CHAPTER 6: CONCLUSIONS

6.1 Introduction

6.2 Extraversion and Introversion

6.3 Memory Strategies

6.4 Cognitive Strategies

6.5 Metacognitive Strategies

6.6 Affective Strategies

6.7 Social Strategies

6.8 Implications for L2 Teaching

6.8.1 Assessing Personality Traits and Strategies in the L2 Classroom

6.8.2 Attuning L2 Instruction and Strategy Instruction to Learners’ Personality Preferences

6.8.3 Remembering that no Single L2 Instructional Methodology Fits All Students

6.8.4 Preparing for and Conducting L2 Strategy Instruction
CHAPTER 6: CONCLUSIONS AND SUGGESTIONS

6.1 Introduction

In this chapter, the findings of this research are presented. The conclusions about the difference between males and females in using Language Learning Strategies and the findings regarding the type and frequency of strategies used by EFL/ESL learners are also discussed. The results about the effects of different personality dimensions and facets on Language Learning Strategies are listed as well. The final part of this chapter recommends some pedagogical applications of the results and suggests topics for further research.

6.2 Males/Females and Language Learning Strategies

The findings of this study reveal that females use Metacognitive strategies more frequently than males. The statistics do not show a difference between males and females in the use of Memory, Cognitive, Compensation, Affective, and Social strategies.

Therefore, gender cannot be considered a variable which affects five other categories of Memory, Cognitive, Compensation, Affective, and Social strategies. The only category of Language Learning Strategies which is affected by gender is Metacognitive category.

6.3 ESL/EFL and Language Learning Strategies

ESL/EFL environment, based on the results of t. test, can be considered a variable affecting Cognitive strategies. The result of t. test between Cognitive strategies and ESL/EFL learners represents that ESL Indian subjects are more frequent users of Cognitive strategies than EFL Iranian subjects. Therefore, it is concluded that the environment is an effective factor in using Cognitive strategies.

It cannot be claimed that ESL learners are more frequent users of Memory, Compensation, Metacognitive, Affective, and Social strategies than EFL learners. However, the table of descriptive statistics shows a mean of 3.98 for ESL and a mean of 3.79 for EFLs in Metacognitive Strategies, the difference, based on correlation analysis, is not statistically significant.
The results of the research, although, shows a higher mean score, based on descriptive statistics, for ESL learners over EFL learners in other groups of strategies, these differences are not statistically (based on Pearson Product Moment Correlation) significant. Therefore, based on the results of this study, it can be concluded that ESL / EFL learners are different in using strategies in general and they are significantly different in Cognitive strategies with the ESL learners as more frequent users of Cognitive strategies.

6.4 Personality Traits and Language Learning Strategies

Each personality trait affects a kind of strategy category. The results show that there is a negative relationship between Neuroticism and Memory strategies, though there is a highly significant relationship between conscientiousness trait and Memory strategies. The statistics also reveal that there is not a significant relationship between Agreeableness, Openness and Extraversion traits and Memory strategies.

Cognitive strategies are in a significant relationship with conscientiousness and extraversion. Compensation strategies are not in a significant relationship with any of the personality traits.

Metacognitive strategies are highly correlated with Conscientiousness and Extraversion. Affective strategies are only correlated with conscientiousness trait. Social strategies are only in a significant relationship with extraversion trait. The results of correlation between different personality traits and groups of language learning strategies statistically prove that there is a significant relationship between personality factors and language learning strategies.

It can be claimed with 99% of certainty that Conscientiousness is an effective factor in the use of Memory and Metacognitive strategies. Extraversion is an effective factor in Metacognitive and Social strategies. It can also be claimed with 95% percent of certainty that Neuroticism is an effective factor in the use of Memory strategies. Conscientiousness is an effective factor in Cognitive and Affective strategies, Extraversion is an effective factor in Cognitive strategies.
It can also be concluded that conscientiousness, extraversion, and Neuroticism are respectively the most effective personality traits on the use and frequency of using of language learning strategies. Conscientiousness is in a relationship with 4 groups of strategies: Memory, Cognitive, Compensation and Metacognitive groups. Extraversion is in a relationship with 3 groups of strategies: Cognitive, Metacognitive and Social groups. Neuroticism is in a relationship with 1 group of strategies which is Memory category.

The results of the present study show that there is a highly significant relationship between conscientiousness trait and Memory strategies. There is also a significant negative relationship between Neuroticism and Memory strategies. Therefore, it can be concluded that a high score in conscientiousness trait leads to high use of Memory strategies and high use of Memory strategies is a predictor of success in second language proficiency. Conscientiousness might be considered a predictor of success in second language proficiency.

The results of this study show that Cognitive strategies are in a significant relationship with conscientiousness and extraversion. The Correlation between conscientiousness and extraversion and Cognitive strategies is significant. Therefore, it can be concluded that conscientiousness and extraversion result in more frequent use of Cognitive and Metacognitive strategies and these strategies are important in reading comprehension.

The findings of this research also show that Metacognitive strategies are highly correlated with Conscientiousness and Extraversion. Therefore, a high score in conscientiousness and extraversion might be a predictor of using Metacognitive strategies. So, conscientiousness and extraversion may indirectly result in better performance in the second language.

The findings of this research show that Affective strategies are correlated with conscientiousness trait. Social strategies are only in a significant relationship with extraversion trait.

6.5 Personality Facets and Language Learning Strategies

However, Compensation strategies are not in a significant relationship with any of the personality traits based on the findings of this study, they are affected by a number of the facets of these traits. Ideas, as a facet of Openness, is statistically
proved to be in a significant relationship with Cognitive and Compensation strategies. Warmth, an extraversion facet, is in correlation with Compensation strategies. Assertiveness is another facet of extroversion which is in a negative correlation with Compensation strategies with a p. value of .023.

Activity, Excitement-seeking, and Positive emotions are other facets of Extraversion personality trait which are in a significant relationship with Compensation strategies.

There are also some facets of personality traits which relate to Metacognitive strategies. Angry is one of the facets of Neuroticism. Statistics show that Angry is negatively correlated with Metacognitive strategies. Angry Hostility and Fantasy are other facets of Neuroticism which are in negative correlation with Metacognitive strategies.

Warmth, Assertiveness, Activity and Positive emotions are facets of extraversion personality trait which are in a positive significant relationship with Metacognitive strategies.

Order, Achievement-Striving, Self-Discipline and Deliberation are all facets of conscientiousness personality trait which are in a significant relationship with Metacognitive strategies. Therefore, all these facets may indirectly enhance language learning proficiency.

Angry is one of the facets of Neuroticism. Statistics show that Angry is negatively correlated with Affective strategies. Warmth as an extraversion facet is in correlation with all groups of language learning strategies except Cognitive strategies. Warmth is correlated with Affective strategies. Activity is another facet of Extraversion personality trait which is in a significant relationship with Affective language learning strategies with.

Order is a facet of conscientiousness personality trait which is in a highly significant relationship with Affective strategies.

Achievement-Striving is a facet of conscientiousness personality trait. The results of correlation between Achievement-Striving and language learning strategies represent that p. value is equal to <.001 for Memory strategies, <.003 for Cognitive strategies, <.000 for Metacognitive strategies, and <.030 for Affective strategies respectively. Therefore, Achievement-Striving is an effective factor in using Memory, Cognitive, Metacognitive and Affective strategies. Those who have a high degree of
this personality facets use Memory, Cognitive, Metacognitive and Affective strategies more than people who have a low degree of Achievement-Striving.

Fantasy is a facet of Openness personality trait which is in a negative correlation with Metacognitive and Social strategies. Those who have a high degree of Fantasy tend to use less Metacognitive and Social strategies.

Warmth, as an extraversion facet, is in correlation with all groups of language learning strategies except Cognitive strategies. Warmth is correlated with Memory, Compensation, Metacognitive, Affective and Social strategies. Those who score high in the Warmth facet tend to use more strategies than those who score low in this facet. Therefore, it can be predicted that warm people be more frequent users of strategies.

Gregariousness is a facet of extraversion which is correlated only with Social strategies. Assertiveness is another facet of extroversion which is in a negative correlation with Compensation, Metacognitive and Social strategies. The more assertive a person is, the less he would use the Compensation, Metacognitive and Social strategies.

Positive emotions are a facet of extraversion personality trait which is in a positive significant relationship with Cognitive strategies. So, It can be concluded that positive emotions are effective in Cognitive strategies.

6.6 Pedagogical Implications of the Results

The research synthesized in this chapter has four implications for classroom practice including assessing personality dimensions and facets and strategies in the L2 classroom, attuning second language instruction and strategy instruction to learners’ personality trait preferences, remembering that no single L2 instructional methodology fits all students, and preparing for and conducting strategy instruction.

A. Assessing personality traits and Strategies in the L2 Classroom

L2 teachers could benefit by assessing the personality dimensions and facets and the strategy use of their students, because such assessment leads to greater understanding of personality differences and strategies. Teachers also need to assess their personality characteristics and strategies, so that they will be aware of their preferences and of possible biases. Useful means exist to make these assessments, as mentioned earlier. Teachers can learn about assessment options by reading books or journals, attending professional conferences, or taking relevant courses or workshops.
B. Attuning L2 Instruction and Strategy Instruction to Learners’ personality preferences

The more teachers know about their students’ personality preferences, the more effectively they can orient their L2 instruction, as well as the strategy teaching that can be interwoven into language instruction, matched to those personality factors. Without adequate knowledge about their individual students’ personality preferences, teachers cannot systematically provide the needed instructional variety.

C. Remembering that No Single L2 Instructional Methodology Fits All Students

Personality traits and strategies help determine a particular learner’s ability and willingness to work within the framework of various instructional methodologies. It is foolhardy to think that a single L2 methodology could possibly fit an entire class filled with students who have a range of personality and strategic preferences. Instead of choosing a specific instructional methodology, L2 teachers would do better to employ a broad instructional approach, notably the best version of the communicative approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class.

D. Preparing for and Conducting L2 Strategy Instruction

L2 teachers should consider various ways to prepare to conduct strategy instruction in their classes. Helpful preparatory steps include taking teacher development courses, finding relevant information in print or on the Internet, and making contacts with specialists. Although we do not yet know all we wish to know about optimal strategy instruction, there is growing evidence that L2 teachers can and should conduct strategy instruction in their classrooms. For some teachers it might be better to start with small strategy interventions, such as helping L2 readers learn to analyze words and guess meanings from the context, rather than with full-scale strategies-based instruction involving a vast array of learning strategies and the four language skills, i.e., reading, writing, speaking and listening.

Other teachers might want to move rapidly into strategies-based instruction. Strategies based instruction is not so much a separate “instructional method” as it is sound strategy instruction interwoven with the general communicative language teaching approach noted above. Chamot and O’Malley (1996) describe the CALLA model, a form of strategies-based instruction for ESL learners that includes explicit strategy instruction, content area instruction, and academic language development.
Cohen (1998) presents a different but somewhat related version of strategies-based instruction for native English speakers learning foreign languages. In evaluating the success of any strategy instruction, teachers should look for individuals’ progress toward L2 proficiency and for signs of increased self-efficacy or motivation.

Extraverts and introverts can learn to work together with the help of the teacher. Enforcing time limits in the L2 classroom can keep extraverts’ enthusiasm to a manageable level. Rotating the person in charge of leading L2 discussions gives introverts the opportunity to participate equally with extraverts.

### 6.7 Suggestions for Further Research and Investigation

This study identified a number of variables important to learning strategies and raised a number of questions which would benefit from more research. Among all important factors in the use and frequency of language learning strategies are personality traits and their facets. Considering language learning strategies as only a part of the complex process of learning a new language, the researcher thinks the whole process of language learning including learning four skills of listening, speaking, reading and writing and also three aspects of language like, grammar, pronunciation and vocabulary learning might be affected by personality traits and their facets which need to be investigated in separate research projects.

Therefore, the researcher recommends the following topics for research.

1. Investigation of the probable relationship between personality traits and success in learning pronunciation
2. A survey of personality dimensions and facets which enable learners to acquire a native like pronunciation of English
3. The assessment of the possible relationship between personality type and ability in reasoning for learning grammar
4. Analyzing the difference between people who score high in conscientiousness personality traits and those who have a low score in conscientiousness in vocabulary learning capabilities
5. The results of this study revealed that people with special type of personality use particular learning strategies, now the question raises as
whether learners with special type of personality can master strategies which are not in line with their personality factors through strategy based instruction (SBI). Which SBI is recommended? Is explicit instruction more effective than implicit instruction?

6. To what extent, can using language learning strategies enhance one’s learning of language in general and language skills in particular?

7. The role of society in Social strategies

8. The evaluation of the impact of the language learners community on Affective strategy

9. The strategies identified in SILL are for adults who are after the age of puberty, so it seems a good topic to search for specific strategy categories which can be used and instructed to young learners