

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



**“STUDENTS’ EXTROVERSION/INTROVERSION INFLUENCES
ON THEIR ORAL PARTICIPATION IN THE ADVANCED
INTENSIVE ENGLISH II CLASSROOM, SEMESTER I-2013, FROM
THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY
OF EL SALVADOR.”**

PRESENTED BY:

ID:

DELGADO VALENZUELA, ANA ISABEL

DV05003

ORELLANA AYALA, TATIANA MIREYA

OA05012

**IN ORDER TO OBTAIN THE DEGREE OF:
LICENCIATURA EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA**

**JORGE HOMERO LLANES MÁRQUEZ LÓPEZ M.A.
ADVISOR**

**EDGAR NICOLÁS AYALA, Mtl
GENERAL COORDINATOR OF THE DEGREE PROCESSES**

**AUGUST 2013.
CIUDAD UNIVERSITARIA, SAN SALVADOR, EL SALVADOR.**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

**ING. MARIO ROBERTO NIETO LOVO
RECTOR**

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

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

**DRA. ANA LETICIA ZAVALETA DE AMAYA
SECRETARY GENERAL**

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

**LIC. JOSE RAYMUNDO CALDERON MORAN
DEAN**

**MTRA. NORMA CECILIA BLANDON DE CASTRO
VICE-DEAN**

**LIC. ALFONSO MEJÍA ROSALES
SECRETARY**

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

**MTRO. JOSE RICARDO GAMERO ORTIZ
HEAD OF THE DEPARTMENT**

**EDGAR NICOLÁS AYALA, Mtl.
GENERAL COORDINATOR OF
THE DEGREE PROCESSES**

**JORGE HOMERO LLANES MÁRQUEZ LÓPEZ M.A.
ADVISOR**

ACKNOWLEDGEMENT 1

To Jehovah God

For letting me live until these moments, for giving me strength, patience and wisdom, and also for all blessings He has given me in order to complete my studies and fulfill my goals. I thank Him for never leaving me alone.

To my dear parents:

**Salvador Delgado Herrera and
María Cruz de Delgado**

I feel pleased for always having their unconditional support, effort and sacrifice because without their pieces of advice and help it would not have been possible to culminate my major successfully.

To my siblings

For being always with me in the most difficult moments. I love you so much.

**To Lic. Jorge Homero Llanes
Marques López**

For sharing his knowledge, time and support for our group to go ahead. For having guided the group a lot along this process.

To my fellow worker

For helping me to achieve my goals and for her collaboration to finish this work.

To all my friends

Silvia Lorena Magaña, Julio Alberto Rodríguez, Ana Guadalupe Martínez, Hugo Ernesto López and so on. For being nice friends since I started the major.

Ana Isabel Delgado Valenzuela.

ACKNOWLEDGEMENT 2

To Jehovah God

First of all, I want to thank God almighty since without Him this achievement would not have been practical.

To my dear mother

Since without her unconditional support I would not have possibly continued with my major.

**To Lic. Jorge Homero Llanes
Marques López**

Our appreciated assessor because without his guidance this project could not have been feasible and also for his pieces of advice, support and willingness to help us always.

To the FLD Teaching Staff

I recognize the teachers from this prestigious institution of higher education due to the fact that without the help and guidance from them it could not have been possible to go ahead.

To my Research Team

I appreciate my fellow for the reason we were a team that helped each other to make and finish this important research project.

Tatiana Mireya Orellana Ayala.

TABLE OF CONTENTS

CONTENT	PAGE
INTRODUCTION.....	vii-viii
CHAPTER I: THE PROBLEM	
1.1 Statement of the Problem.....	2-3
1.2 Objectives.....	4
1.3 Research Questions.....	5
1.4 Justification for the study.....	6
1.5 Delimitation.....	7
CHAPTER II: THEORETICAL FRAMEWORK	
2.1 Personality.....	9-10
2.2 Oral Participation.....	11-16
2.3 Introversion.....	17-18
2.4 Extroversion.....	19-20
2.5 Summary.....	21
CHAPTER III: METHODOLOGY	
3.1 Methodology of the Research.....	23
3.2 Documentary Research.....	23
3.3 Field Research.....	24
3.4 Type of research.....	24
3.5 Hypotheses of the research.....	24
3.6 Research design.....	25
3.7 Universe of the study.....	25
3.8 Sample of the study.....	25-26
3.9 Techniques of Research.....	27-28

CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

4.1 Analysis and Interpretation of data.....30-41
4.2 Outcomes of data.....42-44
4.3 Answers for Questions and Hypothesis.....45-49

CONCLUSIONS.....50-52

SUGGESTIONS.....53-56

BIBLIOGRAPHICAL REFERENCES.....57-58

APPENDICES

Personality test.....Appendix 1.....60
Interview.....Appendix 2.....61
Research Timetable.....Appendix 3.....62

INTRODUCTION

In El Salvador, the learning of English as a foreign language has been increasing more and more in the last years. Nowadays, the English language has become a necessity to the moment of acquiring a new job inside or outside the country and getting involved in the labor world where few people can enter for the lack of this essential tool. However, in the moment of learning a foreign language, students have to face many obstacles from not counting with the necessary economic resources for enrolling in a course to the obstacles in the moment of learning English. Such problems are the fear of committing mistakes, the fear of not pronouncing the sounds well, and the fear of not participating in class, among others.

This project will be focused on the importance of having an active participation in class and how personality plays an important role in the learning process of a foreign language. Furthermore, this research project seeks to figure out the level of influence that students' personality has on their class participation.

This research project encompasses in the following chapters:

CHAPTER I

A short review about the problem is described in this chapter and how this situation comes up nowadays, why it is important to remark and also what the research team pursuits doing this vital investigation which takes place in the Foreign Language Department at the University of El Salvador.

CHAPTER II

How personality traits influence the oral participation of students as well as the points of view of psychologists on this matter are detailed in this chapter. Furthermore, different types of class participation that are significant for the purposes of this study are presented by the researchers.

CHAPTER III

The methodology of the research for this paper is displayed in this chapter. In addition to this, such elements as the type of research, the research design, the universe, and the sample are included. This chapter also comprises the procedures that the research team will use to collect meaningful and effective information to validate the investigation. In order to fulfill this, the researchers will pass a questionnaire (EPQ) to all the subjects under study. Also, an interview will be held with a sample of them.

CHAPTER IV

This chapter will deal with the tabulation, data analysis, interpretation and outcomes of the research.

Conclusions, recommendations, references that were consulted and appendices regarding the instruments will be shown at the end of this document.

CHAPTER I

THE PROBLEM

CHAPTER I

THE PROBLEM

1.1 STATEMENT OF THE PROBLEM

The Foreign Language Department is characterized for having one of the biggest students' population at the University of El Salvador in which both professors and students at the same time contribute to have exceptional learning process environment.

As students of the Licenciatura en Idioma Inglés Opción Enseñanza, the researchers have observed that there is an array of different impressions students have on the English-related subjects. Some students seem interested in participating in the English class, but there are other students who need to be induced by the teacher to participate in some activities. At the FLD classrooms, it is observed that certain students' population does not take part in oral performance. Sometimes, this is because they are afraid of committing mistakes and being embarrassed by their classmates. However, going to the deep of the problem, this kind of behaviors is guided by what they think about themselves. That is why there are introverted and extroverted students.

The problem embarks on what the professors at The Foreign Language Department are doing related to prompt students to participate in class. Furthermore, it important to remark that the lack of appropriate list of activities are important factors that might influence in whether or not participating in class taking in to account these personality traits extroversion/introversion.

In the case of introverted students, they are not so good at developing their communication skills of a foreign language since they prefer to work individually and perform other activities not so related to the speaking skill. On the other hand, extroverted students are the other side of the coin because they like to socialize, be part of a conversation, and share their ideas in public. Also they do not have difficulties to work in pairs or in groups.

After seeing that students are completely different worlds in the classroom, the research team determined that it is necessary to develop effective activities in class that might help the subjects under study improve their oral participation in class. Through this research project, the researchers seek to provide the Foreign Language Department's professors with a list of activities that might help them both teachers and students in the teaching-learning process on the basis of these two personality traits.

1.2 OBJECTIVES

General Objective

- To know how students' personality influences on their oral participation in the classroom so as to give suggestions that might be applied and put into practice at the Foreign Language Department's learning process.

Specific Objectives

- To identify the qualities of extroverted and introverted student at the moment of participating in an English class in order to provide a list of activities that can be applied in the learning process.
- To identify the type of personality that prevails in the group with the purpose of providing suggestions for both teachers and students.

1.3 RESEARCH QUESTIONS

- 1. How does Students' extroversion/introversion influence on their oral participation in the classroom?**
- 2. How does extroversion/introversion affect students when performing speaking activities?**
- 3. What types of strategies and activities increase the students' oral participation?**
- 4. What are students' attitudes towards oral participation in class?**

1.4 JUSTIFICATION

Oral language is the main way to communicate for students. It has been observed that students from Advanced Intensive English II show some lack of commitment in participating in class, specially those who show an introverted personality, since they prefer to stay anonymous in class instead of participating and having others pointing at them or laughing. With this fact in mind, the research team will find out under what circumstances this kind of students participate in classes.

The importance of this research lies on the following facts: a) Professors from the Foreign Language Department need to be aware of the different methodologies and techniques that might be applied in the English language learning process; b) the result of this research will provide guidelines in order to help professors of the Foreign Language Department to look for the appropriate tools and teaching techniques to work with registered students in Advanced Intensive English II during the semester I-2013.

1.5 DELIMITATION

The research team considers it is necessary to delimit the research problem in the following way to have a better understanding of it:

“STUDENTS’ EXTROVERSION/INTROVERSION INFLUENCES ON THEIR ORAL PARTICIPATION IN THE ADVANCED INTENSIVE ENGLISH II CLASSROOM, SEMESTER I-2013, FROM THE FOREIGN LANGUAGE DEPARTMENT AT THE UNIVERSITY OF EL SALVADOR”

CHAPTER II

THEORETICAL FRAMEWORK

CHAPTER II

THEORETICAL FRAMEWORK

In the last decades, the teaching of the English language has increased in El Salvador as an essential tool to have better job opportunities. However, there are many obstacles that students have to face while learning a foreign language. Generally students' personality is considered as a main factor that influences students' participation in the classroom. According to Brown (2000), personality is one of the affecting factors that are equally important for explaining differential success among second language learners. So, the focus on some traits of personality such as introversion and extroversion, which are involved in the students' participation level in the classroom, and in their academic performance, is important and meaningful in the learning process.

2.1 PERSONALITY

It is clear that there are individual differences in a language classroom. Traditionally, people have been distinguished in terms of such personality traits as extroversion, neuroticism, conscientiousness and so on. According to the Columbia Encyclopedia, personality refers to the patterns of behavior, thought, feeling, and emotion unique to an individual, and the ways they interact to help or hinder the adjustment of a person to other people and situations. Also, the concept of personality can be defined as a dynamic and organized set of characteristics possessed and exhibited by a person that uniquely influences his/ her cognitions, emotions, motivations, and behaviors in various

situations. This set of characteristics makes the individual such a unique person because they arise from inside of him/her and remain throughout his/her life.

In the process of learning, the whole personality and emotions are fully involved. In fact, several researchers have associated the success of the students with some personality traits. For instance, Naiman, Fröhlich and Stern (1978) state that some determined characteristics of the students are associated with their academic achievement. According to their study, the students with a high performance have shown a high level of maturity, responsibility, and self-confidence in process.

Since affection greatly influences second or foreign language speaking, SLA researchers had some reasons to believe that personality would thus be the key to understanding the roots of foreign language speaking anxiety and confidence. However, early SLA researchers found mixed results, leading to Lalonde and Gardner's (1984), pessimistic statement that "based on such research, there is little reason to conclude that personality variables are directly implicated to any great extent in second language acquisition."

In the numerous past investigations of the relationship of personality variables to second language acquisition (SLA), extroversion quickly attracted most attention that the success of extroverted students at learning and communicating in a foreign language became a learning belief. In fact, the majority of SLA personality researchers investigating the extroversion - introversion aspect of personality paid particular interest to whether extroverts or introverts would be more successful at language achievement as measured either by course grades or by standardized test scores; the results were somewhat mixed.

In short, the students' personality is closely related to all the areas in which the student gets involved. Furthermore, personality plays a determinant role in the learning process of an individual.

2.2 ORAL PARTICIPATION IN CLASS

Oral participation is defined as the level of students speaking in class. According to Widdowson (1978), the term of oral participation is associated with speaking, and according to Brown and Yule (1983), oral participation refers to the use of spoken language, which is largely conceived of as teaching students to pronounce written sentences. It is important to remark that the student's oral participation in class is also developed by asking and answering questions, making comments about the class, and also joining to groups of discussions. According to Burnett (1998), classroom participation includes hand rising, head nodding, sharing opinions, asking questions and generating new ideas. Furthermore, the performance of a class with high levels of students' participation can bring as a result insightful comments, and an interesting connection among the students. Also, it can foster a high level of energy and enthusiasm inside the classroom.

Regarding the types of oral participation involved in class, a study conducted by J. Garcia and E. Torres showed there are three different types of oral participation, as the following frame shows:

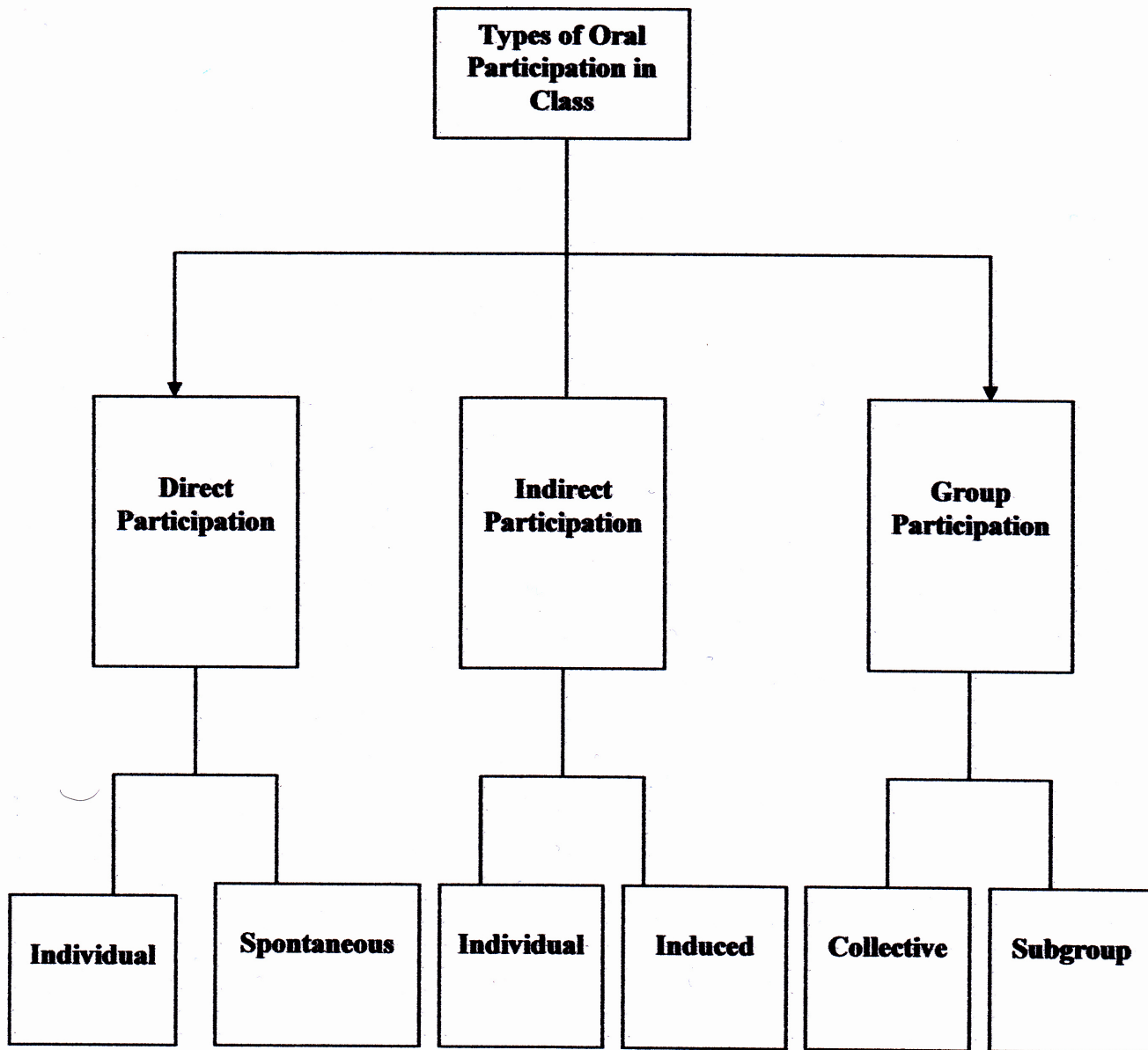


Figure 1. Types of oral participation involved in class.

Taken from: <http://www.monografias.com/trabajos59/creencias-alumnos/creencias-alumnos.html>

Direct Participation:

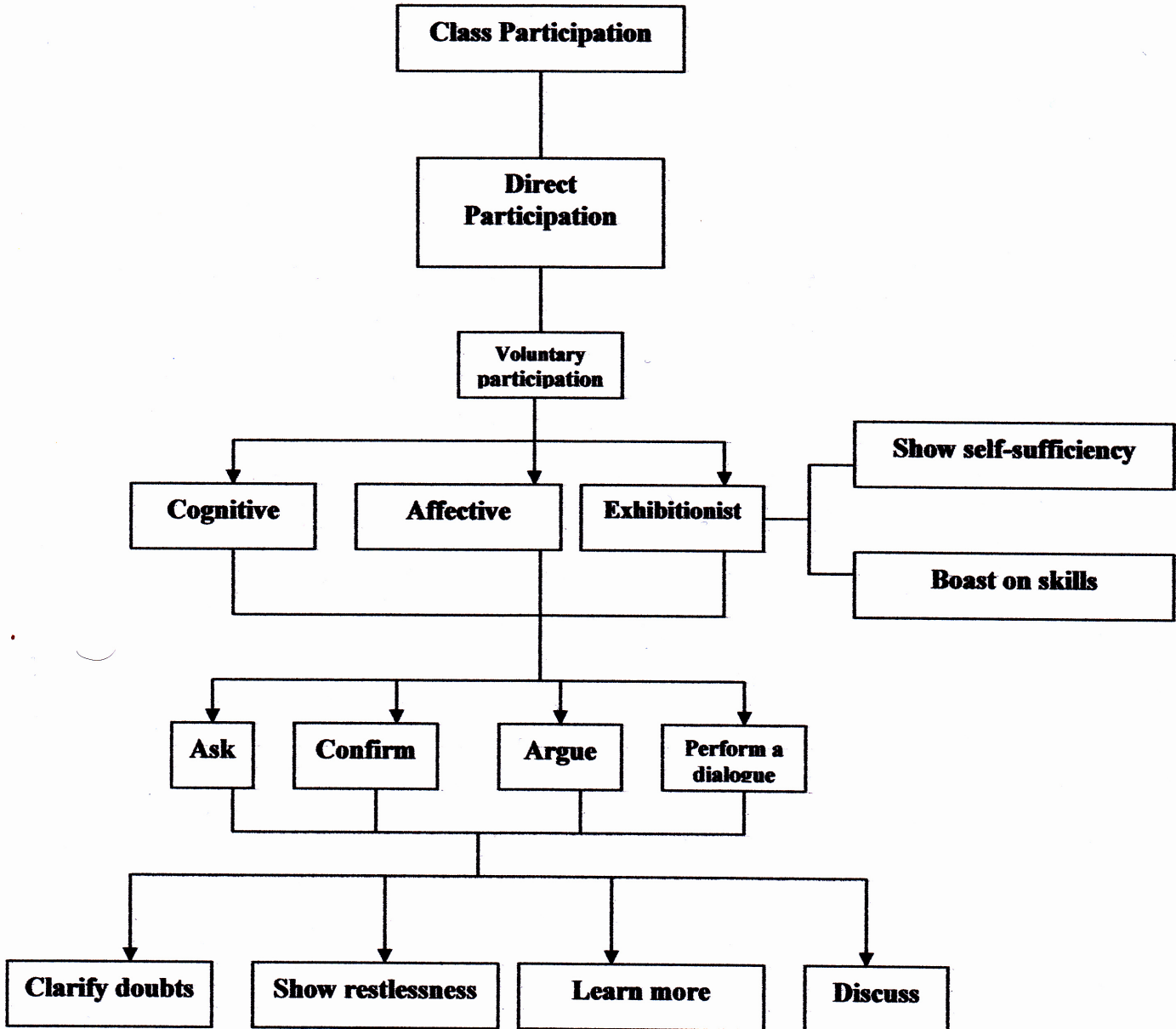


Figure 2. Direct Participation.

Taken from: <http://www.monografias.com/trabajos59/creencias-alumnos/creencias-alumnos.html>

Indirect Participation:

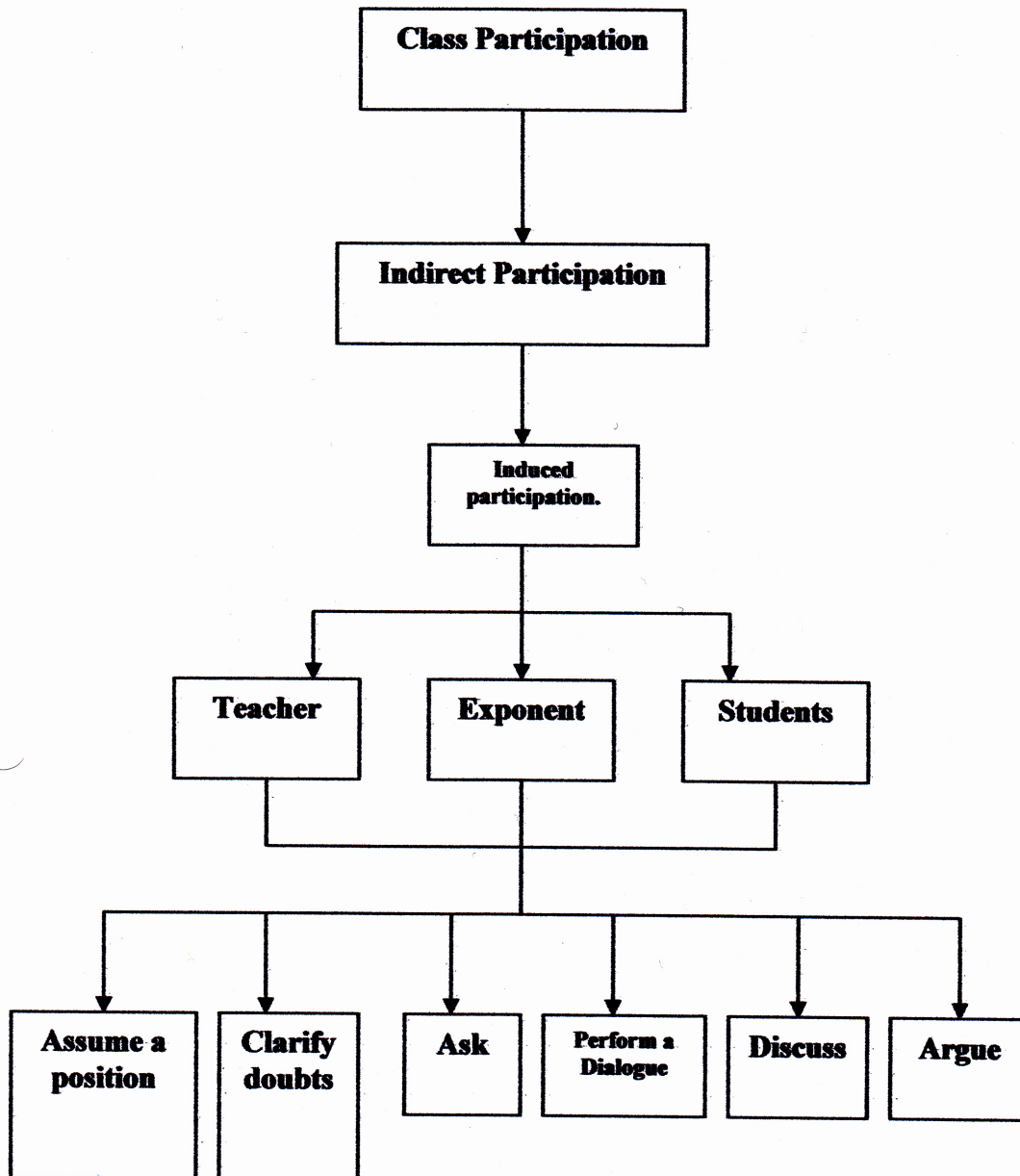


Figure 3. Indirect participation.

Taken from: <http://www.monografias.com/trabajos59/creencias-alumnos/creencias-alumnos.html>

Group Participation:

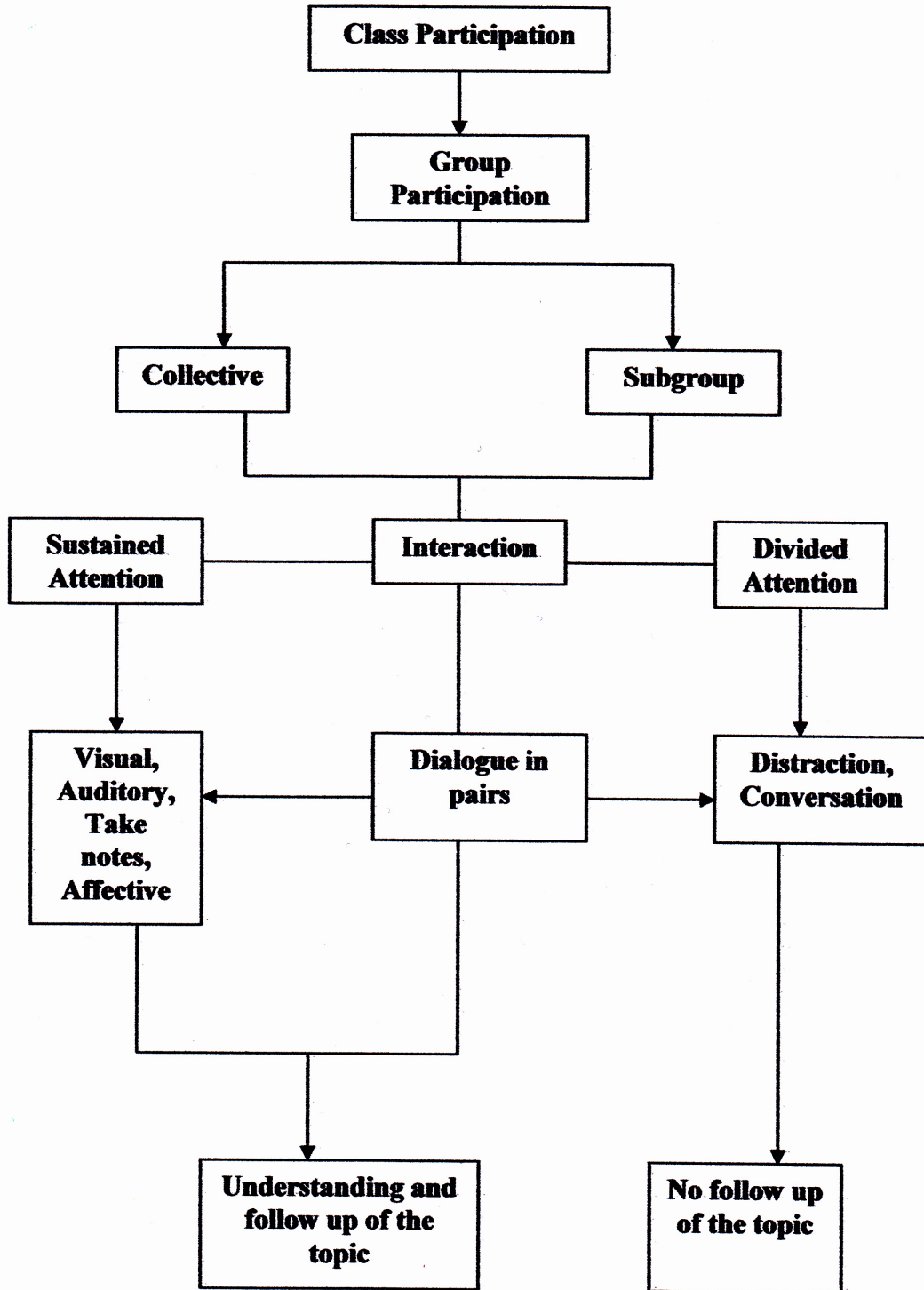


Figure 4. Group participation.

Taken from: <http://www.monografias.com/trabajos59/creencias-alumnos/creencias-alumnos.html>

1. **Direct Participation** is a voluntary participation. Its purpose is to ask, confirm, argue or perform a dialogue in order to assume a position, clarify doubts, and learn more about content.
2. **Indirect Participation** is induced by the teacher. Its purpose is to ask, confirm, argue or perform a dialogue in order to assume a position, clarify doubts, and learn more about content.
3. **Group Participation** refers to those moments in which students should perform dialogues and make discussions. The group participation can be divided into two manners: collective and subgroup. The collective is for the whole group, and the subgroup is for pairs or small groups.

One of the most widely cited SLA studies concerning personality was conducted by Ehrman, who searched for traits and habits of the good language learner in the 1990s. Ehrman (1990) used results from several Likert - scale questionnaires, such as the Myers - Briggs Type Indicator (M/BTI), to test the theory that extroverts were better learners and communicators of a foreign language than introverts. However, despite the large sample size of over 1,000 students, the researcher failed to find any statistically significant differences between extroverts and introverts. The results led her to speculate that "most language use is dyadic," or occurring in pairs, "which is often as comfortable for introverts as for extroverts." The researcher further hypothesized that extroverts were more likely to have an advantage in large groups, such as full - classroom participation activities.

2.3 INTROVERSION

Contrary to what most people think, an introvert is not simply a person who is shy. In fact, being shy has little to do with being an introvert! Shyness has an element of apprehension, nervousness and anxiety, and while an introvert may also be shy, introversion itself is not shyness. According to an article made by Carol Bainbridge, basically an introverted is a person who is energized by being alone and whose energy is drained by other people. In other words, introversion can be seen when a student prefers to work alone and he/she does not like to take a risk of participating in class even when he/she has the knowledge enough for not committing mistakes. A study conducted by Galvan and Fukada (1997-1998) 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. Barrett and Connot (1986) state that introverted students are least involved in school and have lower academic achievement. In other words, they are usually passive and shun publicity, and also they are more concerned with the inner world of ideas.

Furthermore, it is important that this kind of students increases their number of participations in class, so they will improve their speaking skill, and so the willingness to actively participate in class will bring them better results in their academic performance. Some studies on what constitutes a good learner have found that learners who raised their hands more and more and often responded to teacher elicitations, did better on tests than other learners. So, according to Naiman's cite, as much as the students get committed with their learning process, they will show it in different ways, and one of these ways could be a more active participation in the classroom which will bring as a result that students will

become more self- confident. Moreover, professors should encourage introverted students to participate in class and group activities that help them develop the extraverted side of their personalities.

In addition, introverted learners typically develop a fuller and more accurate understanding of the language structure and enjoy more academic success than the extroverts, though being to spend more time studying and practicing the forms of the language. As a result of it, introverted learners may not be as successful as extrovert learners since the success of extroverted learners is based on their ability of interacting with others in the class meanwhile the success of introverted learners is on working individually.

According to the Myers-Briggs typology, introverted students tend to focus on internal thoughts, feelings, or impressions. Moreover, introverted learners tend to participate less in class, since they prefer to process ideas by thinking on themselves rather than by speaking to others, so teachers should look for helpful strategies that encourage introverted students to participate in their learning process. An article made by J. Briggs states that some of the strategies that teachers can put into practice in the class such as presenting discussion questions ahead of time so that the introverted learner has an opportunity to prepare a response, incorporating student-led discussion in which students are asked to prepare questions and plan the structure of the discussion, and allowing time in the discussion for students to write down their thoughts or simply to process what has been said can help them improve their oral participation in class. In spite of the fact that introvert students are passive and shun publicity, they are good leaders even though they prefer to work in a different way because they are very critical in their thinking, and they listen first and then make a conclusion.

2.4 EXTROVERSION

Extrovert students can be identified because of their desire of sharing their energy, showing enthusiasm with almost anyone and usually asking and answering questions in a quick way. Mostly they are full of energy, excitement and socialize easily. According to Myers (1962), extroverts tend to prefer learning situations that afford interaction. They are expressive in everything they do, especially by having good relationships. Extroverts mean the capacity that someone has to express his/her feelings emotions and points of view easily. Extroversion, as part of personality, allows the students to be interacting with others.

Students who are often perceived as extroverts take advantage of certain situations to interact among themselves. They usually talk more than students who are considered introverts because extroverts usually prefer to communicate something more by talking than by writing and to learn by experiencing. Extroverted students have the capacity of carrying on a conversation in a way of displaying great dominance. However, regarding this Alistair Sharp (2003) makes a contribution in which he states that extroverted students talk louder and more fluently, but at time less accurately. Extroverted students are more action-focused than reflective ones. They sometimes speak before they fully form an idea. These unfiltered thoughts are sometimes presented before they are completely refined. Moreover, this kind of student becomes more active inside the classroom and monopolizes the class. They are not afraid of committing mistakes because they are more interested in communication than in oral production. Regarding the behavior that extroverted students show in the classroom, it can be said that they are more likely to attain more proficiency and maximize their input received. Busch (1982) also attempted to discern whether

extroverts had an advantage over introverts in a study of Japanese university students using course grades as the outcome variable.

Moreover, in the learning process teachers should take into consideration that they should treat all the students equally and bear in mind that every learner can do well in speaking. If given enough opportunities and respect, every student can show their talent and potential in speaking a good second language. Also, for extroverted learners, teachers can give them more chances and encourage them to show their abilities in public.

2.5 SUMMARY

In essence, the different aspects of personality such as introversion and extroversion are directly related to the students' oral participation in class since extroversion and introversion are used to describe where a student focuses his or her attention in the learning process. Furthermore, Shekan (1991) considers that personality influences the students' performance; thus, a shy introverted personality may find language a very difficult experience, while the extrovert is more likely to enjoy the communication associated with language learning. Finally, it is important to remark that both traits play an important role in the learning process of second language students' oral skills and their active oral participation in class.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1 METHODOLOGY OF THE RESEARCH

Through the development of this research project, the research team applied the adequate procedures to know how to investigate about an existent problem at the moment of learning a new language and at the same time, giving solutions for each problem as revealed by the objective that the researchers pursue with this investigation.

Furthermore, this research explains every single stage of how the study was developed, including all steps to answer the research questions stated at the beginning of the investigation.

In addition, both documentary research and field research were done to conduct this project.

3.2 DOCUMENTARY RESEARCH

This kind of study primarily consists of the exhausted investigation based on documents. Also, it refers to those researches that have a theme or a problem in which the researcher tries to develop, investigate and give answer to the problem. To do this, the researchers made use of all type of sources like books, magazines, theses, newspapers, Web sites and so on. Moreover, the researchers used historical sources, statistical information

and those things that exist about the topic. This investigation does not make statistical tests because of the nature of the sources cited.

3.3 FIELD RESEARCH

This research consists of the collection of information through questionnaires, interviews and direct observation that allow the researchers to know more about students' personality and decide whether or not they have an active oral participation in class.

For this research project, the research team passed questionnaires and made interviews to the registered students of Advanced Intensive English II course of the Foreign Language Department during the semester I-2013 (University of El Salvador, Main Campus).

3.4 TYPE OF RESEARCH

This research project was done as a correlational research because this study took into consideration a quantitative method of research in which the researchers have two quantitative variables.

3.5 HYPOTHESES OF THE RESEARCH

- Extroverted students tend to participate more in class.
- Introverted students tend to participate less in class.

3.6 RESEARCH DESIGN

This research project is a non-experimental design because the research questions were answered by surveys and interviews inside the classroom.

3.7 UNIVERSE OF STUDY

To determine the universe of study, the research team has taken as a basis the number of students who were registered in the subject Advanced Intensive English II in the Semester I- 2013 at the University of El Salvador (Main Campus). Moreover, this information was provided by the secretary of the Foreign Language Department when the research team visited the institution.

3.8 SAMPLE OF STUDY

In the study, the research team carried out a non probabilistic sample because the selection of the elements did not depend on probability. It depended on related events with characteristics and objectives of the study, and the collaboration of the researchers expected. According to the information gotten from the Foreign Language Department, the students registered in the subject Advanced Intensive English II corresponding to the Semester I- 2013 were 91 in the three groups of this subject.

The following statistical formula was used to determine the sample:

$$U = \frac{Z^2 N P Q}{Z^2 P Q + N E^2}$$

where:

U = the desired sample.

N = well-known universe

E = maximum sample error permissible.

P = Probability of success.

Q = Probability of failure.

Z = critical value corresponding to a determining degree of confidence

Development:

U = ?

N = 91

E = 15%

P = 0.50

Q = 0.50

Z = 95.44 % = 2

$$U = \frac{(2)^2(91) (0.5) (0.5)}{((2)^2 (0.5) (0.5)) + ((91) (.15)^2)} = 29.86054143$$

U = 30 Students of the Foreign Language Department taking the subject Advanced Intensive English II.

At the moment of applying this formula to the information that the Foreign Language Department provided, the research team had obtained a value of 29.86054143, which is equivalent to 30 students, who were the sample used in the field research.

3.9 TECHNIQUES OF RESEARCH

As a technique of research, the research team made use of the survey and its instrument to obtain information was the questionnaire, and also they made use of interviews in order to complement the information.

3.9.1 THE QUESTIONNAIRE

Through a questionnaire, the researchers were able to obtain significant information to enrich their investigation. The research team made use of the Eysenck Personality Questionnaire. This questionnaire was very useful to collect information about the students' personality. In this project, the research team made use of this questionnaire that included twenty closed questions. This psychological questionnaire was addressed to measure what kind of personality students have. Also, the questionnaire was passed to the whole universe of study, and each student answered the questionnaire in a period of time from 6 to 8 minutes.

Moreover, the research team administered the surveys under the pre-scheduled time of each Advanced English group under their tutor's conditions which were established after discussing the researchers' purpose of study.

3.9.2 THE INTERVIEW

Through an interview, the researchers were able to obtain information to enrich their investigation. This interview contains four open questions and four close questions. Also, to make use of this, the research team used their sample of study to get information. Furthermore, this tool was oriented to knowing a little more in what conditions students participate in their English classes. Furthermore, the research team administered the interview under the pre-scheduled time of each Advanced English group under their tutor's conditions, too.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

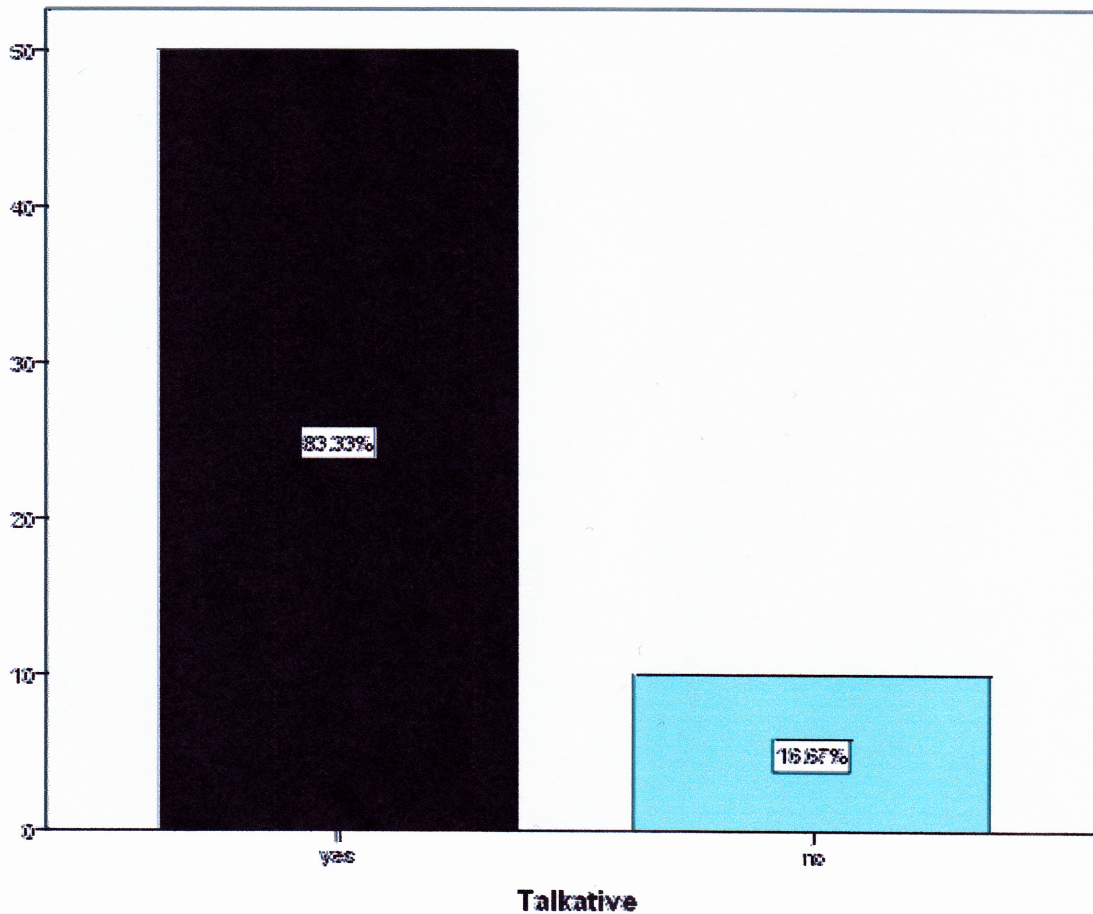
4.1 ANALYSIS AND INTERPRETATION OF DATA

In this stage of the research, an analysis and its interpretation were made by taking advantage of the Eysenck Personality Questionnaire that was passed to Advanced Intensive English II registered students during the first semester, academic year 2013. The results show graphs with their corresponding tabulation that helped the researchers know deeply about the problem. Moreover, an analysis was made by taking into consideration the interview that was passed to Advanced Intensive English II students, too.

At the end of this chapter, the main findings or outcomes were found with these instruments of investigation explained above, and some answers were given to the hypotheses and research questions were made by using the whole information collected through this research.

Graphic N°1

1. Are you a talkative person? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

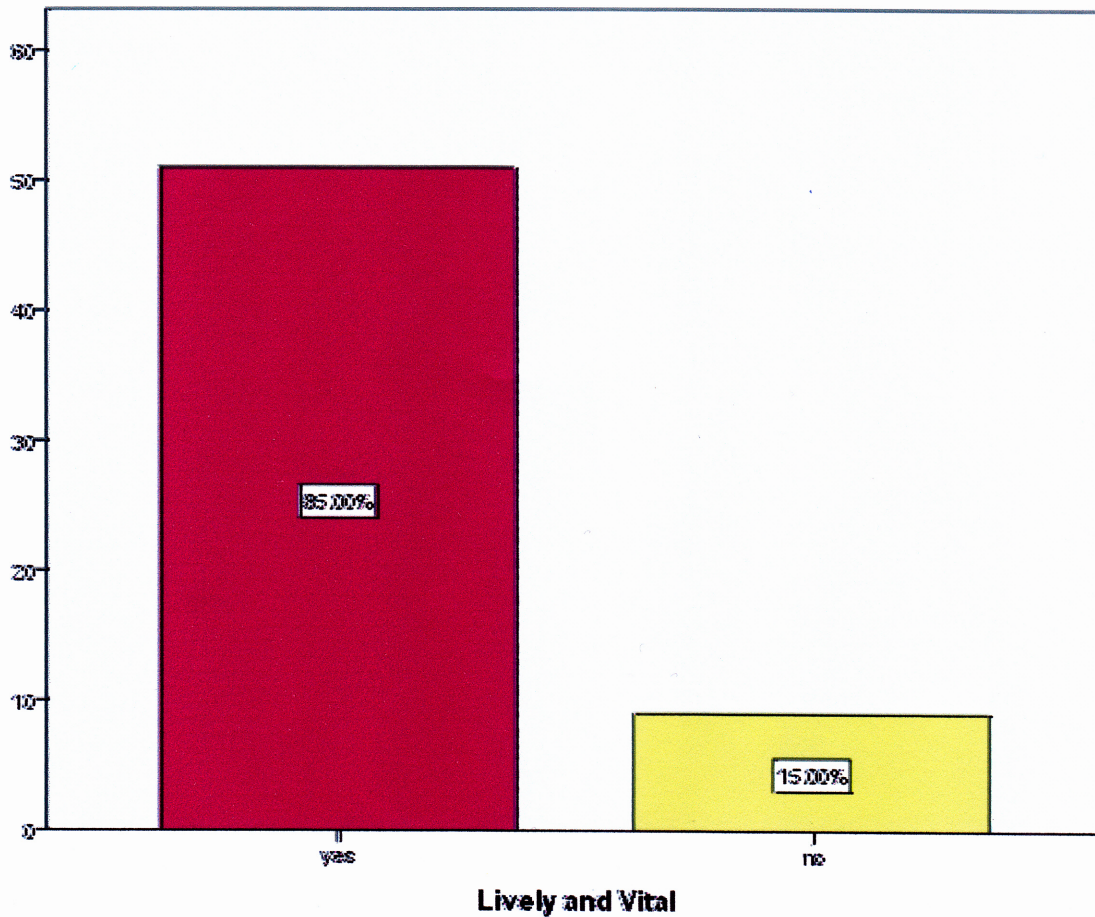
When asked if they consider themselves talkative, the 83.33% of the students answered that they consider being talkative in their English class while the 16.67% of them answered the opposite.

Interpretation:

Based upon the answers obtained, the researchers' conclusion is that there is a strong tendency from students to be talkative. In other words, the subjects under study show they interact a lot in their classes.

Graphic N°2

3. Are you a person rather lively and vital? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

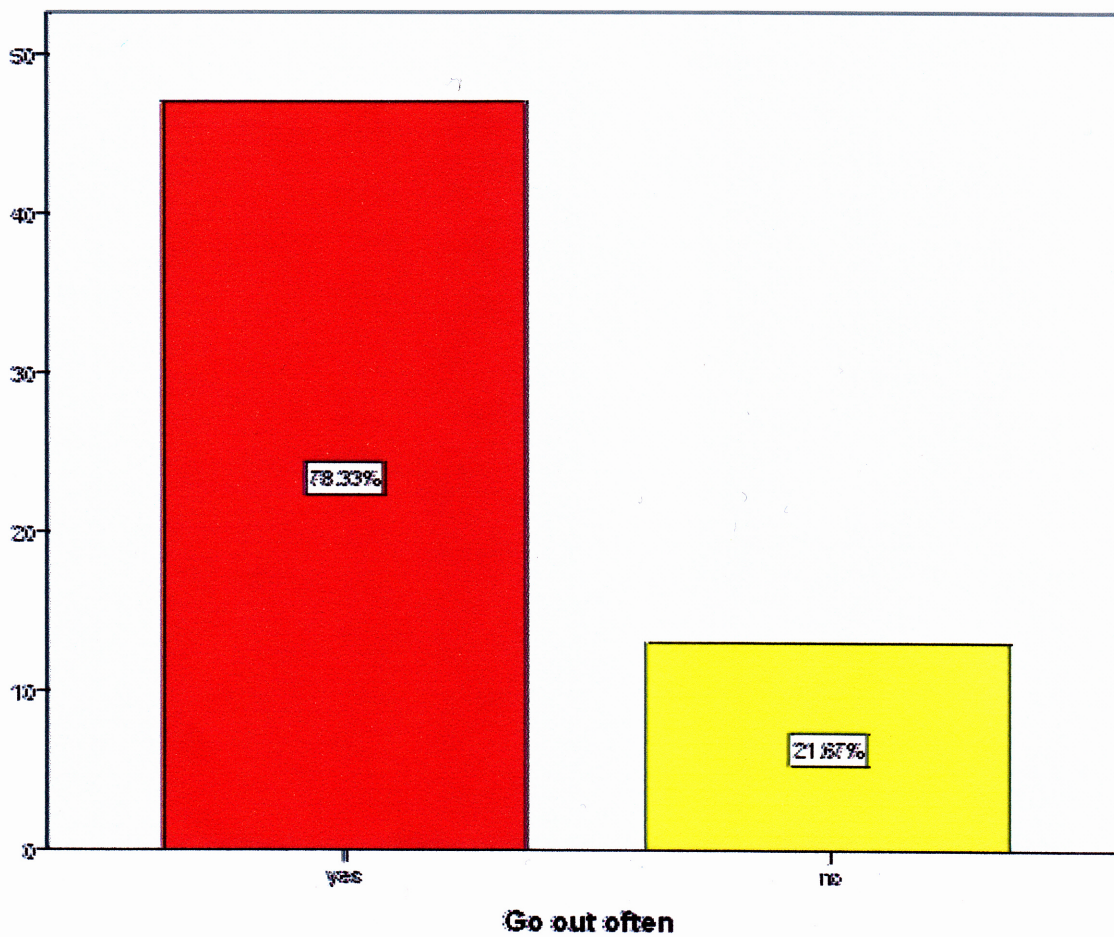
When asked whether or not they consider themselves lively and vital, the 85% of the students said that they consider themselves rather lively and vital people while the 15% of them answered the opposite.

Interpretation:

By taking into considerations the answers shown, the researchers' conclusion is that the majority of the subjects under study are more animated and willing to participate in class.

Graphic N°3

5. Do you like to go out often? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

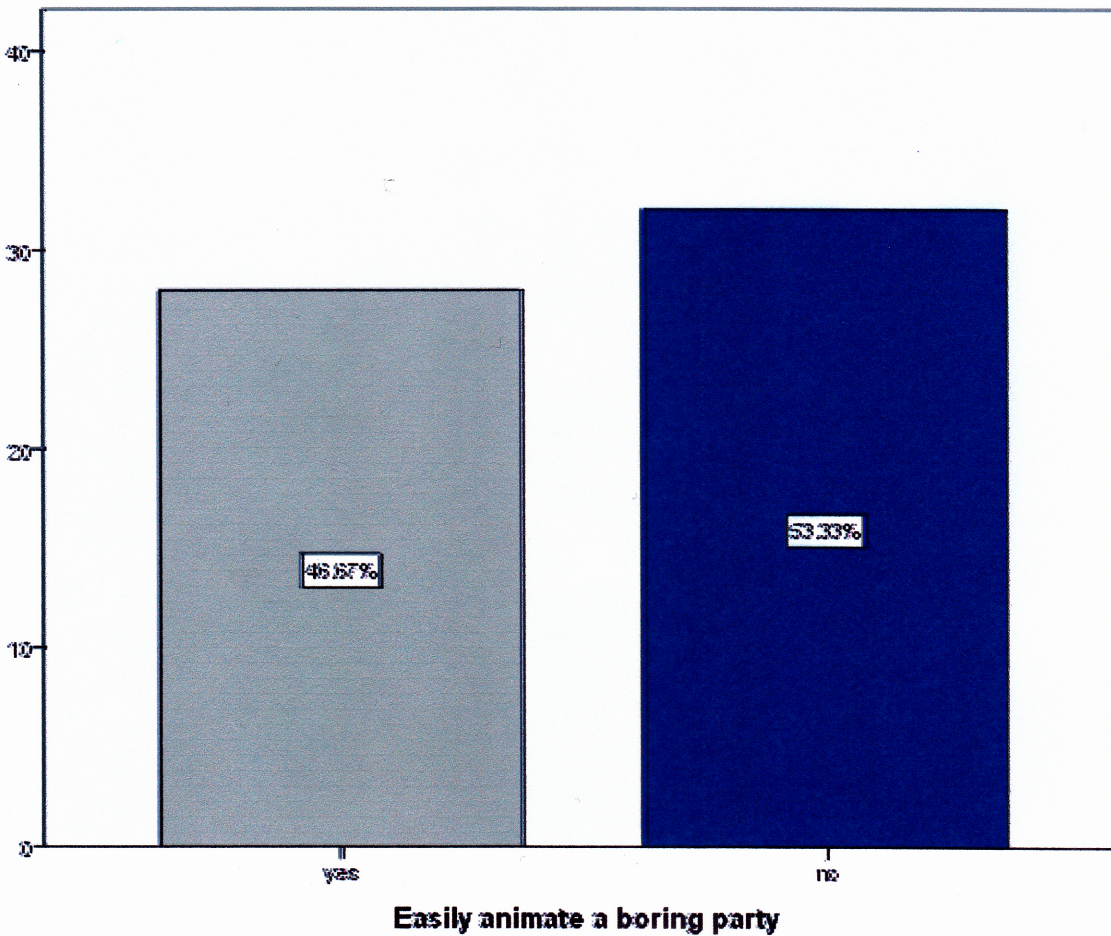
When students were asked about how often they like to go out, the 78.33% of the students said that they like to go out often, contrary to the remaining 21.67 %, who stated the opposite.

Interpretation:

Based on this information, the researchers concluded that there is a considerable tendency on these subjects' part to go out.

Graphic N°4

7. Can you easily animate a boring party? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

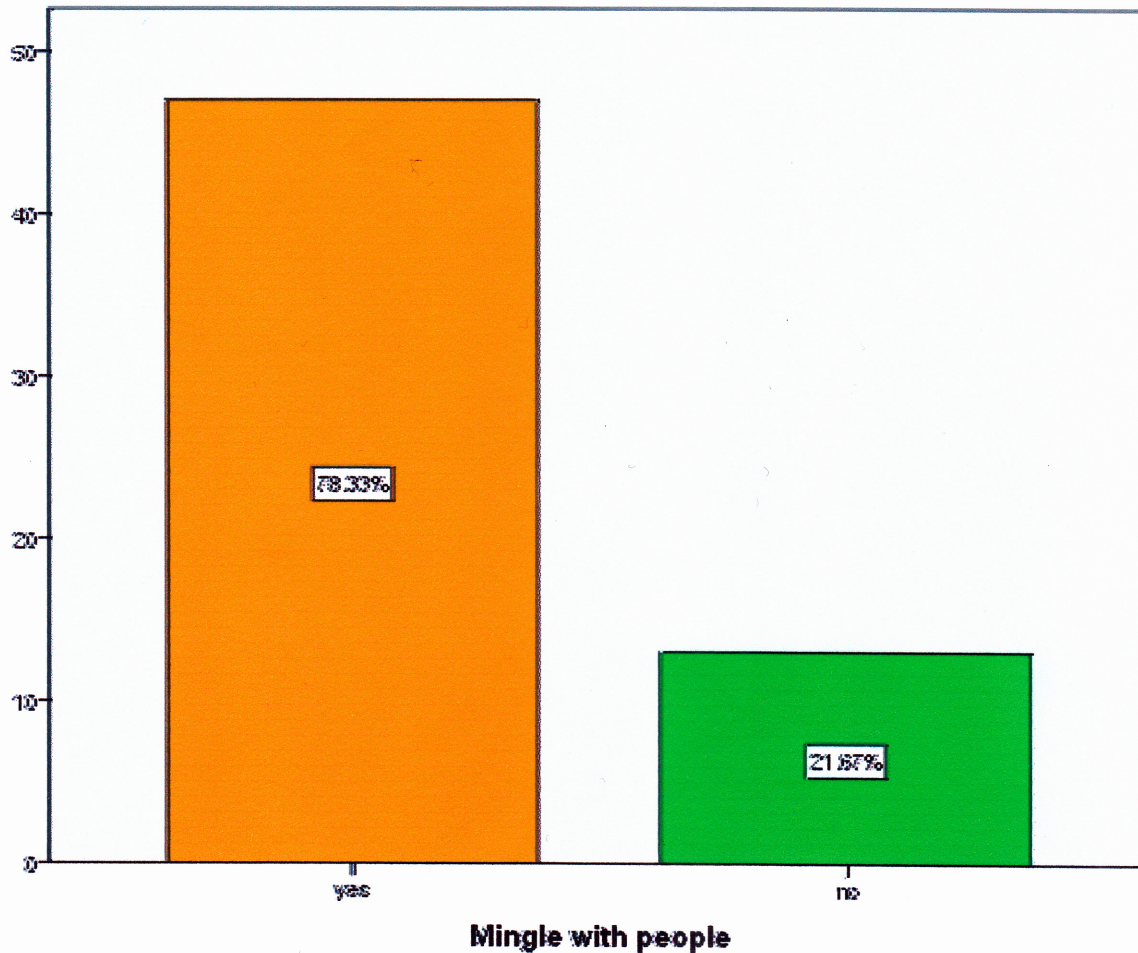
When asked if they were able to easily animate a boring party, the 53.33% of the students answered affirmatively while the 46.67% of the students said the opposite.

Interpretation:

Based upon the collected answers, the researchers' conclusion is that there is a balanced tendency between the subjects under study to animate a boring party or not.

Graphic N°5

9. Do you like to mingle with people? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

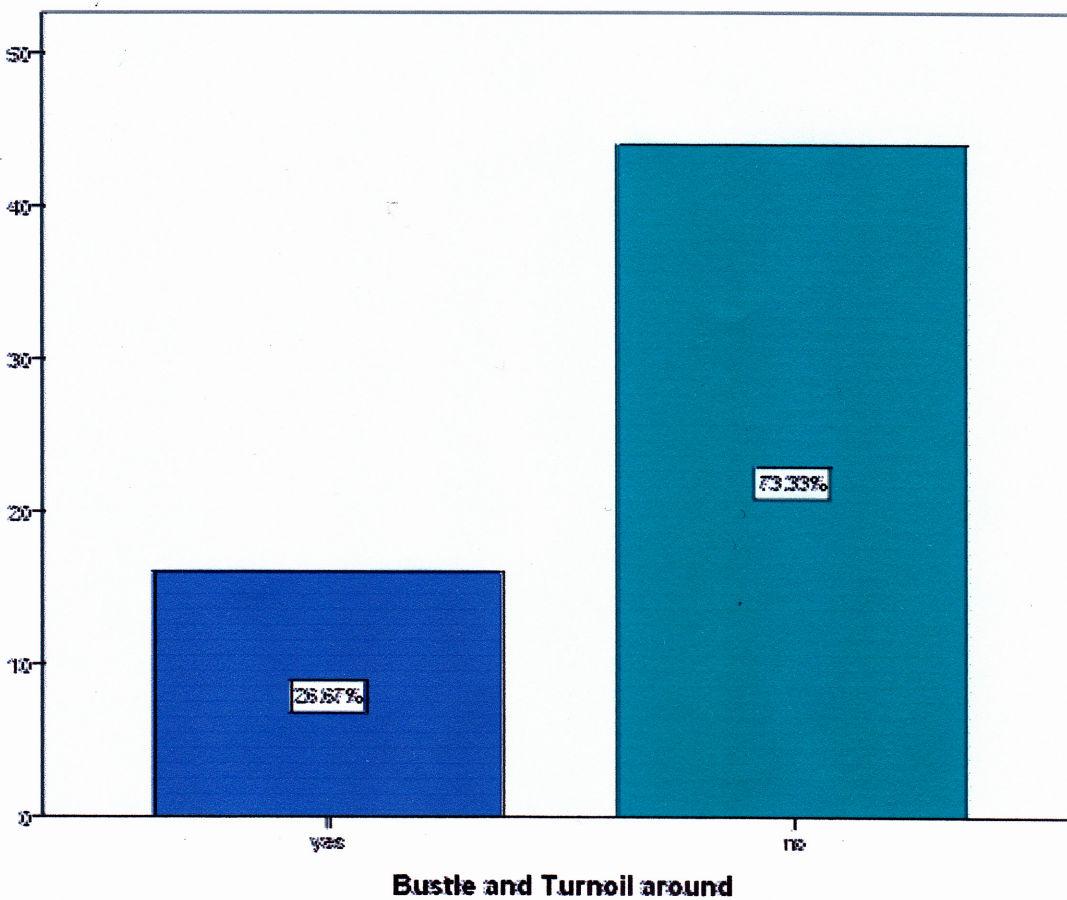
After students were asked if they like to mingle with people, 78.33% of them said that they like to mingle with people whereas the 21.67% of the students said the opposite.

Interpretation:

By taking into consideration the collected data, the researchers' conclusion is that there is a high tendency on the students' part to mingle with other people.

Graphic N°6

11. Do you like rather bustle and turnoil around? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

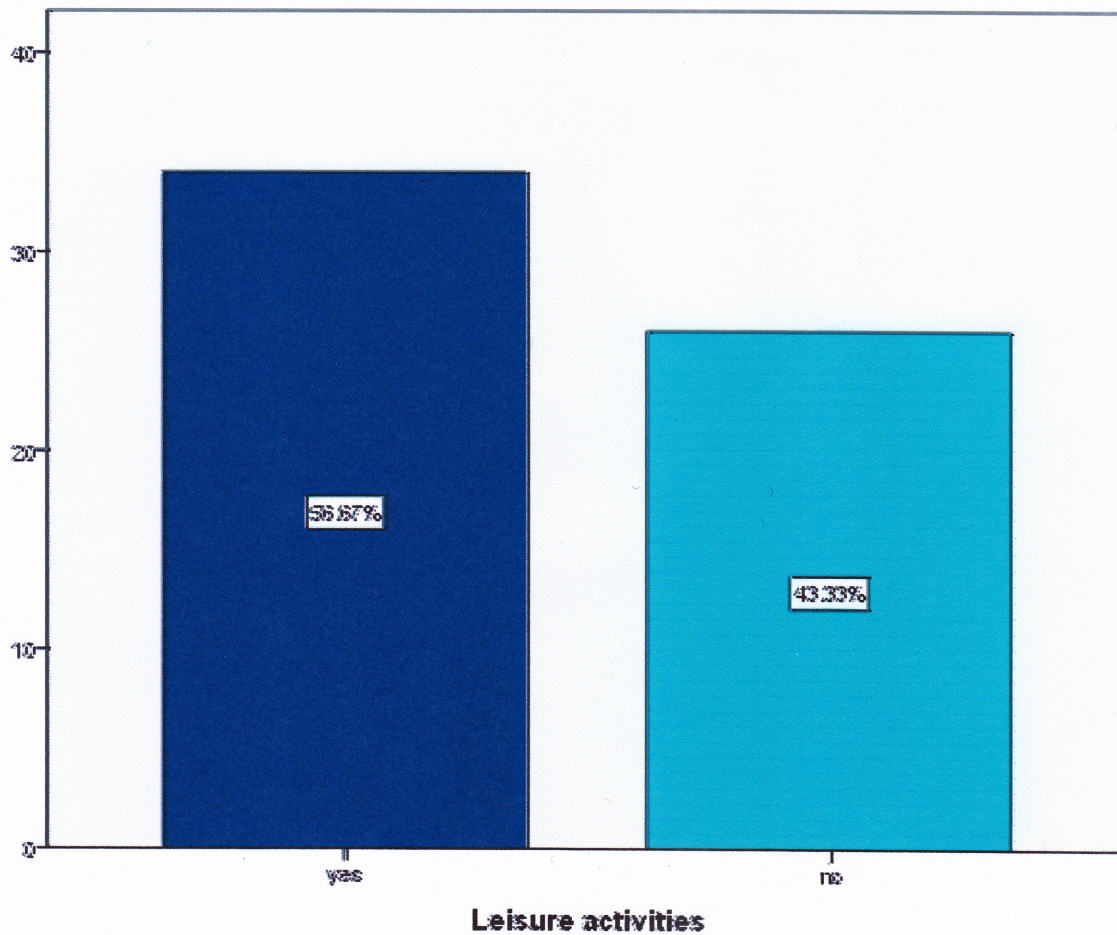
When students were asked if they like to bustle and turn oil around, 73.33% of the students said that they rather like to bustle and turnoil around while the 26.6% of them stated the opposite.

Interpretation:

Based on these results, the researchers' conclusion is that there is a considerable tendency for students to bustle and turnoil around.

Graphic N°7

13. Do you perform many leisure activities? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

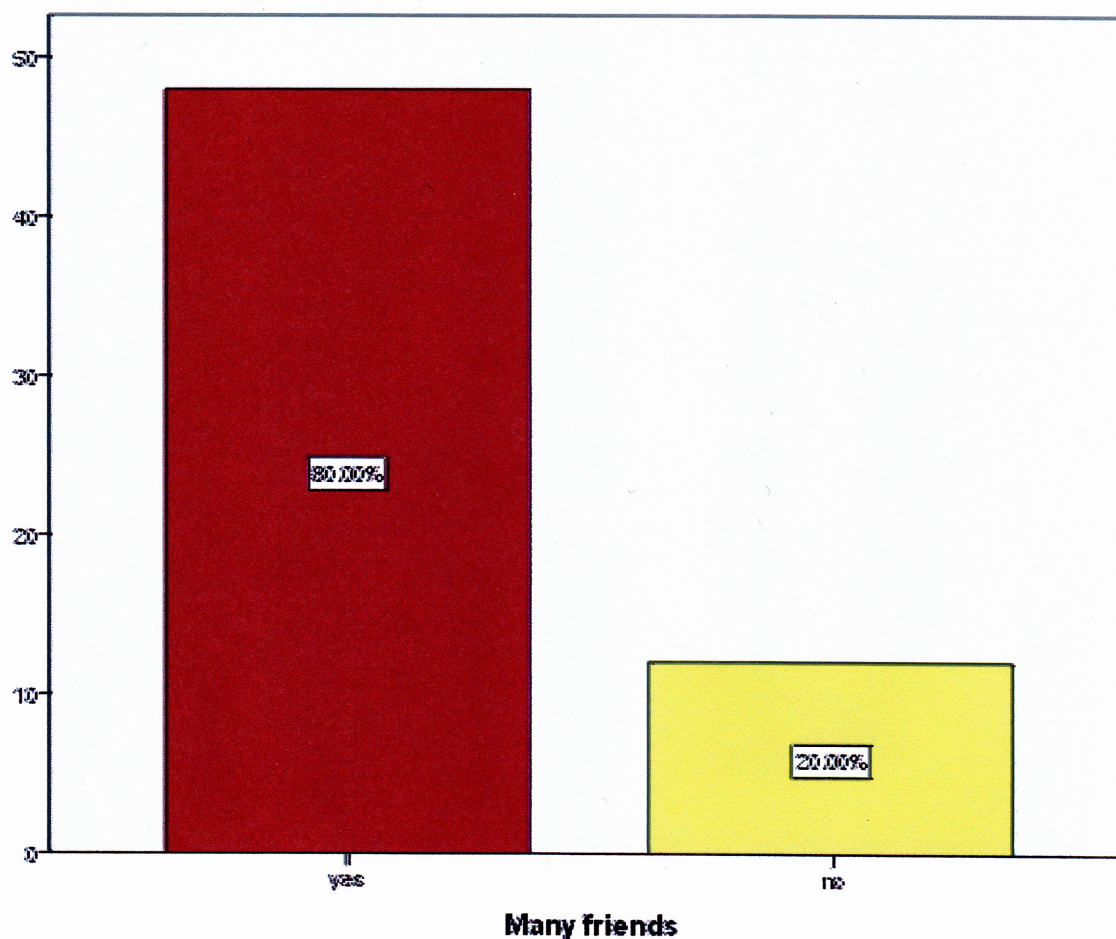
When asked about leisure time activities, the 56.67% of the subjects under study answered they perform leisure activities while the 43.33% answered the opposite.

Interpretation:

Based upon the answers obtained from the students, the researchers' conclusion is that there is a highly balanced opinion about performing leisure activities among the subjects under study.

Graphic N°8

15. Do you have many friends? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

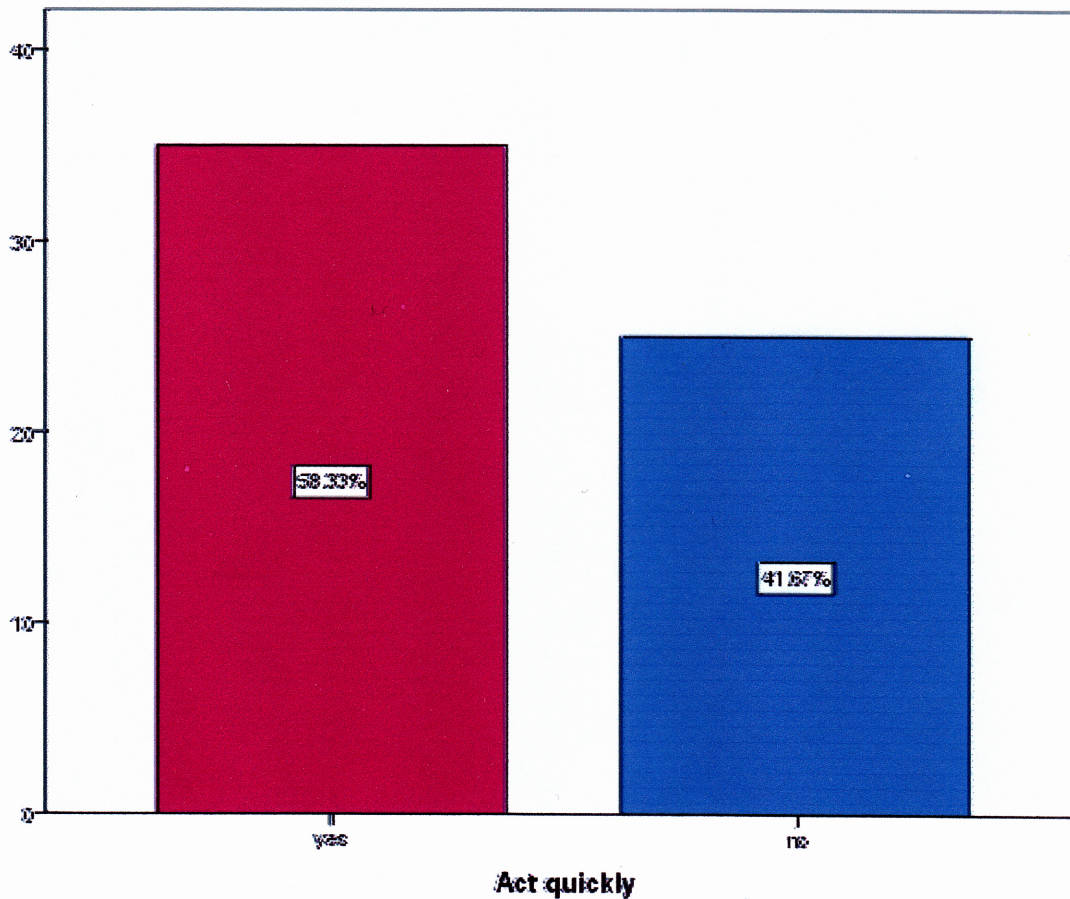
After students were asked about the numbers of friends they had, 80% of them stated they do have many friends. Contrary to this, the 20% replied they do not have many friends.

Interpretation:

Based on the answers provided by the students, the researchers concluded there is a high tendency on these subjects' part to interact with the people in terms of establishing a friendly relationship.

Graphic N°9

17. Do you like to do things in which you have to act quickly? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

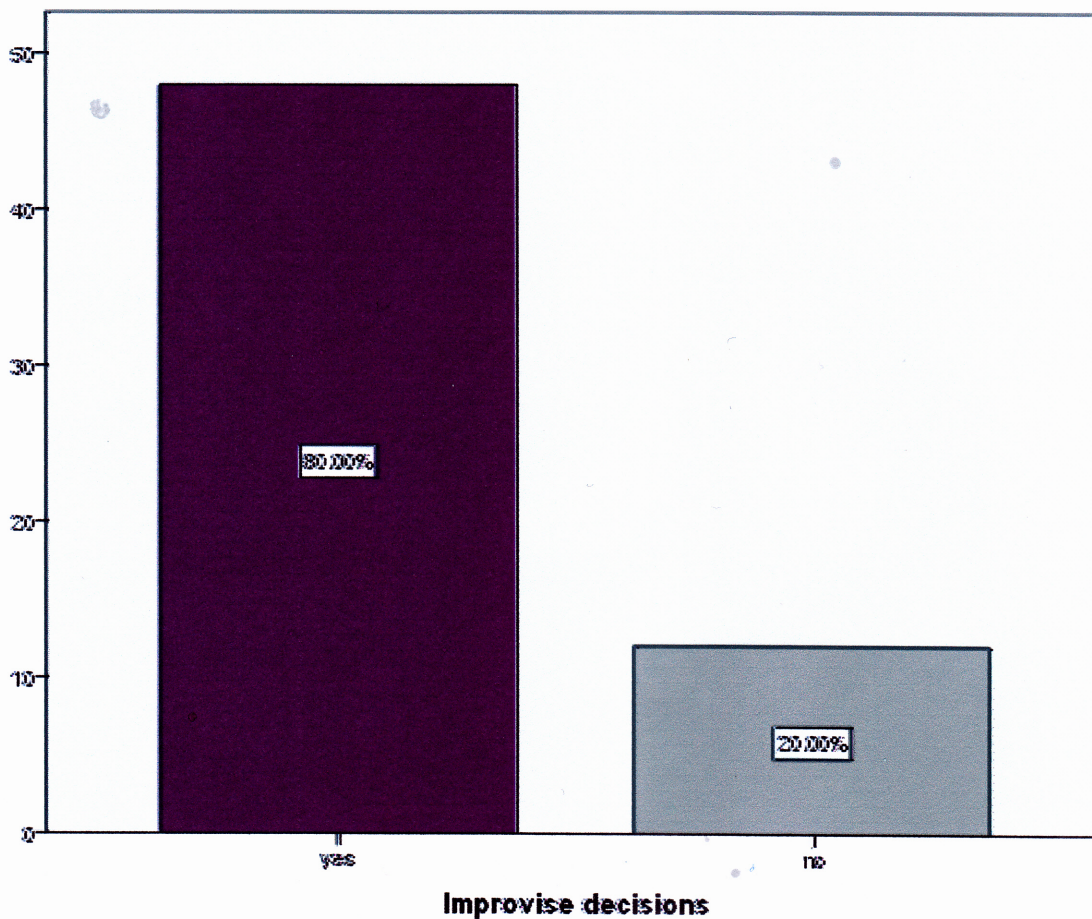
When asked if they like to do things in which they have to act quickly, 58.33% of them said they do that, whereas the 41.67% of them expressed the opposite.

Interpretation:

Based upon the students' answers, the researchers' conclusion is that there is a divided opinion regarding this issue with a weak tendency on the students' part to admit that they enjoy doing things in which they have to act in a quick manner. In other words, there are two contrasting tendencies among the subjects under study.

Graphic N°10

19. Do you often improvise decisions based on the situation? Yes ___ No ___



Source: Questionnaire administered to students from Advanced English II at the University of El Salvador, Semester I-2013

At last, when students were asked about how often they improve their decisions at any moment, 80% of them replied that they improve the decisions they make on the spot while the rest expressed the opposite.

Interpretation:

By taking into account the answers given by the population under study, the researchers' conclusion is that there is a strong tendency on their part to improve or take any decision at the moment.

ANALYSIS FROM INTERVIEWS

The research team took advantage of an interview which was carried with a sample from the population. As a result, considerable information was collected with regards to their participation inside the classroom. The research team encountered that most of the students do not volunteer or like to participate. When being evaluated, students state they must participate in order to have a grade. However, the research team encountered that students have a most active participation when class discussions take place and they do have knowledge about the topic being exposed. Some of them like to exchange opinions and learn from others. Nonetheless, a few of them stated they are afraid of committing mistakes when not being able to express their thoughts appropriately (mispronunciation, wordiness, and so forth). In addition, when they do not find the topic interesting at all they do not like to participate. As a consequence, most of the third part of the population does overthink whether to participate or not. When working in groups, students feel more comfortable working with the ones they hang out with or are more familiar to since they do not feel criticized and also they feel more comfortable on relying someone because if they do not know the vocabulary they can feel supported by their peers.

4.2 OUTCOMES OF DATA

- According to the data gathering in the psychological test (EQP), the researchers obtained the following result: From the population interviewed for this investigation, the 71.67 % of the students under study have a type A personality, so it means that they are extroverted. Just the 28.33 % of them have a type B personality, which are considered as introverted.

- Based upon the data gathering in the psychological test (EQP), the researchers observed that the population interviewed for this investigation has a strong tendency to communicate their thoughts and feelings, 83.33 %, and like to socialize with others, 80 %. These aspects of their personalities could help students perform so much in the English classes.

- In relation to the data obtained in the psychological test (EQP), the research team observed that the population under study has the qualities of being lively and vital (85%) and mingling with others (78.33 %). At the moment of learning English, these characteristics are meaningful since the enthusiasm and socialization play an important role in this process.

- It is important to remark that, according to the data gathering in the psychological test (EQP), the researchers obtained the information that 58.33 % of the population under study like to do things in which they have to act quickly and the 80 % of them

often improvise decisions based on the situation, so this means that students with these characteristics are very spontaneous.

- The research team took an advantage of an interview which was carried with a sample from the population. As a result, considerable information was collected with regards to their participation inside the classroom. A significant finding based on the information collecting through the interviews about their participation is that even though most of the students of Advanced English II are extroverted, they do not always participate in their English classes. The researcher team encountered that most of the students do not volunteer or like to participate.

- Based upon the results of the interviews about their participation, the researchers found students under study participate voluntarily but sometimes teachers induced them to do it. The research team encountered that most of the students do not volunteer or like to participate.

- According to what the researchers observed through the information obtained, the students of Advanced English II consider their participation is related to the topic developed in class and their knowledge about it. When being evaluated, students state they must participate in order to have a grade. However, the research team encountered that students have a most active participation when class discussions take place (debates, controversial topics, etc) and they do have knowledge about the topic being exposed. Some of them like to exchange opinions and learn from others.

In addition, when they do not find the topic interesting at all, they do not like to participate.

- From the sample studied in this research, the majority of interviewed students over think to participate in their English classes because of being afraid of committing mistakes in grammar and in pronunciation, the topic developed and other elements that affect their willingness to participate. Nonetheless, a few of them stated they are afraid of committing mistakes when not being able to express their thoughts appropriately (mispronunciation, wordiness, and so forth). As a consequence, most of the third part of the population does over think whether to participate or not.

- Based upon the data gathering in the interviews, the researchers observed that most of population under study feels comfortable to participate in classes when they work in groups since in this way they can help each other. That is why they like class discussions, games and dynamics. When working in groups, students feel more comfortable working with the ones they hang out or are more familiar with since they do not feel criticized and also they feel more comfortable on relying someone because if they do not know the vocabulary they can feel supported by their peers.

4.3 ANSWERS FOR QUESTIONS AND HYPOTHESES

4.3.1 RESEARCH QUESTIONS

1. How does Students' extroversion/introversion influence on their oral participation in the classroom?

According to the results obtained from the data collection in this research through the psychological test (EQP) and the interview about students' participation, the research team has determined that to have an extroverted or introverted personality does not actually influence to a great extent on most of the Advanced Intensive English II students when they make an oral participation in the classroom. The researchers will briefly explain it below.

Based upon the data observed in the psychological test (EQP), the researchers discovered that the 71.67% of the students under study are considered extroverted students while just the 28.33 % of the group belongs to the introverts. In order to learn more the language and have a nice performance in the English class, the majority of students have the appropriate qualities for it, such as: being spontaneous, socializing and communicating with other people easily and apparently without problems of self-esteem. This result is interesting and affects their performance in class because, as the researchers saw in the data gathering through the interview, most of the students do not participate voluntarily in their English classes and the teachers push them to do it. Moreover, something that contributes to this is what students thought about them since they underestimated their contributions to the class. This kind of thoughts make them be afraid of committing mistakes, and so make them do not feel comfortable to participate.

Comparing and analyzing the result obtained from both instruments, the researchers can state that even if students are extroverted or introverted they have some difficulties to have an active participation in the classroom. With it, it can be stated that the students' personality does not influence on the students' oral participation. Their participation is closely related to such factors as the teacher's attitude, motivation, self-esteem (a self-evaluation), kind of topics, knowledge about the topics (the lack of information the students manage), whether they consider the topic boring and being afraid of committing mistakes (grammar and pronunciation and so on).

4.3.2 SUBSIDIARY QUESTIONS

2. How does extroversion/introversion affect students when performing speaking activities?

Based on the information gathering through the tests carried out, it can be said that having an extroverted or introverted personality not always affects the performance of the students when developing an oral activity because the result of the study shows that the students under investigation said in the interviews that the attitude that teachers have towards their English classes is very important at the moment of developing a topic, the knowledge students manage about a topic and personal problems or other negative situations also contribute to their performance in a speaking activity. Despite that, the population interviewed for this investigation has a strong tendency to communicate their thoughts and feelings, and the 83.33 % like to socialize with others. These aspects of their

personalities could help students perform so much in the English classes and students with these traits could help others with weak qualities.

3. What types of strategies and activities increase the students' oral participation?

Regarding the information collected through the interview, the research team found out that students are more motivated to participate orally when they are in group or in pairs and not only motivated but reinforced by their peers. The students under study prefer to participate in activities, such as role plays, class discussions or debates, games, and other types of dynamics.

4. What are students' attitudes towards oral participation in class?

After having observed the results obtained through the interview, the research team considers that students under study have the following attitudes towards oral participation in class: First of all, they feel afraid of committing mistakes. Second, they participate just for a grade. Third, they do not participate because of the lack of information they have about a topic. Fourth, students do not participate if there is a lack of interest. Fifth, the students underestimate their contributions to the class. Sixth, they have an active participation when working in pairs or groups. Seventh, they have an active participation in class when they are in a debate, discussion or games.

4.3.3 HYPOTHESES OF THE RESEARCH

- **Extroverted students tend to participate more in class.**
- **Introverted students tend to participate less in class.**

Regarding the results of the research, the research team found out that the hypotheses that extroverted students participate more in class and introverted students participate less in class is not true. The results of the data collection showed that both introverted and extroverted students have the same opportunities to make a participation in class since their personality does not influence in their performance as the research team has established at the beginning. Therefore, those findings are essential due to the fact that not always teachers can predict that personality does influence on oral participation in class and as the results showed, that introverted- extroverted type personality does not have at all times a key point whether the students do it so or not. These findings are unexpected for the reason that an extroverted person is supposed to possess certain characteristics such as being vital, enthusiastic, talkative and more positive aspects like not being afraid of committing mistakes while learning a new language. In contrast, introverted students are supposed to have this last feature of being afraid of committing mistakes and to overthink to participate in class because of their shyness. That is why the team research got surprised how the two hypotheses stated at the very beginning were rejected. To sum up, those findings are significant in order for the teachers and the FLD to have a different perspective

of how they can develop or improve the oral proficiency skill into the FLD students' population and also get a different method on how they can teach students or prepare enhanced programs to help them towards proficiency.

CONCLUSIONS

Based on the outcomes of this research, the following conclusions can be drawn:

- ❖ The previous research revealed interesting results. Personality may influence in more or less participation depending on the students personality, but in the reality it is not what it is expected. Most of the students under study who took Advanced Intensive English II are considered extroverts, which could mean they always participate in class because of their qualities of communication and socialization easily. However, their participation in class reveals the opposite since most of the students do not volunteer or like to participate. Furthermore, the analysis of the graphs and interview both revealed that all students that participate not always do it for the reason they like but for a grade. In short, being extroverted or introverted is just a singular characteristic that describes the students but in their participation a branch of aspects define whether they participate or not. Now after knowing this, it can be concluded that personality is not a very important factor that promotes the ways some students decide whether or not to participate in class.

- ❖ To sum up, this research project contributes to have a clear understanding of the degree of influence the personality has in the students' performance in class. Moreover, through the research, it is detected that students' oral

participation can be affected not only by personality (extrovert/introvert) but also by other factors such as the lack of information, the fear of committing mistakes, the enthusiasm of the teacher and so on. Besides that, being extroverts not always means to be outgoing and talkative or participate more in class because the results of this investigation shows extroverted students do not participate too much or in the same way as introverted ones. In addition, their oral participation can be affected by internal factors inside the classroom having as the main one the way teachers handle such oral performance activities, for example, motivation and teacher's attitude towards students in the classroom. Teachers should take an advantage of this information to help the students develop more their qualities in the area of learning a new language, and also develop activities according to their needs.

❖ According to what is stated in the two hypotheses of this research at the beginning of this investigation, it is clearly proved that the hypotheses assumed are not true. The first and the second hypotheses stated claimed that:

- 1. Extroverted students do tend to participate more in class.**
- 2. Introverted students do tend to participate less in class.**

The researchers had interesting results in which according to what was expected at the beginning, the findings were completely different because

both introverts and extroverts have the same opportunities to participate in class but the participation is not defined by the personality type they belong to but by some aspects such as the internal factors mentioned above (teacher's attitude, motivation, kind of topics, knowledge about the topics, whether they consider the topic boring, afraid of committing mistakes, self-esteem and so on).

- ❖ As declared in the general objective of this research: “to know how students' personality influences on their oral participation in the classroom”, the team of researchers found that students' personality type is not a high indicator of participation. In addition, for a learning process to be proficient it has to deal with many aspects to take into consideration; they must be integrated on providing different methodologies to learn a new language. Furthermore, according to the findings of this research project, the authorities in charge of the institution of the FLD are required to have an integrated program to develop all those aspects, but in order to develop the speaking skill, that is almost the skeleton on communicating a new language.

SUGGESTIONS

Based on the outcomes of this research, the following recommendations can be drawn:

After having analyzed the information gathered throughout the instruments, the Eysenck Personality Questionnaire and the interview, it is evident that a considerable part of the students under study are classified as extroverts. Being an extrovert student has more advantages in the field of learning another language due to the fact that personality itself helps to have a better performance in many aspects of learning a new language, especially in the oral part.

Taking into consideration the aspects mentioned above, the research team has to come up to consider proposing some suggestions with the mere purpose to help teachers from the FLD to have another idea about what the profile of some students is and try in some ways to provide the latter with an adequate learning style according to their needs. Moreover, the following suggestions can guide both teachers and students.

SUGGESTIONS FOR TEACHERS

- Teachers are the main immediate pattern of learning seen from the students' perspective. Being so, it is the teacher the responsible of providing an atmosphere in which students can feel comfortable and confident in the classroom. Creating a rapport with their students can facilitate those aspects.
- Teachers should provide a positive atmosphere in which everybody participates without feeling afraid of committing mistakes. Being aware of the needs that

students have and make constantly feedbacks to help them can contribute to the students' progress.

- Teacher should be creative in order to build up class discussions and debates about interesting topics and avoid those that are unknown or those that the students have no idea about which can become boring to them. In that way, teachers will generate more participation in class.
- Depending on the circumstances, the FLD professors should modify some activities in which students work individually and change them by working more in groups and pair work in order to support their learning from each other. In short, if classes do not allow group work, at least promote pair work and if classes are big, the FLD professors should promote group work. Doing this, teachers will increase students' participation in class.
- It is important to have in mind that each student learns in a different way and so are their contributions to the class.
- The FLD professors should be open-minded with the suggestions about how to make the class more interesting and interacting.
- Teachers can make use of games and dynamics that motivate students to participate in class without being afraid of committing mistakes.
- Extracurricular programs, as the Conversation Club, should be promoted by the teachers of the FLD in order to help students improve their oral skill.

SUGGESTIONS FOR STUDENTS

- **Students from the FLD should not miss class because with the frequency they attend classes, they will have a better understanding of a topic.**
- **Students from the FLD should make constant reviews of the content developed in class; this can help them be secure and give nice opinions in class.**
- **Students from the FLD should not forget to take notes of their classes.**
- **Students from the FLD should turn their cell phone off or put it in silent mood so as not to interrupt the class or make their classmates get distracted.**
- **Students from the FLD should pay attention in classes to have a very nice performance in the learning activities.**

In order to improve the oral participation in class, the research team suggests the following list of activities:

- **Role plays.**
- **Class discussions.**
- **Debates.**
- **Improvisations.**
- **Skits.**
- **Dramatizations.**
- **Buzz groups.**
- **Games.**
- **Singing songs.**
- **Playing Karaoke.**
- **Case scenario.**
- **Talent contests.**

BIBLIOGRAPHICAL REFERENCES

- Barrett, L., & R. Connot (1986). "*Knowing students personality can help school, classroom, and activity participation*" in *The tenth Mental Measurements year book* .Lincoln, Nebraska: NASSP Bulletin, (edition of February number70): University of Nebraska.
- Brown, D. (2000) *Principles of Language Learning and Teaching* . White Plains, New York: Longman Press.
- Brown, G. & G.Yule. (1983) *Teaching the Spoken Language: An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge.University Press.
- Burnett, P. C. (2005). "*Measuring Behavioral Indicators of Self-esteem in the Classroom*" in *Journal of Humanistic Education & Development*. New York: Columbia University Press.
- Galvan, J., & Y. Fukada (1997/98). "*Asian International Students' Preferences for Learning in American universities*" in *The CATESOL Journal*, 1, 29-49. Los Angeles, California: CATESOL The California Association of Teachers of English to Speakers of Other Languages Occasional Papers Press.
- Myers, I. (1962). *The Myers-Briggs Type Indicator*. Palo Alto, CA: Consulting Psychologists Press.
- Naiman, N. et al (1978) *The Good Language Learner*. Toronto: Ontario Institute for Studies in Education Press.

Sharp, Alastair (2006) "Language Learning and Awareness of Personality Type in Chinese Settings" in *The study of second language acquisition in the Asian Context*. Seoul: The Asian EFL Journal Press.

Shekan, P. (1989). *Individual Differences in Second Language Learning*. London: Edward Arnold Publishers.

Widdowson, H. C. (1978) *Teaching Language as Communication*. Oxford: Oxford University Press.

http://en.wikipedia.org/wiki/Personality_psychology

<http://www.monografias.com/trabajos59/creencias-alumnos/creencias-alumnos.shtml>

<http://giftedkids.about.com/od/glossary/g/introvert.htm>

<http://pages.uoregon.edu/munno/Learning/Introvert.html>

<http://suite101.com/article/introverts-extraverts-and-communication-a208440>

APPENDICES

APPENDIX 1

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

QUESTIONNAIRE ADDRESSED TO SOME STUDENTS TAKING THE SUBJECT ADVANCED INTENSIVE ENGLISH II, SEMETER I-2013.

OBJECTIVE: To know what type of personality has the students of Advanced English II, Semester I-2013.

DIRECTION: Check the option as required

1. ¿Es una persona conversadora? Si ___ No ___
2. ¿Su estado de ánimo sufre altibajos con frecuencia? Si ___ No ___
3. ¿Es usted una persona más bien animada y vital? Si ___ No ___
4. ¿Se siente a veces desdichado sin motivo? Si ___ No ___
5. ¿Le gusta salir a menudo? Si ___ No ___
6. ¿Tiene a menudo sentimientos de culpabilidad? Si ___ No ___
7. ¿Puede animar fácilmente una fiesta aburrida? Si ___ No ___
8. ¿Es usted una persona sufridora? Si ___ No ___
9. ¿Le gusta mezclarse con la gente? Si ___ No ___
10. ¿Diría de sí mismo que es una persona tensa o muy nerviosa? Si ___ No ___
11. ¿Le gusta el bullicio y la agitación a su alrededor? Si ___ No ___
12. ¿Se siente a menudo apático y cansado sin motivo? Si ___ No ___
13. ¿Realiza muchas actividades de tiempo libre? Si ___ No ___
14. ¿A menudo se siente solo? Si ___ No ___
15. ¿Tiene muchos amigos? Si ___ No ___
16. ¿Se preocupa a menudo por cosas que no debería haber dicho o hecho? Si ___ No ___
17. ¿Le gusta hacer cosas en las que tiene que actuar rápidamente? Si ___ No ___
18. ¿Se siente intranquilo por su salud? Si ___ No ___
19. ¿Frecuentemente improvisa decisiones en función de la situación? Si ___ No ___
20. ¿Alguna vez ha deseado morir? Si ___ No ___

Thank you so much!! Have a nice day ☺!!

APPENDIX 2

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

**INTERVIEW ADDRESSED TO SOME STUDENTS TAKING THE SUBJECT
ADVANCED INTENSIVE ENGLISH II, SEMETER I-2013.**

Sex _____
Age _____ Grade level _____

OBJECTIVE: To investigate how students' personality influences on their oral participation in the classroom (Advanced Intensive English II).

DIRECTION: Answer the following questions with personal information.

1. How often do you participate in class?
2. How often do you like to participate in class?
3. Do you ever volunteer to participate in class?
4. Do you like to participate in class discussions?
5. How often does your teacher ask you to participate in class?
6. Do you feel forced by the teacher to participate in class?
7. Do you ever think about participating in class?
8. In what activities do you feel comfortable to participate in class?

Thank you so much! Have a nice day☺!!

APPENDIX 3

RESEARCH TIMETABLE

MONTHS/WEEKS	April				May				June				July				August			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1 Research Group organization																				
2 Meetings with the FLD advisor																				
3 Topic Selection																				
4 Topic Delimitation																				
5 Research question																				
6 Handing in of project for corrections																				
7 Research objectives																				
8 Justification																				
9 Research Design																				
10 Hypotheses																				
11 Theoretical framework																				
12 Instrumental design																				
13 Pilot Test																				
14 Collection of data																				
15 Analysis of data																				
16 Recommendations																				
17 Conclusions																				
18 Tutorials																				
19 Final Draft presentation with the corrections																				

Observation: In the month of July, the meetings with the advisor were not held for the reason he was sick.