

---

## Language Learning Strategies Enhancement Training through Personality Development: A Training Designed for ESL Learners

Juanito P. Tandoc Jr., PhD

Isabela State University Echague Campus

Saint Louis University

Corresponding Author: Juanito P. Tandoc Jr., PhD, E-mail: [jongt28@gmail.com](mailto:jongt28@gmail.com)

---

### ARTICLE INFO

Received: August 05, 2019  
Accepted: August 08, 2019  
Published: September 30, 2019  
Volume: 2  
Issue: 5  
DOI: [10.32996/ijllt.2019.2.5.44](https://doi.org/10.32996/ijllt.2019.2.5.44)

### KEYWORDS

*training design*    *personality*  
*enhancement*    *language*  
*learning strategies*

---

### ABSTRACT

The Language Learning Strategies Enhancement training focuses on the use of varied strategies to aid and assist the learners in the success of their language learning. The use of varied strategies in language learning will greatly assist the learners to develop and improve their proficiency and task performance. While enhancing the learners' use of varied strategies in language learning, this training will also develop their personality to help them become holistic language learners.

## 1. INTRODUCTION

As an offshoot of the previous research on interlinking personality and language learning strategies, this personality development and enhancement typically mean improving and grooming learners' outer and inner selves to bring about a positive transformation into their lives. Since in the study there were least ranked personality traits of students, these will be developed and refined while simultaneously enhancing their predominant personality traits in bringing about holistic language learners. The process includes boosting one's confidence, improving communication and speaking abilities, broadening one's scope of knowledge and expertise, developing certain skills, talking and walking and overall imbibing one's self with positivity, proactive attitude and peace.

This language learning strategy enhancement training through personality development is intended for AB English and BSE English students to train them to use all the language learning strategies to be better language learners while developing their least ranked traits while enhancing their predominant personality traits. This training will be conducted before their English Proficiency Training (EPT) and be measured and gauged with the results of their EPT performance. Thus, this proposed training design shall be implemented on the first month of the first semester where they will be trained to use all language learning strategies in the belief that employing these strategies will aid them in their language learning and equally considering the contention that this training will help them become holistic learners, learners who are being original and conscientious, independent and rule conscious, perfectionist and open to change, assertive and empathetic, rational and decisive, socially confident and sensitive, and communicative and cautious language learners. This paper therefore answers this research question:

1. What training can be proposed to enhance the language learning strategies and personality traits of the ESL learners?

## **2. LITERATURE REVIEW**

Personality traits and language learning strategies used by language learners have been a subject of research projects for decades. Research results proved that success in language learning can be achieved if the language learning strategies matched the personality traits of the learners (Griffiths et al., 2001; Tandoc & Juan, 2014; Obralic & Mulalic, 2017). In this study, it was revealed that there are predominant personality traits which are directly and positively related to their most preferred language learning strategies. However, results of the study also indicated that there are personality traits which are ranked the least and language learning strategies used by the learners which are equally and substantially important to achieve best results in their language learning. Thus, a training design was conceptualized for the learners to have holistic personality and balanced used of language learning strategies to produce the most desired outcomes in their language learning.

Nunan (1997) and O'Malley and Chamot (1990) mentioned that better strategy users who display a greater variety of strategies and employ them more frequently, make better language learners. Also, Flavell (1979) specified that using one or more or even combination of learning strategies often had best impact than single strategy use. This claim was highly considered in the conceptualization of this training mainly because the results of this study showed that most language learning strategies used by both AB English and BSE English students were Metacognitive, Social, Memory and Cognitive and the least used strategies were Compensation and Affective language learning strategies. This indicates that these students seldom guess intelligently from the context, overcome limitations in their speaking and writing, lower their anxiety, encourage themselves, and being emotionally stable which are important facets of language learning. Hence, less successful students can improve their language performance if they become more strategic in their learning approach and develop an appropriate repertoire of learning strategies. It is also the aim, therefore, of this training to make students successful language learners by using all the learning strategies.

O' Malley et al. (1985) and Oxford (1990) supports the belief that learners who receive training, generally learn better than others who do not. Furthermore, Wakamoto (2000) proposes that there should be a training of learning strategies for students in which all the useful strategies for effective language learning should be taught. Hence, this training is conceptualized.

## **3. METHODOLOGY**

The descriptive survey type of research was used in this paper. It was used to describe the training needs of second language learners.

## **4. RESULTS AND DISCUSSION**

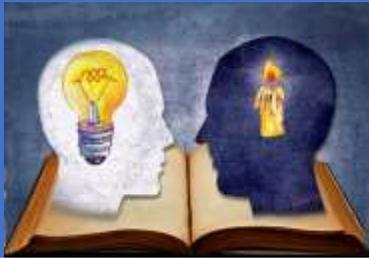
This 5-day training-workshop on Language Learning Strategies Enhancement Training through Personality Development provides language learners a thorough learning and understanding of their own language learning strategies and personality traits.

Through the input of the resource persons, instead of just using language learning strategies, the learners will be adept in using all these strategies to better facilitate their learning and to achieve the desired results in language learning. Similarly, the language learners' least ranked but important personality traits will be developed while enhancing their predominant personality traits. As for the learning outputs, these will serve as an evaluation tool/ evidence of learning of all participants.

### **Objectives**

The general objective of the training program is to develop the least preferred language learning strategies and least ranked personality traits of the learners while enhancing their most preferred language learning strategies and predominant personality traits. Specifically, it aims to:

1. provide participants a good grasp of the content, overview, and significance of the training;
2. orient participants about the nature and requirements of the training program;
3. offer activities that will build rapport among the participants;
4. discuss the recent trends and issues on Language Learning Strategies and Personality Traits;
5. explain the concepts of language learning strategies and how these strategies help learners in their language learning;
6. discuss the importance of improving one's empathy, rationality and perfectionism especially for to-be teachers;
7. discuss the advantages of using Compensation language learning strategy;
8. explain the value of possessing self-confidence and high self-esteem to achieve rationality;
9. recognize the impact and importance of Affective learning strategy in second language learning;
10. explain the importance of achieving adaptive perfectionism;
11. discuss the importance of Empathy trait as a mantra thru positive re-affirmation;
12. evaluate the teaching demonstration of BSE participants and AB English participants' Public Service Announcement;
13. discuss the lessons learned from the training.

		Tandoc's Design for Language Learning Strategies Enhancement Training through Personality Development				
		Objectives of the Training	Learning Outcome	Learning Methods/ Activities	Materials	Evaluation Tool/ Evidence of Learning
		To...	Participants are able to...			
<b>Day 1</b>						
7:00-12:00pm	Registration	provide participants a good grasp of the content, overview, and significance of the training	demonstrate respect with other participants and show active participation in all sessions and activities	lecture/ sharing	ppt video presentations	
12:00-1:00pm	Lunch					
1:00-1:05pm	Opening Prayer					
1:05-1:10pm	Lupang Hinirang					
1:10-1:20pm	Opening Number					
1:20-1:30pm	Welcome and Opening Remarks					
1:30-1:35pm	Introduction of the Keynote Speaker					
1:35-1:50pm	Keynote Speech					
1:50-2:00pm	Show of Talents/ Intermission Numbers					
2:00-2:20pm	Orientation and Rationale of the Training	orient participants about the nature and requirements of the training program.	clarify concerns and share expectations from the training.	input discussion	ppt	
2:20-3:00pm	Rapport Building	offer activities that will build rapport among the participants	gain in-depth understanding of the importance of socialization	group dynamics meet and greet	materials for GD ppt video clips	
3:00-3:05pm	Introduction of Plenary Speaker 1					
3:05-5:00pm	<b>Plenary Talk 1: Language Learning</b>	discuss to the participants the recent	demonstrate understanding on the recent	input discussion	ppt	list of language learning

	<b>Strategies and Personality Traits: Its role in 21<sup>st</sup> Century Education</b>	trends and issues on language learning strategies and personality traits	trends and issues in language learning strategies and personality traits in the 21 <sup>st</sup> century educational setting.		video presentations  lecture notes	strategies and personality traits
<b>Day 2</b>						
7:00-8:00am	Attendance Checking					
8:00-8:30am	Morning Rites					
8:30-8:35am	Introduction of Plenary Speaker 2					
8:35-9:35am	<b>Plenary Talk 2. Learning to learn: Strategies for Effective Language Learning</b>	explain the concepts of language learning strategies and how these strategies help learners in their language learning	demonstrate appreciation and realize the significance of using LLS in language learning.	brief introduction of language learning strategies	lecture - discussion  ppt  research studies on LLS	activity worksheets
9:35-10:00am	Coffee Break					
10:00-10:05am	Introduction of Plenary Speaker 3					
10:05-11:30am	<b>Plenary Talk 3. Empathy, Rationality and Perfectionism: Personality Traits for Holistic Learning and Teaching</b>	discuss the importance of improving one's empathy, rationality and perfectionism especially for to-be teachers	prove the value and importance of enhancing one's empathy, rationality and perfectionism	brief introduction of the psychological constructs under study	video presentations on social experiments on empathy, rationality and perfectionism	activity Worksheets
11:30-1:00pm	Lunch Break					

1:00-1:05pm	Introduction of Lecturer 1					
1:05-3:00pm	<b>Session 1. Guess What?: Using Intelligent Guesses for Effective Learning</b>	discuss the advantages of using Compensation language learning strategy	apply Compensation learning strategy in language learning	input discussion	lecture notes ppt video presentations	lecture notes
3:00-3:15pm	Coffee Break					
3:15-5:00pm	Open Forum and Workshop	have an open discussion and clarify issues on using Compensation strategy	practice Compensation language learning strategy through miming games and definition activities	individual sharing Q&A group activities games	cards cartolina marker	score board/sheet rewards
Day 3						
7:00-8:00am	Attendance Checking					
8:00-8:30am	Morning Rites					
8:30-8:35am	Introduction of Lecturer 2					
8:35-10:00am	<b>Session 2. The Decision-Making Wheel: Enhancing Rationality by Positive self-talk and Attitude Control</b>	explain the value of possessing self-confidence and high self-esteem to achieve rationality	display self-confidence and high self-esteem to achieve rationality	input discussion	ppt video clips	steps in developing rationality
10:00-10:15am	Coffee Break					
10:15-11:30am	Open Forum and Workshop	have an open discussion and clarify issues regarding rationality and self-confidence	project self-confidence and rationality	input-discussion individual sharing clarify issues	activity worksheets ppt	decision making wheel decision making wheel rubric

				Q-A decision making wheel critiquing of outputs		
11:30-1:00pm	Lunch Break					
1:00-1:05pm	Introduction of Lecturer 3					
1:05-3:00pm	<b>Session 3. The Affective Learning Strategy and its impact to language learning</b>	recognize the impact and importance of affective learning strategy in L2 learning	regulate emotions, motivation and attitude toward language learning by recognizing the impacts and importance of Affective language learning strategy	input discussion video presentations	ppt videos	notes
3:00-3:15pm	Coffee Break					
3:15-5:00pm	Open Forum and Workshop	have an open discussion and clarify issues regarding Affective learning strategies	reduce anxiety and intensify motivation level through group activities	input-discussion individual sharing clarify issues Q-A group activities	ppt video clips	rewards
Day 4						
7:00-8:00am	Attendance Checking					
8:00-8:30am	Morning Rites					
8:30-8:35am	Introduction of Lecturer 4					
8:35-10:00am	<b>Session 4. How Perfect is Perfect? Visualization and Imagery Projecting Perfectionism</b>	explain the importance of achieving adaptive perfectionism	differentiate maladaptive and adaptive perfectionism as well as project perfectionism	input discussion	ppt video clips	notes and list of motivation strategies and techniques to become

			in all aspects of language learning			perfectionist .
10:00-10:15am	Coffee Break					
10:15-11:30am	Open Forum and Workshop	have an open discussion and clarify issues regarding adaptive perfectionism	display creative thinking and aim for perfection and quality outputs	input-discussion individual sharing clarify issues Q-A mix and match art project (group work) critiquing of presentation	cards pencil marker box bottles chairs	rubric for art project rewards
12:00-1:00pm	Lunch Break					
1:00-1:05pm	Introduction of Lecturer 5					
1:00-3:00pm	discuss the importance of Empathy trait as a mantra thru positive re-affirmation	discuss the importance of Empathy trait as a mantra thru positive re-affirmation	validate participants' view of themselves in the eyes of others and show an increased interest in others and appreciate the value of feeling how others feel	input discussion discussion on JOHARI window and positive re-affirmation	mood setting activities ppt presentations	identified feelings and emotions
3:00-3:15pm	Coffee Break					
3:15-5:00pm	Open Forum and Workshop	have an open discussion and brainstorming activity regarding empathy, self-	Show and model empathy, self-affirmation and attitude control	input-discussion individual sharing group activity	ppt	5-minute skit presentation showing empathy rubric for skit

		affirmation and attitude control		clarify issues Q-A skit critiquing of presentation		presentation
<b>Day 5</b>						
<b>8:00-11:00am</b>	Demonstration Teaching/ Public Service Announcement	evaluate the demonstration teaching of BSE participants and AB English participants' public service announcement	demonstrate and show the participants' learnings from the training	group Activity demonstration teaching PSA presentation critiquing of presentation	visual aids ppt video player	demonstration teaching PSA presentation assessment rubric
<b>11:00-12:00am</b>	Overview of the Lessons Learned	discuss the lessons learned from the training	demonstrate competency among the lessons learned from the training	sharing	marker Manila paper	diagram/drawing of holistic language learner diagram/drawing of holistic language teacher
<b>12:00-1:00pm</b>	Evaluation of the Training/ Lunch Break					
<b>1:00-3:00pm</b>	Closing Program and Awarding of Certificates to Lecturers and Participants					
<b>Home Sweet Home</b>						

**I. Introductions and Training Overview**

**Objective**

To provide participants a good grasp of the content, overview, and significance of the training.

**Rationale**

The Language Learning Strategies Enhancement Training through Personality Development is designed for language learners to aid, assist, and train them to use all the language learning strategies to effectively learn the language. Likewise, it is intended to develop their least ranked personality traits while enhancing the predominant ones.

It is important for the participants to grasp the whole concept, specifically the aims, objectives, and structure of the training for them to gain an in-depth understanding of the importance of having a holistic personality and using varied strategies in language learning.

### **Activities**

1.1 Workshop Overview

1.2 Rapport Building

#### ***Activity 1.1. Training Overview***

##### **Objective**

To orient participants about the nature and requirements of the training program.

##### **Rationale**

An overview of the training and discussion of its salient points to the trainees will help them gain a better sense of the training objectives, goals and outcomes. Likewise, the program coordinator will discuss to the participants the background of the training in consonance with the results of the study on Personality and Language Learning Strategies conducted. This will enable the participants to fully grasp the purpose of the training.

##### **Activity**

1. Present the aims and intended learning outcomes of the training to the participants.
2. Relate the training aims and intended learning outcomes to the result of the study conducted on Personality and Language Learning Strategies.
3. Present the training requirements and clarify participants' concerns.
4. Participate in setting house rules that will ensure the smooth conduct of the training.

#### ***Activity 1.2. Rapport Building***

##### **Objective**

To offer activities that will build rapport among the participants.

##### **Rationale**

Building rapport with other participants is developing connections and relationships which will help them in attaining the best outcome of the training especially it is designed to develop their least rank personality traits while enhancing their predominant traits. It tends to be the most important start of an acquaintanceship or working relationship. Thus, this activity will help them improve more their communicative skills and be social learners. Moreover, socialization, starting conversations, and sharing experiences with other participants will make the training lively and gratifying.

### **Procedure**

1. Request the participants to form a circle.
2. Tell the participants to remember their names and think of an adjective, starting with the same letter as with their names and that characterize who they are. They should then take turns to say their name and introduce it with an adjective (e.g. Jolly Jong, Bouncy Beth, Voracious Vina).
3. Once finished, ask the participants to put blank papers on their back and let other participants write a word or a phrase that best describes him/her.
4. Let each participant remove the paper on their back and read aloud the words or phrases written on the paper.

### ***Plenary Talk 1. Language Learning Strategies and Personality Traits: Its role in 21st Century Learning***

#### **Objective**

To discuss to the participants the recent trends and issues on language learning strategies and personality traits.

#### **Rationale**

The role of learners' personality is vital in shaping and influencing the learners' behavior in learning a second language. On the other hand, learning strategies are factors that make students "good" learners. While recent studies proved that there is a positive correlation between learners' personality and language learning strategies, its role in the 21st century educational setting should always be introduced and discussed so that they may have a good understanding of its significance in their language learning.

#### **Activities**

1. Presentation and discussion on Language Learning Strategies and Personality Traits and its role in the 21st century learning environment.
2. Presentation of research results and findings.

#### **Notes to lecturers:**

1. Use PowerPoint presentations that contain images and video clips to capture the interest of the participants towards the topic.

### ***Plenary Talk 2. Learning to Learn: Strategies for Effective Language Learning***

#### **Objective**

To explain the concepts of language learning strategies and how these strategies help learners in their language learning

#### **Rationale**

Language learning strategies proved to be helpful to students' language learning. Research results prove that the use of varied learning strategies will greatly help learners achieve significant results in their field. The purpose of

this session, therefore, is to give students a deeper background on the different language learning strategies. Recent and current research findings will be presented, and ways to use these strategies will also be discussed.

**Activities**

1. Presentation and discussion on Strategies for Effective Language Learning.
2. Presentation of research results and findings.

**Notes to lecturers:**

1. Use PowerPoint presentations that contain images and video clips to extend the interest of the participants towards the topic.
2. Emphasize the importance of using all the strategies in participants' language learning.

***Plenary Talk 3. Empathy, Rationality, and Perfectionism: Personalities for Holistic Learning and Teaching***

**Objective**

To discuss the importance of improving one's empathy, rationality and perfectionism especially for to-be teachers.

**Rationale**

Success in language learning has been correlated to the personality traits and characteristics possessed by learners. Absence of the most important personality traits in an individual may lead to their failure not only in language learning but also in language teaching. In the study conducted, empathy, rationality, and perfectionism were the least ranked personality traits of both AB English and BSE English students. These personality traits are very important to be possessed by these learners because they will be dealing with their students or learners in the near future. The purpose of this session, therefore, is to imbibe the significance of these traits to the language learning of the participants and its importance to their future career.

**Activities**

1. Video presentation and discussion on Personality traits but emphasizing on the importance of Empathy, Rationality, and Perfectionism.
2. Presentation of research results and findings and other similar studies

**Notes to lecturers:**

1. Use PowerPoint presentations that contain images and video clips to engage the interest of the participants towards the topic.
2. Emphasize the importance of individual differences and having one or more than one dominant personality trait.

***Session 1. Guess What?: Using Intelligent Guesses for Effective Learning***

**Objective**

To discuss the advantages of using Compensation language learning strategy.

## **Rationale**

Compensation strategies are communication strategies used by learners to compensate for limitations in their language. Oxford (1990) mentions that in using this strategy, the learner finds synonyms from the context of the reading and relying on non-verbal communication, such as gestures, to communicate meaning when the exact meaning of a statement is not understood.

In this session, the participants will be taught of using Compensation strategy vis-à-vis the different learning strategies. Hence, this will develop the students' use of Compensation strategies, one of the least preferred LLS, in their language learning.

## **Activities**

1. Presentation and discussion of Compensation learning strategy.
2. Video Clips on how to apply Compensation learning strategy while also using other strategies in second language learning.

## **Enhancement Activities**

1. Hot Seat
2. Guess Who?

### ***Session 1.1 Hot Seat***

## **Objective**

To apply compensation language learning strategy to the given tasks.

## **Rationale**

This activity will help learners use of synonyms, antonyms, definition, non-verbal cues, etc. to guess the word given by the trainer. This will aid the learners in applying compensation strategy in their language learning, and this will also address their least ranked personality trait- Rationality.

In this activity, Independence, Communicativeness, and Rationality traits will also be enhanced along with their use of metacognitive, cognitive, memory, affective and social strategies.

## **Language Content**

Impromptu Speaking

## **Procedure**

1. First, split the group into different teams.
2. Ask the students to sit facing the board.
3. Take an empty chair (these are the 'hot seats') one for each team. Facing the team members, put the chair in front of the class.
4. Facing their teammates, one member from each team will have to sit in the 'hot seat'.
5. As the facilitator, have a list of words or terms that you want to use in this game.
6. Choose words from the list and write it legibly on the board.

7. The person in the ‘hot seat’ cannot see the word written on the board, so their team members will describe the word using synonyms, antonyms, definitions, non-verbal cues, etc. Out of these descriptions, the person in the hot seat will try to guess the word being described.
8. The first student in the “hot seat” who correctly guessed the word wins a point for their team.
9. The next team member will sit on the hot seat then guess the next word written on the board.

### ***Session 1.2 Guess Who?***

#### **Objective**

To apply compensation language learning strategy to the given task.

#### **Rationale**

This activity will help learners use of non-verbal cues, descriptors, synonyms, antonyms, etc. to guess the person being described by their group member. This will aid them in applying compensation strategy in language learning. Aside from having impromptu speaking, in this activity, participants’ vocabulary skills will also be honed. Through this activity, their use of metacognitive, cognitive, memory, affective and social strategies will also be enhanced, as well as their communicativeness, independence, and rationality traits.

#### **Language Content**

Lexical Accumulation

#### **Procedure**

1. First, split the group into 2 teams.
2. Give each team 7 pictures of well-known linguists. Give them 2 minutes to view each of the images, then collect it back.
3. Ask one from each group to start the task.
4. From a fishbowl or box, let the 1st player from the first group pick a name of the linguist he/she will describe.
5. The seven pictures must be guessed for 3 minutes. The group with the highest score will be the winner.

### **Session 2. The Decision-Making Wheel: Enhancing Rationality through Positive Self-talk and Attitude**

#### **Control**

#### **Objective**

To explain the value of possessing self-confidence and high self-esteem to achieve rationality.

#### **Rationale**

Rationality is the state of being rational and logical. People having this trait tend to check the logic of their thinking, weigh up different options before making decisions and approach things in a logical manner. Since the participants are future teachers, they should take decisions seriously and avoid making steps without establishing facts and gathering enough information. Thus, this session will develop the participants’ rationality trait, one of their least ranked traits, through positive self-talk and attitude control.

### **Activities**

1. Presentation and discussion on Rationality.
2. Video Clips showing how to build self-confidence and high self-esteem.

### **Enhancement Activity**

1. Decision Making Wheel

### ***Session 2.1. I WHEEL decide!***

#### **Objective**

To project self-confidence and employ rationality to the activity.

#### **Rationale**

The activity will help the learners boost their self-confidence and develop their rationality trait, one of the least ranked personality traits revealed in the study conducted, by making their own decisions and taking risks. Likewise, the decision-making wheel is a convenient tool that can help participants make difficult decisions, and help them find out the most suitable option for them. It helps them make wise and effective decisions.

In this activity, their metacognitive skills will also be enhanced because they are required to plan before deciding and acting, then monitor and evaluate their decisions at hand. Likewise, it will also develop their empathy and perfectionism traits, and enhance their communicativeness, independence, originality, and conscientiousness traits.

#### **Language Content**

Functions of language

#### **Procedure**

1. Project the Decision Making Wheel diagram on the screen while the facilitator gives a printed diagram to each participant.
2. Divide the group into 3 smaller groups.
3. Give different scenarios to each group.
4. Let them write their answers on the printed diagram.
5. Make the participants individually share their answers to their group.
6. Let them brainstorm and fill out the decision-making wheel.
7. Give Manila papers and markers to each group and let all of the group members present their answer.
8. Evaluate the output using the Decision-Making Wheel Rubric.

### ***Session 3. The Affective Learning Strategy and its Impact to Language Learning***

#### **Objective**

To recognize the impact and importance of affective learning strategy in L2 learning.

### **Rationale**

The research study conducted revealed that one of the least used language learning strategies of both AB English and BSE English students is the Affective strategy. Affective strategies are learning strategies concerned with managing emotions, both negative and positive. This session will help reduce the participants' anxiety and stress, enhance self-encouragement, and monitor their own emotions through varied enhancement activities to enhance their performance in L2 learning.

### **Activities**

1. Presentation and discussion on Affective Learning Strategies.
2. Video clips showing students using Affective learning strategies in L2 learning.

### **Enhancement Activities**

1. Language Meditation Technique
2. A "Bottle" to Share

## **Session 3.1. Language Meditation Technique**

### **Objective**

To reduce stress and anxiety in the language learning environment and guide the participants to focus and improve their concentration.

### **Rationale**

Emotions play an important role in language learning. Getting comfortable in the place of learning will greatly help learners to do better in their language learning. Thus, this activity will assist the learners to focus and improve their concentration in their language learning.

In this activity, aside from developing their use of affective learning strategies, their empathy and independence traits will be developed and enhanced, respectively.

### **Language Content**

Desuggestopedia in language learning.

### **Procedure**

1. Students should choose a comfortable position either sitting, standing, lying, etc, and let them relax.
2. With their eyes closed, ask them to take a deep breath. As they breathe, remind them to "breathe in relaxation and breathe out tension".
3. Let them imagine that they are in a room learning the English language.
4. With eyes still closed, let them imagine the feeling of being calm, confident, and eager to learn the language, feel the joy of succeeding in language learning.
5. Ask them to allow the words that best describe their feelings of excitement and joy to flow on their minds and let these words flow like soft music through their minds.
6. Let them silently run these words to sentences on their minds.

7. With eyes still closed, let them repeat these statements on their minds. As they breathe in, repeat the sentence. As they breathe out, repeat the sentence.
8. Feeling deeply relaxed, calm, and confident, for the last time repeat the phrase.
9. Let their thoughts drift for a moment, then let them imagine that after finishing this meditation they are being filled with a feeling of eagerness, excitement, and readiness to learn.
10. Give them moments to reawaken their minds and body. As they inhale, ask them to slowly stretch their arms. As they exhale, ask them to bring their arms on their sides.
11. Ask them to slowly open their eyes and reorient themselves with the surroundings.

**Note to Facilitators**

You can play a soft calming music while doing this activity.

***Session 3.2. A “Bottle” to Share***

**Objective**

To enhance participants’ performance and reduce their stress in language learning

**Rationale**

Like the game Spin the Bottle, in this activity, the participants will take turns to ask personal questions to their peers. This game encourages the participants to have an enjoyable and exciting conversation with each other without necessarily being corrected for grammatically incorrect utterances, thus, gives a stress-free environment to the participants.

In this game, the students’ communicativeness trait will further be enhanced, and their empathy trait will be developed.

**Language Content**

Natural Approach in language learning/ communication skills.

**Procedure**

1. Divide the participants into 3 groups and make them sit comfortably on the floor forming a circle.
2. Place a bottle at the center of the circles.
3. The first player spins the bottle.
4. Once the bottle stops, the person pointed by the base of the bottle will ask a personal question to the person pointed by the orifice of the bottle.
5. The person who answers the question takes turn to spin the bottle.

**Note to Facilitators**

1. The participants must use the target language.
2. Let the students speak without grammar correction, interruption, etc.

## **Session 4. How Perfect is Perfect?: Visualization and Imagery Projecting Perfectionism**

### **Objective**

To explain the importance of achieving adaptive perfectionism.

### **Rationale**

Perfectionism is a trait of a person who is determined to aim for faultlessness and flawlessness in all his/her doing. This trait is accompanied by aiming and setting high quality performance standards, critical self-evaluation, and concerns regarding others' evaluations. In the study conducted, it was revealed that this trait was one of the least ranked personality traits of both AB English and BSE English students. Since both courses are geared toward the teaching profession, this perfectionism trait is important for these soon-to-be teachers not only to be successful in their language learning, but also for them to set high but reachable and realistic goals for their future students.

In this session, adaptive perfectionism which is focused on personal achievement and self-improvement will be the emphasis of the lecture-discussion part.

### **Activities**

1. Presentation and discussion on Perfectionism as a personality trait.
2. Video clips showing the adaptive vs. maladaptive perfectionism.

### **Enhancement Activities**

1. Mix and Match
2. If you build it...perfectly

### ***Session 4.1. Mix and Match***

#### **Objective**

To improve learners' concentration and focus to attain perfectionism in the tasks given.

#### **Rationale**

This activity was based on the divided attention activity published on-line via *posit science* (2015); however was modified for use in this activity. This activity was conceptualized to train participants how to ignore things that do not matter and to pay close attention to what is more important at the moment.

The students' communicative, conscientiousness, and originality traits will further be enhanced. Likewise, their use of metacognitive and compensatory language learning strategies will be improved.

#### **Language Content**

Abstract reasoning and comprehension

#### **Procedure**

1. A pair of images with different colors (red, pink and orange) and shapes (square, trapezoid and rectangle) will be presented to the participants one at a time. Colors red, pink and orange and the shapes square, trapezoid and rectangle were chosen since these colors and shapes may appear the same at a glance. These will serve as distractions to test attention of the participants. The viewing phasing for each image will be 2 seconds.

2. Give participants a pen and sheets of paper already numbered from 1-10 (as this is the number of each category). Ask them to place their response on the image presented, where:  
one (1) dot means correct if the image presented matches the solicited category;  
two (2) dots mean incorrect if the image presented do not match the solicited category.  
The categories are: the same color; same shape; same color and shape and same color but different shape.
3. The total number of correct responses over the total number of items means the ability to remain focused is high.

#### ***Session 4.2. If you build it...perfectly!***

##### **Objective**

Demonstrate creative and critical thinking to achieve nearly perfect output on the given task.

##### **Rationale**

In this activity, aside from developing the perfectionism trait of the participants, their metacognitive skills like organizing, planning, and evaluating the outcome of the task will be enhanced. This group activity will enhance their social skills and rule consciousness trait.

##### **Language Content**

Metacognitive skills

##### **Procedure**

1. Divide the participants into 4 groups.
2. Explain the objective of the game.
3. Show a modern house diorama or model.
4. Give the materials they need to build the modern house (e.g. sticks, glue, card, etc.)
5. Give the instructions and let them build the modern house for 2 hours.
6. Remind them that they should produce an exact copy of the model modern house.
7. Present the output to the class.

#### ***Session 5. Who am I? The Self-Awareness Model: Empathy as a Mantra thru Positive Re-affirmation***

##### **Objective**

To discuss the importance of Empathy trait as a mantra thru positive re-affirmation.

##### **Rationale**

Understanding feelings of others and being aware and sensitive to experiences, thoughts and experiences of other people are the main concerns of Empathy trait. Like rationality and perfectionism, empathy was also in the least ranked traits of both AB English and BSE English students. Considering that the participants in the study conducted

will soon be dealing with young learners with varied personality traits, it is important that they should understand the behavior of their students to effectively help them in their language learning.

**Activities**

1. Presentation and discussion on Empathy as an important personality trait.
2. Discussion on JOHARI window and positive re-affirmation.

**Enhancement Activity**

1. 5-minute Skit showing empathy.

***Session 5.1. An “Act” of Empathy***

**Objective**

To present a 5-minute skit showing empathy.

**Rationale**

In this activity, the participants will be divided in groups and will be given a time to prepare for a skit showing empathy in a school setting.

Since this activity deals with emotion, it also addresses their Conscientiousness, Perfectionism, and Independence traits. As they conduct this activity, their skills in planning, organizing, and monitoring will be enhanced, hence, their metacognitive skills will be improved, and their use of Affective learning strategies will be developed.

**Language Content**

Macro skills

**Procedure**

1. Divide the group into 4 smaller groups.
2. Ask them to prepare a 5-minute skit showing empathy.
3. Present the skit.

Note to Facilitators

1. Students must use the target language in their dialogues.
2. The topic of the skit should revolve around school setting activities, issues or scenarios.

***Breakout Sessions***

**Objective**

To evaluate the teaching demonstration of BSE participants and AB English participants’ Public Service Announcement.

**Rationale**

In this session, participants will be divided into two groups. One group for BSE English and another group for AB English learners. To monitor their success in using all the learning strategies and to see if they already developed their least ranked personality traits, the BSE English participants will be tasked to present a demonstration

teaching while the AB English participants will present a Public Service Announcements (PSA) with the use of multimodal devices.

### **Enhancement Activities**

1. Demonstration Teaching
2. Public Service Announcement

### ***Demonstration Teaching***

#### **Objective**

To demonstrate and apply the participants' learnings from the training to actual teaching.

#### **Rationale**

The results of the study revealed that BSE English learners' least ranked personality traits were rationality, empathy and perfectionism. Likewise, results also showed that they used the least preferred language learning strategies which are compensation and affective learning strategies. It is the aim, therefore, of this demonstration teaching to assess if the BSE English participants already possess these traits and effectively use the mentioned language learning strategies not only in their language learning but also in their future teaching career.

#### **Procedure**

1. Divide the BSE English learners to 4 groups.
2. Give them topic related to the target language.
3. As a group, teach the topic to the other participants.
4. Assess their demonstration teaching using a rubric.

#### **Note**

Students should show that they have developed their least ranked personality traits and least preferred language learning strategies.

### **Public Service Announcement**

#### **Objective**

To demonstrate and apply the participants' learnings from the training to actual task.

#### **Rationale**

A public service announcement (PSA) is a message in the public interest disseminated without charge, with the objective of raising awareness of, and changing public attitudes and behavior towards, a social issue. In this activity, the AB English participants will be required to present their own PSAs to inform the public and other participants about different social issues. They will be presenting their PSAs through the use of multimodal devices.

This activity will act as a form of evaluation for the learners if they are already using all the language learning strategies from the planning stage to the actual presentation of their outputs. This will also serve as a tool for trainers

to evaluate if the learners have already developed the least ranked but important personality traits and if their predominant traits were enhanced as well.

**Procedure**

1. Divide the AB English participants to 4 groups.
2. Show the video clip “How to make a PSA” (<https://www.youtube.com/watch?v=eywBa0xfQFw>)
3. Assign social issues to each group.
4. Assess their presentation using a rubric.

Note

Students should show that they already developed their least ranked personality traits and least preferred language learning strategies.

***Overview of the Lessons Learned***

**Objective**

To discuss the lessons learned from the training.

**Rationale**

An overview of the lessons and values learned from the training will enable the participants to determine what they have gained from the training conducted. This will also help the training provider if the aims of the training were attained or not and make appropriate modifications if needed.

**Activity**

1. Diagram of Holistic Language Learner
2. Diagram of all-inclusive and effective Language Teacher

***I am a Holistic Language Learner!***

**Objective**

To present and draw a diagram showing the personality traits of a holistic language learner.

**Rationale**

The diagram presents not only the lessons and values they have gained but also their realizations on the training conducted. This activity allows them to critically think of what personality traits should a holistic language learner possesses.

**Procedure**

1. Divide the participants into 4 groups.
2. Give Manila Paper and Marker to each group.
3. Ask them to draw a diagram or a picture showing the personality traits of holistic language learner.
4. Let them present the diagram.

### ***I am an All-inclusive Effective Teacher!***

#### **Objective**

To present and draw a diagram showing the personality traits of an all-inclusive effective language teacher.

#### **Rationale**

The diagram presents not only the lessons and values they have gained but also their realizations on the training conducted. This activity allows them to critically think of what personality traits should an all-inclusive and effective language teacher possesses.

#### **Procedure**

1. Divide the participants into 4 groups.
2. Give Manila Paper and Marker to each group.
3. Ask them to draw a diagram or a picture showing the personality traits of an all-inclusive language teacher.
4. Let them present the diagram.

### ***Evaluating the Training***

#### **Objective**

To evaluate the workshop as a learning experience.

#### **Rationale**

This evaluation will help the training provider to monitor if the set training objectives were fully met.

#### **Activity**

Fill in the Training Evaluation form and submit the accomplished form to the workshop facilitator at the end of the session.

### ***Graduation Ceremony***

#### **Objective**

To acknowledge the individual and collective achievements, and award certificates of completion to the trainees.

#### **Rationale**

The certificate of completion signifies that the trainees have successfully met the requirements of the training and have already enhanced the necessary personality traits and are ready to use all the language learning strategies to better help them in the success of their language learning.

#### **Activities**

1. The master of ceremonies will start the closing program and call on guests to give closing speeches.
2. The participants will receive their certificate of completion.
3. Picture taking.

## **5. CONCLUSION**

This training design is intended for AB English and BSE English students with various personality traits and language learning strategies. It is an attempt to develop their use of their least preferred language learning strategies while enhancing their most preferred LLS. It will also develop their least ranked but important personality traits while enhancing their predominant traits. Thus, its effectiveness will be known if this design is implemented.

## **ABOUT THE AUTHOR**

**Juanito P. Tandoc Jr.** is an Assistant Professor IV at Isabela State University. He earned his Bachelor of Arts in English at Isabela State University, his Master of Arts in Education major in English at University of La Salatte, and his Doctor of Philosophy in Language Education at Saint Louis University. At present, he is the department chairperson of the Department of Languages and Literature at the College of Arts and Sciences. He published researches along the field of Psycholinguistics, Language Education, and Second Language Acquisition.

## **REFERENCES**

- [1] Griffiths, C., Parr, J. (2001). Language-learning strategies: theory and perception, *ELT Journal*, 55(3), 247–254.
- [2] Allwright, D. (1990). *Autonomy in language pedagogy*. CRILE Working Paper 6. Centre for Research in Education, University of Lancaster, U.K.
- [3] Alptekin, C. (2007). Foreign language learning strategy choice: Naturalistic versus instructed language acquisition. *Journal of Theory and Practice in Education*, 3(4), 11.
- [4] Obralic, N. & Mulalic, A. (2017). Correlation between personality traits and language learning strategies among IUS students. *Journal of Applied Linguistics and Language Research*, 4(5).
- [5] Obralic, N. & Mulalic, A. (2016). The relationship between motivation components and preferred learning components among students at International University of Sarajevo. *Epiphany - Journal of Transdisciplinary Studies*, 9(1), 75-84.
- [6] Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist*, 34(10), 906-911.
- [7] Oxford, R. (1990). *Language learning strategies: What every teacher should know?* University of Alabama. Boston. Heinle & Heinle publications.
- [8] Oxford, R. L. & Burry-Stock, J., (1995). Assessing the use of language learning strategies worldwide with the ESL/ EFL version of the strategy inventory of language learning (SILL). *System*, 23(1), 1–23.
- [9] Oxford, R., & Ehrman, M. (1995). Adults language learning strategies in an intensive foreign language program in the United States, *System*, 23(4), 359-386.
- [10] Tandoc J. & Juan, M. (2014). Students' personality traits and language learning strategies in English. *Researchers World*, 5(1), 1-10.