

UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT



**UNDERGRADUATE RESEARCH**

THE INCIDENCE THAT GENDER, PERSONALITY TYPES AND TEACHERS' CLASS MANAGEMENT HAVE IN STUDENTS' ORAL PARTICIPATION FROM ADVANCED ENGLISH I OF THE SEMESTER II-2011 AT THE FOREIGN LANGUAGE DEPARTMENT FROM THE UNIVERSITY OF EL SALVADOR

**IN ORDER TO OBTAIN THE DEGREE OF:**

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

**PRESENTED BY:**

AMELBA ELIZABETH PALACIOS FLORES	ID NUMBER PF03001
AUDELIA MARIA RAMIREZ	ID NUMBER RR05019
EVELIN YESENIA REYES RAMOS	ID NUMBER RR03072
MARIA ELENA AYALA RAMIREZ	ID NUMBER AR99067

**ADVISOR:**

LIC. MANUEL ALEXANDER LANDAVERDE

MAIN CAMPUS, NOVEMBER 10<sup>TH</sup>, 2011

**AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

ING. MARIO ROBERTO NIETO LOVO  
**RECTOR**

MsD. ANA MARIA GLOWER DE ALVARADO  
**ACADEMIC VICE RECTOR**

IN PROCESS TO BE ELECTED  
**ADMINISTRATIVE VICE RECTOR**

DRA. ANA LETICIA ZA VALETA DE AMAYA  
**GENERAL SECRETARY**

**AUTHORITIES OF SCHOOL OF ARTS AND SCIENCE**

LIC. JOSE RAYMUNDO CALDERON MORAN  
**DEAN**

MSC. NORMA BLANDÓN DE CASTRO  
**VICE-DEAN**

MSC. JULIO CESAR GRANDE RIVERA  
**SECRETARY**

**AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT**

Mti. EDGAR NICOLAS AYALA  
**HEAD OF THE DEPARTMENT**

RICARDO GARAY SALINAS, M.Ed  
**GENERAL COORDINATOR OF THE DEGREE PROCESSES**

LIC. MANUEL ALEXANDER LANDAVERDE  
**ADVISOR**

---

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
<b>Acknowledgments</b> .....	i
<b>I. Introduction</b> .....	1
Statement of the problem.....	3
Historical background.....	6
Purpose.....	8
Justification.....	9
Objectives.....	11
Limitations.....	12
Definition of key terms.....	13
<b>II. Review of relevant literature</b>	
Literature review.....	17
<b>III. Design of the study</b>	
Description of research design and procedure used.....	28
Sources of data and sampling.....	29
Instrument.....	30
Survey results tables and figures.....	31
<b>IV. Data analysis</b> .....	43
<b>V. Conclusions</b> .....	47
<b>VI. Recommendations for further investigations</b> .....	49

---

**VII. Reference section:**

Bibliography.....50

Webbliography.....52

**Annexes:**

Surveys .....55

## **ACKNOWLEDGMENTS**

First of all, we want to thank God for all His blessings, for being with us in all stages of the development of this project giving us always wisdom and strength to finish our dreams in life. We also want to thank the valuable support and help from our academic advisor Lic. Manuel Alexander Landaverde, who was guiding and encouraging us from the beginning until the end of this research, we really appreciate all the time, patience and devotion he gave to our project.

Moreover, we recognized the important cooperation from some professors of the Foreign Language Department such as: Lic. Israel Oliva, Ricardo Gamero, and Leonel Calix. Additionally, we want to thank to the teachers from advanced I who helped us in the collection of the data. We really appreciate these people who were always available to collaborate providing necessary information for the development of our study.

We are really thankful with our families who believed, encouraged and supported us financially and emotionally in the different obstacles we faced. Also, thanks to all special friends who were willing to lend their help and stayed always with us. Finally we want to express that without the backing of all these important people our dream of completing our University studies would not have been possible this great success.

## INTRODUCTION

According to Ethnologue, ([http://es.wikipedia.org/wiki/Anexo:Lenguas\\_por\\_n%C3%BAmero\\_de\\_hablantes\\_nativos](http://es.wikipedia.org/wiki/Anexo:Lenguas_por_n%C3%BAmero_de_hablantes_nativos)) there are three hundred forty one millions of native English speakers; additionally, five hundred oh eight millions of people who speak English as a second language around the world.

As a matter of fact, English has been the third most spoken language during the years 1999 to 2009. Nowadays, there is a wide range of people who have the desire to learn this language due to it has many advantages that should be taken into account in order to make students strongly motivated to learn it. First of all, it helps you to establish personal relationships and maintain them far beyond direct contact. Additionally, it gives the opportunity to apply to a extend variety of jobs that require speaking this language. Furthermore, if someone wants to be part of a scholarship, one of the requirements is to have an intermediate English level.

Taking into account the significance of English as a second language, it is important to mention that active oral participation is essential in mastering the language. For that matter, this study focuses on how participation is influenced by personality type, gender and classroom management of the Advanced English I students from the Foreign Language Department at the University of El Salvador.

To emphasize with previous investigations the importance of students' oral participation in class and the incidence that the aspects aforementioned have in the process of learning a second language, a theoretical framework is presented with data that supports these three aspects in the successful development of oral skills in ESL learners.

In order to obtain relevant information related to students' active oral participation in class, some instruments were designed such as a survey and a pilot testing. The sample was taken from students of Advanced English I course of the Bachelor of Arts in English Teaching and the Bachelor of Arts in Modern Languages.

This research also describes the methodological process implemented and the procedures used in order to collect the research data, which includes a brief explanation of the instrument and the method used. Besides, it shows the survey results by means of graphics and descriptions. Finally, this research has some conclusions and recommendations for further investigations related with oral participation in the classroom.

## **STATEMENT OF THE PROBLEM**

El Salvador has many institutions people can attend in order to learn a foreign language. One of them is The University of El Salvador which counts with a Foreign Language Department that is part of the Faculty of Sciences and Humanities. This Department is in charge of teaching different languages and English is the most significant one in terms of the demand since the time this language has been part of the department's available courses. Many people are interested in learning a second language, but it is pertinent to mention that the Foreign Language Department has not been in the university since its origins.

The Foreign Language Department was born in 1948 as an academy for teaching English and French to give service to the entire University. Then, in 1956 this was recognized as a Department and it started with the major in Technical in English- Spanish translation, which was active for twelve years. After that, in 1973 the Consejo Superior Universitario approved the following majors: Teaching certificate for English Teaching at high school level and the bachelor in arts in English Language which were ratified in 1977 and modified in 1993 and 1999.

In 1998 the Master in English- Spanish and Spanish- English was opened; since then, the foreign language department opened two more majors and a Master in English Language Didactics, this one in coordination

---



with Two Spanish Universities, one Costa Rican, and one Nicaraguan.

Nowadays besides teaching English and French, the department also offers Japanese, Korean, and Mandarin in a free course basis.

The Foreign Language Department has accepted many students with the desire of learning a new language especially English and French. For example, from 2009 up to 2011 five hundred forty three students have entered to study English, French or English professor majors, but from this figure four hundred ninety three are active students. Besides that, something noticeable is that for example, in the second semester of 2011 there are fifty nine males and sixty eight females in the admission of new students. In addition, four hundred ninety four students from the department are male and nine hundred one are female. It is relevant to see that most of the students are female.

This investigation aims at finding out if there is an incidence between the variables students' gender, students' personality and teachers' classroom management in students' oral participation. How does the specific number of males and females affect at the moment of participating in the classroom? Does the participation tend to be different; both of them have equal participation or some of the students feel reluctant to participate? Moreover, if students' personality type really affects student's participation, so that for instance students who are extroverted have larger extent of participation than their introverted counterparts, or to identify how teachers' attitude or

---

how they manage the classroom make students motivated to participate. Therefore the research aims at deciphering which of the factors explained above really makes an incidence in students' oral participation during the class.

## **BACKGROUND**

The incidence that gender, personality types and the teachers' class management are the three variables in which this study is going to be focused on. It is very important to take into account these variables and the impact they have on students' oral participation. Moreover, the purpose of this section of the study is to provide a brief summary of some previous investigations that have been made regarding these three variables. Many researchers have demonstrated the importance of gender, personality types and the management of the class at the moment of participating inside the classroom.

There have been some studies related to gender and participation inside the classroom. Through the years, sex differences have been the subject of many investigations. According to Helene Decke-Cornill (2007) males and females differ in the way they participate in classes. Moreover, Cameron (1996) made this differentiation clearer by saying that females learn to participate more with their environment in one way and males in another. Besides that, Helene Decke-Cornill (2007), quoted by Sadker (1999: 32) stated that male and female teachers alike paid more attention to boys than to girls.

In addition, Jung (n.d) indicated that each person has a way or a preference to learn. When talking about personality types in oral participation this makes individual differences among students which should

---

be taken into account at the moment of teaching in a foreign language classroom.

Furthermore, Jung stated that these orientations are paired into two attitudes: introversion and extroversion; besides, these two attitudes work in opposite directions. On the one hand, extroverts students tend to gain more influence from the surrounding world but it does not mean that they are better. On the contrary, introverts are misunderstood and are usually related with bad and lazy students. However, Introverts students have good qualities which are not seen by teachers.

The last variable of this study is the management of the class that teachers have and how can influence students' oral participation. According to Froyen and Inverson (1999) Classroom management refers to things teachers do to manage space, materials, equipment, the movement of people and lessons. Besides, one of the main purposes in a Foreign Language classroom is to make students to speak in order to practice the language they are learning (Cotter, 2007). Although, mastering a foreign language will depend on how well a student speaks; to achieve that, teachers have to take into account oral activities that they consider beneficial to improve the speaking skill of students.

Also, different techniques and activities such as role plays, dialogues, and presentations play an important role in making students to participate actively in the learning process. Moreover, it is essential to mention that a

good relationship between teachers and students helps to have a good environment in the classroom (Cotter, 2007). “If teachers are not enthusiastic, cheerful and sincere with their students, they will not get students involvement in classes” (Brophy, 2004). The good management of the class requires these and other important aspects from teachers as well as from students.

### **PURPOSE**

Taking into account the importance of good quality of education, in the Foreign Language Department of the University of El Salvador, which is one of the most populated departments of the School of Arts and Science, there are active and passive participants in classes, especially in English classes.

For that matter, the purpose of this study is to determine the incidence that personality, gender and teachers’ class management have on the Advanced English I students of semester II-2011. Intended to know how important these three aspects are, this research has the purpose to analyze which aspects influence students the most. In order to support the aforementioned, it is presented a theoretical framework which contributes to the data that is being collected.

## **JUSTIFICATION**

Nowadays, it is a fact that speaking a second language opens many doors due to the demand that the English language has. First, the majority of job opportunities that offers many companies, for instance call centers airlines and hotels, require having a good level of English. In addition, students decide to study English in order to apply for a scholarship abroad. Moreover, speaking English can open better paths and give more opportunities as well as have access to communicate with more people around the world.

There are many places specialized in teaching English in El Salvador. Academies have become one of the most accessible sources where people can study this language, like Centro Cultural Salvadoreño Americano, Academia Europea, Escuela Americana, National English Center Prolingua, and Global English Academy, and others.

Thousands of students register themselves every year; however, many of them do not finish since it is very expensive and not all of them can afford to pay that amount of money. Besides that, some others do not have time to finish their program. Also, universities are offering some English majors and courses. Some universities (Universidad de El Salvador, Universidad José Simeón Cañas, Universidad Evangélica, Universidad Tecnológica and others) have the English major and specialized students in a specific area; such as: BA English for teaching.

---

Within a foreign language environment, the most important place to learn a foreign language is the classroom. Students have the opportunity to put into practice what they have learned and improve the communicative competencies and at the same time become better in other skills such as reading and listening.

As it has been stated, this study focuses on the following variables: gender, personality types and teachers' class management. It pretends to carry out a research about the incidence of these three variables at the moment of participating inside the classroom. Some researchers have made investigations about these variables which seem to affect at the moment of participating.

For instance, Brown (2000) argues that personality is one of the affective factors that are equally important for explaining differential success among second language learners. Besides that, Eckert, and McConnell-Ginet; Gal, (2000) state that boys and girls differ in the way they participate in classes.

Further, Cotter (2007) states that teachers who are prepared for their classes should constantly have in mind what is the objective in each of the oral activities in order to achieve certain oral skills. Furthermore, if speaking a second language is so important why do some students seem to be very quiet inside the classroom? This study can provide a clearer view of how the variables of this research are related with oral participation.

---

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

- To identify the level of incidence that gender, personality, and teacher' class management have in the oral participation from the Advanced English I subject from the Foreign Language Department of the University of El Salvador.

### **SPECIFIC OBJECTIVES:**

- To identify how gender and personality influence students' oral participation.
- To determine to what extend teachers' management influence at the moment of participating in classes.
- To identify which of the three variables (gender, personality, and teachers' management) influence the most in students' oral participation.



## **LIMITATIONS**

In the process of carrying out this study there were some limitations. First of all, the process of gathering the information for the literature review in order to create the theoretical framework was a very exhaustive task. The access on internet to the most important articles for previous researches is restricted because most of the data bases sell the books or articles. Moreover, the library and the data base from the university do not have enough up to date and relevant information for this kind of investigation.

There were some others restrictions for collecting the data. One, it was hard to look for the professors who were in charge of the advanced English I groups. Some of them did not allow their classes to be part of the research.

Besides, there were elections taking place in the university which caused students and teachers attendance to be irregular. Even though the researchers were every day at the university, teachers and students were not in their classrooms. For that reason, it took more than four weeks to administer the instrument. Finally, the researchers faced the problem of students' willingness for properly answering the instrument, some of them did not give the importance that the research required and would pick their answers randomly, sometimes without even reading the questions.

## **DEFINITION OF KEY TERMS**

For our research purposes we will make use of the following terms in our research paper:

### **Classroom management**

It is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior.

### **Classroom participation**

It is a feature of many course designs. It can result in insightful comments and interesting connections being made by students and can foster a high level of energy and enthusiasm in the classroom learning environment.

### **Extraversion**

Extraversion is "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self".

### **Extrovert**

They are people who tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious.

## **Gender**

It is a range of characteristics distinguishing between male and female, particularly in the cases of men and women and the masculine and feminine attributes assigned to them.

## **Introvert**

Introverts are people whose energy tends to expand through reflection and dwindle during interaction. Introverts tend to be more reserved and less outspoken in large groups. They often take pleasure in solitary activities

## **Introversion**

Introversion is "the state of or tendency toward being wholly or predominantly concerned with and interested in one's own mental life"

## **Methodology**

Methodology is that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as

observed in the environments where language teaching and learning take place.

### **Motivation**

It is the driving force by which humans achieve their goals.

### **Oral Participation**

Participation is defined as the student's active engagement in the classroom to promote effective learning. This may include reciting in class, having conversations with the instructor or their classmates, doing written outputs, and sharing ideas with others.

### **Personality**

It is the particular combination of emotional, attitudinal, and behavioral response patterns of an individual.

### **Personality type**

It refers to the psychological classification of different types of individuals.

### **Stimulus**

In physiology, a stimulus (pl. stimuli) is a detectable change in the internal or external environment. The ability of an organism or organ to respond to

external stimuli is called sensitivity. In psychology, stimuli are energy patterns which are registered by the senses.

### **Teacher methodology**

An applied performance approach that can be tailored to: learning goals, teaching style group and individual student needs, the context of the classroom, school, and community.

## **LITERATURE REVIEW**

### ***Participation in the classroom***

Participation is defined as the student's active engagement in the classroom to promote effective learning (Howard, Short, and Clark 1996). This may include reciting in class, having conversations with the instructor or their classmates, doing written outputs, and sharing ideas with others. As Liu and Jackson, (2009) explained, students participate more when they are involved in working activities with a peer.

In learning activities, participation is a valuable work habit for several reasons. First of all, it provides students with opportunities to learn and practice new knowledge and strategies, to explain their reasoning, and to examine their thinking processes and recognize the need to revise thinking. It also allows teachers a window into student thinking processes and learning, allows them to diagnose learning problems or evaluate student progress, and gives teachers an opportunity to provide cognitive and affective supports for students' understanding (Turner, 2004).

### ***Personality types in participation***

Brown (2000) argued that personality is one of the affective factors that are equally important for explaining differential success among second language learners. Each person has a way or preference to learn, that is called a person psychological type. Jung (n.d) says that these orientations are pairing in two attitudes: introversion and extroversion and four functions.

#### ***Two attitudes: introversion and extroversion***

Jung (n.d) stated that there are two opposing attitudes: introversion and extroversion. The two attitudes work as opposing. The introvert is more aware of his or her internal world while the external is still perceived and it is not taken seriously as the internal world. The introverted attitude is more concerned with his or her appreciation about the subjective and they give more consideration to fantasies and dreams. By contrast, the extrovert is characterized by the external world. This attitude places more importance on objectivity and gains more influence from the surrounding environment.

Lee (2005) found that students who were outgoing participated more than introverts. The study also determined that participants who self-reported as having passive personalities were least likely to initiate a question or volunteer an answer to a teacher's question. While extroversion is associated with risk-taking, introversion is subsumed under the concept of

self-esteem. Moreover, students from Lee's study (2005) explained they were unable to participate in class because they were not used to a student-centered class setting.

### ***Four functions of personality***

According to Carl Jung (n.d), there are four functions that combined with one of the two attitudes form one of the eight different personality types. The first function feeling is the method by which a person understands the value of conscious activity. Function thinking allows a person to understand the meanings of things. This process relies on logic and careful mental activity. The final two functions sensation and intuition may seem very similar, but there is an important distinction between them. Sensation refers to the means by which a person knows something exists and intuition is to know something without conscious understanding of where that knowledge comes from.

Jung (n.d) eight personality types

***Extroverted Thinking – Jung theorized that people understand the world through a mix of concrete ideas and abstract ones, but the abstract concepts are ones passed down from other people. Extroverted thinkers are often found working in the research sciences and mathematics.***

***Introverted Thinking – These individuals interpret stimuli in the environment through a subjective and creative way. The interpretations are informed by internal knowledge and understanding. Philosophers and theoretical scientists are often introverted thinking-oriented people.***

---



***Extroverted Feeling – These people judge the value of things based on objective fact. Comfortable in social situations, they form their opinions based on socially accepted values and majority beliefs. They are often found working in business and politics.***

***Introverted Feeling – These people make judgments based on subjective ideas and on internally established beliefs. Oftentimes they ignore prevailing attitudes and defy social norms of thinking. Introverted feeling people thrive in careers as art critics.***

***Extroverted Sensing – These people perceive the world as it really exists. Their perceptions are not colored by any pre-existing beliefs. Jobs that require objective review, like wine tasters and proofreaders, are best filled by extroverted sensing people.***

***Introverted Sensing – These individuals interpret the world through the lens of subjective attitudes and rarely see something for only what it is. They make sense of the environment by giving it meaning based on internal reflection. Introverted sensing people often turn to various arts, including portrait painting and classical music.***

***Extroverted Intuitive – These people prefer to understand the meanings of things through subliminally perceived objective fact rather than incoming sensory information. They rely on hunches and often disregard what they perceive directly from their senses. Inventors that come upon their invention via a stroke of insight and some religious reformers are characterized by the extroverted intuitive type.***

***Introverted Intuitive – These individuals, Jung thought, are profoundly influenced by their internal motivations even though they do not completely understand them. They find meaning through unconscious, subjective ideas about the world. Introverted intuitive people comprise a significant portion of mystics, surrealist artists, and religious fanatics.***

**Jung (n.d)**

### ***Gender in participation***

Gender is a relationship at once hierarchical, individual, structural, and symbolic (Cameron 1996; Eckert and McConnell-Ginet, 1992). In other words, gender is a range of characteristics used to distinguish between males and females. Through the years, sex differences have been the subject of many investigations. According to Helene Decke-Cornill (2007):

***The interest in the relationship between gender and classroom interaction goes back to the 1950s. In 1956, Meyer and Thompson presented a study on "Teacher interactions with boys, as contrasted with girls", followed in 1963 by Robert L. Spaulding's report on teacher-pupil transactions. The authors stated that male and female teachers alike paid more attention to boys than to girls. They listened to them longer, gave them more time to answer questions, and provided them with more feedback, both approving and disapproving.***

Some studies assumed that the lack of attention conceded to girls had an impact on their education. (Helene Decke-Cornill 2007, quoted by Sadker 1999: 32)

***Classroom interactions between teachers and students put males in the spotlight and relegate females to the sidelines. Studies of teacher discourse underscore male dominance in the classroom. Teachers unconsciously make males the center of instruction and give them more frequent and focused attention. Some boys do not want this attention and some girls may not notice or may prefer this lack of attention [...]. The impact on both genders can be costly. Increased teacher attention contributes to enhanced student performance. Girls lose out in the equation. African American girls, for example, are assertive and outgoing when they enter school, yet they grow more passive and quiet through the school years [...].Boys reap the benefits of a more intense educational climate."***

However, students thought that teachers are not the responsible.

According to Brophy and Good cited by Helene Decke-Cornill (2007)

***They were "not the cause of the differences in the way males and females behave in the classroom and out: Rather, students enter the classroom with differences already inculcated in them by their families and by society, which their teachers then perpetuate."***

### ***Types of interactions***

Some studies that focused on the type and amount of gender classroom talk typically focus on teacher-student, student-teacher and student-student interaction. In student-teacher talk males dominated in oral communication and participatory activities that take place during the classes. Besides that, in student- student interactions females produced more signals than their male peers. (Helene Decke-Cornill 2007) In addition, according to Cherry Collins, Jane Kenway, and Julie McLeodare (2000) males supposed to be under-participating in the humanities, the arts and the social science areas. Girls are said to be over-participating in such areas.

Eckert, and McConnell-Ginet; Gal, (2000) stated that boys and girls differ in the way they participate in classes. Cameron (1996) made this differentiation clearer by saying that girls learn to participate more with their environment in one way and boys in another. For instance, in the classroom girls tend to tolerate to participate with boys; on the contrary, boys do not do so. Most of the time, quieter students tend to be female.

### ***Teachers' class management***

The approach that teachers use to manage the class is very important in making students participate. The way teachers manage the class can motivate students to have an active participation. The development of

---

students' participatory and intellectual skills increases when the teacher has the ability to motivate students. Motivation could be considered as the emotion that a person could have towards learning a foreign language, and it is determined by his/her predispositions and personality characteristics (Karahana, 2007. p. 2).

Teacher's ability to motivate students is important because it creates a free-stressed atmosphere and establishes a relationship of mutual confidence and cooperation. This atmosphere is important for English learning because the classroom is a social setting in which relationships influence character traits that reinforce the skills and virtues of effective and responsible students. When students are exposed to a relaxed and safe place, and as open as possible the space is, they will feel self-confident and will be more able to assume some responsibility for classroom interaction and management (El Karfa, n.d) .

El Karfa (n.d) pointed out in his study that motivated students, who take an active participation in their learning, require the teachers to challenge those students who have preconceived ideas about classroom roles; such students might expect the teacher to assume total responsibility for their learning, for their achievement, and for the classroom management. In that case, teachers need to use icebreakers (warm up activities) to involve uninterested sub-groups or unmotivated and shy students in classroom activities. Teachers should also create an atmosphere of familiarity,

---

friendship, and mutual confidence in the classroom throughout group work, pair work, and collaborative class discussion where students are engaged in purposeful communication that promotes their participatory skills and their sense of responsibility and independence.

According to Froyen and Inverson (1999) Classroom management refers to things teachers do to manage space, materials, equipment, the movement of people and lessons. Moreover, Cotter (2007) stated that when teachers prepare their classes, they should constantly have in mind what is the objective in each of the oral activities in order to achieve certain oral skills. He also mentioned that 'the purpose of the conversation affects the process, as does the place and the people involved'. Mastery of English as a foreign language comes down to how well a student speaks. Students may write well, get high marks on tests, or even have an accent nearly identical to a native speaker; but if they cannot express ideas, opinions, or instructions clearly in a conversation, few would call them proficient; for that reason, it is important that teachers take into account beneficial oral activities they consider for the students.

According to Cotter (2007), role-plays activities are valuable classroom techniques that encourage students to participate actively in the learning process. This author also mentioned that those activities take several different forms and that the teacher should provide students with a variety of

learning experiences by arranging different methodologies according to individual needs, interests and learning levels.

The main purpose of having oral activities in class is that students speak and use the target language. They should overcome their fears of speaking and use the target language even if they make mistakes, students cannot learn without making mistakes, the error makes them realize they are having success in their learning process; it is a proof of their development. A teacher's goal should be to get to know each student in his/her class individually, developing an idea of the interests and goals of each. It is useful, however, to have a starting point to understand our students (Joshua Parker, 2007).

Teachers should know that students need stimulus in order to communicate actively along with a curriculum that addresses the needs of the students. Mita et al (2006) reported in their results that, by making presentations students in English, the learners discovered the importance of grammatical competence and strategic competence. It means that, students become aware of their own development as they learn English oral skills. The researchers also reported that, by making presentations instead of having casual conversations, the learners experienced less anxiety and had more confidence in talking to foreign students.

The relationship between teacher and student plays an important role in students' oral participation. If teachers demonstrate to be friendly or trustworthy with students they will feel more motivated to participate. On the other hand, if teachers are not enthusiastic, cheerful and sincere with their students, they will not get students involved in classes (Brophy, 2004).

The set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom is very important (Froyen and Inverson, 1999), sometimes the correction of irresponsible and inappropriate behavior that teachers use in class make students do not participate because they do not want to feel humiliated by the teacher. If students feel more comfortable to get involved through more active oral participation in class, this will help them to achieve a better academic performance.

Teachers must focus on effective instructional strategies to prevent academic and behavior difficulties and thereby facilitate to increase student achievement. Effective teachers have higher rates of positive students' responses to their instruction (Espin, and Yell, 1994). Students who are attending to academic tasks cannot at the same time be engaged in disruptive, off-task behavior (Carnine, 1976; Sutherland, Alder and Gunter, 2003). Effective instruction minimizes disruptive behavior through higher rates of academic engagement.



## **METHODOLOGY**

### **DESCRIPTION OF RESEARCH DESIGN AND PROCEDURES USED.**

There are some factors that may affect students' academic performance during the process of second language acquisition; for that reason, this investigation is focused on students' personality type; students' gender and teachers' classroom management; how these variables might help them to improve or decay their oral performance in the classroom.

The selected approach applied for this investigation was the quantitative approach. According to Creswell (1994) definition of quantitative research is "a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)." Therefore, this approach was useful to collect the data that was necessary for this investigation.

Quantitative approach helped the investigation to analyze the data about students' personality, students' gender and teachers' classroom management. The instrument used to collect the data was a survey. This survey helped to collect information about the three variables that are being studied in this investigation. Moreover, the Statistical Package for the Social Sciences which is a computer program used for survey authoring and deployment, data mining, text analytics, statistical analysis, was used to analyze the data that was collected (<http://en.wikipedia.org/wiki/SPSS>). This also helped to get the most reliable information and get the results from this study.

## **SOURCES OF DATA AND SAMPLING**

This research was carried out at the University of El Salvador, at the School of Arts and Science in the Foreign Language Department, semester II-2011. The sample consisted of a total number of one hundred and sixty students of the BA English Teaching and BA Modern Languages that were registered in five groups of classes of the Advanced English I.

Taking this into account, as in every research, not all the population can be take an active part in the study. The sample population was chosen from seven groups of advanced English I. Nevertheless, one group of class was part of a pilot testing so that group did not take part of the sampling. Therefore, in order to obtain the personality types from students, a test from Myers-Briggs based on Jung's typology was passed, which has eight categories which made sixteen different combinations. The researchers decided to group the eight variables into two groups extroverts and introverts. This decision was made in order to avoid statistical dispersion when making the data processing under the SPSS program.

In addition, this sample was chosen because these five classrooms were the only ones available for the research. Finally, to administer the survey, cluster sampling was used which consist in selecting groups, not individuals; identifying clusters and randomly selecting them to reach desired sample size (Gay and Mills et al, 2009)

## **INSTRUMENT**

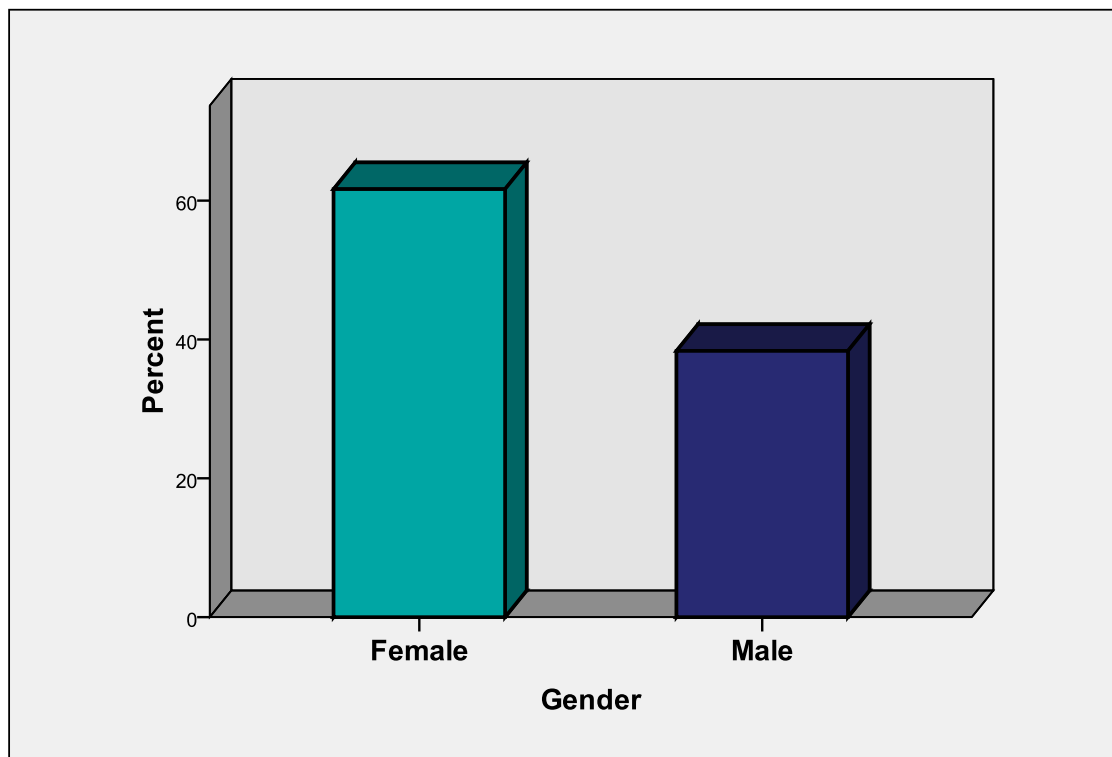
### **Survey**

The survey was made to collect information from students of the Advanced English I subject, this was about how personality, gender and teachers' management influence in the oral participation of students. This instrument contained thirty one questions which were based on the three main areas of this research paper. Thirteen questions were based on gender. Fourteen questions were to identify how students consider their English teacher's performance according to the management they have in their classes. Finally, a test was added to determine students' personality type.

### SURVEY RESULTS TABLES AND FIGURES

**Gender**

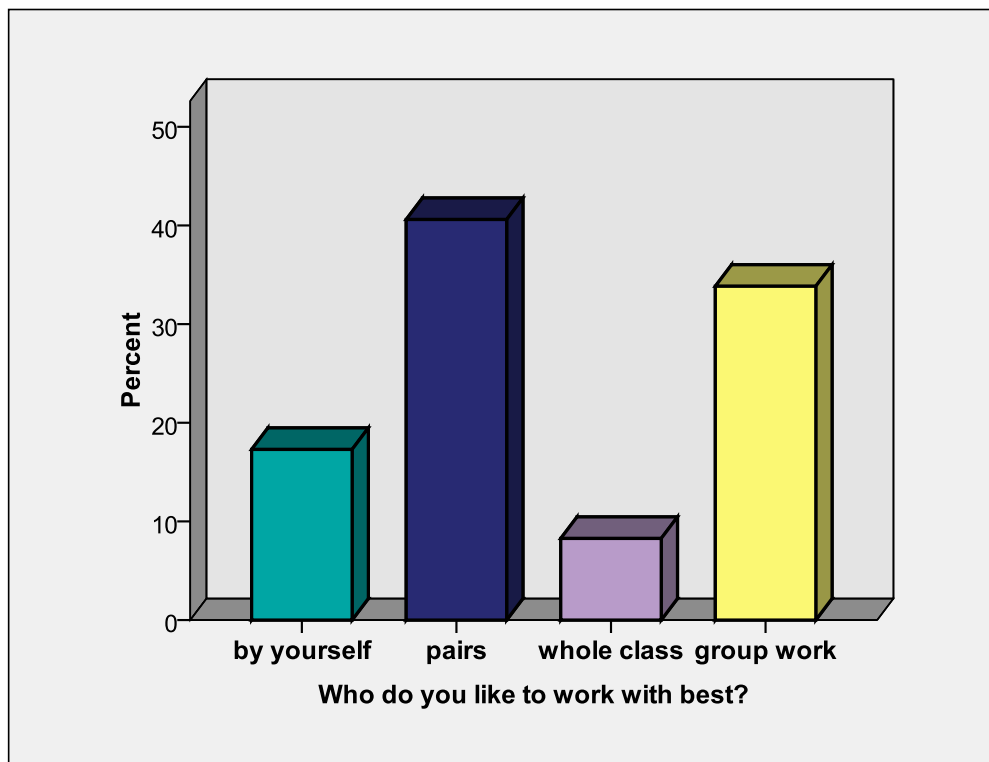
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	82	61,7	61,7	61,7
Male	51	38,3	38,3	100,0
Total	133	100,0	100,0	



According to the results shown in this graphic, 61,7% of students surveyed are females and 38,3% are males.

**Who do you like to work with best?**

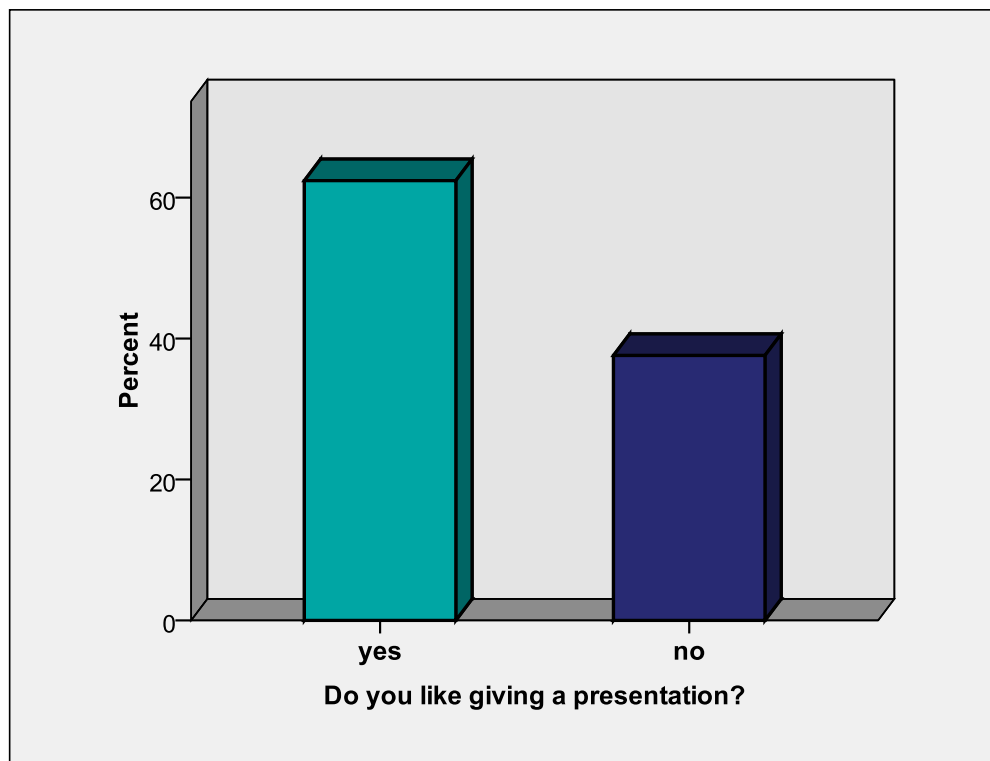
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid by yourself	23	17,3	17,3	17,3
Pairs	54	40,6	40,6	57,9
whole class	11	8,3	8,3	66,2
group work	45	33,8	33,8	100,0
Total	133	100,0	100,0	



In this graphic, 40,6% of the sample taken from Advanced English I students prefer to work in pairs, 33,8% like to work in groups, 17,3% prefer to work by themselves and 8,3% prefer to do it with the whole class.

**Do you like giving a presentation?**

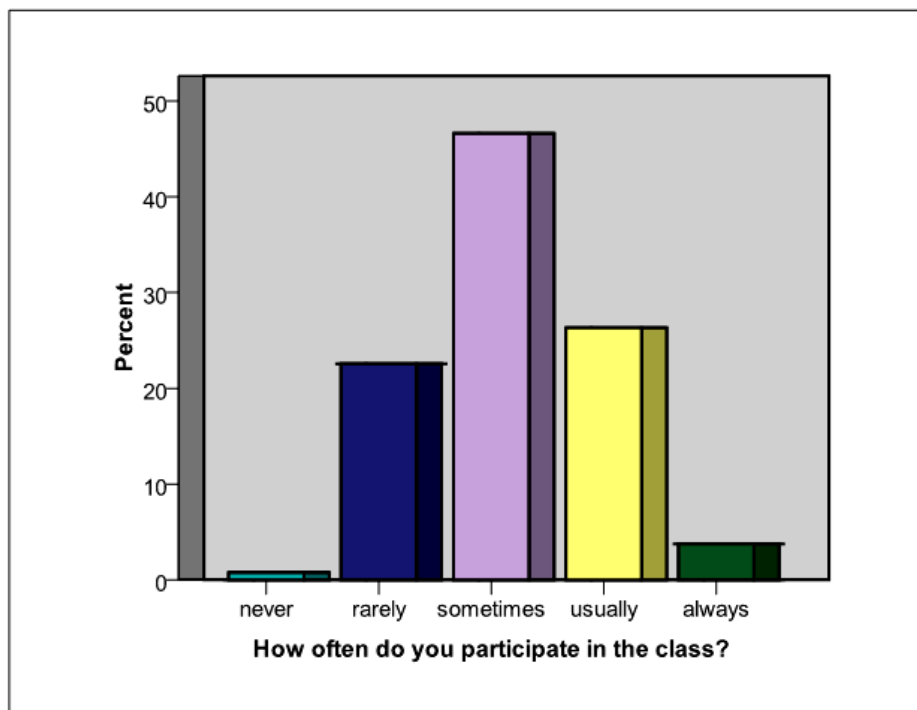
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	62,4	62,4	62,4
	No	50	37,6	37,6	100,0
	Total	133	100,0	100,0	



62,4% of the students like giving oral presentation and only 37,6% do not like giving oral presentation.

**How often do you participate in the class?**

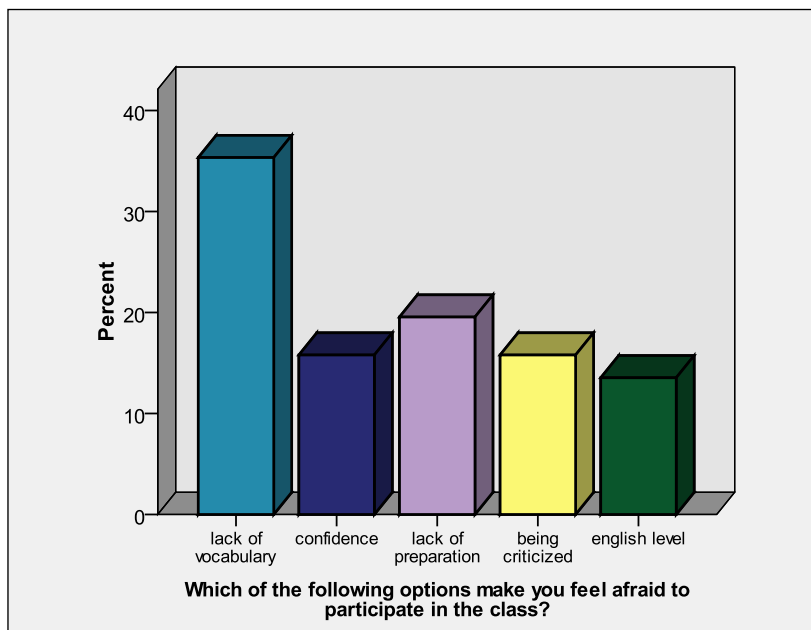
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Never	1	,8	,8	,8
Rarely	30	22,6	22,6	23,3
sometimes	62	46,6	46,6	69,9
Usually	35	26,3	26,3	96,2
Always	5	3,8	3,8	100,0
Total	133	100,0	100,0	



When asking students about how often they participate, 46,6% answered that they sometimes do it, 26,3% usually, 22,6% rarely, 3,8% always, and 0,8% never participate during the class.

**Which of the following options make you feel afraid to participate in the class?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid lack of vocabulary	47	35,3	35,3	35,3
confidence	21	15,8	15,8	51,1
lack of preparation	26	19,5	19,5	70,7
being criticized	21	15,8	15,8	86,5
english level	18	13,5	13,5	100,0
Total	133	100,0	100,0	

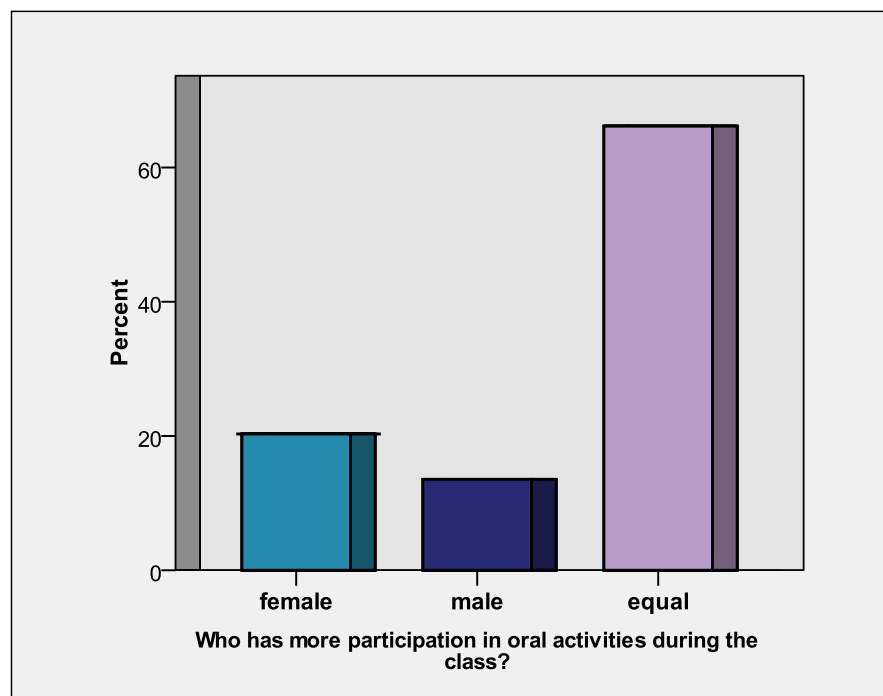


Within the students surveyed, 35,3% said that lack of vocabulary make them feel afraid to participate. On the other hand, 19,5% of students do not do it because of lack of preparation. In addition, 15,8% of them are affected by confidence and being criticized, and 13,5% said that their English level is what makes them feel afraid to participate.



**Who has more participation in oral activities during the class?**

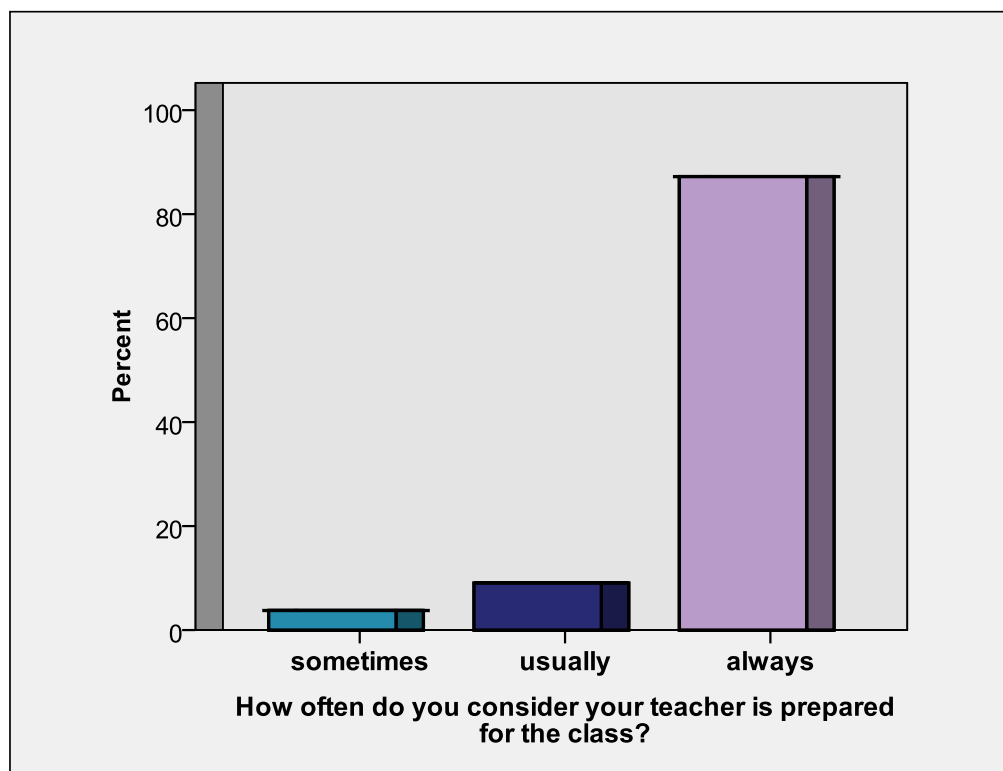
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	27	20,3	20,3	20,3
male	18	13,5	13,5	33,8
equal	88	66,2	66,2	100,0
Total	133	100,0	100,0	



66,2% of the participants said that have equal level of participation in oral activities during the class. 20,3% said that girls are the ones who participate the most and 13,5% said that boys have more participation.

**How often do you consider your teacher is prepared for the class?**

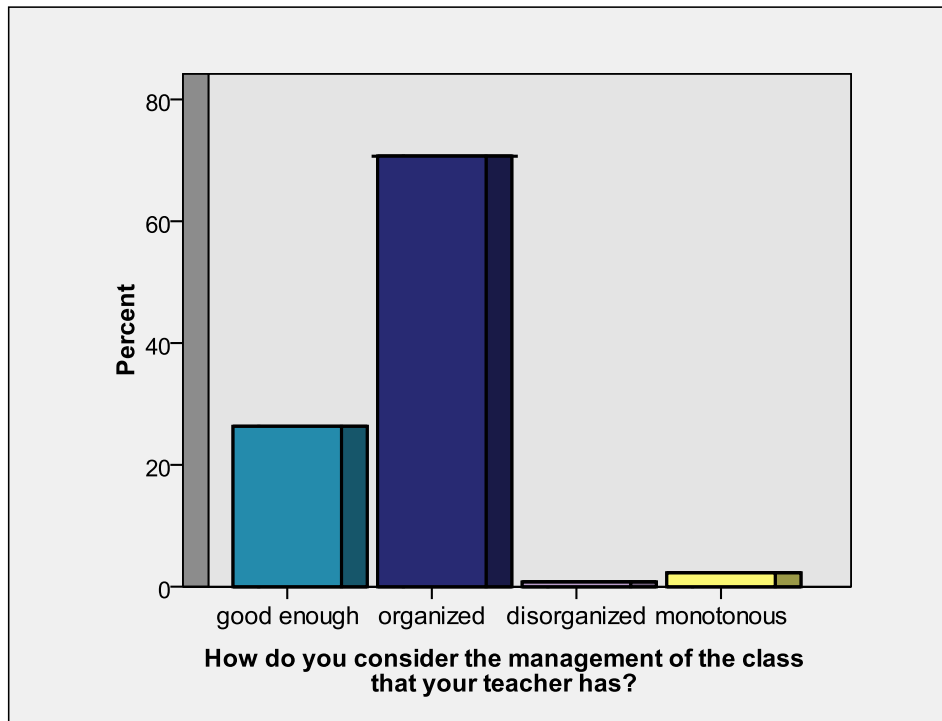
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	5	3,8	3,8	3,8
Usually	12	9,0	9,0	12,8
Always	116	87,2	87,2	100,0
Total	133	100,0	100,0	



87,2% considered that the teacher is always prepared for the class, 9,0% said their teacher is usually prepared, and 3,8% considered the teacher is sometimes prepared for the class.

**How do you consider the management of the class that your teacher has?**

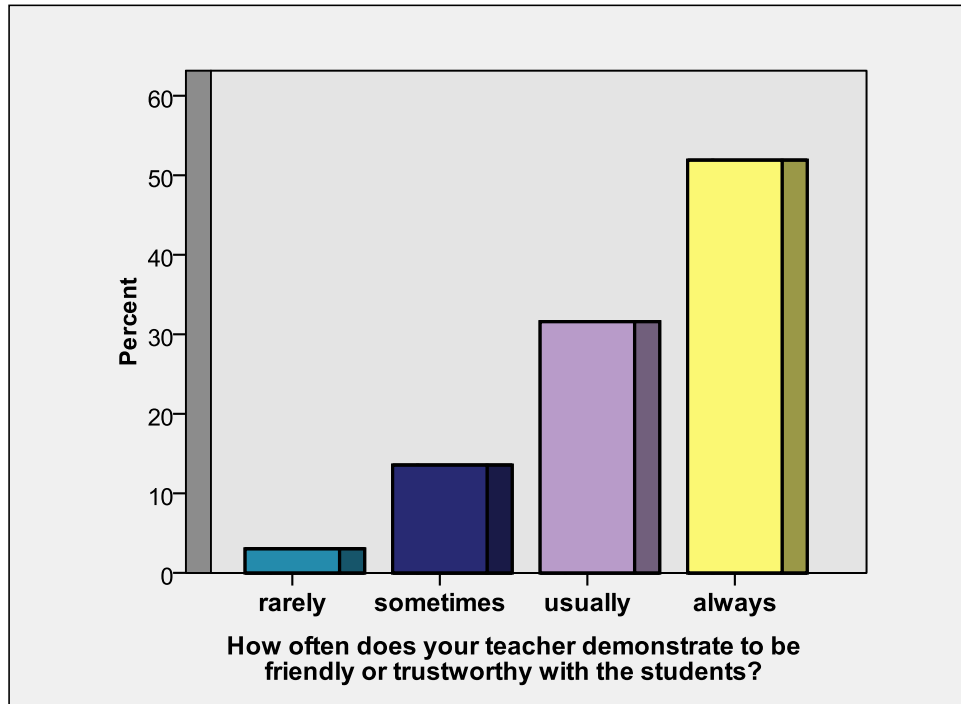
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid good enough	35	26,3	26,3	26,3
organized	94	70,7	70,7	97,0
disorganized	1	,8	,8	97,7
monotonous	3	2,3	2,3	100,0
Total	133	100,0	100,0	



Regarding the management that the teacher has, 70,7% of students said it is organized. 26,3% considered the management of the class as good enough; the lowest percentages are 2,3% for monotonous and 0,8% for disorganized.

**How often does your teacher demonstrate to be friendly or trustworthy with the students?**

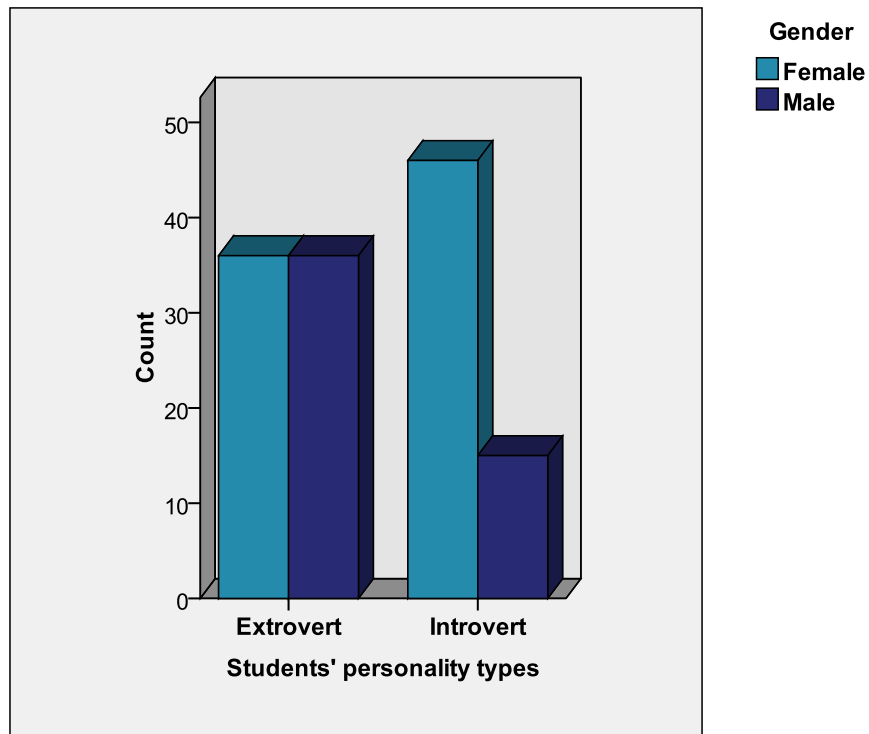
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Rarely	4	3,0	3,0	3,0
sometimes	18	13,5	13,5	16,5
usually	42	31,6	31,6	48,1
always	69	51,9	51,9	100,0
Total	133	100,0	100,0	



The purpose of this question was to find out how was the relationship that the teacher had with students. The results indicated that 51,9% said the teacher is always friendly, 31,6% said that the teacher is usually friendly, 13,5% said the teacher sometimes is friendly, and only 3,0% said is rarely friendly.

**Students' personality types \* Gender Crosstabulation**

		gender		Total	
		female	male		
Students' personality types	Extrovert	Count	36	36	72
		% of Total	27,1%	27,1%	54,1%
	Introvert	Count	46	15	61
		% of Total	34,6%	11,3%	45,9%
Total		Count	82	51	133
		% of Total	61,7%	38,3%	100,0%



This graphic shows students personality types and students gender. 27,1% of females and males students said that they are extrovert. On the other hand, 34,6% of females students said that they are introvert but only 11,3% of males students are introvert.

**Crossings**

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,756 <sup>a</sup>	4	,029
Likelihood Ratio	12,660	4	,013
Linear-by-Linear Association	5,806	1	,016
N of Valid Cases	133		

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,38.

This table shows that the variables gender and how often students participate in oral activities are not correlated because the outcomes are under the range required. According to SPSS program gender does not influence students' participation.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,038 <sup>a</sup>	4	,090
Likelihood Ratio	8,622	4	,071
Linear-by-Linear Association	7,656	1	,006
N of Valid Cases	133		

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,46.

This table shows that the variables students' personality type and how often students participate in oral activities are not correlated because the outcomes are under the range required. According to SPSS program students' personality type does not influence students' participation.

---

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,831a	8	,666
Likelihood Ratio	6,118	8	,634
Linear-by-Linear Association	,181	1	,670
N of Valid Cases	133		

a. 11 cells (73,3%) have expected count less than 5. The minimum expected count is ,04.

This table shows that the variables teacher class management and how often students participate in oral activities are not correlated because the outcomes are over the range required. According to SPSS program teacher class management does not influence students' participation.

(A further description of thee results is given in the data analysis result)

### **Data analysis**

In this part of the study, the results will be analyzed in order to have a better idea of the level of incidence of gender, personality and teacher's class management in the level of oral participation exhibited by students in Intensive English courses in the Foreign Language Department. The sample (see methodology section for a detailed description of sampling procedures) was taken from students of Advanced English I from the B. A. English teaching and Modern Languages.

There are nine single questions which are the most significant to answer the incidence that the variables studied have over students' oral participation. There are also two sets of questions that were statistically crossed to see possible relationship of the three variables aforementioned in order to determine the connection between them and oral participation. The summary of these results is described as follows:

According to the students surveyed, 61,7% of the population are female and 38,3% are male, this results coincide with the information provided by the Academic Administration Officer from the School of Arts and Sciences, who stated that most of the population who enter this department are females (four hundred ninety four students from the department are males and nine hundred one are females). Even though there are more females than males, the 66,2% of participants agreed that both have the same level of



participation in oral activities during the class while only 20,3% said that girls participate more; on the other hand, 13,5% said boys.

When students were asked about how often they participate 76,7% answered that they often participated during oral activities. On the contrary, 23,3% stated that they rarely participated in class. Something to notice in here is that the reason why they do not participate is mostly because of the lack of vocabulary (35,3%) a research focused on school-age second language learners similarly concludes that vocabulary knowledge is the single best predictor of their academic achievement across subject matter domains (Saville-Troike, 1984). Durkin (1979) found that upper-elementary teachers spent less than 1% of their overall reading instruction focused on vocabulary.

The second factor involved in students' low participation in class is their lack of preparation (19.3%) when the teacher opens opportunities for discussions or other forms of oral participation. This might be due to the fact that students do not read the materials, fail to research the topics previous their class or simply are not used to systematic studying outside the classroom. These two aspects are the most remarkable of the rest of the options that make students feel afraid to participate.

Another aspect that was essential for the researchers to study was the way students prefer to work with during class activities. The results pointed out that 40,6% of the population prefer to work in pairs, this percentage differs only in 6,8% of the population who feel more comfortable working in

groups . The reasons for might be that groups encourage teamwork and help students get feedback throughout the process of developing the presentation and they also prefer to work interacting with others. Another option that makes students feel comfortable when participating is giving oral presentations, the results showed that 62,4% of them like to work in this way; though, it is generally seemed in the classroom that students do not like oral presentations due to they feel uncomfortable talking in front others.

Besides, in order to analyze the last variable, three questions were taken into account. 97,0% of students said that it was both good and organized this is because they have a good perception of the management that the teacher has in the class and agree that they handle the class correctly. In addition, 100% of the population surveyed considers the teacher is prepared for the class; and nearly all students consider their teacher is friendly and trustworthy; these positive answers are because teachers demonstrate to students that they are capable to achieve their goals.

The results showed that in students personality types 27,1% of females and males students said that they are extrovert. On the other hand, 34,6% of females students said that they are introvert but only 11,3% of males students are introvert. So that, introversion seem to have a difference between males and females and this could be due to females tent to be passive, quiet and they may prefer the lack of attention during the classes.

Finally, the crossings that were made in order to analyze the relationship between the three variables: gender, personality and teacher's class management with students' oral participation, the results from the SPSS program showed that these variables do not have a relationship among them and also that they do not influence students' oral participation during their advance English class. This could be due to the English level that students have or because when they answered the survey, they did not respond with the seriousness it required.

## CONCLUSION

After having examined the results of the statistics analysis the researchers concluded that:

- Students have a good perception of the teacher, this means they consider that their teacher is always prepared for the class since they manifested the class is most of the time organized and well prepared; at the same time this could make students feel comfortable at the moment of the class and it could create an atmosphere of good interaction between the teacher and the student.
- Lack of vocabulary has a significant impact in students' oral participation; this is because when they were asked to identify what made them feel afraid to participate, it had the highest score. In addition, students are afraid of not being able to express themselves correctly due to the lack of vocabulary that they have. Moreover, this affects at the time of participating in a meaningful way because they choose not to participate for the fear of not finding the right words when speaking in front of others.
- Introversión showed to be lower in males than in females' students while extroversión did not have any difference. Being extroverted or introvert do not affect at the time of participating. As result, this study showed that they have the same level of participation. Therefore, the

results indicated that there is no difference when participating in the class with these two types of personality.

- After finishing the analysis of the results, this investigation establishes that the variables students' gender, students' personality types and teachers' management do not have any relationship between them. As a result, the incidence of these variables is not relevant in students' oral participation in their classes.

## **RECOMMENDATIONS**

After finishing this study, future researchers can take into account the following recommendations:

- Teachers could take advantage of the good rating that they have from students' perception about them; with the purpose of making more activities that help students to improve their lack of vocabulary; so that they would not feel afraid to participate in the classes and they will know the words or vocabulary in order to express their ideas.
- Since the variables studied in this research paper did not show too much incidence in students' oral participation, it is necessary to go deeper not only in the variables studied here but also in other variables that could show which are the aspects that really influence students' oral participation during the class.

## **BIBLIOGRAPHY**

Airasian, Gay, Mills, Educational Research Competencies for Analysis and Applications. Ninth Edition, Editorial Columbus Ohio, 2009

Almanzor, Daguman, Tan, Student's Attitude Towards Participation During Class Time(2009)

Collins, C.;Kenway,J.; McLeod, J.,Factors Influencing the Educational Performance of Males and Females in School and their Initial Destinations after Leaving School(2000)

El Karfa, A. (n.d).,Open classroom communication and the learning of citizenship values. Retrieved August 15th, (2008)

Felder, RM.,The Effects of Personality Type on Engineering Students and Attitude(2002).

Froyen, L. A., &Iverson, A. M., Schoolwide and classroom management: The reflective educator-leader (3rd ed.). Upper Saddle River, NJ: Prentice-Hall (1999).

Lee, P.,Students' personality type and attitudes towards classroom participation. Proceedings of the CATESOL State Conference.1-3(2005).

Mita, K, Shirao, M., Martin, S., Hatagaki, Y., Dendo, G., The impact of foreign Asian students in Japanese University EFL classrooms. The Asian EFL Journal Quarterly – The EFL Professional’s Written Forum, (8), 155 – 168(2006).

Patchen, Engendering Participation, Deliberating Dependence: Inner-City Adolescents’ Perceptions of Classroom Practice (2006)

Sylvelyn Jo. A. Almanzor, Judith Marianne S. DAGUMAN, participation: students’ attitude towards participation during class time. (2009)

Tepfenhar K. ,Student Perceptions of Oral Participation in the Foreign Language Classroom(2011).

Turner, Motivational Influences on Student Participation in Classroom Learning Activities (2004)



## **WEBLIOGRAPHY**

### **For personality types' test**

[http://es.wikipedia.org/wiki/Indicador\\_Myers-Briggs](http://es.wikipedia.org/wiki/Indicador_Myers-Briggs)

### **Key terms through the websites:**

<http://en.wikipedia.org/wiki/Personality>

[http://en.wikipedia.org/wiki/Personality\\_type](http://en.wikipedia.org/wiki/Personality_type)

[http://en.wikipedia.org/wiki/Extraversion\\_and\\_introversion](http://en.wikipedia.org/wiki/Extraversion_and_introversion)

<http://en.wikipedia.org/wiki/Gender>

[http://en.wikipedia.org/wiki/Classroom\\_management](http://en.wikipedia.org/wiki/Classroom_management)

<http://en.wikipedia.org/wiki/Motivation>

[http://en.wikipedia.org/wiki/Stimulus\\_\(physiology\)](http://en.wikipedia.org/wiki/Stimulus_(physiology))

[http://cte.uwaterloo.ca/teaching\\_resources/tips/promoting\\_effective\\_classroom\\_participation.html](http://cte.uwaterloo.ca/teaching_resources/tips/promoting_effective_classroom_participation.html)

<http://www.cal.org/resources/digest/rodgers.html>

### **Fundamentals of quantitative research**

<http://www.culi.chula.ac.th/e-Journal/bod/Suphat%20Sukamolson.pdf>

### **SPSS concept through the website**

<http://en.wikipedia.org/wiki/SPSS>

## **Narrowing the Language Gap: The Case for Explicit Vocabulary**

**Instruction by Kevin Feldman & Kate Kinsella**

[http://teacher.scholastic.com/products/authors/pdfs/Narrowing\\_the\\_Gap.p](http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf)

[df](http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf)

# Annexes

**UNIVERSITY OF EL SALVADOR**  
**SCHOOL OF ARTS AND SCIENCES**  
**DEPARTMENT OF FOREIGN LANGUAGE**

Objective: To collect information about students' oral participation in the classroom to determine the incidence of the participation factors (gender, classroom management).

1. **Gender:**            1.  F            2.  M
2. **How often do you ask questions during the class?**  
0.  Never    1.  Rarely    2.  Sometimes    3.  Usually    4.  Always
3. **Who do you like to work with best?**  
1.  By yourself    2.  Pairs    3.  Whole class    4.  Group work
4. **When working in a group, do you like to give your opinion?**  
1.  Yes            2.  No
5. **Do you like giving a presentation?**  
1.  Yes            2.  No
6. **In your opinion who participate in the class the most?**  
1.  F            2.  M
7. **According to your answer in question 6, why do you think they participate the most?**  
1.  Are well prepared for class    2.  Like to study more    3.  Are extroverted  
4.  Like to talk more    5.  Teachers tend to give them more opportunity to participate
8. **How often do you participate in class?**  
0.  Never    1.  Rarely    2.  Sometimes    3.  Usually    4.  Always
9. **Which of the following options make you feel afraid to participate in the class?**  
1.  Lack of vocabulary    2.  Confidence    3.  Lack of preparation  
4.  Being criticized    5.  The English level.
10. **In general to whom do you think teachers tend to pay more attention to?**  
1.  Boys            2.  Girls            3.  Equal level of attention to both

**11. If you answered boys or girls in question 10, why do you think teachers tend to pay more attention to?(Only if you answered boys or girls in question 10)**

1.  They do their homework                      2.  Are more responsible students  
3.  Teachers are females   4.  Teachers are male   5.  They give more accurate answers

**12. Who has more participation in oral activities during the class?**

1.  Girls                      2.  Boys                      3.  Equal level of participation to both

**13. According to your answer in question 12, why boys or girls have more participation in oral activities during the class? (Only if you answered boys or girls in question 12)**

1.  Are well prepared for class      2.  Like to study more      3.  Are extroverted  
4.  Like to talk more      5.  Teachers tend to give them more opportunity to participate

#### **CLASSROOM MANAGEMENT**

**14. How do you consider your English class?**

1.  Interesting      2.  Boring      3.  Enjoyable      4.  Tedious

**15. Which of the following activities help you to increase your participation in the class?**

1.  Warm up activities      2.  Dialogues      3.  Discussions      4.  Role plays  
5.  Presentations

**16. If you have questions or doubts in the classroom, to whom do you ask for help primarily?**

1.  The teacher                      2.  A classmate                      3.  T.A.

**17. According to your answer in question 16, why do you ask them for help primarily?**

1.  Give clearer explanations      2.  Give confidence      3.  Is always available  
4.  Does not look me down

**18. How often do you consider your teacher is prepared for the class?**

0.  Never      1.  Rarely      2.  Sometimes      3.  Usually      4.  Always

**19. How often does the teacher use extra material to teach the class?**

0.  Never      1.  Rarely      2.  Sometimes      3.  Usually      4.  Always

**20. How do you consider the management of the class that your teacher has?**

1.  Good enough      2.  Organized      3.  Disorganized      4.  Monotonous

**21. Which of the following activities does your teacher apply in the class?**

1.  Warm up activities      2.  Dialogues      3.  Discussions      4.  Role plays

**22. How often do you use your native language in class to express your ideas or doubts?**

0.  Never      1.  Rarely      2.  Sometimes      3.  Usually      4.  Always

**23. What are the reasons why you have to use the native language in class to express your ideas or doubts?**

1.  The explanation of the teacher is not clear      3.  You do not have enough vocabulary  
2.  Your fluency and proficiency is not good      4.  You feel afraid of making mistakes

**24. Do you consider that your teacher knows each student in his/her class individually?**

1.  Yes      2.  No

**25. How often does your teacher demonstrate to be friendly or trustworthy with the students?**

0.  Never      1.  Rarely      2.  Sometimes      3.  Usually      4.  Always

**26. How do you consider the manner of how your teacher corrects students' inappropriate behavior in class?**

1.  Appropriate      2.  Humiliating      3.  Anti-pedagogical

**27. Do you consider that your teacher give effective instructions in the class?**

1.  Yes      2.  No

**Short 'Myers-Briggs' Test**

For each question, ask yourself which letter best represents you most of the time. Choose the one that comes more naturally.

**How do you get your energy?**

**Extroverts**

- are generally sociable
- are focused on the outer world
- get energy by spending time with others
- talk a lot & start conversations
- speak first, then think
- are quick to take action
- have many friends & many interests

**E**

**Introverts**

- are generally quiet
- are focused on their inner world
- get energy by spending time alone
- mostly listen & wait for others to talk first
- think first, then speak
- are slow to take action
- have a few deep friendships & refined interest

**I**

---

**How do you see the world & gather information?**

**Sensors**

- use their five senses
- pay attention to the details
- focus on what is real (in the present)
- think in concrete terms
- like practical things
- like to do (make)
- are accurate and observant
- prefer to do things the established way

**S**

**Intuitives**

- use their "sixth sense"
- see the "big picture"
- focus on what is possible (in the future)
- think in abstract terms
- like theories
- like to dream (design)
- are creative and imaginative
- prefer to try out new ideas

**N**

---

**How do you make your decisions?**

**Thinkers**

- mostly use their head
- make decisions based on logic
- are more interested in things & ideas
- treat everybody the same (emphasizing fairness)
- are more scientific in describing the world

T

**Feelers**

- mostly use their heart
- make decisions based on their values
- are more interested in people & emotions
- treat people according to their situation (emphasizing compassion)
- are more poetic in describing the world

F

---

**How much do you like to plan ahead?**

**Judgers**

- are organized and structured
- make plans in advance
- keep to the plan
- like to be in control of their life
- want to finalize decisions

J

**Perceivers**

- are casual and relaxed
- prefer to "go with the flow"
- are able to change and adapt quickly
- like to simply let life happen
- want to find more information

P

---