (or in this case, music). This argument has already been developed by many scholars and researchers such as

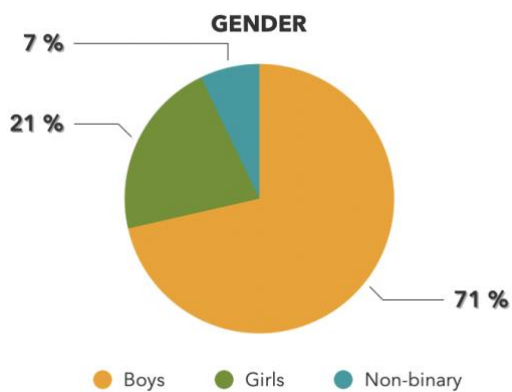
Cain (2012), who explains that introverts work much better if there is less stimuli (e.g., music, people shouting...), as it distracts them from their main task. On the contrary, she argues that extrovert students can execute more actions at the same time, whereas introverted ones prefer to focus on a single project. In fact, according to Dobbs et al. (2011), the University College of London conducted a study in which 118 participants did an exam with music and background noise, and it showed that introverted students performed much worse than the extroverted ones due to a lack of concentration. Similarly, this idea is notably relevant in the language class, as it involves a lot of speaking practice and activities in groups, so there is probably more noise than in other subjects like Maths or Biology. Consequently, teachers need to ensure that this background noise is not too high or annoying so that introverted learners can work under less pressure and more comfortably.

3.2. Sample / Participants

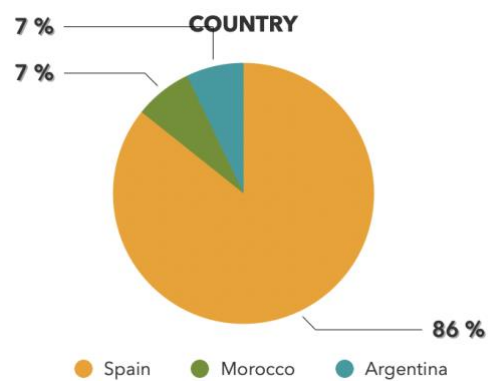
IES Alborán is composed of 74 teachers, 7 of which belong to the English department. For this project, special mention needs to be made to one of the English teachers, who is in charge of the class that was used for this investigation, and the Special Educational Needs Coordinator (SENCo), who contributed to the identification of introverted students in the high school.

In addition to that, there are about 600 students in the school. This institution pays special attention to the creation of a warm and welcoming environment that rejects any kind of prejudices, so many interesting activities have been proposed in order to complement many of the school projects or celebrations (e.g., The International Peace Day, or the Radio Channel Program). As for the students, this study focused on a class of 1st year of *Post Compulsory Secondary Education*, which is made up of exactly 14 students. They follow the science itinerary and the fact that many of their lessons are in English (as it is a bilingual school) makes the English subject a truly prominent one on their learning paths. Their average level is medium-high, although they all have their own learning pace and necessities. Given that, it was essential to get to know them better before starting the study, which is why a questionnaire was given to each one of them (see Instruments section). The results showed that out of the 14 students, 2 of them (from now on, referred to Student I and Student II) had a certain degree of

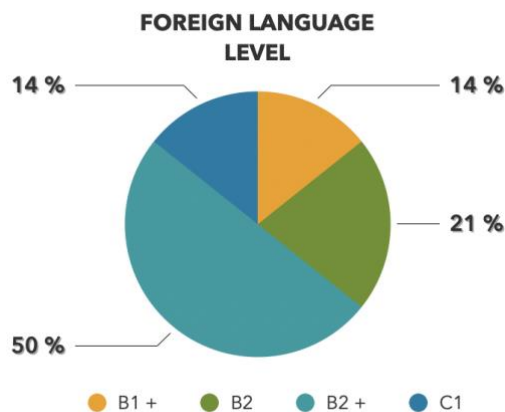
introversion: Student I had a high degree of introversion while Student II had a mild degree of introversion. Other than that, there is a shy student who would not be considered as an introvert for this study, as being shy and introverted is not the same. As a matter of fact, extroverted people can also be shy, and Cain (2012) shows how introversion and shyness are completely different with the following scenario: “the mental state of a shy extrovert sitting quietly in a business meeting may be very different from that of a calm introvert” (p. 55). Hence, the shy person would feel afraid of public speaking whereas the introvert would feel anxious not only for speaking in public, but also for being in a crowded place with lots of external stimuli. Taking all this into consideration, some of the most relevant characteristics of the students have been displayed in the following graphs:



Graph 1. Student’s characteristics: Gender



Graph 2. Student’s characteristics: Country



Graph 3. Student’s characteristics – English level

All things considered, a unit of work was created to study how these introverted students worked with the rest of their classmates to develop their oral language skills, always in conjunction with the rest of the skills. The following section will examine how this research was designed to achieve reliable results.

3.3. Research design

The present investigation intends to figure out all the factors that influence the level of introverted students regarding the use of oral language skills. The data is qualitative in nature, and the source of information is primary. This is a group study process which was applied in the previously mentioned class of 1st year of *Post Compulsory Secondary Education*, and it followed an interpretive method of analysis. Although it did take into account previous studies and ideas from different authors and years, the data collected was cross-sectional, as it was taken at a single point in time. In order to analyze that, a unit of work was specifically designed and implemented in this class. As a result, we are talking about a case study, in which certain qualitative data was explored while including specific quantitative data as well. This case study aimed at investigating the objects of the study in a particular context which, in this case, was the classroom. It consisted of the following instruments for data collection and procedures:

- (1) An initial questionnaire to determine the number of introverted students in this class as well as their actual level of introversion.
- (2) A second questionnaire to get to know how other personal or sociocultural variables may affect learners' language acquisition.
- (3) The evaluation resulting from the implementation of a unit of work composed of 8 sessions containing different engaging, authentic, and meaningful activities, tasks, and projects.
- (4) The evaluation of the results based on the teacher's diary (i.e., the daily observations, interesting responses from the students, etc.).

Regarding the unit of work that was implemented in the class, it comprised 8 sessions and these always consisted of warm-up activities, presentation of input, production of output, work on grammar or vocabulary, and time to prepare the final task. This way, introverted students could be observed not only when engaging in active conversations, but also when using the rest of the skills, that is, in a more real and meaningful context. The lesson plan for this unit of work with its corresponding objectives and adaptations for introverted students is presented below:

1	“OUR PLANET, OUR FUTURE”	
	Level: 1 st PCSE	Topic: Environment
	Sessions: 8	
Final Task: To create and present the green version of a magazine, called e-zine (i.e., online magazine) in groups using the Genially website.		
EVALUATION CRITERIA / DIDACTIC OBJECTIVES		KC
To identify the main idea and the most relevant details in videos.		LCC, DC
To discriminate phonological and rhythmic patterns in songs and to recognize communicative intentions.		LCC, LLC
To apply appropriate strategies to produce simple oral monological texts when narrating a story or defending an idea.		LCC, LLC, SIE
To incorporate in the production of texts some sociocultural and sociolinguistic knowledge about pollution and deforestation.		CLC, SCC
To identify essential information and the most important details in simple written texts about habitat loss.		CLC, CMST
To distinguish the most relevant communicative functions and characteristics of a text related to environmental ethical issues.		CLC, LLC, DC
To write simple, clearly structured, coherent texts on paper or digitally about environmental risks and solutions.		LLC, DC, SIE
To use enough written lexicon to communicate information, opinions, and points of view in a class debate.		LCC, LLC, CAE

CONTENTS	
Grammar	Present perfect simple; past simple; past perfect simple; modals.

Vocabulary	Recycling; pollution; environment; idioms.
Pronunciation	Past participle endings; stress and rhythm.
Comm. functions	Express preference and personal opinions; talk about actions and habits in the past; negotiate meaning with peers.
Sociocultural	First-world and third-world environmental issues.
Cross-curricular	Human rights; global sustainability.
Interdisciplinary	Natural Sciences (Biology); Chemistry; Social Sciences (Geography); Mathematics; Music.

MATERIALS AND ICTs	Digital board, prompt cards, posters, laptop, TED talks, Voki, Pixton, Mentimeter, Genially, Flinga.
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S.	Activity description		Min	Skills	Work
1	Pre	Check previous knowledge about eco-friendly vocabulary with Mentimeter app.	10'	SRW	CW
	Act	Watch a video about the importance of recycling, reusing and saving up materials; Role play in pairs: a hero from a Disney movie (S1) will persuade a villain (S2) to recycle using modals.	20'	LSW	PW
	Post	Guess function of modal verbs and create sentences.	15'	SRW	PW / IW
	T4T	Group role indicator questionnaire + Explanation of the FT (also uploaded at the teacher's blog): Creating an e-zine (online magazine).	15'	LSRW	CW
Introverted students: They can always work with the same partner (i.e., with whom they feel more comfortable), and they will not need to do the general brainstorming, but simply write down the ideas that they find useful from those given by their classmates.					
2	Pre	Guess the connection between images and the title of the text.	10'	LSRW	PW

	Act	Read a text about how burgers can pollute; in groups, write a slogan in favor or against the idea that eating burgers may be threatening to the planet.	20'	LSRW	GW / PW
	Post	Complete table with some pronouns appearing in the text and find out to which idea they refer.	15'	SRW	PW / IW
	T4T	Distributing sections of e-zine; looking at a model from the teacher.	15'	LSRW	CW / GW
	Introverted students: All the students will be working in groups of 3-4 for the writing activity, but introverted learners can work in pairs with their initial peer if they prefer to.				
3	Pre	Create an avatar using Voki.com following the teacher's guidelines.	10'	LS	IW
	Act	Watch a video about an ethical dilemma and defend your position in groups or individually recording your speech using Voki.	20'	LSW	GW / IW
	Post	Guess the meaning of idioms and create sentences and illustrations.	15'	SRW	PW
	T4T	Divide the work depending on each student's role and start writing ideas.	15'	LSRW	GW
Introverted students: They can let their avatar speak for them (as it will be their own recorded voice, so they will also be developing their oral language skills).					
4	Pre	Picture dictation: Guess animals and habitats that will later appear in the text.	10'	LSW	CW / IW
	Act	Read a text about habitat loss and discuss its risks using prompt cards.	20'	LSRW	PW
	Post	Review present perfect tenses appearing in the text and turn statements into questions.	15'	LSRW	PW / IW
	T4T	Develop the content of the e-zines.	15'	LSRW	GW

	Introverted students: All the students will be switching pairs for the main activity, but introverted learners can stay with their initial peer if they prefer to.				
5	Pre	Check previous knowledge about Dr. Seuss and write the new ideas that the teacher explains.	10'	LSRW	CW
	Act	Watch a short extract of "The Lorax" and write a story based on the previous video in groups or individually using Gboard (turning speech into text).	20'	LSRW	PW / IW
	Post	Kahoot to review vocabulary from the unit.	15'	LSR	CW
	T4T	Put everything together and polish the final product.	15'	LSRW	GW
Introverted students: They can choose the Gboard option to write their story, so that they can work individually but developing their oral language skills at the same time.					
6	Pre	Listen to an extract of a song and try to figure out the message behind it.	10'	LSR	CW
	Act	Listen to the whole song and create a poster in groups about its main ideas using tactile materials or the online website Flinga.	20'	LSRW	GW
	Post	Work on stress and rhythm by highlighting the stressed words and pronouncing them in pairs.	15'	LSRW	PW
	T4T	Finish the e-zine and practise the oral presentation.	15'	LSRW	GW
Introverted students: They can work in pairs instead of in groups.					
7	Pre	Tips for first-time presenters to help students feel less nervous and more confident.	10'	LSW	CW
	FT	Present Final Task in small groups and rotate (the final product will be uploaded in the class platform and the teacher's blog).	40'	LSRW	GW

	Post	Peer-assessment & self-assessment.	10'	RW	IW
Introverted students: Letting students present in small groups instead of in front of the whole class can help them feel less anxious. A spokesperson from each group will make a summary of their group's part of the e-zine, so the introverted student will not need to speak for the whole class.					
8	EX	Final exam. This exam includes a speaking section in which students need to think about the relationship of covid-19 and Earth. Each student will have 5 minutes to do this speaking activity and then they will continue doing their exam.	60'	LSRW	IW
Introverted students: As this exam includes a speaking activity that needs to be done at the same time as the exam in the teacher's desk, if introverted students do not want to stand in front of their class, they will have the opportunity to do it right after the exam in the teacher's department.					

Table 1. Unit of work

3.4. Variables

As Madrid (2001) observes, we can classify the study variables from a methodological perspective into three categories. First of all, dependent variables, which are the effects that act as a consequence of the action of the independent ones. Secondly, these independent variables are the factors that are manipulated by the investigator to study their relationships and effects over the dependent variables. Finally, the variables that do not belong to any of those two groups, which are external to the experiment but can exert influence over the results are called moderating variables. Considering the distribution of study variables by Pérez Cañado (2011), a number of dependent, independent, and moderating variables were taken into account for the quantitative part of this project:

DEPENDENT VARIABLES
<ul style="list-style-type: none"> ○ The students' English language competence in all the language skills as well as grammar and vocabulary.
<ul style="list-style-type: none"> ○ The students' participation in class.

INDEPENDENT VARIABLES
○ The implementation of an adapted unit of work.
MODERATING VARIABLES
○ Verbal intelligence.
○ Previous school (bilingual or non-bilingual).
○ Preferred skill (listening, speaking, reading, or writing).
○ Additional English classes outside school.
○ Motivation.
○ Sociocultural background.
○ Linguistic competence of the teacher.
○ Performance in the English as a Foreign Language subject.

Table 2. Distribution of study variables

All these variables were set in light of the research hypothesis and the aims of the project, as all the components of an investigation need to be tightly interlinked. Considering the previously mentioned set of variables, a number of instruments were employed to collect varied, solid, and trustworthy results.

3.5. Instruments

In order to proceed with this investigation, five different instruments were carefully chosen taking into consideration Moreira's (1993) recommendations of instruments which could be helpful when implementing a unit of work in a class. However, first it may appear necessary to explain why each of them was particularly relevant for this study. The five instruments employed were:

- Sociogram: This instrument is very useful to identify the existing groups inside a class and relationships that exist among them (leaders, rejected, isolated, controverted...). Therefore, this tool allowed us to discover the classmates with whom the introverted learners felt more comfortable, so that these students could be paired with their closest friend(s) when carrying out

pair or group activities. For this instrument, the only material needed was a sheet with a couple of questions that students had to answer and that would be analyzed after that. In fact, this instrument could also help to prevent possible cases of bullying or marginalization, as students can write how they feel about certain classmates or situations. In addition, after analyzing the answers, the most popular students and the most rejected ones were detected (i.e., the names of the students that appeared more or less in the answers).

- Teacher's diary: This instrument is a very convenient one, as it is only used by the teacher in an unrestricted way to write down all the aspects that may call his/her attention when students are doing the activities. While the observation checklist is intended for the teacher to observe the development of the class and it needs to follow specific guidelines, this diary is more personal and freer, as it is focused on the teacher's point of view, and it may be used as the teacher prefers. What was intended with this tool was to simply reflect the teacher's perspective (i.e., the investigator's point of view) on the class functioning, as well as the introvert students' responses, both physical and emotional.
- Records of the class activities and tasks: With these, the students' performance in the English language subject was gradually analyzed. In most of the activities, a specific measure was added to let the introverted students work more comfortably. A number of these activities were assessed with a score from 0 to 10, which was also of great help to keep track of the students' progress.
- Observation checklist: This particular instrument was chosen because it easily allowed us to obtain information from the participants in a more direct way. The main objective was to see how the introverted students interacted with each other and the rest of their classmates in a natural environment. In addition, no more than two people carried out this observation so that information was not naturally distorted because of the intervention itself. Therefore, the group was observed, but it did not entail any kind of

participation. Information was registered in a non-systematic way by just writing down the most relevant aspects, which is crucial in this initial stage of the investigation.

- Questionnaires: This type of instrument was chosen due to its easiness to collect information about more objective and personal aspects in a quicker and more systematic way. Three different questionnaires were created. The first one would detect the level of extroversion and introversion of the students in this group of 1st year of *Post Compulsory Secondary Education* and therefore, the number of introverted students, who were the actual subjects of this study. The second questionnaire would collect additional data from the participants that could affect the results of the study (i.e., students' interest in the English language, their actual level, their social background, etc.). The third questionnaire was intended to help the teacher to form more flexible, balanced groups by figuring out the role that best suited the fourteen students when working in groups.

In light of the above, a number of these instruments were specifically chosen in order to fulfill the initial objectives considered, while the rest of the instruments were selected to help collect all the necessary data to develop this project. This distinction can be regarded in the table below:

COLLECT DATA	FULFILL OBJECTIVES
Sociogram	Observation checklist
Questionnaire 1	Questionnaire 2
Questionnaire 3	Teacher's diary
	Records of activities and tasks

Table 3. Instruments employed in this project

3.5.1. Instrument description

First of all, the sociogram was the first instrument used in this study. All the students in this class of 1st year of PCSE were asked to answer two simple questions (see appendix 1) so that the teacher could check how they felt about their social

environment. Although it is a very simple instrument, it can be of great help when pairing the students, especially the introverted ones, as if they are paired with someone with whom they feel more comfortable, they will feel less nervous when doing speaking activities.

Secondly, regarding the teacher's diary, it is essential to highlight that its purpose is not simply to describe reality as it is (as with the observation checklist), but to reflect the teacher's perspective about this reality from a subjective point of view (Moreira, 1993). The main objectives of this diary were the following:

- (1) To observe and monitor certain students' progress, in this case, that of introverts.
- (2) To allow the teacher to self-reflect upon the functioning of the class as a whole.
- (3) To keep a register that permits the continuous evaluation of introverted students' performance and their learning process.

In order to achieve them, the design of the diary was not fixed. In other words, the teacher could take notes whenever it was considered necessary about the aspects, conducts, incidents, phenomena, or feelings that could be important for the study. Moreover, these were always analyzed following three simple steps: (1) description of what had been written down; (2) assessment of the ideas collected; (3) attitude towards the described topic.

Thirdly, the records of the class activities and tasks were the base to see how the students worked in a real-life environment using all the language skills. The key was to add as many different types of activities as possible to compare how the introverted learners felt in one situation or another. Therefore, the students had to face individual, pair, and group activities as well as a final task, always adding that oral component that the *CLT* approach advocates for. These records were essential to keep track of the introverted students' process, as they clearly struggled more at the beginning than at the end of the unit when using oral language.

Next, the observation checklist was focused on a series of specific aspects regarding introverted students' use of oral language (see appendix 2). Therefore, the only students that were specifically observed were the introverted ones, so only two observation checklists were necessary. These were checked once all the activities of the unit of work were completed, as the results would not be the same before and after implementing it. The teacher was the one that would give a mark to each student depending on his/her development, being 3 the maximum and 1 the minimum. The ideal score would be 23, which would show that the introverted students would progressively improve the participation when employing oral language skills following the adapted activities in the unit of work and they would use them with fewer or no boundaries.

The last instrument was the questionnaire, which was used on three different occasions. The first questionnaire (see appendix 3) was adapted from Loëhken (2015). Although this questionnaire may not be known by many, it is very easy to answer as well as enjoyable. The author, Sylvia Loëhken, is a German psychologist expert in the field of introversion, and she has written a number of books dedicated specifically to this personality trait. While there are other longer questionnaires that may detect introversion in a more precise way, this one was the most suitable one for the participants in this study, as it was not too long or difficult to understand. Hence, although the reliability coefficient of this questionnaire was 0'51, meaning that it was reliable but did not achieve the perfect desirable reliability, the results matched the written records of the SENCo. This Cronbach alpha coefficient was calculated following the mathematical calculations below (Barrios et al., 2013):

$$\alpha = \frac{k(1 - \sum s_i^2/s_t^2)}{k - 1}$$

Here, k would be the number of items of the instrument (in this case, 30), s_i^2 would show the variability of the scores of the item (which would be 1'14), and s_t^2 would stand for the variability of the total score of the questionnaire (in this case, 2'77). This way, the result would be 0'51.

In addition, as the class was composed of only 14 students, the number of introverted students would not be so high, as they normally represent the minority of people, so

this questionnaire was really handy and useful in this case. In order to collect and analyze the data of this questionnaire, the following steps had to be followed:

- (1) Give one printed copy of the questionnaire to each student before starting the unit of work.
- (2) Ask them to write their initials or their full name (it is up to them).
- (3) Check each student's answers individually taking note of the statements that they ticked.
- (4) Statements 2, 5, 6, 7, 9, 12, 13, 16, 17, 18, 20, 22, 24, 25, and 27 are related to introversion features, while the rest represent extraversion features. There are 4 neutral statements. Ticking 3 more statements related to introversion than extroversion would show that the participant is very likely an introvert.
- (5) Participants with approximately the same number of answers related to introversion and extroversion would be considered as ambiverts.

The second questionnaire (see appendix 4) was also used before implementing the unit of work. It consisted of a series of questions regarding students' social and educational background as well as their relationship with the English language. This questionnaire was handed over to all the students as, although the focus was on the introverted students, it was essential to know the rest of them too in order to see how introverts interacted with each of their classmates.

Finally, the last questionnaire (see appendix 5) was created in order to discover the main role that students would fulfill inside a group. The reliability coefficient of this questionnaire was 0'82, which would show a high-degree of reliability. Again, the same procedure as the one explained above was followed. This was particularly interesting for introverted students, as they should be grouped with classmates that would not make them feel anxious or worthless. By way of illustration, one of the introverted students may get the result of "information provider", so in his/her group there would not be another member with the same role, and this student would have a specific

objective and a unique function, and this way, he/she would be able to contribute interesting ideas to the group.

3.6. Data collection and timing

The data was organized, developed, collected, and analyzed from February to June. The process of this study was quite linear, investigating the topic in February and March, creating the activities and instruments in March and April, implementing the unit of work during the month of May, and analyzing the results in June. In order to depict it in a clearer way, this timeline can be seen in the following table, adapted from Pérez Cañado (2011):

Procedure	February	March	April	May	June
Literature review	X	X			
Creation of unit of work	X	X			
Selection of subjects for the study		X			
Contact and consent			X		
Selection of instruments to be used			X		
Design of instruments			X		
Implementation of unit of work				X	
Data collection: - Observation - Questionnaire - Diary				X X X	
Analysis of data				X	
Establishment of results, conclusion, and					X

pedagogical considerations					
Possible lines for future research					X

Table 4. Timeline of the research project

Besides, concerning the students of this classroom, they had English classes every morning on Tuesdays, Thursdays, and Fridays. During the month of May, they were asked to do a number of activities and tasks according to the following schedule:

Questionnaire 1	28 th April 2022	Loëhken's questionnaire to detect introversion
Questionnaire 2	29 th April 2022	Questionnaire of study variables
Session 1 Questionnaire 3	3 rd May 2022	Questionnaire of group role indicator + Listening + Speaking in pairs + Grammar
Session 2	5 th May 2022	Reading + Speaking + Writing + Grammar
Session 3	6 th May 2022	Listening + Speaking in groups+ Vocabulary
Session 4	10 th May 2022	Reading + Speaking in pairs + Grammar
Session 5	12 th May 2022	Listening + Speaking + Writing
Session 6	13 th May 2022	Listening + Speaking in groups + Writing
Session 7	17 th May 2022	Final Task Presentation + Peer-assessment & self-assessment

Session 8	19 th May 2022	Preparation for the high-stake examinations
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Table 5. Sequence of activities

3.7. Data analysis

In this study, observation is a qualitative instrument because information is collected in a non-structured way through written descriptions of specific events that may seem relevant for the observer. Therefore, this information needs to be categorized, so that it can later be analyzed and presented in a clearer way. In addition to that, the same happens with the teacher's diary, so this is a qualitative instrument as well because a set of ideas (instead of numbers) are written down.

Apart from that, the questionnaire is the only quantitative instrument as its format allows multiple-choice answers, which enables the researcher to create statistics when analyzing the collected data. This was the key to convert words into numbers and to depict the results more easily. In fact, several statistical operations were performed on the data to attain each objective. The first questionnaire was the key to obtain the percentage of extroverts, introverts, and ambiverts in the class, as shown in the following table:

Variables	Frequency	Percentage
Number of extroverts	8	57'1%
Number of introverts	2	14'3%
Number of ambiverts	4	28'6%

Table 6. Frequency of extraverted and introverted students in the class

As it can be seen in table 4, a little bit more than half of the students in this class were extroverts, while only 14'3% of them were introverts. As previously mentioned, a number of them were considered ambiverts, as they shared some characteristics with extroverts and others with introverts. The fact that there was such a mixture of personalities in this class was fantastic in order to get more varied results. In the next

table, the results from questionnaire 3 (i.e., the group role indicator questionnaire) were analyzed:

Group roles	Mean	Standard Deviation
Task leader	5	2'80
Social-emotional leader	4	2'72
Information provider	4,57	2'65
Central negative	3,36	2'34
Tension releaser	2,93	2'61

Table 7. Students' roles when working in groups

The measures considered in table 5 were quite important in this context as they were of great help when comparing the data in a broader sense. The mean showed the sum of all the scores from the 14 students collected in the questionnaire, while the standard deviation is a measure of variability, so the results can be easily compared with each other. Therefore, if the result of 2'80 for "Task leader" were analyzed in isolation, it would not make much sense, but by comparing it to the rest of the results, we get an idea of the variability and, in this case, it was more than obvious that there was not much variability in the group roles. Therefore, flexible, heterogenous and competent groups could be formed quite efficiently. This is particularly helpful for this study as introverted students would feel more comfortable if they were given a specific role to fulfill in group projects, as they tend to be more analytical and prefer to follow patterns instead of working in a spontaneous way (Gill et al., 2002). In addition, if a group was formed by four really extroverted people (for example, with the role of task leader) and only one introverted student (who could have the information provider role), this introverted learner could suffer high levels of anxiety because he/she would feel different, or even not helpful for the team (Oya et al., 2004). This is why forming groups in which each student has a different role is fundamental for the proper functioning of the group as a whole as well as for introverted students to feel more comfortable.

Finally, to check to which extent the introversion feature could affect the development of oral skills, the standard deviation was calculated one more time considering the

results collected from the observation checklist after the implementation of the unit of work. These showed that there was not much variability in the data, as it can be seen in the table below:

Student	Mark	Mean	Standard Deviation
Student 1	17	2'43	0'53
Student 2	20	2'86	1'19

Table 8. Introverted students' variability of development of oral language skills

Taking into account that the maximum score that these students could obtain was 23, the result was a positive one, as one of them obtained 17 points and the other one 20. Therefore, the variability was not high, as they both showed a clear improvement of their performance in class involving their oral language skills.

After having observed the previous data needed for the study and how it was collected and analyzed, a detailed discussion of the results will be provided. To make it clearer, the findings have been divided into three different sections, which will make constant reference to all the information already explained.

4. RESULTS AND DISCUSSION

In this section, the results found in this investigation will be discussed in the light of the aforementioned objectives. Therefore, the general objective of the study will be discussed in the first point of this section, but also in the rest of the parts, as it encompasses more than one aspect, while the secondary objectives will be related to one point in particular. This way, the order of the secondary objectives has been maintained when developing this section (e.g., the second point of this section will discuss the first secondary objective, and so on).

4.1. Ways to develop oral skills for introverted students.

Considering the specific measures included in the unit of work and the extent to which these adaptations were helpful or not, the following results have been found:

- Introverted students worked better with the same classmate (normally the one that they trusted more or with whom they felt more confident) rather than being paired with a random student and then switching pairs.
- It was also seen that these students performed better when working in pairs rather than in groups, as they felt more confident when working with fewer eyes on them.
- Due to the fact that students usually do not use oral language while doing writing activities, carrying them out in groups can be a great idea to add this oral skill. However, introverted students will not normally speak much when working in groups. Instead, doing these writing activities individually using the extension Gboard was a great option to keep this oral component while letting those students work by themselves under less pressure.
- Normally, introverted students did not participate in class discussions, and although they did have many interesting ideas, they were afraid to express them out loud. Therefore, recording their speech using Voki (i.e., an online tool to give voice to an avatar) and letting this avatar speak for them was very helpful to let them contribute with new ideas and make them take part in the oral discussion.
- A very helpful tool was the group role indicator questionnaire, as it allowed the teacher to arrange more balanced groups regarding the students' different roles, so that introverted students could have a unique role inside a group, and they could feel more valued.
- When presenting the final task, students were very grateful to do so in groups rather than in front of the whole class. This method helped them progress step by step, that is, they started speaking in pairs, then in small groups, and finally in bigger groups. By doing so, introverted students can

slowly get closer to speaking in public and feel much less anxiety, which is fundamental for their future.

- Regarding the final oral examination, making students speak in front of the class while being assessed may be truly challenging for introverted learners, so an alternative was to give them the choice to do this oral exam in the teacher's department.
- Finally, creating a warm and welcoming environment in class was absolutely crucial, as the more comfortable introverted students felt, the more efficient they were. Therefore, getting to know the students and listening to them was essential. As a matter of fact, using humour and not being so strict or serious also had a positive effect on these students, as it helped them to release tension. In addition, it was of vital importance to praise students' efforts and to avoid constantly highlighting their mistakes or areas of improvement. They need to feel valued and proud of their work and who they are instead of feeling useless or ashamed for not being extroverted.

4.2. Introverted students' emotional responses when using oral language.

Regarding the secondary objective of finding out how introverted students performed while using spoken language and the resulting emotional responses, very interesting conclusions could be drawn. The observation checklist and the teacher's diary were two key instruments that were particularly useful for this section of the study. As the two introverted students of this class had different levels of proficiency in the English language, the results have been displayed separately:

Student	Remarks
Student 1	<ul style="list-style-type: none">• At the beginning, S1 felt much more nervous than at the end of the study. The two main things that relaxed him were the compliments and use of humour by the teacher.

	<ul style="list-style-type: none"> • When working in groups, S1 looked down while speaking because of a possible lack of confidence. Feeling accepted and encouraged by the classmates led to a quick integration in the group.
	<ul style="list-style-type: none"> • S1 spoke quite quickly when doing speaking activities because he felt quite nervous. It improved from the first to the last session.
	<ul style="list-style-type: none"> • S1 acknowledged that he felt anxiety if he was grouped with certain people in the class, as he did not know everyone. Therefore, he was thankful for arranging groups with certain guidelines (i.e., using the sociogram and the group-role indicator questionnaire).
	<ul style="list-style-type: none"> • An interesting observation was the fact that S1 worked really well with his classmate, who was a very extroverted student. They understood each other perfectly and served as a point of support.
	<ul style="list-style-type: none"> • S1 could not come to class the day of the final exam, so he had to do the speaking part on a different day. As a consequence, he needed to come to the teacher's department and do the exam there. Although he felt a little bit nervous, he was much more confident than at the beginning of the unit. He explained that the fact that he had been working on his oral language skills with his classmates during that month truly helped him to feel more confident when speaking in public.
Student 2	<ul style="list-style-type: none"> • S2 had a lower level of proficiency, so she got more nervous when doing speaking activities. However, her nervousness was reduced to a large extent as she kept doing these types of activities.
	<ul style="list-style-type: none"> • S2 normally tried to memorize everything before speaking in groups, as it made her feel more confident.

	<ul style="list-style-type: none"> • S2 did not feel too anxious during the study and thought that her oral ability was improving thanks to these activities.
	<ul style="list-style-type: none"> • S2 preferred to work in pairs than in groups and, in contrast to S1, her classmate was a quiet and rather shy one. They worked really well together and trusted each other.
	<ul style="list-style-type: none"> • S2 did not choose to do her speaking exam in the teacher's department, so she did it in class while her classmates were doing the written exam. As the exam was held in the very last session, she felt much more comfortable than at the beginning of the unit, so she did not mind being observed by her classmates. In addition, as the speaking part was done at the same time as the actual exam, students could not speak too loudly, so the rest of the classmates could not hear what the student was saying. S2 performed really well in this speaking exam.

Table 9. Introverted students' emotional responses during the study

Although the remarks have been shown separately, the results have been nearly the same ones. Both students felt more nervous at the beginning of the study than at the end due to a lack of confidence. In addition, both had a certain tendency to work with the same partner for every activity and did not want to speak individually in front of the class. However, in both cases, there was a clear improvement in their oral language skills and a much more positive attitude towards oral communication.

As a matter of fact, Herschensohn (2013) explained that Oya et al. (2004) found that "extraverts were not significantly more fluent or accurate and their speech was not more complex than introverts. However, extraverts were perceived to be more confident and better able to establish rapport with their audience" (p. 173). The same was found in this study, so introverted learners were as capable as the extroverted ones to improve oral skills and gain fluency and accuracy, although the process was much more challenging for the former ones.

4.3. Advantages of practising oral skills for introverted students

Moving on to the next secondary objective, the benefits of practising oral language skills for introverted students are endless, as it does not only increase students' level of proficiency in the English language but can also benefit them in many aspects of life. For instance, mastering oral skills can help students to gain "communicative and strategic competence for social interactions" (Ahmadian, 2011, p. 19), which is especially important for introverted students, as they may struggle a little bit more when engaging in conversations outside the classroom (Swain, 1985). In addition, Arkoudis et al (2009) explain that effective communication is essential for students' future degrees and jobs, so they need to develop the oral competence as much as they can while they are at high school. Apart from these two essential benefits, other possible ones have been added in the image below based on Larsari (2011):

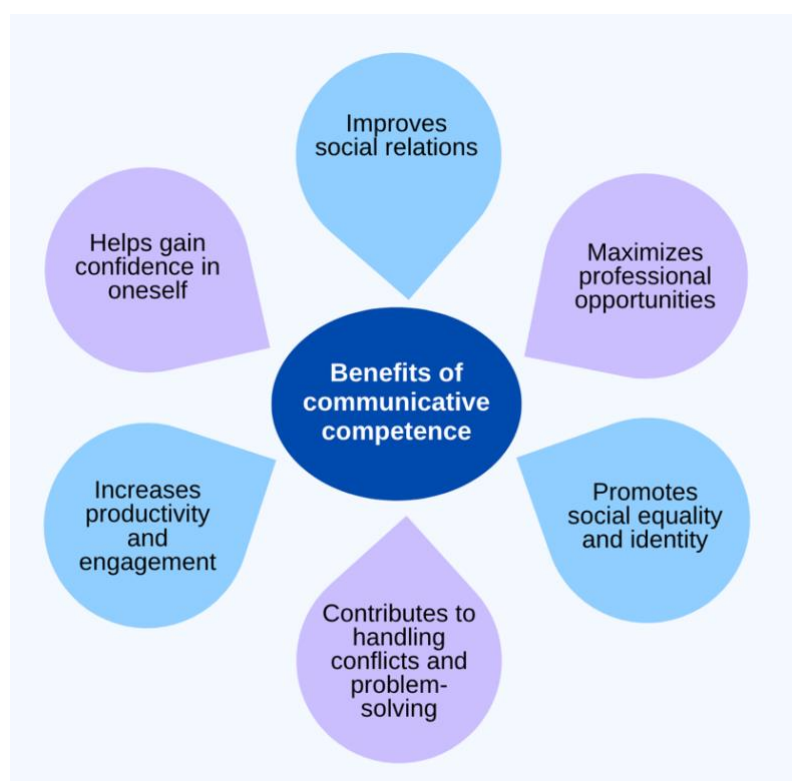


Image 1. Benefits of communicative competence

Therefore, maximizing students' opportunities of using oral skills can be very useful. For example, in the unit of work proposed for this study, there were a number of activities that integrated more than one language skill, that is, a reading activity would

normally add an oral component. In fact, even writing activities could be done in groups, so that students could also speak, or use extensions such as Google Gboard. Thanks to it, students have the chance of turning their speech into text, so that they can gain fluency and then check their own errors when speaking naturally with no guidelines. The fact that introverted students are normally very analytic can let them enjoy checking the written version of their speech and, hence, they have the opportunity of correcting the errors that they have made while speaking (which they would probably not make when writing). This way, writing activities are even more meaningful, and what is more, less monotonous and more motivating for students (Harmer, 2012).

4.4. Pedagogical implications.

Regarding the last secondary objective, it is essential to discuss how these adapted activities can be of great help for introverted students when teaching oral skills. As it has been explained in previous sections, the argument that introversion may affect the development of oral language skills has already been developed by many scholars and researchers. However, this does not mean that introverted learners are less capable of gaining fluency and accuracy than extroverted ones, as it all depends on how these students are taught. For instance, Wakamoto (2009) proved that providing students with the same opportunities and paying special attention to their individual needs can let introverted learners work on their oral skills at the exact same level as extroverted ones. Indeed, this serves as clear evidence to show how fundamental it is to adapt the activities and tasks carried out in class to introverted students, so that they have the same possibilities of learning as the rest of their classmates.

In this study, the participants were given varied options to work on the different activities, and it was their own decision to choose how they preferred to work. For example, by giving students the option of choosing their favorite ICT tool or physical material, they are able to work more comfortably. That is, although their preferred skill may not be the oral one, it is essential to make this challenge as accessible as possible for them. Therefore, if they decide to use tactile materials to create a poster instead of using a website, the task will not only be easier for them, but also much more motivating and engaging, as they will be working according to their personal

preferences. Due to the fact that introverted students may not be so interested in oral language skills, it is crucial to make speaking activities appealing and interesting to them to the greatest possible extent. Hence, a summary of some of the most important adaptations that have been included in the unit of work created for this study are listed below:



Image 2. Adaptations for introverted students to reduce anxiety

On account of that, Skehan (1996) suggests that a variety of topics and range of task types will broaden their language experience, extend their vocabulary and prevent boredom. Flexibility is required, as there are different types of students and not all of them learn in the same way (e.g. some may prefer using visual materials while others may work better with auditory aid). In addition, students always need to have a challenge, as if they stay in their *comfort-zone* they will not make any meaningful progress.

Regarding this last point, the teaching of English can be challenging. The more teachers depict the subject as an obligation for the students, the less interest they may show. And in the case of introverted learners, the more they feel obliged to speak in class, the more anxiety it can cause them. That is why it is fundamental to make our lessons and teaching appealing, pleasant and authentic, always considering each

student's needs and preferences to avoid negative emotions and move towards a more inclusive, warm, and welcoming learning environment. Introverted students can have the potential of developing oral language skills in the same way as extroverted ones, but it is in the teacher's hand to make it possible.

5. LIMITATIONS OF THE STUDY

As no study is perfect, there has been a number of limitations in this project. Firstly, the fact that introverted learners may not be as open as their other classmates was a bit challenging when trying to know them better. As it was already mentioned, finding out more about their personality, cultural background, or social relations inside and outside the classroom was fundamental in this study, so a longer period of time would have been quite useful in order to get closer to them.

Secondly, other types of instruments may have been quite useful as well, such as interviews, but there was not enough time to implement more, as the study had to be carried throughout a specific period of time. Therefore, a third limitation was the cross-sectional nature of this study, which has only collected data at one point in time. As Madrid (2001) indicates, these types of projects are normally longitudinal, that is, they need to monitor the subjects over a longer period of time (one term, or one or more years). However, the implementation of the unit of work could only be carried out in one month. Nevertheless, this series of limitations can be solved if future research on this topic is made.

6. LINES FOR FUTURE RESEARCH

In order to solve the previously mentioned limitations or simply to collect more relevant data, it is essential to highlight some possible lines for future research. First of all, it may be interesting to replicate the study in different contexts or at diverse levels, that is, in other schools or high schools outside Almería (e.g., a primary school in a specific town in Huelva), or in different classes with diverse levels (e.g., in three classes of 1st year of *Compulsory Secondary Education*). Moreover, it may appear necessary to include more types of triangulation (i.e., more instruments or data collection

techniques), such as a present and future matrix scenario, which would be an extremely useful instrument in this case, as it would show the following (Cely, 1999):

- Negative future: What we have, but we would not like to have.
- Positive future: What we have, and we would like to have.
- Negative present: What we have, but we do not like.
- Positive present: What we have, and we like.

Indeed, this would make it possible to contrast many different scenarios, but in order to carry this out, more time or extra people working on this project would probably be needed. Therefore, a longitudinal study (i.e., more prolonged in time) with post- and delayed post-testing phases should be carried out (Paraná, 2022).

7. CONCLUSION

Returning to the hypothesis posed at the beginning of this study, it is now possible to state that the correct use of adapted activities in class can allow introverted learners to develop oral language skills in the same way as extroverted students. In order for this to happen, however, activities should be judiciously selected as well as motivating and adequately adapted to the students' levels and needs (Harmer, 2012).

These findings suggest that introverted students in general do work better with analytical and individual tasks, as previous research has already shown. Nevertheless, this does not mean that they are not able to engage in group and pair work or that they will achieve lower results, as they can contribute unique, valuable ideas to a group and in fact, they normally tend to focus on goals and work very hard until the group has achieved it.

Thereby, this research will serve as a base for future studies and may raise awareness on the importance of paying attention to the introverted students' needs, so that they can develop their oral language skills and gain both accuracy and fluency in a

meaningful, authentic, and motivating way rejecting any types of stereotypes or prejudices. This way, introverted students will feel fully comfortable when talking with other classmates and they will also feel good about themselves, which in turn, will be beneficial for their social, personal, and professional lives outside the classroom context.

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9. APPENDICES

9.1. Appendix 1: Sociogram

SOCIOGRAM

Surname, Name: Date:

1. With whom do you prefer to work in class or spend your free time? Why?

.....

2. With whom do you prefer to not work in class? Why?

.....

9.2. Appendix 2: Observation checklist

OBSERVATION CHECKLIST

Student observed: Date: Class:

Legend: 3 (fully evident), 2 (partially evident), 1 (not evident)

OBSERVATION POINTS	MARK
Student is comfortable doing speaking activities in pairs	
Student is comfortable working in small groups	
Student openly expresses his/her feelings to the teacher	
Student performs equally in writing activities and in speaking activities	
Student performs equally working autonomously and collaboratively	
Student oral language skills are improving with the adapted speaking activities	
Student presents an even level in fluency and accuracy in terms of oral language skills	

9.3. Appendix 3: Questionnaire 1

(1) QUESTIONNAIRE TO DETECT EXT/INT – Adapted from Loëhken (2015)

Surname, Name: Date:

Nº	STATEMENT	YES	NO
1	I get nervous when I speak with someone that takes too long to answer back.		
2	I prefer to speak with one person instead of with multiple people.		
3	I have the impression that I am able to better understand what I think if I talk about it with other people.		
4	I like to act quickly, in an impulsive way, instead of thinking about it for too long.		
5	If I am too tired, I prefer to be alone.		
6	People that speak fast exhaust me.		
7	I avoid crowded places as much as I can.		
8	Normally, I can have a fluid conversation with everyone, even if I don't know them.		
9	If I spend too much time with people, I end up feeling exhausted or irritated.		
10	People normally pay attention to me while I'm talking.		
11	I prefer to work on different sections of a project instead of focusing only on one section.		
12	Sometimes I feel exhausted after too many conversations or when people speak too loudly.		
13	I don't need a large number of friends.		
14	I don't spend much time thinking about what other people think.		
15	I get excited discovering new places.		

16	I get overwhelmed with unplanned, unexpected situations.		
17	People normally think that I am too calm, distant or shy.		
18	I like to observe closely and I pay attention to all details.		
19	I prefer speaking to writing.		
20	I inform myself before making a decision.		
21	I normally take long to notice the tension existing among people.		
22	Sometimes I look for excuses to avoid going to a party or other social events.		
23	I trust people relatively quickly.		
24	I like to think about things carefully and meticulously.		
25	I avoid speaking in public as much as I can.		
26	I am not good enough at listening to others, I prefer to speak.		
27	Sometimes I get driven by other people's expectations.		
28	Normally, I can handle personal attacks. These don't affect me too much.		
29	I get bored easily.		
30	I prefer big parties with lots of friends and people instead of small celebrations with few friends.		

9.4. Appendix 4: Questionnaire 2

(2) QUESTIONNAIRE OF STUDY VARIABLES

Surname, Name: Date:

Please, answer the following questions with absolute honesty. Thank you for your collaboration.

1. **Age:**
2. **Place of birth**
 - a) **Country:**
 - b) **Region:**
 - c) **City/Town:**

PRIMARY EDUCATION

1. **Type of school**
 - Bilingual
 - Non-bilingual
2. **Approximate mark in English in Primary Education**
 - Sobresaliente
 - Notable
 - Aprobado
 - Suspenso
3. **Did your teachers do speaking activities in class?**
 - Always
 - Sometimes
 - Rarely
 - Never

SECONDARY EDUCATION

4. **Type of school**
 - Bilingual
 - Non-bilingual

5. Approximate mark in the English subject in *Compulsory Secondary Education (ESO)*

- A-B
- C-D
- F

6. Did your teachers do speaking activities in class?

- Always
- Sometimes
- Rarely
- Never

OTHER RELEVANT INFORMATION

8. The activities that you like the most in your English classes are:	9. The activities that you like the least in your English classes are:	10. The most difficult activities in your English classes are:	11. The easiest activities in your English classes are:
<input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Reading <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Writing <input type="checkbox"/> Grammar <input type="checkbox"/> Vocabulary

12. You would prefer that your English teacher spoke:

- A lot
- Sometimes
- Never

13. You prefer to do your activities:

- Alone
- In pairs
- In groups

14. Have you ever taken extra English classes outside school?

- No, never
- Yes, for 1 or more years
- Yes, for more than 2 years

15. Which other methods do you use to learn English? (You can check more than one)

- Movies / series
- Music
- Other (Please, indicate which one(s)):
- None

16. Do you enjoy learning English?

- Yes
- More or less
- No

9.5. Appendix 5: Questionnaire 3

(3) GROUP ROLE INDICATOR QUESTIONNAIRE – Adapted from Cragan (2004)

Surname, Name: Date:

Please, select the response (A or B) that you would be more likely to use.

There are no right or wrong answers.

1	A. Others view me as having similar abilities as the leader. B. Others view me as friendly and funny.
2	A. During group discussions, I usually contribute ideas. B. During group discussions, I am sensitive to how others are feeling.
3	A. Others view me as having good problem-solving skills. B. Others view me as having an ability to be funny.
4	A. Others view me as having an ability to prepare accurate information. B. Others view me as friendly and funny.
5	A. I usually try to maintain a happy, friendly atmosphere. B. I usually challenge for leadership.
6	A. I usually challenge what is going on in the group. B. I usually set the procedures for what is going on in the group.
7	A. I want personal recognition. B. I am willing to make personal sacrifices for the group.
8	A. I am concerned about the work the group does. B. I am concerned about having accurate information.
9	A. Others view me as having similar abilities as the leader. B. Others view me as having good information-gathering skills.
10	A. I feel responsible for the well-being of the group. B. I feel responsible for the work the group does.
11	A. I use humour to keep the group atmosphere light and friendly.

	B. I do more work than others to move toward task completion.
12	A. I usually set procedures for task accomplishment. B. I usually aspire for leadership of the group.
13	A. I usually tell jokes for the group's benefit. B. I usually make sure we have accurate information.
14	A. I feel a sense of responsibility for individual relations in the group. B. I feel responsible for challenging individuals during group discussions.
15	A. I try to maintain a happy friendly atmosphere. B. I try to contribute ideas.
16	A. I maintain a happy, friendly atmosphere by telling jokes. B. I maintain a friendly atmosphere by being sensitive to others' feelings.
17	A. I usually feel a sense of responsibility for the group's well-being. B. I usually evaluate ideas.
18	A. Others view me as friendly and funny. B. Others view me as being able to prepare accurate information.
19	A. I feel responsible for the group. B. I feel responsible for making light of conflict and tension.
20	A. During discussions, I am usually contributing ideas. B. During discussions, I am usually sensitive to the group's well-being.

Possible results:

Task leader, Social-emotional leader, Information provider, Central negative, Tension releaser.