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The current study aimed to determine the relationship between the personality types and the general English proficiency level of EFL students of Foreign Languages Department at the University Of El Salvador. In order to accomplish this, a sample was taken from students currently enrolled in the two groups of Practice Teaching II, Semester II, 2015 in the fourth year of the English Language major in Teaching Option (Licenciatura en Idioma Inglés Opción Enseñanza). The reason behind the choosing of these courses for this research lies on the fact that these students have already finished their five intensive courses of English within the major and it provides the opportunity to measure the proficiency level in the English language they have acquired throughout the process. In addition, reaching a certain level of English proficiency has become a requirement for students of the English Language major in Teaching Option (Licenciatura en Idioma Inglés Opción Enseñanza) to be promoted to advanced teaching practice courses, namely English Practice I and II (Práctica Docente I y II). Thus, the importance of observing the correlation between their proficiency level and the factors that may affect it, which, in this particular research, are the individual personality types.

As student population at the Foreign Languages Department increases, course group also grow larger, which reportedly leads to a lowered proficiency level in the English language among the student population due to inversely proportional personalized attention in the classroom. This is the main reason serving as motivation for this research. On the other hand, it is important to highlight that taking and passing the TOEFL test is one of the requirements from the Foreign Language Department for students to do their practices, and subsequently be placed in the different projects and programs available at the Foreign Languages Department,

different faculties and schools at the University of El Salvador, and outside the main campus. Therefore, the level of proficiency is an important and decisive factor to become a teacher after finishing the major.

To carry out this study, by using the Survey Technique, a questionnaire was used as the data collecting instrument for personality types and several other variables such as the students' general information. The second instrument was a standardized test to determine the personality type of the subjects, namely, The MBTI Test. This test consists of 70 questions with two possible options each. The test's results are expressed using the Myers-Briggs Type Inventory, and a standardized proficiency test (paper based TOEFL practice test) to identify students' proficiency level. The data collected was analyzed descriptively.

Finally, the study includes a recommendation section, in which the researcher's analytical point of view is presented, as a way to create awareness of the phenomenon observed during the investigation, as advice for future selection processes, projects, programs, and course planning, to meet students' needs at the Foreign Languages Department.

1. INTRODUCTION

1.1.Statement of the problem.

This study dealt with the incidence of personality types on the Language proficiency level of students from Practice Teaching II at the Foreign Language Department of the University of El Salvador during the semester II-2015. The investigation was valuable to determine whether or not the most prominent personality types affect the Language Proficiency level of the population studied.

For many years, a number of researchers have studied the different variables influencing English language learning process. Individual differences in English language learning play an important role, as they include factors such as personality types, language aptitude, motivation, anxiety, attitude, learning styles and affective or psychological factors. Dörnyei (2005, p.2) states that individual differences are “the most consistent predictors of learning success”. The awareness of these individual differences has motivated many researchers to explore any possible significant effects of these factors have on learning a second language, specifically in the area of EFL learning. However, Ehrman and Oxford (1995) noted that the majority of those studies are focused on cognitive variables, with only a few studies having examined the role of personality variables. Gardner et al. (1997) stated that “there is a lack of research examining the relationships among those variables simultaneously”. Therefore, different articles and previous research that has been made on this topic have been brought together in order to guide this study.

The research team considered relevant to identify the different types of personalities students have and their relevant traits and characteristics. Besides that, it was necessary to describe the correlation between the most prominent personality types and the Language Proficiency level students reach after finishing their five Intensive English courses.

Moreover, this research involved several practical implications, such as providing the Foreign Language Department with a resource material on the importance of identifying the different Personality Types in the English classroom. The research team provides the suggestions and recommendations towards improving the English teaching-learning process in order to fulfill students' needs, taking into account their different personality types.

1.2 Objectives.

General Objective.

- ✓ To determine the incidence of Personality Types on the Language Proficiency level students from Practice Teaching II at the Foreign Language Department reach at the end of their English courses.

Specific Objectives.

- ✓ To identify Practice Teaching II students' personality types based on a standardized test.
- ✓ To measure Practice Teaching II students' Language Proficiency level by administering TOEFL test.
- ✓ To analyze how students' Personality Types affect their Language Proficiency level.

1.3 Justification.

This current research constituted a step into finding a relation between personality types and language proficiency level in a specific major. The University of El Salvador has always been recognized for its quality of graduate students, regardless what they majored in. However, there is a phenomenon taking place at the Foreign Language Department of the University of El Salvador: The students take five intensive English courses for the first two years and a half of the major; after which they are expected to reach an advanced level of English, with most students, however, failing the TOEFL test and therefore, not getting the desired results. This research was significant because it presented the factor of a specific personality type a student has that might be influencing his/her English proficiency and how all they are correlated, in hopes of coming up with a number of ways to prevent or reduce the incidence of such phenomenon. This research was expected to provide a wider idea on why students from Practice Teaching II, Semester II, 2015, who had already taken 5 Intensive English courses, are getting a low proficiency level, according to TOEFL results.

It was particularly worthy because students benefited with the results of a personality test that could help them realize what the areas that allow them to get good results were and the ones they needed to work with before entering those intensive courses at the university, which may have helped them to have a better performance and reach the desired English level. Another important factor was for students to know the level they were expected to obtain after finishing all the intensive English courses at the Foreign Language Department so that they could set themselves into getting that goal, reaching the highest level they can.

Lastly, the research team reflected on the importance of identifying students' personality types as a tool to help the University of El Salvador select the most suitable career for prospective students, in hopes of reducing their desertion rate, and increasing their chances of getting an appropriate proficiency level by the end of their studies.

1.4 Limitations.

As in any research project, limitations that may impact in some way the results of the study were found. Even though the research aimed to show that people with specific personalities tend to be more successful than others at learning a foreign language, there was always a possibility that no correlation could be found.

One of the main limitations was the use of a random sample that will be analyzed as a representation of the universe, but might as well not have represented it completely. The population in the Foreign Language Department is large, making it impossible to perform a study with such population.

Moreover, the students and faculty staff were not entirely willing to cooperate with the researchers at the time of using the different instruments that were administered, as dialogue with the relevant authorities was held to make the study as approachable as possible.

Furthermore, the schedules for the two courses of Practice Teaching II that were considered for the study had to be modified because of the amount of students registered, making it difficult to administer the research instrument. Besides, the attendance of students was difficult to handle due to their lateness, making it necessary to visit the classroom several times in order to reach the research's objectives.

Finally, another limitation regarding time and analysis resources was also considered and was approached with the researchers' best abilities. In order to carry out such a study, it was mandatory to set a specific timeframe to develop the study and its different stages, even though sometimes it became difficult to do so.

1.5 Definition of Terms.

In order to fully comprehend the research, it is necessary to define the central terminology to be used while carrying it out. The full understanding of such terms will help to follow the central idea and analyze the results effectively.

The first term is **personality** which “can be defined as those characteristics of a person that account for consistent patterns of feeling, thinking, and behaving.” (Pervin, Cervone & John, 2005, p. 6). The second term is **personality types**, which according to Myers-Briggs, “are the traits preferred by a person when reacting to stimuli” (Healy, C. 2001). This means, that a person will solve a specific situation with a particular approach, which in turns constitutes the individual’s personality type.

It is very important to describe what English **Language Proficiency** refers to. Hymes (1972) introduced a highly influential and enduring model of language proficiency which he called Communicative Competence, as the ability to use language to convey and interpret meaning. Some other studies have supported the concept that proficiency consists of a complex unification of a number of inter-related factors (Bachman, 1990).

It is also important to define what the researchers understand by **linguistic proficiency**. This can be defined as “the knowledge that users of a language have internalized to enable them to understand and produce messages in a language.” (Consolo, 2006).

2. THEORETICAL FRAMEWORK

2.1 Literature Review.

This study focused specifically on the learning of the English language, using as subjects a number of students from the Foreign Language Department at the University of El Salvador. For this study, a number of articles on previous research were compiled in order to lead the general direction that this study will take. Several resources were considered to achieve this goal.

A lot of studies have been conducted while taking into consideration the different elements surrounding the learning process of a second language, as learning a foreign language is a process that is influenced by many different factors. One of the factors that has generated controversy among researchers is in the field of Personality Types and whether these could be determinant in succeeding when learning a language. At the beginning of this research, it was surprising to find that indeed, there are several studies that have been conducted taking these two factors into consideration; as well as many people that dedicated their time and effort to contribute to the psychology field.

For many years, a number of researchers have studied the different variables that influence English language learning process. Individual differences, which play an important role in the learning process, include factors such as personality types, language aptitude, motivation, anxiety, attitude, learning styles and affective or psychological factors. Dörnyei (2005, p.2) states that individual differences are “the most consistent predictors of learning success”. The awareness of these individual differences has motivated many researchers to

explore any possible significant effects of them on learning a second language, specifically in the area of EFL learning. They have studied the various elements that affect the learning process. However, Ehrman and Oxford (1995) noted that the majority of those studies are focused on cognitive variables, with only a few studies having examined the role of personality variables. Gardner et al. (1997) stated that “there is a lack of research examining the relationships among those variables simultaneously”.

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1. Grammatical competence: This relates to the learner’s knowledge of the vocabulary, phonology, and rules of the language.
2. Discourse competence: This relates to the learner’s ability to connect utterances into a meaningful whole.
3. Sociolinguistic competence: This relates to a learner’s ability to use language appropriately.
4. Strategic competence: This relates to a learner’s ability to employ strategies to compensate for imperfect knowledge.

A research done by Hadley (2003) asserts that proficiency is “an idealized level of competence and performance attainable by experts through extensive instruction”. Yeow et al., (2010) claim that it is highly probable that the proficiency influences the effectiveness of learning. In general, most researchers share the idea that the term proficiency is of changeable nature and many scholars have associated this term with testing and measurement in the fields of language learning and teaching. This means that the term “Proficiency level” has been used as a core element for the results of tests such as TOEFL, TOEIC and the like.

Furthermore, it is important to point out that there are two main worldwide organizations that describe Language proficiency; The American Council on the Teaching of Foreign Languages (ACTFL) Guidelines and The Common European Framework of Reference for Languages, (CEFR or CEF).

The ACTFL Proficiency Guidelines (2012 publication) defines Language proficiency as the ability of an individual to speak or perform in an acquired language. This guideline is a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished. The main levels, -Advanced, Intermediate, and Novice-, are subdivided into High, Mid, and Low sublevels.

NOVICE (Low, Mid, High)
Speaking: These speakers can be hard to understand. They produce speech that is a combination of phrases and sentences. They function mainly by using memorized language.
Reading: Readers at the Novice level may rely heavily on their own background knowledge and extra linguistic support (such as the imagery on the weather map or the

format of a credit card bill) to derive meaning.

Listening: Can understand key words and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

INTERMEDIATE (Low, Mid, High)

Speaking: These speakers can create with the language when talking about familiar topics. They can ask questions and handle simple survival situations (getting a room at a hotel, ordering food, arranging travel etc.). They can communicate with listeners who are used the speech of non-native learners of the language.

Reading: These readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Listening: These listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They understand speech that contains basic information.

ADVANCED (Low, Mid, High)

Speaking: These speakers are able to communicate as an equal partner in a conversation on personal topics as well as general topics of interest. They are able to speak in paragraphs, with listeners who are unaccustomed to the speech of nonnative speakers.

Reading: These readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues.

Listening: These listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

SUPERIOR

Speaking: These speakers are able to communicate with accuracy and fluency on a wide

variety of topics. They are able to use extended discourse to discuss both concrete and abstract topics. They display no pattern of errors in basic structures.

Reading: These readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader’s familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. They can draw inferences from textual and extra linguistic clues.

Listening: These listeners can follow extended, complex discourse on a wide variety of topics, including those in academic and professional settings. They can infer meaning when listening to simple and complex language.

CLA LANGUAGE CENTER (2015, May) “ACTFL LEVEL DESCRIPTIONS (ABBREVIATED)” taken from the ACTFL Proficiency Guidelines, 2012. Retrieved from <https://languagecenter.cla.umn.edu/pace/levels.php>.

On the other hand, the CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. Both guidelines, CEFR and ACTFL have been designed to provide a clear, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. The following table describes what each level aims to achieve on each macro skill of English Language proficiency.

CEFR Level	Listening/Speaking	Reading	Writing
C2	CAN advise on or talk about complex or	CAN understand documents, correspondence	CAN write letters on any subject and full notes of

	sensitive issues, understanding colloquial references and dealing confidently with hostile questions.	and reports, including the finer points of complex texts.	meetings or seminars with good expression and accuracy.
C1	CAN contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.	CAN read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.	CAN prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.
B2	CAN follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.	CAN scan texts for relevant information, and understand detailed instructions or advice.	CAN make notes while someone is talking or write a letter including non-standard requests.
B1	CAN express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.	CAN understand routine information and articles, and the general meaning of non-routine information within a familiar area.	CAN write letters or make notes on familiar or predictable matters.
	CAN express simple	CAN understand	CAN complete forms and

A2	opinions or requirements in a familiar context.	straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.	write short simple letters or postcards related to personal information.
A1	CAN understand basic instructions or take part in a basic factual conversation on a predictable topic.	CAN understand basic notices, instructions or information.	CAN complete basic forms, and write notes including times, dates and places.

Taken from “Common European Framework of Reference for Languages: Learning, Teaching, and Assessment”

The other factor that has a great influence in students’ learning process is Personality. “Personality can be defined as those characteristics of a person that account for consistent patterns of feeling, thinking, and behaving.” (Pervin, Cervone & John, 2005, p. 6). According to the theory of personality, which was first introduced in the 1920s by Carl G. Jung, individuals are considered to be different as they are characterized by their unique patterns of temperaments, dispositions, and types. It is also claimed that by using these factors it is possible to predict and explain individual differences in different conditions and situations such as job satisfaction, mental health, and work performance (Barrick & Mount, 1991; Judge, Heller, & Mount, 2002). Thus, the teaching-learning process is also affected and/or altered depending on the personality traits students have.

Personality types have shown important relevance on students' English proficiency in recent years. Since the 1990s, there has been a growing interest on how personality correlates to the academic performance. An individual's personality can have an effect on to what extent he is able to achieve information (Murray and Mount, 1996). Additionally, there is robust research on this matter. Chamorro-Premuzic & Furnham (2003) conducted a study to investigate the relationship between personality traits and academic performance in three longitudinal studies of two British university samples, in which indicators such as attendance, tutorials, etc. were also considered in relation with the personality traits. The results showed that personality is significantly related to the academic performance. However, a problem emerged as the research unfolded, as most researchers typically use self-ratings of personality traits or self-report inventories because they are convenient some of which can be inaccurate because people tend to present themselves in an unrealistically positive perspective which can bias their perception of their own consistent personality attributes, which in the end affects the results of the study.

Studying the relationship between personality and English proficiency is meaningful because "in the eyes of many language teachers, the personality of their students constitutes a major factor contributing to success or failure in language learning, and learners also consider personality factors to be important." (Ellis, 1994, p. 517). There is a fairly large body of research that already exists that has examined English learning outcome and personality types separately. However, few have focused on the relationships between the two variables, personality types and English proficiency. Research exploring the relationship between these

variables will allow English teachers and institutions to improve classroom instruction to more effectively meet the needs of each individual student in their classrooms.

It is evident that teachers and instructors are used to observing a variety of performance levels in students. As expected, some students reach the desired level; some others just do not, due to different factors. Therefore, in an attempt to understand this phenomenon, many researchers have investigated a set of elements that may affect language learning and proficiency level. Quoting Brown (2000, P.1), “Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, and a total physical, intellectual and emotional response is necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit”.

Affective factors, such as personality types are considered to be important in determining success or failure for language learners. In this context Brown (2007) adds that “the affective domain is difficult to describe scientifically, a large number of variables are implied in considering the emotional side of human behavior in the second language learning” (p. 152). There is no doubt that the affective domain of a person, in which personality is included, is a main factor influencing human behavior. In the words of Erton (2010), “Personality seems to be a dominant factor in achieving the educational goals for the students when learning a foreign language”. (P. 115)

In terms of psychological conditions, language learners differ in how effectively they get advantage of and adapt to instruction. Personality traits have a considerable influence in students' language learning process. Since ancient times, humans have pursued to explain behavior by categorizing personalities into distinct types.

There are various theories and authors on personality types. The first known personality model was postulated by Hippocrates and the Greek physician Galen who stated that each person is based upon four separate temperaments. The four humors theory was to become a prevalent medical theory for over a millennium. Later in the 19th century, physiologist Wilhelm Wundt expounded on the four humors theory in 1879. He theorized four temperaments: sanguine, phlegm, cholera and melancholy. However, he also declared that no individual was completely of one temperament but a mixture of two or more. Later, Carl Jung categorized mental functioning into four principle categories: sensing, intuition, thinking, and feeling; thus leading to the creation of the Theory of Personality, "function types" or "psychological types" in the 1920s. Jung believed that people were different in elemental ways, what is really important is their preference for how we "function". This preference is a core characteristic and people may be "classified" by this preference.

Later, William Stern (1871-1938), as mentioned by L. Sillis, David. (1968) International Encyclopedia of the Social Sciences, Retrieved from: <http://www.encyclopedia.com/doc/1G2-3045001208.html#A>. The creator of the concept of IQ, -considered a leading figure in contributing to the buildup of developmental psychology in German-Speaking countries, and acknowledged for contributing to discussions of the IQ, studies of language development and personality development-, became interested in the

psychology of individual differences, publishing in 1900 a monograph entitled *über Psychologie der individuellen Differenzen*. During this period he became involved in the testing of intelligence and of vocational aptitude and was the first to suggest the use of the intelligence quotient to indicate ability. In later years he warned against the overemphasis of such measures, stressing the importance of looking at the role of intelligence in the functioning of the person as a whole, rather than evaluating it as an independent factor.

Furthermore, Stern states that psychological elements themselves are not defining elements but rather must be viewed in terms of the entire structure of person, environments, and person-environment relations (Kreppner, 1194; Stern 1911). Language is part of a larger whole, a piece that cannot be studied in and of itself: “All development of single functions is unfailingly dependent on the developments as a whole” (1935-1938, p50). Stern called the science that studies the human person in his totality “personalistics.” It deals with the topics that the specialized sciences of the person—biology, physiology, pathology, psychology—have in common. Psychology is a branch of personalistics, and in defining it, Stern began with the individual person (using the word “person” in its more usual sense). He said the person, in this sense, is “a living whole, unique, striving toward goals, self-contained and yet open to the world around him; he is capable of having experience”; and psychology is, then, “the science of the person as having experience or as capable of having experience. It studies this personal attribute, experience, in regard to the conditions of its appearance, its nature, mode of functioning and regularity, and its significance for personal existence and life considered as a whole” ([1935] 1938, p. 70). Stern's treatment of the psychology of personality consists mainly of a classification of traits and types. For instance, he suggested that one can

distinguish between people who are mainly concerned with their own preservation and development and those whose aims are related to the environment, i.e., to other persons, to groups, and to values.

Continuing during the 1920's, we find Gordon Allport who was born in Montezuma, Indiana, in 1897. As described by C. George Boeree, who is an American psychologist and author of the first online psychology texts, in Boeree, C. George. (1998, 2006) *Personality Theories: Gordon Allport*, Retrieved from: <http://webpace.ship.edu/cgboer/allport.html>, He was the youngest of four brothers who received his Ph.D in Psychology in 1922 from Harvard. His career was spent developing his theory, examining such social issues as prejudice, and developing personality tests. According to Allport's theory one thing that motivates human beings is the tendency to satisfy biological survival needs, which Allport referred to as opportunistic functioning. He noted that opportunistic functioning can be characterized as reactive, past-oriented, and, of course, biological.

In addition, Allport considered that opportunistic functioning was relatively unimportant for understanding most of human behavior. Most human behavior, he believed, is motivated by something very different, "functioning in a manner expressive of the self", which he called propiate functioning. Most of what people do in life is a matter of being who they are. Propriate functioning can be characterized as proactive, future-oriented, and psychological. To get an intuitive feel for what propriate functioning means, an exercise can be done as follow: the person has to think of the last time they wanted to do something or become something because they really felt that doing or becoming that something would be expressive of the things about themselves that they believe to be most important. The person

has to remember the last time they did something to express themselves, the last time they told themselves, “that’s really me!” Doing things in keeping with what people really are; that is appropriate functioning described by Allport.

Allport originally used the word traits, but found that so many people assumed he meant traits as perceived by someone looking at another person or measured by personality tests, rather than as unique, individual characteristics within a person, that he changed it to dispositions. He does recognize that within any particular culture, there are common traits or dispositions, ones that are a part of that culture that everyone in that culture recognizes and names.

Moreover, there was an American personality and clinical psychologist whose name was Jerry S. Wiggins (1931–2006) known for developing scales to assess the traits in the circumflex model, writing and editing texts on personality theory and psychometrics and for developing measures of interpersonal behavior. As Wiggins states (1966) Wiggins, Jerry S. (1966) *The Five-Factor Model of Personality THEORETICAL PERSPECTIVES* he developed taxonomy of ideas about agency and communion. His conception of agency involves power, mastery, and assertion. The opposite of agency is passivity, which involves weakness, failure, and submission. Communion involves intimacy, union, and solidarity. The opposite of communion is dissociation, which involves remoteness, disaffiliation, and hostility. Wiggins' (1991) placement of constructs under agency or communion is theoretical. More recently, Digman (1997) has derived two higher-order factors, using factor analysis on Big Five data, which correspond to Wiggins' conceptual coordinates of agency and communion.

Moreover, Walter Mischel (1930 - Present) as described in “*Mischel's Cognitive-Affective Model of Personality and the Person-Situation Debate.*” *Boundless Psychology*. Boundless, 20 Aug. 2015. Retrieved 21 Nov. 2015, from <https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/personality-16/social-cognitive-perspectives-on-personality-81/mischel-s-cognitive-affective-model-of-personality-and-the-person-situation-debate-315-12850> was a personality researcher whose work has helped to shape the social cognitive theory of personality. He began a controversy in the field of personality research in 1968 by proposing that an individual's behavior in regards to a trait is not always consistent. Mischel's experiments suggest that an individual's behavior is highly dependent upon situational cues, and the needs of a given situation. This became known as his cognitive affective model of personality. Previous to this research, an individual's behavior was thought to be mostly dependent upon traits such as conscientiousness and sociability, and was expected to be consistent across different situations. This conflict of ideas is referred to as the person-situation debate. Previous to this research, an individual's behavior was thought to be mostly dependent upon traits, and was expected to be consistent across diverse situations. Mischel's work on personality theory addressed the person-situation debate. This debate questioned whether traits or situations were more prone to predict an individual's behavior. It has since been determined that both factors interact to predict behavior.

The Stanford marshmallow experiment demonstrated how delayed gratification as a child was associated with better life outcomes as an adolescent and adult. He presented three different terms: 1-delayed gratification: The act of denying one's self an immediate reward in

return for a better reward in the future; 2-personality signature: An individual's pattern of situation-behavior reactions proposed by Walter Mischel to predict behavior. 3-social cognitive theory: A theory of personality that emphasizes cognitive processes, such as thinking and judging.

Previous researchers focused on trait or state theories that emphasized traits as the primary indicator of behavior. As an alternative, Mischel proposed social behavior theory. Social behavior theory emphasizes the importance of physical, social, and environmental forces in shaping behavior. Personality variables remain a major source of variance in behavior. Some researchers, however, suggest that Mischel's theory on situational factors and their effect on behavior is not wrong, but merely too extreme. It is largely regarded that both trait and situational factors strongly influence behavior. Mischel himself in later years has maintained a more moderate conceptualization of the issue.

Furthermore, there was KHEPER. M.Alan Kazlev “Herrmann, Ned. The whole brain business book” (uploaded 27 May 1998, last modified 5 June 2011) Retrieved from: <http://www.kheper.net/topics/intelligence/Herrmann.htm> William Edward "Ned" Herrmann (1922 - December 24, 1999), who was an American creativity researcher and author, known for his research in creative thinking and whole-brain methods. He is considered the "father of brain dominance technology." Ned Herrmann combined the Triune Brain model of Paul McLean with the Left/Right Brain hemisphere theory of Roger Sperry to form a model of the human brain with two paired structures, the two halves of the cerebral system and the two halves of the limbic system. This adds to the cerebral cognitive/intellectual polarity of left-right a limbic visceral, structured

and emotional polarity of left-right. The four-sided models of thinking styles are metaphorically attributed to four regions of the brain. These four quadrants (A, B, C, D) may be characterized as: A-logical, B-organized, C-interpersonal, and D-imaginative. Creativity is a process involving all four quadrants. Also incorporated is the theory of dominance. Wherever there is two of anything in the body, one is naturally dominant over the other. Hence right or left handed, brained, etc.

Herrmann also coined the concept Whole Brain Thinking as a description of flexibility in using thinking styles that one may cultivate in individuals or in organizations allowing the situational use of all four styles of thinking. He created The Herrmann Brain Dominance Instrument, the format of which is a 120 question online test claiming to determine which of the model's four styles of thinking is/are the dominant preference. More than one style may be dominant at once in this model. For example, in Herrmann's presentation a person may be dominant in both analytical and sequential styles of thinking but be weaker in interpersonal or imaginative modes, though he asserts all people use all styles to varying degrees.

Moreover, there is a Polish psychologist best known for his studies on temperament named Jan Strelau. Born on May 30, 1931, in Free City of Danzig, was professor of psychology at Warsaw University from 1968 to 2001. Strelau's research concentrates since several decades on temperament and its functional significance in human adaptation, especially under extreme conditions (stressors) and as a factor influencing behavior disorders. (University of Social Psychology Warsaw (2011) Regulatory Theory of Temperament. Retrieved from: <http://swps.pl/warszawa/warszawa-uczelnia/warszawa-uczelnia-wladze/551-warszawa/uczelnia/warszawa-uczelnia-kadra/6999-warszawa-kadra-prof-dr-hab-jan-strelau>).

He transferred Ivan Pavlov's concepts of higher nervous system properties such as strength of excitation, strength of inhibition and mobility of nervous processes into psychological constructs (traits) to be measured since the 1970th by the Strelau Temperament Inventory (STI) and beginning from 1999 by the Pavlovian Temperament

Survey (PTS) – an inventory constructed by Strelau, Angleitner and Newberry. Both inventories have been adapted to over a dozen of language versions. Strelau, in cooperation with Alois Angleitner from the University of Bielefeld, was the first researcher who introduced behavior genetic studies in Poland, extended during the last decade to molecular genetics centered on studying the genetic background of temperament traits as defined by RTT.

Furthermore, in 1916 a noted psychologist in the field of personality was born, his name was Hans Eysenck (1916-1997), from Germany. Though Eysenck was known for many areas of study in psychology, including intelligence and mental illness, he is often cited today for his work in personality. Eysenck was a theorist who focused on personality traits. Traits are broad behavioral elements that define who individuals are, like calm or easily excited. Eysenck described one's personality as a hierarchy of traits. At the top of that hierarchy, there are broad primary characteristics known as higher-order traits. The few broad higher-order traits then determine several lower-order traits. The lower-order traits help make up our habitual behaviors and our specific responses. According to Eysenck, personality traits are genetically inherited.

Eysenck's theory of personality focused on two dimensions of higher-order traits, extraversion vs. introversion and emotional stability vs. neuroticism, or emotional

instability. Extraverts are commonly known as being loud and outgoing while introverts are often thought of as quiet and reserved. Eysenck described extraversion and introversion differently, looking at their natural states of arousal. In psychology, the term arousal refers to any excitation. According to Eysenck, introverts have a higher natural base level of excitation and therefore do not need to seek out stimulating environments. Extraverts have a lower base arousal and choose environments that provide more stimulation. Eysenck's idea coincides with the arousal theory of motivation that states people seek out activities that either increase or decrease levels of arousal. The optimum arousal theory proposes that someone involved in a low-arousal activity will eventually seek out an activity that raises their level of arousal to its optimum level. Every person's natural level of arousal differs genetically and by situation. The emotional stability versus neuroticism scale explores qualities like impulse control and predictability of emotions (emotional stability) with traits like anxiety, nervousness, and reactivity (neuroticism). People who demonstrate emotional stability are calm and relaxed. People who are neurotic experience emotions intensely and are excitable.

There are various beliefs and authors surrounding the influence of personality types and learning. Some theorists have attempted to define personality as a very influential variable involved in second language learning. Both Krashen (1981), and Rivers (1964), postulated that personality factors relate to motivational variables. Besides that, a large number of variables are implied in considering the emotional side of human behavior in the second language learning process (D. Brown, 2000, P.142). However, the affective domain is difficult to describe scientifically, even though it plays an important role in human behavior and development.

One of the main authors considered for this research is Myers-Briggs (Isabel Myers and her mother Katheryn Briggs) who developed The Myers-Briggs Type Indicator. Since its first publication in 1962, the Myers-Briggs Type Indicator has been widely used to assess personality in many areas and with different purposes. It has been used in schools to help students in their choices of higher education; it has also been used as part of work interviews to assess the personality on the candidates, and in religion and mental health settings. The instrument has actually gained popularity and widespread acceptance with the overall population. It combines different psychological theories including Jung's, Adickes' Kretschmer's, Adler's, Spranger's and Hippocrates'. Jung believed that people are different in elemental ways, what is really important is their preference for how we "function". This preference is a characteristic and people may be "classified" by this preference; following this train of thought he invented the "function types" or "psychological types" which are one of the fundamental ideas behind the Myers-Briggs Type Indicator.

According to these researches, personality types determine intrinsic characteristics of a person, which lead to the development of students' learning process. These characteristics influence a person's life which leads researchers to believe that a certain type might be more likely to succeed at learning English as a foreign language. For example, Carrell (1996), referring to Myers-Briggs' type inventory, explains how "Extroverts tend to prefer learning situations that afford social interaction, oral performance, and inductive approaches; Introverts tend to prefer learning situations that are more solitary or in small groups, written performance and deductive approaches".

In order to understand the four dimensions of personality types based on Myers-Briggs' Type Indicator (MBTI) a short summary is presented below:

- Extraversion (E) -Introversion (I): An extrovert is said to receive energy from outside sources, whereas an introvert is more concerned with the inner world of ideas and is more likely to be involved with solitary activities. This trait does not just describe whether a person is outgoing or shy, but it considers whether a person prefers working alone or feels energized and at home, working in a team (Eysenck & Chan,1982, p.157).
- Sensing (S) - Intuitive (N). A sensing person relies on gathering information through the five senses, attending to concrete, practical facts. Sensors are less likely to see the 'bigger picture' and more likely to follow a step-by-step approach. An intuitive thinker is more likely to be drawn by abstract possibilities, meanings and relationships and will be drawn by the innovative and theoretical aspects (Dewaele & Furnham, 1999, p.287).
- Thinking (T) - Feeling (F). A thinking person is more likely to prefer decisions made in an impersonal, logical, objective manner. A feeling person will make decisions based more on personal values, relationships, and the feelings of others. Women are more likely to be feelers (Strong, 1983, p.248).
- Judging (J) - Perceiving (P). This personality preference describes how a person deals with the outside world. The judger is more likely to look for a planned and controlled life, seeking closure, preferring planning, and regulation. The perceiver deals with the outside world through sensing or intuition, but he prefers spontaneity, flexibility, freedom, and autonomy (Johnston & Orwig, 1999).

Since 1990s, there has been a growing interest on how personality correlates to the academic performance. An individual's personality can have an effect on to what extent he is able to achieve information (Murray and Mount, 1996). Chamorro-Premuzic & Furnham (2003) conducted a study to investigate the relationship between personality traits and academic performance in three longitudinal studies of two British university samples. Additionally, indicators such as attendance, tutorials, etc. were also studied in relation with the personality traits. The results showed that personality is significantly related to the academic performance.

Research exploring the relationships between the two variables, learners' personality types and proficiency, allows English teachers to improve classroom instruction to more effectively meet the needs of each individual student in their classrooms. With an awareness of which strategies contribute to students' proficiency, English teachers can encourage students and the language use by suggesting those strategies more naturally acceptable to particular students. For the purpose of this study, personality types will be researched under the inventory proposed by Myers-Briggs, which was previously explained. It will also evaluate the personality results of students enrolled in Practice Teaching II which were yielded by the MBTI, as well as the results of the paper-based TOEFL practice test used by the Foreign Language Department. This study will associate each personality type with its English proficiency level. Through exhaustive analysis, it will be determined whether there is a major incidence of a specific personality type and traits with a higher English proficiency level.

3. METHODOLOGY: DESIGN OF THE STUDY.

3.1 Research Approach.

A qualitative approach to conduct a study about the Incidence of Personality Types on students' language proficiency level was implemented. This study took place at the Foreign Language Department of the University of El Salvador, 2015, with students enrolled in Practice Teaching II courses of the English Teaching Bachelor Degree (Licenciatura en Idioma Inglés, Opción Enseñanza). This approach allowed information about the participants to be obtained in a direct way, revealing the different types of Personality in more depth by using a qualitative approach. A research instrument in the form of a standardized tests to gather data about students' personality types were used.

The research aimed to find a link between personality types and language proficiency, therefore, a correlational study was favored as the method to be used to achieve this. According to Waters (2011) a correlational study is a quantitative method of research in which there are two or more variables from the same group of subjects. This type of research is often used to look for the relationship between variables and can be done in three different ways: Observational Research, Survey Research and Archival Research.

For this study, Survey Research, which collects the information via surveys, was chosen. It is important to mention that correlational research often focuses on what the relationship between two or more variables is (which can be positive, negative or nonexistent); however, this study does not aim to find this description. This study will not be measuring the type of correlation between a specific personality type and the linguistic proficiency, but will

be merely finding which personalities relate to different proficiency levels. Hence, whether the relationships found are positive, negative or nonexistent will not be discussed.

As for data collecting, the Myers-Briggs Type Indicator was used to obtain the first variable. This instrument was used to determine the subject's personality type and it was filled out and solved by each participant. The second variable (English proficiency) was obtained through the analysis of students' results on a practice paper based TOEFL test. These two instruments were administered with the help of professors currently in charge of Teaching Practice I and II at the Foreign Languages Department of the University of El Salvador.

Since the area of the research is within the field of Educational Psychology, it was taken into consideration how accepted this methodology is among other scholars who have looked into the topic of Personality Types and their relationship to learning a language. Among the articles used as foundation for this research, there is a number of them that have used the same methodology as the one conducted in this study.

As mentioned before, the study was closely taken after the research conducted by Carrell (1996) as its main foundation, by choosing a correlational method where they compared the results of both variables from the same group of subjects; as well as the one conducted by Erton (2010) to test the relationship between personality traits, language learning styles and language achievement. In the aforementioned study, Erton attempted to find a relationship among three different variables. To accomplish that, he used two different types of inventories, one to determine personality types created by Eysenk and another one to determine learning styles. The results of these inventories were compared against the final grades obtained by the students to classify them into successful or unsuccessful students. In

this case, in spite of there being three variables that came into play, Erton decided to use a correlational method to attempt to explain the relations.

As it is commonly known, research methods in education and other social sciences are often divided into two main types: quantitative and qualitative. For this particular study, given the type of research, a **Quantitative Approach** was chosen.

It is highly important to provide a definition for this type of research method. The following one, taken from Aliaga and Gunderson (2000), describes what is meant by quantitative research methods: Quantitative research is “Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)”. In quantitative research, numerical data is collected. This is closely connected to the final part of the definition: analysis using mathematics. Quantitative methods, therefore, can be used to solve the final goal of research, which is always to find the answer to a question. Now, the question that leads this study is: What is the incidence of personality types on the Language proficiency level of students from Practice Teaching II at the Foreign Language Department of the University of El Salvador during the semester II-2015? The nature of the question implies the analysis of numerical data to be analyzed.

The study was carried out on the incidence of the Language Proficiency level of students and their personality types from Practice Teaching II at the Foreign Language Department of the University of El Salvador during the semester II-2015. The main purpose was to describe the different types of personality types their relationship with the language proficiency level students reach after taking 5 intensive English courses and being placed in a project or program to do their teaching practices. Therefore, reliable population-based and

generalizable data, suited to establishing cause-and-effect relationships, was generated through quantitative research.

One or more hypotheses were made. They included predictions about possible relationships between the two main aspects to be investigated (variables). In order to find answers to these questions, various instruments and materials were used, leading to a clearly defined plan of action. This means, that two groups of classes from Practice Teaching II were studied. Consequently, a non-experimental research took place, meaning neither of the variables were manipulated in any way, as the study was limited to phenomena observation as found in its natural context, for it to be subsequently analyzed. In other words, the subjects were observed in their reality. Also, data was collected following a strict procedure and prepared for statistical analysis. Currently, this was carried out with the aid of sophisticated statistical computer packages that are often available online. For instance, there was a very interesting study that was carried out in a very clever and simple way. Daele performed a study in which he wanted to correlate extraversion, one of the most well-known personality types, to oral L2 proficiency. He and his group of researchers tested students in two different languages, English and French. They took pictures to a room and asked the pupils to tell a story with no preparation whatsoever. Hence, in this way, they were able to measure their oral proficiency; on the other hand, the variable extraversion was taken from the Personality Types Inventory by Eysenk. To find the results to this research, they used “Pearson correlations and regression analysis with repeated measurement tests of fixed effects” (Daele, 2006).

Moreover, a Cross-sectional study took place with this research. As stated by Trochim, W.M.K. (2006) in the website “Research Methods Knowledge Base” (Web Center) “Cross-sectional studies are often used in developmental psychology, but this method is also utilized in many other areas including social science and education. This type of study uses different groups of people who differ in the variable of interest but who share other characteristics such as socioeconomic status, educational background, and ethnicity, etc. Cross-sectional studies are observational in nature and are known as descriptive research, not causal or relational. Researchers record the information that is present in a population, but they do not manipulate variables”. This type of research can be used to describe characteristics that exist in a community, but not to determine cause-and-effect relationships between different variables. These methods are often used to make inferences about possible relationships or to gather preliminary data to support further research and experimentation. Given the fact that in this study two groups of classes registered in Practice Teaching II were studied, and different characteristics were described in the two groups at the same time to infer a possible relation between personality type and language proficiency level, a cross-sectional study was applied as well.

3.2 Data Sources

After evaluating the situation, it was considered necessary to obtain more information about personality itself. That’s why an appointment was set to have an interview with Lic. Benjamin Moreno Landaverde, psychologist of the Psychology Department from School of Arts and Sciences. The researchers prepared some questions from the interview.

As for the study subjects, a random sampling was applied to those participating in the study. Afterwards, data was collected from these students in order to start with the research.

As mentioned before, a TOEFL grade is mandatory for students of Practice Teaching I. This is a requirement that allows the students to be placed in the different programs and projects inside and outside the university to do their teaching practice. This means that these students have already finished their five intensive English courses within represent a suitable population for the study. Taking this into account, the first step was to request for the TOEFL test results of the students to be included in this study to the respective authorities at the Foreign Language Department. Then, the results were revised and organized. Besides, the official list was requested to have students' names to match them with their results.

Besides, before administering the personality test, there was a section for test takers to provide general information about themselves. These generalities such as age, marital status, whether they have children or not, or even if they work or not contributed to the study and was a great help for data analysis. Therefore, two sections of the surveys were administered separately in order to prevent anxiety among the students.

Afterwards, students were administered with the third part of the data gathering, and that was a personality test. There were several options for this particular test, but after investigating, it was concluded that the test that fulfilled the study's need was The Myers-Briggs type inventory, which is an extensively used tool around the world. It has been used by many researchers and scholars interested in typifying different personalities within the Educational and Psychological field known as The MBTI as well. One of the most important advantages offered by this test is the number of personality types in its classification. They are

16 different types, which provides very detailed and accurate results. After the information was collected, the personality tests were checked and scored. After the personality tests were scored, the results were handed in to the students, in this case the test takers, so they could have a relevant and useful information about their personality types. Several visits were necessary to collect the data already mentioned.

3.3 Sampling Procedures

As it has been already stated, the population was taken from students of the University of El Salvador, from the Foreign Language Department that were studying the major Licenciatura en Idioma Ingles opcion Ensenanza. Out of these students only students registered in Practice Teaching II, Semester II, 2015 were included. The official list was requested to the respective authorities to have an exact number to continue with the sample selection. For the selection of the sample the Stratified Random Sampling was chosen by the research group. As it is presented in the chart below, the groups were of a different size, complicating the decision of determining the amount of students to be considered. Using stratified sampling, the population was divided into homogeneous, mutually exclusive groups called strata, and then independent samples were selected from each stratum. Hence, stratified sampling ensures an adequate sample size for sub-groups in the population of interest. When a population is stratified, each stratum becomes an independent population allowing researchers to decide the sample size for each stratum.

STRATAS	
GROUP	FREQUENCY
GROUP 01 Práctice Teaching II	22 Ss Registered
GROUP 02 Practice Teaching II	49 Ss Registered
Total Ss	71

Group 1:

$$22/71=X/46=14.523=14 \text{ Ss}$$

Group 2:

Grand Total= 46 Students

$$49/71=X/46=31.746=32 \text{ Ss}$$

$$71 \text{ Ss} \text{-----} 100\%$$

$$46 \text{ Ss} \text{-----} X$$

$$=64.78$$

65% of the class

3.4 Methods and Instruments of Data Gathering.

In order to collect the data needed to develop this study, the survey technique was applied. According to **Statistics Canada publication Survey Methods and Practices (2003)** a survey is “any activity that collects information in an organized and methodical manner about characteristics of interest from some or all units of a population using well-defined concepts, methods and procedures, and compiles such information into a useful summary form. A survey usually begins with the need for information where no data – or insufficient data – exist”. It may appear that conducting a survey is a simple procedure of asking questions

and then compiling the answers to produce statistics. However, a survey must be carried out step by step, following precise procedures. Thus, an instrument was prepared in order to collect information in three different sections.

For the first section, the main objective was to collect general information about the selected students. These generalities were aspects such as age, gender, marital status and whether they have children or not. These aspects are important because they represent a responsibility aside their studies at the university, especially their marital status and whether they have children or not.

Afterwards, the second section was administered. For this section, there was a set of questions that were included, as they were considered highly important to make up a conclusion along with the variable involved for the research. The first question was addressed to students failing any of the intensive English courses throughout the first two years and half of their major. Then, a second question was added which aimed to know if the students are working and studying at the same time. Then, the third question's main purpose was to know the field the students are working on, which will reveal whether they are putting into practice their knowledge in the work area. Finally, one last question was included to know the reason why students have chosen their major. For all the questions, they had multiple options to choose from.

Subsequently, the third section of the instrument was administered. It was a standardized test aiming to determine the personality type of the subjects. This test was taken from the Keirsey Temperament Sorter (D. Kiersey, M. Bates, 1984) which consists of 70 questions with two possible options each. The test's results are expressed using the Myers-

Briggs Type Inventory, indicating students which of the 16 types correspond to their personality. To conclude, the tests were scored and handed in to each students to let them know their results and the information displaying their personality's most important aspects.

3.5 Description of Variables.

The purpose of all research is to describe and explain variance in the world, and this research is not the exception. According to Nebeker, C, (n.d.) "Basic Research Concepts". Retrieved Nov 13, 2015, from <http://ori.hhs.gov/education/products/sdsu/variables.htm>, variables are "names that are given to the variance that is wished to explain. A variable is either a result of some force or is itself the force that causes a change in another variable. Variables are important to understand because they are the basic units of the information studied and interpreted in research studies." Therefore, the first and second section of the questionnaire the researchers obtained eight variables which are described as follows:

Age: This was a quantitative variable that was used to classify students in subgroups in a more efficient way.

Gender: This was a nominal categorical variable that represents a descriptive attribute of the individuals. This aspect can be used to compare subgroups and based on the theory that the female population exceeds the male population, this comparison was done in proportions.

Marital status: It was a nominal categorical variable that determines students' living situation. Consequently, it applied only to students that are either married or living with a partner, thought to have other responsibilities besides their major.

Children: This was a quantitative discrete numerical variable that let researchers know if the students had children or not, which would also suggest that they had other responsibilities than the average student.

Failed English courses: This was a qualitative variable which had only two options. This variable helped researchers to know more about students' performance on their academic results of their five intensive English courses and whether they had failed any of them.

Work and studying: This was a qualitative variable that classified students in two different groups: The ones that worked and studied at the same time and the ones that only study. This is considered to be important because working students engage in two time consuming activities, and it may suggest that their performance in some way may be affected.

Field students work on: This was a qualitative variable that aimed to collect information about the field students work in, as it was important to know if it was related to the major they were studying or not. It applied to working students only.

The reason why they chose the major they are studying: A qualitative variable which provided information about the reasons behind the decision of choosing the major. Consequently, this variable might be a motivation or a negative aspect that affected their performance.

All these variables became of utter importance for the study and a great help in order to describe the subjects.

On the other hand, there was another variable in study that determined whether certain results were shared by groups with the same variables. In the third section there was a

personality test. This standardized test was structured to investigate the factors that determine a personality type. This test allowed researchers to place each subject into 16 subgroups which were also the different categories that this variable could take. Each personality type became a subgroup and the following descriptions are presented in Briggs Myers, I. (n.d.) “Excerpted from Introduction to Type®” retrieved Aug 1st, 2015, from <http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm> and they are defined as follows:

ISTJ: Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value traditions and loyalty.

ISFJ: Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

INFJ: Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INTJ: Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance - for themselves and others.

ISTP: Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

ISFP: Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

INFP: Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

INTP: Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and

adaptable. Have unusual ability to focus in depth to solve problems in their area of interest.

Skeptical, sometimes critical, always analytical.

ESTP: Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them - they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best through doing.

ESFP: Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

ENFP: Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP: Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

ESTJ: Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

ESFJ: Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.

ENFJ: Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

ENTJ: Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

Finally, there was another important quantitative variable for this study. This variable was obtained through the results requested to the proper authorities and it consisted of the grade for each student's scored at the paper based practice TOEFL test. This test was taken by students as a requirement in order to be placed in a program to do their teaching practice.

TOEFL Grade: This was a quantitative variable that let the researchers know in which of the categories into 6 different intervals, taken from the Common European Framework, students are. These are found in intervals that are described in Cambridge University Press and UCLES (2015). *The Common European Framework of Reference for Languages (CEFR)* retrieved Aug 10, 2015 from https://www.cambridgeenglishteacher.org/what_is_this., and they stay as follows:

1-A1: For this particular level only basic abilities are needed to communicate and exchange information in a simple way.

Listening: Can understand basic instructions or take part in a basic factual conversation on a predictable topic.

Reading: Can understand basic notices, instructions or information.

Writing: Can complete basic forms, and write notes including times, dates and places.

2- A2: For this level the ability to deal with simple, straightforward information and begin to express oneself in familiar contexts is highlighted.

Listening: Can express simple opinions or requirements in a familiar context.

Reading: Can understand straightforward information within a known area, such as on products and signs and simple textbooks or reports on familiar matters.

Writing: Can complete forms and write short simple letters or postcards related to personal information.

3- B1: In this level the person has the ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.

Listening: Can express opinions on abstract/cultural matters in a limited way or offer advice within a known area, and understand instructions or public announcements.

Reading: Can understand routine information and articles, and the general meaning of non-routine information within a familiar area.

Writing: Can write letters or make notes on familiar or predictable matters.

4- B2: This is higher level and gives the person the capacity to achieve most goals and express oneself on a range of topics.

Listening: Can follow or give a talk on a familiar topic or keep up a conversation on a fairly wide range of topics.

Reading: Can scan texts for relevant information, and understand detailed instructions or advice.

Writing: Can make notes while someone is talking or write a letter including non-standard requests.

5- C1: For this particular level the ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics is owned by the person.

Listening: Can contribute effectively to meetings and seminars within own area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.

Reading: Can read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.

Writing: Can prepare/draft professional correspondence, take reasonably accurate notes in meetings or write an essay which shows an ability to communicate.

6- C2: This is the highest level a person can reach in this classification. This person has the capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.

Listening: Can advise on or talk about complex or sensitive issues, understanding colloquial references and dealing confidently with hostile questions.

Reading: Can understand documents, correspondence and reports, including the finer points of complex texts.

Writing: Can write letters on any subject and full notes of meetings or seminars with good expression and accuracy.

3.6 Statistical Treatment.

In order to present the results for this study, and once the information had been gathered by the researchers, a descriptive analysis was done. As stated by Trochim, William M.K. (2006, October). The Research Methods Knowledge Base. Retrieved from <http://www.socialresearchmethods.net/kb/statdesc.php> descriptive analysis is “part of Descriptive statistics that are used to describe the basic features of the data in a study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. Descriptive Statistics are used to present quantitative descriptions in a manageable form.”

However, for the qualitative variables, which consisted in different categories, it was necessary to know the number of cases in each of the categories; for this information to be reflected in the percentage they represent of the total. The information was presented through frequency tables and graphs to have a better understanding of the results. Therefore, to do this, a univariate analysis was done, which involved the examination across cases of one variable at a time. There were three major characteristics of a single variable that we tended to look at: The distribution, the central tendency, and the dispersion. In most situations, we used them to describe all some characteristics for some of the variables in this study.

For the second section of the analysis of the data, the researchers contrasted the information with a bivariate analysis, which is one of the simplest forms of quantitative statistical analysis. It involves the analysis of two variables for the purpose of determining the empirical relationship between them.

Hence, this study aimed to look for the most important relationship that was the one obtained from the personality types students have and the TOEFL intervals results. To find the correlation between these two variables, the researchers used a correspondence analysis which is a technique that draws relationships based on the association of the variables under analysis, and through the use of the graph it was possible to establish proximity and hence a correlation between the different personality types of the individuals and the their TOEFL grade that represented their proficiency language level

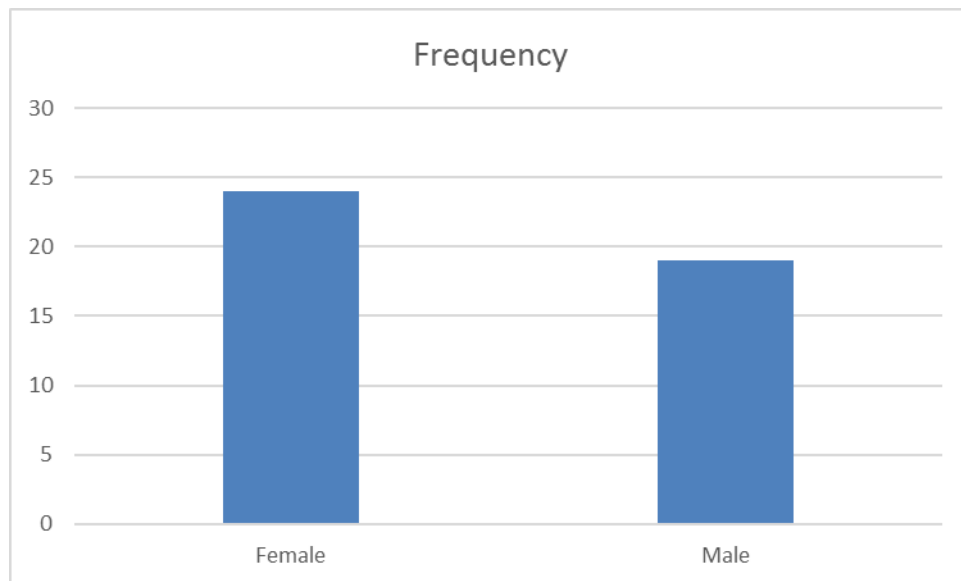
4. DATA ANALYSIS.

4.1 Descriptive Analysis.

The descriptive analysis of the variables was done with a sample of 65% of the total population from the two groups of Practice Teaching II that participated in this research and who completed all the instruments.

Gender:

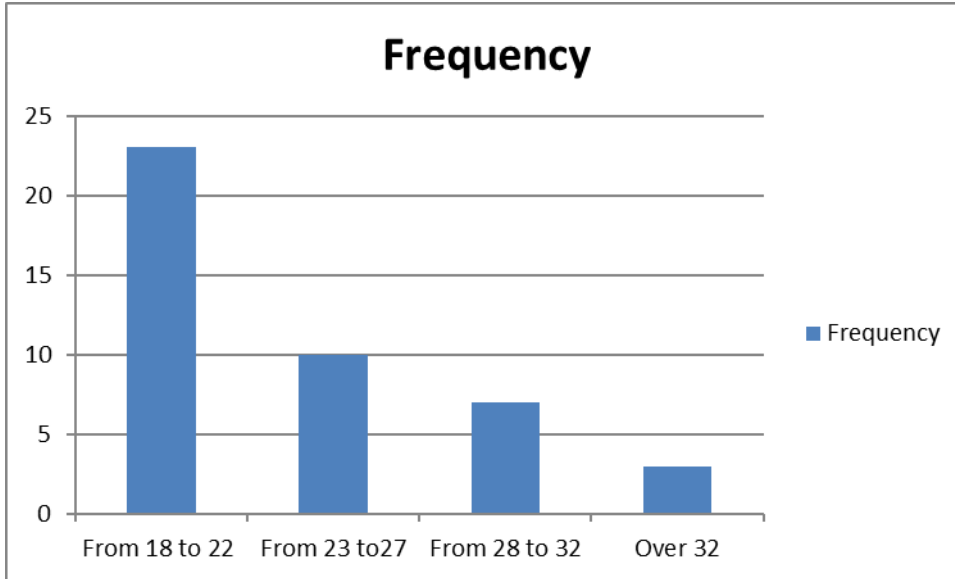
Gender	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Female	24	55.8	55.8	55.8
Male	19	44.2	44.2	100.0
Total	43	100	100	



As shown in the **gender** variable, there was a minor difference in percentages between male and female subjects. The female subjects represented the 55.8% of the sample outnumbering male subjects who represent only the 44.2%. It could be inferred that the majority of students from Practice Teaching II were women and there was a slight gender gap.

Age

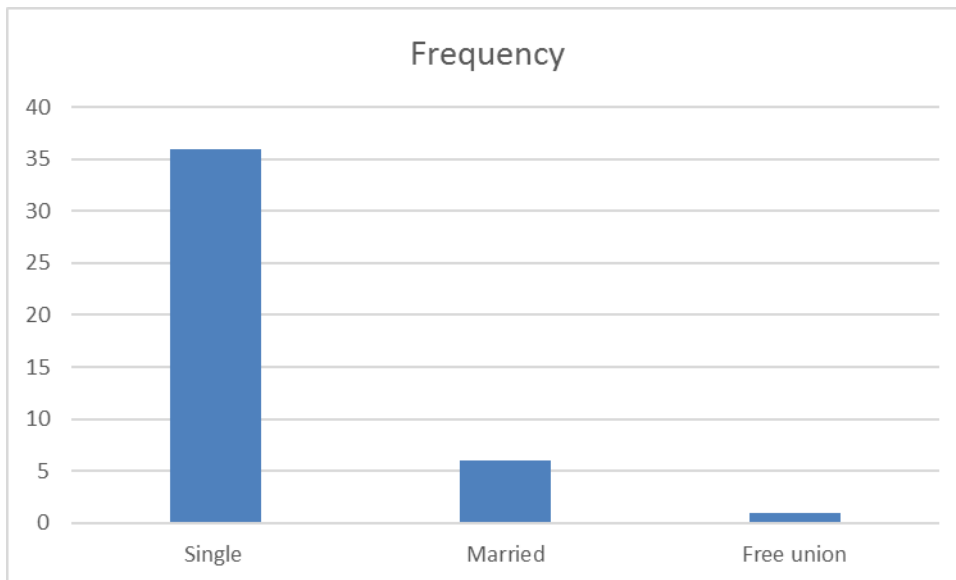
Age intervals	Frequency	Percentage	Valid Percentage	Cumulative Percentage
From 18 to 22	23	53.5	53.0	53.5
From 23 to 27	10	23.3	23.0	77
From 28 to 32	7	16.3	14.0	91
Over 32	3	7.0	7.0	100



For this variable, the graph shows that most of the subjects were among the ages of 18 to 22 years old and this group represents the 53.5% of the population. The following group was from 23 to 27 years old and they represented 23.3% of the sample. Finally, 16.3% of the subjects were among 28 to 32 age range. It can also be observed that in the sample there was 7% of subjects over the age of 32.

Marital status

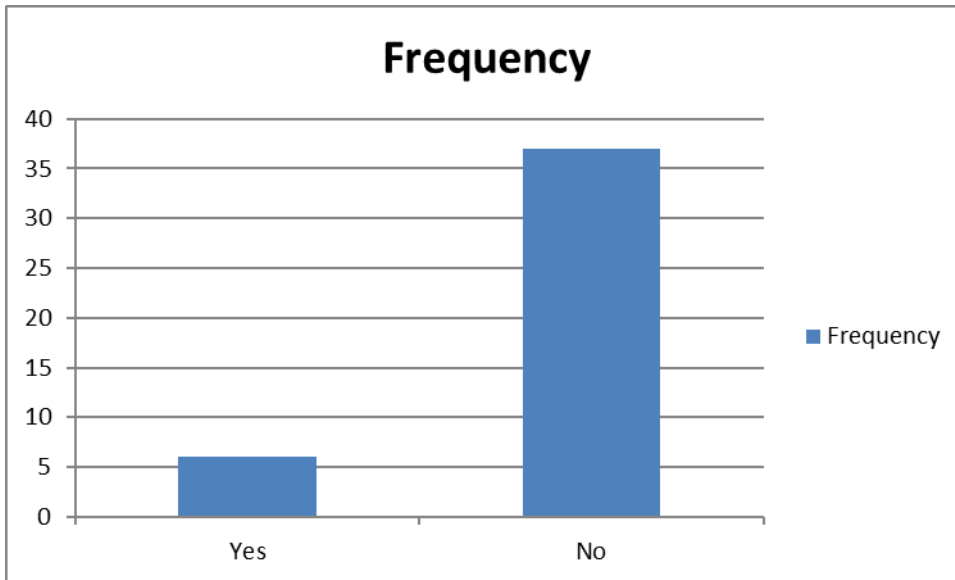
Marital status	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Single	36	83.7	83.7	83.7
Married	6	14.0	14.0	97.7
Free union	1	2.3	2.3	100
Total	43	100	100.0	



As shown by the graph, it can be observed that the current marital situation of the subjects was predominantly single, since this group represented 83.7% of the sample under study. 14% of the subjects were married and only 2.3% were in a free union.

Children Yes-No

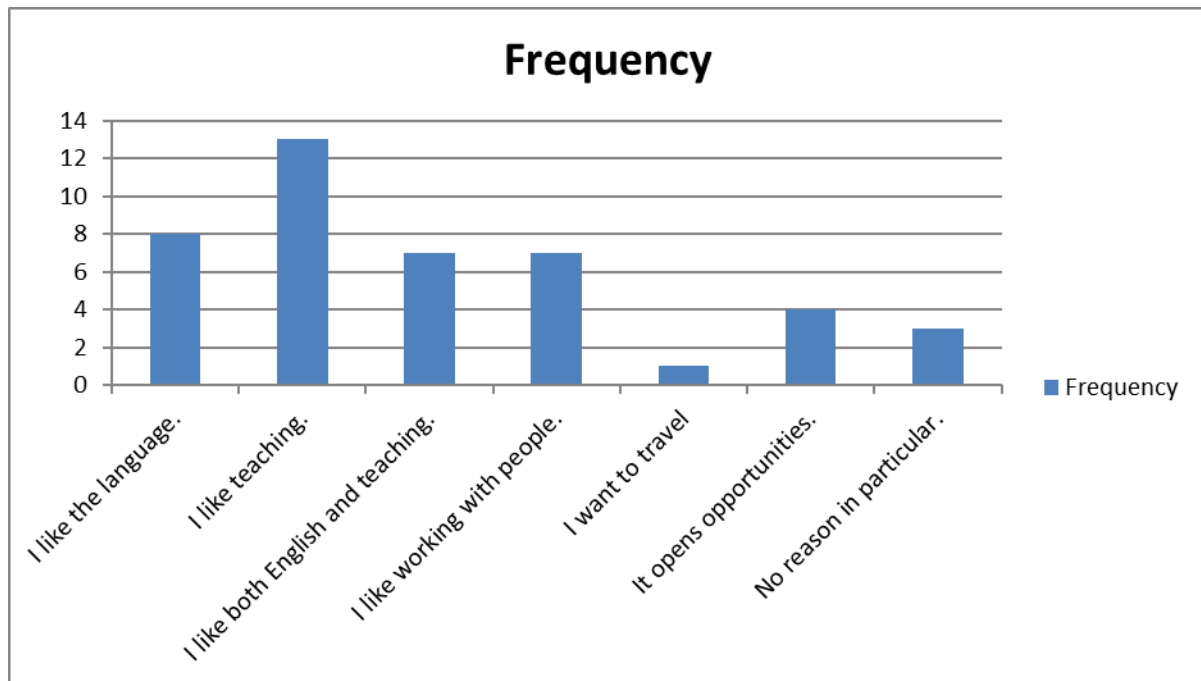
Children	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	6	14.0	14.0	14
No	37	86.0	86.0	100
Total	43	100	100	



There was a correlation between the marital status and whether the subjects had children or not. As the graph shows, 86% of students did not have children and only 14% of subjects had children. This meant that most of the subjects did not have affective and economical responsibilities to children.

Reason for choosing the major:

Reason for choosing the major	Frequency	Percentage	Valid Percentage	Cumulative Percentage
I like the language.	8	18.6	18.6	18.6
I like teaching.	13	30.2	30.2	48.8
I like both English and teaching.	7	16.3	16.3	65.1
I like working with people.	7	16.3	16.3	81.4
I want to travel	1	2.3	2.3	83.7
It opens opportunities.	4	9.3	9.3	93
No reason in particular.	3	7.0	7.0	100
Total	43	100.0	100.0	

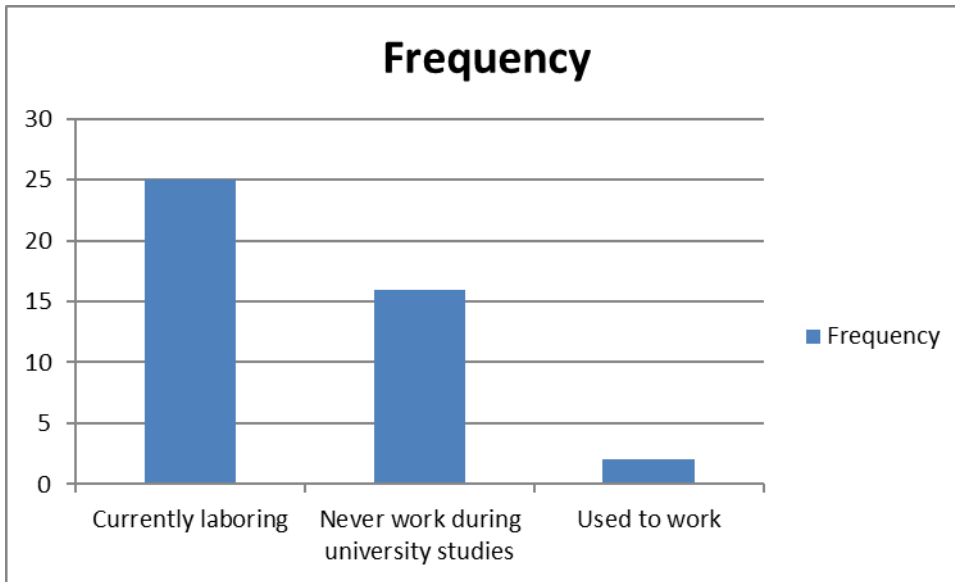


The graph above represents the variable related to reasons for choosing the major. There were clear differences in the results, which means that students had a variety of reasons for having chosen to study the English Language major in Teaching Option (Licenciatura en Idioma Inglés opción enseñanza), besides becoming teachers of English. The predominant

reason for choosing the major is that subjects like teaching, 30.2% of the subjects chose this reason. On the other hand, 18.6% of the subjects stated that they like English language. There is 16.3% of student who expressed that they like both teaching and the language. The same amount of subjects declared that they chose the major because they like working with people. It can be inferred that the majority of subjects are language-teaching oriented. 9.3% of subjects stated that studying this major will enable them to have more opportunities in life. 7% declared that they did not have a specific reason for studying this major. Finally, only 2.3% of the subjects stated that he/she chose the major because he or she wants to travel.

Work situation

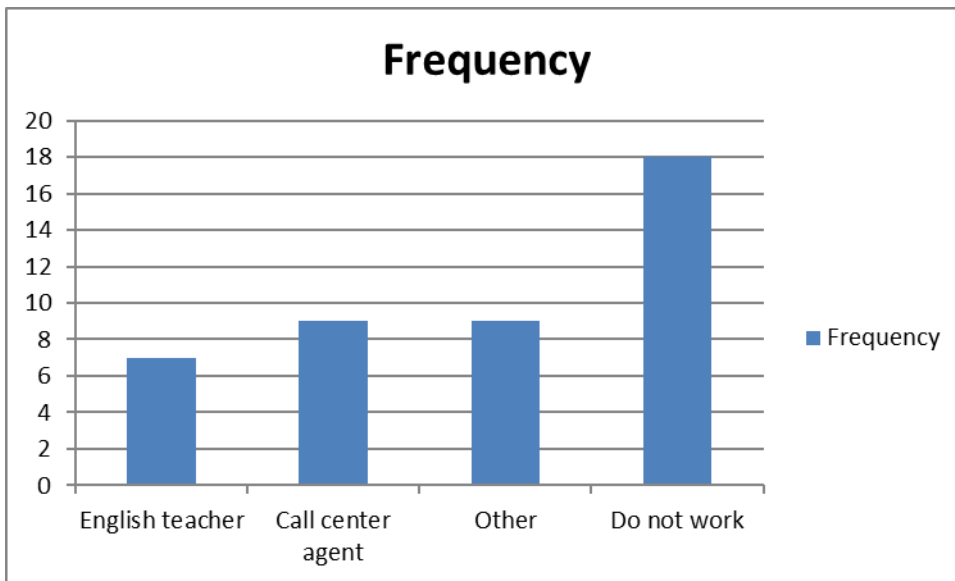
Work situation	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Currently laboring	25	58.1	58.1	58.1
Never work during university studies	16	37.2	37.2	95.3
Used to work	2	4.7	4.7	100
Total	43	100	100.0	



On the previous chart there is important data to take into account concerning students' backgrounds. 58.1% of subjects were currently working while studying the major. 37.2% stated that they had never worked and studied at the same time. Only 4.7% of all subjects mentioned that they used to work. It can be concluded that the majority of students make a considerably high effort to study while having the responsibility to work. This variable can be an important factor in determining students' performance in class and thus in their English Language proficiency level. Students who never work during university studies might have an advantage over working students due to time availability to focus on their studies.

Working field

Working field	Frequency	Percentage	Valid Percentage	Cumulative Percentage
English teacher	7	16	16	16
Call center agent	9	21	21	37
Other	9	21	21	58
Do not work	18	42	42	100
Total	43	100	100	

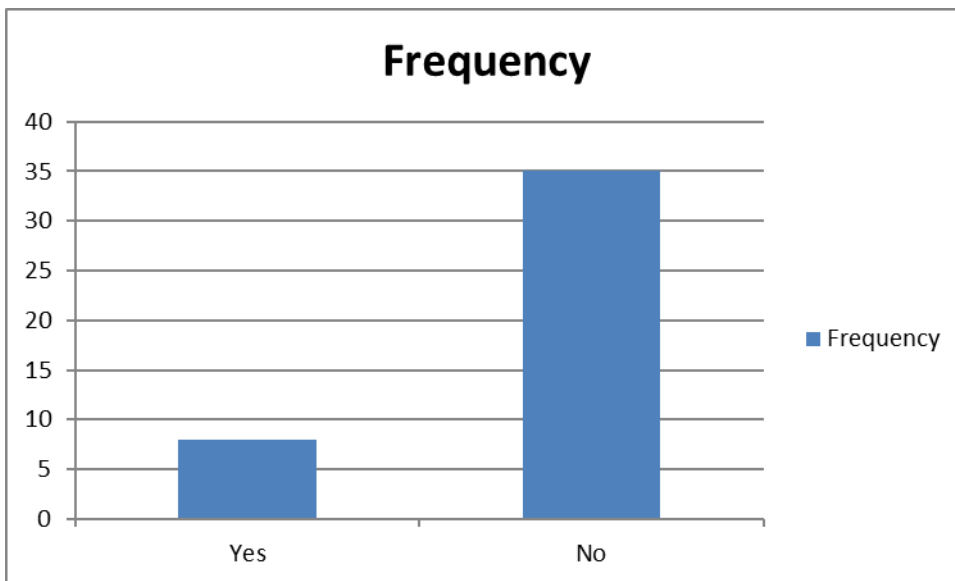


This graph shows that 42% of the subject population was unemployed. 36% of students were currently working in call centers. 36% work in other areas, and only 28% work as English teachers. It can be inferred that most of the students were not actually practicing what they are learning in the major in terms of teaching, but were applying their English knowledge in their work field. Even though they were about to finish their teaching major, the level of expertise they are gaining is not related to the teaching field but to different fields.

This might have an impact at the moment of finishing their major in teaching as it is quite important to put theory into practice.

Have you ever failed an English course?

Failed a course	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	8	18.6	18.6	18.6
No	35	81.4	81.4	100
Total	43	100	100	

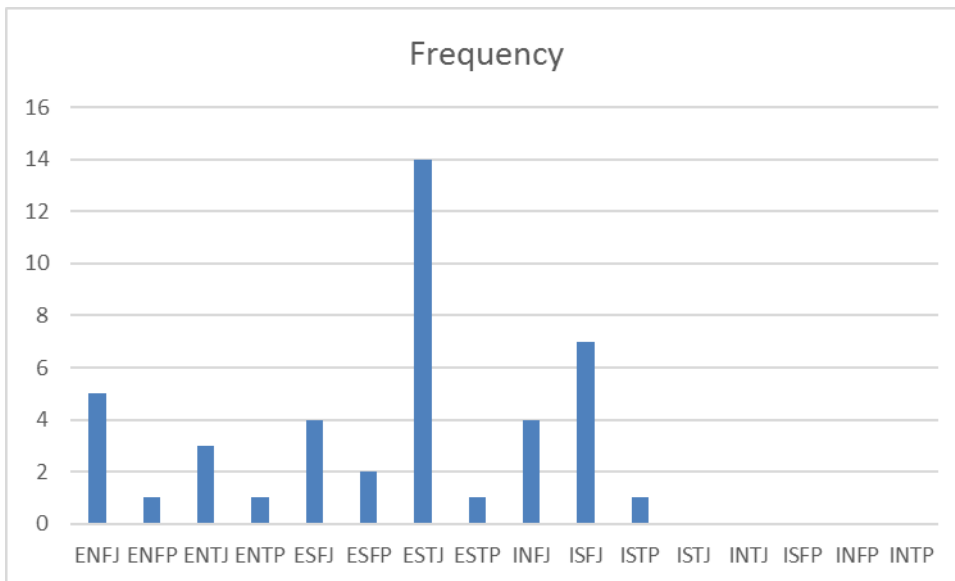


For this variable, it can be observed that 81.4% of Practice Teaching II students have never failed an English course before. Only 18.6% of students answered that they have failed an English course previously in their major. These results imply that the majority of the population under study have approved all 5 of the intensive English courses (From basic to advanced level) which are requirements to enroll in in Practice Teaching II course. As a

conclusion, as the results show, it can be predicted that the majority of students had achieved an advanced English level at this stage of the English major.

Personality Types:

Personality Type	Frequency	Percentage	Valid Percentage	Cumulative Percentage
ENFJ	5	11.6	11.6	11.6
ENFP	1	2.3	2.3	13.9
ENTJ	3	7.0	7.0	20.9
ENTP	1	2.3	2.3	23.2
ESFJ	4	9.3	9.3	32.5
ESFP	2	4.7	4.7	37.2
ESTJ	14	32.6	32.6	69.8
ESTP	1	2.3	2.3	72.1
INFJ	4	9.3	9.3	81.4
ISFJ	7	16.3	16.3	97.7
ISTP	1	2.3	2.3	100
ISTJ	0	0.0	0.0	0
INTJ	0	0.0	0.0	0
ISFP	0	0.0	0.0	0
INFP	0	0.0	0.0	0
INTP	0	0.0	0.0	0
Total	43	100.0	100.0	



The graphic above represents the students' personality types. In order to classify students in these categories, the "MBTI personality test" was used. The MBTI identifies 16 personality types. There were only 11 personality types identified in the sample group. For this variable, it can be observed that there are only 3 predominant personality types. The rest of the personality types found are underrepresented with a minimal amount of subjects in them. For study purposes, only the three most predominant personality types were considered.

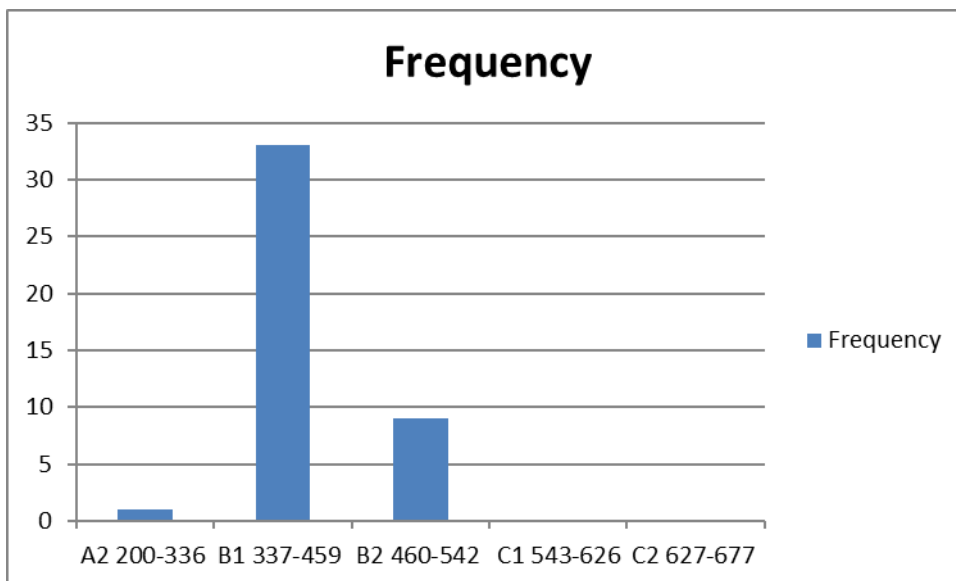
It can be concluded that the majority of Practice Teaching II exhibit the ESTJ personality type with 32.6% of representation in the group. This means that they are practical, realistic and matter-of-fact individuals who organize projects and people to get things done. They are called the Supervisors because they are the consummate organizers, and want to bring structure to their surroundings. They value predictability and prefer things to proceed in a logical order. When they see a lack of organization, ESTJ subjects often take the initiative to establish processes and guidelines, so that everyone knows what is expected. They focus on getting results in the most efficient way possible.

A 16.3% of all students exhibit the ISFJ personality type. These subjects are typically involved in social groups, but do not want the spotlight: they are shy and more likely to be found behind the scenes, working diligently to fulfill their role. They are conscientious and methodical, and persist until the job is done. They are called protectors.

Only 11.6% of the population belong to the ENFJ personality type. They are called Counselors. They are creative nurturers with a strong sense of personal integrity and a drive to help others realize their potential. They have a talent for helping others. They are reserved and have a unique ability to intuit others' emotions and motivations. They are highly perceptive about people and want to help others achieve understanding.

TOEFL SCORE

TOEFL SCORE intervals	Frequency	Percentage	Valid Percentage	Cumulative Percentage
A2 200-336 340-486	1	2	2	2
B1 337-459 487-549	33	76.7	77.0	80
B2 460-542 567-636	9	20.9	21.0	100
C1 543-626 637-676	0	0.0	0.0	0
C2 627-677 667 above	0	0.0	0	0
Total	43	100	100	



The graphic and chart above represent the score obtained by each Practice Teaching II student in the paper-based, practice TOEFL test that is administered by the Foreign Language Department at the beginning of the year 2015. These results were categorized into 5 intervals previously established by the Common European Framework of Reference (CEFR), which is one of the most widely accepted measures for language competency. CEFR classifies students in six different categories according to the Language Proficiency level individuals have. CEFR classifies the levels by letters and numbers (A1-A2, B1-B2 and C1-C2). To accomplish the purpose of this study, a conversion table was used to find equivalents between CEFR and TOEFL scores. According to the results it can be concluded that most of the individuals can be placed among the B1 and B2 groups. 76.7% of students reached a score to be placed in the B1 level. 20.9% of the population under study are placed in the B2 level. Only 2% of students were placed in the A2 level. These results demonstrate that the population did not obtain a grade showing the expected minimum standards, and hence have a low English proficiency level according to the practice TOEFL test.

4.2 Bivariate Analysis.

For this analysis the researchers correlated some of the descriptive variables of the group with the results of the TOEFL practice test in order to determine if there were significant differences between the subgroups under study.

The first two variables under analysis were the grade intervals and the ages of the individuals. This correlation is expressed as follows:

TOEFL score intervals vs. Age intervals

TOEFL SCORE intervals	From 18 to 22	from 23-27	From 28 to 32	Over 32
A2 200-336	1	0	0	0
B1 337-459	18	7	6	3
B2 460-542	5	3	0	0
C1 543-626	0	0	0	0
C2 627-677	0	0	0	0
TOTAL	24	10	6	3

On this table it can be observed that most of the population under study acquired a B1 level and there was a meaningful representation of individuals from the four age intervals. However, the largest group to obtain a B1 level in the TOEFL score was the population from 18 to 22 years old. There were only a few students who obtained a B2 level. It can be analyzed that the majority of students are young individuals ranging from 18 to 22 years old, but the age is not a major factor to affect their TOEFL score as they were either placed in level A2, B1 or B2. It can be inferred that there is a high percentage of students from 18 to 22 years old because they began their university studies right after finishing their high school.

TOEFL score intervals vs. Gender intervals

TOEFL SCORE intervals	GENDER	
	Male	Female
A2 200-336	1	0
B1 337-459	14	19
B2 460-542	7	2
C1 543-626	0	0
C2 627-677	0	0

The variables of TOEFL score and gender are presented on the table above. There was an even distribution between the male individuals and female individuals who obtained a B1 level. However, there is an important gender difference in the results of level B2. The majority of students who obtained level B2 were male individuals and only 2 female individuals were placed on this level. So, it can be said that there was a relationship between gender and obtaining a higher TOEFL score.

TOEFL score intervals vs. Failed English courses

TOEFL SCORE intervals	Failed English courses	
	YES	NO
A2 200-336	0	1
B1 337-459	7	26
B2 460-542	0	9
C1 543-626	0	0
C2 627-677	0	0
Total	7	36

The chart above represents the contrast between the variables of TOEFL score and English courses failure. It is evident that the majority of students claimed that they had not failed any previous English courses. However, the results that were used to carry out the study show

that the English Proficiency level was still low considering the fact they have already finished the five English intensive courses that the major demands as a requirement. An example of this phenomenon can be observed in the case of the only student who expressed that he or she had never failed a course, but was in the lowest English level. According to the course syllabus, students were expected to reach a C1 level after finishing all their English courses. There was an evident contradiction between the expected English level and the actual results obtained in this research.

TOEFL grade intervals vs. Personality types

TOEFL SCORE intervals	Personality Type														
	ENFJ	ENFP	ENTJ	ENTP	ESFJ	ESFP	ESFT	ESTJ	ESTP	INFJ	ISFJ	ISTJ	ISTP		
A2 200-336	0	0	0	0	0	0	0	0	0	0	0	1	0	0	
B1 337-459	4	1	2	1	3	1	0	13	1	2	3	2	0		
B2 460-542	1	0	1	0	1	0	1	1	0	2	0	1	1		
C1 543-626	0	0	0	0	0	0	0	0	0	0	0	0	0		
C2 627-677	0	0	0	0	0	0	0	0	0	0	0	0	0		
Total	5	1	3	1	4	1	1	14	1	4	4	3	1		43

On the chart above the most representative personality types and their TOEFL score are shown. There was a clear representation of 13 personality types out of the 16 personality types from the MBTI personality type indicator among the population under study. The major group was represented by the ESTJ personality type with 14 individuals; 13 of them reached the TOEFL level B1 and only one got B2 level. It is important to mention that those 13 personality types were not only represented in the B1 level but also in levels A2, B2. It can be inferred that there is a positive correlation between the personality types and the TOEFL score. There is a diversity of personality types' representation among the group, but there will always be a prominent one. In this case, through the data collection results, it was found that

most individuals share similar personality traits which influenced them to obtain the same TOEFL score. However, there were different personality types underrepresented which also showed that there may not be a great influence between personality types and TOEFL score.

TOEFL grade intervals vs. Work Situation

TOEFL SCORE intervals	Work Situation		
	YES	NO	USED TO
A2 200-336	1	0	0
B1 337-459	18	14	1
B2 460-542	7	1	1
C1 543-626	0	0	0
C2 627-677	0	0	0
Total	26	15	2

The variables of TOEFL score and Work situation are represented on the table above. The major portion of the population under study have both academic and labor responsibilities at the same time. Nevertheless, according to the TOEFL score obtained, students’ work situation is not an influencing factor to determine the English level proficiency they reach.

5. MAJOR FINDINGS.

After the information has been analyzed, there are some findings that the research team would like to share in order to contribute to the Foreign Language Department, future research on the topic as well as students from the major.

Based on the data analyzed, the researchers can conclude that the personality type of the students does display certain degree of correlation with the results they get from the TOEFL practice test. On the other hand, it is important to highlight the fact that not all the 16 personality types were represented by students in the population selected for this research, which means that not all of them were analyzed.

The most prominent personality type was ESTJ (Extravert, Sensing, Thinking and Judging) represented by 32.6 % of the total population. It can be concluded that the majority of Practice Teaching II students have ESTJ personality type and for that reason it is important to mention their main characteristics. This means that they are practical, realistic and matter-of-fact individuals who organize projects and people to get things done. They are called the Supervisors because they are the consummate organizers, and want to bring structure to their surroundings. They value predictability and prefer things to proceed in a logical order. When they see a lack of organization, the ESTJ often takes the initiative to establish processes and guidelines, so that everyone knows what's expected. They focus on getting results in the most efficient way possible.

Most of the students ranged from 20 to 23 years old, single, childless and unemployed. All of these factors made them more likely to focus more on studying their major without time constraints as they did not have to worry about household responsibilities. However, the majority of students that reached the highest levels of language proficiency were studying and working at the same time, placing them at the same level with students that were just studying the major. It is speculated that there may be other factors that may affect students in a negative way, which were not studied in this research.

There was a clear discrepancy between the variable of failing English courses and the TOEFL scores results. The majority of subjects expressed that they had never failed any English course before. This means they have successfully achieved the required English level at the moment of enrolling in the Practice Teaching I & II. However, this hypothesis cannot be proved as the TOEFL results showed that their English level proficiency is too low to have already finished and approved all the English courses. In short, even though students have completed all the English courses required by the major, still they did not perform well in the TOEFL practice.

The 76.71% of students reached B1 level after taking the TOEFL test, from this the 44.19 % of the whole population were women that were placed on B1 level. This is an important detail, as it indicates that women are more likely to obtain a lower TOEFL Score. This could be due to several external factors, such as motherhood, and subsequent time constraints that need to be studied.

The syllabuses that are presented for each of the English courses students from the English Language major in Teaching Option (Licenciatura en Idioma Inglés Opción

Enseñanza), state that students will reach a certain level of English proficiency at the time they finish Advanced English II. Therefore, they should be reaching level C1 according to CEF, which is contained in the information of the text books students use. Unfortunately, students are not reaching that level, as unveiled in this research. A student's Personality type is one factor; however, there are other factors that need further analysis, and that are involved in this process affecting negatively this very important aspect of students to become professional teachers of the English language.

While the research team was working in the data collection step, and after students took the personality type test, the majority of them expressed their interest to the teacher in charge of Practice Teaching II subject in getting their results about their personality type. This is a good sign that showed students are in need of knowing more about themselves and their personality type. Unfortunately, no such activity was ever carried out while this research was taking place in the FLD about involving students to know more information about their personality types and ways to improve and take advantage of their main personality traits.

To date, no personality test has ever been taken by applicant students (neither formal students) during the selection process. The majority of students enter the university with a lack of information about their personality type. Therefore, they do not apply techniques to use their characteristics in the best way possible.

6. CONCLUSIONS.

The main motivation leading the research team to start this research project was the lack of information regarding the relationship among personality types and Language proficiency. As the project came to its final term, the following conclusions were reached:

In general, student at this level of their major are people between 18 and 22 years with a representation of 53.49 %, who are single with an 83.7 percent, 86 % of them having no children. Although, female individuals total is 44.2 % and out of it 44.18% were placed in B1 level, meaning almost the whole female population are in the same level, which is low.

There are three main reasons why students are choosing the English Language major in Teaching Option (Licenciatura en Idioma Inglés opción enseñanza). The 30.2 % said that they chose the major because they like teaching. The 18.6 % said they study the major because they like the language. A 16.3 % said they enjoy both English and teaching. This is an indicator that more than 60 % of students are choosing the major because they like teaching, the English language or both, which makes it more enjoyable.

Students that participated in this research also display many different personality types and even though it was possible to identify the ones that were most prominent in the group through the data analysis; having a small sample for the rest of the types made it difficult to study them and their possible correlations with their English proficiency level.

Another important factor is the population of students that are working and studying at the same time. 58.1 % of students are currently working, and in the TOEFL test indicator they are placed at the same level with the students that are only studying. From students that are

currently working, they are in the call center industry, working as teachers, or in other fields that were not specified.

In addition, the majority of the students that participated in this research claimed that they have never failed a course, which is an 81.4 %; and on the other hand, an 18.6% claimed they have failed a course at least once. However, if this is the case, there is a discrepancy between not having failed any course and the level students are reaching.

Among the sample group studied the most common personality type was ESTJ which represented 24% of the sample. ISTJ was also represented in a good percentage with 20% of the sample.

7. RECOMMENDATIONS FOR FURTHER INVESTIGATION.

Future research is needed in order to explore in depth this area, it is recommended to select a wider sample that allow the researchers to analyze all sixteen personality types to find more information about the correlation between them and the language proficiency level students reach. For this, a different sampling technique can be used to ensure the representativeness of all the personality types, allowing the possibility to correlate personality types that could not be deeply analyzed in this study.

A study needs to be carried out to find out what the negative aspects are, and what the Intensive English courses are lacking to take students to the mastery of the language in order to prepare professionals with the highest levels of proficiency to become teachers. It is of high importance to discover the reasons why students are not achieving the expected levels of language proficiency. If that is the case, several aspects need to be considered such as motivational, economical o instructional differences.

It is important to highlight the fact that many students drop their major or just decide to change to another one. Some prestigious universities such as Boston College, DePaul University, Tufts University among others, include a personality test as part of their admission process. Unfortunately, the University of El Salvador does not include exams of this kind, which may be the reason why so many students from all majors end up changing their minds at least once while trying to obtain a degree. For this reason, awareness on this phenomenon should be raised in order to replicate this type of process with the help of a personality test in the institution.

Through this study, students showed interest in knowing information about their personality types, which was very meaningful. It would be of such a great help to involve students in activities that allow them to know more about themselves. Since a correlation between personality type and the language proficiency level was found, it was observed that some personality types are related to low proficiency levels. Hence, it is recommended that the FLD carry out personality type workshops, so students can identify their weaknesses and strengths and what they need to do to improve them and to take advantage of them in their major's studies.

Moreover, in a learning process there are two parties involved: Teachers and students. It is recommended to revise the courses' programs in order to find out what are the activities that may help students to get better results as well as to set higher standards to evaluate students in order to fulfill the objectives of the English course.

Furthermore, students that participated in this research are already, in some way, teaching and getting in touch with students that will rely on them to learn the language. This is alarming, because students are not ready to teach the language in the proper way. It is recommended to the FLD to create awareness in students and to establish additional English courses for those students that do not reach the expected level in order to continue in the process of finishing the major to keep the quality and high standards that make the FLD and Universidad de El Salvador prestigious.

Finally, knowing the personality types of the student population in the department would allow teachers to develop better teaching practices and procedures specially targeted to the needs of the students.

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ANNEXES



University of El Salvador
School of Arts and Sciences
Foreign Language Department
Undergraduate Research Project

Objective: To determine the incidence of Personality Types on the Language Proficiency level students from Practice Teaching II at the Foreign Language Department reach at the end of their English courses.

Part I. General Information

Directions: Please complete the following with your information. The information you provide is confidential and to be used only for purposes of this research.

Name: _____ **Age:** _____

Gender: F M **Marital Status:** Single Married Other _____

Children: Yes No **Have you ever failed an Intensive English Course?** Yes No

Part II. Below you will find the answer sheet for the personality test. Please mark (X) the option A or B you prefer in each item.

Scoring

	Col 1		Col 2		Col 3		Col 4		Col 5		Col 6		Col 7	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
1			2		3		4		5		6		7	
8			9		10		11		12		13		14	
15			16		17		18		19		20		21	
22			23		24		25		26		27		28	
29			30		31		32		33		34		35	
36			37		38		39		40		41		42	
43			44		45		46		47		48		49	
50			51		52		53		54		55		56	
57			58		59		60		61		62		63	
64			65		66		67		68		69		70	

MBTI PERSONALITY TEST

1. At a party do you:

- a. Interact with many, including strangers
- b. Interact with a few, known to you

2. Are you more:

- a. Realistic than speculative
- b. Speculative than realistic

3. Is it worse to:

- a. Have your “head in the clouds”
- b. Be “in a rut”

4. Are you more impressed by:

- a. Principles
- b. Emotions

5. Are more drawn toward the:

- a. Convincing
- b. Touching

6. Do you prefer to work:

- a. To deadlines
- b. Just “whenever”

7. Do you tend to choose:

- a. Rather carefully
- b. Somewhat impulsively

8. At parties do you:

- a. Stay late, with increasing energy
- b. Leave early with decreased energy

9. Are you more attracted to:

- a. Sensible people
- b. Imaginative people

10. Are you more interested in:

- a. What is actual
- b. What is possible

11. In judging others are you more persuaded

by:

- a. Laws than circumstances
- b. Circumstances than laws

12. In approaching others is your inclination

to be somewhat:

- a. Objective
- b. Personal

13. Are you more:

- a. Punctual
- b. Leisurely

14. Does it bother you more having things:

- a. Incomplete
- b. Completed

15. In your social groups do you:

- a. Keep well-informed of other’s happenings
- b. Get behind on the news

16. In doing ordinary things are you more likely to:

- a. Do it the usual way
- b. Do it your own way

17. Writers should:

- a. "Say what they mean and mean what they say"
- b. Express things more by use of similarities

18. Which appeals to you more:

- a. Consistency of thought
- b. Harmonious human relationships

19. Are you more comfortable in making:

- a. Logical judgments
- b. Value judgments

20. Do you want things:

- a. Settled and decided
- b. Unsettled and undecided

21. Would you say you are more:

- a. Serious and determined
- b. Easy-going

22. In phoning do you:

- a. Rarely question that it will all be said
- b. Rehearse what you'll say

23. Facts:

- a. "Speak for themselves"
- b. Illustrate principles

24. Are visionaries:

- a. somewhat annoying
- b. rather fascinating

25. Are you more often:

- a. a cool-headed person
- b. a warm-hearted person

26. Is it worse to be:

- a. unjust
- b. merciless

27. Should one usually let events occur:

- a. by careful selection and choice
- b. randomly and by chance

28. Do you feel better about:

- a. having purchased
- b. having the option to buy

29. In company do you:

- a. initiate conversation
- b. wait to be approached

30. Common sense is:

- a. rarely questionable
- b. frequently questionable

31. Children often do not:

- a. make themselves useful enough
- b. exercise their fantasy enough

32. In making decisions do you feel more comfortable with:

- a. standards
- b. feelings

33. Are you more:

- a. firm than gentle
- b. gentle than firm

34. Which is more admirable:

- a. the ability to organize and be methodical
- b. the ability to adapt and make do

35. Do you put more value on:

- a. infinite
- b. open-minded

36. Does new and non-routine interaction with others:

- a. stimulate and energize you
- b. tax your reserves

37. Are you more frequently:

- a. a practical sort of person
- b. a fanciful sort of person

38. Are you more likely to:

- a. see how others are useful
- b. see how others see

39. Which is more satisfying:

- a. to discuss an issue carefully
- b. to arrive at agreement on an issue

40. Which rules you more:

- a. your head
- b. your heart

41. Are you more comfortable with work that

is:

- a. contracted
- b. done on a casual basis

42. Do you tend to look for:

- a. the orderly
- b. whatever turns up

43. Do you prefer:

- a. many friends with brief contact
- b. a few friends with more lengthy contact

44. Do you go more by:

- a. facts
- b. principles

45. Are you more interested in:

- a. production and distribution
- b. design and research

46. Which is more of a compliment:

- a. "There is a very logical person."
- b. "There is a very sentimental person."

47. Do you value in yourself more that you are:

- a. firm
- b. devoted

48. Do you more often prefer the

- a. final and unalterable statement
- b. tentative and preliminary statement

49. Are you more comfortable:

- a. after a decision
- b. before a decision

50. Do you:

- a. speak easily and at length with strangers
- b. find little to say to strangers

51. Are you more likely to trust your:

- a. experience
- b. feeling

52. Do you feel:

- a. more practical than inventive
- b. more inventive than practical

53. Which person is more to be complimented:

- a. clear reason

- b. strong feeling

54. Are you inclined more to be:

- a. impartial
- b. sympathetic

55. Is it preferable mostly to:

- a. make sure things are arranged
- b. just let things happen

56. In relationships should most things be:

- a. re-negotiable
- b. random and circumstantial

57. When the phone rings do you:

- a. hurry to get to it first
- b. hope someone else will answer

58. Do you prize more in yourself:

- a. a strong sense of reality
- b. a vivid imagination

59. Are you drawn more to:

- a. essentials
- b. suggestions

60. Which seems the greater error:

- a. to be too passionate
- b. to be too objective

61. Do you see yourself as basically:

- a. hard-headed
- b. soft-hearted

62. Which situation appeals to you more:

- a. the structured and scheduled
- b. the unstructured and unscheduled

63. Are you a person that is more:

- a. routinized than imaginative
- b. imaginative than routinized

64. Are you more inclined to be:

- a. easy to approach
- b. somewhat reserved

65. In writings do you prefer:

- a. the more literal
- b. the more figurative

66. Is it harder for you to:

- a. identify with others
- b. utilize others

67. Which do you wish more for yourself:

- a. clarity of reason
- b. strength of compassion

68. Which is the greater fault:

- a. being indiscriminate
- b. being critical

69. Do you prefer the:

- a. planned event
- b. unplanned event

70. Do you tend to be more:

- a. deliberate than spontaneous
- b. spontaneous than deliberate