

In the Name of God
The Most Compassionate,
The Most Merciful

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English Language Department

**The Relationship Between Extraversion/Introversion and
Iranian EFL Learners' Language Learning Strategies
Preferences**

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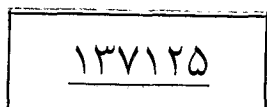
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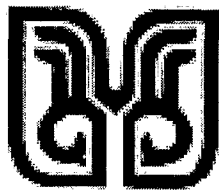
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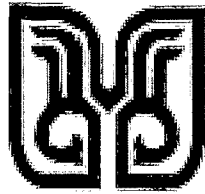
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To My Father and Mother

Who Have Supported Me Enthusiastically

All the Way Since the Beginning of My Studies, and

Who have Been My Great Sources of Motivation and Inspiration.

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ABSTRACT

The present study is an attempt to explore any significant relationships between extraversion/introversion and the frequency and type of language learning strategies (LLS) Iranian EFL learners use, and to seek any significant differences between males and females regarding extraversion/introversion and LLS use. One hundred Iranian EFL students studying at the departments of foreign languages of Kerman universities, namely Shahid Bahonar university and Azad university, took part in this study. These students, including both males and females, were randomly selected from among junior and senior students majoring in English Translation and English Literature. In order to obtain the required data, two questionnaires were utilized: Eysenck Personality Questionnaire (EPQ) to measure extraversion/introversion, and the Strategy Inventory for Language Learning (SILL) to determine the type and frequency of language learning strategies. The findings of this study revealed that first, there was a significant relationship between extraversion/introversion and the frequency of students' language learning strategies use: the more extraverted the students, the higher their scores of LLS; second, there was a significant relationship between extraversion/introversion and three types of language learning strategies that the students used: the more extraverted the students, the higher their scores of Cognitive, Metacognitive, and Social strategies; third, there was no significant difference between males and females regarding the frequency of their LLS use, and finally, there was a significant difference between males and females regarding their extraversion/introversion, i.e., females were more extraverted than males.

KEYWORDS: Extraversion/introversion, language learning strategies (LLS), Gender, Eysenck Personality Questionnaire (EPQ), Strategy Inventory for Language Learning (SILL).

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LIST OF ABBREVIATIONS

ARAS.....	Ascending Reticular Activating System
CFA.....	Confirmatory Factor Analysis
EFL.....	English as a Foreign Language
EPI.....	Eysenck Personality Inventory
EPQ.....	Eysenck Personality Questionnaire
ESL.....	English as a Second Language
GLL.....	Good Language Learner
GPA.....	Grade Point Average
ID.....	Individual Differences
LLS.....	Language Learning Strategies
MBTI.....	Myers-Briggs Type Indicator
SILL.....	Strategy Inventory for Language Learning

Chapter One: Introduction

1.1. Overview

Different Language teaching methods and techniques were first introduced to the area of language teaching and learning in the early 1970s. Since then, researchers have tried to investigate various methods in order to find out the best methods and techniques for language teaching. However, such efforts did not prove effective to boost the learners' language learning. As Brown (2000) noted "no single research finding and no single method of language teaching would usher in an era of universal success in teaching a second language" (p. 123). He also noticed that some learners seemed to be totally successful regardless of specific methods or techniques of teaching. Therefore, the importance of individual-learner variables such as motivation, attitude, aptitude, learning styles, language learning strategies (LLS), sex, age, and personality type factors such as extraversion/introversion in language learning got more significance. Generally, as Sharp (n.d.) has noted, in order to provide successful instruction, teachers need to learn to identify and

understand their students' individual differences such as their personality type.

Studies concerning psychological aspects of learning dates back to humanistic psychology. One of the pioneers in this field is Carl Rogers (1902-1987). From his viewpoint, although cognitive and physical aspects of human beings are important, affective aspect of the individual takes precedence over other aspects (Brown, 2000).

However, language learning strategies have been investigated much more than other variables in the literature. The reason behind this fact might be "the mediating role of learning strategies" in language learning (Ellis, 1994, p. 529). Language learning strategies have often been studied in relation to several other variables that affect them such as gender, achievement, motivation, culture, learning styles, and personality type factors, etc.

According to Nunan (1999), "knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective" (p. 171). Oxford (2002) has stated that proper use of language learning strategies, including hundreds of behaviors results in better L2 proficiency in general, or language skill areas in particular.

Moreover, Oxford (1989a) has offered several studies investigating the relationship between various variables and choice of language learning strategies. The variables she studied included the language being learned, degree of awareness, age, sex, and affective variables such as attitudes, motivational level, and personality characteristics. Hence, personality type variables have often been considered as possibly affecting learners' choice of LLS.

In 1994, Ellis classified individual learner differences affecting the strategy choice in terms of "(1) attitudes, (2) affective states, and (3) general factors" (p. 540). Among such general factors as age, sex, personality type, motivation, personal background, etc., "it is intuitively appealing to hypothesize a close relationship between personality types and strategy choice" (Ellis, 1994, p. 542). In addition, in Eysenck's (as cited in Ellis, 1994) theory there are three main dimensions or traits which together build an individual's affective aspect or personality type: extraversion/introversion, neurotic/stable, and psychotic/normal.

Therefore, the purpose of the present study is to explore the relationship between extraversion/introversion as well as gender and the frequency and type of language learning strategies Iranian EFL learners use. In other words, in order to achieve more objective and

more specified results, the present study focuses on just one personality factor, namely extraversion/introversion together with another factor, namely gender as possibly correlating with learners' LLS choices.

1.2. Statement of the Problem

Today learning English as an international language is an absolute necessity. Different people need English for different purposes. Some people such as businessmen need it to communicate with native English speakers for commercial purposes. Others need to use English for academic purposes to pursue their studies abroad. Still other people use English for such purposes as using Internet, traveling, etc.

In Iran, most people who want to learn English go to language institutes most of which do not provide language learners with necessary language learning strategies to help them learn better and more effectively. Language learning strategies are among individual-difference variables that play a significant role in foreign or second language learning (Skehan, 1989). According to Chamot and Kupper (as cited in Purdie & Oliver, 1999) it appears that all language learners use language learning strategies of some type, but the frequency and type of their use varies among different learners. However, as mentioned earlier, other individual-difference variables such as gender