



A Brief Review on Language Learning Strategies and MBTI

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Abstract.With the increasing popularity of the Myers-Briggs Type Indicator (MBTI) theory, various personality types defined by this framework are becoming more widely recognized and discussed. Upon identifying the different MBTI personality types, we can also explore how these types can be related to language learning strategies. In this field of study, we will first explain each MBTI personality type in detail, followed by an analysis of their characteristics. Subsequently, we will examine various theories about language learning strategies, linking each personality type to specific strategies that align with their unique traits. Thus, we can match these personality types with appropriate language learning strategies to enhance the efficiency and academic performance of each learner.

Keywords: MBTI, Language learning strategy, personality

1 Introduction

In this article, the structure is as follows: first of all, the definition of MBTI personality will be introduced, where each letter's meaning will be explained respectively, such as Extroversion vs. Introversion (E/I), Sensing vs. Intuition (S/N), Thinking vs. Feeling (T/F), and Judging vs. Prospecting (P/J) [1]. Secondly, the conception of Learning Strategy (Boyle, 1995) will be led in, the main strategies to be introduced include cognitive strategies, metacognitive strategies, compensation strategies, social strategies, affective strategies, and memory-related strategies. Then,

after the brief overview of the notion, according to the inclination of diverse personality types, the association between MBTI Personality and Language Learning Strategies will be unlocked. In the end, the eventual deduction over the whole article will be unveiled.

2 The Definition of MBTI Personality

The Myers-Briggs Type Indicator (MBTI) is taken as a broadly acknowledged mental framework that categorizes individuals into 16 distinct personality types based on four dichotomies: Extroversion vs. Introversion (E/I), Sensing vs. Intuition (S/N), Thinking vs. Feeling (T/F), and Judging vs. Prospecting (P/J) (Boyle, 1995). Each of these dichotomies represents a spectrum of behaviors and preferences that influence how individuals perceive the world and interact with it.

2.1 Extroversion and Introversion (E/I)

Extroverted people are those who absorb energy from communicating with other people. It means that extroverted individuals connect with the outside world more closely and they tend to be explicit to the outside.

Introverted people are those who exhaust energy from communicating with other people. It means that introverted individuals connect with outside world less closely, and they tend to be implicit to the outside. [2]

2.2 Sense and Intuition (S/N)

Intuitive people are those who focus on the intuition to know the world, and they are more interested in abstraction. They are willing to be open to the new changes, and they tend to quest the possibility and implications beyond reality. They depend on instinct and imagination to comprehend information [3].

Observant people are those who focus on the sense to know the world and they are more interested in substance. They are unwilling to be open to new changes, and they pay more attention to the procedure and details in reality. They depend on sense and facts to comprehend information.

2.3 Thinking and Feeling (T/F)

Thinking people are those who tend to judge things and make decisions by logic more than emotion. They tend to be more rational in decision-making, interpersonal communication, advocated value, and information processing.

Feeling people tend to judge things and make decisions based on emotion more than logic. They tend to focus on the feelings and emotions surrounding them, and they are more sentimental about decision-making, interpersonal communication, advocated value, and information processing.

2.4 Judging and Prospecting (P/J)

Prospecting people tend to be more flexible and open-minded in their lifestyle. They value freedom and diversity in social life and like to associate with different types of people. They possess a casual lifestyle to attain more inspiration. Thus, they are suitable to do some creative work where they can utilize their talent in their element.

Judging people tend to be more rigorous and decisive in their lifestyle. They pay more attention to order and rules in social interaction and like to establish deep friendships with like-minded people. They are accustomed to taking life one step at a time. And they tend to make schedules arranging their life to achieve their goals. Thus, they are suitable to do a majority of work where they can be competent step by step.

3 Learning Strategy

This section introduces the categorization and definition of learning strategies, including cognitive strategies, metacognitive strategies, compensation strategies, social strategies, affective strategies, and memory-related strategies [4].

3.1 Cognitive Strategies

Cognitive strategies empower language learners to utilize methods like inference, extraction, composition, synthesis, outlining, and information restructuring. These techniques help construct a more solid knowledge framework when actively engaging with the language learning environment. These strategies also include practicing in natural contexts and properly practicing language structures and sounds [5]. Cognitive

strategies vary from metacognitive strategies. The fundamental difference lies in the goals of the actions: cognitive activities are geared towards the acquisition, retention, and application of knowledge for task execution, whereas metacognitive activities guide learners in controlling and managing the learning process itself [6].

3.2 Metacognitive Strategies

Metacognition is reckoned as pondering over the thought which is beyond cognition and can be seen as a direct system to control and utilize obtained knowledge [7]. In other words, metacognitive strategies are advanced practical measures that may require to project for monitoring or assess the triumph of a knowledge acquiring plan. They reveal the level of the learners' acquirement regarding the learning procedure and are disciplined by the learners to adjust the learning behaviors [8]. Metacognitive strategies involving other characteristic behaviors such as self-assessment, target location, and introspection, which are linked to greater language learning conclusions [9].

3.3 Compensation Strategies

Compensation Strategies is an auxiliary process in which users can guess speakers' meaning intelligently and resolve some obstacles in other means of impression. Compensation strategies can be used to mitigate the knowledge gap in the target language resulting from limited vocabulary. Compensation strategies represent techniques used to balance linguistic limitations, encompassing circumlocation, material inference, and non-verbal communication methods [10]. Cabrejas-Peñuelas (2012) noted that of those, the utilization of compensation strategies is extensively adopted to address the deficiency in linguistic proficiency [11].

3.4 Social Strategies

Social strategies contain learners' selections to interrelate with other students and native speakers, for instance, putting forward some questions to explain social roles and relationships, inquiring for a clarification or confirmation, and conjoining with other learners so as to accomplish assignment [12]. Social Strategies are useful for students to enter an environment that is welcome to acquire language. In accordance with Oxford's (1990), the utilization of social strategies in language learning involves

engaging in interactive activities with peers or native speakers, such as asking questions and imitating their linguistic behaviors, to enhance the effectiveness of language study courses [13].

3.5 Affective Strategies

Affective strategies refer to techniques aimed at assisting students in regulating their emotions, attitudes, motivations, and values. The implementation of these strategies has a significant impact on language acquisition as they empower students to effectively regulate their affective states. For instance, laughter can be utilized by learners as a means of inducing relaxation, while praise functions as a self-reinforcement for their achievements. The utilization of affective strategies in providing adequate support or empathy to language learners during language interactions is beneficial for enhancing their interest and passion, thereby contributing to the reinforcement of their learning motivation. For example, collaboration and enquiry for explanation are the chief affective strategies. Affective strategies can involve recognizing one's emotional state and anxiety levels, discussing one's feelings, and achieving self-fulfillment through commendable performance [14].

3.6 Memory-related Strategies

Memory-related strategies facilitate the storage and retrieval of new information for learners through techniques such as creating mental associations, utilizing imagery and sound, and engaging in structured reviewing [15]. On the other hand, memory-related strategies qualify learners to link new language elements with previously learned ones, aiding in their recollection when needed [16]. Memory-related strategies include the psychological procedures aimed at loading new information in the remembrance and regaining them when required. Recognizing the importance of key vocabulary, syntax, and other linguistic structures in more effectively language acquiring and testing, memory-related strategies are crucial for attaining language proficiency and communicative competence [17].

4 The Relationship between MBTI Personality and Language Learning Strategies

Extroverted individuals approve a mindset focused on communication and social interaction, desiring interaction with others and the practical use of their language skills in everyday scenarios [18]. Individuals with extroverted personalities often avoid traditional language learning techniques like rote memorization and repetition (Oxford et al., 1992), and they prefer to cooperating and talkative practices, such as engaging with reading, chatting to peers or participating in team negotiations [19][20]. The consequences (Ehrman & Oxford, 1989) exposed that the extroverted individuals utilized emotional strategies and the strategies can be visual over the introverted individuals [21]. Thus, extroverted individuals are in favor of language learning strategies, such as social strategies, metacognitive strategies, and affective strategies than introverted individuals. It is worth noting that while extroverted individuals may have a natural proclivity towards these specific strategies due to their outgoing instinct, which does not suggest that introverted individuals cannot surpass in the field of language learning or take advantage of these approaches as well. Language acquisition is a compound procedure influenced by numerous factors such as specific predilections, preceding knowledges, educational background, and particular inspirations.

There are some notions which recognized that extroverted individuals may be advantageous in language learning. While the label that extroverted individuals do normally better in language learning than the introverted individuals, Zhang (2023) indicated the merit that introverted student, in addition to their inclinations regarding extrovert or introvert, have in reading ability [22]. Thus, it is evident that the application of learning strategies highlighting the requirement to personalize the learning strategies to specific advantage and disadvantage instead of depending on oversimplifications based on individual characters. Considering these conclusions, to learn a language, it is critical to maintain an open mind. Instead of focusing on extroversion or introversion, individuals should concentrate on recognizing the benefits and drawbacks in their process of language learning [23][24].

Individuals who have a favored sense often possess a wider perception of things and are capable of utilizing inclusive strategies such as making educated guesses, forecasting, and rephrasing. They frequently steer clear of becoming entangled in grammatical analysis and instead concentrate on grasping the overall meaning of the

information they come across. This capacity to absorb information more broadly can be advantageous in various scenarios, enabling them to see the larger picture and establish connections that others might miss. It also empowers them to approach problems from diverse perspectives and devise innovative solutions. This language learning discrepancy was ascribed as the imparities in personality characters [25]. In general, sense intention can lead to a more flexible and adaptable way of thinking [26]. Chen and Huang (2012) also initiated that individuals with strong intuition tend to rely on their instincts and gut feelings when making decisions, rather than relying solely on factual information [27]. Additionally, they are inclined to seek deeper meanings and connections in language, often using metaphors or symbolism to express themselves. This allows them to engage in more meaningful and authentic communication with others, as they are able to tap into the emotional nuances of language. Overall, intuitive individuals approach language and interaction with a focus on depth, emotion, and genuine connection.

According to Volodymyrivna (2023), thinking individuals and feeling individuals have the most melodramatic complementarity of all personality types [28]. Thinking individuals demonstrated a robust inclination towards cognitive strategies: particularly analytical ones, whereas those with a feeling preference shunned cognitive strategies, notably analysis. Additionally, thinking individuals conveyed a partiality for metacognitive strategies which were not favored by feeling individuals. In contradiction of feeling individuals, thinking individuals rejected social strategies. Furthermore, individuals identified as "Thinker" experienced heightened levels of anxiety and struggled with issues related to self-esteem such as the forfeiture of professional approval, feelings of lack of command, and excessively lofty self-expectations. They also faced challenges related to social detachment and relied more on books than on peers or teachers for support. On the other hand, feeling individuals demonstrated a sturdy preference regarding interpersonal communication focused on topics like family and social relationships. The research conducted by Chen and Huang (2012) focusing on the associations between personality types and the perceptual learning style preferences among English as a Foreign Language (EFL) students in Taiwan, as well as the connections between personality types and the language learning strategies employed by these students shown that there was no manifest difference between the feeling and thinking individuals, the use of compensation strategies in language learning is more common compared to other

learning strategies, memory-related strategies are found to be the least utilized in the context of language learning.

Finally, judging individuals strongly favored metacognitive strategies because they take into account more methodical and prearranged technique to problem-solving. These individuals be inclined to prosper on construction and scheduling, making metacognitive strategies a natural fit for their decision-making process. By utilizing metacognitive techniques, judging individuals are able to carefully assess the situation at hand and strategically determine the best course of action, ultimately leading to more successful outcomes in various aspects of their lives. Judgers tended to avoid compensation strategies, whereas Perceivers showed a preference for them (Volodymyrivna, 2023). Prospecting people tend to have a natural inclination towards embracing uncertainty and adapting to change. They are often comfortable with ambiguity and open to exploring different possibilities, which allows them to approach situations with flexibility and an open mind. The cognitive strategies also lead them to involve in gathering information, considering various options, and being adaptable in their decision-making process. The research revealed that individuals with a judging preference tend to use general learning strategies more often than those with a perceiving preference. Conversely, individuals with a perceiving preference engage more frequently in strategies aimed at seeking and interactively deciphering information, compared to those with a judging preference. (Chen & Huang, 2012). Overall, individuals who prefer perceiving tend to thrive in environments that require creative problem-solving and the ability to think on their feet.

Some studies have failed to establish a link between the Myers-Briggs Type Indicator (MBTI) and learning strategies. This may be due, in part, to the potential inaccuracy of the MBTI as a measure of personality. For example, Zemke (1993) initiated that MBTI dependability can only grasped 61%, which from Sharp (2008). Additionally, the language tests may exist its drawbacks leading to the failure of conclusions [29].

5 Conclusion

According to the research it has already demonstrated, it can find that diverse personality can have an influence on various learning manifestations and the MBTI can be correlated with the choice of language learning strategies. In brief, extroverted

individuals tend to be more adaptable in selecting social strategies, metacognitive strategies and affective strategies to learning languages, while this cannot suggest that introverted individuals will not utilize these strategies in their study process. The intuitive individuals assumed more practice of metacognitive strategies, compensation strategies, memory-related strategies than the sensing ones. And thinking individuals used more metacognitive strategies which were not liked by feeling individuals. The compensation strategies are used frequently within the learning of thinking individuals and feeling individuals. Individuals with a judging preference are more inclined to opt for general learning strategies more readily than those with a perceiving preference. Conversely, perceiving individuals are more likely to employ strategies focused on interactive denotation and exploration. In essence, different learning strategies are designed for various individuals. In order to make every language learner more fit in language learning, they can select the learning strategies by their MBTI personality.

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