

Personality, Temperament, and Mood

CONTENTS

1. Introduction to Personality

3. The Big Five Model

5. Personality and Learning

7. Conclusion

2. Approaches to Studying Personality

4. Myers-Briggs Type Indicator (MBTI)

6. Personality and Language Learning

1. Introduction to Personality

Importance of Personality in Individual Differences

Personality is the most individual characteristic of a human being.

Pervin and John (2001) emphasized personality in understanding individuals as complex beings.

Personality factors play a lesser role compared to aptitude and motivation in L2 studies.

Definition of Personality

Personality is defined as the "whole 'whole character and nature' of an individual (Collins Cobuild Dictionary). Dictionary).

De Raad (2000) indicates that 'character' has been replaced with 'personality' in scientific context.

Pervin and John (2001) define personality as consistent patterns of of feeling, thinking, and behaving.

2. Approaches to Studying Personality

Personality

Main Taxonomies in Personality Psychology



3. The Big Five Model

Overview of the Big Five

Descriptions of the Big Five Dimensions

Dimension	Description
Openness to Experience	Imaginative, curious, flexible vs. conservative, practical
Conscientiousness	Organized, reliable vs. careless, disorganized
Extraversion	Sociable, active vs. reserved, passive
Agreeableness	Friendly, cooperative vs. cold, antagonistic
Neuroticism	Anxious, insecure vs. calm, relaxed

Validity of the Big Five Construct

The Big Five model may not encompass all aspects of personality.

Funder (2001) suggests broader constructs might be necessary beyond the Big Five.

4. Myers-Briggs Type Indicator (MBTI)

Overview of MBTI

Based on Jung's theory and developed by Isabel Myers and Myers and Katharine Briggs.

Extraversion–Introversion

Thinking–Feeling

Prominent model with four dichotomies:

Sensing–Intuition

Judging–Perceiving

Relevance to Language Learning

Widely used in educational settings and correlates with cognitive styles.

Studies find limited direct relationships between MBTI types and language performance.

5. Personality and Learning

Impact on Academic Achievement

Mixed results regarding personality correlates of academic performance.

Positive associations found particularly for Openness to Experience and Conscientiousness.

Indications that personality impacts learning in context-specific situations.

Methodological Issues

Varied research designs and criteria for measuring academic success complicate findings.

Many personality studies do not achieve significant correlations due to these inconsistencies.

6. Personality and Language Learning

Importance of Personal Traits in Traits in L2 Acquisition

- 1 Early studies identified personality traits relating to successful language learning.
- 2 Extraversion is a common subject of analysis in language studies.

Research Findings on Extraversion and Introversion

Extraverts tend to be more fluent and use language more effectively in social settings.

Introverts may excel in structured learning environments, showing different advantages.

Other Studies and Findings



Research using other personality variables has produced inconclusive results.



Significant correlations were found between Openness to Experience and language proficiency.

7. Conclusion

Conclusion



Despite mixed results, personality remains central in understanding educational behaviors.



Future research must include nuanced approaches to personality and its interaction with learning to yield meaningful insights.