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STUDENTS' PERSONALITY TYPES AND THEIR PREFERENCES FOR LANGUAGE LEARNING ACTIVITIES: IS THERE A MATCH?
MA thesis

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ABSTRACT

Finding activities that would motivate students so that they want to study and, as a result, make them acquire information better has always been an important issue for teachers around the world. One possible solution could be using teaching methods that would match students' personality types. The aim of this MA thesis, therefore, is to find out if students, in fact, like the activities they should presumably prefer based on their personality type, establishing, thus, a connection between students' preferences for learning activities and their personality types. The study was conducted in a group of 8th grade students in Estonia and the DISC personality testing model was used.

The paper consists of an introduction, two main chapters, a conclusion, a list of references and four appendices. Chapter 1, the literature review, covers the background of the topic and outlines the previous research into the subject of using personality types in a learning environment. Chapter 2, the empirical part of the thesis, gives an overview of the study during which the students took a DISC personality test, responded to an initial questionnaire, participated in a variety of activities and took another questionnaire after the activities. The results are analysed and compared to previous research findings.

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LIST OF ABBREVIATIONS

EFL – English as a Foreign Language

DISC – Dominance/Influence/Steadiness/Conscientiousness

MBTI – Myers-Briggs Type Indicator

INTRODUCTION

It is generally accepted that the way people prefer to learn is affected by their personalities. Most people probably agree that it is important to take everyone's needs and interests into consideration to give equal opportunities for everyone to gain as much as possible from the learning process, but the issue is finding the best way to achieve it. One of the solutions offered by Lage et al (2000) could be using a variety of teaching methods to appeal to different students, and basing the choice of activities on students' personality types might be one way of addressing student differences.

The term "personality" has over time been defined in a number of ways. For example, in his book *Personality: A Psychological Interpretation*, Gordon Allport has gone through a rather thorough analysis of how to describe the term "personality" and, as a result, has suggested that "personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment" (Allport 1937: 48). In the definition provided by Walter Mischel personality is "an abstraction or hypothetical construction from or about behaviour, whereas behaviour itself consists of observable events" (Mischel 1968: 4). To sum up, it can be said that personality is a combination of characteristics that influence the person's behaviour in and to the environment.

While "personality" has had a long history as an issue in psychology, "personality types" as a term became a point of interest in the twentieth century. This interest, in turn, created an interest in personality assessments as tools for profiling personality types. Today, several different personality assessments exist, their purpose being to make "personality" a measurable concept. The majority of these assessments derive from the same source, the earliest origin being Hippocrates in 400 BC, who attempted to understand differences in people's personalities and categorize them accordingly. In the 20th century, it

was the Swiss psychologist Carl Jung (1921) who conducted research into categorizing mental functions that led to by-now well-known "personality types" that can be defined as categorized characteristics that influence the behavioural patterns of human beings, as stated by Gulliver and George (2010). According to Jones and Hartley (2016), Jung's theory of psychological types is the basis for most personality assessment systems nowadays.

Personality assessments have been used in work environments to help improve and coach people working there, and the same can been done in schools. It is generally recognized that personality and learning are closely related. Staw (2006) has claimed that it is useful to know and understand different personality types because personality determines how a person thinks, feels and behaves. This is important to consider, because in the opinion of Jones and Hartley (2016), by using the knowledge from personality type assessments, teachers might be able to help students reach their full potential. Moreover, they found that the information is not only useful for teachers but for students as well because it would improve their general self-knowledge, and this knowledge could make them understand their strengths and weaknesses better, and alter their activities in order to be more productive. This is a major reason for education systems to include personality assessments as one of the determining factors when deciding on teaching methods.

A concept related to personality is "learning style". They have been defined as "overall patterns that give general direction to learning behaviour" (Cornett 1983: 9). Jung's Theory of Personality Types (1921), besides explaining personality types, was also one of the origins for the relationship between learning styles and personality. According to Jung, learning styles cover the manners in which learners communicate, make decisions and perceive information.

To demonstrate the need for personality-based teaching, in his article on teaching according to students' personality types, Moody (1988) asks the reader to try and write down some personal information using their *other* hand and then describe the quality of the work and the feeling experienced. In the conclusion of the article, he explains that this is an easy experiment to identify with the students who are forced to learn with methods unsuitable to their personalities. This example demonstrates the need for research into personality types and the potential need for this kind of approach in teaching.

In Estonia, personality testing and using personality usually occurs in business or sales organizations that are looking into improving their work environments, but there is very little information about personalised learning or teaching in Estonia. However, it seems to be of growing interest in Estonia as well, as for example in 2008 Laidra et al conducted a cross-sectional study in Estonia to document how personality traits and intelligence relate to students' academic achievements.

The motivation for researching the topic of personality types and their influence in education derives from the fact that the author of the current thesis has previously experienced the advantages of using personality types for a more efficient working relationship and motivation. Another reason for researching this subject is the scarcity of studies on the relationship between personality and learning conducted in Estonia.

The present thesis focuses on the relationship between the language learning activities students like and their personality types. The study aims to answer the question whether students favour the learning activities they should supposedly prefer according to their personality types. The MA thesis consists of two chapters. The first chapter provides the background to using personality types in teaching, including language teaching. An overview of the personality type assessments and a description of the DISC personality type model are provided. The second chapter focuses on the empirical study conducted in

the 8th grade EFL lessons with 12 students in a private school in Estonia, explaining the methodology used, describing the results and discussing them in the context of findings from previous research.

1 CHAPTER I. THE CONCEPT OF PERSONALITY IN LEARNING

Chapter 1 covers the literature review on personality in learning and teaching. Section 1.1 gives an overview of the different personality assessments as well as the assessment tool used in this study, the DISC personality assessment model. Section 1.2 reviews the concept of using personality types to improve learning in general and also language learning in particular.

1.1 Different Personality Assessments

There are several different systems in the world to assess the personality types of people, the most commonly used of them including the MBTI or the Myers Briggs Type Indicator (explanation of personality type categories in Appendix 1) and the Big Five or the Five Factor Personality (explanation in Appendix 2) model that have both been used in the educational studies or with students quite often. In fact, in most of the studies where learning style is matched with a personality type, the MBTI model has been used. Another dominant assessment system, the DISC (Dominance, Influence, Steadiness, Conscientiousness) personality testing, has been more common in the workplace studies and is being used by employers to improve work environment. As Jones and Hartley (2016) have stated, it is quite common in the workplaces all over the world to use personality assessments to help different personalities work together more productively, and it is also becoming more frequent in educational institutions like schools and universities. Using such assessments could lead to creating a curriculum or choosing activities that would be suitable for students with different personality types.

There are some studies on the correlations between different assessment systems. A research into comparing the Four-factor model (DISC) to the Five-factor model (Big 5) was conducted by Jones and Hartley (2006). They conducted a survey to see which one is

more widely used in courses. It turned out that Big 5 was much more common than DISC and further research showed that Big 5 or MBTI were more often used in textbooks as well. The authors have questioned if it is useful to have one system in schools while a different assessment method will be used in the workplace. Thus, they researched the correlation between DISC and the Five-factor Model and found out that there is a significant correlation between the two. Therefore, the knowledge of and from one of the personality assessments can be transferred to another and the understanding from one test helps understand the other just as well. Although the feedback from the tests is different and organizes the behavioural characterizations differently, they serve the same purpose and complement each other.

1.1.1 DISC Personality Assessment

In the study undertaken, the DISC model was used to see if it can be applied in a basic school English classroom and, for this reason, a more detailed background to and the main concepts of the approach are provided.

As mentioned earlier, DISC is one of the personality assessment systems that is mostly used in employment but is becoming increasingly more e widely known and used elsewhere as well, which is one of the reasons the DISC assessment was chosen as the personality assessment tool in this particular study. Since there are quite a large number of studies where other personality testing tools have been used in an educational environment and DISC's comparability to other personality profiling tools has been proved by Jones and Hartley (2006), it is a suitable tool and deserves to be researched more in the current field.

DISC itself is a Four-Factor Profile Assessment tool that derives from a physiological psychologist William Marston's book *Emotions of Normal People* published in 1928. Marston focused on studying human emotions and came up with four different

ways to categorize it. The study was inspired by Carl Yung and Hippocrates among others to understand the interaction between environment and individuals. His initial purpose was not to create an assessment system but, as described by Cole and Tuzinski (2003), "he was the first to propose the DISC Model of Behaviour". In his book, Marston (1928) explains the characteristics and the development process of each of the personality types and goes more in depth with the behavioural styles in different situations.
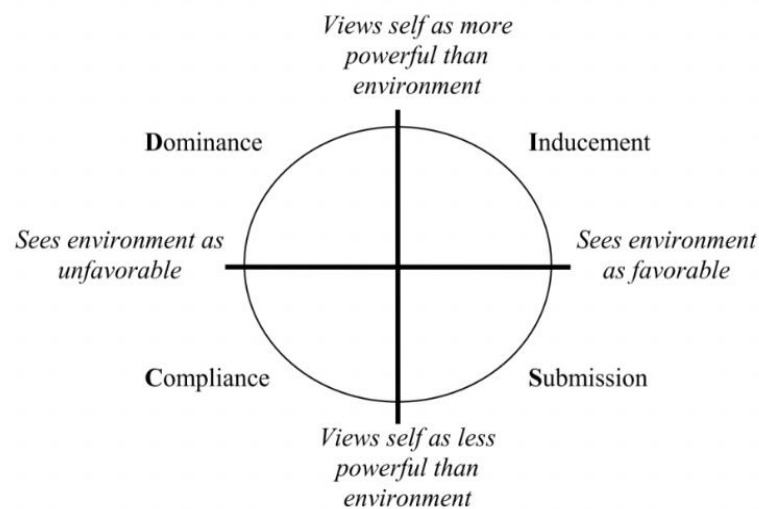
Figure 1. Marston's original DISC model (1928)

The four letters in the acronym DISC stand for the four original emotions corresponding to the personality types: "D=Dominance, I=Inducement, S=Submission and C=Compliance" (op. cit. 105). Marston's original positioning of the behavioural types is shown in Figure 1. According to Marston, the four primary types derive from a persons' feelings and senses toward the environment they live in. The feelings and senses can be divided it into two dimensions. The first dimension was the favourability or unfavorability of the environment and the second people's self-view as to being more or less powerful than the environment. Summarizing Marston's (op. cit. 105) findings, the behavioural styles function as follows:

Dominance: Sees environment as unfavourable but identifies as more powerful than the environment.

Inducement: Sees environment as favourable and identifies as more powerful than the environment.

Submission: Sees environment as favourable but identifies as less powerful than the environment.

Compliance: Sees environment as unfavourable and identifies as less powerful than the environment.

Marston's original model has been developed over time and nowadays different meanings are attributed to the letters by different meanings, for example (a) Dominance, Influence, Steadiness and Conscientiousness or (b) Decisiveness, Inter-activeness, Stability and Cautiousness. Cole and Tuzinski (2003) point out that it was Walter V. Clarke who used Marston's theory in the 1940s as a starting point for a tool to select employees. Since then, it has been developed further, but the meaning of the four behavioural styles seems to have generally remained the same. In 1956, Clarke arranged the assessment system as a list of adjectives where people chose the ones that fit them. Later still, the test was developed further into a situations-based questionnaire, where people chose their most and least likely behaviours on specific occasions.

The more in-depth descriptions of DISC personality types used nowadays can be found on most DISC related websites. The DISC Profile website's descriptions were chosen for this study and are provided here.

D for *Dominance* stands for a person who likes to dominate, loves control, is very confident, enjoys challenges and is generally results-oriented. People of this type enjoy taking responsibility.

I for *Influence* stands for a person with an optimistic world view, someone who is enthusiastic, friendly and with great social skills. People of this type like attention and enjoy working with people.

S for *Steadiness* stands for a very consistent, kind, calm and sincere person. Such people enjoy working with others as much as Influence personalities, but do not like attention. They usually play a supportive role in relationships.

C for *Conscientiousness* stands for a competent, accurate and detail-oriented person who is a critical thinker and likes to organize. This person appreciates quality and is very thorough in most endeavours (DISC Profile - What is DISC 2017).

Similar to Marston's earlier model of two dimensions, Slowikowski (2005) has explained that the modern DISC has two dimensions or drives: a person can be people or task driven and fast or slow driven. D and I are more extroverted and outgoing personality types that are considered fast-paced and S and C are introverted and reserved, therefore slower-paced. On the other hand, I and S are more people and feeling-oriented personalities while the D and C types are task-oriented.

Based on the readings, it is apparent that there are quite a few advantages to using the DISC assessment. For example, Slowikowski (2005) has pointed out that the DISC model has become popular because it is easy to administer relatively easy to interpret. Moreover, the DISC profiling model has been found a reliable and valid instrument in a study by Roodt (1997). The study took place in South Africa and researched the Discus profiler that uses the same DISC personality type system. A questionnaire was used to retest the existing test and the validity and reliability of Discus showed significant correlations that leads to the conclusion that the test is consistent. Therefore, the DISC assessment can be considered a reliable method for determining a person's characteristics. Jones and Hartley (2006) have also researched some of the advantages of DISC and have

found, that using the knowledge of DISC would help with persuasion in different situations. Using this knowledge has also made people more successful in their jobs. What more, it gives a personal, private and public perspective for a better understanding. Based on the mentioned features, the model can be considered useful, respectable and trustworthy.

Though reliable, the DISC model has not been used in academic environments as much as the other personality profiling tools, as mentioned by Jones and Hartley (2006). Moreover, Reynierse et al (2000) have pointed out that the DISC assessment tool and its background are notably less formal than, for example, MBTI and, since DISC has not been researched as much, there is noticeably less academically proven theory behind it. This might suggest that it is not as suitable for educational purposes as other assessment tools like MBTI and the Big 5 or that there has not been a need for this assessment tool in this field.

1.2   Personality and Learning

In 2016, Khatibi and Khormae compiled a literature review on the effect of personality on learning styles, which revealed that there has been a substantial amount of research into this topic in different age groups and in different circumstances, and that personality does in fact affect academic achievement. Moreover, the research showed that the aspects in which people differ the most are motivation, memory, decision making and learning. Generally, the studies in the educational field can be divided into three groups, (1) those that focus on the relationship between personality types and learning styles, (2) others that concentrate on personality types and academic achievement and, finally, (3) studies that analyse only the association between learning styles and academic achievement without taking personality into consideration.

Snyder (2000) has stated in her study into the relationship between learning styles and academic achievement among high school students that a successful teacher should take into account the way students prefer to learn and that learning styles and academic achievement are dependent on each other. However, there is the aspect of personality as well: whereas personality and learning styles are connected and both important, they are not the same. Hence, it is important to study relations between the two.

Denphaisarn (2014) came to the same conclusion in a study where a personality and learning style based e-learning framework was tested on a group of users. It was found that the DISC personality and the Felder-Silverman's learning style assessments were sufficient to match students with appropriate resources and delivery modes. Since the learners were aware of their personal approach, their expectations were more realistic, which could, in fact, enhance user satisfaction while leading to more effective learning. Even though this study was conducted in an online learning environment, it could easily be used in a classroom setting as well.

There are studies that examined learning style preferences expressed by specific personality types. For example, Komarraju et al (2011) used the Big 5 model to study the interaction between learning styles and each of the personality types among undergraduate college students. They asked for the student's GPA (grade point average) and had them take the 5 Factor Inventory assessment as well as the Inventory of Learning Processes test. The results showed that students with the Openness and Conscientiousness personality type chose to utilize all four of the learning styles, elaborative processing, synthesis analysis, methodical study and fact retention, from the Inventory of Learning Processes to get the most out of their learning experience. Conscientiousness also had the strongest association with the GPA and, based on the outcome, seemed to be the most useful type for high achievement. Other than Openness and Conscientiousness, the research showed that

there were some specific methods that a few of the students desired more than others due to their individual characteristics and personality types, but the relationship between those were not as apparent as with Openness and Conscientiousness.

While it is hard for a teacher to take every student's learning preferences into consideration, there are benefits to being aware of them. Chamorro-Premuzic et al (2007) argue that "whilst it may not always be possible for lecturers and teachers to use the teaching methods preferred by students it is certainly interesting to get some idea of the preferences". Their own study with medical students, showed that "emotionally stable, open, and agreeable students tended to prefer lab classes, small group tutorials, and clinical training, whilst conscientious students tended to prefer clinical training and discussion groups" (ibid.). What is more, Ibrahimogul et al (2013) have divided people into two personality profiles and found that "Individuals with high levels of extraversion, agreeableness, conscientiousness, and openness and low level of neuroticism have diverging and accommodating learning styles, and it can be claimed that they like hands-on experiences and prefer to learn by doing." They are opposed to people with high levels of neuroticism and low levels of extraversion, agreeableness, conscientiousness, and openness who enjoy an approach with careful and reflective observations. These people feel confident analysing the data from different angles and succeed when being tested on the knowledge learned from lectures.

When it comes to personality-based teaching, most of the examples and studies are from specialty education rather than general education. For example, Jessee et al (2006) researched dental students' personality types and their learning preferences to match them with teaching methods. The Myers-Briggs Type Indicator (MBTI) was used to determine the most common personality types. Then the types were analysed and matched with teaching methods based on the dental students' behavioural preferences. Their study

revealed that the ISTJ (Introverted, Sensing, Thinking, Judging) personality type was the most common among the participants and since Sensing (S)/Intuition (N) and Thinking (T)/Feeling (F) functions are the most significant when it comes to learning, they focused on finding methods for these types. The suitable strategies for S and T were to have them read additional information on the topic, provide sensory-rich materials as well as facts that are in a logical and organized format, give specific instructions, indicate practical applications and give feedback while also allowing them to self-evaluate the outcomes. Despite figuring out the most common personality types, the authors' purpose was to provide education that is suitable for everyone; thus, they also added suitable strategies for the opposite types N and F. The authors imply that, in order to maximize their learning experience, students should be offered multiple learning opportunities and all the personality types should be taken into consideration when developing a curriculum. Moreover, they recommend educating students about personality types as well, to help them understand their own behaviour better as self-knowledge is an important aspect in learning and also identify with others more easily.

De Raad and Schouwenburg (1996) used the personality types in the Big 5 model to find the most successful types for young learners. They admitted that immediate connections were challenging to find, but a prevalent conclusion was that "the peaceful, cooperative child has an advantage over the non-adjusted child". This derives from their research that extroverted students are too social to spend time alone studying while introverted and serious learners who show persistence would accomplish more. According to the study and the Big 5 theory, the Conscientiousness type is the most successful learner.

While there are numerous studies on students' learning styles and personality types, their findings vary. In their study, "The relationship between personality type and

academic achievement of medical students in a Saudi medical school", Alshehri et al (2018) compared the results of a personality type survey that was answered by 414 medical students to the same students' grade point average and found no association between the personality type and academic performance. The authors of the study concluded that a person's personality is a multifactorial variable that is affected by cultural issues and that is why their results differ from other similar studies.

1.2.1 Personality Types and Language Learning

Although there are not very many studies into personality types used in English classes, there are a few into foreign language learning and language learning in general.

A basic affiliation between the two has been made by Ehrman and Oxford (1990), who used the MBTI method to determine students' language learning styles. They found that people's behavioural type strongly influences their success in language learning. For example, according to their analysis, Introverts, Feelers, Perceivers and Intuitives (Personality terms used in MBTI) have advantages in language learning and achieve higher scores than other types. Similar results were obtained by Moody (1988), who surveyed science, engineering and business students in comparison to second-year language students at the University of Hawaii. He found that a significant number of the language students belonged to the Intuition category and somewhat smaller number to the Introversion, Thinking and Perception categories. The author draws attention to the imbalance of teaching methods used in language courses as the methods used seemed to be tailored towards only the type of learners that are used to learning languages. Language teachers may unknowingly design courses for typical language learners with the before-mentioned personality types, but this does not meet the needs of other students with different personality types. His suggestion is to use a wider variety of learning activities in the language classroom to cater for the peculiarities of as many students as possible.

Based on a literature review on the relationship between learning styles, personality types and reading comprehension performance, Sadeghi et al (2012) who focused on teaching English as a second or foreign language, recommended teachers to learn to identify the different characteristics of a student because students "do not start this process with a so called *blank slate*", but with their own predispositions and unique ways. The study led to consistencies in theoretical and empirical research that reading comprehension is in fact affected by personality. However, Sadeghi et al (2012) have noted that most of the studies in this field have been done in countries where English was spoken as a native language and much more research is needed in non-English speaking countries.

Not all studies have been as successful at finding links between language learning and personality types. For example, Sharp (2008) used MBTI and the Strategy Inventory for Language Learning to find any identifiable connections between these variables and second language learning among Hong Kong university undergraduates. His study failed to produce evidence that there are direct relationships between the factors. The author suggests a variety of reasons for this outcome: the limited variability in the strategies used or proficiency scores or the fact that motivation, maturity and situations were not taken into account or the proficiency test not being comprehensive enough. Thus, the results could be different with some altered research strategy, but there could also be no correlation what so ever.

In conclusion, there is previous research about the topic in general and the research shows correspondence between specific personality types and preferred way of learning. As most of the studies are conducted on the higher education level, there is not much information on primary education level and on a specific subject, not to talk about the fact that DISC personality assessment has been used very seldom in education related studies.

There are findings according to which a person's personality type does not change over time but enhances it with new learned knowledge and skills as researched by Jessee (2006). Thus, it makes sense to consider these aspects in language teaching for all ages and levels. As all the previously mentioned authors have emphasized, to improve the teaching process of the English language in general education, further research into personality types' influence on learning is definitely required.

2   CHAPTER II: A STUDY OF STUDENTS' PERSONALITY TYPES AND PREFERRED LEARNING ACTIVITIES

Chapter 2 focuses on the study conducted in a private school in Tartu, Estonia from March to May in 2019 with a group of 8th grade students in their English as a Foreign Language class. It covers the research question, a detailed overview of the procedure of the study with the results and a discussion of the results and the outcome of the study.

2.1   Research Question

The purpose of the study was to find out whether there is a correlation between a student's personality type and the learning activities they prefer, the assumption being that using the language learning activities that correspond to the student's personality type would make it easier and more enjoyable for the student to acquire new knowledge and for the teacher to offer the best ways for students to learn. Therefore, the following research question was formulated: Do students favour the learning activities they should supposedly prefer according to their personality types?

2.2   Participants

The study was conducted in a private school in Tartu. The participants were a group of twelve 8th grade students, aged between 14 and 15 years. The particular school and group were chosen because the author of the study is the English teacher of the group in that school. Since the participants were underage, their parents were informed about the study via Stuudium messaging, as recommended by the school's administration.

2.3   Procedure

The study was conducted during the students' regular English lessons from March to May in 2019. As described in Table 1, the research design comprised a personality test,

a questionnaire based on the test, a series of language teaching activities used with the students and a questionnaire following the activities.

Table 1. Overview of the lessons and activities.

Lesson 1	• DISC personality test – The students answer the questions on their iPads. • Questionnaire 1 – Students respond to the questionnaire (Appendix 3) in writing.
Lesson 2	• Video on mass tourism – Watching the TRT World (2018) video together in the classroom, students writing down the main issues mentioned. • Class discussion – Talking about the problems mentioned in the video and potential solutions with the whole class. • Reading – Class is divided into four groups, two of the groups read article 1 (CNN, Oct 3, 2018) and two of the groups read article 2 (Nonto, 2018). After reading, students discuss in groups the main points of the article. • Group work – Moving around class in groups and adding their ideas to the four posters with different headings (Positive sides of tourism, negative sides of tourism, solutions to mass-tourism and personal thoughts on the topic). The final posters were photographed and uploaded to Stuudium for the students to see and comment on.
Home assignment	• Creating a video – Students create a video on (mass) tourism or travelling. They could do it on their own or in groups of two to three people. The video had to be at least two minutes long.
Lesson 3	• Watching two of the videos created by the students and commenting on them in class.
Lesson 4	• Watching seven of the videos created by the students and commenting on them in class. • Responding to the second questionnaire (Appendix 4) – Students are sent the link to the Google Forms where they answer the questionnaire using their iPads.

The first part of the study was the personality testing for which an already existing assessment system on the DISC Personality Testing website (Harris, Eikenberry. Free

DISC Test) was used. The test consists of 12 questions with a choice of answers and the subjects have to choose the answers that are most like them and also the least like them. This particular test was chosen due to its convenient use on different electronic devices, free access and easy to understand English language, because the test was conducted during an English class with 8th grade students using their iPads. The purpose of the personality test was to pinpoint the range of personality types among the participants and to understand the correlation between their preferences for activities and their personality types.

The second part of the study was a short questionnaire in English (Appendix 3) whose aim was to find out the students' opinion about the personality questionnaire and its results. The questionnaire also included a question about the participants' favourite language learning activities. The responses to this question were used to design the language learning activities used in the third part of the study.

During the third part, the activities mentioned by students in their questionnaires were used in English classes for culture and language learning. The third part of the study took place over a three-week period during three English classes. The activities were: watching a video, class discussion, reading an article, group work, creating a video and watching the created videos during the lesson.

The fourth part of the study was an activity assessment questionnaire (Appendix 4) compiled in Google Forms for the students to assess all the activities conducted during the lessons. The questionnaire included grading all the activities on a scale of 1 to 5 and giving reasons for the particular grade given as well as choosing the most enjoyable and the most difficult activities. Students' answers in the final questionnaire will be compared to the answers in the initial questionnaire in order to see if after trying out the activities they actually feel the same way about them. The results are organised by the personality types

and compared to the personality type characteristics and preferences that have been described previously in the literature review.

2.4 Results

In the current section, the overview of the results of the personality test and the conducted activities is given. The answers to the two questionnaires (post-testing questionnaire and the final questionnaire) are presented and discussed.

2.4.1 Personality test

As Slowikowski (2003) has explained, personality types are not as straightforward as one would think and there are rarely pure personality types where one person can be described with only those characteristics. Most people are a combination of different types which is called a blended personality.

Table 2. Data of the DISC test results.

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12
D	x								x	x	x	x
I	x	x	x		x	x	x	x			x	x
S	x	x	x	x		x	x		x			
C	x	x		x	x			x		x	x	

Among the 12 participants, there were none with only one personality type; one student had a blend of all four personalities, two had a blend of three and nine had a combination of two (see Table 2). It is interesting to have a person with a blend of four personality types as this is fairly uncommon and, according to the assessment results (Figure 2) this student's personality is well balanced.

You have an almost even blend of **Dominant**, **Inspiring**, **Supportive**, and **Cautious** traits. From the results we have so far, we cannot tell which of these traits is the strongest for you. You may have a very balanced blend of all four traits. If this is true, you have a pretty rare combination of traits.

Some words that describe you are:
- Flexible,
- Friendly,
- Adaptable, and
- Moderate

You have both task-oriented and people-oriented traits. You can also be either reserved or outgoing depending on the situation. You can probably connect and communicate with many different people, and you can relatively easily understand their perspective. Your struggle with understanding others might be seeing how strongly they feel or perceive and issue.

Figure 2. Participant's results from discpersonalitytesting.com.

As seen in Table 2, *I* (Influence/Inspiring) personality type was the most dominant among the students as nine of them had *I* as part of their personality blend. *D* (Dominance/Dominant) personality type, on the other hand, was the least common. The most typical combination was *I* and *S* (Steadiness/Supportive), as according to the test three students were a combination of these two personalities and the second most common blend of personality types was *I* and *C* (Conscientiousness/Cautious), as two students were assessed to have this combination (Table 2).

2.4.2   Post-testing questionnaire

The post-testing questionnaire's (Appendix 3) purpose was to see if the students' agreed with the results and if this test benefited them in any way as well as finding out the language learning activities the students liked the most.

Table 3. Students' answers to the post-testing questionnaire.

Test results	Do you agree or disagree with the results of the assessment? Please give reasons.	Did you find out anything new or interesting about yourself? Please explain.	What language learning activities do you like the best? (E.g. watching videos, discussions, group work, reading literature/texts, grammar exercises, etc.) Why?
DISC	I think I myself can agree with the results, but other people might differ. I agree because some of them are true	Nothing new	watching videos and discussions
DIC	I don't agree. I am not cautious.	I didn't. Nothing to explain.	Watching videos. It's entertaining and you learn naturally.
SI	No, I am not kind of friendly.	Not really, I disagree with most of it.	Group work. Less work per student.
CI	Yes. I'm not really cautious, but ok.	No, I didn't. Not much to explain.	Group work, discussions. I can share my thoughts which are superior to anybody's.
SI	Agree, because all the words that describe me are kind of true.	The test said that my supportive traits are a little stronger than my inspiring traits, I didn't know that before but it is also true if I think about it.	Watching videos and reading books in English because I can do it alone which means I can focus more on the studying part.
IC	Yes, I do. Because all of the words that described me were right.	No, I didn't because I know how I act of behave.	Mostly I watch videos in English. But I read books in Estonian.
ISC	I agree because it says I have people-oriented and task-oriented traits. And that it depends on the situation if I am outgoing or reserved.	The test says that I like to interact with people but it really depends on the person I'm meeting or talking to.	I like to read literature, watch videos. I like group work as well but it depends on the group
CD	I do. I just do.	No. I did not. No reason.	Videos. You can do other stuff.
ID	Yes, because doctors are very dominant.	No, because I know myself.	Watching vids, because it's the easiest.
SC	I agree. Because they just seem to match my personality.	No because I didn't.	Watching videos, movies and reading literature, because it's a bit easier and more fun, than doing boring grammar exercises.
SI	I do, because I do support others, but I'm not so inspirational.	I didn't know that I can reduce stress.	Watching videos, it teaches pronouncing a bit more than reading, but it shows how people use the language.
DS	Yes, while I do like to help people, I also want to make sure that things get done.	No, I was already aware of this information.	Watching videos and reading. They are the most efficient ways. Every then and now grammar exercises as well...

As seen in Table 3, two out of 12 participants did not agree with their results and ten did agree, whereas, one of the ten mentioned that other people might not agree with the results he got. The most common reason for agreeing with the results was the wording of the results because several participants mentioned that the words used to describe them were true in their own opinion. Only three participants admitted to learning something new about themselves, while nine participants did not find any new information and three of the nine specified that it is because they know themselves well enough already. One of the participants who did learn something new added that after thinking about it the new information made sense and was accurate.

As for the activities preferred by the students, five activities were mentioned: watching videos, reading, group work, discussions and grammar exercises. Ten participants with different personality types mentioned videos as a language learning activity they enjoy. Different reasons for this activity were given, some liked it because it is the easiest (*ID* and *SC* personality types), some liked it because it is fun and entertaining (*SC, DIC)*; even hearing the pronunciation was mentioned by a student with *SI* personality type as an advantage and, according to one student, it is the most efficient way of learning a language (*DS)*. Another efficient activity mentioned by four participants with the personality types *DS, SC, ISC* and *SI* was reading. This choice was similarly explained as being easy and fun but also something that can be done alone. As seen in Table 3, group work was mentioned three times by *SI, CI* and *ISC* personality types and discussions only twice by *DISC* and *CI* types, but both were liked because of the ability to share one's own thoughts. An argument for group work from a *SI* personality type stated that it gives each student less work.

The students' responses to the post testing questionnaire question about their favourite language learning activities (Table 3) yielded some examples of the characteristics compatible with the specific personality types that are described by Slowikowski (2005) and the DISC Profile (2017). For example, group work was mentioned only by the students who had the *I* personality type in their personality blends. Since according to Slowikovski (2005), the *I* type is an enthusiastic type who is more people–and feeling–oriented and less task–oriented, people having this type want to communicate with others, and they do not enjoy working individually for long periods of time. Thus, the preferences of these students can be explained by their personality type, because group work and discussion are activities that require communicating and socialising with others. Moreover, the same conclusion can be said about reading, because

all of the participants who chose reading as one of their preferred activities had *S* in their personality blends as a common denominator and as previously described, the *S* personality type is a more submissive type who enjoys being alone. As reading is an activity normally done individually, the personality types definitely match with the students' choices.

2.4.3 Activities conducted

During the third part of the study, the activities mentioned by the students in the questionnaire were used to teach the topic of travel and tourism. According to the post testing questionnaire the activities students preferred for language learning were watching videos, group work, discussion, reading and grammas exercises.

The first activity was also mentioned the most during the initial questionnaire - watching a video. The chosen video by TRT World (2018) was covering issues of mass-tourism and while watching students had to write down the main problems. This activity was followed by a class discussion on the topic. During the discussion the students pointed out the main issues that were mentioned, talked about their own experiences and offered solutions to mass-tourism. However, only half of the class participated in the discussion, mostly the ones who are usually more talkative; the others were just listening or doing something else, but everyone had a chance to express their opinions.

The next activity in the same lesson (Lesson 2 as described in Table 1) was group work. The students were divided into four groups and two groups read article 1 (CNN 2018) and the other two groups read article 2 (Nonto, 2018). The articles chosen were both approximately 2000 words long with several examples which took students some time to read through but after reading they had time to discuss the main points in their group. During the reading, four posters were hung on the four walls of the classroom, each of them with a different heading: positive sides of tourism, negative sides of tourism,

solutions to mass-tourism and personal thoughts on the topic. Each group was initially assigned a poster and instructed to write down their ideas on the topic. After that, the groups moved on to the next poster and so on until they had written something on all of them. Due to lack of time, the results were not discussed in the class, but pictures of the posters were uploaded to Stuudium for the students to go over and comment on.

The group work activity was followed by a home assignment of creating the students' own video alone or in a group. The video was to be on tourism, mass-tourism or travelling and at least two minutes long. The students were given this assignment before their spring break and they had three weeks to complete the task, and the videos turned out to be very creative and interesting. The final activity, that was conducted in the third and fourth lesson, was watching the created videos and commenting on them. A few of the students initially asked if their videos might not be shown in front of the whole group, but after being explained that it is part of the assignment, they all agreed to showing them. During this activity, the students were very engaged and interested in watching their classmates' work. This seemed to be the most successful of the activities.

2.4.4 Final questionnaire

The study was finalised with an assessment questionnaire (Appendix 4) in Google Forms that the participants responded to during the lesson. The students were asked to grade the activities on the scale of one to five where one means that the student did not like the activity at all and five means that they liked it a lot. Each of the activities was graded separately and a reason for each one was required. The results without the explanations are shown in Table 4 where the students' names are replaced with their personality types from the initial testing. Two of the students who filled in the first questionnaire did not submit answers to the final questionnaire; therefore, there are only ten students' opinions to

analyse. The results show that different students had very different opinions of the activities and none of them received the same grades from all the students.

Table 4. Students' grades for the activities.

Personality type	Watching the video on mass-tourism and writing down main points	Class discussion on mass-tourism	Reading about mass-tourism	Group work - writing your group ideas on posters (positive sides, negative sides, solutions etc)	Creating your own video	Watching the created videos and discussing them
IC	5	4	5	3	4	5
IC	5	3	3	2	4	5
SI	4	3	1	4	4	4
SI	5	5	5	4	5	5
DS	3	4	1	3	4	5
CD	4	4	2	4	1	3
ID	3	3	1	3	5	5
ISC	4	4	2	3	3	3
SC	3	2	2	4	4	5
DISC	4	5	1	5	4	5
MEAN	4	3,7	2,3	3,5	3,8	4,5
MINIMUM	3	2	1	2	1	3
MAXIMUM	5	5	5	5	5	5

The first activity of watching a video on mass-tourism did receive a high score (the means score was four points) as no one gave it less than three points which was to be expected because 10 out of 12 students mentioned watching videos as a great language learning activity during the post-testing questionnaire. The three students who gave five points all had the *I* personality type in their personality type combinations and explained that they liked the activity because it was a good video that included some interesting facts. The students who graded the activity with a score of three said the following:

- *DS* - This was fairly informative.
- *ID* – It was fun but could have been more fun
- *SC* – Because it is always good to watch videos rather than read.

The class discussion with the means score of 3.7 points received less praise. The lowest score was two points given by a student with the personality type *SC*, who explained that even though the topic was interesting, the discussion part was boring.

The highest score was five points from two students with the *SI* and *DISC* personality types, the common factor being *I* and *S* personality types. According to their explanations, they enjoyed going over the problems with tourism and hearing the classmates' opinions. The others mostly felt the same way:

- *IC* – Good to discuss things. Though people have different perspectives which isn't sometimes good.
- *IS* – I guess we discussed it well, just not very very well.
- *ISC* – It was an easy exercise and we got to discuss our ideas.
- *DS* – I like discussions.

The reading task received by far the lowest scores with the mean score of 2.3 points. This was surprising as five students had mentioned reading as one of their favourite language learning activities in the initial questionnaire. Four students gave this activity only one point and explained it as follows:

- *DS* – The text was too long and boring.
- *ID* – It was boring.
- *DISC* – The text was long and pretty boring. In my opinion most of the stuff did not help with the further tasks.
- *IS* – The text was really hard to read. There were a lot of hard words I don't use every day.

Therefore, the dislike was mostly explained by the text being too long, uninteresting and, for some, too complicated. However, not all the students shared this opinion as the two students who enjoy reading still liked the activity and gave it five points:

- *IC* – Reading is interesting.
- *IS* – The text was long but detailed.

Group work was considered useful and engaging by half of the students and boring by the other half of the group so, with the mean score of 3.5 points, it was less popular than

any other activity except reading. The participant who gave the activity two points explained it by having zero motivation, whereas the students who gave the task highest scores of four and five had different reasons for liking it:

- *IS* – Teamwork was good.
- *IS* – It was interesting but at the end it was hard to write down new things.
- *DISC* – Fun to see other ideas on different parts of the topic.
- *SC* – It was fun to come up with creative answers.

The practical assignment of creating their own video was another activity that the students' liked a lot even though one student gave it one point without providing any reasons and the next lowest score of three was explained with that group having technical difficulties when creating the video. All the other students enjoyed the activity providing the following comments:

- *DS* – Creating my own video was fun, because I could make it by my own taste.
- *ID* – It was the best.
- *DISC* – It's a bother but the end results were good.
- *SC* – Because I like creating funny skits.

The final activity of watching the videos and commenting on them seemed to be the students' favourite as it received the highest mean score of 4.5 points and the best feedback:

- *IC* – The videos were quite enjoyable.
- *IC* – It was interesting.
- *SI* – The videos were good, and everybody said something about someone's video.
- *CD* – Watching other's work is entertaining.
- *DISC* – Fun to see how the other students approached the given task.

When looking at the similarities between the students' personality types and their evaluation of the activities, there were some occasions where the students with the same personality type gave the activities the same number of points. For example, students with the *IC* personality types gave exactly the same grades for the first, fifth and sixth activity and students with the *SI* personality types gave the same grade to the fourth activity.

However, there were also some completely opposite examples when one of the *SI* personality type students rated the third activity with a five and the other with a one.

Table 5. Students' answers to the final questionnaire.

Personality type	In your opinion, which activities were the best for language learning?	Which activities were the most enjoyable for you in general?	Which activities were the most difficult for you?	Please explain	Do you usually like and dislike the same kind of activities in language classes?	If you answered NO, please specify the activities and how the results differ from your usual preference.
IC	Class discussion, Creating your own video	Watching the YouTube video, Reading, Watching videos created by the classmates	Creating your own video	Managing time went out of hand a little bit.	Yes	
IC	Watching the YouTube video, Creating your own video, Watching videos created by the classmates	Watching the YouTube video, Creating your own video, Watching videos created by the classmates	Creating your own video	It took a lot of time and i faced tachincal problems	Yes	
SI	Class discussion	Watching videos created by the classmates	Group work - writing your group ideas on posters, Reading	-	Yes	
SI	Watching the YouTube video, Class discussion, Group work - writing your group ideas on posters, Creating your own video, Watching videos created by the classmates	Watching the YouTube video, Creating your own video, Watching videos created by the classmates, Reading	Group work - writing your group ideas on posters	As i said before, at the end it was hard to add new things.	Yes	
DS	Class discussion, Creating your own video, Watching videos created by the classmates	Creating your own video, Watching videos created by the classmates	Creating your own video, Reading	Editing videos takes quite a lot of time, It's not as simple as it may appear to be.	It really does depend on the topic and class	
CD	Class discussion, Creating your own video	Group work - writing your group ideas on posters, Watching videos created by the classmates	Creating your own video	4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours 4 hours	Yes	
ID	Watching the YouTube video, Creating your own video, Watching videos created by the classmates	Watching the YouTube video, Creating your own video, Watching videos created by the classmates	Class discussion, Group work - writing your group ideas on posters, Reading	I dont like to read	No	Because we don't do these kind of things in other classes
ISC	Class discussion, Creating your own video	Watching the YouTube video, Class discussion	Group work - writing your group ideas on posters, Creating your own video, Reading	The text had a lot of difficult words and making the video was also pretty difficult	Yes	
SC	Class discussion, Creating your own video	Watching the YouTube video, Group work - writing your group ideas on posters, Creating your own video, Watching videos created by the classmates	Class discussion	I don't know	Yes	
DISC	Watching the YouTube video	Class discussion, Group work - writing your group ideas on posters	Creating your own video	None, but I couldnt leave it blank	Yes	

The students were also asked to choose the best language learning activities, the most enjoyable activities and the most difficult activities as seen in Table 5. The results show that the feedback was mostly different per student except for the activity that the majority

of the participants found most difficult: creating a video. However, the students mostly explained their assessment with not having enough time, not managing time very well or the activity taking too much time. The students did not mention their personal dislike of the actual activity itself and, interestingly, as mentioned earlier two of the students this activity five points and six of the students gave it four points, which are both rather high. Whereas, when looking at Table 3, reading definitely received the lowest score of all the activities as its mean in the lowest of them all. It seems that the students did not find the task difficult, but definitely disliked it the most.

2.5   Discussion

The aim of the study was to find out if students' preferences for language learning activities match their personality types. The findings of the current study are compared to those in previous research into the DISC personality types. The DISC personality test conducted showed that the 12 students had a variety of personality type combinations as nine different personality blends were revealed. This means that the students have different characteristics and their preferences vary, which, in turn, means that each student might like a specific kind language learning activity. Teaching and catering to different personalities at once is an issue that could lead to dissatisfied and unmotivated students, which is why several of the previous studies (Komarraju et al 2011, Chamorro-Premuzic et al 2007, Jessee et al 2006, Ehrman and Oxford 1990, Moody 1988, Sadeghi et al 2012) have mentioned this as one of their key arguments for researching this topic.

At the same time, the test revealed that the majority of the students in the group had the *I* personality type in their personality blend. Therefore, in this particular case, the students shared some characteristics, but as mentioned previously, there were only two pairs of students who had the exact same combinations. Having two pairs of students with the same personality blends is very useful for this research because it can be one way of

determining whether there is a correlation between the personality types and preferred language activities.

The responses to the first questionnaire established that the students with the same personality blends did not always like the same activities. For example, one student with the *IS* personality type liked group work, another liked watching videos and reading while the third also liked watching videos but did not like reading h. However, the results of the final questionnaire showed that in some cases the students with the same personality blends did enjoy the same activities more than in other cases. One pair of the students with the same *IC* personality type gave three activities out of six the exact same number of points while the other pair with the *IS* type did that only once. These kinds of inconsistencies dot not lead to a strong connection between the personality types and students' opinions.

An interesting aspect the responses to the questionnaire revealed was the different styles of answering the questions that the students with contrasting personality types had. For example, a person with the *D* and *C* personality types generally gave shorter answers to the questions without much of an explanation while a student with the *S* and *I* personality types explained their answers rather thoroughly. This is consistent with the theory that the *D* and *C* personality types are normally more task-oriented and abrupt while the *S* and *I* types are people-oriented personalities who are more creative and co-operative.

On the other hand, this kind of a study does not provide absolute conclusions, primarily because the students' answers and choices could be influenced by several factors that have not been controlled for this study. This has been recognized before by Alshehri et al (2018) in their study where they did not find a connection between academic achievement and personality types because other elements such as the students' culture interfered. An instance in this specific study is the fact that students might have favoured

activities that require less work or are generally considered more fun to activities that are more tedious and complicated. For example, watching videos was initially chosen as a favourable activity by the majority of the students and later received the highest grades from the students while also being considered the most difficult tasks according to the final questionnaire. Moreover, most of the explanations the students gave for liking this activity described it as fun, entertaining and interesting. While there might be a relationship between the participants' personalities and preferring this activity to other activities, it cannot be confirmed. The fact that the majority of the students in this particular group had the *I* personality in their personality blend and that the majority of the students gave this task a high grade could be connected, but since there were the students who liked this activity and did not have the *I* type in their combination, there does not seem to be a clear relationship.

All in all, based on the outcome it does not seem that the students liked the activities based on their personalities as much as some other influential elements, but the fact that the group preferred generally more social activities to less social tasks and that nine students out of 12 had an *I* personality type in their personality blend might indicate that personality might slightly shape the way students think. In light of these results and despite the fact that the outcome of this research does not confirm a relationship between the personality types and students' preferences for learning activities, the author of this thesis believes that taking personality types into consideration when teaching or communicating with students definitely improves the quality of the relationship between the teacher and the students.

As this was only a case study of a relatively small group of students, it should be mentioned that the results shown are not to be generalized. These are the characteristics of this specific group and for a better overview a new study should be conducted with a larger

group of participants. In addition to the size of the sample group, another reason why this research might not have produced more definite results could be the issue of age – the participants might have been too young. The students did not take the assignments and the questionnaires vary seriously as some of the answers were not very useful. This might be the reason why most of the previous studies with personality types were administered among college and university students. It might have been too optimistic to assume that 8th grade students' personalities are refined enough and even if they are, maybe the students themselves do not really understand what they want and like. Thus, the students to be studied in the future should probably be slightly older for a more profound outcome.

CONCLUSION

The goal of the present thesis was to analyse the relationship between students' personality types and their preferences for learning activities and to answer the question whether students favour the learning activities that they should supposedly prefer according to their personality types.

According to the literature review, the findings of the previous studies have been contradictory. Some studies (e.g. Komarraju et al 2011, Jessee et al 2006) have found correlations between personality types and specific learning styles or preferred teaching methods where students with one personality type felt that they enjoyed learning more when a specific method was being used. At the same time, there were some examples where a substantial study (Sharp 2008) was carried out with a large number of students but no association between personality types and suitable learning styles could be determined due to different factors also playing a role in the students' preferences.

To clarify the matter, a study was carried out in an EFL class with a group of 8th grade students in Estonia to find out their personality types and their attitudes towards different language learning activities. The procedure was described in detail and the results on the study were presented. The study consisted of four stages: taking a personality test, answering a post testing questionnaire, participating in activities and assessing the activities in the final questionnaire. The findings indicate that occasionally students liked the activities that their personality type should prefer; for example, the socially active students liked group work more than other activities. According to the results, this proved to be true in the case of a few of the personality types like in the case of IC and IS but not all of the personality types. Some of the activities the students liked (such as watching

videos and creating videos) seemed to be unrelated to the characteristics of their personality types.

Furthermore, when comparing the students' answers from the questionnaires to the answers of other students with exactly the same blend of personality types, there were a few similarities but generally they seemed to prefer different activities. While their preferences most probably could not be identical, the fact that even the participants with the same personality types did not favour the same activities in most cases leads to the conclusion that their preferences do not match their personality types.

Overall, the results of the current study did not confirm a noticeable relationship between specific DISC personality types and favoured language learning activities. While there were some correspondences between students with similar personality types feeling similarly towards some of the tasks, a definite connection was not evident. However, it should be noted that these results do not eliminate the chance that there, in fact, could be a correlation because the sample group in this study was very small and the results could have been influenced by various factors. This, in turn, does not allow for generalisations to be made while the results could probably be used for an initial insight into this issue in Estonian general education schools.

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APPENDIX 1

Myers-Briggs Type Indicator explained

The Indicator is based on four main functions as shown on a chart compiled by Shen et al (2007), (Figure 4). Based on the assessment, functions will be turned into a 4-letter personality type from the MBTI type table that consists of 16 personality types as seen in Figure 3.
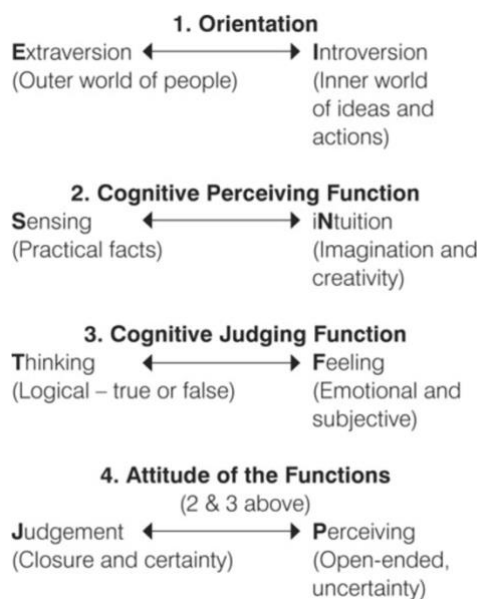

ISTJ	ISFJ	INFJ	INTJ
Inspector	Protector	Counselor	Mastermind
Doing What Should Be Done	A High Sense of Duty	An Inspiration to Others	Everything Has Room for Improvement
ISTP	**ISFP**	**INFP**	**INTP**
Crafter	Composer	Healer	Architect
Ready to Try Anything Once	Sees Much But Shares Little	Performing Noble Service to Aid Society	A Love of Problem-solving
ESTP	**ESFP**	**ENFP**	**ENTP**
Promoter	Performer	Champion	Inventor
The Ultimate Realist	You Only Go Around Once in Life	Giving Life an Extra Squeeze	One Exciting Challenge After Another
ESTJ	**ESFJ**	**ENFJ**	**ENTJ**
Supervisor	Provider	Teacher	Fieldmarshal
Life's Administrators	Hosts and Hostesses of the World	Smooth-talking Persuader	Life's Natural Leaders

Figure 4. Four Functions of the MBTI.   **Figure 3. MBTI type table (Nazaran et al 2012).**

APPENDIX 2

Big 5 Personality Types Explained

The Big 5 or the Five Factor Model comprises of five personality types or traits as they are often called that are correlated with specific adjectives and characteristics as seen below.

Table 6. Overview of the Big Five traits (Wilfling et al 2011).

Big Five Personality Trait	Characteristics	General description
Conscientiousness	Being dependable, careful, thorough, responsible, organized, planful, hardworking, achievement- oriented and persevering.	Inclination to achievement orientation (hardworking and persistent), dependability (responsible and careful), and orderliness (planful and organized).
Extraversion	Being sociable, gregarious, assertive, active, powerful and talkative.	Propensity for social orientation (outgoing and gregarious), to be surgent (dominant and ambitious) and active (adventuresome and assertive).
Agreeableness	Being courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted and tolerant.	Propensity to be cooperative (trusting of others and caring) as well as likeable (good-natured, cheerful and gentle).
Openness	Being imaginative, cultured, curious, original, broad-minded, intelligent and artistically sensitive.	Disposition to intellect (philosophical and intellectual) and unconventionality (imaginative, autonomous and nonconforming).
Neuroticism	Being anxious, depressed, angry, embarrassed, emotional, worried and insecure.	Tendency to render a lack of positive psychological adjustment and emotional stability.

APPENDIX 3

Post personality test questionnaire

Your name   ………………………………………………………………

Your personality test result letter(s)   ………………

Do you agree or disagree with the results of the assessment? Please give reasons.

………………………………………………………………………………..…………

………………………………………………………………………………….….……

…………………………………………………………………………………….…..…

Did you find out anything new or interesting about yourself? Please explain.

………………………………………………………………………………..…………

………………………………………………………………………………….….……

…………………………………………………………………………………….…..…

What language learning activities do you like the best? (E.g. watching videos, discussions, group work, reading literature/texts, grammar exercises, etc.) Why?

………………………………………………………………………………….…………

………………………………………………………………………………..…………

…………………………………………………………………………….….……

………………………………………………………………………………..……

APPENDIX 4

Post activities questionnaire

Activity assessment

Please submit your honest feedback on the activities conducted in our English classes during the last couple of weeks.

* Required

Your name *

Your answer

Grade the activity *

	1	2	3	4	5
Watching the video on mass-tourism and writing down main points	○	○	○	○	○

Reason *

Your answer

Grade the activity *

	1	2	3	4	5
Class discussion on mass-tourism	○	○	○	○	○

Reason *

Your answer

Grade the activity *

	1	2	3	4	5
Reading about mass-tourism	○	○	○	○	○

Reason *

Your answer

Grade the activity *

	1	2	3	4	5
Group work - writing your group ideas on posters (positive sides, negative sides, solutions etc)	○	○	○	○	○

Reason *

Your answer

Grade the activity *

	1	2	3	4	5
Creating your own video	○	○	○	○	○

Reason *

Your answer

Grade the activity *

	1	2	3	4	5
Watching the created videos and discussing them	○	○	○	○	○

Reason *

Your answer

In your opinion, which activities were the best for language learning? *

☐ Watching the YouTube video

☐ Class discussion

☐ Reading

☐ Group work - writing your group ideas on posters

☐ Creating your own video

☐ Watching videos created by the classmates

Which activities were the most enjoyable for you in general? *

☐ Watching the YouTube video

☐ Class discussion

☐ Reading

☐ Group work - writing your group ideas on posters

☐ Creating your own video

☐ Watching videos created by the classmates

Which activities were the most difficult for you? *

☐ Watching the YouTube video

☐ Class discussion

☐ Reading

☐ Group work - writing your group ideas on posters

☐ Creating your own video

☐ Watching videos created by the classmates

Please explain *

Your answer

Do you usually like and dislike the same kind of activities in language classes? *

○ Yes

○ No

○ Other:

If you answered NO, please specify the activities and how the results differ from your usual preference.

Your answer

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Kristi Tihkan

Students' Personality Types and Their Preferences for Language Learning Activities: Is There a Match?
Õpilaste isiksuse tüübid ja nende eelistused keeleõppe tegevustes: Kas nende vahel on seos?

Käesoleva magistritöö eesmärk on uurida seost õpilaste isiksuse tüüpide ja tegevuste vahel, mis neile meeldivad keeleõppes. Õpetajatele on alati olnud oluline leida viise, kuidas motiveerida õpilasi õppima ja seeläbi ka paremini õpitut omandama. Üks võimalikest lähenemisviisidest on õpetada vastavalt õpilaste isiksuse tüüpidele või siis neid vähemalt arvesse võttes. Seega üritatakse uurimuse käigus leida vastus küsimusele, kas õpilastele päriselt meeldivad need keeleõppe tegevused, mis neile isiksuse tüübi järgi peaksid meeldima.

Antud töö koosneb sissejuhatusest, kahest peatükist ja kokkuvõttest.

Esimeses peatükis on kirjeldatud ja analüüsitud eelnevaid uurimusi õppimise ja isiksuse tüüpide omavahelistest seostest, lisaks on eraldi välja toodud uurimused keeleõppe valdkonnas ja ülevaade isiksuse tüüpide hindamise vahenditest nii üldiselt kui ka valitud DISC testi taust ja haridusvaldkonnas läbiviidud teadusuuringud, kus seda konkreetset testi on kasutatud. Enamikel puhkudel leiti uurimustes seos isiksuse tüüpide ja üppimiseelistuste või õpitulemuste vahel, kuid on ka uurimusi, kus seost ei olnud.

Teine peatükk ehk empiiriline osa annab ülevaate läbiviidud uuringust, kus kaksteist 8. klassi õpilast tegid inglise keele tundide raames DISC isiksuse testi, esitasid küsimustikus oma lemmik keeleõppe tegevused, osalesid tundides, kus need samad tegevused läbi viidi ja pärast hindasid neid tegevusi. Õpilaste keeleõppe tegevuste eelistusi võrreldi nende isiksuse tüüpidega ja isiksuse tüüpidele vastavate omadustega ning selgus, et õpilaste eelistuste ja nende isiksuse tüüpide vahel võib leida väheseid seoseid, kuid otsest vastastikust sõltuvust ei ilmnenud. Õpilaste eelistused ei olnud süstemaatilised vastavalt isiksuse tüüpidele, mis viitab muute tegurite mõjule nende arvamuses. Mainimist väärib, et mõnel puhul hindasid sama isiksuse tüübiga õpilased tegevusi samaväärselt, seega võib isiksus õpilas õppimiseelistusi mõningal määral mõjutada. Osalt võib see tulemus olla mõjutatud väikesest valimist, sest uuringus osalenud grupp koosnes 12st õpilasest, kellest ainult 10 hinnangud on kaasatud uurimusse. Seega oleks vajalik põhjalikum uuring suurema valimiga.

Märksõnad: inglise keel, isiksus, isiksuse tüübid, DISC, keeleõpe, inglise keele õpetamine

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Tartus, 20.05.2019

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