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Evaluating the Influence on Various Learning Styles and Personality Types in Foreign Language

Learning and Performance

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ABSTRACT

This study is an investigation of the effect of personality and learning styles on language learning and performance of the Level 3 Foreign Language student from the year 2020-2021 at the University of the West Indies. It was carried out using the Myers Briggs Type Indicator to decipher personality and the Perceptual Learning Style Preference Questionnaire by Reid to reveal learning styles. Interviews were also used to gather data on the student's opinions on the topic. Its purpose was to determine having an extroverted or introverted personality influenced the language learning and general performance in various foreign language components and whether learning styles contributed to the process. The investigation revealed that majority of the students were extroverted and the introverted student underperformed in speaking than the other components. Despite their claims, the participant still performed well in all components due to the way in which they retain information. The study is done on a small scale, however, it provides suggestions for educators and language learners based on personality types and its effect to help facilitate the language learner process and to maximize student performance.

Keywords: Personality, extroversion, introversion, learning styles, pedagogy.

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INTRODUCTION

In recent years, there has been a surge in number of persons learning foreign languages in the Caribbean. This can be seen through an initiative called “Spanish Implementation Secretariat (SIS)” launched in 2005 by the Ministry of Education. Additionally, language learning in schools have gained more attention and thus became revolutionized. Institutions such as the University of the West Indies have deviated from a teacher centred classroom to a more interactive environment. As a result, there has been an ongoing debate regarding the factors that can influence a student’s language learning process as well as their performance in class and examinations. One of the main factors is personality. Certain researchers have claimed that extroverted individual perform better in languages, while others believe that language learning is most suitable for introverts. Consequently, this study will evaluate personality types and learning styles, since they play a significant role foreign language learning.

Rationale

Though personality and language learning strategies play an important role in second language acquisition there is a void in the research of the relation between the two concepts. Therefore, the researcher seeks to find a correlation between the two and how educators and language learners themselves can use the knowledge of personality types and their best suited learning styles to better foreign language learners’ performance. Additionally, the researcher seeks to investigate this issue since she is a foreign language (BA French and Spanish) student at the University of The West Indies, Saint Augustine Campus. She enjoys languages, however noticed that many of the persons in her class have extroverted personalities while she herself is introverted. Consequently, she felt as though the way in which some classes have been carried out, she has not

been able to perform at her full potential due to factors such as anxiety and the ability to speak in larger crowds in oral classes. However, there are other positive factors and aspects in which she excels such as grammar, learning vocabulary and listening. The research can add to the language learning community to aid current or aspiring teachers to better understand their students as well as maximize student performance in foreign languages.

Thesis statement

The relationship between types of learning and personality type can strongly impact a foreign language learner's performance in listening, speaking, writing, and reading.

Parameters

This investigation will adhere to a strict framework to ensure that the objectives of the research are achieved. Thus, the participants of this study are limited to and centered around third level students pursuing foreign languages (whether a major or a minor in French, Spanish or Portuguese) at the Department of Modern Languages and Linguistics at University of the West Indies, St Augustine Campus

Research questions

1. What are the types of personalities and how does personality affect foreign language performance?
2. What are the types of learning styles and how can learning styles be used to improve language performance despite personality?

Objectives

1. To reiterate that persons are different, unique and have their own way of learning

2. To implement the idea of personality into classroom settings since one's personality can affect whether they perform unsatisfactorily or exceptionally.
3. To encourage educators to implement strategies and methods in the classroom that are conducive to more students.

Chapter outline

This study contains three chapters. Chapter One is an analysis of existing literature which investigates relevant theories and ideologies pertaining to the subject as well as discusses the gaps of previous research. Chapter Two displays the data collected throughout the study. Chapter Three is a discussion of the results gathered in terms of personality, learning styles and foreign language components.

Methodology

Several scholarly articles carried out on the topic of personality and learning styles in foreign language learning were used to inform the researcher of this study. The research is both qualitative and quantitative since the data collection method consisted simultaneously of nine open-ended interview questions which allowed the respondents to answer using their true feelings and options not being limited to few options. Tools of measurement were also utilized to find out additional information from the participants using close ended questions. The Myers Briggs was used to decipher personality types included four close-ended questions of two dichotomies in which the respondents had to choose the option most relatable to their personality. The second tool used was the Perceptual Learning Style Preference Questionnaire by Reid which helps to determine the students' learning styles. This instrument consisted of fifteen items in which the students had to respond on a scale of strongly disagree to strongly agree in order to figure out their

learning styles. The researcher analysed the results based on the type of questions that the participants answered. That is to say that the 15 questions of the survey were categorized based on three (3) learning styles. Questions numbered 1, 5, 9, 12 and 15. Questions numbered 2, 4, 7, 10 and 14. Questions numbered 3, 6, 8, 11 and 13.

The participants were chosen using the snowball method, which is defined as a non-probability sampling technique in which the samples have traits that are rare to find. The participants are students at the University of the West Indies who were in their third year pursuing majors or minors in French and Spanish language programs. The data and findings obtained was then interpreted by the researcher in context with the studies previously done in the field.

CHAPTER ONE: LITERATURE REVIEW

Within the last decade there has been an increase in the interest of language learning due to the advancement of technology and globalization.¹ This process helps to bring persons, cultures and language closer to one another. The term incorporates not only sociocultural processes but economic, technological and political systems as well (Croucher, 2004) which demands the need for a common language. As a result, there has been an increase in the interest in learning foreign languages. The way in which languages are learnt have been completely transformed thanks to the internet and many other technological advances. These inventions help to keep up with the fast-paced dynamics of the society where culture and language moves along with it. However, this was not the case in the sixteenth century for the language learning process of Latin and Greek, which are known today as “dead languages.” According to Anthony Howatt, in the 1800s there were three major pedagogical methods used in teaching foreign languages. The first is the grammar translation method, which is characterized by learning grammar rules and building vocabulary. It survives in some classrooms today since there is a basis of memorizing lists and facts. Cunningham (2000) posits that this practice is beneficial for students of all level and classrooms with numerous students and limited resources and technology. This pedagogical approach emphasizes reading and writing skills while neglecting other aspects of languages such as listening and speaking. As a result, a second method associated with the Reform Movement was developed, this time emphasizing on speaking practice and reading of full classical texts instead of out-of-context sentences. The final method employs the idea that “individuals with diverse visions and agendas

¹ Anthony Giddens (1990, p. 64) defines globalization as “the intensification of worldwide social relations which link distant localities in such way that local happenings are shaped by events occurring many miles away and vice versa”

who independently rejected the status quo.” This pedagogical approach, deviates from a teacher centered learning environment. Which allows for the active participation of students. They can have a sense of agency in the classroom and can establish methods and learning styles suitable for their personality in foreign language learning. While there are other cognitive factors such as memory, attention, awareness, forgetting, context and environment motivation, language anxiety. It is important that the student recognizes their individual ability based on personality, since it concerns the way they perform in their listening, speaking, reading, writing and grammar exercises.

According to Dornyei, personality plays a major role in influencing behaviour. Personality can be defined as the most individual characteristic of a human being; this even includes mood and temperament. As defined by Pervin and John (2001) “personality is the part of the field of psychology that most people consider in their entirety as individuals and as complex beings.” It is an “account for consistent patterns of feeling, thinking, and behaving” Pervin and John (2001) also added that “to a certain extent people are the same regardless of context, and to a certain extent they also are different depending on the context.”

Myers Briggs Type Indicator (MBTI)

For many years humans have been characterized by laymen and scholars. Carl Jung’s personality theory of 3 dichotomies (extraversion-introversion, sensing-intuiting, and thinking-feeling) gained its momentum due to the popularity of psychologist Carl Jung in the 20th century and its long life is due to the fact that it exposed basic truths about personality. It is easy to maneuver and can be used by non-specialists in the field. The Jungian personality model gained more relevance due to the addition of a fourth bipolar type: judging-perceiving, by a mother-daughter duo Isabel Myers and Katharine Briggs. Nowadays, The MBTI model is often used

without the mention of the Jungian system, which implies that the model has gained its own separate identity. In fact, it is the most widely used personality tests compared to other tests such as the Big Five Personality test and the Eyesnick test. It is used around the world in the world and is translated into 16 languages utilized for individual purposes as well as organizational and administrative reasons. Unlike other tests, the MBTI does not follow traditional dimensions which vary from positive to negative qualities. In fact, Dornyei posits that the test indicates various aspects of one's psychological set-up and, depending on their combinations, every type can have positive or negative effects in a specific life domain. Ehrman (1996) refers to this as personality styles since the elements of MBTI include cognitive factors.² The main dichotomy of the psychological measurement tool study focuses on one's orientation to the world. Extroverts have a more outer perspective, that is, they receive energy from interacting with persons and things. They use a more hands on and active approach in situations, for example, prefer to communicate by talking. While introversion includes a more internal focus based on more abstract concepts such as ideas, memories and emotions. These individuals prefer quiet environments, working alone and normally prefer to communicate through writing rather than talking.

Guo and Wang (2013) stated that a language learner's personality is an important aspect that determines successful second language acquisition. The individual can either perform exceptionally or averagely since the strategies used in acquiring the language may vary depending on their personality. There has been an ongoing debate on whether introverts or extroverts are better at language learning. Certain researchers have insisted that better language learning is associated with extroverts (Dewaele & Furnham, 2000) whereas some have voted in favor of

² Cognitive is the term which characterizes the elements reasonable for learning and performance such as memory, reasoning and attention. (Danili & Reid, 2006)

introversion in language learning (Gan 2011.) However, Ellis (1994) posits that extroverts succeed in language learning due the fact that they employ interpersonal communication strategies and that introverts also succeed since they possess cognitive academic ability. A study done by Ehrman and Oxford (1989) revealed that extroverts employ more affective strategies. Introverts are said to be slower to respond to or initiate conversation since they were more likely to try to communicate meaning solely based on context. These studies are crucial in this research since they incorporate different ideologies and perspectives to help in understanding the relationship between personality types and learning styles in language learning.

Learning Styles

Kalsbeek (1989) has stated that "learning style can be described as a person's preferred method of processing information, formulating ideas, and making decisions; the attitudes and interests that affect what is paid attention to in a learning situation; and a desire to seek out learning environments that are consistent with these personal profiles, or styles." These styles vary from person to person and is unique for each individual since each person has their preferred way of obtaining knowledge which works best for them. For example, some learn better through listening, some people learn visually or by using a more hands on approach while others learn through a combination of both methods. Whether on an individual or interpersonal (teacher-student) scale, identifying and understanding learning styles can lead to a more successful and improved learning experience.

Extroversion-Introversion Learning Style

These two elements are a valuable and important asset for both the educator and the learner since it can affect every aspect of learning. Kelley Brownfield posits that extraverted persons have a more outward focus on the world. That is to say that these students obtain their energy from the

outer world of people and things as well as direct their energy there. According to Sakamoto and Woodruff (1992,) these students learn better if they talk in cooperative groups as well as they depend on a method of trial and error rather than planning and preparation than when it comes to problem solving. They perform better in fast paced operations rather than slow paced environments. These types of students are very dynamic and prefer action and variety. Discussions, practical activities and less “reading and writing” are some suitable methods for extroverts. Contrarily, introverts are more inwardly focused. They depend on their inner world rather than external forces as a source of their energy. A quiet learning environment is the most appropriate for them as it permits them to concentrate and properly think about the problem or questions. In the words of Sakamoto and Woodruff 1992, introverts prefer working alone since they do not like their thoughts interrupted. In fact, Carl Jung referred to them as Prometheans because they like to think before acting, (Provost, 1991).³ They are more inclined to lecture based class sessions compared to the extroverted peers. Traditionally, the school format catered for the introvert where students sat in rows and the teacher gave information in the form of a lecture. However, in modern times, the student has become the center of the classroom where active participation is required. For this reason, some introverts may under perform in class discussions due to the spontaneity of the questions or activities given by the instructor.

Sensing-Intuiting Learning Style

This dichotomy evaluates the way in which one acquires information or gains knowledge about things. According to Lawrence, (1982) “Sensing is a term used for "perception of the observable by way of the senses," while Intuition is the term used for "perception of meanings,

³ Promethean is the name given to this personality by Carl Jung, meaning someone that thinks before they act in Greek.

relationships, and possibilities by way of insight". Sensing personality types are more objective whereas Intuitive types are more subjective. Persons with the sensing type are concerned with the realistic point of view of a situation. They are interested in facts and details and work with "proven procedures and theories". They perceive the world the way it is. Kelley Brownfield posits that sensing students prefer concrete material, that is, items they can see or touch, as well as they are less likely to use their imagination compared to their intuitive counterparts. In contrast, intuitive students are not fact oriented, they analyze information in terms of senses and tend to look at the bigger picture in situations. Provost (1987) states that they tend to digress from routine and structured methods of learning. Instead, they use their imaginative instinct thus preferring objective and open-ended assignments. Myers (1980) states that this type of learner prefers to trust their first instincts when answering questions in a test. Studies show that the average classroom hinders these students since assessments and exercises do not give way for the use of imagination for these students which leads to the loss of creative and imaginative qualities and expressions.

Thinking-Feeling Learning Style

Provost (1984) posits that this dichotomy is important in the understanding of the process of decision making of the learner. According to Lawrence (1982) thinking is the term used to define persons who use logic and impersonal judgments. These decisions are finalized after the student sift through existing evidence. They learn best using direct and objective arguments and work better when there is a type of criteria in which they can know what to expect. They use a scale of right or wrong in order to resolve problems (Myers, 1980) They can be perceived as blunt since their goal is usually to get their points made in a structured and organized manner. This can be seen through the employment of conjunctions in their speech. Thinking persons may not work well in group-based exercises, given that they tend to ignore the personal feelings of others.

However, they do well as the role of the leader since they can complete tasks in an efficient manner. (Provost and Anchors, 1991).

On the other hand, “feeling” labels those who make judgements from a personal and subjective point of view. (Lawrence, 1982, p. 8). This personality type uses a humanistic approach with regard to making decisions since they are people centered and are driven by their own feelings as well as the feelings of others. Unlike their thinking “peers” Feeling students “think with their hearts and not their heads” These students prefer a more flexible and lenient classroom setting and assignments and enjoy working in groups with others. When presented with new information, this type of learner puts into perspective how the new content can benefit others or mankind. According to Myers (1980,) they take criticism personally but thrive when they receive encouragement from others. These students excel at roles in the classroom which acts as a mediator between teacher and student such as student council representatives or tutors.

Perceiving-Judging Learning Style

The last dichotomy is measured on a scale of perceiving and judging, this dimension aids to find out whether students prefer structured classroom instructions (Provost, 1984.) The environment in which students learn is a key element in the language learning process. Most times if the environment is not suitable for their personality or learning style, they may not learn as efficiently as possible. Judging students usually prefer a structured classroom environment. They flourish with the use of deadlines and set dates and goals, that is, they enjoy working with a plan and rarely deviate from it. These students enjoy getting assignments done earlier or just on time, they make decisions quickly with the aim of “getting things done.” For this reason, they can often be considered as overachievers. In fact, the school system is geared to facilitate Judging learners which involves deadlines and structured syllabi. Contrarily, perceiving students are usually not

taken into consideration in the traditional school system. They are usually unable to learn to their full capacity since they are curious and rather a “flexible and spontaneous environment” than their Judging counterparts. (Myers 1980). According to Sakamoto and Woodruff (1992,) perceiving students are more likely to postpone their assignments, that is, do them moments before the deadline or submit them late. They find pleasure in open ended assignments such as discussions. They tend to take up many projects at once without being able to finish them since they lack structure. They are seen as underachievers and irresponsible by their educators. They do not work well in the classroom but flourish in self-paced situations.

Ehrman (1996) has ruled the MBTI types as valid since they outline real, recognizable character types and thus the inventory has proved to be useful in a wide variety of contexts. For the MBTI, participants must choose between four choices of each of the four dichotomies. There are sixteen possible combinations indicated by the initial of letters of each element (extraversion E, introversion I, Sensing S, Intuition N, thinking T, Perceiving P, Judging J. The only exception is intuition which is identified by the letter N.)

Table 1

16 Personality Types of the Myers Briggs Type Indicator

	SENSING TYPES		INTUITION TYPES		
INTROVERSION	ISTJ	ISFJ	INFJ	INTJ	JUDGING
	ISTP	ISFP	INFP	INTP	PERCEIVING
EXTRAVERSION	ESTP	ESFP	ENFP	ENTP	
	ESTJ	ESFJ	ENFJ	ENTJ	JUDGING
	THINKING	FEELING		THINKING	

CHAPTER TWO: FINDINGS

Figure 1 showing the results of the personality types of the respondents

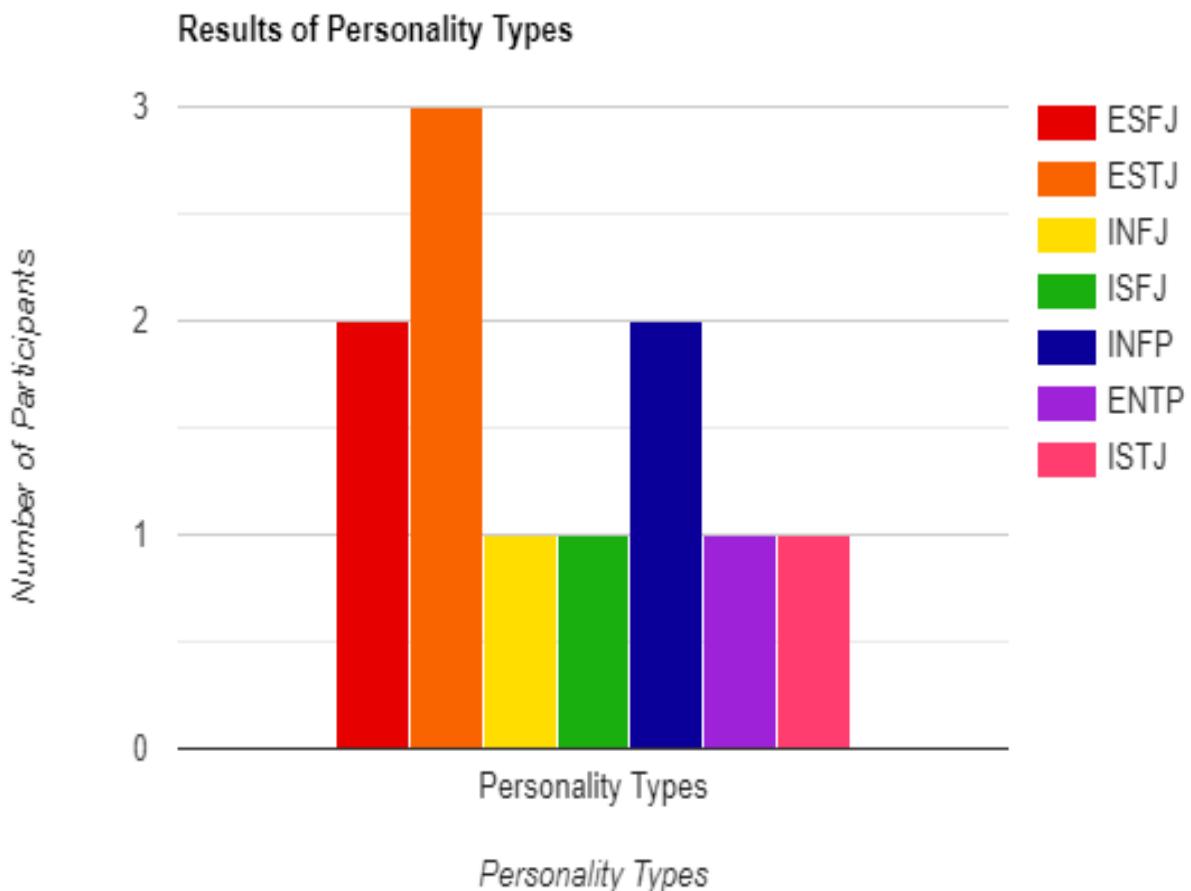


Figure 2 showing the percentage of extroverts and introverts.

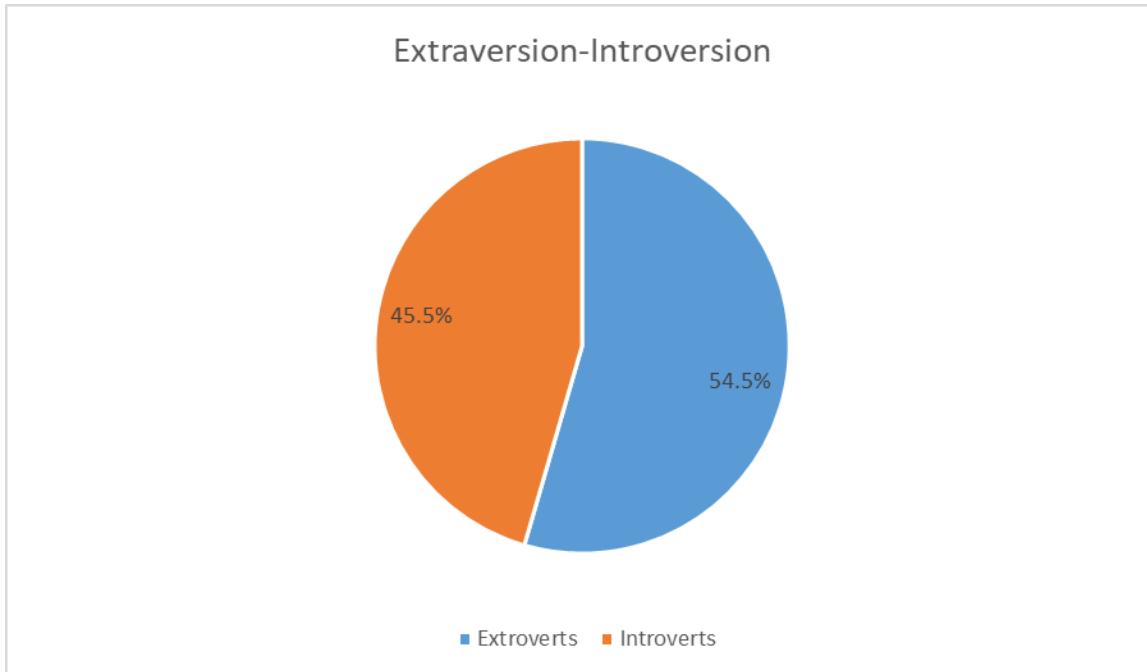


Figure 3 showing the percentage of sensors and intuitives.

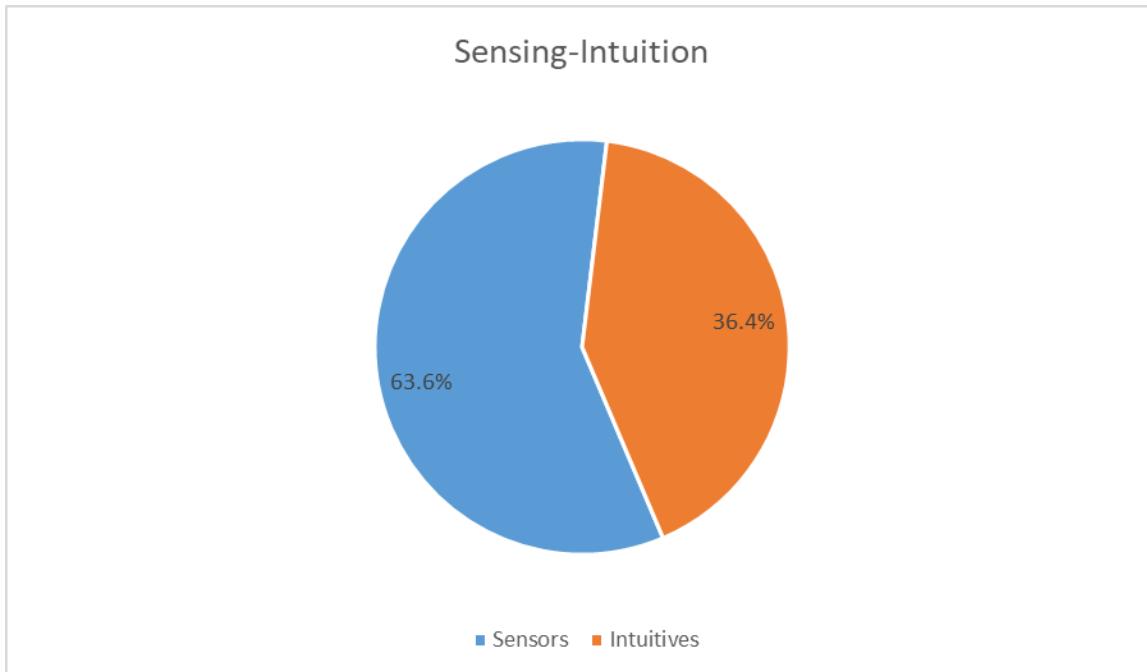


Figure 4 showing the percentage of thinkers and feelers.

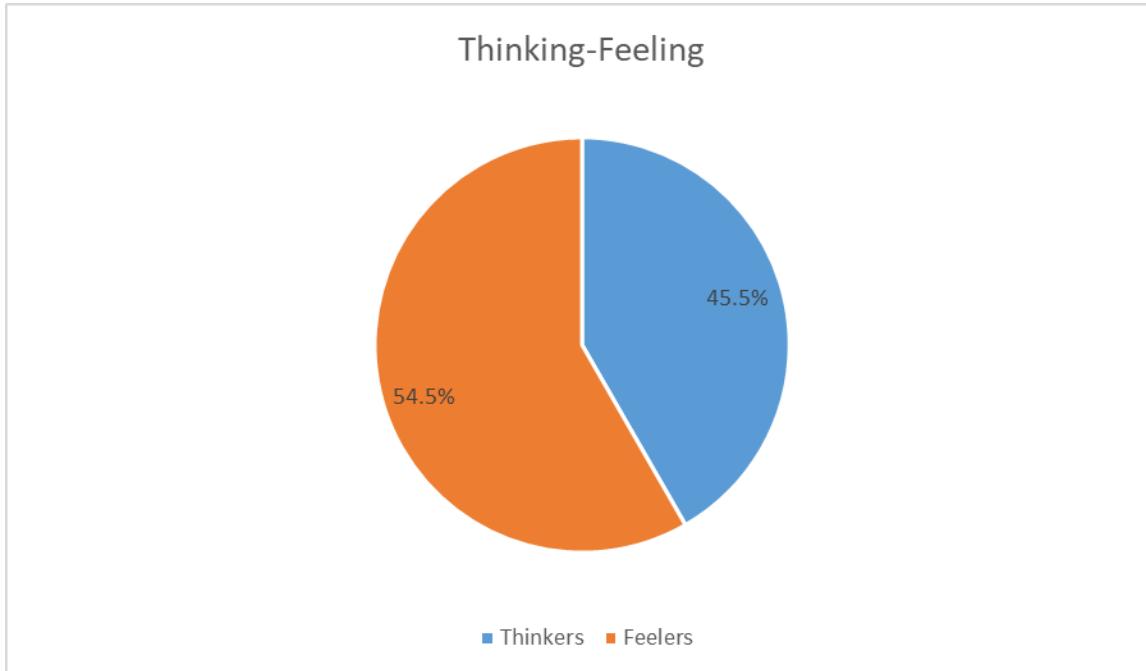


Figure 5 showing the percentage of judges and perceivers.

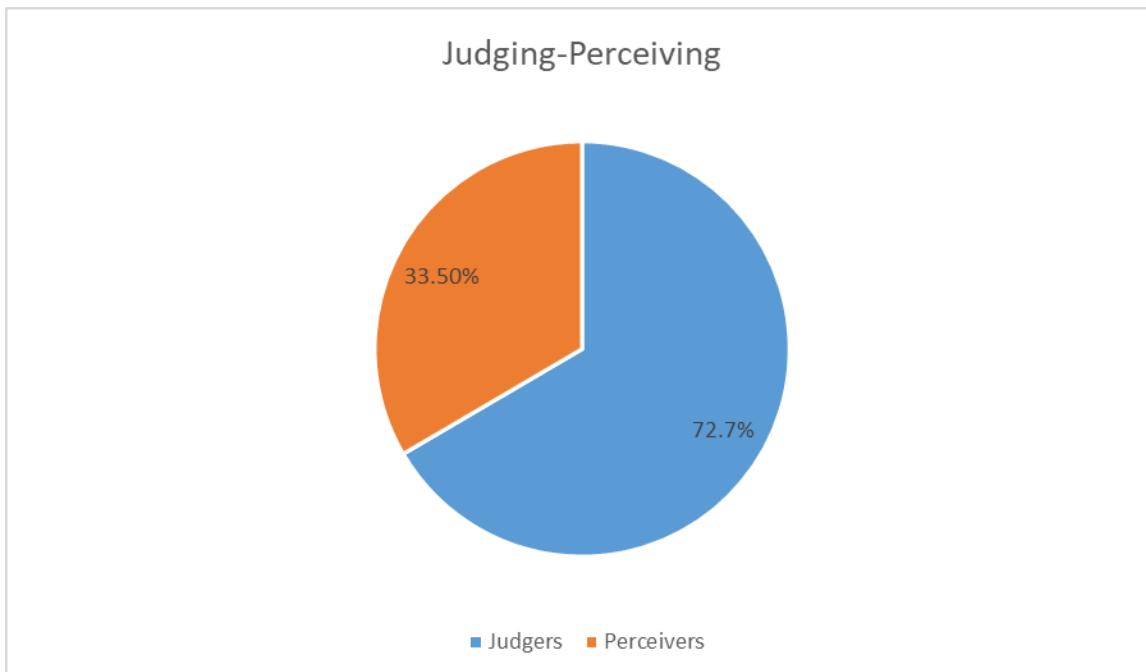


Table 2

Learning style predictions of the respondents

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD= Strongly Disagree

	ESFJ	ESTJ	INFJ	ISFJ	INFP	ENTP	ESTJ	ESFJ	ESTJ	ISTJ	INFP
	1	2	3	4	5	6	7	8	9	10	11
1 Visual	A	N	D	SA	N	N	A	N	N	N	A
2 Auditory	A	A	D	D	A	N	SD	A	SA	SD	A
3 Kinaesthetic	D	SA	A	SA	D	A	SA	A	SA	N	A
4 Auditory	SA	A	A	A	A	A	D	A	SA	SA	A
5 Visual	D	N	A	SA	SD	N	A	D	N	N	N
6 Kinaesthetic	D	A	A	SA	D	N	A	A	SA	N	A
7 Auditory	A		D	D	SA	A	D	A	SA	A	A
8 Kinaesthetic	D	A	A	A	N	N	D	A	A	SA	Sa
9 Visual	A	SA	A	SA	A	A	SA	A	A	A	A
10 Auditory	D	N	D	D	SA	N	SD	SA	SA	SA	Sa
11 Kinaesthetic	D	SA	D	A	D	N	SA	A	SA	A	N
12 Visual	A	SA	A	A	A	A	SA	A	N	N	A
13 Kinaesthetic	A	N	A	N	A	N	A	D	N	N	D
14 Auditory	D	A	D	D	A	A	D	A	A	N	A
15 Visual	SA	SA	A	A	A	N	SA	N	SA	N	Sa
Visual	4	3	4	5	3	2	5	2	2	1	4

Kinaesthetic	1	4	4	1	5	1	4	4	4	2	3
Auditory	3	3	1	4	4	3	0	5	5	3	5
Learning Style Prediction	VIS	KIN	VIS/KIN	VIS	KIN	AUD	VIS	AUD	AUD	AUD	AUD

Table 3

A summary of the respondents and their personality type, learning style and strongest and weakest component of language.

Participant	Personality type	Learning Style	Strongest component of language	Weakest component of language
1	ESFJ	Visual	All	-
2	ESTJ	Kinaesthetic	Speaking	Grammar, Listening, Reading, Writing.
3	INFJ	Visual/Kinaesthetic	Reading Speaking Writing	Grammar Listening
4	ISFJ	Visual	Grammar	Speaking, Listening Reading, Writing
5	INFP	Kinaesthetic	Listening	Writing
6	ENTP	Auditory	All	-
7	ESTJ	Visual	Grammar Writing	Listening
8	ESFJ	Auditory	All	-
9	ESTJ	Auditory	Grammar, Speaking Reading, Writing.	Listening
10	ISTJ	Auditory	Grammar Listening, Writing, Reading	Speaking
11	INFP	Auditory	Grammar Speaking	Listening

CHAPTER THREE: DISCUSSION

Interpretation of results

The purpose of this study was to reveal whether personality and learning styles influences the way in which language is acquired. The findings of the researched revealed that the results were different from previous studies done in the field of language learning concerning a student's learning style and personality.

Participant one and eight both share the ESFJ personality type, and their responses corresponded with the findings of other studies where ESFJs are described as practical and organized when it comes to learning since both respondents prefer "stability" and being "prepared." When asked what improvements they can make in the classroom they both responded with practical answers. Additionally, participant one confirms Provost's theory in which this personality type enjoys "adhering to tradition and following standard social protocols." (Butt)

There are three participants with the same ESTJ personality type, yet there are some characteristics which differentiates them. Kelley Brownfield posits that they function through concrete facts and details and participant two and nine confirms that this personality type is responsible, realistic, and conventional. In fact, the participants mentioned that they are "determined" and "tend to assert" themselves. These statements coordinate with Butt's study since they are some defining characteristics of the ESTJ personality type. However, participant seven showed some differences from the personality type. Though they have extroverted qualities, they become anxious in class and is not able to perform to the best of their ability in conversation and oral examinations. This is an example which supports Thomas' theory that while different aspects of language psychology (affective, cognitive and conative factors) must be examined individually,

it is impossible to separate them, and language anxiety plays a significant role in the language acquisition process and can occur if a person is extroverted or introverted.

Both participant five and eleven have the same personality type of INFP. Many similarities and differences can be noted in their performances. Firstly, though their main defining characteristic is introversion, they mentioned that they do not have to put on a persona in language classes. Participant eleven added that even if they are not "confident" enough while speaking the teacher will be there to help them. Respondent five claims that "for some classes [they] speak or participate more than others" because it has to do with the fact that they are stronger in these components thus, becoming confident. However, participant eleven discusses that they would be more successful at exams if they "put aside more time to dedicate to my studies instead of relaxing and procrastinating." This aspect of the learner is not personality but rather a lack of personal motivation. Participant eleven also states that their listening and writing skills are not strong even in English, however, they excel at speaking. On the other hand, participant five mentions that listening is their best skill and that they prefer listening over speaking since they are generally a shy person. Despite preferring more interactive activities such as games, a difference can also be noted in the way both respondents preferred language classes to be executed. Respondent five prefers smaller group whereas participant eleven prefers larger groups.

The extroversion- introversion scale is one of the most important of the four dichotomies of the Myers-Briggs Test Indicator. Most of the students, when asked to describe themselves they responded with extroverted characteristics. This can be further seen in figure 2 where 54.5% of the students interviewed were extroverted in comparison to 45.5% of students that were introverted. Additionally, majority of the respondents (81.8%) stated that their personality does have an effect on the way in which they perform in class. The extroverted students responded that having

extroverted qualities has helped them to “assert” themselves and to be more “talkative and interactive in class.” Whereas, in case of the introverted student, their personality determines whether they participate frequently in class. Some students feel “shy” or “intimidated by [other] students or a lecturer” and often do not speak unless they are asked to. One respondent even discussed the notion of confidence and how it can determine how much a language learner can practice their language skill. It is evident that in the modern-day classroom, no matter the component being taught, the speaking skill is often required, and this environment is geared for more extroverted students.

In fact, when asked if they feel as though they must put on a persona or act differently than they usually are, majority of the extroverted students responded with no since their personality is “conducive” for language learning and they are comfortable being themselves to participate in class. On the other hand, some of the introverted student responded with yes and often “force” themselves to be more extroverted and even feel “self-imposed pressure” to participate. Even though respondents six (6) and seven (7) are extroverted, ENTP and ESTJ consecutively, it can be seen they have a sort of duality. When it comes to everyday scenarios, they can be themselves, however in the classroom setting, they feel as though they must put on a persona. This is due to their thinking trait where they operate using factual evidence and “they work better when there is a type of criteria in which they can know what to expect.” Most times, language teachers do not give a rubric or outline as to what will occur in the classroom which does not allow time for them prepare for the classes. On the other hand, participants five (5) and eleven (11) are INFP, which due to their perceiving trait, despite being introverted, they feel comfortable participating in class. Perceiving students, according to, Sakamoto and Woodruff 1992, find pleasure in open ended assignments such as discussions and open-ended assignments. When asked if they would perform

better if they had a change in personality, the extroverts disagreed since their extroverted traits is what allows them to “thrive in classes.” Whereas many of the introverts agreed since an extroverted personality will allow them to participate more in language classes, more specifically conversation classes and not ponder on “making mistakes.”

A study carried out by Rosedi (2014) stated that in past studies a visual learning style was preferred amount students and kinaesthetic was least preferred with respect to all three. Whereas this research project demonstrated that majority of the participants: five (5) preferred an auditory type of learning, three (3) students were more inclined to visual learning styles, two (2) students favoured a kinaesthetic learning environment, and one (1) student preferred a learning style mixed between visual and kinaesthetic. Many of the students agreed that their learning styles helps them to excel in foreign language examinations.

Despite their personalities, it can be seen in table 3 that the participants perform well in each component (grammar, speaking, listening, writing, reading.) However, there are some components which dominate the others. Many of the extroverts concluded that they perform well because of their “talkative nature” and the fact that they “put their best foot forward” especially in conversation class because they are “passionate” about speaking to others in their target language.” Contrarily, many of the introverts are inclined to components such as writing, listening, reading and grammar and scored lower in speaking exams or not participate in class. However, other elements such as cognitive and conative factors such as brain capacity or internal and external motivation play an important role in the students’ performance.

Additionally, regarding learning styles, all the participants, excluding participant eleven, agreed that their learning styles help them to be successful in their exams, whether it was “reading notes” “from a book or whiteboard” or “studying from listening”, these methods help them to

solidify “a concept that might have been confusing at first.” However, only a few participants (four) explicitly stated their personality style, the other respondents responded vaguely an anomaly occurred when the learning style stated by the participant did not correspond to the one in which the researcher calculated. For example, participant one described themselves as a kinaesthetic learner, participant five: auditory, participant eight and eleven: visual, where the researcher labelled them as visual, kinaesthetic, and auditory consecutively. However, while some learners may have one predominant learning style, others possess a combination of two or more methods. Visual learners require seeing the information and auditory learners require hearing the information and whereas kinaesthetic is a practical process which involves hands on activities and can incorporate both visual as well as hearing elements. Just like personality types, learning strategies are to be measured on a scale rather than. For example, participant three was shown to be a visual-kinaesthetic learner, signifies that even though visual is the predominant learning style, kinaesthetic strategies can also be used to achieve maximum results in language learning.

CONCLUSION

Due to the process of globalization, there has been an increase in the need for languages. Consequently, the school system has seen a shift from a language learning environment which was strict, teacher-centred and catered to one type of student. There was a change in the way classes were carried out, they are now based on each language component and techniques which facilitated different learning styles. To amplify and maximize language learning skills and performance for all students, a student's personality must be taken into consideration since it plays a significant role in the process and how one performs in each component. In fact, personality is one of the most defining characteristics of a human being and determines their feelings, thoughts, behaviour depending on certain contexts. Certain researchers associated language learning with extroverts while others posited that introverts were better language learners. As a result, the researcher used the Myers Briggs Type Indicator, an easy-to-use tool which is employed in various sectors to decipher one's personality. Many cognitive factors are taken into consideration using four dichotomies. The Perceptual Learning Style Preference Questionnaire by Reid was also used to further unveil the learning styles by various personality types of the respondents of the study. In conclusion, neither one personality type (introvert-extrovert, sensing-intuiting, thinking-feeling, judging perceiving) nor learning style (visual, auditory, kinaesthetic) can be ruled as ideal, though most of the participants proved that extroversion and the auditory learning style are the dominant characteristics, students of other personality types and who possess other learning styles have also shown excellent performance in the subject area. That is to say, learning styles and personality should always be measured on a scale rather than saying that a person is made up entirely of one characteristic. For example, a student who may have an MBTI personality of INFJ does not mean that they are 100% introverted, intuitive, feeling and judging. They possess other qualities

(extroverted, sensing, thinking, and perceiving) but on a lesser scale. Similarly, to learning types, visual, auditory, and kinaesthetic can one's preferred method of retaining information, however, it is not limited to only one learning style and can be a combination of one or more strategy.

Recommendation

To further this research, the study can be done wider scale so that all sixteen combinations of the MBTI combinations can be represented. The future researcher can also use online tests to obtain more accurate results which gives exact percentages of each bipolar choice of the test indicator. Another aspect to be taken into consideration which was not in the scope of the researcher was age. Learning styles can differ based on age, as well as language learning skills can be measured by maturity level and discipline. Older university students tend to be more diligent and consistent despite of their personality, learning type or language component. The study can also be extended in terms of gender since studies show that males are more extroverted than females. This research can be used about persons in the field who want to discover more about psychology in language learning. In addition to this study being a building block for other researchers, it can be of great assistance to educators in the field of foreign language to gain more knowledge about personality and learning styles so they can implement strategies in the classroom to maximize their student's performance.

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APPENDIX A

Interview questions

1. How would you describe your personality?
2. Do you think your personality influences your overall performance in language class?
Why or why not?
3. Do you feel as though you must put on a persona for language class or act differently than you usually are? Why or why not?
4. Do you think you would perform better in language classes if you had a change in personality? Why or why not? (e.g. from introverted to extroverted or from extroverted to introverted)
5. Do you think your personality determines the way in which you study for exams? Why or why not?
6. Please describe the ways in which you study for exams (flash cards, repetition, explanations from or working with others)
7. Do you think the difference in your ability of each component of language (grammar, listening, speaking, writing, and reading) above is due to your personality? Why or why not?
8. Do you think that your learning styles (audio, visual, kinaesthetic) help you to perform well in exams? Why or why not?
9. What changes would you make (or suggest to your professor) in the classroom to enhance the language learning experience and overall performance? (e.g. smaller groups, games, use of technology)

APPENDIX B

Interview Responses

	Do you think your personality influences your overall performance in language class? Why or why not?	Do you feel as though you must put on a persona for language class or act differently than you usually are? Why or why not?	Do you think you would perform better in language classes if you had a change in personality? Why or why not? (e.g. from introverted to extroverted or from extroverted to introverted)	Do you think your personality determines the way in which you study for exams? Why or why not?	Please describe the ways in which you study for exams (flash cards, repetition, explanations from or working with others)
1	Yes because I love stability and I am a perfectionist so I try to respect all my deadlines as best as I can and produce high-quality work.	Never. I think my personality is “conducive” to languages because I already like to talk.	No because I am an ambivert and this works well for me. I can be quiet when I need to be, for example, in Reading Comprehension or Listening but I can also voice my opinion if needed, like in Orals.	Yes. I remember things based on how they make me feel because I am a very sensitive person. I have to feel connected to the content in some way or excited about it in order for me to learn it.	I talk to myself and act like I am teaching a student or giving an oral presentation. I look at the information and read it aloud, making connections aloud and coming up with examples. Hearing things in my own voice helps me remember them well.
2	Yes. I think so because I am very driven, and being outgoing, I tend to assert myself a lot,	No. I'm myself 90 something percent of the times. Very rarely is it that I am very reserved	I would not perform better because if I were introverted, I do not think that I would have	Yes. Extroverts like myself tend to perform calmly in situations that usually provoke	I learn through study groups, asking questions in

	which has helped me a lot in improving in the language and building relationships with native speakers.	and quiet in the classroom.	accomplished the things that I have in language learning, thanks my extroverted personality.	anxiety in others, such as exams. An example of this would be conversation examinations. My approach to such conversation exams is little preparation, high in spontaneity... as compared to many other students who pack their brains with information before the exam, limiting spontaneity and authenticity in the exam. They over-prepare to compensate for their shyness, which then puts a lot of pressure on them before, during and after the exam... which is not necessarily the best thing.	class, explanations from others in conversation and repetition.
3	Yes I think it does because it determines how much I participate and how susceptile I am to the way in which they are teaching the information	Sometimes I force myself to be more extroverted	I believe if I were more extroverted and less of a perfectionist I would participate more willingly and by extension perform better because studying a language you	Yes it does . If I dont prepare in advance I will not be able to function because I do not do well under pressure .	repetition and working with others

			need to be ok with making mistakes and you cannot be afraid to speak		
4	Yes it does because sometimes I opt to not participate due to my shyness or if I feel intimidated by a lecturer or student.	Yes I do because I feel like there is this self-imposed pressure that is put on me when I know that there are people who are better at the language than I am so I tend to close up myself especially if it's a bigger class. However, if I'm in a smaller class I tend to feel pressured to participate if no one else participates and then I would participate.	I think I would perform better if I were more extroverted because then I would be more open to participating and not thinking too much on my errors but willing to make mistakes and learn from them.	I think my personality does impact the way in which I study for my exams because I generally prefer studying by myself which would sometimes include me talking to myself which might distract other people or if I study with or around other people, I become easily irritated or distracted by them.	My method of studying includes repetition and trying to make logical sense of whatever it is I may be studying which may include searching for varying explanations to help me see various points of view.
5	Yes I do, especially where conversation class is concerned. For example, during some conversation classes, the introvert characteristics come out in me. I tend not to really speak if I am not asked and as such, I think that my conversation	No I don't. I am myself in all classes. For sure, some classes I speak or participate in more than others but that has to do with the fact that I am stronger in those components and as such, I am a bit more confident.	Yes, I think if I was more extroverted my conversation performance would be much better.	Yes. I am a very determined and at times, a motivated person and as such, when studying for my exams, I always remember what I want to achieve and try to do what is necessary to achieve the results that I desire.	Repeating things over and over, writing things over and over and listening to things over and over.

	skills and marks are lower because of this.				
6	Yes I do because I tend to be a bit more interactive and talkative in class	Most times I do not feel like I have to put on a persona because I feel as though I can be myself in classes. However, sometimes I feel like I should put on a persona for french because it can feel like a rigid language to learn	No, I do not think so because I feel like my personality is what helps me to thrive in classes	Yes, I think my personality determines the way I study because I tend to speak out loud to myself to retain information	I study for exams by reading through my notes and explaining them out loud to myself
7	No. Although I'm an outgoing person, I still get very anxious and reserved in classes. I don't like to participate. Even in oral exams I don't like to speak. I don't perform as well as I want to in oral exams because of this	I automatically become different in language classes. As I previously stated, I just become reserved and shy because I'm anxious. However, in normal everyday life I am very outgoing and talkative.	I think if I could be my true extroverted self in language classes, I would be more confident in my abilities and possibly perform better.	I think a major aspect of my personality is seriousness. Although I'm outgoing and fun, I tend to take things seriously and therefore I take school and studying very seriously. It's who I am.	I study by working with other or just rereading my notes.
8	Yes and no because I always prefer to be prepared	No because I'm generally comfortable to participate	Maybe if I were more extroverted I would participate even more	No because I am very organized and particular yet I work better under pressure	Repetition, reading, going over things discussed in class
9	Yes it does. One's attitude towards a language determines how well they are going to	No no not at all. I genuinely love the language, I have no need to be a different person with	Honestly yes. Take for instance someone who is lazy: a lazy individual would most likely not have a	Oh yes it does. The reason is because good study habits depends on your personality.	I prefer repetition and sometimes explaining the concept to myself

	perform. The same goes for me.	Dave's with my peers.	performance in the language unless they change for the better.	This would in turn determine how effective someone would study.	out loud: I guarantee that it works wonders for me.
10	No, I don't think so. I don't see the correlation	No no not at all. I genuinely love the language, I have no need to be a different person with Dave's with my peers.	I think certain aspect would improve. If I were to become extroverted, I'd probably be more willing to participate in conversation class	Yes, probably. Your personality determines your study style and what works for you	I like repetition and I prefer working alone
11	Yes because I believe that a person who can be described as right-brained tends to have a better chance at excelling at learning a new language. Also, how confident a person is can affect how much they get the chance to practise their oral skills in the target language	No because normally I'm confident in what I'm saying or if I'm not, I simply ask the teacher how to express something	If I were extroverted I probably would speak even more in language classes without being asked or called upon	Yes, because if I were less laid-back, or more logical or realistic I would put aside more time to dedicate to my studies instead of relaxing and procrastinating	Just listening in class and then reading from time to time; listening to news in the target languages

	Do you think the difference in your ability of each component of language (grammar, listening, speaking, writing, and reading) above is due to your personality? Why or why not?	Do you think that your learning styles (audio, visual, kinaesthetic) help you to perform well in exams? Why or why not?	What changes would you make (or suggest to your professor) in the classroom to enhance the language learning experience and overall performance? (e.g. smaller groups, games, use of technology)
1	Yes because I always try to put my best foot forward in everything.	My learning style is kinaesthetic and it definitely helps me to perform well in	Games are great in class because they make the class bond, especially if the

		exams because I can say the content aloud and hear it in my own voice and remember it. This might not work for another field that is practical like Engineering but it works for languages.	class is split into small groups and are competing against each other. With regards to technology, watching videos or movies does not help me learn that much so I would not necessarily recommend it.
2	Yes. I am most passionate about speaking than the other aspects of the language because of my extroverted personality. I love being able to talk to people.	Yes. They all tie together nicely and make it a bit easier to recall information and execute properly in my exams.	Perhaps smaller groups. I think that if more persons are able to willingly speak and express themselves, everyone stands to learn much more at a quicker rate. Smaller groups... even though I have seen before that students still did not apply themselves when in smaller groups, I have seen that quite a lot of them do willingly express themselves when the group is smaller as they have less eyes on them... they feel less judged.
3	My personality naturally affects the speaking component , I am a good writer naturally so I do find the grammar and writing components easier however I am a visual person so it is hard to listen to something I cannot see ... I usually lose my focus very quickly	It helps me to study so by extension yes	Games and creative ways to teach the info , a mix of visual, audio etc to appeal to the different learning styles
4	Yes I do think so because I tend not to participate in conversation classes because I am shy or even in other classes that require me to speak often.	It does to a certain point because I usually remember seeing certain words or phrases in my head when I have written them down or read them from a book or whiteboard.	I think smaller groups are very important in language classes because it usually forces students to participate more.
5	Yes I do. Listening is my best component and I	Yes I do. Because my learning style is auditory, I	Actually, I think that how the Spanish section

	<p>think it has to do with my personality. I rather listen than talk and I love to listen to people talk. I learn best through listening. I think that speaking is my weakest component and again I think that this has to do with my personality. I am a shy person and I don't always go out of my way to initiate conversation and if that's my regular personality, I wouldn't jump out of my skin and do it in a foreign language.</p>	<p>often remember a lot of things in several exams or while studying from listening and as such I remember them in the exam.</p>	<p>conducts oral class now because of the pandemic, is much much better. I'm referring to smaller groups and lesser time. With the smaller group, I feel more at ease to engage in the class and also less intimidated and less uncomfortable. So, the changes I would make to oral classes is to have smaller groups and lesser time. Additionally, I think that the French department should try to involve more interactive and innovative activities for students. I say this because classes since year 1 have been very monotonous and as such sometimes it can be a chore to go to French class as nothing is stimulating or exciting. I love how the Spanish department does various types of activities and really try to make the classes enjoyable, especially grammar class. Smaller groups, games, videos and interactive activities are some changes that I would make</p>
6	<p>I think it is due to my personality because I believe that my talkative nature is evident in my work</p>	<p>Yes, because my learning style helps me to remember things during exams</p>	<p>I think teachers can encourage students to be more interactive in class although this may be difficult to do as classes are being conducted online</p>
7	<p>Yes, I believe so because I'm very detail oriented and I love to express myself so naturally I'm better in writing,</p>	<p>Yes! I think being able to read my notes before exams enable me to perform much better. I really don't learn from listening in classes. I always need to reread my</p>	<p>I think each class should be engaging. Therefore, more activities for the students</p>

	grammar, speaking (when I'm not anxious)	notes and even do activities with friends.	
8	No because teachers usually encourage us	Yes because I'm a visual learner	More practical of everything
9	Absolutely. The reason is because I am sometimes very determined to get things done. Therefore, that allows me to practice all the components until I get it right.	Yes seeing it helps with reinforcement of a concept that may have been a confusing at first.	I would implement a course specific to informal, everyday French words and expression as well as Speaking techniques; so that students are not limited to a formal language register when graduating from school.
10	Yes, I tend to score less in speaking because of my anxiety and nerves	Yes, if a person determines which learning style works for him/her and uses it, of course there will be an improvement in performance.	I would say that the repetitive boring routine is in desperate need of a change. The implementation of new activities such as games can be a factor to improve the programme.
11	Partly yes, because my listening skills in English are not that great either. My writing in English isn't that great either. However, I'm more confident when speaking in the target languages	Not really because I tend not to perform too well in exams. But my learning style is rather visual	Larger groups and more interesting activities, more games, more demonstrations of how to enhance our skills in each component

APPENDIX C

The Perceptual Learning Style Preference Questionnaire by Reid

SA= Strongly Agree A= Agree N= Neutral D= Disagree SD= Strongly Disagree

Item No.	Item	SA	A	N	D	SD
1	I learn better by reading what the teacher writes on the board.					
2	I remember things I have heard in the class better than the things I have read.					
3	I learn best in class when I can participate in related activities.					
4	I find it useful to read out loud when reading the textbook.					
5	I learn more by reading textbooks than by listening to someone.					
6	When I do things in class, I learn better.					
7	I learn better in class when I listen to someone.					
8	I understand things better in class when I participate in role playing.					
9	When I read instructions, I remember them better.					
10	I would rather listen to a lecture than read the textbook.					
11	I prefer to learn by doing exercises and drills in the class.					
12	I understand better when I read instructions.					
13	I benefit more from computer lab classes than lecture classes.					
14	I learn better in the class when the teacher gives a lecture.					
15	When learning a new skill, I rather watch someone demonstrate the skill than listen.					

APPENDIX D

Myers Briggs Type Indicator

1) Outward or inward focused?	<p>Extraversion (E)</p> <ul style="list-style-type: none"> - Described as talkative outgoing. - Like to be in a fast-paced environment. - Tends to work out ideas with others, think aloud. - Enjoy being the centre of attention. 	<p>Introversion (I)</p> <ul style="list-style-type: none"> - Described as reserved, private. - Prefer a slower pace with time for contemplation. - Tend to think things through inside of your head. - Would rather observe than be the centre of attention.
2) How do you prefer to take in information?	<p>Sensing (S)</p> <ul style="list-style-type: none"> - Focus on the reality of how things are. - Pay attention to concrete facts and details. - Prefer ideas that have practical application. - Like to describe things in a specific, literal way. 	<p>Intuition (N)</p> <ul style="list-style-type: none"> - Imagine the possibilities of how things could be. - Notice the big picture, see how everything connects. - Enjoy ideas and concepts for their own sake. - Like to describe things in a figurative poetic way.
3) How do you prefer to make decision?	<p>Thinking (T)</p> <ul style="list-style-type: none"> - Making decisions in an impersonal way using logical reasoning. - Value justice, fairness - Enjoy finding the flaws in an argument. - Could be described as level-headed. 	<p>Feeling (F)</p> <ul style="list-style-type: none"> - Base your decision on personal values on how your actions affect others. - Value harmony, forgiveness.

		<ul style="list-style-type: none"> - Like to please others and point out the best in people. - Could be described as warm and empathetic.
4) How you prefer to live your outer life?	<p>Judging (J)</p> <ul style="list-style-type: none"> - Prefer to have matters settled. - Think rules and deadlines should be respected. - Prefer to have detailed step by step instructions. - Make plans, want to know what you are getting into. 	<p>Perceiving (P)</p> <ul style="list-style-type: none"> - Prefer to leave your options opened. - See rules and deadlines as flexible. - Like to make things up as you go. - Are spontaneous, surprises and new situations.