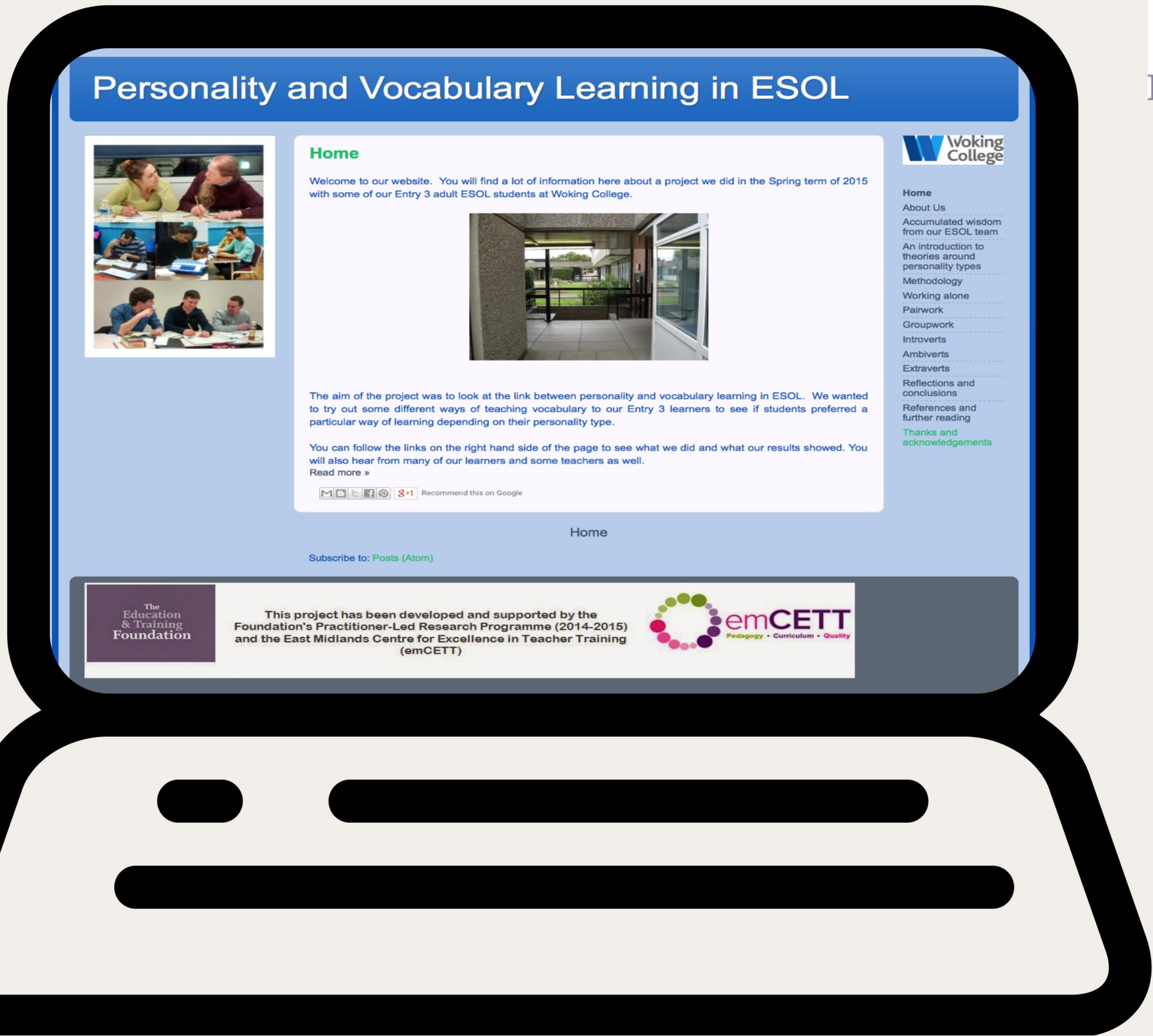


Personality and Vocabulary Learning in ESOL



<http://goo.gl/CCbgoF>



Findings

Extraverts performed least well overall in the research activities (across all types of work (alone/ paired/ group). Is our teaching therefore actually disadvantaging them and not the introverts? Alternatively, could it be that the test-teach-test formula used gave the introverts an advantage?

Retention of the lexis was generally poor. The course book does recycle language, but more effort is needed to ensure that words are retained beyond the end of the lesson. Our ESOL team already has many strategies in place for encouraging and including quieter students. It was very helpful to share these together.

Pair work is one of the mainstays of our class activities and so it was good to see that this was effective for all personality types.

Introverts were the only group to score above 50% in all the post- and end of term tests so they are clearly managing to learn effectively whichever teaching method is used. Working alone was effective for both introverts and extraverts (in terms of the post-test results). It would be good to use this more often. Most of the students were very positive about the helpfulness of the lessons

Recommendations

Provide teachers with opportunities to learn from each other.

Know your own personality type so you can address any impacts it has on your teaching

Aim for a balance of activities - this is important for many reasons anyway but it's worth thinking about this from a personality point of view, as well as in terms of learning outcomes.

Quieter individual activities give some "recovery time" to the more introverted students. Working alone is also helpful for extraverts - it is worth encouraging students to work for at least some of the time in their non-preferred ways as they may be more effective than expected.

It is helpful to use a mix of approaches for one activity eg "do it on your own and then pair check". This provides reassurance for less confident students

Ask for feedback on activities on a regular basis, especially when trying something new. Learners also appreciate having an opportunity to reflect, both on their own and in small groups, about how they learn best. Involve learners in research, so that they learn more about themselves. It requires buy in from the beginning, and ongoing co-operation during the course of the project.