

drama approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation” (as cited in Chauhan, 2004). And those can be ‘reading the signs,’ i.e., paralinguistic features, for instance, or experiencing emotions which colour verbal interactions (Holden, 1992, pp. 131–133).

To sum up, if we take into account the results of our research, extroversion does sometimes play an important role in forming students’ attitudes towards role play. Therefore, it appears that personality groups influence class outcomes but, what is even more essential, the research suggests that there are other factors which sometimes prove more dominant. Although this survey indicated a significant correlation with extroversion, based on some other findings (such as rapport, frequency), we may conclude that the influence of personality can be depreciated to a sufficient extent so as to make a role play activity purposeful and successful, and not harmful or counterproductive. However, we believe that this cannot be the case if it is not embedded in a meaningful context. Finally, it is up to an individual teacher to adopt a certain teaching approach, or combine more of them, in line with their own likes and personality, on the one hand, and their students’ needs, interests and abilities, on the other (Council of Europe, 2002; Grubor, 2008).

Notes

In profiling the type of personality in relation to Extroversion, the following authors were used: Eysenck, H.J. and C.B. Eysenck; Zuckerman, M.

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