



## Personality and Second Language Learning

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### Abstract

This paper examines the relationships which exist between personality and second language learning and adds to the data available on the use of a highly respected personality indicator, the Myers Briggs Type Indicator (MBTI). Language learning and academic success are both highly correlated with intelligence, but research suggests that the importance of intelligence declines after high school age, partly because of the stronger effects of personality. This study places emphasis on the importance of personality in learning success and examines research evidence on the issue, discussing some of the inconsistent results that have been obtained. A study of 100 Hong Kong university undergraduates was carried out to add to this research base. The instruments used were the MBTI for personality traits, the Strategy Inventory for Language Learning (S.I.L.L.L.) for learning strategies and a standardized test for language proficiency. Significant statistical relationships were not found and the reasons for this are discussed.

**Keywords:** Personality, Second language learning, Intelligence, Hong Kong

### 1. Introduction

The relationship between personality and second language learning ability, has received some research interest in the last few decades. The results that are available however, have sometimes been inconsistent, often because of methodological and conceptual differences in the way the studies were performed. This article will consider some of the research evidence which has examined these relationships and details a recent study of undergraduate students in Hong Kong which aimed to determine not only the connections between personality, language learning and learning strategies, but also to add to the available data on the personality profiles of Chinese students.

The study will first briefly clarify what might be meant by the terms intelligence, learning strategies and personality, before presenting details of the Hong Kong data collection.

### 2. Theoretical Perspectives

According to Chamorro-Premuzic and Furnham, (2005, p. 40) researchers in cognitive psychology agree on a definition of intelligence which states that it.....

".....is a very general mental capacity that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.... it reflects a broader and deeper capability for comprehending our surroundings- 'catching on' 'making sense' of things, or 'figuring out' what to do...."

Many of the elements in the definition of intelligence given above have also been described as indications of the 'good language learner' and have been tabulated in lists of learning strategies that such learners use (Oxford, 1995). Learning a second language successfully requires using reasoning and problem solving abilities and it requires the ability to use and apply strategies which try to make sense of the structure and use of a new language, a clear overlap with definitions of intelligence. Strong elements of successful language learning have been the use of what are called *cognitive strategies* (the direct processing of language, e.g. memorizing, inferring meaning, solving problems, identifying or making sense of relationships) and *metacognitive strategies* (thinking about those processes). Both of these have been identified as of crucial importance in strategy research. (O'Malley, et al. 1985a). Attempts have been made to teach strategies for language learning, but these have not met with much success (Hassall, 1984, O'Malley, et al. 1985b). Among the reasons for this may be the fact that the ability to use strategies is related to general intelligence and thus subject to the same developmental, social and genetic influences which limit the effects of direct teaching.

Research has provided evidence of the power of general intelligence in predicting academic performance, including second language learning success (academic performance being estimated by written or oral examinations, continuous assessment, group work, essays or dissertations). (Gagne & St Pere, 2001, Neisser, et al. 1996, Sternberg & Kaufman, 1996). However, there is also evidence that general intelligence (as measured by IQ tests) is often not highly correlated with academic performance. (Singh, & Varma, 1995). Ackerman (1994) and Jensen (1980) report a

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Positive Psychology and Second Language Education Amado M. Padilla, Xijie Chen, 2025-07-24 This book applies a positive psychology perspective to theory research and practice related to the teaching and learning of second foreign languages L2 for all ages incorporating related fields of applied linguistics education and psychology Central topics include positive psychological cultural and social aspects of L2 learning experiences and environment contexts for usage of the L2 individual traits and strengths in L2 learners and teachers that enable people to thrive within the contexts of two or more languages Chapters cover both positive second language caring doing and being focusing on the necessary factors for successful language learning as well as its impact on self and well being Positive Psychology and Second Language Education aims to provide a holistic approach to understanding L2 teaching and learning from the perspective of positive psychology It will be a useful resource for researchers and students in psychology education and L2 fields as well as professional educators seeking to better understand the cognitive and linguistic research surrounding bilingualism

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*Evaluations: Grades 11 and 12* University of California, Los Angeles. Center for the Study of Evaluation, 1974     British Education Index , 1988     **Building the Self-Efficacy Beliefs of English Language Learners and Teachers** Mark Wyatt, Farahnaz Faez, 2024-02-20 Building the Self Efficacy Beliefs of English Language Learners and Teachers explores juxtaposes and bridges two fields of research that have developed separately the self efficacy beliefs of English language learners and the self efficacy beliefs of English language teachers The aim is to expand understanding in each field and highlight how the two areas can mutually inform each other This should encourage fresh perspectives providing direction for researchers and improving learning teaching and teacher education Empirical research suggests that English language learners and teachers who believe they can fulfil a task are more likely to succeed than those who believe they cannot Based on a deep understanding of how self efficacy beliefs are formed and developed this book illustrates how such beliefs can be supported and researched amongst English language learners and teachers Bringing together the work of educators and researchers working in contexts including Algeria Bulgaria Canada China Iran Israel Japan T rkiye the UK the USA and Vietnam this volume includes meta analyses largely focusing on quantitative data and empirical studies employing qualitative approaches and mixed methods Studies included examine factors impacting the development of language teachers self efficacy beliefs and investigate domain specific dimensions of the self efficacy beliefs of English language learners and teachers This rigorous and original volume will appeal to an international readership of scholars teachers teacher educators and researchers with interests in language education teacher education TESOL linguistics and educational psychology

*Handbook of Educational Ideas and Practices (Routledge Revivals)* Noel Entwistle, 2015-08-11 First published in 1990 the Handbook of Educational Ideas and Practices was written for practitioners and students in the field of education and its related services and was designed to appeal to educationists no matter what their nationality Focusing mainly on compulsory schooling it provides summaries of the thinking research findings and innovatory practices current at the time However the book is also careful to present a complete picture of education and therefore includes a separate section for education beyond school which covers pre school level post secondary level and adult and continuing education There are also other chapters dealing with aspects of organization curriculum and teaching in various forms of tertiary education Indeed each topic has been discussed by an acknowledged expert writing in sufficient detail in order to resist trivialization     Handbook of Research on Individual Differences in Computer-Assisted Language Learning Rahimi, Mehrak, 2015-08-03 The latest advances and trends in technology have enabled rapid development in the field of language education Students and teachers alike now benefit from the assistance of various technological innovations thus increasing the overall effectiveness of the curriculum The Handbook of Research on Individual Differences in Computer Assisted Language Learning addresses the implementation of current research methodologies within EFL and ESL classroom settings and the variety of modifications employed by language experts Focusing on quantitative qualitative and mixed methods studies this book is an essential

reference source for applied linguists CALL researchers language teachers and upper level students within the field of foreign language education     The Routledge International Companion to Educational Psychology Andrew J.

Holliman,2013-07-24 The Routledge International Companion to Educational Psychology brings together expert practitioners researchers and teachers from five continents to produce a unique and global guide to the core topics in the field Each chapter includes coverage of the key thinkers topic areas events and ideas that have shaped the field but also takes the reader beyond typical textbook material and into engagement with current issues cutting edge research and future directions in the field of educational psychology from an international perspective With over 30 chapters the volume is divided into four themed sections An introduction to educational psychology How children learn and develop Issues concerning the assessment of children and Identifying and meeting the needs of children with learning difficulties Covering the key issues and fundamental strands of educational psychology The Routledge International Companion to Educational Psychology aims to provide the reader with knowledge of educational psychology history child rights and practice factors which influence children s learning and development issues to do with assessment a key aspect of educational psychology special educational needs identification and how to meet their needs the key thinkers events and ideas that have shaped the field the core topics across educational psychology in an accessible manner cutting edge research including recent research evidence and theory future directions in the field of educational psychology educational psychology from an international perspective The book is conceived for both student and researcher use and considers the implications for educational psychology practice in all sections It will be highly beneficial for both students and lecturers on Education Studies and Psychology undergraduate courses as well as combined undergraduate degrees     **The Dictionary of Psychology** Ray Corsini,2016-12-05 With more

than three times as many defined entries biographies illustrations and appendices than any other dictionary of psychology ever printed in the English language Raymond Corsini s Dictionary of Psychology is indeed a landmark resource The most comprehensive up to date reference of its kind the Dictionary also maintains a user friendliness throughout This combination ensures that it will serve as the definitive work for years to come With a clear and functional design and highly readable style the Dictionary offers over 30 000 entries including interdisciplinary terms and contemporary slang more than 125

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**Report** ,2006     **Language and Languages** Christina Gitsaki,2009-03-26 The emergence of globalisation is bringing

massive changes to all aspects of life including language In an effort to raise awareness on the effects of globalisation on language learning and teaching the Applied Linguistics Association of Australia ALAA devoted its 31st Annual Congress to this theme This volume represents a collection of papers by academics in Australia South East Asia New Zealand Europe and North America which synthesize language learning and teaching theories and current research to present the views of applied linguists and language educators on a variety of issues with regards to the tensions that globalisation and internationalisation bring on language and languages A total of twenty two articles discuss issues related to the status of the ELT profession in a globalised world issues of ESL teaching and language assessment the ever increasing use of ICTs for foreign language learning and the effects of globalisation on minority languages This collection of articles attempts to integrate theoretical issues research findings and practical applications on different aspects of TESOL to provide academics researchers students and language educators with a discussion of the current state of affairs in the field of applied linguistics with regards to globalisation

*Sociocognitive Foundations of Educational Measurement* Robert J. Mislevy, 2018-04-09  
Several key developments challenge the field of educational measurement today demands for tests at larger scales with higher stakes an improved understanding of how people develop capabilities and new technologies for interactive digital assessments Sociocognitive Foundations of Educational Measurement integrates new developments in educational measurement and educational psychology in order to provide researchers testing professionals and students with an innovative sociocognitive perspective on assessment This comprehensive volume begins with a broad explanation of the sociocognitive perspective and the foundations of assessment then provides a series of focused applications to major topics such as assessment arguments validity fairness interactive assessment and a conception of measurement in educational assessment Classical test theory item response theory categorical models mixture models cognitive diagnosis models and Bayesian networks are explored from the resulting perspective Ideal for specialists in these areas graduate students developers and scholars in both educational measurement and fields that contribute to a sociocognitive perspective this book consolidates nearly a decade of research into a fresh perspective on educational measurement

**Examining Young Learners: Research and Practice in Assessing the English of School-age Learners** Szilvia Papp, Shelagh Rixon, 2018  
The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children's L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young

language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children

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**Educational Psychology** Angela M. O'Donnell,Johnmarshall Reeve,Jeffrey K. Smith,2011-12-06 Teachers help students learn develop and realize their potential To become successful in their craft teachers need to learn how to establish high quality relationships with their students and they need to learn how to implement instructional strategies that promote students learning development and potential To prepare pre service teachers for the profession the study of educational psychology can help them to better understand their students and better understand their process of teaching Such is the twofold purpose of Educational Psychology to help pre service teachers understand their future students better and to help them understand all aspects of the teaching learning situation The pursuit of these two purposes leads to the ultimate goal of this text namely to help pre service teachers become increasingly able to promote student learning development and potential when it becomes their turn to step into the classroom and take full time responsibility for their own classes

*IT-Projektmanagement als kybernetisches System* Bogdan Lent,2013-10-09 Ein innovativer und wirksamer Ansatz der kontinuierlichen und auf mehreren Stufen stattfindenden Rückkopplung wird hier vorgestellt Das mentale Modell einer Uhr L Timer untersttzt den Leser beim Verstehen und Umsetzen erfolgreicher Projektf hrung Die Erfolgsaussichten werden mittels der neuesten ISO DIS 21500 2012 Normen bewertet Dabei werden die Projektf hrungsprozesse in Rückschlaufen dargestellt Alle Projektleitertaufgaben sind in den Prozessen zusammengefasst und nur die relevanten Aufgaben mit der Referenz zu gerade veröffentlichten Projektmanagementmethode desr Schweizerischen Eidgen ssenschaft HERMES H5 2013 werden betrachtet Folglich werden auch nur die relevanten Eigenschaften angesprochen Die in der Praxis erfolgreich erprobten Methoden und Techniken werden ebenso kompakt und bersichtlich pr sentiert wie die notwendigen Soft Skills der handelnden Personen Alle Prozesse werden in der immer gleichen Struktur ert utert Das Buch legt seinen Schwerpunkt auf Systemik Systematik Rolle der Mitarbeiter im Projekt Projektf hrung F hrung im multikulturellen Umfeld und insbesondere auf das Selbstmanagement des Projektleiters die Work Life Balance

**SAGE Handbook of Research on Classroom Assessment** James H. McMillan,2013 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes



theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

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