

NAM CAN THO UNIVERSITY
FACULTY OF FOREIGN LANGUAGES



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**THE RELATIONSHIP OF EFL STUDENTS' PERSONALITY TRAITS
AND THEIR PREFERRED LANGUAGE LEARNING STYLES**

BACHELOR'S THESIS

Program: English Studies

Code: 7220201

Can Tho, 2025

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SUPERVISOR

PHAM TRUT THUY

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DECLARATION

I solemnly declare that the thesis entitled “*The Relationship of EFL Students’ Personality Traits and Their Preferred Language Learning Styles*” is a result of my independent work under the supervision of Ms. Pham Trut Thuy, and has not been submitted for any academic degree at any other institution before.

All references and ideas from other courses have been properly cited. The data in this study were collected and analyzed honestly. This research is free from plagiarism, and any similarities with other works are purely coincidental.

Can Tho, May 2025

NGUYEN THI BICH THUY

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ABSTRACT

This study explores the relationship between EFL students' personality traits and their preferred language learning styles at Nam Can Tho University. Based on the Big-Five Model, including five traits, namely, *Openness*, *Conscientiousness*, *Extraversion*, *Agreeableness*, and *Neuroticism*, and Reid's the Perceptual Learning Styles with six categories, such as *Visual*, *Auditory*, *Kinesthetic*, *Tactile*, *Group*, and *Individual* learning styles, the study aims to identify how these PT influence students LS preferences. A mixed-methods approach was employed and the data were collected via questionnaires with 278 English-major students and semi-structured interviews with five purposely selected participants. Quantitative findings revealed statistically significant correlations between several traits and specific learning style: *Extraversion* and *Agreeableness* were linked to *Auditory* preferences; *Conscientiousness* correlated with *Visual* learning style; while *Openness* showed the strongest associations across a wide range of learning styles. In contrast, *Neuroticism* did not exhibit consistent relationships with any learning styles. Qualitative data further supported these results by providing in-depth insights into students' learning behaviors and motivations. The study highlights the importance of personality-informed pedagogy in English language instruction, suggesting that more personalized and learner-centered teaching strategies can lead to improved engagement and academic success among EFL students in Vietnam.

Keywords: Personality Traits (PT), Learning Styles (LS)

TÓM LƯỢC

Nghiên cứu này khám phá mối quan hệ giữa đặc điểm tính cách (PT) của sinh viên học tiếng Anh như một ngoại ngữ (EFL) và phong cách học ngôn ngữ ưa thích (LS) của họ tại Trường Đại học Nam Cần Thơ. Dựa trên Mô hình Năm Nhân tố (Five-Factor Model) gồm *Tính cách cởi mở* (Openness), *Tính cách tận tâm* (Conscientiousness), *Tính cách hướng ngoại* (Extraversion), *Tính cách dễ chịu* (Agreeableness) và *Tính cách nhạy cảm* (Neuroticism), nghiên cứu nhằm xác định cách các đặc điểm tâm lý này ảnh hưởng đến sở thích học tập của sinh viên. Với phương pháp nghiên cứu hỗn hợp, nghiên cứu đã thu thập dữ liệu thông qua bảng khảo sát và phỏng vấn bán cấu trúc với 278 sinh viên chuyên ngành ngôn ngữ Anh. Kết quả định lượng cho thấy có mối tương quan thống kê đáng kể giữa một số đặc điểm tính cách và phong cách học cụ thể: *Tính cách hướng ngoại* và *Tính cách dễ chịu* liên quan đến phong cách học mang tính xã hội và thính giác; *Tính cách tận tâm* có mối liên hệ với phong cách học có cấu trúc và thị giác; trong khi *Tính cách cởi mở* cho thấy mối liên hệ mạnh mẽ nhất với nhiều phong cách học khác nhau. Ngược lại, *Tính cách nhạy cảm* không thể hiện mối quan hệ nhất quán với bất kỳ phong cách học nào. Dữ liệu định tính củng cố thêm những kết quả này bằng cách cung cấp cái nhìn sâu sắc về hành vi và động lực học tập của sinh viên. Nghiên cứu nhấn mạnh tầm quan trọng của việc áp dụng phương pháp giảng dạy dựa trên đặc điểm tính cách trong giảng dạy tiếng Anh, qua đó đề xuất rằng những chiến lược giảng dạy cá nhân hóa và lấy người học làm trung tâm có thể giúp nâng cao sự hứng thú và thành công trong học tập của sinh viên EFL tại Việt Nam.

Từ khóa: Các đặc điểm tính cách (PT), Các phong cách học tập (LS)

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