Applied Research on English Language

V. 8 N. 2 2019 pp: 187-206 http://uijs.ui.ac.ir/are

DOI: 10.22108/are.2019.113273.1371

Using Information Gap and Opinion Gap Tasks to Improve Introvert and Extrovert Learners' Speaking

Hamid Marashi 1*, Razieh Naddim 2

¹ Associate ProfessorIslamic Azad University at Central Tehran, Iran ²MA Islamic Azad University at Central Tehran, Iran

Received: 2018/10/08 Accepted: 2018/12/08

Abstract: This study compared the effect of information gap and opinion gap tasks on introvert and extrovert EFL learners' speaking. Accordingly, 138 learners out of 180 intermediate learners were chosen through their scores on a sample Preliminary English Test (PET). These learners further responded to the Eysenck Personality Inventory (EPI) which categorized them into introverts and extroverts. Altogether, four subgroups were established: 32 introverts and 37 extroverts undergoing the opinion gap task instruction and 33 introverts and 36 extroverts experiencing the information gap task treatment. All groups received 10 sessions of treatment and at the end sat for another sample PET speaking section as the posttest. A two-way ANOVA was run to respond to all the four questions showing that while extrovert learners benefited more from opinion gap tasks, introverts outperformed extroverts as a result of information gap tasks. The findings support the notion of using appropriate tasks for different personalities.

Keywords: Opinion Gap Tasks, Information Gap Tasks, Speaking, Extroverts, Introverts.

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^{*} Corresponding Author.





































