Personality Variables: Pedagogical Implications for language teachers and curriculum designers

Dr. Jee In Kim, DLIFLC jeein.kim.civ@mail.mil
Term Definition

- Extroversion vs. Introversion
- Sensing vs. Intuition
- Feeling vs. Thinking
- Judging vs. Perceiving
Research Questions

1. Does a relationship exist between any of the personality variables and Korean language proficiency?

2. Are the results different from using categorical variables?

3. Is there any gender related effect?
Previous Studies

/N effect on academic performance (Carskadon, McCarley, & McCaulley, 1987)


/N effect on English as a Foreign Language proficiency (Kim, 1996, 1998)


Subjects

- 44 students
- Intermediate/Advanced Course of DLI
- 17 female & 27 male
Instruments

MBTI (Myers-Briggs Type Indicator)
- adapted version (70 items)

DLPT (Defense Language Proficiency Test)
- Listening & Reading
  - Lower Range: 0+~3, Upper Range: 3~4

OPI (Oral Proficiency Interview): 0~5
<table>
<thead>
<tr>
<th>Measure</th>
<th>Listening Rho</th>
<th>Listening p</th>
<th>Reading Rho</th>
<th>Reading p</th>
<th>Speaking Rho</th>
<th>Speaking p</th>
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</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>-.018</td>
<td>.911</td>
<td>.031</td>
<td>.842</td>
<td>.005</td>
<td>.977</td>
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<tr>
<td>Introversion</td>
<td>-.028</td>
<td>.858</td>
<td>.155</td>
<td>.322</td>
<td>-.058</td>
<td>.714</td>
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<tr>
<td>Sensing</td>
<td>-.275</td>
<td>.074</td>
<td>-.374</td>
<td>.023</td>
<td>.131</td>
<td>.403</td>
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<tr>
<td>Intuition</td>
<td>.353</td>
<td>.020</td>
<td>.283</td>
<td>.066</td>
<td>-.093</td>
<td>.551</td>
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<tr>
<td>Thinking</td>
<td>-.050</td>
<td>.750</td>
<td>-.036</td>
<td>.817</td>
<td>.011</td>
<td>.943</td>
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<td>Perceiving</td>
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<td>.538</td>
<td>.125</td>
<td>.425</td>
<td>.063</td>
<td>.688</td>
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<tr>
<td>Thinking</td>
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<td>.237</td>
<td>.146</td>
<td>.352</td>
<td>.071</td>
<td>.650</td>
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<tr>
<td>Perception</td>
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<td>.482</td>
<td>-.046</td>
<td>.769</td>
<td>-.078</td>
<td>.620</td>
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</table>
Results

• SN effect on Listening
  • Moderate positive correlation between Intuition and LC scores
  • Weak negative correlation between Sensing and LC scores

• SN effect on Reading
  • Moderate negative correlation between Sensing and RC scores
  • Weak positive correlation between Intuition and RC Scores
Implication for Instruction and Curriculum

• Awareness
• Adoption of approaches
• Instructional Provisions
• Interventions
학생 000 (ISTJ)

- Get worn out with pair/group work
- More time to prepare & process
- **Cannot think outside the box**
- Prefers dealing with the facts & details
- Prefers structure
Helping to stretch types and styles...

- Exposure to open-ended approach of instruction & curriculum
- Open-ended/Creation tasks:
  예) 시나리오를 바탕으로 한 쓰기와 말하기
- Hypothetical/unconventional idea
  예) 지구온난화는 없다
- Text selection
  예) 반전, 논리의 비약
우리나라 말에서 ‘다르다’와 ‘틀리다’가 동의 어로 쓰이는 예가 많습니다.

예컨대 ‘네 모습은 나와 틀리다’라고 말합니다.

다른 것은 단지 다를 뿐입니다.

t blir 것이 아닙니다.

장영희 교수
References


• Lawrence, G. (1982) People types and tiger stripes, CAPT, Inc.


합니다.
감사