The Relationship between Introversion/Extroversion, Language Learning Strategies and Success in English as a Foreign Language

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Supervisor: Dr. Draženka Molnar, Assistant Professor

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Abstract

One of the most researched and important areas of second language acquisition are individual differences between the learners, i.e. why some learners tend to learn foreign languages easier than the others. Some of the most common individual differences are age, language aptitude, motivation, personality, language learning styles and strategies etc. This diploma paper deals individual differences in learning English as a foreign language, i.e. more specifically with the personality of learners and language learning strategies.The main aim of this paper was to explore the relationship between one specific dimension of learners' personality, i.e. introversion/extroversion, language learning strategies that learners use, and how exactly do these reflect on success in English as a foreign language.

The results of the research conducted in this paper show that introverts' most frequently used strategies are metacognitive, whereas most frequently used strategies by extroverts are social. A statistically significant correlation was found between introversion and school success and the usage of metacognitive strategies and school success

This could lead to the conclusion that introverts were more successful in learning English, and that using matecognitive strategies helped them achieve that success. However, because the research on personality types and language learning strategies has provided many contradictory results, it cannot be said for sure and it has not been unanimously agreed upon which language learning strategies and types of personalities exactly foster the foreign language learning to the greatest extent.

Key words: introversion, extraversion, language learning strategies, success in English as a foreign language

Sažetak

Jedno od najvažnijih i najčešće istraživanih područja u usvajanju i učenju stranih jezika su individualne razlike između učenika, tj. zašto su neki učenici bolji u učenju stranih jezika od drugih. Neke od najpoznatijih individualnih razlika su dob, talent za učenje jezika, motivacija, osobnost, stilovi i strategije učenja jezika itd. Ovaj se diplomski rad se bavi individualnim razlikama u učenju engleskog kao stranog jezika. Glavni je cilj ovog rada bio istražiti povezanost između specifične dimenzije osobnosti učenika, tj. introverzije/ekstraverzije, strategija učenja jezika koje učenici koriste te načina na koji ove dvije varijable utječu na uspjeh u engleskom kao stranom jeziku.

Iz rezultata je razvidno da introverti najčešće koriste metakognitivne strategije, a ekstroverti socijalne strategije. Radom se nadalje ukazuje na statistički značajnu povezanost između introverzije i školskog uspjeha te metakognitivnih strategija i školskog uspjeha.

Rezultati ukazuju na činjenicu da su učenici koji koriste više metakognitivnih strategija uspješniji u učenju engleskog kao stranog jezika. Međutim, budući da su istraživanja o osobnosti i strategijama učenja jezika dosad dala veliku količinu proturječnih rezultata, nije moguće točno odrediti i sa sigurnošću reći koji tipovi osobnosti i primjena kojih strategija najviše olakšava učenje stranih jezika.

Ključne riječi: introverzija, ekstraverzija, strategije učenja jezika, uspjeh u engleskom kao stranom jeziku

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1. Introduction

Second language acquisition is not only the process by which people learn a second language, but also the scientific discipline that is devoted to this process and that deals with every stage of the process. This discipline is not only important for researchers that deal with second langage acquisition, the ways in which people learn and acquire foreign languages and with other curiosities that occur during that process, but also for the researchers from other fields, such as psychology, education, and neuroscience, which only proves the true relevance of the discipline in almost all areas of human lives and behaviour.

One of the most researched phenomena that are part of this discipline are individual differences, i.e. the factors that are responsible for why some people learn foreign languages easier than the others. This paper consists of the theoretical and the practical part and deals with various individual differences, but only two of them will be explained in detail – personality and language learning strategies.

The theoretical part of the paper deals with the study of second language acquisition and explores the individual differences in detail. The focus, however, is on the two individual differences mentioned above. The introductory part elaborates on the theoretical findings and different researchers' perspectives regarding the relationship between personality and language learning strategies and the role these factors have on second language acquisition and learning. As the research will prove, there is still a lot of work to be done, particularly concerning the appropriate classification of individual differences.

The practical part brings insights into the research that was conducted in a grammar school in Slavonski Brod addressing three variables of foreign language learning – extroversion/introversion as specifically selected dimensions of personality, language learning strategies, and success in English as a foreign language. These three variables are compared and the most important findings are presented and discussed.

Due to the fact that personality is one of the most difficult factors to assess and determine, there are unanimous perspectives on what the most ideal personality type for learning a foreign language is. Similarly, the professionals in the field have not yet reached a consensus determining the most useful language learning strategies. This only proves that these are the specific factors in second/foreign language learning that need to be addressed properly.

Additional in-depth analyses and further reasearch could shed light on the relevance of specific personality types and the role of language strategies in second/foreign language learning.

2. Second language acquisition

The question of how languages are learned has raised many debates during the previous years. The study of second language acquisition (or shorter, SLA) is, according to Gass (2013: 1), the study of how learners create new language system with only limited exposure to a second language. Ellis (1997: 3) defines the second language as a language that is learned in addition to the mother tongue, and claims that the acquisition of this language can then be defined as the way in which people learn a language other than their mother tongue, inside or outside of the classroom. Carter and Nunan (2001: 87) provided more or less the same definition of this study, elaborating more on the place where the language is acquired, i.e. distinguishing between naturalistic contexts, where learners pick up the language in an informal way using interaction with the other learners and the classroom settings. They also added that the SLA researchers are interested in both product, i.e. the language that learners use at different stages of the acquisition process, and process of learning, i.e. the mental processes and environmental factors that influence the acquisition process. Doughty and Long' research (2003: 7) shed light not only on how success in the second language is achieved, but also why at least partial failure is common in SLA, in contrast to almost uniformly successful first language acquisition. Gass (2013: 1) also claims that SLA is a very complex field because it draws from many other areas of study, e.g. linguistics, psychology, psycholinguistics, sociology, sociolinguistics, education etc.

Even though all the researchers from the field have their own, different definitions of SLA and goals of this study, they all agree on one thing – that there are some factors that are responsible for why learners acquire a second language in the way they do. These factors are unanimously called individual differences, and they will be the topic of the following chapter.

3. Individual differences in SLA

Many researchers believe that learners possess some characteristics which eventually lead to more or less successful learning of the second language. Ellis (1997: 73) claims that factors such as personality or learning styles can influence learners' progress in second language acquisition.

Lightbown and Spada (1999), Ellis (1997) and Doughty and Long (2003) mention some other factors such as intelligence, personality, language aptitude, motivation, learning strategies and learning styles as some of the most important individual differences that influence the acquisition of the second languages. These factors will now be explained in detail.

Some researchers claim that intelligence is a very important factor in second language acquisition because, according to Lightbown and Spada (1999: 52), it is a term that refers to learners' performance on various types of tests. A large number of studies. as quoted by Lightbown and Spada (1999: 52), have found that IQ scores were very important in predicting how successful the learning process and the learner would be. The same authors also emphasized that intelligence may be important in learning that includes e.g. language analysis and rule learning, but this factor doesn't play such a big role in classrooms where learning is mostly based on communication and instruction.

Another very important factor in second language acquisition is language aptitude. Some experts from the field claim that certain learners have an exceptional 'aptitude' for language learning. Lightbown and Spada (1999: 53) report Lorraine Obler's story of a man whom she calls CJ and of his remarkable talent for languages. She claims that he, as a native speaker of English, also learned German, Spanish, French, and Latin. Namely, only a short visit to Germany was sufficient for him to 'refresh' his knowledge of German. He spent time in Spain and Italy where he 'picked up' both languages in a very limited time frame of a few weeks. She claims that certain people possess this specialised ability and that it is of enormous importance in language learning. Ellis (1997: 73) claims that language aptitude is "the extent to which learners possess a natural ability for learning a second language". According to him, learners who score highly on language aptitude tests not only tend to be more effective language learners, but also learn more quickly and get better results than those learners who do not have such good results on language aptitude tests. There are various tests that measure this ability. Some of the most important are the Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (PLAB). Even though many researchers believe that aptitude is a very relevant factor, Lightbown and Spada (1999: 53) claim that many teachers and researchers are beginning to doubt the importance of language aptitude because of a more communicative approach to language teaching that is popular nowadays.

Some experts from the field of second language acquisition also claim that the most important factor in second language acquisition is motivation due to the fact that it influences the degree of

effort that learners put in in order to learn a second or a foreign language (Ellis, 1997: 75). Ellis claims that there are various kinds of motivation, depending on the reason why the learners make an effort to learn the language that they are learning, e.g. instrumental, integrative, resultative and instrinsic motivation. Doughty and Long (2003: 614) suggest that motivation is responsible for why people decide to do something, how long and how hard they will be doing it, which means that it is a very important factor in learning anything, hence also in learning a new language.

Learning styles as an important factor in language learning, as claimed by Doughty and Long (2003: 602), have long been researched and have raised many debates. In some contrast to language aptitude, there has been an idea that each and every one of the different choices of learning styles has strenghts and weaknesses, meaning that every learner possesses some learning styles, and all of the learning styles make some contributions to language learning. The two authors bring a review of findings (Doughty and Long, 2003: 607) of other researchers such as Skehan, Griffiths and Sheen, who have come to the conclusion that learning styles may not be the most prioritised among the individual differences, but they are still not to be eliminated from the list of factors that influence the second and foreign language learning.

The two remaining individual differences – personality and language learning strategies – will be analysed in detail in paragraphs that come due to the fact that they are the main topic of this paper and that they will be the main topic of the research conducted in this paper.

3.1. Personality

The issue of personality types, according to Boeree, exists as long as psychology exists, ever since the ancient Greeks came up with four different types of personality – sanguine, choleric, phlegmatic, and melancholy temperament. The sanguine type of personality is the optimistic one that includes people who are pleasant to be with. The choleric type is characterized by a hot temper and includes people who get easily aggressive, whereas the phlegmatic one characterizes people who are lazy, slow, and dull. The final temperament is the melancholy one, and the people who belong to this type tend to be sad and depressed. This theory affected many of the famous modern theorists, such as Adler, Pavlov and his characterization of dog's personalities, and Hans Eyseneck (1967, as quoted in Boeree, 1998: 3).

Eyseneck's theory of personality (1967, as quoted in Boeree, 1998: 3) clims that personality differences have to do with, and even originate from our genetic inheritance and physiology. Eyseneck (1967, as quoted in Boeree: 5) did his own research involving a statistical technique of factor analysis, with the purpose of extracting a specific number of dimensions from large masses of data by e.g. giving people lists of adjectives to rate themselves. After his original research, two dimensions of temperament were brought to the fore – neuroticism and extraversion-introversion. Neuroticism was a dimension that ranked people from normal and fairly calm to quite nervous, whereas the other one ranked people from shy to outgoing.

Nowadays, many researchers exlore different personality types from different perspectives. This has led to the appearance of the personality theory which assumes that each and every individual is different and that everyone is characterized by their own unique and unchanging pattern of traits and temperaments (Sharp, 2008: 18). Personality has been conceptualized from many different theoretical perspectives. It has been so widely studied that "personality psychology" is now perceived as a separate discipline of psychology.

The number of personality traits and scales for measuring those traits has escalated to the point that it could not be tracked. Personality psychology therefore needed a single descriptive model of traits or a newly revised taxonomy. After decades of research, this field is finally approaching some solution in a form of the "Big Five" personality dimensions (Pervin and John, 1999: 102).

The two authors, Pervin and John (1999: 102), have also given a review of the efforts of researchers to define a generally accepted taxonomy of personality traits. In 1936, Allport and Odbert (as quoted in Pervin and John, 1999: 103) conducted a study of personality-relevant terms in an unabridged English dictionary and came up with almost 18.000 terms, which they then divided into four categories. Some researchers tried to come up with their own classifications, but without much success. Pervin and John (1999, 104–105) revised several taxonomies in order to identify the major dimensions of personality traits, starting with Cattell, who reduced the Allport and Odbert's list to 35 variables, to Tupes and Christal, who went on to find five relatively strong and recurrent factors – Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness, only later (in 1981) to be labelled by Goldberg as the "Big Five". Even though the Big Five has not been accepted by all the researchers, it has raised the interest of the ways in which personality traits combine into patterns.

Each of these traits has been described in the Big Five questionnaire that is used by some researchers in their personality studies. In their research, Zaidi et al. (2012) bring the newly-

revised definitions of the five factors, mostly based on Costa and McCrae (1992, as quoted in Zaidi at al., 2012) , John and Srivastava's (1999, as quoted in Zaidi et al., 2012) research findings. Namely, the authors claim that the trait of Agreeableness implies "the tendency to be trusting, compliant, caring, considerate, generous, and gentle" (Costa and McCrae, 1992; John and Srivastava, 1999, as quoted in Zaidi et al. 2012: 1346). The individuals who score high on the trait of Agreeableness usually have an optimistic view on human nature and are sympathetic to other people. Conscientiousness is usually connected with purposefulness and determination. The high-scorers show self-discipline, and always aim for achievement. Neuroticism is a trait usually not positively connected with the language learning process. People who score high on this trait have the tendency to experience fear, nervousness, sadness, tension, anger, and guilt, which means if the person scores low on the Neuroticism trait, he or she has proved to be emotionally stable. Openness to Experience is a very important trait in language learning because it is the tendency of the individual to be original in thinking, imaginative, and intellectually curious. The remaining two factors – Extroversion and Introversion are of the most relevance for this paper and will be examined individually in the following chapter.

The classification has triggered a lot of research on the characteristics which affect second language learning, but different studies provide different results. Studenska (2011: 76) reports on the research findings dealing with the correlation between different personality traits and types of learning. In his review of the research conducted by Bidjerano and Yun Dai, Openness to Experience is connected with deep and elaborative learning, and Agreeableness is linked with reproductive learning. These two personality traits together with Concientiousness are thought to facilitate learning self-regulation. Lightbown and Spada (1999: 54) claim that some studies found that success in language learning is correlated with high scores on characteristics associated with extroversion, such as assertiveness or adventurousness, whereas other studies prove the very opposite. The two authors conclude that this is the case because the relationship between these two variables is unbelievably complex and it cannot be reduced to only personality, but to the way in which personality combines with other factors.

3.1.1. Introversion and Extraversion

The concepts of introversion and extraversion are very important in the understanding of second language learning, as claimed by many researchers. Eysenck (1967, as quoted in Boeree, 1998:

4) claimed that the traits of introversion and extroversion depend on the balance of inhibition and excitation. Having a high grade of inhibition means that the brain can calm itself down, either while relaxing or in a big trauma, whereas a high grade on excitation means that the brain wakes itself up and that it easily gets into an alert state. Extroverts have high inhibition, meaning that in case of trauma their brain would become numb to the trauma and remember very little, whereas introverts' brain would remember everything that happened (Boeree: 6). Zafar et al. (2017: 689) conclude that, according to this theory, extroverts are more easily inhibited, which means that they are an easier target to mental distractions and possess limited long-term memory in contrast to introverts who possess long-term memory.

In their review of different literature on personality traits, Zaidi et al. (2012) have extracted some of the most common characteristics of this specific trait. Namely, they claim that the trait of Extroversion is indicated by the tendency to always search for company of others. It is also the tendency to be sociable, active, optimistic, and, what is very important in language learning, talkative. The individuals who score high on the trait of Extroversion prefer working in groups rather than working alone, enjoy stimulation, and experience positive emotions while learning, such as energy, and excitement.

As suggested by Skehan (1989, as quoted by Zafar et al. 2017: 688), the two personality traits are extremely important in second language learning. They support their findings with additional foreign language teachers' report on a shy and introverted behaviour of some students, which often cause them difficulties while teaching. Extroverted learners, on the other hand, are reported as very easy to work with. This could lead to the conclusion that intoverted learners could be slower and worse learners of foreign languages.

According to Gass (2013: 465), a stereotypical perspective of an introvert and an extrovert defines an introvert as someone who is happier with a book than with other people, whereas the extrovert feels the very opposite, which is why introverts are expected to do better in school. Skehan (1989, as quoted in Gass, 2013: 465) revised a survey conducted among the British undergraduates, where a correlation was found between academic success and introversion. However, when it comes to the second language learning, extroverts would definitely engage in more classroom conversation and social activity, and could therefore be more successful in the second language classroom.

3.2. Language Learning Strategies

The researchers have long been addressing the question of how learners deal with learning, i.e. of the skills and strategies they use and processes they go through while acquiring new information. When learners are presented with a new task, they have various ways of handling this new information. In the previous years, there has been a growing interest in the cognitive strategies people use to think and solve problems (Williams and Burden, 1997: 143). According to these two authors (1997: 149), research into the language learning strategies began in the 1960s, and since then, the researchers have made a considerable amount of work in this area.

According to Ellis (1997: 77), language learning strategies are the approaches that learners employ while learning a second language. There have been many studies conducted in order to try to discover which strategies are the most vital for second language acquisition due to the fact that, if researchers could identify the learning strategies that are crucial for learning a second language, the teachers could teach those strategies to the learners. However, each of the studies came up with different results, thus providing no unanimously accepted theoretical background.

The reason for the sudden emergence of language learning strategies is that the learners are nowadays becoming more and more responsible for their own learning. In mid-70s, Rubin investigated what good language learners do to facilitate their learning. Relaying on learners and on their dependence in the learning process, she came to the conclusion that good language learners are willing and accurate guessers with a strong desire to communicate (Larsen-Freeman, 2000: 159).

Carter and Nunan (2001: 166) claim that learning strategies are "operations employed by the learner to aid the acquisition, storage, retrieval and use of information and that they are actions that learners undertake in order to learn easier, faster, more enjoyable and more effective". They have developed their own categorization of language learning strategies. Namely, they ordered the strategies into six groups – cognitive, mnemonic, metacognitive, compensatory, affective and social. However, they claim that the boundaries between these strategies are fuzzy, especially because learners employ more than one strategy at the same time. Rubin (1975), on the other hand, distinguished between observable and non-observable strategies. According to her research findings, some strategies, such as asking questions for clarification and taking notes, can be directly observed, whereas other, e.g. using inductive logic to determining a grammar rule are not observable. Contradictory results in strategy inventories call for a more rigorous approach in

the field including additional research intruments, e.g. interviews, verbal reports, or questionnaires.

Pavičić (2004: 140) names the most important characteristics of language learning strategies. She claims that language learning strategies are specific actions and techniques used by learners rather than general approaches to learning, that some are observable, and some are not, that they are problem-oriented, and that they contribute to learning both directly and indirectly. She also claims that the strategies are often used consciously, but can become automatic over some time. They can be changed or adapted, they are oriented towards the development of communicative competence, they help learners become autonomous, and they change and expand the role of the teacher. The choice of these strategies is influenced by many different factors such as teachers' expectations, nationality, learning style, motivation, as well as personal beliefs about language learning. The application of language learning strategies is, according to Pavičić, what distunguishes the process of second language learning from the process of first language acquisition. The fact that language learning strategies can be taught is what makes them so interesting for researchers and teachers.

Gass (2013: 466) starts with the assumption that good language learners tend to do things differently in comparison to poor language learners and continues by naming these differences language learning strategies. Rebecca Oxford (1990) defines language learning strategies as the actions or steps that learners use to improve their progress in developing skills in a second or foreign language. She elaborates on this definition by setting an example - in order to remember a difficult lexical item, a learner may consciously associate the word with the situation in which he first noticed this word. If it works, the learner may continue to use this first serious notice strategy. She claims that there are three parts of strategic learning – it involves an overall goal, a plan with the help of which the learner may accomplish that goal, and the steps s/he is going to undertake in order to achieve the goal.

According to Gass (2013), there are many lists of learning strategies which mainly consist of some phenomena such as clarification, analysing, memorizing, guessing etc. There are also many taxonomies of language learning strategies, e.g. learning strategies vs. use strategies or cognitive vs. metacognitive vs. social vs. affective strategies. However, recent research in the area has been conducted by an organization called International Project on Language Learner Stategies (IPOLLS). The researchers from this organization have focused on the following three goals: (1) to try to define learning and other strategies and to find out why it is so hard to define them, (2)

to relate those strategies to the long-term goals, and not only to short-term goals and (3) to relate the strategies to individual differences. However, there is still a long way in finding out and solving all problems concerning language learning strategies.

The field of language learning strategies has been criticized by many researchers. Some of the main critiques involve the sources of information about the learning strategies. To be more specific, the most common and thus less reliable research instruments are observations. The main weakness lies in the fact that mental processes of the learners are impossible to be observed. The researcher can only accept the reported behaviour as strategies, whereas the most important strategies are neither consciously reported nor properly 6by the learners.

Some researchers have touched upon the area of learner training, which should be concerned with purposely teaching learners the techniques of learning a language, which would then later lead to them becoming self-directed and aware of how and when to use specific strategies. If learners could develop those strategies, which are however only designed to cope with the demands of the school curriculum and meet the requirements of school teachers, they would become self-directed and good language learners, but it is very questionable whether those strategies would have any purpose at all in their later lives or if they would only be purposeful in the classroom situations (Williams and Burden, 1997: 147).

The long-lasting debate over the difference between the good and the bad language learners has raised many questions but also provided many answers among the researcheres in the field. While some would emphasize the importance of the the teaching process suggesting that the bad language learners assume the behaviour of the good language learners, the others would disagree. It is more likely that learners have personal style and strategy preferences and it does not logically follow that teaching a strategy to a student will necessarily lead to language improvement. A better approach, according to Gass (2013), would be to create procedures that would help language learners find out if they are better at some tasks than others, and, if so, exactly what they do to help them succeed and then how such strategies relate to change in their learning strategies.

Carter and Nunan (2001: 611-612) have brought about an alternative to learning strategies, a more dynamic concept than a learning strategy, i.e. a notion called self-regulatory learning. This is a multidimensional construct that includes "cognitive, metacognitive, motivational, behavioral, and environmental processes that learners can use to enhance academic achievement". This

concept, however, has no intention in undermining learning strategies, but is a different concept that focuses on the process of learning instead of the product (learning strategies).

In line with Rebecca Oxford's characterization of language learning strategies, the present paper uses her questionnaire on language learning strategies as a research instrument. Namely, in her classification, Oxford (1990) distinguishes between the direct, furhter subdivided into memory, cognitive, and compensation strategies, and indirect, consisting of metacognitive, affective, and social strategies.

3.2.1. Memory strategies

Memory stategies, which are sometimes called mnemonic strategies, have been used by people for thousands of years. Even before literacy became widespread, people have been using these strategies to remember basic information about farming, or when they were born. According to Carter and Nunan (2001: 167), mnemonic strategies are devices used for memorising specific information in various ways, e.g. by body movement, by location on the board etc. Rebecca Oxford (1990: 38) divides the memory strategies into four sets: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions. Memory strategies include very simple principles, such as arranging things in order or making associations. They often involve pairing different types of materials, e.g. some learners benefit from visual imagery, and for them it is easier to give verbal label to pictures. Others, however, have aural or tactile learning style preferences, which means that they would benefit from linking verbal material with sound or touch.

The first set of these strategies, Creating Mental Linkages, includes various processes, such as grouping, associating and placing new words into context. Grouping involves classifying language material into meaningful units, and groups could be remembered easily by labelling them or using different colours to represent the words (Oxford 1990: 40-41).

The second group of the strategies, Applying Images and Sounds, includes using imagery, semantic mapping, using keywords and representing sounds in memory. Using imagery means relating new linguistic information to contexts by using visual imagery, i.e. pictures or mental representations of objects. Semantic mapping involves making an arrangement of words into a picture, which then visually shows how groups of words relate to each other. Using keywords

means remembering a word by using auditory and visual links, e.g. Minnesota can be remembered by an image of a mini soda. Representing sounds in memory means remembering new words with the help of the sounds, e.g. by rhyming (Oxford 1990: 41-42).

The group Reviewing Well, according to Oxford (1990: 42) involves one strategy – structured reviewing, which basically means that words should be reviewed in carefully spaced intervals until they become natural and automatic.

The last set of strategies, Employing Action, involves two strategies – using physical response or sensation and using mechanical techniques. Using physical response involves, e.g. physically acting out a new expression, whereas using mechanical techniques means moving or changing something which is concrete, e.g. writing words on cards and moving a learned word to another stack (Oxford 1990: 42-43).

The first letters of these sets of strategies spells CARE, an acronym that is also a memory aid, and that means: "take CARE of your memory and your memory will take CARE of you!" (Oxford 1990: 38)

Oxford also claims that memory strategies can be used for retrieving information quickly, e.g. if a person wants to learn an Italian word for a drawer, i.e. *cassetto*, he or she can make a mental picture of themselves keeping *cassettes* in a drawer and in this way recall the information very rapidly.

3.2.2. *Cognitive strategies*

Cognitive strategies, according to Carter and Nunan (2001: 167), help learners make and strenghten associations between new and known information, e.g. guessing from context, analyzing, taking systematic notes etc. They also mention that Vygotsky claimed that learning usually occurs in interaction with other people, especially with the help of someone who is more capable, often a teacher. The teacher should provide scaffolding or assistance to students and then gradually take it away when the learners no longer need it. In this way the teacher can help students develop cognitive strategies for learning, e.g. analysing, reasoning etc.

Oxford (1990: 43) characterizes cognitive strategies as the most popular strategies with language learners and divides them into four sets – Practicing, Receiving and Sending Messages,

Analyzing and Reasoning, and Creating Structure for Input and Output. The first letters of each of these strategy sets form the acronym PRAC, which is important for these strategies because they are "PRACtical for language learning".

The first set of the cognitive strategies, called Practicing, includes various strategies such as repeating, recognizing and using formulas and patterns, recombining, practicing naturalistically etc. All of these strategies include practicing or combining elements in new ways or in routine formulas (Oxford, 1990: 45).

The second set is known as Receiving and Sending Messages and includes some very popular strategies, such as using skimming to determine the main idea or scanning to find specific details or using print or nonprint resources to understand incoming messages (Oxford, 1990: 46).

The third set as characterized by Oxford (1990: 46), Analyzing and Reasoning includes various well-known and wide-used strategies in learning a new language. Some of them are using general rules and applying them to new language situations, breaking down new expressions into parts in order to understand them, comparing elements of the new language with the elements of one's own language, translating etc.

The fourth and last set of these strategies includes only three very important strategies for language learning – taking notes, summarizing and highlighting.

Among these strategies, Oxford (1990) claims that the ones for practicing seem to be the most important. However, the other strategies have their importance, too. For example, analyzing and reasoning strategies are commonly used by learners to create their own formal models, which is very important in order for them to be able to handle new information when they occur.

3.2.3. Compensation strategies

Compensation strategies, or, as called by Carter and Nunan (2001: 168), compensatory strategies, are used to help learners make up for missing knowledge when using English in oral or written communication, e.g. like guessing from context compensates for a knowledge gap.

This is why, as reported by Carter and Nunan (2001), Cohen believes that these strategies are only intended for language use, and not for language learning and should therefore not be considered language learning strategies. Little and Oxford (as cited in Carter and Nunan. 2001)

disagree with this statement, claiming that these strategies aid the language learning in a way that each instance of compensatory language use provides an immediate opportunity for incidental learning.

Rubin's (1975) categorization also includes the strategies that learners use when they come across a difficulty while speaking in a foreign language, but she calls them communication strategies because with the help of these strategies learners find a way to continue the communication instead of abandoning it (Williams and Burden 1997: 149).

Oxford (1990: 48) claims that these strategies, which she calls compensation strategies, offer learners opportunities for production in spite of their limitations in knowledge. She divided the ten compensation strategies into two sets, the first one called Guessing Intelligently in Listening and Reading, and the second one called Overcoming Limitations in Speaking and Writing.

The former group of strategies includes understanding language through systematic guessing, without the need or the possibility to comprehend all the details. Some of the strategies known from this group are, e.g. using linguistic clues, where the learners use suffixes, prefixes, word order and some other linguistic clues to guess the meaning of some statement and using other clues, where the close observation of behaviour can be helpful for learners to understand the message (Oxford, 1990: 49–50).

The latter set of strategies, or as Oxford (1990: 50–51) calls it Overcoming Limitations in Speaking and Writing, contribute to learners by helping them lead a conversation long enough in order for them to get sustained practice. Some of the strategies from this set are switching to mother tongue, asking for help, i.e. explicitly asking for the expression that is missing, using mime or gestures, adjusting the message, using a synonym etc.

3.2.4. Metacognitive strategies

According to Carter and Nunan (2001: 167), metacognitive strategies help learners manage the following: themselves as learners, the learning process, and specific learning tasks. They believe learning styles to be the approaches that learners use while learning a new language, and that, if learners knew which learning style they used, it would be easier for them to choose the proper metacognitive strategies and to organise their learning in a specific way.

Oxford (1990: 136) claims that the word metacognitive itself means that something is beyond the cognitive. This is why the metacognitive strategies go beyond only cognitive devices and they offer learners an opportunity to coordinate their own language learning. These strategies include three sets of strategies: Centering Your Learning, Arranging and Planning Your Learning, and Evaluating You Learning. These sets of strategies make up an acronym CAPE, which leads to the statement that "metacognitive strategies make language learners more CAPE-able".

According to Oxford (1990), metacognitive strategies are one of the most important strategies because language learners are often confronted with a lot of 'newness' while learning a new language. Many language learners could lose their focus because of the many new things they are supposed to learn, and metacognitive strategies are very important here because they bring back the focus through activites such as overviewing or paying attention.

The first set of metacognitive strategies, Centering Your Learning, includes three strategies that should be employed by learners in order to focus their attention of certain activities or tasks. The first strategy is Overviewing and Linking with Already Known Material, where the learners should associate the new language material with what they already know. The second strategy is Paying Attention, which speaks for itself – the learners should ignore distractors and focus on the language details. The third strategy is Delaying Speech Production to Focus on Listening, where a "silent period" is encouraged, meaning that learners should resign from speaking until listening comprehension skills are developed (Oxford, 1990: 138).

The second strategy set is called Arranging and Planning Your Learning and it includes six strategies, such as setting goals, organizing the schedule etc. The first strategy is Finding Out About Language Learning, which is done by reading books or talking to other people and using the new information to improve your own learning. The second strategy is Organizing, and it refers to organizing the schedule, or the physical environment, e.g. space, temperature etc. Setting Goals and Objectives is the third strategy, where the learners can set either long-term goals, e.g. to be able to use certain vocabulary by the end of the year, or short-term objectives, such as to finish reading a short story. The next strategy is Identifying the Purpose of a Language Task, such as speaking to a cashier to buy a train ticket. The strategy Planning for a Language Task includes four steps: describing the task, determining the requirements, checking your linguistic resources and determining the language elements necessary for the task. Perhaps the most important strategy from this set is the last one – Seeking Practice Opportunities, where

learners attend various events where the target language is being spoken (Oxford, 1990: 138–139).

The final strategy set called Evaluating Your Learning, as claimed by Oxford (1990: 140), involves two strategies. The first strategy, called Self-Monitoring, demonstrates learners' ablity to identify their own errors, determine whether the errors are important, find their source and eliminate them. The second strategy, called Self-Evaluating, requires the learner to check, for example, whether he or she is reading faster or understands more after a period of time.

All of the metacognitive strategies depend on the learners themselves, and, the more learners use them or the more they are aware of using them, the more successful their language learning process will be.

3.2.5. *Affective strategies*

Oxford (1990: 140) gives a clear definition of the term affective, claiming that it refers to emotions, attitudes, motivations and values. Affective strategies are, according to her, very important in the process of language learning. She divides these strategies into three sets: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. The acronym LET, formed by the initial letters of the strategies' names, reveals the main idea behind them - "help language learners LET their hair down".

It is believed, claims Oxford (1990), that good language learners are those who can control their emotions about learning. Negative feelings about learning can stunt the progress, whereas having positive emotions about the learning process can make the learning far more enjoyable. Successful language learning should include the ability to overcome inhibitions. However, if there is a great part of language learning anxiety present in a person, this can lead to unwillingness to undertake even the smallest risks. Language learning anxiety can sometimes be a positive factor in the learning process, but only if it is present in a small amount, which can help the learners reach their highest performance levels.

The first set of strategies is called Lowering Your Anxiety and it includes the following strategies: using progressive relaxation, deep Breathing, or meditation, e.g. using the technique of alternately tensing and relaxing the muscles in order to relax. The other two strategies are

using music and using laughter to relax, e.g. listening to soothing music, such as a classical concert or watching a funny movie (Oxford, 1990: 143).

The second set of strategies, Encouraging Yourself, is, as Oxford suggests (1990: 143), often forgotten by language learners because they expect to get encouragement mainly from other learners,. The first strategy in this set is making positive statements in order to feel more confident, followed by taking risks wisely, i.e. pushing yourself to take risks in order to profit from them, and rewaring yourself for a good performance.

The final set of strategies is known as Taking Your Emotional Temperature, and it includes strategies such as using checklists, writing a language learning diary, discussing your feelings with someone else, and, most importantly, listening to your body, i.e. paying attention to the negative signal given by your body, such as tension, worry, or positive ones, such as happiness or pleasure (Oxford, 1990: 144).

Carter and Nunan (2001: 168) emphasize that affective strategies, such as recording one's feeling about language learning in a journal or idenfitifying one's feelings during the learning process could be very helpful while learning a foreign language, but that they are influenced by cultural norms because in some cultures it is frowned upon to record one's feeling concerning the learning process.

3.2.6. Social strategies

Carter and Nunan (2001: 169) define the social strategies as some activities which facilitate learning with others and help learners understand the culture of the language that they are learning. Some examples of these strategies are asking questions for clarification, asking for help, studying together etc.

Oxford (1990: 144) claims that because language is a form of social behaviour, the learning of the language also has to be connected to other people and communication between and among people.

The first set of social strategies is called Asking Questions. It includes two different types of asking questions – the first one is Asking for Clarification or Verificationi, i. e. asking a speaker to repeat, paraphrase, slow down, and the second one is Asking for Correction, which usually

occurs in conversation. This set of strategies should help learners get closer to the meaning of the new word or phrase and through that understand the new material better (Oxford, 1990: 146).

The second strategy set is Cooperating with Others and it involves two strategies. The first strategy is called Coperating with Peers, and includes working with others in order to achieve a specific goal, to improve your language skills. It usually involves regular learning with another person, a pair or a small group. The second strategy is called Cooperating with Proficient Users of the New Language. This usually occurs outside of the classroom and involves attention to the conversational roles of the learners. Cooperating with other learners is an imperative for language learners because it usually includes mutual support and results in higher self-esteem, increased confidence etc. Some learners, however, do not report a big tendency towards cooperative learning. This type of learning is still a very important part of language acquisition because nowadays there is a tendency towards competitive activities in education. Cooperation and competition was proved to promote cooperative language learning (Oxford, 1990: 147).

The final set of social strategies, suggested by Oxford (1990: 147), is Empathizing with Others. It also includes only two strategies, first of which is Developing Cultural Understanding, i.e. empathizing with another person while learning about the his/her culture and understanding the target culture and its significance. The second strategy is Becoming Aware of Others' Thoughts and Feelings, where the learners should observe the behaviours of other learners and ask them about their feeling when appropriate. Empathy is very important for successful communication and social strategies in general can help learners increase their empathizing ability through understanding various cultures.

4. Research in SLA

Williams and Burden (1997: 89) claim that the interest in the research methodology in examining individual differences arose in psychology, where many researchers, i.e. psychologists tried to increase the development of measuring human characteristics such as intelligence, extroversion etc. They used the results in order to predict learners' capacities for learning. The logical step for the researchers dealing with foreign language learning was to build upon the work of psychologists in a way to try to measure individual characteristics and compare them to the wanted learning outcomes. The two authors name five steps that every researchers

should include in their research, which are as follows: (1) to make a hypothesis that one characteristic will influence another, (2) to select or construct a means of assessing, (3) to measure aspects of the chosen characteristics and of success in language learning, (4) to submit results to statistical analysis, and finally (5) to draw conclusions about the relationships between different categories and about contributions of one characteristic to learning a new language.

However, the authors argue that it is often open to question to determine what a specific test is actually measuring. They claim that the tests that measure certain characteristics are often not more than an author's conceptualization of what a trait actually represents, e.g. there is no such thing as intelligence or motivation, but there are tests that try to conceptualize these characteristics in order to make them real. The authors propose attribution theory as a very promising field for research into language learning. This theory was presented by a social psychologist Fritz Heider, who claimed that the central aspect wasn't the behaviour of people, but how people perceive their behaviour. He suggested that, if asked for the reasons of their failure or success, people would refer to only a limited range of factors, e.g. of we ask people what attributed to their success in learning a foreign language, they would give various answers, such as *The task was easy* or *I worked hard*. These answers should then be grouped in various categories, such as ability, effort, luck, perceived difficulty etc. The most important application of this theory has been 'reatribution training', which consisted of changing people's attribution so that they don't see failure as something that is constant and cannot be changed, but as something controllable (Williams and Burden, 1997: 90).

Gass (2013: 17) claims that data in second language acquisition research may very often be ambiguous with regard to the interpretation of this data. It is also very frequent the case that there are no correct answers in analyzing the data, but that there are only better and worse answers and better or worse argumentation of these answers.

4.1. Language learning strategies and personality

Many researchers are nowadays interested in the topic of personality and different variables that they could compare it to. The use of language learning strategies is without doubt one of the variables that it worth examining and comparing to the personality. However, there has not been a unanimous finding in this area. For example, in a research conducted among the Iranian

students (Nikoopour, 2010: 81), the researchers did not find any correlation between introversion and extroversion and language learning strategies. However, some minor correlations did appear with the other personality types, e.g. it was proven that intuitive learners preferred using affective strategies. In the research conducted by Jasmina Rogulj (2016: 7) in Croatia, the findings were quite different. She found that the learners with higher extraversion and agreeableness rate tend to use social strategies more frequently. Conflicting research fidings in the area point to the fact that they the results are mostly dependent on the group of learners partitipating in the research as well as to the fact that there is no single rule which would clearly demonstrate the correlation between language learning strategies and personality. That being said, we still find relevance in further research in the field beliving that more insights into the relationship between the language learning strategies and personality types would point to a more reliable predictors of successful foreign language learning.

4.2. Language learning strategies and success in EFL

The main idea of many researchers is to find out whether there is a "recipe" for success in English as a foreign language, i.e. whether using some language learning strategies could be a predictor of success. Jasmina Rogulj's research (2016: 7) supports the notion that language learning strategies are a more reliable predictor of success than personality. For example, she found that using cognitive strategies could foster success in English as a foreign language, i.e. that some of these strategies proved to be positively correlated with language proficiency and intellect. Tena Kralj (2014: 40) inspected a relationship between how many strategies learners use and the achievement in English as a foreign language. However, she could not prove the relationship between the degree of using language learning strategies and success because there was a student who used more strategies than other students, but was not as successful as they were. It was said that a negative correlation between the two variables cannot be supported, either. This research proved that there is no unanimous correlation between the language learning strategies and success. There is, however, an idea of a good language learner developed by many researchers and the idea that language learning strategies could be taught. If the teachers could teach the students to use specific strategies while doing specific tasks, this could foster their learning and make it faster and easier. Carter and Nunan (2001: 172) claim that there are many factors that influence the choice of learning strategies, such as motivation, language

learning environment, learning style, gernder, culture, age etc. They also claim that language learning strategy research needs a lot of more work, e.g. teachers should do a lot of more action research to examine multiple factors that could affect the choice of learning strategies. The research results could then clear the picture of learning strategies and how they operate for different individuals and groups.

4.3. Personality and success in EFL

There has been many research that dealt with the correlation of these two variables. The personality type that the researchers were mostly interested in was introversion/extroversion because it is said that more sociable learners tend to be better in learning foreign languages. However, as is visible from Paula Kezwer's (1987) overview of the studies on personality and success, there were many studies that proved no correlation between extraversion and success in English as a foreign language, and some even proved a negative correlation between the two variables. For example, in the research done by Chastain in 1975, the correlation between am outgoing personality and success was positive. However, some other research, such as Swain and Burnaby in 1976 did not discover and link between the two variables, and Suter discovered that the most important perdictor in learning a new language was the native language, and that extroversion was not an important factor in foreign language learning. This area was then further complicated by Smart et al. in year 1970, who even found a negative correlation between extraversion and achievement. Kezwer, who raised attention to this problem with her overview of the most important research in this area claims that the reason for nonconformity of the results is the diversity of personality tests that measure extroversion and introversion.

5. Methodology

5.1. Aims and research questions

The main aim of this research was to explore the relationships between several variables – one dimension of learners' personality, more specifically the dimension of Extroversion/Introversion, Language Learning Strategies as classified by Rebecca Oxford and Success in English as a foreign language. The main concern was whether the relationships between these variables exist,

and, if so, how strong and statistically significant they are. The hypotheses were made based on the prior research findings but with the intention to offer new insights into the already conflicting arguments regarding the potential correlation between the above mentioned variables.

The present study seeks to answer the following questions:

Which strategies were mostly used by learners who participated in this research?

1. Which strategies were mostly used by introverts and which ones were mostly used by extroverts?
2. How successful are introverts and how successful are extroverts in English as a foreign language?
3. Was using any of the six strategies connected to success in English as a foreign language?
4. Did using more strategies provide more success in English as a foreign language?

5.2. Participants

A sample of 164 students participated in the study conducted in Grammar school "Gimnazija Matija Mesić" in Slavonski Brod. The participants of the research were 164 learners of English as a foreign language and all of them shared Croatian as their mother tongue. The sample was made up of second graders (sophmores) and third graders (juniors) aged from 15 to 17 years. High school learners were chosen for the research because the instrument demanded older learners who had already raised substantial awareness of their personality types and learning strategies and thus could answer more complex questions about their customary actions and behaviour while learning English a foreign language. Out of 164 questionnaires, only 160 were taken into consideration. The remaining 4 were not filled out properly and due to reliability reasons excluded from the further analysis.

5.3. Instruments

The instrument which was used in this research was a questionnaire that consisted of three parts. The first part of the questionnaire was composed by the researcher and it addressed general

demographic question. It provided information such as participant's gender, age, class attended, and the latest final grade in English.

The second part was taken from a questionnaire created by Andrew D. Cohen, Rebecca L. Oxford and Julie C. Chi named *Learning Style Survey. Assessing Your Own Learning Style.* However, due to the fact that this questionnaire mostly deals with learning styles of the learners, not the whole questionnaire was adopted, but only the part that deals with the personality of the learners, i.e. Part 2, called *How I expose myself to learning situations*. Namely, this part of the questionnaire dealt with the two dimensions of learners' personality, Introversion and Extroversion, and learners could give answers about how they learn, which would then later be calculated and out of which the researcher could find out whether learners were introverted or extroverted. Some of the statements that learners had to grade with a five-point Likert-type scale, where 1 indicated never and 5 always, were e.g. *I learn better when I work with other than by myself* or *I prefer individual or one-on-one games and activities.*

The third part of the questionnaire was a questionnaire by Rebecca L. Oxford called SILL, or Strategy Inventory for Language Learning. The version used in this research was 7.0, i.e. the version for speakers of other languages learning English. This questionnaire consists of six parts, each part relating to one of the strategies from Oxford's categorization. The first part related to the memory strategies and involved statements such as *I use new English words in a sentence so I can remember them*, the second part was connected with the cognitive strategies, including statements such as *I try to find patterns in English* or *I try not to translate word-for-word*. The third part related to the compansation strategies, where the learners had to rate statements such as *If I can't think of an English word, I use a word or phrase that means the same thing*, and the fourth one was linked to metacognitive strategies with statements such as *I notice my English mistakes and use that information to help me do better*. The fifth part dealt with affective strategies, e.g. *I write down my feelings in a language learning diary*, and the sixth and final part referred to social strategies, such as *I practice English with other students*. The learners also had a five-point Likert-type scale to fill out, where 1 stood for Never or almost never true of me, and 5 stood for Always of almost always true of me.

Due to the fact that all the participants were native speakers of Croatian, these questionnaires were translated into Croatian before being distributed to learners in order to avoid any misunderstandings.

5.4. Procedure

The study was conducted in Grammar school "Gimnazija Matija Mesić" in Slavonski Brod. Before distributing the questionnaires to students, school pedagogist and principal were informed about all aspects of the research, and after reviewing the research outline and the instrument, they concluded that the questionnaire is well-formed and that the results could potentially become useful in improving their future practice. Therefore, they had decided that the study was acceptable to conduct. The pedagogist and the principal agreed that, considering students' age and anonymity of the research, it was sufficient for the students to be familiarized with the purpose of the research, after which they had the right to decline or confirm their willingness to participate. No parental consent was required.

The questionnaires were distributed to learners mostly during their regular English classes. Occassionally, the data were collected during other classes such as Croatian, Philosophy and German. Under the circumstances, the learners were kindly reminded that the questionnaire addressed learning English and not some other subject matter. It took learners around 10 minutes to fill out the questionnaire, after which they were thanked for their cooperation.

After collecting all data, the questionnaires had to be analysed and the data had to be entered into a statistics programme in order to be able to process it. Due to the fact that the questionnaires were formally structured and that there were rules how these questionnaires should be treated, they were first processed in a way that all the answers were calculated and then divided by a certain number that was foreseen for each part of the questionnaire. In this way, the mean value for each strategy and for each learner was obtained. Calculating the data in the second part of the questionnaire provided the researcher with the distinction between introverted and extroverted learners.

The collected data were analyzed using SPSS, or Statistical Package for the Social Sciences. Descriptive statistics was used to describe participants' grades in English, number of introverts/extraverts and overall use of language learning strategies. A Pearson-product-moment correlation was run to assess the relationships between learner's personality type, individual language learning strategies and success in English. Significance was set at $p<0.05$ and $p<0.01$. Statistical procedures used in this research were mostly calculating frequencies, and Pearson's correlation.

5.5. Results

What follows is the quantitative analysis of the data and providing the overall information about the sample. First, the descriptive statistics on participants' grade in English, the ratio between introverts and extroverts and the overall use of strategies are presented. Then, relationship between self-regulating capacity and the variables of level of education and gender is examined. Also, the relationship between self-regulating capacity and learners' attitude towards learning vocabulary as well as their perception of difficulty of English is analyzed.
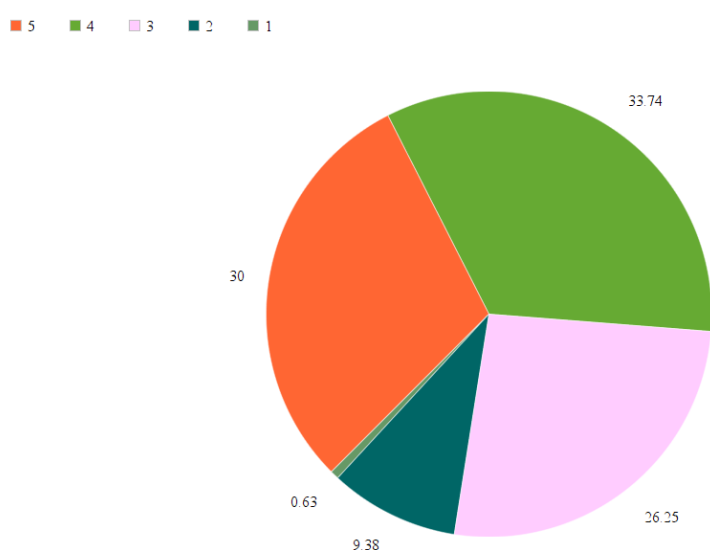

Figure 1. Participants' grade in English in school year 2017/18

As Figure 1. shows, the whole range of grades is represented in the sample. Most of the learners, i.e. 63.74% of them had good grades (4 and 5), indicationg that more than a half of them did well in English, a little under half of them, i.e. 35.63%, had weaker grades (2 and 3), and there was even one learner who was failing English in that school year (less than 1% of the sample). The ratio results in Figure 1. serve as a valuable factor for further statistical analysis in the paper.

Table 1. Number of Extroverts and Introverts

Variables	Frequency	Percent	Valid percent
Number of Extroverts	89	55.6	55.6
Number of Introverts	71	44.4	44.4

Further analysis of descriptive statistics revealed whether the learners were mostly introverted or extroverted. The results in Table 1. show that the research participants were slightly more extroverted. 89 of them were recognized as extroverts, while the other 71 were introverts. An even representation of both personality types was of great importance because it allowed further statistical analysis of both groups without the suspicion of the results being unreliable.

Table 2. Participants' overall use of language learning strategies

Variable	Minimum	Maximum	Mean	Std. Deviation
Metacognitive strategies	1.11	4.88	3.2759	.82866
Compensation strategies	1.33	4.83	3.1987	.68590
Social strategies	1.00	5.00	3.1897	.93757
Cognitive strategies	1.64	4.71	3.0904	.66190
Memory strategies	1.00	4.55	2.6630	.65307
Affective strategies	1.00	4.50	2.4855	73366

The third factor that was very important for this research was the strategies that learners used while learning English. As shown in Table 2., descriptive analysis indicate that students exhibit a moderate overall usage of language learning strategies. The results reveal that learners mostly use metacognitive and compensation strategies, whereas affective and memory strategies the least.

This chapter provided an overall description of the sample. The next three chapters will try to provide some relationships and correlations between the three variables that were the topic of the research.

5.5.1. Introversion/Extroversion and Language learning strategies

After finding out what strategies the learners use in general, the goal of the research was to find out what strategies introverts and extroverts use. Based on their answers in the second part of the questionnaire addressing their personalities, the learners were split into two groups – introverts and extroverts. Extroverts were the students who scored higher on the first six questions in the questionnaire, e.g. *I learn better in the classroom than with a private tutor* or *Interacting with*

lots of people gives me energy. On the other hand, learners characterized as introverted scored higher on the second six questions in the questionnaire, e.g. *After working in a large group, I am exhausted* or *When I am in a large group, I tend to keep silent and listen*. The way in which students learn and their learning habits helped in distinguishing between their personality types.

Table 3. Extroverts' most frequently used language learning strategies

Variable	Minimum	Maximum	Mean	Std. Deviation
Social strategies	1.00	5.00	3.2556	.96755
Compensation strategies	1.33	4.83	3.2404	.65487
Metacognitive strategies	1.44	4.88	3.2389	.85772
Cognitive strategies	1.64	4.64	3.0502	.67914
Memory strategies	1.00	4.55	2.7310	.69983
Affective strategies	1.00	4.50	2.5793	.75257

Table 3. shows the most popular strategies as stated by the extroverted part of the sample. For the purpose of this analysis, the researcher selected only those learners who were characterized as extroverted. The means for this group and for their strategies were calculated afterwards. Not surprisingly, the strategies that extroverts claimed to use the most are the social strategies, followed by compensation and metacognitive strategies. The least used strategies by extroverts were the affective and memory strategies.

Table 4. Introverts' most frequently used language learning strategies

Variable	Minimum	Maximum	Mean	Std. Deviation
Metacognitive strategies	1.11	4.77	3.3224	.79432
Compensation strategies	1.66	4.83	3.1463	.72422
Cognitive strategies	1.78	4.71	3.1407	.64086
Social strategies	1.50	5.00	3.1702	.89854
Memory strategies	1.33	3.77	2.5777	.58293
Affective strategies	1.00	4.00	2.3679	.69670

The situation with the introverted part of the sample was somewhat different (see Table 4.). This group's most popular strategies were metacognitive strategies, followed by compensation strategies and then by cognitive strategies. However, the resemblance between the introverts and

the extroverts is more than noticeable in the fact that the least used strategies by both groups were affective and memory strategies.

After analyzing students' usage of strategies and anxiety levels, correlation analysis was carried out to investigate the relationships between strategies, anxiety and achievement. Students' average essay grades were taken as a writing achievement variable on which they scored mean value of 4.23 (SD=.83). The results of correlation analysis are presented in Table 6.

After analyzing students' most frequently used language learning strategies according to their personality traits, correlation analysis was carried out to investigate the relationships between the degree of introversion/extroversion and learners' overall strategy use. The results of correlation analysis are presented in Table 5. and Table 6.

Table 5. The correlation coefficients between degree of extroversion and learners' overall strategy use

Variables	Overall strategy use
Degree of extroversion	.382**

** p<.001

Table 6 The correlation coefficients between degree of introversion and learners' overall strategy use

Variables	Overall strategy use
Degree of introversion	.256**

** p<.001

The results of the Table 5. and Table 6. indicate the correlation between the degree of introversion and extroversion and overall strategy use. Overall strategy use varaible was calculated from the SILL questionnaire in a way that all the answers from all the strategies were added up and divided by 50 (number of statements in the questionnaire). The procedure allowed us to find out to which extent every learner individually uses every single language learning strategy. Degree of extroversion or introversion was calculated by adding up the numbers for extroversion and introversion, e.g. the participants who scored 18/30 on the extroverted part of the questionnaire would score enough to be characterized as extroverted because they scored lower on the introverted part. The other learners, who scored 29/30 on the extroverted part would be considered 'more extroverted' than the others.

This correlation was calculated in order to see whether the degree to which learners acknowledge themselves as introverted or extroverted had an impact on to which extent they used the strategies in general. The correlation between these two variables was positive and statistically significant for both introverts and extroverts, meaning that the more introverted/extroverted the learners are, the more strategies they use in general. This can also be understood as the more aware learners are of their personality, the more aware they are of their learning and of their use of the learning strategies.

5.5.2. Introversion/Extroversion and Success in EFL

The next relationship to explore was that of introversion and extroversion and success in English as a foreign language. Success was measured solely as the learners' final grade in English in that school year. Due to the fact that research was conducted during the last week of the school year, all the learners were already familiar with their final grade in English.

Table 7. The correlation coefficients between degree of extroversion/introversion and learners' grade in English

Variables	Grade in English
Degree of extroversion	-.071
Degree of introversion	.202*

* p<.01

As Table 7. shows, there was no statistically significant relationship between extroversion and school success. However, a positive correlation significant at the 0.10 level could be found between the variables school success, i.e. grade in English and introversion. This positive and statistically significant correlation has proven that, the more introverted the students are, the better their grade in English is.

5.5.3. Language learning strategies and Success in EFL

The remaining two variables to compare were language learning strategies and success in English as a foreign language. The correlation between each strategy and success in English was

done separately in order to find some relationship between one of the strategies and success in English.

Table 8. The correlation coefficients between learners' grade in English and their use of individual language learning strategies

Variables	Grade in English
Memory strategies	.013
Cognitive strategies	.118
Compensation strategies	.019
Metacognitive strategies	.200*
Affective strategies	-.125
Social strategies	-.122

* p<.01

As is visible from the Table 8., there was no statistically significant relationship between school success in English and memory strategies. This could indicate that using memory strategies while learning English was not of a large significance for learners' good grades in English. Additional reasons could be traced in learners' lack of knowledge on how to use them or simply inadequate teaching practice.

There was no statistically significant correlation between grade that learners had in English and the use of cognitive strategies, either. This means that learners who have good grades in English did not report using cognitive strategies often.

The results didn't show a statistical significance between the variables of grade in English and compensation strategies. Good English learners in this study did not report using compensation strategies in their English language learning.

However, the statistical significance at the level 0.11 did appear between school success in English language and metacognitive strategies. The correlation was positive, which means that the more the learners are using metacognitive strategies, the better their grades in English are.

No statistical significance was found between grade in English and the use of affective strategies. Results indicate that the correlation between these two variables was negative but statistically insignificant, which means that the correlation is not reliable either.

Similary, the relationship between grade and social strategies also turned out to be statistically insignificant. There was no correlation that could be used as a reliable source for interpretation in this research.

Table 9. The correlation coefficients between learners' grade in English and their overall strategy use

Variables	Grade in English
Overall strategy use	.049

The final question was whether the degree to which the learners are using various strategies influenced the success in English as a foreign language. No statistically significant correlation was found between the two variables. Green and Oxford (1995, as quoted in Ambrosi-Radnić and Kotić-Bobanović 2008: 93) did an investigation on the relationship between proficiency and language learning strategy use, indicating that students who were better in their language performance reported higher levels of overall strategy use. However, there were not many other research results that would point to a positive correlation between the variables. As quoted by Kralj (2004:39), many researchers explored the relationship between the types of strategies being used and the academic success under the assumption that the learners who reported to using more language learning strategies in general would turn out to be better language learners. Unfortunatelly, none of findings managed to demonstrate the positive correlation between the mentioned variables (Dörneyi, 2005; Gardner, Trembley, Masgoret, as quoted in Dörneyi, 2005). Oxford and Green's assumption that good language learners should use as many strategies as possible is in contradiction with the strategy theory, claiming that it was not necessarily the quantity of using strategies but the quality of the employed strategies that is important (Kralj, 2004: 17).

5.6. Discussion

The basis for this research was to have an almost equal represetation of both introverted and extroverted learners in order to make the results as reliable as possible. This goal was fulfilled even though the risk of having much more extroverts was feared. However, the sample turned out to be only slightly more extroverted (55.6% of the participants were extroverted), but the

difference between the number of participants who were extroverted and the introverted one was very small, in fact so small that it could be neglected and did not interfere with the results of the research.

The first research question was what strategies all learners who participated in this research mostly used. The results showed that the learners mostly used metacognitive (M=3.2759, SD=.82866), compensation (M=3.1987, SD=.68590) and social (M=3.1897, SD=.93757) strategies. The least popular strategies among the learners were affective (M=2.4855, SD=.73366) and memory (M=2.6630, SD=.65307) strategies. However, when it came to the strategies used by the two groups, introverts and extroverts, some differences appeared. The strategies that the extroverted learners mostly used were, conveniently enough, social strategies. This can be seen as one of the most reliable and logical points of the research because it is always expected that extroverted learners, also known as the sociable learners mostly use the social strategies. The social strategies (M=3.2556, SD=.96755) were followed by compensation (M=3.2404, SD=.65487) and metacognitive (M=3.2389, SD=.85772) strategies as the ones mostly used by the introverts. The data of the introverted learners turned out to be a bit different. Namely, they mostly used metacognitive strategies (M=3.3224, SD=.79432), followed by compensation (M=3.1463, SD=.72422) and cognitive (M=3.1407, SD=.64086) strategies. However, there were some similarities between the two groups in the aspect of the least used strategies, which were the same by both groups – memory and affective strategies.

A positive correlation was also found between the degree of introversion (significant at .001 level) and extroversion (significant at .000 level) and the overall strategy use, meaning the more the learners were aware of their personality type, the more strategies they used. This is also applicable to the reversed situation, i.e. that the more strategies the learners use, the more aware they are about how they learn and about their personality type. This could be connected with Wenden and Rubin's theory that the learner who is equipped with many different strategies becomes autonomous in his learning and becomes self-directed, meaning that he or she is very aware of his learning, his personality, and how and where he should use specific strategies that combine well with his or her personality type (Williams and Burden, 1997: 147).

There has been a surprising point in the research, where a positive correlation (significant at .010 level) was discovered between introversion and school success. This has proved once more that introversion and extroversion influence the school success quite diferently because there have been many contradictory results when it comes to these variables. The data from various

different research referring to exactly the variables of extroversion/introversion and success in English as a foreign language have been very ambiguous. In her research review, Paula Kezwer (1987: 45) proves with many different research results that the relationship between these variables has been very unreliable, meaning that there were research that proved a positive correlation between extroversion and school success, ones who proved that there was no correlation at all between the variables, and finally ones who even proved a negative correlation between the two. This only proves that there is still no reliable evidence that either of the personality types mentioned fosters success in English as a foreign language.

Almost none of the language learning strategies proved crucial for success in English as a foreign language. The only correlation was found between the metacognitive strategies and success. The correlation was positive and significant at 0.01 level, suggesting that the more the learners used metacognitive strategies, the better their grade in English as a foreign language was. The reason for such a result could be found in the fact that the learners may not be explicitly taught or encouraged to use language learning strategies in English class and thus are may not be able to identify or label them properly.

As is already visible in the chapters that deal with the previous research on this topic, the results greatly depend on the participants who take part in a research. There has been no unanimously presented and accepted idea of which strategies foster the learning of the foreign and second language, in this case of English. The choice of strategies depends on many different factors and there has still not been found a reliable relationship between either personality type and the choice of language learning strategies or which language learning strategies can lead to success in English as a foreign language. This means that the field of language learning strategies still needs a lot of research and work, but it could provide field-changing results once they are revealed and accepted.

6. Conclusion

All in all, the individual differences that are present during the learning of second and foreign languages are a very researched area in second language acquisition. However, some of the characteristics of learners that make their learning the way it is should still undergo a lot of research in order to get a better picture of how exactly in this case personality and language learning strategies influence success in English as a foreign language.

Many researchers have tried to come up with a recipe for an easy learning of foreign languages, but there has still not been a clear picture of a good language learner that everyone has agreed on. This proves that language learning is a very personal process and that every learner has his or her own way in which he or she tries to overwind the difficulties of learning a completely new language.

The research in this paper has, however, given a clear overview of the tendencies and preferences of the learners from the sample, i.e. of the learners who participated in the research. It is now clear that the extroverts from this research tend to use mostly social strategies, and that introverts use metacognitive strategies, which could be seen as one of the reasons why they turned out to be better language learners.

However, the results of this research cannot in any case be generalized for all learners, but should only be taken as a description of this particular sample of participants. Some of the findings from this research did seem to overlap with the findings of some other researchers, e.g. the fact that introverts are better language learners was confirmed by other previously done research, but we are still far from saying that this is for sure something that defines good language learners.

Future research should definitely include the relationship between personality and other individual differences in order to see what is the perfect recipe for learning foreign languages for each and every of the personality types. Language learning strategies should also be taken into consideration by more researchers because revealing which strategies mostly foster the learning of the foreign languages could ease the process greatly.

To conclude, there is still a lot of work to be done in the area of individual differences and foreign language learning, but every revelation, no matter how small it is, could change the process of learning as we know it immensely.

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8. Appendix

Odnos između introverzije/ekstraverzije, strategija učenja jezika i uspjeha u engleskom kao stranom jeziku

Ovaj upitnik dio je istraživanja za potrebe diplomskog rada na temu Odnos između introverzije/ekstraverzije, strategija učenja jezika i uspjeha u engleskom kao stranom jeziku. Upitnik je anoniman i dobrovoljan. Nakon što ga popunite, smatram da ste suglasni s korištenjem Vaših odgovora za potrebe istraživanja i statističke obrade podataka. Predviđeno vrijeme za popunjavanje upitnika je oko 10 minuta, a pitanja su uglavnom koncipirana tako da treba označiti u kojoj mjeri se na Vas odnose pojedine tvrdnje.

OSOBNI PODACI:

Spol: M / Ž

Koliko imaš godina? _____   Koliko već godina učiš engleski? _____

U koju školu ideš? _____   Koju si ocjenu prošle godine imao/la iz engleskog? _____

U koji razred ideš? _____   Koju ćeš ocjenu ove godine imati iz engleskog? _____

Prvi dio

Zaokruži svoj odgovor na svako pitanje po sljedećim kriterijima:

1	2	3	4	5
nikada	rijetko	ponekad	često	uvijek

1. Bolje naučim kada radim ili učim s drugima nego sam/a.   1 2 3 4 5
2. Lako upoznam nove ljude tako što se priključim njihovom razgovoru.   1 2 3 4 5
3. Lakše učim u učionici nego na privatnim instrukcijama.   1 2 3 4 5
4. Lako mi je prići strancima.   1 2 3 4 5
5. Razgovor s puno ljudi me ispunjava energijom.   1 2 3 4 5
6. Lakše mi je učiti iz iskustva.   1 2 3 4 5
7. Ispunjava me energijom kada sam sam/a i razmišljam o raznim stvarima.   1 2 3 4 5
8. Draže su mi individualne igre i aktivnosti ili one koje se rade u paru od onih koje se rade u grupi.   1 2 3 4 5
9. Imam nekoliko interesa (manji broj) i u potpunosti se koncentriram na njih.   1 2 3 4 5
10. Iscrpljen/a sam nakon rada u velikoj grupi.   1 2 3 4 5
11. Kada sam u velikoj grupi, obično samo šutim i slušam.   1 2 3 4 5
12. Prvo želim nešto razumjeti prije nego što to isprobam.   1 2 3 4 5

Drugi dio:

Zaokruži svoj odgovor na svako pitanje po sljedećim kriterijima:

1	2	3	4	5
nikad se ne odnosi na mene	uglavnom se ne odnosi na mene	donekle se ne odnosi na mene	uglavnom se odnosi na mene	u potpunosti se odnosi na mene

A

1. Povezujem ono što već znam s novim stvarima koje učim iz engleskog.   1 2 3 4 5
2. Koristim nove riječi u rečenici kako bih ih lakše zapamtio/la.   1 2 3 4 5
3. Povezujem zvuk nove engleske riječi sa slikom te riječi kako bih
   lakše zapamtio/la riječ.   1 2 3 4 5
4. Pokušavam zapamtiti novu englesku riječ tako što si zamišljam situaciju
   u kojoj bih mogao/la iskoristiti tu riječ.   1 2 3 4 5
5. Koristim rime da zapamtim nove engleske riječi.   1 2 3 4 5
6. Koristim slikovne kartice da zapamtim nove engleske riječi.   1 2 3 4 5
7. Pokušavam odglumiti nove riječi koje naučim.   1 2 3 4 5
8. Često ponavljam što smo radili na engleskom kada dođem kući.   1 2 3 4 5
9. Pokušavam zapamtiti nove engleske riječi tako što zapamtim gdje se nalaze
   u knjizi ili na ploči.   1 2 3 4 5

B

10. Izgovaram ili zapisujem nove engleske riječi nekoliko puta.   1 2 3 4 5
11. Pokušavam govoriti kao izvorni govornici.   1 2 3 4 5
12. Vježbam izgovor engleskih zvukova.   1 2 3 4 5
13. Koristim engleske riječi koje znam na razne načine.   1 2 3 4 5
14. Započinjem razgovore na engleskom.   1 2 3 4 5
15. Gledam TV serije u kojima se govori engleski ili filmove u kojima
    se govori engleski.   1 2 3 4 5
16. U slobodno vrijeme čitam na engleskom.   1 2 3 4 5
17. Pišem poruke, pisma ili tekstove na engleskom.   1 2 3 4 5
18. Kad čitam tekstove na engleskom, prvo samo preletim tekst pa se onda vratim
    i pažljivo ga pročitam.   1 2 3 4 5
19. Dok učim novi vokabular, tražim hrvatske riječi koje su slične engleskima.   1 2 3 4 5
20. Pronalazim značenje složenih engleskih riječi tako što ih podijelim na
    dijelove koje razumijem.   1 2 3 4 5
21. Pokušavam pronaći uobičajene obrasce tvorbe riječi ili
    pravila gramatike u engleskom.   1 2 3 4 5
22. Pokušavam ne prevoditi riječ po riječ.   1 2 3 4 5
23. Ukratko si sastavljam sve što učim na engleskom.   1 2 3 4 5

C

24. Kako bih razumio/razumjela nepoznate engleske riječi, pogađam njihovo značenje.   1 2 3 4 5
25. Kad se ne mogu sjetiti riječi tijekom razgovora na engleskom,
    pokušavam ju pokazati tijelom ili izrazima lica.   1 2 3 4 5
26. Izmišljam nove riječi ako ne znam točne izraze na engleskom.   1 2 3 4 5

27. Čitam tekstove na engleskom bez da u rječniku provjeravam svaku novu riječ. 1 2 3 4 5
28. Pokušavam pogoditi što će druga osoba sljedeće reći na engleskom. 1 2 3 4 5
29. Ako se ne mogu sjetiti engleske riječi, koristim drugu riječ ili frazu
koja ima isto značenje. 1 2 3 4 5

D

30. Pokušavam pronaći što više načina da koristim engleski. 1 2 3 4 5
31. Primjećujem pogreške koje radim na engleskom i koristim te informacije
kako bih se poboljšao/la. 1 2 3 4 5
32. Obraćam pozornost kada netko govori na engleskom. 1 2 3 4 5
33. Pokušavam naći nove načine kako da bolje učim engleski. 1 2 3 4 5
34. Planiram svoj raspored tako da imam više vremena za učenje engleskog. 1 2 3 4 5
35. Tražim ljude s kojima mogu pričati na engleskom. 1 2 3 4 5
36. Tražim prilike da što više čitam na engleskom. 1 2 3 4 5
37. Imam jasne ciljeve kako da poboljšam svoje znanje engleskog. 1 2 3 4 5
38. Razmišljam o svom napretku u učenju engleskog. 1 2 3 4 5

E

39. Pokušavam se opustiti kad god me je strah pričati na engleskom. 1 2 3 4 5
40. Tjeram se da govorim na engleskom iako znam da ću napraviti pokoju pogrešku. 1 2 3 4 5
41. Nagradim se kad napravim nešto dobro na nastavi engleskog. 1 2 3 4 5
42. Primjećujem ako sam napet/a ili nervozan/na kada učim ili koristim engleski. 1 2 3 4 5
43. Zapisujem svoje osjećaje u dnevniku učenja jezika. 1 2 3 4 5
44. Razgovaram s nekim o tome kako se osjećam dok učim engleski. 1 2 3 4 5

F

45. Ako ne razumijem nešto na engleskom, pitam osobu da uspori ili ponovi. 1 2 3 4 5
46. Pitam ljude koji govore engleski da me isprave kad govorim. 1 2 3 4 5
47. Vježbam engleski s drugim učenicima. 1 2 3 4 5
48. Tražim pomoć od drugih ljudi koji govore engleski. 1 2 3 4 5
49. Ispitujem pitanja na engleskom. 1 2 3 4 5
50. Pokušavam učiti o engleskoj ili američkoj kulturi. 1 2 3 4 5