



People's Democratic Republic of Algeria  
Mohamed Khider University of Biskra  
Faculty of Letters and Languages  
**Department of English Language and Literature**

## **MASTER THESIS**

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### **Exploring the Relationship between EFL Learners' Personality Types and Their Language Learning Strategies**

The case study of : The Myers-Briggs Personality Test with Third Year License Students of English  
at Mohamed Kheider University of Biskra.

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Dissertation submitted in partial fulfillment of the requirements for a Master Degree in Sciences of  
Language

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## **Declaration**

I, **Adjal Lilia**, do hereby declare that I am the sole author of this Master Dissertation, entitled “Exploring the Relationship between EFL Learners’ Personality Types and Their Language Learning Strategies” which represents my original work. I further declare that I developed this research project based on my personal efforts, except for quotations, paraphrases, and summaries that have been duly acknowledged. This research has not previously been submitted to any institution or university for a degree.

This research was conducted and completed at Mohamed Kheider University of Biskra, ALGERIA.

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## **Dedication**

I dedicate this work to my parents who have always put me first,

My mother, the greatest mother in the world,

My father, the best father I could dream of.

To my friends Doua, Fatima, and Malek, thank you for the constant help and support.

To Khaoula, thank you for the unforgettable journey, could not have done it without you.

To myself, who seeks academic validation, your worth is more than that.

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## **Abstract**

Foreign language learning is a human endeavor that is approached in diverse ways, influenced by different factors such as students' different personalities and learning strategies. The Myers-Briggs Type Indicator (MBTI) divides personalities into categories based on dichotomies such as Introversion/Extraversion which gives insights into the approaches students lean towards. Language learning strategies (LLS) contribute to effective language learning, and are often influenced by students' personality. This study attempted to fill in the gap of understanding and explore the relationship between the EFL learners' personality types and their LLS adoption in the case of the MBTI personality test. Population of interest was third year LMD students of English at Mohamed Khider University of Biskra. A mixed-method approach was adopted to explore the possible relationship between the variables. The data collection tools used were a students' questionnaire, an MBTI personality test, and a focus group discussion. The consolidated results, after the analysis and interpretation, demonstrated that the language learning strategies that EFL students use are influenced by their personality types. Extroverted students tend to use social strategies, judging students use metacognitive strategies, while feeling students use affective strategies. The students showed interest in the MBTI personality test and that they think if teachers and policy makers take it into consideration, it would make their learning environment more inclusive and personalized. Accordingly, teachers and policy makers are advised to take the different personality types into consideration when designing their teaching methods and materials.

*Keywords:* **language learning, personality types, Myers-Briggs Type Indicator (MBTI), language learning strategies (LLS)**

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**MBTI:** Myers-Briggs Type Indicator

**FLL:** Foreign Language Learning

**GPA:** Grade Point Average

**ESP:** English for Specific Purposes

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# **General Introduction**

## Study Background

People learn and engage with language differently due to many factors and individual differences. Each learner has a unique way of processing knowledge, and his/her own learning preferences and methods. These differences are evident through the learning styles and the preferred strategies used to acquire and remember knowledge. Learning differences showcase an interplay between learners of different personality types and the strategies they use to navigate the acquisition of knowledge. Personality traits influence how people think and process different information through different learning strategies.

The Myers-Briggs Type Indicator (MBTI) is a personality assessment questionnaire largely used to categorize people's different personalities, to help them gain insights into how they view the world and make decisions.

A personality assessment tool called the Myers-Briggs Type Indicator (MBTI) is primarily used to classify people's various personalities so they can learn more about how they perceive the world and make decisions based on four dichotomies, that form 16 personality types represented by a sequence of four letters like INFP or ESTJ. These sequences stand for different personality traits:

- 1. Introversion (I) vs. Extraversion (E):** It is about whether a person gets energy from external (E) or internal sources (I).
- 2. Sensing (S) vs. Intuition (N):** It is about how a person perceives the world. Whether he/she focuses on concrete details (S) or rather focuses on the bigger abstract picture (N).
- 3. Thinking (T) vs. Feeling (F):** It is about how a person makes decisions. Whether he/she prefers to use their logic and reasoning (T) or prefers to use their emotions (F).
- 4. Judging (J) vs. Perceiving (P):** It is about how a person approaches and organizes the world. Whether he/she prefers structure and planning (J) or prefers spontaneity and flexibility (P).

As of recently another dichotomy has been added and that is Assertive (-A) vs. Turbulent (-T), this deals with how much a person is confident in his ability and decision making. Those who are “self-assured, even-tempered, and resistant to stress” (Limited, 2015) are assertive (-A) and those who are “success-driven, perfectionistic, and eager to improve” (Limited, 2015) are turbulent (-T). These different personality traits affect all aspects of people's life including education and the way they learn languages.

Language learning strategies (LLS) are methods that language learners use in order to better learn a new language effectively. Teng (2023) stated that advocates of LLS assert that these methods can be applied to evaluate a student's aptitude for acquiring a second or foreign language. When learners have strategies that are suitable for the specific L2 task at hand, they are more likely to participate in active and intentional self-regulated learning. These methods can also help in lowering their anxiety and give them more confidence. While, O'Malley and Chamot (as cited in Teng, 2023) classified LLSs into three main categories: cognitive, metacognitive, and social-affective, Oxford (as cited in Teng, 2023) categorized them into six major types: cognitive, mnemonic, compensatory, metacognitive, affective, and social.

While it is widely acknowledged that personality and learning strategies play crucial parts in language acquisition there remains a need to explore the connections between the MBTI personality types of EFL learners and their use of different language learning strategies. This research aims to fill in this gap offering insights for teachers, curriculum developers and language learners as well. Through an examination of how MBTI personality types and learning strategies correlate within the context of EFL.

## **Statement of the Problem**

The process of language learning is challenging to learners as they may find themselves facing different psychological factors that may hinder their learning. Learners' differences have to be catered for by the teacher and curriculum developers, to better help learners. Personality and learning strategies need more attention when teaching languages, as not all learners have the same perceptions and how they navigate and solve problems.

While there are previous studies that focused on individual differences in language learning and on the relationship between personality types of EFL learners and their learning strategies. The relationship between the specific connection between EFL learners' Myers-Briggs Type Indicator (MBTI) personality types and their preferred language learning strategies especially in the case of Biskra EFL students remains unexplored. This gap presents several problems for both learners and teachers.

Using ineffective strategies that are not tailored to a learner's personality can lead him/her to feel stressed, demotivated, and to have lower learning outcomes. As for teachers, their lack of knowledge of what fits their learners preferences and their personalities would make their teaching methods ineffective.

A deeper investigation on the relationship between EFL learners' MBTI personality types and the language learning strategies they use, would help solve the mentioned issues. By looking into this relationship, we can create individualized learning strategies, improve teaching methods, and give students the confidence to take charge of their learning which will improve language learning outcomes for learners in general.

## **Research Questions**

This research seeks to answer the following questions:

**RQ1:** What are the MBTI personality types of third year EFL learners (the sample of the study)?

**RQ2:** What language learning strategies are commonly used by EFL learners with different MBTI personality types?

**RQ3:** What is the relationship between EFL learners' MBTI personality types and their preferred language learning strategies?

## **Aims of the Study**

### **General aim:**

To investigate and explore the relationship between EFL learners' MBTI personality types and their preferred language learning strategies.

### **Specific aims:**

1. Identify the distribution of MBTI personality types among EFL learners.
2. To identify effective learning strategies for different personality types.
3. To enhance individualized language learning approaches.
4. To provide teachers with insights to guide them to better tailor their teaching methods to fit the different personalities and their preferred methods.

## **Research Methodology**

- **Research paradigm:** The best option was a mixed-method paradigm that is pragmatism. This methodology recognizes the significance of both qualitative and quantitative techniques, it provides a holistic view about the intricate connection between personality and learning strategies.
- **Research Approach:** Considering the nature of the research study that is descriptive and exploratory, a mixed method research approach was implemented and adopted as it matches the



objective of our research investigation, which is principally the investigation of perceptions, and possible relation between EFL learners' MBTI personality types and their preferred language learning methods.

- **Research Design:** A mixed method design, as it offers a strong approach by combining quantitative analysis of the relationship between MBTI personality types and language learning strategies with qualitative investigation of the motives supporting these connections among EFL learners. Combining quantitative and qualitative data allowed for a deeper understanding of the relationship being studied.
- **Data Collection Methods / Procedures:** Mixed method data collection tools were used. The quantitative data collection entailed administering an online and an in person questionnaire and an in person MBTI personality test. The qualitative data collection part entailed a focus group discussion which aimed to explore participants' views and experiences concerning language learning strategies and personality.
- **Data Analysis and Procedures:** The quantitative analysis that follows will make use of statistical programs like SPSS. Descriptive statistical analysis will be performed to determine the frequency of particular language learning strategies among different MBTI personality types in order to facilitate the understanding of patterns and tendencies within the dataset. A thematic analysis of the focus group transcripts will be used to find recurring themes, patterns, and insights into how specific personality traits might influence LLS among EFL learners.

### **Population/Sample and Sampling Techniques**

The sample selected for the study is third year students of English at Mohamed Kheider University, Biskra. Random sampling will be used for the quantitative data collection tools and a voluntary sampling for the qualitative data collection tools (the focus group) to provide different perspectives and insights.

### **Significance of the Study**

The significance of the study lies in the importance of knowing students' personality types and their language learning strategies to create inclusive teaching methods and materials that fit learners which would enhance their learning outcomes and motivation. By investigating the relationship between learners' MBTI personality types and the LLS they use, it would not only motivate learners and enlighten teachers, but also improve the quality and outcomes of language learning in general.

## **Structure of the study**

The current research at hand is divided into three chapters: The first two chapters deal with the theoretical part whereas the last chapter is devoted to the practical part. Chapter one, entitled personality types, it defined main concepts related to personality, psychological typology, and the MBTI dichotomies. In chapter two, the focus is on language learning strategies; its definition, classification and studies conducted on both MBTI and LLS, and identified the gap that the research aims to fill. In chapter three, we tackle the analysis of students' questionnaires; MBTI personality test and the focus group discussions.

# **Chapter One**

## **A Probe on Personality Types**

## Chapter one: Personality Type

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## Introduction

Personality was and still is an intriguing concept that has captured the attention of many researchers and psychologists. Throughout the years, several theories have emerged attempting to better understand and dissect what personality is and how it is built, which lead to the development of new theories and different assessment tools. The chapter at hand attempts to provide definitions for the term personality and what it entails, an overview for psychological typology, the origin and development of the Myers-Briggs Type Indicator (MBTI); one of the current influential personality assessment tools; and its widespread adoption of this tool across different fields and contexts, specifically in the context of English as a Foreign Language (EFL).

### 1. 1 Definitions of Personality

Many psychologists and theorists have attempted to define personality and what it entails, the following are some distinct definitions:

The American Psychological Association (APA) (n.d.) defines personality as *“the enduring characteristics and behavior that comprise a person’s unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns”*. This definition shows how multilayered personality is, many factors such as interests and abilities contribute to building one’s personality and how that person interacts with his surroundings.

Oxford dictionary (n.d.) defines personality as *“the various aspects of a person’s character that combine to make them different from other people”*. This definition highlights the uniqueness of individuals and how certain traits set a person apart from another and distinctly defines them.

Gordon Allport (1961) defined personality as *“Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics, behavior and thought”* (as cited in McLeod, 2024, para. 6). This definition emphasizes the uniqueness of

individuals due to the interplay between their biological and psychological systems which shapes their behaviors and traits.

## **1.2 Personality Psychology**

Personality psychology is a branch of psychology that seeks to explain the differences in behavior, thoughts, and emotions among individuals in society. This involves trying to understand the unique characteristics that shape a person's way of responding to various life situations. Personality psychologists examine many components of personality such as its development, structure, dynamics as well as effects on different aspects of life including relationships or even mental health.

The field includes a very large variety of theories and approaches, from psychodynamic theories emphasize unconscious processes and early childhood experiences to trait theories where the focus is on identifying and measuring stable personality characteristics. In addition, there are also perspectives on personality from the cognitive, social-cognitive, biological, and humanistic viewpoints.

## **1.3 Overview of Psychological Typology**

Psychological typology can be understood as the classification of people based on their psychological characteristics, in particular, those related to personality types, cognitive styles, and behavioral patterns. There have been developed several major theories and frameworks to differentiate and classify individual differences. The following are some of the major approaches to psychological typology.

**1.3.1 Trait Theories:** These theories suggest that traits are considered relatively stable characteristics that cause people to behave in a certain way. Psychologists have argued about the number of traits that make up human personality. Some believe there are many and others believe there are just a few (Kendra Cherry, 2023). The following are the most prominent theories:

**1.3.1.1. Allport's Trait Theory: Three Levels of Personality:** Allport, who is considered a pioneer in personality psychology, in 1936 found 4500 words in the English language that could describe people. The researcher organized these personality traits into three categories: cardinal traits, central traits, and secondary traits.

Cardinal traits are the rarest traits that dominate and define a person, that trait becomes associated with one's name. Central traits are not that dominating but are the fundamental characteristics that build a person's personality. Secondary traits usually only come up in certain situations like when a person is anxious or angry that he or she becomes impatient or rude (Kendra Cherry, 2023b).

**1.3.1.2. Cattell's 16-Factor Personality Model:** Cattell in 1957, attempted to reduce and narrow down Allport's list of traits from 4500 to 171 combining common and uncommon traits. The researcher later on proceeded to identify 16 factors that all people have but differ in the degree to which they express them. Later on, he developed an assessment tool known as the 16PF "*16 Personality Factor Questionnaire*" to measure these factors and determine where each individual stands on each dimension (Kendra Cherry, 2023a).

**1.3.1.3. Eysenck's 3 Dimensions of Personality:** Hans and Sybil Eysenck, the British personality theorists, believed that personality traits are influenced by genetic inheritance. The researchers described the two personality dimensions that are introversion/extraversion and neuroticism/ emotional stability in their book "*Dimensions of Personality*" in 1947. The former focused on whether a person is inward-focused or outward-focused, and the latter focused on a person's tendency to experience emotional states. They later on added another dimension and that is psychoticism versus superego control to account for individuals who suffer from mental illnesses like antisocial and manipulative behaviors (Lumen Learning, n.d.).

**1.3.1.4. Five Factor Model of Personality:** The "big five" theory came after both Cattell's and Eysenck's, while one focused on too many; the other focused on too little. This theory represents five core traits that occurs within a scale, the labels of those traits has been a point of contention among



researchers, however; the following are the most common labels: openness, conscientiousness, extroversion, agreeableness, and neuroticism (Lumen Learning, n.d.).

Those theories have faced several criticisms for being too basic or general in their predictions of human behavior; certain individuals can behave differently in different situations which the trait theories failed to acknowledge.

**1.3.2 Psychodynamic Theories:** These theories are, in a sense, evolved from the work of Sigmund Freud and later theorists, with Carl Jung being the most important for the development of psychodynamic typology. Psychodynamic or psychoanalytic theory views personality as the result of unconscious mental processes and early childhood experiences. It is what shapes our thoughts, feelings, and actions (Bornstein, 2024). The concept of psychological types was proposed by Jung, who believed that individuals' present actions are influenced by past experiences, attitudes and psychological functions (Sindiyo, 2024). Jung identified a number of archetypes, but focused mainly on four: the persona, the anima/ animus, the shadow, and the self.

**1.3.2.1. The Persona** which refers to the mask people tend to present in front of others, the term originated from the Greeks to refer to the masks used by actors in plays at that time. It is the role people play in social settings in order to adapt and fit in. It represents the ego and the idealistic version of one's self. It is shaped during childhood, driven by the need to meet parents', teachers', and friends' expectations. It encompasses all desirable and socially accepted traits (Mcleod, 2024).

**1.3.2.2. The Anima/ Animus** which refers to the unconscious feminine side in males (anima), and the unconscious masculine side in females (animus). These archetypes reflect the opposite gender's attitudes and behaviors, shaped by centuries of coexisting. Derived from collective ideas of masculinity and femininity and individual experiences with culture and society. They represent the "otherness" that connects one's ego to the psyche which connects the unconscious part of the brain, which makes people connect to themselves and their gender (Mcleod, 2024).

**1.3.2.3. The Shadow** which refers to the parts that people hate in themselves and want to hide and disown. Those parts are often rooted in the unconscious and are the opposite of what the persona

represents. It is the animalistic side that often harbors creative and destructive thoughts. The shadow is often perceived in a negative way, but it provides more in-depth understanding and reflection to one's self. It tends to manifest through projection into other people, by projecting undesirable and disliked qualities and attributing it to others instead of one's self. In order to create balance in their personalities, people need to confront their shadow self (Mcleod, 2024).

**1.3.2.4. The Self** which refers to the ultimate goal for every person and that is to reach self-actualization and gain personal development (Mcleod, 2024), by unifying both their conscious and unconscious parts. Jung believed that there are two centers, the ego is the center of the conscious, while the self is the center of the whole personality and that includes the conscious, the unconscious and the ego. The self is the center and the whole at the same time (Kendra Cherry, 2024).

The Swiss psychoanalyst in 1912 introduced the Jung's Typology which he created after theorizing that human behavior is not random but is based on how people gather and interpret information then make decisions based on the concluded results (What Are Jung Typology Tests? 16 Personality Types Explained, 2023), which later on has been adopted by the mother-daughter duo Katherine Cook Briggs and Isabel Briggs Myers.

**1.3.3 Cognitive Styles:** Cognitive typology studies the variable ways of thinking that people use. Thinking as in receiving, understanding and using information. Stenberg in 1997, explained that the term cognitive style refers to the way people usually learn or teach (as cited in Ponce-Garcia & Kennison, 2013). Zhang and Stenberg in 2005, proceeded to explain that cognitive styles means thinking styles and also refers to "*decision-making style, problem-solving style, learning style, mind style, perceptual style, and conceptual tempo*" (as cited in Ponce-Garcia & Kennison, 2013, p.1).

In the 1990's, three cognitive styles have been identified by researchers, which are as follows: holistic-analytical, verbal-imagery, and reflection-impulsivity (Riding, 1997 as cited in Ponce-Garcia & Kennison, 2013).

Through the years different theories and personality typologies have emerged after some were criticized for either being too broad or too narrow. The big five factors and the Myers-Briggs Type Indicator (MBTI) are still prominent to this day.

## **1.4 Historical Development of the Myers-Briggs Type Indicator (MBTI)**

The Myers-Briggs Type Indicator (MBTI) assessment has gained global interest through the years, it continues to remain relevant to this day, due to its foundation and the is the Jungian psychology, the following is a historical run through its development:

**1.4.1 Carl Jung's Psychological Types (1921):** With his seminal work "Psychological Types" published in 1921, Carl Jung laid the foundation to the MBTI. In his work, he introduced psychological types, by suggesting that humans lean towards certain preferences by how they perceive the world, and make decisions. He added to Freud's dichotomy of extroversion and introversion, adding four psychological functions that are: sensation, intuition, feeling, and thinking. He explained that one of these functions would be more dominant than the other and that they could be accompanied by extroversion and introversion.

**1.4.1.1. Thinking (T) and Feeling (F):** This dichotomy refers to how individuals base their decisions on. There are those who lean towards making decisions based on objective reflections and logic, and those are the thinking type, while the feeling type would make decisions based on their own subjective reasons and values (Mcleod, 2024).

**1.4.1.2. Sensing (S) and Intuition (N):** This dichotomy refers to how individuals perceive information and store it. The sensing individuals are concerned with what is in front of them, from details, and present tangible facts. On the other hand, the intuitive individuals are concerned with what could come, and happen. They prefer to find patterns and possible future relations (Mcleod, 2024).

**1.4.1.3. Extroversion (E) and Introversion (I):** This dichotomy refers to how individuals derive their energy, the extroverts gain it outwardly from their surroundings and among other individuals. The

introverts gain it internally from within themselves, and by reflecting on their feelings and experiences (McLeod, 2024).

These dichotomies exist within each and every individual, however; one function tend to dominate the other, and manifests itself (McLeod, 2024), those mentioned functions operate by creating different combinations to form a personality type.

**1.4.2. Isabel Briggs Myers and Katharine Cook Briggs:** Isabel Briggs Myers and her mother, Katharine Cook Briggs, began developing the MBTI during World War II hoping to improve the communication among soldiers and health workers (Dorwart, 2023). Katharine Briggs became interested in Jung's theory of personality types when his book “Psychological Types” was translated to English in 1923, and wanted to see if she could discover a practical application for it. The two of them carried out much research and developed the MBTI framework, with the goal of providing individuals with insights into their preferences and behaviors. Myers spent many years developing the Myers-Briggs Type Indicator instrument by applying factual, clinical findings about psychological types and Jung's theory to a quantitative evaluation (Myers & Briggs Foundation, 2023).

They added to Jung’s dichotomies a fourth dichotomy and that is the **judging (J) and perceiving (P)** which refers to how individuals approach and relate to the world. The judging individuals tend to prefer order, routine and structure, while the perceiving ones prefer more spontaneity and flexibility. This lead to the creation of the 16 combinations of what is known now as the MBTI personality types. Later on, another dichotomy was added and that is **assertive (-A) and turbulent(-T)**, it refers to how confident people are in their abilities. The assertive type is more confident, calm and relaxed, while the turbulent type is more anxious, self-conscious and perfectionist.

### **1.4.3. Widespread Adoption**

According to David J. Pittenger (2005), the MBTI was widely adopted in different fields due to certain factors such as the intuitive nature of the instrument's scoring scheme, its non-threatening nature and its ease in portraying the differences in personalities. An MBTI also acts as a non-

threatening way of first acquainting people of individual differences in personality as well as improving relationships in the workplace environment. However, its popularity should not be confused with effectiveness or conclusiveness in this application.

**1.4.4. Criticism**

Through the years the use of this assessment has changed, organizations started to use it when hiring workers, which led researchers to criticize MBTI in general. It is not designed to predict future occupational success or productivity. It was made to depict, it does not predict future behaviors or success (Bradford, 2018).

**1.5. Description of the MBTI Scale**

**Figure 1** *MBTI Scale Description*

<p><u>Extroverts</u></p> <p>Oriented to the outer world</p> <p>Focusing on people, things, and actions</p> <p>Using trial and error with confidence</p> <p>Scanning the environment for stimulation</p>	<p><u>Introverts</u></p> <p>Oriented towards the inner world</p> <p>Focusing on ideas, concepts, inner impressions</p> <p>Considering deeply before acting</p> <p>Probing inwardly for stimulation</p>
<p><u>Sensing</u></p> <p>Perceiving with the five senses</p> <p>Attending to practical and factual details</p> <p>meanings</p> <p>In touch with the physical realities</p> <p>Attending to the present moment</p> <p>Confining attention to what is said and done</p> <p>Seeing "little things" in everyday life</p> <p>Attending to step-by-step experience</p> <p>Letting "the eyes tell mind"</p>	<p><u>Intuitive</u></p> <p>Perceiving with memory and associations</p> <p>Seeing patterns and meanings</p> <p>Seeing possibilities</p> <p>Projecting possibilities for the future</p> <p>Imagining; "reading between the lines"</p> <p>Looking for the big picture</p> <p>Having hunches; "ideas out of nowhere"</p> <p>Letting "the mind tell the eyes"</p>

<u>Thinking</u> Using logical analysis Using objective and impersonal criteria Drawing cause and effect relationships Being firm-minded Prizing logical order Being skeptical	<u>Feeling</u> Applying personal priorities Weighing human values and motives, my own and others Appreciating Valuing warmth in relationships Prizing harmony Trusting
<u>Judging</u> Using thinking or feeling judgment outwardly Deciding and planning Organizing and scheduling Controlling and regulating Goal oriented Wanting closure, even when data are incomplete	<u>Perception</u> Using sensing or intuitive perception outwardly Taking in information Adapting and changing Curious and interested Open-minded Resisting closure to obtain more data

*Note.* This figure is adopted from Lawrence (22), it summarizes the major features of each scale of the MBTI. From “Personality Preferences and Foreign Language Learning” by Raymond Moody, 1988, *The Modern Language Journal*, 72 (4), p. 390 (<http://www.jstor.org/stable/327751>). Copyright 2015 by Wiley.

The figure above represents a table that attempts to describe common traits for each scale or dichotomy. People usually do have each function, however; it is a matter of how often they lean towards a preference. It is like how right-handed people use their right hand for most actions, but that does not negate that they also use their left-hand for other actions, it is all a matter of preference and what comes most naturally (Drenth, 2013).

## 1.6. The 16 MBTI Types

According to the 16Personalities website (n.d.), there are four categories when referring to the 16 types, the analysts, the diplomats, the sentinels, and the explorers. They defined them as follows:

**1.6.1. The Analysts:** individuals who are characterized by their preference for intuition (N) and thinking (T), which make them analytical, logical, and problem-solving oriented.

- **INTJ-A/ INTJ-T (architects):** Introverted, Intuitive, Thinking, Judging. INTJs are strategic thinkers who are always looking for ways to improve systems and processes.
- **INTP-A/ INTP-T (logicians):** Introverted, Intuitive, Thinking, Perceiving. INTPs are curious and analytical individuals who enjoy figuring out how things work.

- **ENTJ-A/ ENTJ-T (commanders):** Extroverted, Intuitive, Thinking, Judging. ENTJs are decisive and visionary leaders who are always looking for ways to achieve their goals.
- **ENTP-A/ ENTP-T (debaters):** Extroverted, Intuitive, Thinking, Perceiving. ENTPs are quick-witted and creative individuals who enjoy debating ideas.

**1.6.2. The Diplomats:** individuals who are characterized by their strong intuition (N) and feeling (F) preferences, which make them idealistic, empathetic, and cooperative.

- **INFJ-A/ INFJ-T (advocates):** Introverted, Intuitive, Feeling, Judging. INFJs are quiet and insightful, with a strong desire to help others and make a positive impact on the world.
- **INFP-A/ INFP-T (mediators):** Introverted, Intuitive, Feeling, Perceiving. INFPs are creative and idealistic, with a deep respect for others' feelings.
- **ENFJ-A/ ENFJ-T (campaigners):** Extroverted, Intuitive, Feeling, Judging. ENFJs are charismatic and inspiring leaders, who are skilled at motivating and uplifting others.
- **ENFP-A/ ENFP-T (protagonists):** Extroverted, Intuitive, Feeling, Perceiving. ENFPs are enthusiastic and energetic, with a contagious optimism and love for new ideas.

**1.6.3. The Sentinels:** individuals who are characterized by their preference for sensing (S) and judging (J), which make them practical, organized, and detail-oriented.

- **ISTJ-A/ ISTJ-T (logisticians):** Introverted, Sensing, Thinking, Judging. ISTJs are responsible and dependable individuals who take their commitments seriously.
- **ISFJ-A/ ISFJ-T (defenders):** Introverted, Sensing, Feeling, Judging. ISFJs are warm and caring individuals who are always there for their loved ones.
- **ESTJ-A/ ESTJ-T (executives):** Extroverted, Sensing, Thinking, Judging. ESTJs are decisive and take-charge individuals who are natural leaders.
- **ESFJ-A/ ESFJ-T (consuls):** Extroverted, Sensing, Feeling, Judging. ESFJs are warm and outgoing individuals who are always looking to help others.

**1.6.4. The Explorers:** Individuals who are characterized by their preference for sensing (S) and perceiving (P), which make them energetic, adaptable, and action-oriented.

- **ISTP-A/ ISTP-T (virtuosos):** Introverted, Sensing, Thinking, Perceiving. ISTPs are practical and resourceful individuals who are skilled at solving problems.
- **ISFP-A/ ISFP-T (adventurers):** Introverted, Sensing, Feeling, Perceiving. ISFPs are creative and independent individuals who enjoy expressing themselves through their art or music.
- **ESTP-A/ ESTP-T (entrepreneurs):** Extroverted, Sensing, Thinking, Perceiving. ESTPs are energetic and action-oriented individuals who are always looking for new challenges.
- **ESFP-A/ ESFP-T (entertainers):** Extroverted, Sensing, Feeling, Perceiving. ESFPs are enthusiastic and outgoing individuals who love to be around people.

## 1.7. MBTI and Learning

**Figure 2** Learning Preferences Associated with Dimensions of MBTI Type

<p><u>Extraversion</u></p> <p>Specific facts</p> <p>Spontaneous action</p> <p>Examples first</p> <p>Talking, discussion, with a group</p> <p>Social interaction</p> <p>Oral tests</p> <p>Practical application</p> <p>Psychomotor activity</p>	<p><u>Introversion</u></p> <p>Ideas, relationships</p> <p>Thinking, depth of concentration</p> <p>Rule first</p> <p>Reading/verbal reasoning</p> <p>Work alone</p> <p>Written tests</p> <p>Concepts</p>
<p><u>Sensing</u></p> <p>Real, concrete, tangible</p> <p>Uncomplicated</p> <p>Tasks that call for carefulness, thoroughness, and soundness of understanding</p> <p>Going step-by-step</p> <p>Observing specifics</p> <p>Rule example with many variations</p> <p>Memory of facts, details</p> <p>Practical interests</p> <p>Performance, motor spatial intelligence</p> <p>Objective choice tests</p>	<p><u>Intuition</u></p> <p>Meanings, words, symbols, abstraction</p> <p>Complex</p> <p>Tasks that call for quickness of insight and seeing relationships</p> <p>Findings own way in new material, discovery</p> <p>Flashes of insight</p> <p>Enough examples to get the principle</p> <p>Grasping general concepts</p> <p>Imagination, possibilities</p> <p>Intellectual interests (independent of aptitude intelligence)</p> <p>Reading</p> <p>Timed, essay tests, theory</p>



<p><u>Thinking</u></p> <p>Objective</p> <p>Logical, systematic organization</p> <p>Skeptical, critical</p> <p>Math, science, technical skill</p>	<p><u>Feeling</u></p> <p>Subjective</p> <p>Value, merit</p> <p>Learning through personal relationships</p> <p>Harmony, friendship</p> <p>Social awareness</p>
<p><u>Judging</u></p> <p>Decisive</p> <p>Work in steady, orderly way</p> <p>Formalized instruction, structure</p> <p>Prescribed tasks</p> <p>Drive toward closure, completing</p> <p>Duty, application</p> <p>On time</p>	<p><u>Perceiving</u></p> <p>Curious</p> <p>Work in flexible way, follow impulses, free-wheeling</p> <p>Informal problem solving</p> <p>Discovery tasks</p> <p>Managing emergency problems</p> <p>Play by ear</p> <p>Go with the flow</p> <p>Still open to more data</p>

**Note.** This figure is a table compiled primarily from Lawrence (23) and Morgan, cited in Lawrence (24), summarizes the major findings, it summarizes some predictions about the learning preferences of language students for each scale of the MBTI. From “Personality Preferences and Foreign Language Learning” by Raymond Moody, 1988, *The Modern Language Journal*, 72 (4), p. 391 (<http://www.jstor.org/stable/327751>). Copyright 2015 by Wiley.

The figure above explains the main characteristics associated with the type and how they tend to learn. For example, extroverted learners would prefer having discussions and debates, while the introverted one would lean towards researching and learning on their own. The judging type prefer structure and being instructed and on a deadline, but the perceiving type would prefer more open-mindedness and freeness in doing their tasks.

### **1.7.1. Research on MBTI in Education Settings**

Researchers have conducted studies on the benefits of using MBTI in educational settings, in order to improve the quality of teaching and learning. It was also to enhance their motivation and improve student-teacher relationship.

A study conducted at Damascus University in Syria, by Ayoubi and Ustwani (2014), aimed to investigate the relationship between students’ MBTI preferences, their enthusiasm for subjects and their grade point average (GPA). The sample was 89 students both males and females in their final

year from different faculties (Education, Fine Arts, Sciences, Pharmacy, and Economics), they used the MBTI inventory and asked them to rate their subject preferences and their GPAs. They analyzed the collected data using descriptive statistics, correlation analysis and t-tests. Despite the limitation of the study being a small sample size, and lack of time-management, they found that there is a statistical significance between students' MBTI type and their faculty of study, subject preferences, and GPA. There was also significant correlation between personality dichotomies and students' subject preference and how high their GPA was. The study offered valued insights to policy makers to reform university admission policies to better help students choose their fields based on their personality preferences. The study incites future research to fill gaps it left, longitudinal studies with larger and diverse samples would provide more in-depth understanding on how academic performance is affected by personality differences.

Similarly, ten years later another study in the Philippines by Angelo Mari Cuevas Paredes and Edwin Romeroso Arboleda, entitled "Analysis of personality traits using Myers-Briggs type indicator in correlation to the academic performance of BS ECE undergraduates"; aimed to investigate the relationship between MBTI and academic performance among Bachelor of Science in Electronics Engineering (BS ECE) undergraduates. The study included 70 students (equal number of male and females), data was gathered by using the MBTI assessment and by giving information about their grades and GPA, and analyzed using Microsoft Excel 2019 to find links between MBTI personality traits and academic achievements. The findings showed that ESTJ and INTJ were among the highest ranked types. However, the study had limitations, as it used convenience sampling which is biased and its findings would be limited. The sample was also not sufficient in number to fully represent the entire BS ECE student population. The self-reporting can introduce inaccuracies in the findings. The research highlighted the importance of considering individual differences in educational settings.

Studies were also conducted on MBTI in EFL learning contexts. In 1996, Carrell, Prince, and Astika studied the relationships between the personality types of a group of EFL students in Indonesia and their academic performance in a course for a semester. A sample of 76 students were given an MBTI test translated to Indonesian, while also testing the students' comprehension, grammar, vocabulary and writing throughout the semester. The findings showed that the number of students was divided evenly between extroversion and introversion, more than half of them were either ESTJs and ISTJ. This study, on the other hand, did not find a strong correlation between learners' personality types and their language performance, despite the association of extroversion and introversion with vocabulary and writing. They suggested that if they used different assessments like oral expression that they might have had different results and possible correlations.

Another study conducted in Turkey by Özbay, Aydemir, and Atasoy in 2017, aimed to investigate if there is any relationship between learners types and their success in foreign language (FL) learning. A purposive sample of 32 males and 68 females with an intermediate level, were asked to fill in an MBTI questionnaire and were classified based on it. The study focused on studying extroversion and introversion in the context of FL learning. Upon the analysis, the researchers found no statistical significance in the relationship between FL learning success and students' personality types.

The previous two studies focused on the relationship between successful FL or language learning and students' personality types, leaving the gap of how different those students with different personality types learn language. Being an extrovert or an introvert does not necessarily interfere with how successful they can be in acquiring the language. Introverts can learn language through listening or reading, which does not need any discussions with others, and extroverts can also learn language through speaking with natives of the target language. The different personality types do not determine how successful can a person be, it simply means that they prefer to learn a certain way. Teachers and researchers should take that into consideration when designing their lessons.

## **Conclusion**

This chapter attempted to shed light on different concepts related to personality and personality types. It provided a run through the different psychological typologies, and the historical development of the Myers-Briggs Type Indicator (MBTI). The four dichotomies were explained along with the fifth added ones and the 16 personality types. The MBTI was and still is adopted wildly in different fields because of its easy and non-threatening nature. Studies were conducted on its use in educational and academic settings, and left gaps for further research to fill in.

**Chapter Two**

**Understanding Language**

**Learning Strategies**

## Chapter Two: Language Learning Strategies

### Content

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## **Introduction**

Learning strategies are the behaviors, steps, techniques, and actions that learners use in order to improve their learning, language learning strategies (LLS) are learning techniques specifically used to develop skills for a specific language. The study of LLS has been a vital point in applied linguistics and language learning acquisition. The chapter attempts to define those strategies, provide a historical overview, their importance, classification and factors that influence their use. Previous studies conducted on LSS and the potential relationship between LSS and personality types are highlighted, and existing gaps are identified.

### **2.1. Language Learning Strategies**

#### ***2.1.1 Learning strategies***

Learning strategies are the tools that people use in order to take in information, store it and process it. It is not just used for academic purposes but it can be used in workplace settings or for personal use (Docebo, 2023). There are different learning strategies, and they tend to be linked with learning styles. The most known learning strategies are note-taking, summarizing, paraphrasing, memorizing and repetition.

#### ***2.1.2 Learning styles***

People absorb knowledge differently, the four major learning styles are auditory, visual, and kinesthetic.

##### ***2.1.2.1. The visual learning style***

refers to those individuals who prefer to learn through what they can see and observe. They are characterized by the following according to Time4Learning (2020):

- Visual learners are strong visual thinkers with attention to details.
- They excel at interpreting visuals like maps and charts.
- They are creative problem solvers who thrive with visual aids like flashcards and videos.
- They often have artistic or technical talents and prefer quiet, organized environments to focus their keen minds.

##### ***2.1.2.2. The auditory learning style***

refers to the individuals who prefer to learn through what they can hear and listen to. According to Bay Atlantic University (2024), they are characterized by:

- Strong verbal processing: as they learn best by listening, they also can recall and remember spoken information better, and they excel in discussions and oral presentations.

- Active listeners: They possess strong listening skills, as they can pick up on changes in tone.
- Verbal communication: They are confident speakers, they can explain ideas well, and express emotions through their voice.
- Preference for listening: They prefer spoken directions over written ones, they enjoy being read to, and benefit more from listening activities like lectures and audiobooks.

### 2.1.2.3. *The kinesthetic learning style*

refers to individuals who learn mostly through doing activities and moving around. They are characterized by the following, according to Engage (2024):

- **Hands-on experience:** They thrive with activities, experiments, and building things. Traditional lectures can bore them.
- **Movement and action:** Kinesthetic learners learn through movement, enjoy sports, and prefer to be active participants.
- **Experiential learning:** They excel with hands-on exploration, love trying new things, and benefit from field trips and outdoor activities.
- **Kinesthetic communication:** They often use gestures ("hand talkers") and rely heavily on physical experience to understand concepts.

### 2.1.3. *Language Learning Strategies (LLS)*

Oxford in 1989 (as cited in Hong Shi, 2017, p.1) definition of LSS was

*“The often-conscious steps of behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information”.*

Cohen also defined LSS in 1998 (as cited in Hong Shi, 2017, p.1-2) as

*“Those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language”.*

Language learning strategies is the *“mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use”* (Ellis, 1994, as cited in Hong Shi, 2017, p.2).

All three definitions of Language Learning Strategies (LLS) share the following key ideas:

**Conscious actions:** Learners are actively involved in choosing and using strategies to improve their learning.

**Improvement is the goal:** The goal of LLS is to enhance the acquisition, storage, retention, recall, and application of new language information.

**Learning process:** LLS are mental or behavioral activities that learners engage in throughout the language learning process.

### **2.1.3.1 Features of LLS**

*“ 1) contribute to the main goal, communicative competence, 2) allow learners to become more self-directed, 3) expand the role of teachers, 4) are problem-oriented, 5) are specific actions taken by the learners, 6) involve many aspects of the learner, not just the cognitive, 7) support learning both directly and indirectly, 8) are not always observable, 9) are often conscious, 10) can be taught, 11) are flexible, and 12) are influenced by a variety of factors”*, **the key characteristics given by Oxford (1990, p.9).**

These characteristics emphasized on how LLS directly target communicative competence (characteristic 1). Learners take an active role by consciously choosing and implementing these strategies (characteristics 2, 5, 9). These strategies go beyond memorization and involve various aspects of the learner, including their emotions and social interactions (characteristic 6). While some strategies may become automatic, educators can teach them (characteristic 10), and learners can adapt them based on the situation (characteristic 11). It is important to remember that not all strategies are outwardly visible (characteristic 8) and that various factors like learning style and environment influence which strategies a learner utilizes (characteristic 12).



### 2.1.3.2. Classification of LLS

**Table 1** Classification of Language Learning Strategies

Researcher	Classification					
Stern (1975)	Planning Strategy	Active Strategy	Empathic Strategy		Formal Strategy	Experimental Strategy
	Semantic Strategy	Practice Strategy	Communication Strategy	Internalization Strategy		
Naiman et al (1978)	Active task approach	Realization of language as a system	Realization of language as a means of communication		Management of affective demands	Self-monitoring
Rubin (1987)	Direct Strategies				Indirect Strategies	
	Learning Strategies		Communication Strategies		Social Strategies	
	Cognitive Strategies	Metacognitive Strategies				
O'Malley & Chamot (1990)	Cognitive Strategies		Metacognitive Strategies		Social/Affective Strategies	
Oxford (1990)	Direct Strategies				Indirect Strategies	
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Wenden (1991)	Cognitive Strategies		Self-Management Strategies			

The table made by Hong Shi in 2017, summarizes the classification of language learning strategies through the years with different researchers. Each classification had its benefits for both learners and teachers:

#### For learners:

**Self-Awareness and Choice:** Classifications help learners identify their preferred learning styles and the strategies that might work best for them. This empowers them to take a more active and personalized approach to their learning.

**Targeted Learning:** Knowing different strategy categories allows learners to choose specific strategies to address their weaknesses or enhance their strengths. For example, a visual learner might choose to use flashcards, while an auditory learner might benefit from listening to audiobooks.

**Improved Learning Outcomes:** By using a wider range of effective strategies, learners can improve their overall language learning experience and achieve better results.

#### For teachers:

**Effective Instruction:** Understanding LLS classifications allows teachers to design lessons and activities that cater to different learning styles and incorporate diverse strategies. This can make learning more engaging and accessible for all students.

**Targeted Support:** By identifying students' preferred strategies, teachers can provide more targeted support and address individual learning needs. For instance, a teacher might offer extra practice with pronunciation for a kinesthetic learner or suggest visualization techniques for a visual learner struggling with spelling.

**Promoting Learner Autonomy:** By teaching different LLS categories, teachers can equip students with the tools to become more autonomous and self-directed learners. Students can then choose the strategies that work best for them in various learning situations.

Stern (1975 as cited in Ahmad, 2022), focused on learner's approach and internal state when acquiring language. The structure of classification was broad with 10 different strategies, and the emphasis was on social, emotional and internalization aspects of language learning along the cognitive strategies.

Oxford (1990 as cited in Ahmad, 2022) on the other hand, focused on function whether it is direct or indirect strategies. The direct strategies are for the immediate use of language, while the indirect ones are for the entire process of language learning. The structure of this classification is more detailed and structured with six categories under the direct and indirect strategies. The emphasis is on the cognitive and metacognitive strategies in relation to language management and processes.

### ***2.1.3.3. Oxford's classification***

**Direct Strategies:** These strategies are directly used to acquire, store, and use new language information.

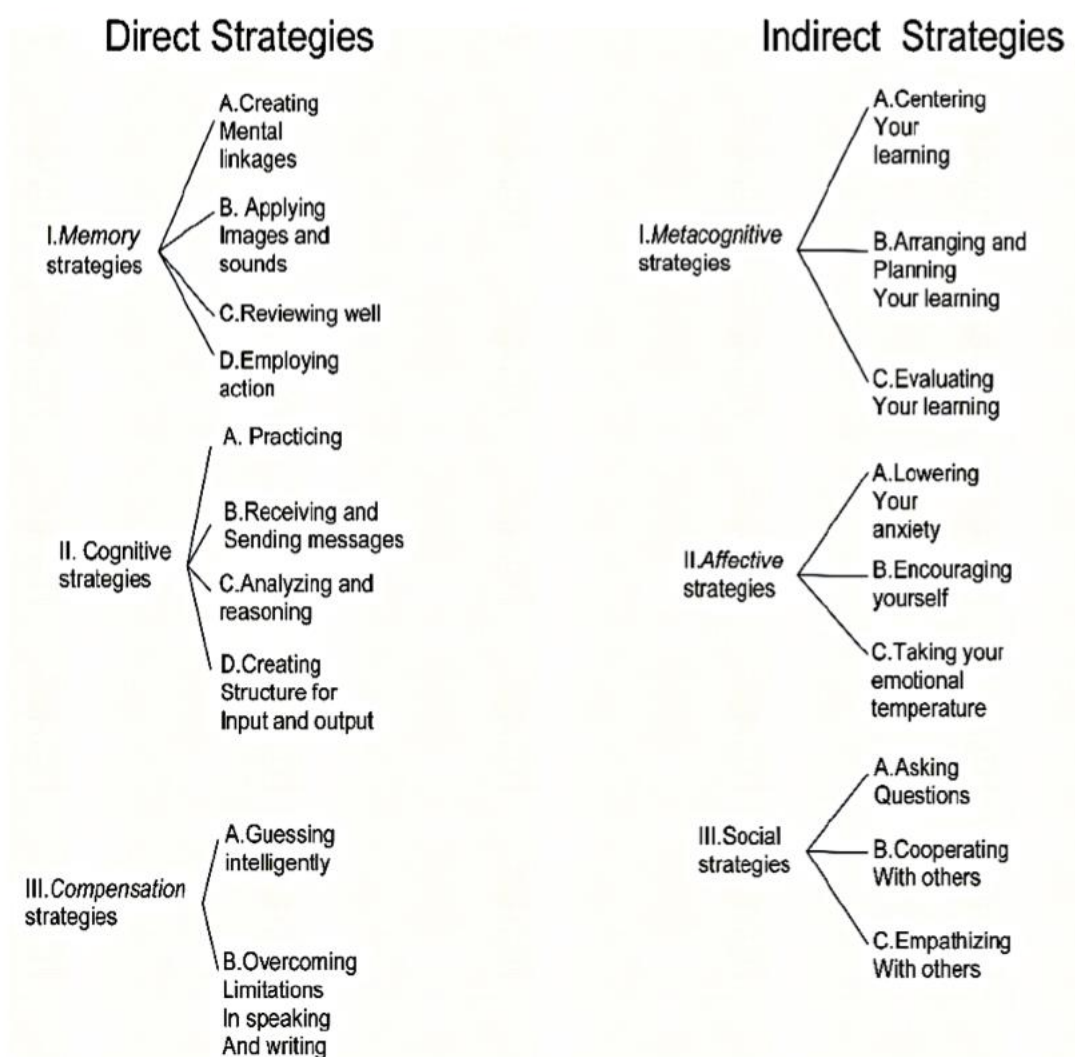
- **Memory Strategies (MS):** Techniques for memorizing new information (e.g., flashcards, mnemonics).
- **Cognitive Strategies (CS):** Strategies for processing and manipulating language (e.g., grammar practice, analysis).
- **Compensation Strategies (C):** Strategies for overcoming gaps in knowledge and communicating effectively (e.g., paraphrasing, guessing).

**Indirect Strategies:** These strategies support the overall learning process and help learners become more self-directed.

- **Metacognitive Strategies (MES):** Strategies for planning, monitoring, and evaluating learning (e.g., setting goals, reflecting on progress).
- **Affective Strategies (AF):** Strategies for managing emotions and motivation (e.g., relaxation techniques, self-talk).

- **Social Strategies (S):** Strategies for interacting with others to facilitate learning (e.g., asking questions, collaborating).

**Figure 3** Oxford's Classification of Language Learning Strategies



The figure presented summarizes the classification of language learning strategies presented Oxford (1990, p.17)

#### 2.1.4. The Importance of Language Learning Strategies

Mastering a new language involves processing a lot of information. To navigate this, learners use various language learning strategies (LLS). These strategies, like planning their study time or collaborating with classmates, act as tools for students to understand and remember new languages. For teachers, understanding these strategies unlocks valuable insights into how students learn. By incorporating LLS into their teaching, educators can foster learner independence and ultimately, the ability to use the language effectively (communicative competence). In short, language learning

strategies empower both students and teachers, making the language learning journey more successful (Language learning strategies in foreign language learning and teaching, n.d.).

## ***2.2. Language Learning Strategies and Personality Types***

Throughout the year, researchers in the field of applied linguistics were interested in individual differences. The following are some studies done on language learning strategies and personality types.

Carell et al. (1996), in a research paper entitled “Personality Types and Language Learning in an EFL Context”, explored the relationship between personality types and language performance in English as a Foreign Language (EFL) learners. They were mainly interested in understanding the distribution of personality types among a homogeneous group of EFL learners and how these types relate to their language performance in reading, writing, grammar, and vocabulary. The study also compares the learning styles of this EFL population with similar populations of English as a Second Language (ESL) learners. The researchers use the Myers-Briggs Type Indicator (MBTI) to assess personality types and learning styles. The results suggested that there are associations between personality types, learning styles, and language learning strategies. However, the correlations between personality types and language performance variables are not as strong as other individual difference factors such as language aptitude.

Alastair Sharp (2004), in his article titled “Language learning and awareness of personality type in Chinese settings” has examined the significance of recognizing differences and personality types in the language learning process of Chinese university students who are studying English in Hong Kong. The researcher conducted a survey using the Myers Briggs Type Indicator (MBTI) with 112 students majoring in English and analyzing their preferences. The findings revealed inclinations, towards personality types like ISFJ, ISTJ, INFP and ENFP. The study proposed that understanding personality types can assist teachers and students in maximizing their learning outcomes by identifying strengths areas for improvement and boosting motivation. Nonetheless the study acknowledges the necessity for research, with sample sizes to establish consistent patterns linked to students specific majors at university.

In another article, written by Chen and Hung (2012) titled “Personality type, perceptual style preferences, and strategies for learning English as a foreign language” in which they examined the influence of personality type on perceptual learning style preference and language learning strategies among senior high school students in Taiwan. The researchers used a survey instrument to gather data and analyzed it using statistical tests such as chi-square tests and analysis of variance

(ANOVA). The results revealed significant relationships between language learning strategy and introverted/extroverted personality types, as well as between sensing/intuitive personality types and memory, compensation, social, and metacognitive strategies. The findings suggest that personality type plays a role in shaping students' language learning strategies and preferences. The study also highlighted the need for educators to consider individual differences in personality type and learning styles when designing language learning tasks and activities. Additionally, the researchers recommended further studies with diverse participant populations and consideration of various individual difference variables.

In a recent study, Knyshevytska Liliya Volodymyrivna (2023) in her article titled “TO THE PROBLEM OF RELATIONSHIP BETWEEN PERSONALITY TYPES AND LEARNING STRATEGIES IN A SECOND/FOREIGN LANGUAGE LEARNING SETTING”, where her investigation delved into the correlation between personality classifications and favored learning methods in the realm of language acquisition. It highlighted the influence of individual differences in personality on language learning procedures and results. The findings proposed that learners with distinct personality attributes display different inclinations towards learning methods, such as cognitive, metacognitive, affective, and social methods. For instance, perceivers have a tendency to opt for cognitive methods and improvisation, while judges lean towards structured and systematic approaches. The investigation accentuates the significance of raising awareness among language teachers and learners regarding these individual inclinations and the necessity to adapt teaching methods to accommodate heterogeneous learning styles. The use of instruments like the Myers-Briggs Type Indicator (MBTI) and the Strategy Inventory for Language Learning (SILL) is recommended to evaluate personality classifications and learning strategy preferences. The implications of the investigation encompass the requirement for educators to introduce a variety of learning methods to facilitate language learning procedures and to tailor their approaches based on the diverse personality classifications of their learners.

The mentioned studies all attempted to find a relationship or correlation between students' personality types and their language learning strategies in different contexts. While Carell et al. (1996) found the correlation exists but it is weaker than with other individual differences, Chen and hung (2004) found relationships exist between personality types and language learning strategies; specifically with extroverted/introverted and sensing/ intuitive types who leaned towards different learning strategies. As of last year 2023, Volodymyrivna found that perceivers prefer cognitive methods and improvisation, on the other hand, judges preferred strategies with structure and restriction.

Another study conducted in Iran, “on the Relationship between Language Learning Strategies and Personality Types among Iranian EFL Learners” by Jahanbakhsh and Mohammad (2010), found that extraversion and introversion did not have a significant difference when it comes to choosing the LLS. Sensing and intuition showed preference towards the use of affective strategies, thinking and feeling leaned towards the use of memory and social strategies. On the other hand, perceiving employed both cognitive and compensation strategies, but the judging used only the compensation strategies. This study suggested exposing EFL learners to different learning strategies, so they would know what fits them best.

The studies mentioned emphasized the need of conducting larger scales research with more diverse and large samples for more generalized findings. The researchers highlighted the importance of adapting teaching methods that fit students’ learning styles, different personalities and language learning strategies.

### **2.3. The Identified Gap**

The previous studies highlighted the link between EFL learners’ personality types and the language learning strategies they use, in different contexts such as China and Iran. The study aims to explore the relationship between EFL learners’ personality types and the language learning strategies they use in the Algerian context, specifically at Biskra’s university with third year students at the English department. Raymond (1988) incited researchers “to discover the specific learning strategies which appeal to the various types so that we can provide success for a broader range of language learners” (p. 400).

### **Conclusion**

The chapter attempted to shed light on the different language learning strategies, and give a run down through their classifications. It also highlighted studies conducted on the study’s variables, giving its major findings and limitations. Different researches focused on finding links between the different factors of individual differences, the relationship between personality and LSS was focused on in various contexts. The gap that the study aims to fill was also identified, and that is exploring the relationship between EFL learners’ personality types and the language learning strategies they prefer to use, in the Algerian context.

**Chapter Three**

**Fieldwork and Data**

**Analysis**

# Chapter Three : Fieldwork and Data Analysis

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## **Introduction**

The two previous chapters were concerned about the theoretical part of the research, the following chapter is concerned with the methodology used and the rationale behind it. It also explains the data collection methods, the sample, the data analysis methods and the findings that attempt to answer the research questions and explore the relationship between EFL students' MBTI personality types and their language learning strategies.

### **3.1 Research Methodology: Choices and Rationale**

The methodology of the study is determined by its nature. The following section explains the chosen methodology and the rationale behind it. It delves into the research paradigm, the research approach, the research design, the data gathering tools as well as the data analysis tools used throughout the study.

#### ***3.1.1 Research Paradigm***

A research paradigm is the set of philosophical beliefs and principles that guides the research. For this research, a pragmatism paradigm seemed more suitable, as it is most suitable to explore the relationship between EFL students' personality types and their language learning methods. Both quantitative and qualitative data are used to answer the research questions.

#### ***3.1.2 Research Approach***

A research approach is the theoretical beliefs that direct the research. For this research, a mixed-method approach seems the most appropriate to better understand the research problem. The study can benefit from the qualitative and quantitative data gathered to have a holistic view of the issue at hands.

#### ***3.1.3 Research Design***

A research design is the plan of action that leads the study. The suitable design for this study was a mixed-method one, as it allows the use of qualitative data that adds an in-depth layer to the collected quantitative data collection. By doing so, the research is provided with a comprehensive analysis and findings.

### **3.2 Data collection methods**

Data collection is the action of collecting data about the study's variables in order to answer research questions or test hypotheses and assess findings (Kabir, 2016). The type of data collected in this study is known as primary data, which refers to the data collected by the researcher from "first-hand-experience" (Kabir, 2016, p. 204) which makes it more authentic and reliable. The data

collection methods used were a questionnaire, an MBTI personality test (a free version online), and a focus group.

### ***3.2.1 Population and sampling technique***

The population chosen for the study was third year (L3) EFL students from the Department of English and Literature at Biskra University during the academic year 2023-2024. The population was chosen because students at that level would have had an experience of three years of studying English as a foreign language as a specialty and can reflect on their own learning experience and offer their insights. The probability sampling used was random sampling for the questionnaire, a group of students from the third year level for the handed questionnaire, and a Google form version was posted in their Facebook group. A total of 58 students answered, 9 males and 49 females. On the other hand, for the focus group and the MBTI personality test, a non-probability sampling was used and that is voluntary sampling. A total of 18 students who have already answered the questionnaire were given a written version of the MBTI personality test that is available online for free. The same 18 students formed four small focus groups and had shared more insights reflecting on their learning experience and possible implications for the study.

### ***3.2.2 Students' Questionnaire***

The questionnaire is the most common way to gather data, due to its convenience (Kabir, 2016). It is inexpensive, and does not take much effort. The researcher conducted an online and a face-to-face semi-structured questionnaire that includes both open-ended and close-ended questions to gather both quantitative and qualitative data. "A closed item question is one in which the researcher determines the possible answers, whereas an open-ended question allows respondents to answer in any manner they see fit" (Mackey & Gass, 2022, p. 126). Close-ended questions usually come in the form of a yes/no question or a likert scale, which is typically limited and chosen by the researcher. On the other hand, open-ended questions give the participants free reign to answer based on their feelings and opinions. These questions are determined by a purpose that serves the study and are not randomly chosen.

#### ***3.2.2.1 Questionnaire's description***

The questionnaire was based on both open-ended and closed-ended questions to collect both quantitative and qualitative data from the participants. The questionnaire was divided into four sections.

The first section is entitled "participants' information". It provides a general background for the students in terms of gender, age, years of EFL studies, and their esteemed language proficiency level via a likert scale (beginner, pre-intermediate, intermediate, upper-intermediate, advanced).

The second section is entitled “Myers-Briggs Type Indicator (MBTI)”. It aims to see whether students have a prior knowledge concerning the personality test, their MBTI type if they have taken the test, and two questions under each of the four dichotomies (E/I), (S/N), (T/F), (J/P) that has two options to attempt to define the general consensus of students. The statements are chosen according to the general understanding of the dichotomies. It would be considered a mini self-report, however two questions are not enough to determine students’ MBTI personality type.

The third section is entitled “Language learning strategies”. It aims to know how often students use the five common types of learning strategies (memory, cognition, metacognition, affective, and social). The memory and social strategies are given more than three questions unlike the rest, according to the results of a research conducted by Henríquez et al. (2017), that students’ oral performance improved due to the use of memory and social strategies. This section also aims to know if students have developed other unique strategies that helped them learn English and to elaborate on it if they did, and if they prefer to use methods they know or are constantly trying new methods.

The fourth and last section is entitled “MBTI personality types and language learning strategies”. It aims to gain students’ insights and experience about whether their personality hindered or helped them the language and what specific learning strategies were effective or which were not. As well as their opinion whether or not it is possible that by knowing the different personality types of students and their LLT teachers and policy makers can make more inclusive classrooms to cater and fit all types.

#### ***3.2.2.2 Piloting and validation***

Validation is an important step in constructing a questionnaire to make sure that the items used measure what is meant to be measured, the second important step is piloting in order to check the feasibility of the questionnaire. After the supervisor checked and approved the instrument, from its form, the language and content, an online initial version using google forms was submitted to a number of students from the sample in order to review the ambiguity, length and structure of the questionnaire, as well as further comments to better improve the instrument.

#### ***3.2.2.3 Administration***

The questionnaire was submitted on two days, a day for a group each. It was distributed by hand in the classroom, it took about 10 to 15 minutes. A number of 50 students from both groups combined answered the questionnaire. The 8 other students have answered the online version of the questionnaire. Due to time constraints and students’ availability, further data could not be obtained.

### ***3.2.3 Students' MBTI Personality Test***

The MBTI personality test is a self-report survey that contains several questions in order to find out the personality type of students. The version used in this study was a free online test from the website entitled "16 Personalities" that contains 69 questions with a 7 point likert scale that ranges from strongly agree to strongly disagree. This instrument aimed to find the most common MBTI types that could be found in a regular classroom. The students volunteered to answer the test, it was printed and submitted by hand in the classroom. The test took 10 to 15 minutes to complete, as the questions require a bit of self-reflection and thinking.

### ***3.2.4 Students' Focus Group***

The focus group is generally conducted with the purpose of gathering data through the different shared opinions. According to Krueger and Casey (2014), data from different groups have to be contrasted and compared, which requires the researcher to use at least three focus groups. Through open-ended questions, participants are able to influence each other which creates a more natural environment that is dynamic and similar to real life. For the study, four focus groups were conducted with four to 4 to 5 members each. This was due to time constraints, availability of students and to allow room for students to share their thoughts comfortably with no pressure.

The focus group started with a general introduction to the study and that everything shared would be anonymous and for their consent to audio record the discussion. They were asked about their knowledge about the test and sharing their types for those who do. Then the open-ended questions delved into the language learning strategies they tend to use, their attitudes towards certain teaching methods used in the classroom, and whether they think using MBTI types could help cater to their needs.

## **3.3 Data Analysis Procedures**

The students' questionnaire was analyzed using the 30 days free-trial of the Statistical Package for the Social Sciences (SPSS) version 29.0 (IBM Corporation). This software allows its users to do both complex and simple statistical analysis. It was appropriate to use descriptive statistics in SPSS for the open-ended questions of the questionnaire, to summarize and visualize the data in numbers and charts. In order to find correlations and patterns between the MBTI dichotomies and the five learning strategies. The researcher had no experience using the software, except for the brief introduction in the courses of methodology and statistics. The items were coded manually using Excel software, then exported to SPSS.

As for the open-ended items in the questionnaire and the focus group were analyzed thematically. In order to conduct a thematic analysis, the researcher transcribed the audio recordings of the focus groups, read through the raw data and filtered it, then coded. The initial coding is open

coding, where the data is broken “into discrete parts” (Chelli, 2023, Slide 8), and in axial coding, connection between codes is highlighted. Lastly is selective coding where the core category is identified which is the center of the study (Chelli, 2023).

The students’ responses to the MBTI test were manually entered into the 16 personalities MBTI website to obtain their personality types. The results were then manually transcribed into the Excel software for further descriptive analysis to visualize what are the common personality types.

### 3.4 Data Analysis and Results Interpretation

The following is the presentation and interpretation of the analysis of the collected data, starting with the students’ questionnaire to the focus group discussion.

#### 3.4.1 Students’ Questionnaire Results and Interpretation

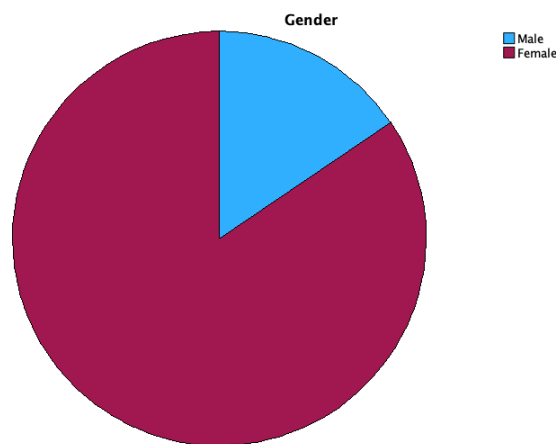
##### Section One : Background Information

##### Item 1. Students’ Gender Distribution

		gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	15.5	15.5	15.5
	Female	49	84.5	84.5	100.0
	Total	58	100.0	100.0	

**Table 2 The statistics of males and females included in the questionnaire**

The results of the item is represented by the following figure:



**Figure 4: Students' Gender**

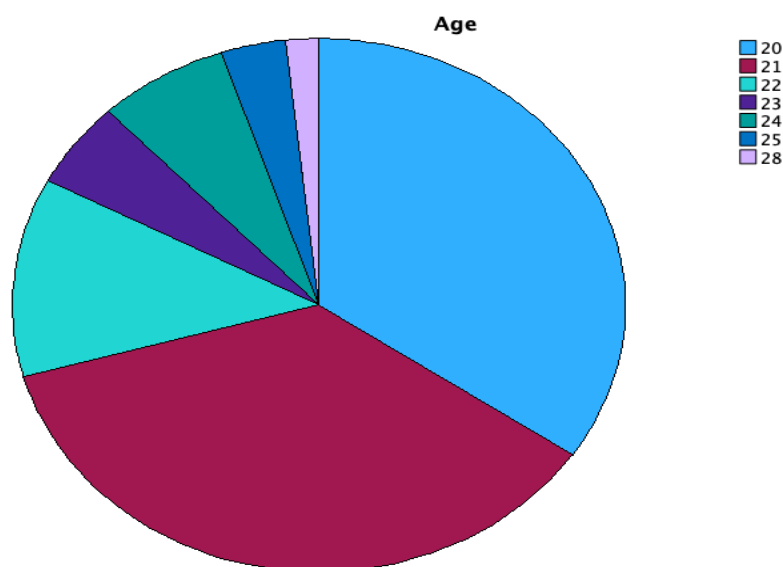
The results of item 1, showed that the sample were predominantly females with 84.5% and only (15,5%) were males, this distribution implies that the results are more representative from the female viewpoint because of their greater presence. However, most EFL classes tend to have more females than females, this difference is due to different factors such as cognitive advantages, social and cultural influences and motivation. Culture and stereotypes could be the reason as to why females lean towards languages, while males prefer more technical and scientific fields as they are deemed more masculine.

**Item 2. Students' Age Distribution**

		Age			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	20	20	34.5	34.5	34.5
	21	21	36.2	36.2	70.7
	22	7	12.1	12.1	82.8
	23	3	5.2	5.2	87.9
	24	4	6.9	6.9	94.8
	25	2	3.4	3.4	98.3
	28	1	1.7	1.7	100.0
Total		58	100.0	100.0	

**Table 3 Participants' Age**

The table is represented in the following figure:



**Figure 6: Participants' Age Distribution**

The results showed that the majority of the participants were either twenty-one or twenty years old, which is the expected pedagogical age on the third level. It is followed by 12% of students who are twenty-two who could have repeated the year or took an academic vacation. The different

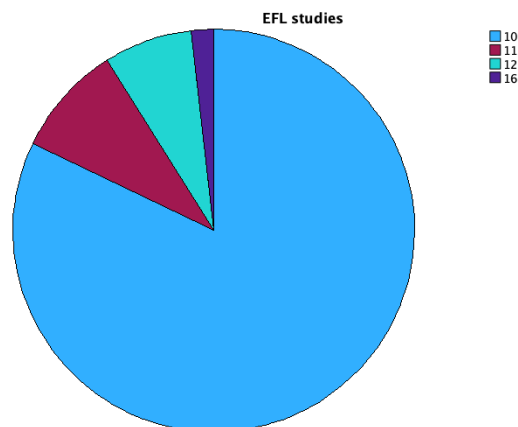
age groups could be due to different reasons other than the mentioned ones, like having a second degree while working, or those who failed to win their BAC exam and finally were able to join university.

**Item 3. Years of EFL Studies**

		EFL studies			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	10	46	79.3	82.1	82.1
	11	5	8.6	8.9	91.1
	12	4	6.9	7.1	98.2
	16	1	1.7	1.8	100.0
	Total	56	96.6	100.0	
Missing	System	2	3.4		
Total		58	100.0		

**Table 4 Years of Participants EFL Studies**

The table is also represented in the figure below:



**Figure 7 Participants' Years of EFL Studies**

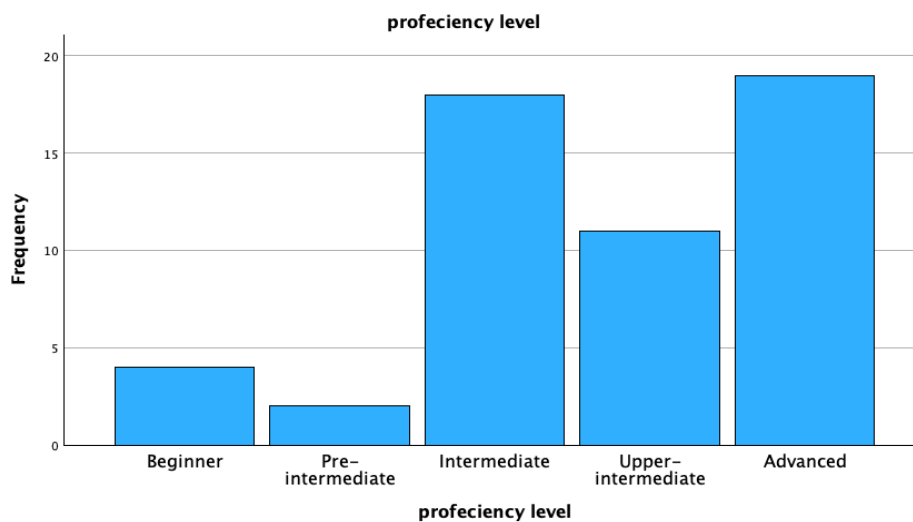
Both the table and figure shows that 79.3% of the participants have had ten years of studying English as a Foreign Language, four years in middle school, three years in high school, and three years through university which is the expected number of years. The other percentages show that some students (9 students) have had longer experiences that could also be due to the mentioned reasons in item 2. The 1.7% which represent only one male student who said that he had been learning the language since childhood. Generally third year students would have 10 years experience of learning the language.

**Item 4. Participants Language Proficiency Level**

		proficiency level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Beginner	4	6.9	7.4	7.4
	Pre-intermediate	2	3.4	3.7	11.1
	Intermediate	18	31.0	33.3	44.4
	Upper-intermediate	11	19.0	20.4	64.8
	Advanced	19	32.8	35.2	100.0
	Total	54	93.1	100.0	
Missing	System	4	6.9		
Total		58	100.0		

**Table 5 Participants' Language Proficiency Level**

The figure represents the table results.



**Figure 7 Figure 6 Participants' Language Proficiency Level**

The data shows that students estimate their levels to be either advanced or intermediate, with 11 students who deem themselves to be in-between. Six students of the sample believe themselves to still be in the beginning and pre-intermediate stages. Despite the fact that these results are not necessarily true, as it is biased and could be because of either low or high self-esteem, a point to make is that it could be due to personality people tend to over or under qualify their abilities. Personality encompasses an individual's distinct ways of behaving and thinking, which can include traits like confidence that influence how they navigate their environment (Aras, 2015).



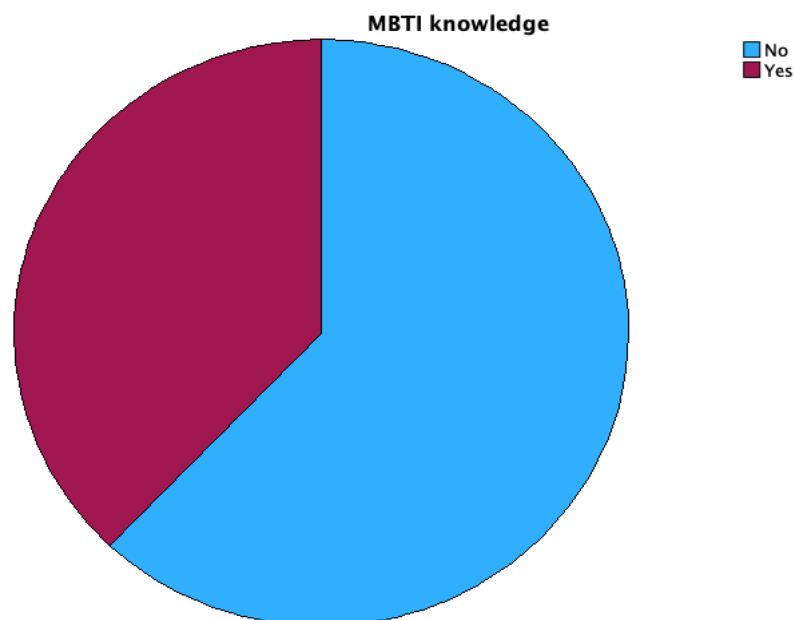
*Section Two: Myers-Briggs Type Indicator (MBTI)*

**Item 1: Students' Familiarity with the Test**

		MBTI knowledge			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	36	62.1	62.1	62.1
	Yes	22	37.9	37.9	100.0
	Total	58	100.0	100.0	

**Table 6 Students' Familiarity with the Test**

The figure represents the table results.



**Figure 8 Students' Familiarity with the Test**

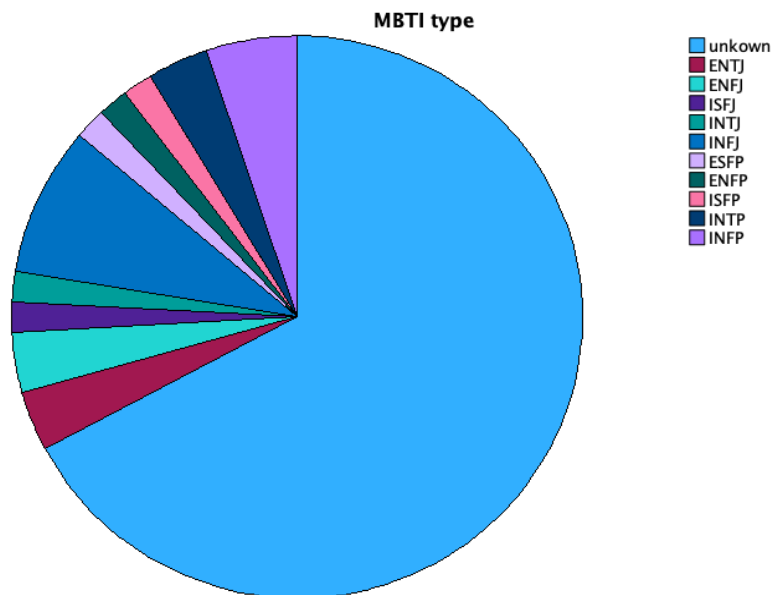
The table and figure shows the number of students who are familiar with the MBTI test beforehand 62.1% of the sample were not familiar with the test due to certain reasons such as cultural and regional factors. Arab culture tends to not prioritize psychology and is usually stigmatized and unvalued. Another factor as to why they are not aware of what MBTI is because of pure interest, not everyone is interested in psychology and self-reflection. The percentage of 37.9% is promising in itself, it shows that students are aware and that there is a target audience after all.

**Item 2. Students' MBTI Types**

The results are represented in the table and the figure below.

		MBTI type			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	unkown	39	67.2	67.2	67.2
	ENTJ	2	3.4	3.4	70.7
	ENFJ	2	3.4	3.4	74.1
	ISFJ	1	1.7	1.7	75.9
	INTJ	1	1.7	1.7	77.6
	INFJ	5	8.6	8.6	86.2
	ESFP	1	1.7	1.7	87.9
	ENFP	1	1.7	1.7	89.7
	ISFP	1	1.7	1.7	91.4
	INTP	2	3.4	3.4	94.8
	INFP	3	5.2	5.2	100.0
	Total		58	100.0	100.0

**Table 7 Students' MBTI Types**



**Figure 9 Students' MBTI Types**

The results show that 67.2% of the students did not know their types which is convenient as 62.1% of the sample were not familiar with the test. On the other hand, the results showed that out of the students familiar with the test, the most common type is INFJ. This type stands for introvert, intuitive, feeling and judging personality, it is known as the rarest type in the general population. This type likes to expand their knowledge and develop new ways of learning. Coming close is the INFP type which refers to introverted, intuitive, feeling and perceiving personality. This type tends to be drawn to concepts and bigger pictures, their preferred learning environment, the one that gives them more freedom, they also prefer to set broad and long-term goals.

**Item 3. The Four Dichotomies of the MBTI**

**Extroversion and Introversion (E/I)**

**Q1. Group work or Individual**

		<b>group or alone</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	groupwork	27	46.6	46.6	46.6
	individual	31	53.4	53.4	100.0
	Total	58	100.0	100.0	

**Table 8 How Students Prefer to Work**

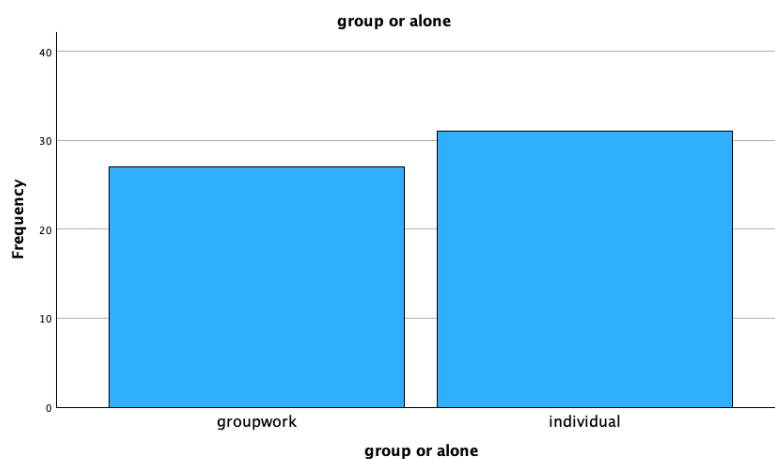
From the table, students who prefer to work individually are more than those who chose working in groups. Most introverts prefer to work on their own, they tend to be more independent and working with others could hinder their flow. Introverts have their own reflections and methods of solving problems. It does not negate that they can work in groups with similar personalities. As for extroverts, they mostly thrive on group setting, sharing ideas with others to help them in finding solutions and constructing knowledge. However, that does not mean they cannot work alone, it just that they could thrive more in group settings.

**Q2. Speak up or Observe and listen**

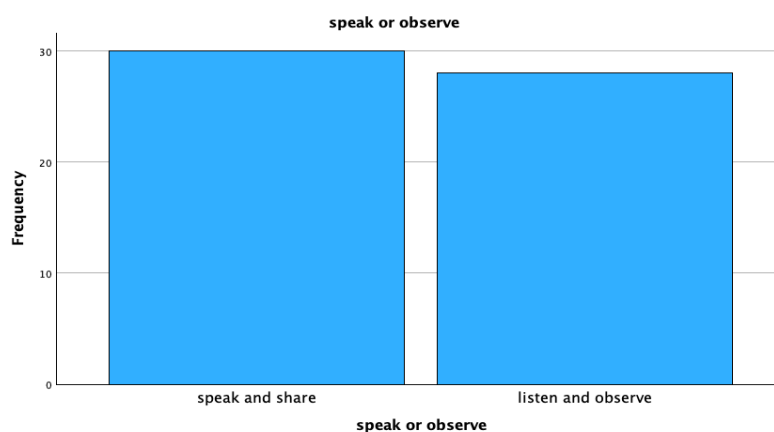
		<b>speak or observe</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	speak and share	30	51.7	51.7	51.7
	listen and observe	28	48.3	48.3	100.0
	Total	58	100.0	100.0	

**Table 9 How Students Act in Group Settings**

The table shows that 51.7% of the sample prefer to speak and share their ideas while 48.3% prefer to listen and observe. Compared to the previous question, there should be a balance between the answers of the questions. This means these two questions are not necessarily enough to determine whether someone is an introvert or an extrovert. This proves that more in depth questions and tests should be conducted. However, from the general consensus, we can say that those who prefer group work does not mean they have to speak and interact, and those who prefer to work alone does not mean they do not share their ideas in group settings. It is simply a matter of preference. The first dichotomy is represented in the figures below.



**Figure 10 How Student Prefer to Work**



**Figure 11 How Student Act in Group Settings**

***Sensing or Intuition (S/N)***

**Q1.** Learn by facts or instinct

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	facts and concrete details	42	72.4	72.4	72.4
	instinct and possibilities	16	27.6	27.6	100.0
Total		58	100.0	100.0	

**Table 10 Facts or Instincts**

The table shows that 72.4% of the sample prefer to acquire and construct knowledge based on facts and concrete evidence, which makes them lean towards being the sensing type. This type prefers to take in and examine the evidence in order to learn and understand. On the other hand, 27.6% of

the sample prefer to draw conclusions and construct knowledge based on their instincts and possible future patterns. The intuitive types are more visionary and future-oriented.

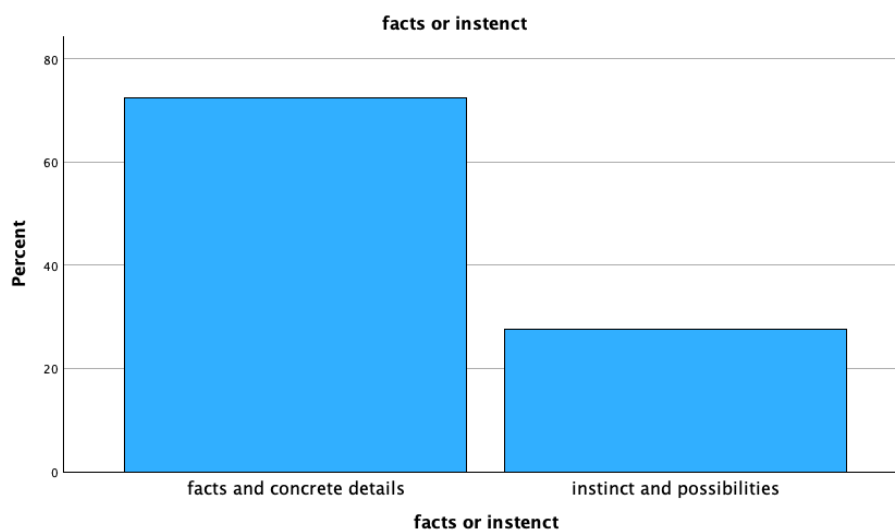
**Q2. Learn Through Practical Activities or Abstract Concepts**

		<b>practical or abstract</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	concrete	46	79.3	79.3	79.3
	abstract	12	20.7	20.7	100.0
	Total	58	100.0	100.0	

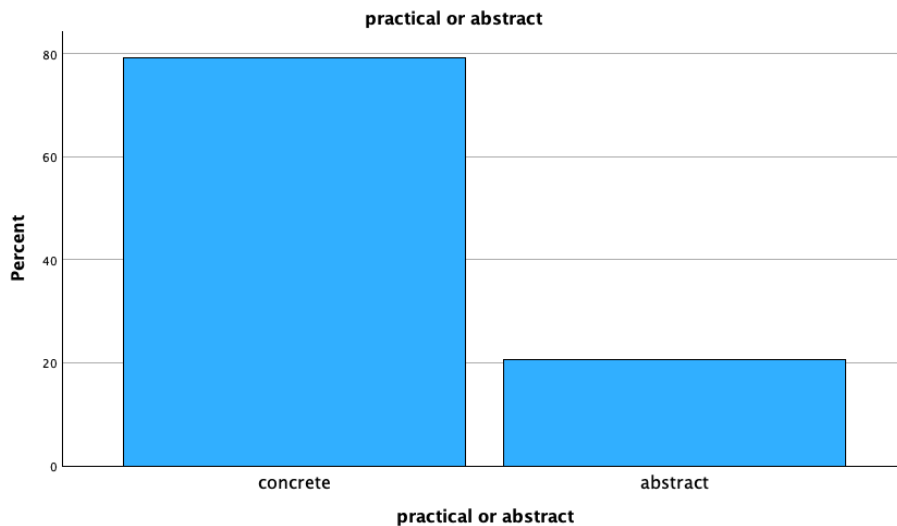
**Table 11 Concrete or Abstract**

The table shows that 72.4% of students learn better with concrete and practical activities, they prefer to learn through their senses and it is hard for them to learn through concepts only. This type of students find it hard to study courses like linguistics when it comes to the different theories and concepts unless they are provided with examples. While 20.7% of the students stated that they prefer to learn through theories and abstract concepts, they are able to visualize concepts and draw possible conclusions.

The two questions gave similar data, that makes it possible to draw conclusions that those who learn through practical activities and experience, also use facts and evidence to acquire knowledge, while those who learn through concepts and theories are able to see patterns and possibilities that they can base their knowledge on. The figures below help visualize the data presented.



**Figure 12 Facts or Instincts**



**Figure 13 Concrete or Abstract**

***Thinking or Feeling (T/F)***

**Q1. Critical or Empathetic**

**critical or empathetic**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	critical and analytical	21	36.2	36.2	36.2
	empathetic and understanding	37	63.8	63.8	100.0
Total		58	100.0	100.0	

**Table 12 Critical or Empathetic**

The table shows that 63.8% of students have chosen that they are best described as empathetic and understanding rather than analytical and critical. The feeling type are able to relate to others and consider their feelings and perspectives, which makes them consider others when making decisions. While the 36.2% of students who chose the analytical and critical options, they lean more to use logic and thinking and what is in front of them. They do not waver in front of others when making their decisions.

**Q2. Fairness or Efficiency**

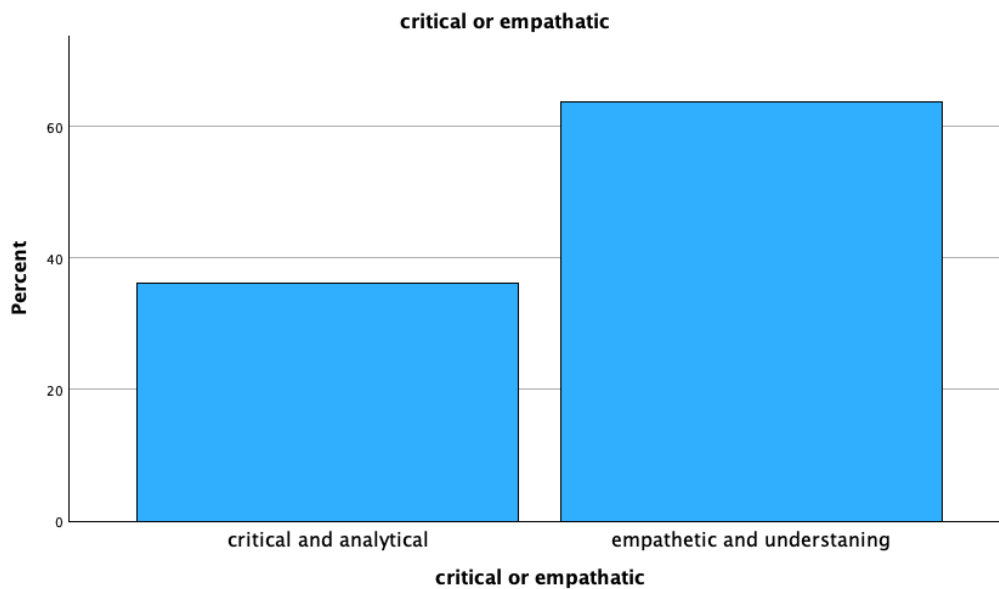
**fairness or efficiency**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fairness and group harmony	25	43.1	43.1	43.1
	efficiency and achieving the task	33	56.9	56.9	100.0
	Total	58	100.0	100.0	

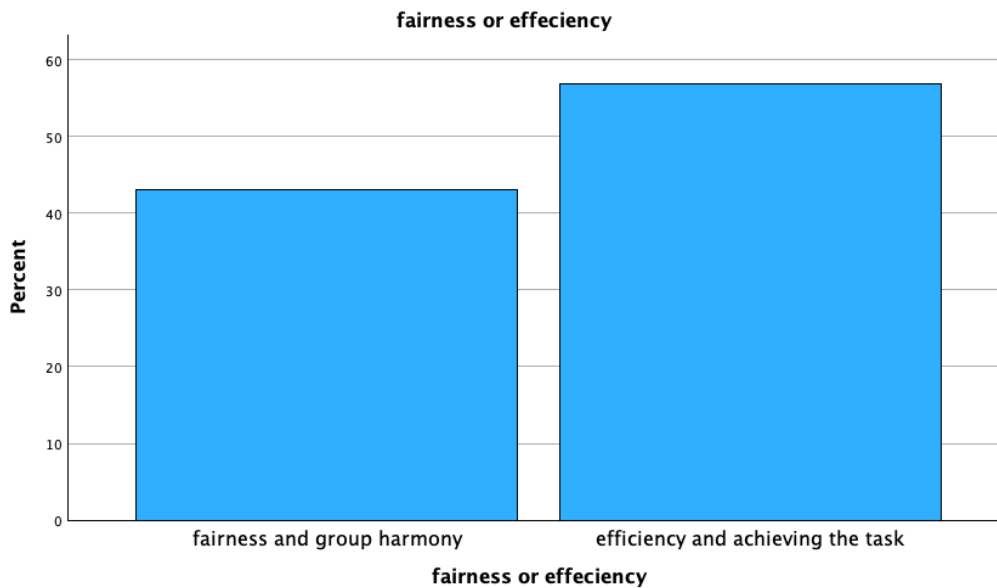
**Table 13 Fairness or Efficiency**

The table shows that 56.9% of students chose efficiency and achieving the task over fairness and group harmony. Thinking types are most likely to prefer getting the work done in an effective way, they are able to detach themselves from feelings and use logic to achieve better outcomes. Meanwhile, 43.1% of the students chose fairness and group harmony, as the feeling type is able to make decisions based on personal values and empathy.

Based on these two questions alone will not be enough to say whether one is a feeling or a thinking type, as there is a degree to which one can make decisions. As some students choose different options for different questions, having two questions is not enough to decide for this dichotomy. The results are visualized in the figures below.



**Figure 14 Critical or Empathetic**



**Figure 15 Fairness and Efficiency**

***Judging and Perceiving (J/P)***

**Q1. Finish a task quickly or take more time**

**quickly or take time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	finish quickly and move on	25	43.1	43.1	43.1
	take time and consider options	33	56.9	56.9	100.0
	Total	58	100.0	100.0	

**Table 14 Finish quickly or take time**

The table shows that 56.9% of students prefer to take their time in finishing tasks, to consider all options before committing to a certain solution. The perceiving type tend to do so, they dislike committing to a certain structure from the start, they also tend to overthink their decisions which make them take their time and leave tasks close to deadlines to make decisions rather from the start. The 43.1% left of the sample said they prefer to finish quickly and move on, the judging type is more likely to prefer closure and more structured. They both have different perspectives on how they approach the world and learning.

**Q2. Structured or Open-minded**



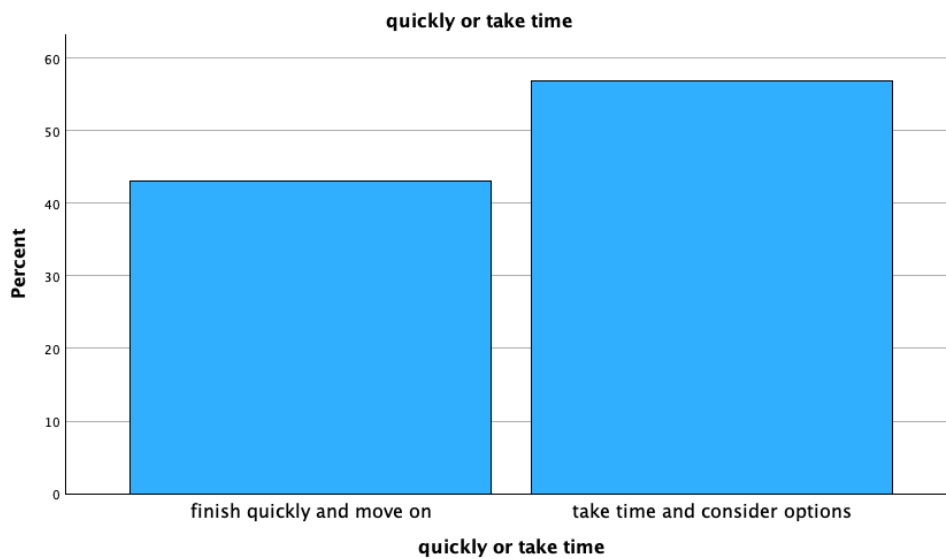
**structured or adaptable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	organized and structured	28	48.3	48.3	48.3
	open-minded and adaptable	30	51.7	51.7	100.0
	Total	58	100.0	100.0	

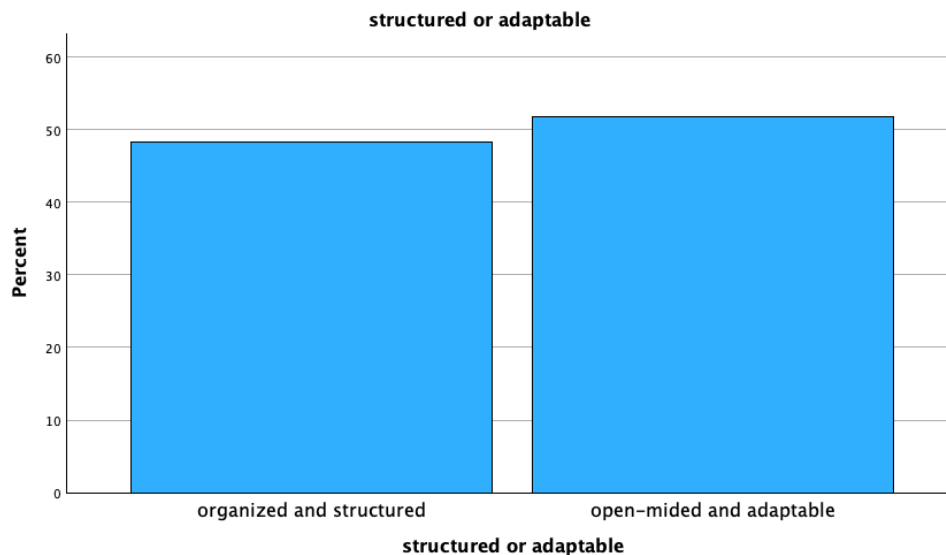
**Table 15 Structured or Open-minded**

This table showed that 51.7% of students prefer to work with less structure and adaptability, while 48.3% chose organization and structure. The perceiving type prefers to work freely and with open mindedness, they prefer to explore different options and strategies to learn. The judging type finds comfort in routines and what is familiar, they find it more efficient than exploring what could be when they have what it is.

The results from both questions were similar, however it is not enough to determine what is more prominent for students. The figures below represent the results.



**Figure 16 Finish quickly or take time**



**Figure 17 Structured or Open-minded**

The data collected from item 3 in section two, shows that having two questions on each dichotomy is not enough to determine the MBTI type of students, a thorough test would give better results. However, the data breaks down certain stereotypes about extroversion and introversion. Preferring to work alone does not necessarily mean that in a group setting, one would observe and listen, but they can also share their opinions and speak up and vice versa. The same for being an empathetic person, it does not necessarily mean that decisions would be made based only on emotions but it could be based on what helps achieve the best outcomes.

The dichotomies are intricate, having one aspect of a dichotomy does not mean the other does not exist, it simply means that one is more dominant than there other. Results are given after taking the MBTI test, which proves that being an introvert does not mean one is unable to work in group settings or that being perceiving makes a person unable to plan and work within structure. Dichotomies are also dynamic; they are changeable as the person grows and evolves.

### ***Section three: Language Learning Strategies (LLS)***

#### **Item 1. Usage of five types of LSS**

##### ***1. Memory Strategies***

Four different memory strategies were rated by students from the most frequently used strategy to the least.

**I use flashcards or mnemonic devices to remember new vocabulary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	14	24.1	24.1	24.1
	rarely	11	19.0	19.0	43.1
	sometimes	22	37.9	37.9	81.0
	often	2	3.4	3.4	84.5
	always	9	15.5	15.5	100.0
	Total	58	100.0	100.0	

**Table 16 Memory strategy 1**

The table showed that 24.1% of the sample never use flashcards and mnemonic devices, 37.9% use it from time to time and 15.5% always use this strategy to learn vocabulary. It seems like that Flashcards and mnemonic devices are popular among L3 students, with 53.4% of students reporting using them often or always.

**I practice new vocabulary words and grammar rules several times to memorize them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	3.4	3.4	3.4
	rarely	17	29.3	29.3	32.8
	sometimes	16	27.6	27.6	60.3
	often	15	25.9	25.9	86.2
	always	8	13.8	13.8	100.0
	Total	58	100.0	100.0	

**Table 17 Memory strategy 2**

From the table, it can be concluded that 29.3% of students rarely practice new vocabulary and grammar rules, 27.6% use this method often and 25.9% use it often. Few students always use it and even fewer never use it. Overall it seems that this method is used but not all the time.

**I create mind maps and visual aids to organize and remember new information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	8	13.8	13.8	13.8
	rarely	9	15.5	15.5	29.3
	sometimes	14	24.1	24.1	53.4
	often	13	22.4	22.4	75.9
	always	14	24.1	24.1	100.0
	Total	58	100.0	100.0	

**Table 18 Memory strategy 3**

The table showed that students reported that they almost never (13.8%) or rarely (15.5%) use mind maps and visual aids. On the other hand, 22.4% of the students reported using them often, and 48.2% use them sometimes and always. The data suggests that mind maps and visual aids are a common strategy used by EFL students for organization and memorization, but it is not used by everyone.

**Table 19 Memory Strategy 4**

**I compare and contrast new knowledge with the previous one**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	3.4	3.4	3.4
	rarely	20	34.5	34.5	37.9
	sometimes	19	32.8	32.8	70.7
	often	6	10.3	10.3	81.0
	always	11	19.0	19.0	100.0
	Total	58	100.0	100.0	

From the table, it is noticeable that 43.1% of the students use paraphrasing to better grasp what they learn, 32.8% students stated that they use it often, and 19% use it sometimes. While only 5.2% never use it. This memory method seems to be a very commonly used one among students.

**Table 20 Cognitive Strategy 1**

**I try to rephrase information in my own words to better understand**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	5.2	5.2	5.2
	sometimes	11	19.0	19.0	24.1
	often	19	32.8	32.8	56.9
	always	25	43.1	43.1	100.0
	Total	58	100.0	100.0	

From the data gathered on the usage of memory strategies, the most used method is paraphrasing. This suggests that students find revisiting studied materials and using their own words helps them

process information better. Flashcards and mind maps are sometimes used, which means that they use them to memorize specific information or for visual representation. While memorizing is rarely used, as students rarely go for memorizing to learn in general.

**I try to guess meaning of new words from the context**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	2	3.4	3.4	3.4
	rarely	2	3.4	3.4	6.9
	sometimes	12	20.7	20.7	27.6
	often	12	20.7	20.7	48.3
	always	30	51.7	51.7	100.0
	Total	58	100.0	100.0	

**Table 21 Cognitive Strategy 2**

**2. Cognitive strategies**

Three different strategies were rated by students from the most frequently used to the least.

**I visualize words and concepts to remember them better**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	5.2	5.2	5.2
	rarely	8	13.8	13.8	19.0
	sometimes	15	25.9	25.9	44.8
	often	16	27.6	27.6	72.4
	always	16	27.6	27.6	100.0
	Total	58	100.0	100.0	

**Table 22 Cognitive strategy 3**

From the table, 51.7 % of the students try to guess the meaning from the context, 41.4% of students use it often or sometimes. Only 6.8% of the sample rarely or never use it. It can be guessed that this strategy is mainly used for its efficiency and helps build a baggage of vocabulary for the student.

The table showed that this strategy is rarely or sometimes used by students, this could be due to the difficulty of this strategy that requires them to identify the new and old information they could compare. Another possible reason is due to their learning environment, where it should be structured by the teacher and explicitly explained to them. It also could be due to lack of time management.

The table showed that visualizing words and concepts to help remember them is always and often used by students. Most students tend to be visual learners, which makes this strategy commonly used among EFL learners to remember new concepts and vocabulary.

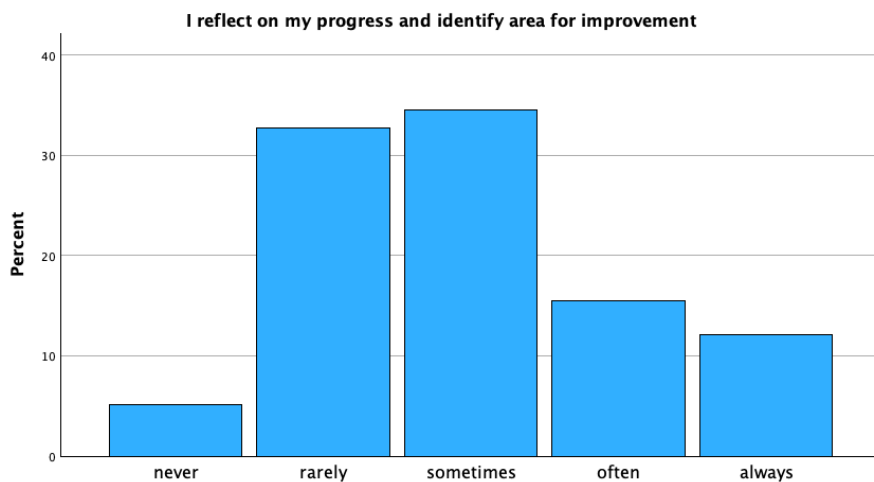
### 3. Metacognitive Strategies

Three different strategies were rated by students from the most frequently used to the least.



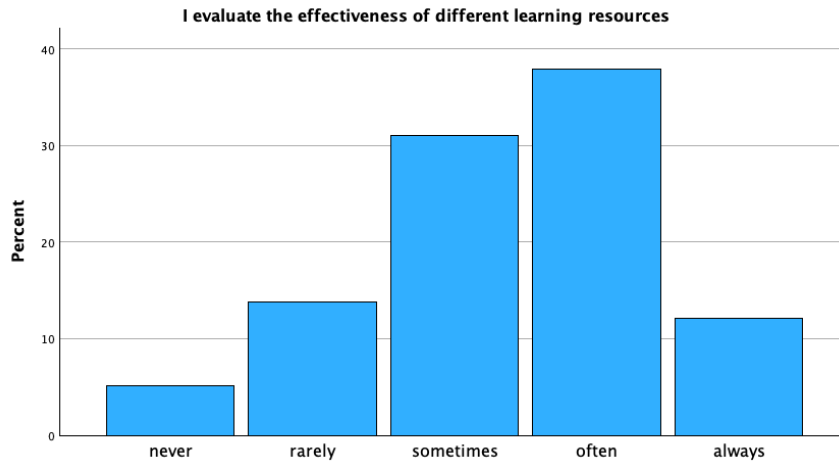
**Figure 18 Metacognition Strategy 1**

The figure represented showed that around 68.3% of the students set specific goals for their learning. This suggests that students find this strategy to be a helpful one. The 31.7% left of the students stated that they rarely or never set goals, which could be because they simply do not know how to set effective achievable goals.



**Figure 19 Metacognition Strategy 2**

The figure showed that students sometimes or rarely reflect on their learning progress and identify areas for improvements, but overall only few students never reflect on their progress. It could be due to lack of self-reflection or that they do not know how to apply this strategy.



**Figure 20 Metacognition Strategy 3**

The figure represented how often students evaluate the effectiveness of the learning resources and materials they use in their learning process. It seems that most students do often or sometimes evaluate their learning materials, only few never do. Students tend to look for what works best for them.

#### **4. Affective Strategies**

Three different strategies were rated by students from the most frequently used to the least.

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
I reward myself for achieving my learning goals	58	1	5	3.50	1.218
I try to stay positive and reduce my anxiety by reminding myself that mistakes are part of the learning process.	58	1	5	3.78	1.229
I find ways to make learning an enjoyable experience	58	1	5	3.83	1.244
Valid N (listwise)	58				

**Table 23 Descriptive Statistics on How Often Students Use Affective Strategies**

The table used a scale of 1 to 5, where 1 represents "Never" and 5 represents "Always". The following is how often these affective strategies are used. The first method is rewarding themselves for achieving their learning goals, students reported an average frequency of 3.50 (with a standard deviation of 1.22) which suggests that students do reward themselves somewhat often for reaching their learning goals.

The second method is staying positive and reducing anxiety over committing mistakes, students reported that the average of frequency was 3.78 (with a standard deviation of 1.23). This indicates that students tend to try and be positive and less anxious in order to learn.

The third method is finding ways to enjoy their learning experience, students reported an average of 3.83 (with a standard deviation of 1.24) which suggests that students tend to use this method often to enjoy their learning process.

### 5. Social Strategies

Five different strategies were rated by students from the most frequently used to the least.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I practice speaking English inside and outside the classroom with my classmates	58	1	5	3.19	1.480
I participate in group activities and discussions to improve my speaking skill	58	1	5	2.88	1.352
I ask and seek teachers for help when needed	58	1	5	2.86	1.369
I listen to podcasts and native speakers to practice my listening skill and acquire new vocabulary	58	1	5	3.40	1.388
I try to communicate with native speakers to better improve my pronunciation	58	1	5	2.66	1.540
Valid N (listwise)	58				

**Table 24 Descriptive Statistics on How Often Students Use Social Strategies**

The table used a scale of 1 to 5, where 1 represents "Never" and 5 represents "Always". The following is how often EFL students use different social strategies. First method being practicing English with classmates in and out of the classroom, the average of frequency is 3.19 (with a standard deviation of 1.48), which suggests that students often use this method to improve their speaking skill. Most students have a group of classmates that they interact often with, that creates opportunities for in and out discussions using the language.

The second method is participating in group discussions and group activities, the average of frequency was 2.88 (with a standard deviation of 1.35). This suggests that do use this method often or rarely. Possible reasons as to why they do not use it always could be because of the lack of opportunities for fruitful discussions.



The third method is seeking teachers for help, this method' average of frequency of 2.86 (with a standard deviation of 1.37), this indicates that students rarely use this method. Possible reasons for this could be because they are intimidated or are afraid to ask for help.

The fourth social method is listening to podcasts by natives, the average frequency was 3.40 (with a standard deviation of 1.39). This indicates that students often listen to podcasts in order to learn new vocabulary and language of natives to improve their listening and speaking skills which makes their language use seem more natural.

The last method is communicating and interacting with natives, the average frequency was 2.66 (with a standard deviation of 1.54), which indicates that students try this strategy less than often. Its could be because they find it challenging and intimidating to communicate with natives, they could also feel less confident because of their pronunciation.

<b>Other strategies</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	39	67.2	67.2	67.2
	yes	19	32.8	32.8	100.0
	Total	58	100.0	100.0	

**Table 25 Other Strategies that students use**

**Item 2. Other Strategies That Students Use**

From the table, 67.2% of students replied by no which indicates that they tend to use mostly the mentioned strategies. On the other hand, 32.8% of students did reply with yes, they do have different strategies they tend to use often that helped them earn and acquire language better.

<b>personality influence</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	17	29.3	29.3	29.3
	yes	41	70.7	70.7	100.0
	Total	58	100.0	100.0	

**Table 26 Personality's Influence on Language Learning**

However, there was a lack of elaboration in terms of those new methods.

**Section 4: MBTI and LLS**

**Item 1: Personality's Influence on Language learning**

The table showed that 70.7% of students do believe that their personality influences the way they learn in general. The way individuals learn differ, and one of the reasons as to why that happens is their personality preference. The introverted type would not seek group discussions and the sensing type would not learn language abstractly, they would lean towards visualizing concepts. Students' personalities differ which eventually influences how they learn language.

**Item 2. Personality helps students learn language**

The table showed that 69% of students believe that their personality had a positive effect on their learning experience, while 29% of students did not find their personality that helpful.

**Personality helped to learn**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	17	29.3	29.8	29.8
	yes	40	69.0	70.2	100.0
	Total	57	98.3	100.0	
Missing	System	1	1.7		
Total		58	100.0		

**Table 27 Personality Helps Students Learn Language**

**Item 3. Personality hinders students' language learning**

**challenges because of Personality**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	40	69.0	70.2	70.2
	yes	17	29.3	29.8	100.0
	Total	57	98.3	100.0	
Missing	System	1	1.7		
Total		58	100.0		

**Table 28 Personality hinders students' language learning**

The table showed that 69% of students did not find their personalities hindering their language learning experience, on the other hand 29.3% did find that learning language was challenging because of their personalities. The elaborated answers highlighted that due their shyness and introversion, they were unable to communicate their thoughts freely, they also found themselves afraid of speaking as they are embarrassed of making mistakes.

**Item 4.** *Knowing students' MBTI types creates a more inclusive learning environment*

**knowing students mbti create inclusive classes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	32	55.2	56.1	56.1
	yes	25	43.1	43.9	100.0
	Total	57	98.3	100.0	
Missing	System	1	1.7		
Total		58	100.0		

**Table 29** knowing students' MBTI create inclusive classes

The table showed that 55.2% of students do not see that by knowing students' MBTI types would help teachers and policy makers create an inclusive environment for students. The reasons mentioned were that it is a hard task to do, and that creating an environment that caters to all types is a daunting and kind of an impossible task in the Algerian context. While 43.1% of students do see that MBTI types would help teachers in creating a learning atmosphere that suits all students. They believe that teachers would be able to adjust their teaching methods and teaching materials.

**3.4.2 Students' MBTI Test Results**

The MBTI Test was taken face-to-face with a total of 18 students, then the test was entered manually into the "16Personalities" websites. The results were exported into SPSS to have percentages and graphs to visualize the common types found in the sample.

**GENDER**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	16	88.9	88.9	88.9
	male	2	11.1	11.1	100.0
	Total	18	100.0	100.0	

**Table 30** Sample's Gender

The sample was mostly females with 88.9%, it is a non-probability sampling since the students volunteered to do the test. However, in most EFL classes, females tend to be more than and they are more likely to volunteer in answering questionnaires and in-group discussions.

		<b>mbti</b>				
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	ENFJ-A	3	16.7	16.7	16.7	
	ENFP-A	1	5.6	5.6	22.2	
	ENFP-T	1	5.6	5.6	27.8	
	ENTJ-A	5	27.8	27.8	55.6	
	ESTJ-A	1	5.6	5.6	61.1	
	INFP-A	1	5.6	5.6	66.7	
	INTJ-A	1	5.6	5.6	72.2	
	INTP-A	1	5.6	5.6	77.8	
	INTP-T	1	5.6	5.6	83.3	
	ISFP-A	1	5.6	5.6	88.9	
	ISTP-A	1	5.6	5.6	94.4	
	ISTP-T	1	5.6	5.6	100.0	
	Total		18	100.0	100.0	

***Table 31 Sample' MBTI Results***

The table shows that the most common MBTI types are ENFJ-A with five students and ENTJ-A with three students. The sample contains 09 types out of the 16 types. The researcher intended to use the results before conducting the focus group, but due to time constraints that was not possible.

### ***3.4.3 Focus Group Thematic Analysis Report***

#### **Theme 1: Awareness and Understanding of MBTI**

This theme encompasses students' knowledge and personal experiences with the MBTI personality test. Participants showed varying levels of awareness regarding the MBTI personality test. While some were familiar with it and had taken it multiple times, on the other hand others had never heard of it. Those who knew their MBTI types discussed the accuracy and the dynamic nature of the test results, indicating a belief that personality is not static but rather dynamic and changes as the person develops and changes as well.

“whether you get INFP or INFJ the results are percentages when it comes to the P or the J like it changes your personality is not static it is dynamic”

#### **Theme 2: Influence of Personality on Learning**

This theme explores how students' personality traits influence their learning preferences and behaviors. The students expressed that personality traits significantly influence their learning preferences and strategies. They expressed that despite extroverts sharing that they prefer to learn in solitary rather than group settings. Anxiety and confidence were mentioned as factors that influences

their learning and personality, several participants discussed how their anxiety hinders their learning and presentation skills.

### **Theme 3: Preferred Learning Strategies**

Among students several learning strategies were discussed, such as using mind maps, paraphrasing, and audio recordings. Many students mentioned how technology played a big role in how they learn, through the use of Youtube, podcasts and online articles. Challenges in specific subjects were mentioned, like grammar lessons being static with no practice and linguistics for being too abstract and very concept-based. Some solutions were mentioned, like using online resources such as articles and YouTube videos to better understand those materials.

“mind maps also audio recording I record myself and then I listen to it when making the dishes”

“we learned at home using YouTube and websites because of exams using repetition a lot and memorization and songs”

### **Theme 4: Group Work Dynamics**

In terms of group work, some students shared a distaste for mandatory collaborative work because of varied reasons, such as not being allowed to work partners of their choosing and unequal participation in the group because of inactive students. Some students also shared that they prefer to work with others and that it makes them retain information better when they are working with members of their choosing. The issue of controlling members also arose, and how they tend to deal with it by either ignoring the member or by simply being passive and just getting the work done.

“... if it's someone I am comfortable with, I work well, I do a good job. If it's someone I am not comfortable with I just go with the flow”

### **Theme 5: Teacher's Role and Awareness**

Students do believe that most teachers were aware of personality differences but did not always apply this knowledge in their teaching methods due to time constraints and the difficulty of the task. Some suggestions were given, such as recognizing that different personality types exist in the classroom and by adjusting their strategies accordingly. For example, teachers can offer a mix of activities and be flexible with deadlines to accommodate different working styles.

“... most of the teachers do not, and if they acknowledge it, they do not do anything about it...”

### **Theme 6: Ideal Learning Environment**

Students described their ideal learning environments to have different activities. They also preferred teachers who create a comfortable and understanding setting, by using humor and being relatable.

Students also shared their dislike for online learning and they favored face-to-face interaction as it makes them more interactive and dynamic.

“nice teacher and makes the atmosphere calm, and teachers who use jokes and make us feel comfortable”

## **Conclusion**

This chapter has provided a comprehensive analysis of the data collected through a mixed-methods approach, combining both quantitative and qualitative methods to explore the relationship between EFL students' MBTI personality types and their language learning strategies. The results highlight the importance of recognizing individual personality differences in EFL classrooms. The different use of language learning strategies suggests that one teaching approach will not be affective for all students. Teaching strategies should be more personalized and catered towards the different personality types found in the classroom so that it can improve the quality of learning and provide better learning and teaching incomes.

# **General Conclusion**

This study aimed to explore the relationship between EFL learners' personality types and the language learning strategies they use, in the case of using the Myers-Briggs Type Indicator (MBTI) with third year license students at the English department of Biskra's university, Mohamed Kheider.

Through the use of a mixed methods methodology, the data was gathered through the use of three data collection tools: a students' questionnaire (Appendix A), and MBTI personality test (Appendix B) and a focus group discussion (Appendix C). Descriptive statistics were used to analyze the questionnaire, and the MBTI test; while a thematic analysis was used to analyze the focus group discussions.

The research questions were answered, as it is found that the MBTI types found in the sample are equally distributed in terms of extraversion and introversion, the students leaned more towards intuition than sensing. As for feeling/ thinking and judging/perceiving, the students were also equally distributed. Students also leaned towards assertiveness more than turbulence.

The language learning strategies that students leaned more towards using were metacognitive and affective strategies, they were used almost always. The cognitive was either used often or always by students. Memory and social strategies are sometimes or rarely used by students.

The relationship between students' MBTI types and the learning strategies they used, was manifested as students who leaned towards extroversion preferred to use social strategies. Students who are judging tend to use metacognitive strategies. Feeling students preferred the use of affective strategies. Other links were not shown from the data gathered.

### **Limitations of the study**

The study has been limited due to certain reasons, which are: time constraints as the data was gathered within a week. The sample number was not enough to represent all third year EFL students. Also, the gender was mainly females, which led to gender bias. The data collection tools were mainly self-reported by students themselves, which makes their answers biased and not completely subjectives. The data gathering tools which was the questionnaire in this case, in the second section, item number 3, was not conclusive enough. As the two questions with two options were enough to decide on which dichotomy students' leaned towards. The focus group discussions lacked in terms of students. The researchers' lack of experience in data analysis and in using SPSS.

### **Implications of the study**

The study incites teachers and policy makers to take the different personality types and their language learning strategies into considerations when designing their courses, their teaching methods and their teaching materials. As not all students learn the same way, with the same materials. By taking that into consideration, learners can have more inclusive and tailored classrooms and learning



environments. It would be recommended if it is adopted by ESP teachers, as they have more time during their needs analysis.

### **Recommendation for future research**

It is recommended for future research on the topic, to have more large scaled samples with equal gender distribution. The study would possibly have better results if an experimental research design is used. More time should be given to the design of the data collection methods. Experience in data analysis would have better interpretations for the findings. Researchers should explore the effectiveness of teaching strategies specifically designed for different personality types, with larger and more diverse populations to solidify the connection between personality types and learning strategies in EFL contexts. Additionally, exploring specific dichotomies with specific language learning strategies, like how perceiving and judging use cognitive learning strategies.

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## Appendix A

### Students' Questionnaire

Dear students,

You are kindly asked to answer the following questionnaire based on your personal opinion and your learning experience. This data gathering tool **aims** to understand **how your personality type influences your approach and the strategies used to learn English as a foreign language (EFL)**. We kindly request that you give careful consideration to the following questions. Your input is of a great importance to this research study. We want to assure you that the confidentiality and anonymity of your responses will be strictly maintained.

Thank you for your time and cooperation.

#### Section 1: General Information

**Q01. Gender:**

Male

Female

**Q02. Age: .....**

**Q03. How many years have you been studying English as a foreign language? .....**

**Q04. How would you describe your language proficiency level?**

**Beginner**                       **Pre- Intermediate**

**Intermediate**                       **Upper-  
Intermediate**

**Advanced**

#### Section 2: Myers-Briggs Type Indicator (MBTI)

It is a popular personality assessment tool that categorizes individuals based on four dichotomies (*Extroversion (E) vs. Introversion (I)*, *Thinking (T) vs. Feeling (F)*, *Sensing (S) vs. Intuition (N)*, *Judging (J) vs. Perceiving (P)*) that forms 16 different personality types.

**Q01. Have you ever heard of this personality test beforehand?**

Yes

No

**Q02. If you have taken the MBTI test before, what was your personality type?**

<input type="checkbox"/>	<b>ISTJ</b>	<input type="checkbox"/>	<b>ISTP</b>	<input type="checkbox"/>	<b>ESTP</b>	<input type="checkbox"/>	<b>ESTJ</b>
<input type="checkbox"/>	<b>ISFJ</b>	<input type="checkbox"/>	<b>ISFP</b>	<input type="checkbox"/>	<b>ESFP</b>	<input type="checkbox"/>	<b>ESFJ</b>
<input type="checkbox"/>	<b>INFJ</b>	<input type="checkbox"/>	<b>INFP</b>	<input type="checkbox"/>	<b>ENFP</b>	<input type="checkbox"/>	<b>ENFJ</b>
<input type="checkbox"/>	<b>INTJ</b>	<input type="checkbox"/>	<b>INTP</b>	<input type="checkbox"/>	<b>ENTP</b>	<input type="checkbox"/>	<b>ENTJ</b>

**Q03. Please select the answer that best describes you for each statement. There are no right or wrong answers, just choose the option that feels most natural to you.**

***Extraversion (E) vs. Introversion (I)***

1. Do you prefer working in groups/pairs, or do you prefer to work alone?

I prefer to work in groups/pairs.

I prefer to work on my own.

2. In a group setting, are you more likely to speak up and share your ideas, or do you prefer to listen and observe?

I speak up and share my ideas.

I listen and observe.

***Sensing (S) vs. Intuition (N)***

3. When learning, do you rely more on facts and concrete details, or on hunches and possibilities?

I rely on facts and concrete details.

I rely on instincts and possibilities.

4. Do you prefer learning through practical activities and hands-on experiences, or through abstract concepts and theories?

Practical activities and hands-on experiences.

Abstract concepts and theories.



***Thinking (T) vs. Feeling (F)***

5. Would you describe yourself as more critical and analytical, or empathetic and understanding?

Critical and analytical.

Empathetic and understanding.

6. In a classroom setting, do you find yourself making decisions based on fairness and group harmony, or on efficiency and achieving the task?

Fairness and group harmony.

Efficiency and achieving the task.

***Judging (J) vs. Perceiving (P)***

7. When completing a task, do you strive to finish it quickly and move on, or do you like to take your time and consider all options?

Finish it quickly and move on.

Take my time and consider all options.

8. Would you describe yourself as more organized and structured, or open-minded and adaptable?

Organized and structured.

Open-minded and adaptable.

### Section 3: Language Learning Strategies (LSS)

Language learning strategies are the specific methods and techniques individuals use to acquire a new language. These strategies can be categorized in different ways, but some common types include: memory, cognitive, metacognitive, affective and social strategies.

**Q01. Please rate how often you use the following strategies for learning English. Use the following scale: (Never, Rarely, Sometimes, Often, Always)**

Strategies	Never	Rarely	Sometimes	Often	Always
I used flashcards or mnemonic devices to remember new vocabulary.					
I practice new vocabulary words and grammar rules several times to memorize them.					
I create mind maps and visual aids to organize and remember new information.					
I try to rephrase information I am learning in my own words or come up with examples to help me understand it.					
I try to guess meaning of new words from the context in which they are used.					
I compare and contrast new knowledge with the previous acquired one.					
I visualize words and concepts to remember them better.					
I set specific goals for my learning.					
I reflect on my progress and identify area for improvement.					
I evaluate the effectiveness of different learning resources.					
I reward myself for achieving my learning goals.					

I try to stay positive and reduce my anxiety by reminding myself that mistakes are part of the learning process.					
I find ways to make learning an enjoyable experience.					
I practice speaking English inside and outside the classroom with my classmates.					
I participate in group activities and discussions to improve my speaking skill.					
I ask and seek teachers for help when needed.					
I listen to podcasts and native speakers to practice my listening skill and acquire new vocabulary.					
I try to communicate with native speakers to better improve my pronunciation.					

**Q02. Beyond the strategies listed in the questionnaire, are there any unique methods you have developed through the years that helped you learn English?**

Yes

- If yes, elaborate.

.....  
 .....

**Section 4: MBTI personality types and language learning strategies**

**Q01. Do you think that your personality type influences your approach to learning English as a foreign language?**

Yes

No

**Q03. Has your personality ever helped you communicate or learn English effectively?**

Yes

No

**Q04. On the other hand, have you ever encountered a situation where your personality made learning English more challenging?**

Yes

No

• If yes, elaborate:

.....  
.....

**Q05. Do you think knowing students' different personality types can help teachers and policy makers use more inclusive and suitable teaching strategies and materials to fit all the students?**

Yes

No

• If yes, can you elaborate:

.....  
.....

Thank you for answering.

## Appendix B

### MBTI personality test

Statement	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
1. You regularly make new friends							
2. Complex and novel ideas excite you more than simple and straightforward ones.							
3. You usually feel more persuaded by what resonates emotionally with you than by factual arguments.							
4. Your living and working spaces are clean and organized.							
5. You usually stay calm, even under a lot of pressure.							
6. You find the idea of networking or promoting yourself to strangers very daunting.							
7. You prioritize and plan tasks effectively, often completing them well before the deadline.							
8. People's stories and emotions speak louder to you than numbers or data.							
9. You like to use organizing tools like schedules and lists.							

10. Even a small mistake can cause you to doubt your overall abilities and knowledge.							
11. You feel comfortable just walking up to someone you find interesting and striking up a conversation.							
12. You are not too interested in discussions about various interpretations of creative works.							
13. You prioritize facts over people's feelings when determining a course of action.							
14. You often allow the day to unfold without any schedule at all.							
15. You rarely worry about whether you make a good impression on people you meet.							
16. You enjoy participating in team-based activities.							
17. You enjoy experimenting with new and untested approaches.							
18. You prioritize being sensitive over being completely honest.							
19. You actively seek out new experiences and knowledge areas to explore.							

Statement	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
20. You are prone to worrying that things will take a turn for the worse.							
21. You enjoy solitary hobbies or activities more than group ones.							
22. You cannot imagine yourself writing fictional stories for a living.							
23. You favor efficiency in decisions, even if it means disregarding some emotional aspects.							

24. You prefer to do your chores before allowing yourself to relax.							
25. In disagreements, you prioritize proving your point over preserving the feelings of others.							
26. You usually wait for others to introduce themselves first at social gatherings.							
27. Your mood can change very quickly.							
28. You are not easily swayed by emotional arguments.							
29. You often end up doing things at the							



last possible moment.							
30. You enjoy debating ethical dilemmas.							
40. You usually prefer to be around others rather than on your own.							
41. You become bored or lose interest when the discussion gets highly theoretical.							
42. When facts and feelings conflict, you usually find yourself following your heart.							
43. You find it challenging to maintain a consistent work or study schedule.							
44. You rarely second-guess the choices that you have made.							

45. Your friends would describe you as lively and outgoing.							
46. You are drawn to various forms of creative expression, such as writing.							
47. You usually base your choices on objective facts rather than emotional impressions.							

Statement	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
48. You like to have a to-do list for each day.							
49. You rarely feel insecure.							
50. You avoid making phone calls.							
51. You enjoy exploring unfamiliar ideas and viewpoints.							
52. You can easily connect with people you have just met.							
53. If your plans are interrupted, your top priority is to get back on track as soon as possible.							

54. You are still bothered by mistakes that you made a long time ago.							
55. You are not too interested in discussing theories on what the world could look like in the future.							
56. Your emotions control you more than you control them.							
57. When making decisions, you focus more on how the affected people might feel than on what is most logical or efficient.							
58. Your personal work style is closer to spontaneous							

bursts of energy than organized and consistent efforts.							
59. When someone thinks highly of you, you wonder how long it will take them to feel disappointed in you.							
60. You would love a job that requires you to work alone most of the time.							
61. You believe that pondering abstract philosophical questions is a waste of time.							
62. You feel more drawn							

<p>to busy, bustling atmospheres than to quiet, intimate places.</p>							
<p>63. If a decision feels right to you, you often act on it without needing further proof.</p>							
<p>64. You often feel overwhelme d.</p>							
<p>65. You complete things methodically without skipping over any steps.</p>							
<p>66. You prefer tasks that require you to come up with</p>							

creative  
solutions  
rather than  
follow  
concrete  
steps.

--	--	--	--	--	--	--	--

Statement	Strongly agree	Agree	Somewhat agree	Neutral	Somewhat disagree	Disagree	Strongly disagree
67. You are more likely to rely on emotional intuition than logical reasoning when making a choice.							
68. You struggle with deadlines.							
69. You feel confident that things will work out for you.							



## **Appendix C**

### **Focus Group Discussion Plan**

#### **Introduction**

- 1.** Greet and thank the students for agreeing to participate in the focus group discussions, then explain the purpose of the focus group discussion and the research.
- 2.** Ask about their knowledge of the MBTI and their personality types.
- 3.** Ask whether their personality affects the way they learn anything.
- 4.** Ask what strategies they use to improve your four skills.
- 5.** Ask if they encountered a situation where their learning strategy did not help them learn language.
- 6.** Ask if they prefer to work with others or by themselves.
- 7.** Ask what resources they use to learn.
- 8.** Ask about their ideal environment for learning, how the teachers can structure the environment depending on their personality preference.
- 9.** Ask if they think teachers are aware of the different personality, if yes what do they do to cater to all types.
- 10.** Ask how teachers use the MBTI types and learning language strategies to suit all types in the classroom.

## المخلص

يعتبر تعلم اللغة الاجنبية خاصة اللغة الإنجليزية نشاطاً تتم ممارسته بعدة طرق مختلفة من قبل الطلبة، و ذلك لأسباب عدة تؤثر على تعلم اللغة. منها شخصيات الطلبة المختلفة التي هي الاخرى تؤثر على الاستراتيجيات والطرق المستعملة من قبلهم. مؤشر الشخصيات مايرز بريجز يصنف الشخصيات المختلفة إلى 16 شخصيات مختلفة استناداً على أربع ثنائيات مثل الانطواء و الانفتاح. هذا المؤشر يعطي فكرة عن ماهية الطرق التي يميل إليها الطلاب. الطرق والاستراتيجيات المستعملة من طرف الطلاب هي كل ما يتم استخدامه من أجل تعلم اللغة بطريقة فعالة. حاولت هذه الدراسة سد الفجوة الموجودة لفهم و استكشاف العلاقة بين أنواع شخصيات الطلبة في تعلم اللغة الإنجليزية كلغة أجنبية و إستراتيجيات تعلم اللغة المستعملة من طرفهم. الفئة المستهدفة كانت طلبة اللغة الإنجليزية السنة الثالثة ليسانس في جامعة محمد خيضر في بسكرة. المنهجية المستعملة كانت البحث المندمج/المختلطة ذلك عن طريق استعمال الادوات الكمية و النوعية في نفس الدراسة للحصول على نتائج تساهم في الحصول على نتائج تفيد طبيعة البحث. الادوات المستعملة لجميع البيانات كانت استبيان قدم للطلبة ، إختبار الشخصية، و كذلك مناقشة مجموعة نقاش مركزة. بعد تحليل و مناقشة البيانات تم التحصل على النتائج التالية: الاستراتيجيات المستعملة من طرف الطلاب تتأثر بأنماط شخصياتهم المختلفة. الطلبة المنفتحون يميلون نحو إستعمال إستراتيجيات التعلم الاجتماعية، الطلبة الحاكمين يميلون نحو إستراتيجيات التعلم لما وراء المعرفة، أما الطلبة اللذين يستعملون شعورهم يميلون نحو إستراتيجيات التعلم العاطفية. كما أبدى الطلاب اهتماماً بهذا الاختبار و على احتمالية استخدامه من طرف الاساتذة من أجل اختيار الطرق و الاستراتيجيات التعليم المناسبة تلبية حاجة مختلف الطلبة. بناءً على ما سبق يُنصح الأساتذة و المختصون في صنع المحتوى الدراسي بأخذ مختلف الأنماط و الشخصيات بعين الإعتبار عند تصميم أساليب التعليم.

**الكلمات المفتاحية:** تعلم اللغة الأجنبية، أنواع الشخصيات، مؤشر مايرز بريجز، إستراتيجيات تعلم اللغة