

Recognizing the dimension of introversion and extroversion as a decisive factor in group work in the English as a Second Language classroom

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The importance of group work as an effective tool to enhance learning and develop interpersonal skills is so firmly established in teaching methodology and practice that it is doubtful whether its position can be easily contested. However, Susan Cain provides a different perspective in her book *Quiet : The Power of Introverts*, where she argues that an over-emphasis on group work can cause a risk of overlooking one third to half of the world's introvert population who prefers to work independently and whose best is achieved when working in the tranquility of their own worlds. Due to their preference for low stimulating environments, introverts may feel stressed-out and out of place during group activities and the group will not benefit from their maximum input.

Yet, given the indispensable role that group work plays both in the classroom as well as outside, this study explores the possibility of successfully integrating introverts into group activities. The sample population was divided into two groups and the control-experimental method was used to implement the research. The Myers-Briggs Type Indicator was used to identify the introverts and extroverts.

The study indicates how group activities need to be restructured in order that the talents of introverts are not lost in the hustle and bustle of extrovert-favoured group work. It also examines methods in which the overall quality of the task output is maximized by the effective management of group dynamics, thereby ensuring that both introverts and extroverts work together with minimal conflict towards achieving their goal.

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