

UC Merced

Proceedings of the Annual Meeting of the Cognitive Science Society

Title

The Impact of Personality Types and Cognitive Learning Styles on ESL Learners in Art and Science Programmes

Permalink

<https://escholarship.org/uc/item/7qg745tb>

Journal

Proceedings of the Annual Meeting of the Cognitive Science Society, 47(0)

Author

Wong, Catherine Shee-hei

Publication Date

2025

Copyright Information

This work is made available under the terms of a Creative Commons Attribution License, available at <https://creativecommons.org/licenses/by/4.0/>

Peer reviewed

The Impact of Personality Types and Cognitive Learning Styles on ESL Learners in Art and Science Programmes

Catherine Wong

Hong Kong Metropolitan University , Hong Kong, Hong Kong, China

Abstract

This study aimed to explore the relationship between ESL learners' cognitive styles and personality types, focusing on how personality influences perceptual learning preferences and language learning strategies. Participants included 20 English majors and 58 Nursing majors in a Year 1 ESL course (62 females and 16 males). Data were collected using a structured questionnaire, including the Myers-Briggs Type Indicators (MBTI) test, and 40 items on learning styles and strategies. Results indicated that the most common personality types among English majors were INFP and ISFP, while Nursing majors frequently exhibited ISFJ and ENFP types. The least common types were INTJ and ENTP. Learning style preferences showed 37% favored reading/writing, 33% visual, 26% auditory, and 4% kinesthetic. Significant relationships were found between language learning strategies and introverted/extroverted personality types, though no significant gender differences were observed. The findings suggest that ESL instructors should consider these differences to enhance classroom dynamics and effectiveness.