![UTAR logo](UNIVERSITI TUNKU ABDUL RAHMAN)

LANGUAGE LEARNING STRATEGIES PREFERRED BY EXTROVERT AND INTROVERT STUDENTS IN ENGLISH AS A SECOND LANGUAGE

THARANI A/P SOCKALINGAM

19AAB00438

SUPERVISOR: PUAN.NURULLASHKEEN BINTI MOHD ANIS

UALZ 3023 - FYP2 REPORT

SUBMITTED IN

PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR BACHELOR OF ARTS (HONS) ENGLISH LANGUAGE

FACULTY OF ARTS AND SOCIAL SCIENCE

JAN TRIMESTER 2023

ACKNOWLEDGEMENTS

This investigation was carried out smoothly because of the help and encouragement of numerous parties. As a result, I'm going to dedicate this time to thank everyone who has assisted me with this research.

First and foremost, I want to express my gratitude to my supervisor, Puan.Nurullashkeen Binti Mohd Anis, with all of her advice and input. Her assistance is important to the success of this project. I would also wish to express my appreciation to my friends for assisting me and for resolving my questions. Finally, I wanted to express my gratitude to my family members for their assistance. I am appreciative for the help and advice that I obtained during the investigation process, and I value all of those who contributed to this work.

APPROVAL SHEET

This research paper attached hereto, entitled Language Learning Strategies Preferred by Extrovert and Introvert Students In English As A Second Language prepared and submitted by Tharani Sockalingam in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

_____

Supervisor   Date:

Supervisor's name:

ABSTRACT

The purpose of this study is to investigate the correlation between personality, extroversion-introversion, and learning second languages behaviours among students. This study also intends to discover the preferred second language learning techniques of extrovert and introvert students. Purposive sampling was used to reach out to 94 students. The study implemented Google Form to generate three types of surveys in order to accomplish the project targets: general demographic information, the McCroskey's Introversion Scale, and the Strategy Inventory for Second Language Learning (SILL, version 7.0). The results of the analysis were analysed using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS, version 26) software. This study investigation found a correlation between personality and learning a second language behaviours. Furthermore, the results indicate that introverted utilised more metacognitive strategies when understanding English, while extroverts utilised more social strategies, and introverted students used more strategies than extroverted students. This information will motivate educators to help pupils embrace suitable approaches for productive language learning.

Table of Contents

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1: INTRODUCTION

Personality is fundamental in learning a second language and requires it to be comprehended and addressed for learners of second language to achieve optimum progress with their learning strategies. As a result, this enclosed study, "Language Learning Strategies Preferred by Extrovert and Introvert Students in English as a Second Language," proposes to assist in knowing the correlation involving extroversion and introversion learners' second techniques for learning a second language.

Background of the Study

English is regarded to be a fundamental language to acquire for international communication which is known as the second official language in Malaysia after Bahasa Malaysia. Thus, Malaysians are cognizant of the value of a strong command of the English language as one of the measures of the success in their future aspirations and professions (Chee & Ganapathy, 2017). Since English is the main spoken language at Universiti Tunku Abdul Rahman, students, lecturers, and researchers strive to maximise students' advancement in language learning from diverse native languages, individual personalities, and different language learning strategies. It has already been put in doubt that learners with the same or comparable origins may differ significantly in how quickly they consider learning and achieving proficient in a language (Khasinah, 2014).

There is still a widespread misconception that the teacher's method of teaching has the absolute biggest influence on students' learning abilities. However, along with the teaching strategy, one of the most important factors that the educator must acknowledge is learning strategy (Zafar, 2012). Based on their needs, passions, motivation, personalities, feelings of anxiety, and learning strategies, they can learn more effectively. The key purposes of language learning and teaching at

the present includes obtaining a knowledge of the students and increasing awareness of their personal differences in the classroom, both of this would be necessary to learn a language. (Zafar, 2012).

The differences in personality characteristics, mainly introversion and extroversion, are the most common subjects of debate. According to Laksmita (2017), language learning strategies demonstrate a significant relationship with students' achievement in language learning. According to Eysenck (1985), as cited by Ashton (2013), personality variation is related to cognitive stimulation. Introverted students avoid exciting situations when they are under-aroused, whereas extrovert students engage in activities when they are over-aroused (Ashton, 2013). In other words, an extrovert tends to be gregarious, sociable, and generally fearless to express oneself, whereas an introvert tends to be more silent, reserved, and often needs time to build communication (Holland, 2021).

Extroverted students study well by doing practical experience, whereas introverted students benefit from solitary, isolated learning situations, according to research by Citra & Yetty Zainil (2021). Nevertheless, in relation to language learning tactics, the results of a research study conducted by Kayaolu (2013), strongly implied that introvert students utilise all the strategies more commonly than extrovert students, which was stated to be opposite to the results in some other studies in favour of the connection between introvert and extrovert personality characteristics and achievement influenced by language-learning techniques Numerous studies have been investigated in order to establish a direct link between personality characters and achievement in learning ESL. "Many studies have revealed a substantial link between extroversion in language learning efficiency, but other studies have found the contrary results, indicating a negative correlation between the two characteristics," (Ali ükrü ZBAY et al., 2017).

This study explores the preferred language-learning approaches among UTAR introvert and extrovert ESL learners. It must be taken into account by teachers and students when applying language learning strategies in aim to get good results in their language-learning process. As a result, understanding personal characteristics in second language (L2) can allow one to understand how people react to stimuli and how they prefer to acquire knowledge (Zafar, 2012).

Problem Statement

Personal variations in language learning are mainly focused on making important changes and redirecting focus to the most significant traits of personality, intelligence, motivation, learning styles, and learning strategies. As a result, personality—specifically, introversion and extroversion—has evolved as one of the most important subcategories of personality traits (Zafar,2012). Extroverts are considered to implement social strategies, for instance interacting with others, realistic learning methods, creating possibilities for learning apart from the classroom, whereas introvert people prefer to learn by their own, avoid social interaction, also be discomfort by others' involvements. Thus, extroversion is thought to enhance the advancement of second language (L2) competencies (Kayaolu, 2013).

Wakamoto (2000) claims that extrovert learners "strive to engage directly more in classroom debate, concern less for precision, and have a tendency for taking risks with their vocabularies. Another study, conducted by Zafar (2012), discovered that extroverts take full advantage of language-use possibilities by being risk takers who participate in discussions both within and without the classroom and through engagement actually impacting language proficiency.

However, findings suggest that a more introverted temperament are more appropriate to classroom learning, notably writing and reading abilities (Kayaolu, 2013).

Furthermore, majority of the students mainly concentrate on achieving maximum marks in exams by acquiring characteristics such as concentrating in class, completing their coursework, but not interrupting others in class because this is what students believe a good learner should be like (Getie, 2020). Students are less likely to acknowledge their own strategies of learning another language or to have a misconception of what constitutes excellent learning behaviour. Learners are unaware that by implementing learning strategies which are most appropriate to them, they can effectively grasp knowledge (Getie, 2020).

Research Questions and Research Objectives

This research study has two research aims.

This study intends to:

Objective 1: Gain a deeper knowledge of the relationship among extroversion- introversion

and second language learning strategies among UTAR students.

Objective 2: Identity extroverted and introverted learners preferred second language learning

strategies.

To achieve the research objectives, the study includes two research questions:

Research Question 1: Is there a connection between extroversion- introversion and second

language learning attitudes?

Research Question 2: What types of learning strategies do UTAR introvert and extrovert

learners prefer while learning English as a second language?

Significance of Study

To achieve the goals of learning English, this analysis should be able to provide students and educators with substantial information that will be beneficial in the learning and teaching of English. Thus, this study could help educators completely identify their students' personality traits, notably their extroversion and introversion, along with the language learning strategies they mostly adopt, and how important such traits are to the practices they participate in during the course. It is anticipated that by accomplishing this, the educator would be prepared to create a successful method of teaching and learning English that is tailored to each student's personality and appropriate learning strategy. According to Joycey (2020), educators are those who can assist learners in learning how strategies can be deployed to strengthen target learning languages, and how learners may recognise the optimum suitable ones to meet their personal preferences for a given task.

Additionally, learners could properly analyze their learning limitations and advantages as well as attempt to enhance themselves by developing expertise of their learning strategies and attitudes. According to the findings of Beirovi et al. (2021), cognitive strategies represent major positive

markers of students' performance in language learning, whereas memory and affective strategies are considerably unfavourable indicators. The findings and analyses of this study endeavour to provide evidence that demonstrates how extroversion-introversion and language learning tendencies are connected.

Scope and Limitation of The Study

This research purpose is to investigate whether the chosen language learning strategies of ESL learners are correlated with extroversion-introversion. A questionnaire with three sections will be distributed to the students: (A) a general demographic questionnaire, (B) McCroskey's Introversion Scale, and (C) the Strategy Inventory for Language Learning (SILL). The intended participants will be approximately 100 second and third-year undergraduate students at Universiti Tunku Abdul Rahman (UTAR). However, this study does have a limitation that needs to be resolved in future research. The sample size in this study is limited to roughly 100 students from one institute, Universiti Tunku Abdul Rahman (UTAR). As a result of this limitation, projecting and generalizing the findings may be challenging to the whole population of UTAR.

Definition of Terms

Personality

The term "personality" originated from the Latin word "persona" which translates to "mask" worn by performers to conceal their identity. It is the summation of a person's thoughts, attributes, attitudes, personality, ideas, and preferences (Sheela, 2020).

Introvert Personality

Introverts are described by the tendency to reflect inside and be open to learn about the world before experiencing it. They need time to analyze and react to changing information, comprehend it, and correlate it to existing information. They relish spending time individually, and in subgroups, and gradually build connections with new people (Ellis, 2019).

Extrovert Personality

Extroverts focus on contemplation of external reality, and they need to experience it to interpret it. They tend to participate in a variety of outside engagements because they enjoy the thrill of engaging with the outside world (Houston, 2019).

Language Learning Strategies

According to Oxford (1990), as cited by Ghani (2019), learning strategies are "thinking and behaviors" specified by language learners to improve learning even easier, faster, and more conscience. Furthermore, it is described it as "specific methods of addressing a challenge or task, methods of operation, systematic designs for monitoring and interpreting certain information to accomplish the result."

English as a Second Language

English as a second language (ESL) refers to the learning or studying of English by non-native speakers in a setting where English is the prevailing language and the language for individuals whose first language is not English (Nuriska, 2021).

Summary

To summarise this chapter, the context of this research, the significance of the study, and the problem statement have been covered. The literature review, which will focus on earlier studies that are relevant to the topic, will be revealed and discussed in the next chapter, which will involve further investigation in this study.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter concentrates on several literature review to determine the definitions of theories and how they were adapted for this study, previous research on language learning techniques utilised by extrovert and introvert students in learning English as a second language in a classroom setting.

Personality

The concept "personality" is originated from the Latin word persona, which alludes to a play costume utilized by Roman performers in Greek Drama prior to Christ's birth (Aziz, 2010). In this case, personality means to variances in an individual's distinctive thinking habits, sentiment, and attitude. Another interpretation of "personality" includes physical appearances, personality, capabilities, passions, aspirations, sympathies, hobbies, insight, and achievements. (Aziz, 2010). As a result, personality includes behaviours, sentiments, and ideas that are most clearly exhibited in interactions with other individuals. And this includes both genetic and developed cognitive qualities that distinguish a personality with others and may be seen within people's environmental influences and the community experience (Holzman,2022)

Additionally, Eysenck (1947) characterized personality as "the complete structure of a individual's existing and prospective action, as controlled by nature and nurture." The capabilities of the four primary components that regulate personality generate and build behavioural traits: cognition sector (intellectual), conative sector (personality), affective sector (attitude), and somatic sector (constitution). According to Krišto (2012) the establishment of conceptions of character includes an ancient legacy, beginning with the Greek physician Galen, who is recognised for his teaching of the four temperaments - sanguine, choleric, phlegmatic, and melancholic.

First character trait was sanguine, it signified people who were active and energetic. Everyone seem happier and more productive, so it was pleasant being among them (Boeree, 2006). In the ancient Greeks, the next temperament called choleric, who may generally define to describe a quick, combative character including an adamant manner. The phlegmatic attitude identity is defined by their laziness, unprofessionalism, and cluelessness. Melancholy is the fourth character, this type of individual is typically sad, sometimes dejected, and also has a pessimistic viewpoint (Boeree, 2006). These connected traits extroversion and introversion with Galen's classification, so that introversion is categorized into melancholic and phlegmatic. However, extraversion is categorized into choleric and sanguine. A typical extrovert owns characteristics of both cholerics and sanguinics (Aljuaid,2015). Eysenck (1973) identifies between people's strengths and weaknesses neurological systems, indicating that introverts have a weaker nervous scheme, but extrovert people have a powerful nervous system (Ali, 2011).

Extroversion and Introversion

According to Jung as cited Geyer (2012) characterised emotions and thoughts into two fundamental "broad sense attitudinal and behavioural classifications" established as Introversion and Extraversion. Jung's work in exploratory studies gained him respectable notice and appreciation initially on, despite especially individuals who could hardly track to later notions on taxonomy and the unconsciousness (Geyer, 2012).

Extroverted people frequently require sociable engagement as they are more concerned in the reality outside them, including incidents, objects, and relationships. They encounter with so many individuals which rejuvenates them. Extroverts are stimulated from without and concentrate their efforts externally" (Zafar, 2011). Although they communicate a lot, usually they don't reflect well before saying something even more, however simply deliberate during speaking. Extroverts also

are individuals who are spontaneous, cheerful, thoughtless, and constructive. Outgoingness, cooperativeness, engagement, boldness, exuberance, pleasant attitudes, and friendliness are typical attributes of extroverts. Nevertheless, they can sometimes be violent and abruptly shift their temperament (Krito, 2012).

Extroversion, according to Krito (2012), has at least five major elements: hyperactivity (active, dynamic), domination (confident, powerful, domineering), socialization (outgoing, gregarious, communicative), expressiveness (ambitious, talkative, exhibit), and prosocial behaviours (enthusiastic). They generally own minimal aspirations and therefore would hardly be able to look far beyond. Extrovert students are easily diverted from learning, partially due to their talkativeness and mainly due to their difficulty concentrating over longer durations (Zafar ,2011**).**

An introverted person, on the other perspective, seems to be someone who is more engaged with their own beliefs and emotions rather with activities out beyond oneself. Introverts have strong metacognition and dislike to be the centre of attention. Introverts are stimulated by their internal world instead than by being around others and they are sincere, competent, and dependable people. They rarely flip their attitudes and are not violent. In a classroom perspective, introverts could be apprehensive, submissive, and experience stress (Krito, 2012).

According to Krito (2012), introverts have strong analytical capability. Despite they may not be highly communicative, but they tend to have a large vocabulary and are committed to attaining their objectives with high motivation. Introverted people are often autonomous, precise, rigorous, contemplative, and intellectual in their learning techniques however they are   unlikely to speak up in class because they prefer to reflect and focus on issues prior to engaging (Krito, 2012). As a result, virtual education environments might well be highly appropriate to them (Heinström, 2012).

Contrary to shy people, introverted individuals do not usually feel anxious, constricted, or uneasy around others; rather, they just find that being alone gives them more energy (Holland, 2021).

According to Reid (1998) as cited by Aljuaid, it is stated that extroverted learners understand more successfully mostly by constructivist approach, whereas the introverted students gain knowledge more effectively in individual setting, independent learning situations. Consequently, there is neither such thing as a right or wrong temperament categorisation. Since few people are entirely extroverted or extremely introverted, there will inevitably be traits between one type that predominate inside one person (Aljuaid,2015). Furthermore, sometimes people may also be extroverted in one environment but introverted somewhere else. According to Zafar (2011), all of us are either extrovert or introvert to varying degrees.

Second Language Learning

Language learning corresponds to any activity of acquiring a language, regardless it be a native language or a different language. Second language acquisition (SLA) is the procedure to obtain languages besides one's native language. Learning languages is the thorough investigation of a language in a class environment. Language acquisition, on the contrary perspective, refers to learning another language with almost no professional education or schooling. If you move into a distant country where individuals speak a foreign language other than your mother tongue, you must learn the language. It is possible to accomplish so with no or little professional language acquisition by interacting with native peoples on a daily basis (Hoque, 2017).

According to Aljuaid (2015), it is critical to consider the various organizational and extrinsic elements influencing the SLA approach. A number of scholars have highlighted that the mechanism of second language learning is significantly influenced by several personal and

contextual variables, hence influencing the procedures and consequences of various studies concerning this technique. According to Samer (2018) discovered widespread agreement in scientific and experimental research on SLA for the idea that every student seems to have a broad selection of distinctive traits that influence how they approach learning both native and foreign languages. Fundamental qualities impact the language learning tactics used, and they contribute to projecting and understanding how students acquire second language.

Language Learning Strategies

The term "strategy" comes from the ancient Greek lexicon word "strategia," which signifies "the styles and tactics used to win a fight." This concept of strategy has impacted the development, and unique meanings have emerged and also been incorporated throughout learning operations (Oxford, 1990). Learners must give importance to language learning strategies adopted to ensure optimum competency whenever mastering English as a second language. According to Wenden and Rubin (1987), as quoted in Zare (2012), "learning strategies are any combinations of tasks, methods, objectives, and patterns employed by learners to help them obtain knowledge." Learning techniques generally refer to the methods by which students' study and use skills to increase their individual efficiency and language competence (Paudel, 2019).

Aspects of language were previously examined by O'Malley and Chamot (1990), who characterised them as "methodologies, procedures, or conscious activities that learners have used to improve the academic performance and retention of combination language and knowledge area information." Language learning methods are also considered as appropriate procedures used by students as instructional media to understand a new language (Oxford, 1990). Despite the theory of a learning approach is crucial to academic research and second /foreign language learning

investigation, nevertheless there is no widespread universal agreement on what it is or the structure of its function on the learning experience. (Oxford,1990).

These descriptions reveal a shift in concentration throughout time: from an initial concentration on the eventual result of language learning techniques (linguistic or sociolinguistic capability), to a stronger concentration on the mechanisms and aspects of language learning strategies (Aljuaid, 2015). Consequently, learning strategies consist of various of techniques that learners use to develop comprehension of their learning, allowing strategies useful method to appreciate second language acquisition (SLA) mechanisms. Throughout the SLA method, students have access to a range of resources. A style of learning is the decision and actual deployment of those resources. Learning techniques, such as pre-instructional tasks, informational presentations, pedagogical practices, feedback, and should be developed in order to fulfil the linguistic goals (Paudel, 2019).

The Importance of Language Learning Strategies

Students use a variety of language learning strategies to complete tasks in the language classroom due to the massive amount of data that language learners must comprehend. It is critical for students to understand the significance of language developing skills (LLS). In effect, nevertheless, learners are frequently ignorant of using learning strategies since they rely on educators' justifications (Paudel, 2019). In other statements, language learning techniques, though non-observable or subconsciously utilised in some contexts, provide significant indications to language educators about how their students analyse the context, organise, and identifying key attributes in order to fully understand, understand, or retrieval incoming information received in the classroom setting (Paudel, 2019).

According to Fedderholdt, as referenced by Alkhateeb (2016), language learners who can effectively use a wide range of language learning strategies can also improve their language skills. One example of a cognitive strategy is using prior knowledge to overcome new issues. Training time management, self-monitoring, and self-evaluation are all improved by metacognitive methods. Socio-affective tactics include asking professional speakers to correct their accent or requesting a partner to collaborate on a linguistic challenge. Language learners can enhance their learner autonomy and independence by developing abilities in three areas: cognitive, metacognitive, and socio-affective (Alkhateeb, 2016).

Furthermore, according to Zare (2012), Oxford, language learning methodologies are important because they can be utilised to develop communication abilities. Educators who teach language learning techniques to their students enable them towards becoming proficient in the language while also increasing their students' speaking capabilities. As a result, students' learning performance improves since these tactics enhance their awareness of how to learn productively. As a result, language learning methods are a component that helps learners obtain language knowledge and may increase students' competence and self-confidence in the learning process (Zare, 2012).

Direct and Indirect Language Learning Strategies

Oxford (1990) classified this approach into two categories: direct and indirect language acquisition strategies. Direct methods are those which are directly related with the target language, and all of them are connected with the thought and the learning experience. For each of the two basic categories, the scholar offered three subcategories. Memory strategy, cognitive strategy, and compensatory strategy were the subclasses of the direct group. The indirect category was classified into three main groups: metacognitive strategy, affective strategy, and social strategy (Oxford,

1990). According to Aljuaid (2015), direct techniques enhance students because they help in data retention and retrieval. Regardless of when there is a limited knowledge, direct approaches assist learners in production language.

Direct Language Learning Strategies

Learners benefit from direct tactics since they help in the storage and retrieval of information. These tactics assist learners in generating language even though gaps in knowledge occur. They also help students in comprehending and applying the acquired language (Aljuaid,2015). Direct strategies are classified as follows:

1) *Memory Strategies*

    Memory strategies are often referred to as mnemonic strategies (Bakken, 2017). Memory strategies are being utilized to maintain new information from memory and retrieve it when it is necessary for communication, such as categorizing, capturing sounds in memory, organised evaluating, and using somatic responses (Hardan, 2013). Memory methods are also related with the early phases of language learning, or the SLA procedures. The fundamental feature of memory methods is that they will be focused on simple concepts such as creating connections, arranging things in a specific sequence, and assessing the learnt information (Aljuaid,2015).

    Audio, visuals, representations with language or their meanings, a succession of sights and sounds, motion of the body, computerized instruments, or place are some more techniques to knowledge competency (Oxford, 2003). High achievers use memory tactics such as visual imagination and rhythms when learning new English words. When students integrate the ideas in language acquisition between new information and pictures, the construction

of mental images can boost recollection of the ideas, leading in the learners emerging effective students (Kayaolu, 2013b).

2) *Cognitive Strategies*

According to Salvadores (2019), cognitive techniques help students grasp the language they need to acquire by analysing constructions, thinking, deducing, implementing rules, understanding the target language, interpreting, and writing notes. According to Aljuaid (2015) deep processing, developing and modifying internal mental models, as well as receiving and transmitting messages in target language, are all accomplished through cognitive strategies. Oxford also stated in 2001 that cognitive tactics are methods to assist learners in creating and strengthening connections between new and familiar knowledge.

According to Aljuaid (2015) also stated that cognitive strategies are utilised to analyse, classify, and link incoming information to existing schemata. Nevertheless, research by Kayaoğlu (2013b) exposed poor learners tended to use the cognitive strategy, direct translation from mother tongue to second language in comparison to good learners. According to the findings, cognitive strategies may not be as beneficial as previously thought.

3) *Compensation Strategies*

Compensation strategies, also called compensatory strategies (Oxford, 2001), help learners to constitute the left-out knowledge. This kind of strategy provides chances for learners to produce something regardless of their knowledge restrictions. This means the learners are not only comprehending the new knowledge; they are also producing the language (Oxford, 1990). Oxford (1990) believed that without the entire knowledge of the target language, a

compensation strategy supports the learners in developing expressions, whether in spoken or written forms.

Additionally, language production through a compensation strategy can be used to compensate for a lack of proper vocabulary as well as a lack of grammar knowledge (Oxford, 1990), such as when switching to first language, using other clues, seeking assistance and employing synonyms (Aljuaid, 2015). For instance, one of the compensation strategies is trying to figure out the context while having listening and reading sections (Oxford, 2003).

As these strategies are aimed at assisting learners conquer information gaps and actively engage in interpersonal communication, they are expected to foster the development of language proficiency generally. By speculating, a learner interprets information using personal life experience (Aljuaid, 2015). Therefore, the use of compensation strategies, for instance, the technique of guessing, was shown to be much more common in good learners (Kayaoğlu, 2013b).

Indirect Language Learning Strategies

Indirect language learning strategies enhance direct language learning strategies by assisting the student in regulating the learning experience. These tactics, which promote and regulate language learning even without direct participation, are known as indirect strategies. These following are the categories of indirect strategies:

4) *Metacognitive Strategies*

Aljuaid (2015) defined that metacognitive strategies comprise techniques used for strategizing, preparing plans, enhancing importance and as a test of personal learning. All

these plannings are utilized by learners as a way for full learning process. For instance, in a manner of metacognitive, learners are able to choose suitable way of learning as well as their needs (O'Malley & Chamot, 1990) also stated that the strategy of metacognitive entails behaviour of learners in the structural preparation of organisation in verbal or nonverbal form.

As stated by Oxford 2001, when it comes to language mastering, learners tend to depend on learning styles. This leads to the learners choosing and implementing their style of learning getting less hard, therefore permits them to administer their style of learning. Rapid learning is enabled here , as learners are able to get diverted from any sort of disturbances when focus given onto the task and identification of information (Kayaoğlu, 2013b).In a research observation carried out by O Malley et al (1985) on high school ESL learners on the learning methods , it was discovered that intermediate and beginner level learners were able to organize and prepare for the learning process by themselves. Inevitably, this confirms that learners are bound to use strategies they deem fit in language learning.

Metacognitive strategies are of paramount importance as a tactic as established by Oxford (1990). It is believed that learners lose attention when they face a number of uncommon things. For example, difficult writing systems, guidelines and nonfamiliar vocabulary. For learners, metacognitive strategies are essential as they are bound to excel in activities such as analysing, a technique of primary assistance for learners unaware of uncommon writing system, principles and nonfamiliar terminologies (Aljuaid, 2015).

5) *Affective Strategies*

Aljuaid (2015) stated that affective strategies are linked and able to manage values, sentimental emotions, behaviours and encouragement. As an example, these strategies are used in removal of anxiety through music usage, self-motivation and as a tool for sharing of emotions with others and also in examining anxiety level as well as in terms of expression of feelings and individual based analytical view of feelings (Oxford 2003). It is then established by Oxford 1990 that good learners are ones that are capable in handling their emotions while learning. Kayaoğlu (2013b) states that ability to remain aware of possibilities of challenges and anger are characteristics of a good learners.

Positive and negative feelings affect learners as the former is said to enable enjoyable learning process as opposed to the latter emotion as it destabilises the process for a learner. Oxford (1990) established that a positive effect in a learner can also be caused by little emotion of nervousness as it can guide towards greater heights in achievement. On the contrary, if these develops at large scale, it could cause learners to abhor from challenge taking in a minimal scale even.

6) *Social Strategies*

(Oxford, 2003) stated that social strategies are techniques that enable learners to achieve understanding with others in understanding the practices of culture and languages bound for learning. Oxford (2003) also stated examples of the strategy use through conversational exchanges with native speakers and through plea of help to others for assistance in elaborating a point in the target language. Learners considered as good develop a strong determined approach in working together with effective conversant and peers (Kayaoğlu, 2013b). It is then

claimed that conversational exchanges and connections established among fellow humans has to prosper as languages are considered product of social behaviour (Oxford,1990).

O'Malley and Chamot (1990), affirmed that social strategy or affective strategy hold importance to the understanding of learners in terms of listening ability during tasks such as teamwork habits in searching for possible solutions, notes analysing, information gathering or during feedback receiving for an exercise. Razak et al. (2012), confirmed this is agreement by stating that L2 learners utilize this method of six language learning behaviours at different level of usage. As per observation, research members claimed that compensation strategy was the least in terms of utilization whilst majority of the l2 learners utilized affective strategies.

Meanwhile, Ho and Kow (2010) reiterated in their research result revolving participants in the form of undergraduates, metacognitive strategies were the clear pick. The findings of this research by Ho and Kow (2010) found agreement with Solak and Cakir (2015) as metacognitive strategy were declared a preference by learners. Eventually, the memory strategy was also discovered by the research personnel's as one method learners utilized. On the contrary, cognitive, and affective emerged the weakest contender in learning strategy usage by participants. O'Malley et al. (1985) stated that classrooms should adopt learning strategies. The study was evident of the successful utilization of strategy in a truthful context with tasks covered in listening and speaking of the second language in teaching methods, the training based on strategies developed to assist educators in perfecting their methods.
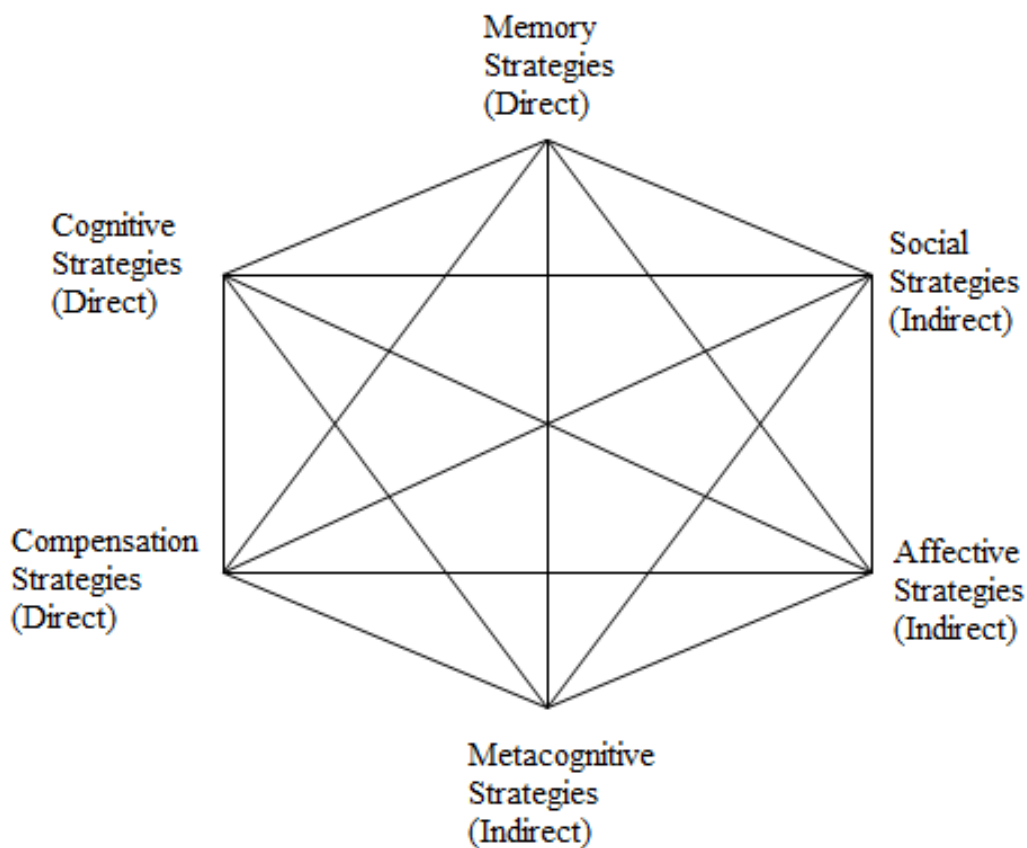
Interdependencies among direct and indirect strategies, as well as between the six strategy groups (Cited by Aljuaid, 2015).

Direct and indirect tactics support one other, as illustrated in the illustration above. Furthermore, each strategy type is linked to and complements the others. Following this issue, one may assume that Oxford's classification of language learning techniques is more precise, complete, and systematic than all the others, and that is where the term Strategy Inventory Language Learning (SILL) is originated.

Previous Research

Personality and Language Learning Behaviours

One of the most crucial components influencing second language acquisition performance is personality (Oxford,1990). A great deal of study has been done to investigate and evaluate the association among extroversion and introversion in learning English as a second language. The outcomes proved varied and even contradicting. Originally hypothesized, several research have revealed a positive association among extroversion and introversion in language learning, and some study also found a negative connection, and some have found no correlation at all (Aljuaid, 2015).

According to Zafar (2011), "several experiments initiated to assess the association among personality and language learning revealed that extrovert learners are more effective in L2 learning." If it comes to fluency in language competence, individuals can clearly see that extrovert students produce better efficiency in a verbal production task than introverts."

Nevertheless, according to one of Kayaolu's (2013a) study results, introverted people adopted more learning techniques than extroverted students throughout the six approaches. Introverts used cognitive strategies such as analysing attitude, rehearsing speech and written method drills, and memorizing the most. Exploring for opportunities to practise is the only metacognitive tactic that extroverted learners utilized more commonly. The study also found that introverted students learned self-monitoring strategies more quickly than extroverted students.

While extroverted students used the communicative approach of collaborating along with their course mates more frequently than introverted students, introverts agreed to seek out to someone who is much more experienced within languages such as their lecturers. The study

concludes that introverted learners are conscious of implementing specific destination social expertise and mental initiatives to facilitate the process of data procurement, regeneration, consciousness, and effective utilization for acknowledgement and constructive criticism, whilst extroverts rely more on speaking skill (Kayaolu, 2013a).

On the contrary, Wakamoto (2000) found a distinct result from the previous researcher. The purpose of the research was to determine how the different personality specifically extroversion and introversion influence foreign language learning in Japan with 254 Japanese students as participants learning English as a foreign language. Wakamoto concluded that extrovert students tended to adopt more social strategies to help them   because they would frequently ask for clarification more often and take risks for developing an inter-language. In addition, they generally pay more emphasis to meaning than to forms, whereas introverts prefer to be more concerned about form (syntax, lexicon, and articulation) and to be more attentive with their speech. In other words, extroverts are much more concerned with communicating, whereas introverts are more concerned with how they communicate.

Extrovert learners employ better language learning strategies, according to another research conducted by Noprianto (2018). The objective of research report was to identify what personality characteristics and language learning methodologies introverts and extroverts employed among Indonesian senior high school students. The 58 respondents, approximately sixteen to eighteen, were given eighteen assertions of McCroskey's introversion scale to classify individuals as extroverts or introverts, as well as 32 assertions of the English Language Learning Strategy Inventory, or ELLSI, to measure their learning method. The findings found that the large percentage of senior high school students majoring in science (89.6%) were introverts (52 students). Furthermore, extrovert participants adopted more language learning strategies than

introvert students, including eight items contrasted to five things for introvert students. Surprisingly, both extrovert and introverted students use the same four strategies. The results also reveal that extrovert learners utilised affective approach most regularly than introverts who applied memory method consistently.

Some studies, meanwhile, have found no substantial association between personalities and language acquisition. According to Hayati (2015) study was conceptualized to investigate the relationship of personal characteristics and language learning methodologies on students' English accomplishment. The results demonstrate that learning methods promoted towards the advancement of learners' knowledge and learning language however showed minimal impact on students' personalities. The findings demonstrated a large discrepancy between direct and indirect learning strategies on students' English performance. The direct learning technique improves the learners' English proficiency. As a result, direct learning is preferred to indirect learning. There is no significant connection between students' temperament and language learning methods on their English achievement.

The linkages connecting extroversion-introversion and second language learning strategies were discovered in this chapter, and contradictory outcomes from prior study publications were discovered. The research project's findings would significantly contribute to the sector.

CHAPTER 3: METHODOLOGY

Introduction

A quantitative research approach was applied in this part of the research work. The research methodology, which constitutes the objective of this chapter, encompasses the research design, participants, sampling procedures, data collection, and data analysis. This research project's objective is to accomplish the following research objectives:

Objective 1: To gain a deeper knowledge of the relationship between extroversion- introversion and second language learning strategies among UTAR students.

Objective 2: Identity extroverted and introverted learners preferred second language learning strategies.

Research Design

The research design was motivated by Sadriyeva's research (2021). The level of introversion and preferred language learning strategy of introverts and extroverts are measured using a quantitative method. As a result, descriptive statistics in the form of frequencies and percentages are being used to represent the level of usage of learning strategies (high, medium, or low), and in percentage form. According to Nassaji (2015), the descriptive strategy focuses on the personality of the participants' different viewpoints for research questions intended at clarifying the who, what, and where of experiences and gather data from sources about a poorly understood topic. Syed (2016) claims that obtaining structured data from groups of respondents using quantitative techniques (fixed design) is suitable for "what" research questions. Therefore, the purpose of this study was to discover the relationship and preferred types of language learning strategies employed by introverts and extroverts of UTAR ESL learners.

Procedure

Stage I: Measuring the level of introversion of respondents

Before studying the connection between learner strategy preferences and introversion and extroversion, it is important to determine whether the learner is an introvert or an extrovert. Taking this point into consideration, a questionnaire of McCroskey's Introversion Scale developed by Richmond and McCroskey (1998) will be distributed. Except for communication, there are 18 different items on this questionnaire. The findings of previous introversion scale results revealed that communication anxiety can harm outcomes. Moreover, participants' levels of introversion can be assessed using the following scale ratings: 1) Strongly disagree 2) Disagree 3) Neutral 4) Agree 5) Strongly agree. According to Sadriyeva (2021), this scale was very useful in determining the introversion level of the learners.

Stage 2: Discovering language learners' preferred language learning strategies

After analysing the respondents' introversion levels, the next aim was to evaluate the impact of introversion on how they employed language acquisition strategies. The Strategy Inventory for Language Learning developed by Oxford (1990) was applied to evaluate the respondents' LLS attitudes. SILL is a notable scale that has been used in a variety of studies to assess the level of strategy implementation. Presently, numerous varieties of SILL are provided in a variety of languages for a wide range of learners. The version (7.0) that I am implementing in this research is in English and is intended for ESL/EFL students. It consists of 50 Likert scale items divided into six groups (A, B, C, D, E, F), which reflect different types of strategies.

In other terms, A- memory strategies, B- cognitive strategies, C- compensation strategies, D-metacognitive strategies, E- effective strategies, and F- social strategies. The first three strategies

are regarded as direct, whereas the last three are categorized as indirect. To evaluate students' tendencies for specific categories, participants are required to respond to the items using a 5-point Likert scale. They are the followings: 1. Never or rarely true 2. Usually not true 3. Somewhat true 4. Usually true 5. Always true.

Research Instruments and Materials

McCroskey Introversion Scale

McCroskey's Introversion Scale, sometimes known as the "Shyness Scale," was created by James McCroskey (Mccroskey, 2017). The scale was developed to provide a clear demonstration of the participant's preference for engaging or avoiding engagement. This is in opposition to techniques that may aim to minimize communication through introversion, anxiety, detachment, a bad self-concept, or other circumstances (Mccroskey, 2017).

Strategy Inventory for Language Learning (SILL)

Oxford (1990) has incorporated the Strategy Inventory for Language Learning (SILL). SILL was applied in this study (Version 7.0. 50 items). The SILL questionnaire is developed to examine the language learning strategy used by second language students in this version, which is targeted at EFL/ESL learners. SILL comprises six assessment categories: memory strategies (9 items), cognitive strategies (14 items), compensation strategies (6 items), metacognitive strategies (9 items), affective strategies (6 items), and social strategies (6 items). This questionnaire contains 50 closed-ended questions on a Likert scale (1, 2, 3, 4, or 5) that indicate whether a statement is never true, never true, or always true.

memory strategy for recovering and storing new data; b) cognitive strategy for manipulating and modifying learning resources; c) compensation strategy for conquering inadequate information in

that language; d) metacognitive strategy for trying to direct the learning process; e) effective strategy for emotional processing; and lastly f) social strategy for enhancing learning experience with other participants (Danko,2019).

Methods of Data Collection and Sampling Technique

The two questionnaires will be distributed to participants online (through Microsoft Teams) to gather the required data. The questionnaires will be converted into Google Forms to facilitate distribution and completion by respondents. After creating a Google Form, the questionnaire will be administered to the intended respondents within a month. The questionnaire will be circulated for at least one month to allow the researcher sufficient time to collect appropriate information for analysis. To protect the respondents' confidentiality, participants' permission to use the data will be requested in the questionnaire before participating in the study.

Furthermore, the suggested representative sample for quantitative research is 100, as predicting the performance level of the population with a small sample size would be challenging. This experiment will use the simple random sample method, in which random participants from any background will be chosen for the study assuming they match the criteria. Around 100 students from the University Tunku Abdul Rahman's second and third years, aged 18 to 25 years old, will be chosen.

Data Analysis

The descriptive statistics will be analysed using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. Microsoft Excel will be used as a tool to identify participants' personalities and language learning strategies. After gathering the responses of the respondents, the data will be

numerically categorized. According to the scale's formula, the scores should range from 12-36, so 19 is regarded as the average range introvert. If the learner's scores are more than 28, they are very introverted; if the scores are lower than 20, he is low introverted (high extroversion). The responses will be analysed to determine the degree of introversion and extroversion.

Method

Step 1: Add the scores for items 1 and 4 and get your own Introversion Scale score.

Step 2: Add the results for items 2, 5, 7, 8, 10, 11, 13, 14, 16, and 18.

Step 3: Conclude the formula:

Introversion = 12 (sum of totals from steps 1 and 2)

Furthermore, Microsoft Excel will be applied to calculate the means scores for each approach used by students to learn English. According to Oxford (1990), the means of each strategy score can be used to assess the frequency of language learning strategy usage. The scale that displays the degree of each category is presented. There are three averages: High (3.5 to 5), Medium (2.5 to 3.4), and Low (1.0 to 2.4), which indicate how the student uses the table below:

Frequency of Use	Evaluation	SILL Average
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Frequency of Language Learning Strategy Use

Conclusion

To summarise, the research technique is primarily intended to cover the process of data collection in this study. The technique mostly detailed how participants were chosen for this study, the research tools utilized, how information was obtained, categorized, and analysed, as well as the findings from the interview sessions. The research questions would be answered by the findings. The following chapter will concentrate on data analysis and participant findings.

.

CHAPTER 4
FINDINGS AND ANALYSIS

The following section will be assessed in the context of the findings. This section will be separated into three parts: the general data of participants, both types of personalities prefer second language strategies, and there is a correlation between personality traits and second language strategies.

4.1 General Information of Respondents

Gender
102 responses
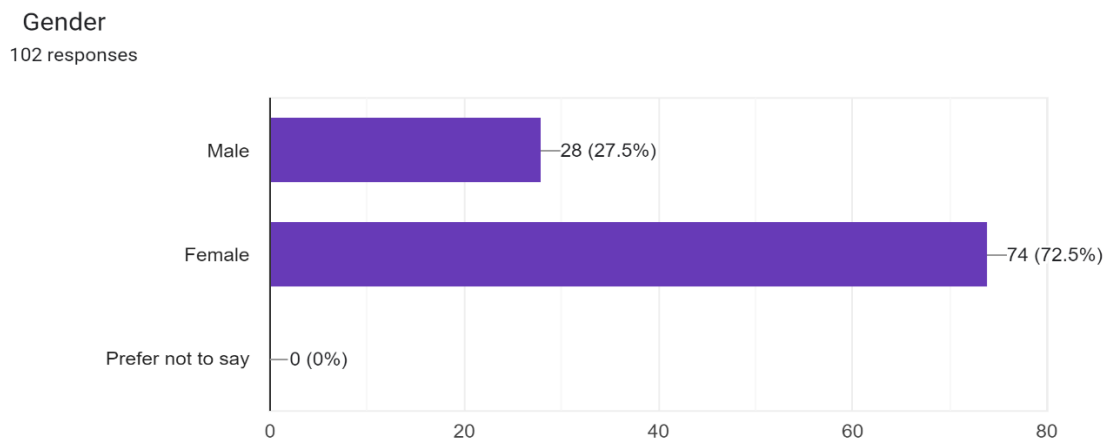
Figure 4.1.1: Gender Distribution

According to Table 4.1, the research sample included 28 males (27.5%) and 74 females (72.5%), for an overall number of 102 participants. However, eight of the participants made English their first language. Consequently, the data from these eight participants will be excluded from the research project.

Count of Faculty

ICS 7.5%
FAM 6.5%
FIS 1.1%
FICT 12.9%
FBF 23.7%
FAS 36.6%
FSc 9.7%
FEGT 2.2%
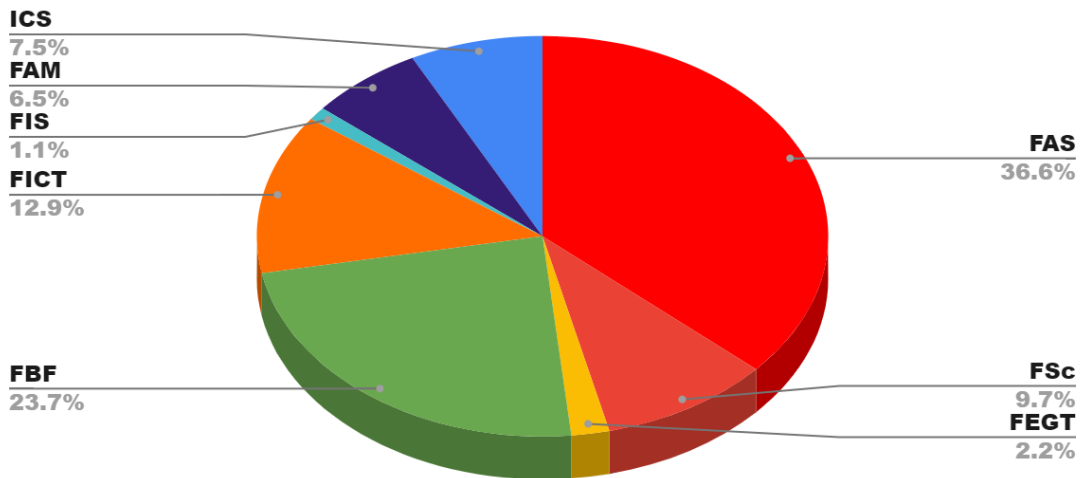
Figure 4.1.2: Distribution of Respondents in Terms of Faculty

According to Figure 4.1, 35 (36.6%) of the participants are currently studying at the Faculty of Arts and Sciences. In addition, 6 (6.5%) were from the Faculty of Accountancy and Management (FAM), and 9 (9.7%) were from the Faculty of Science (FSc). There was a total of 22 (23.7%) participants from the Faculty of Business and Finance (FBF), and 12 (12.9) respondents from the Faculty of Information and Communication Technology (FICT). Respondents from the Institute of Chinese Studies (ICS) were 7(7.5). Additionally, the Faculty of Engineering and Green Technology volunteered to take part in the research study.
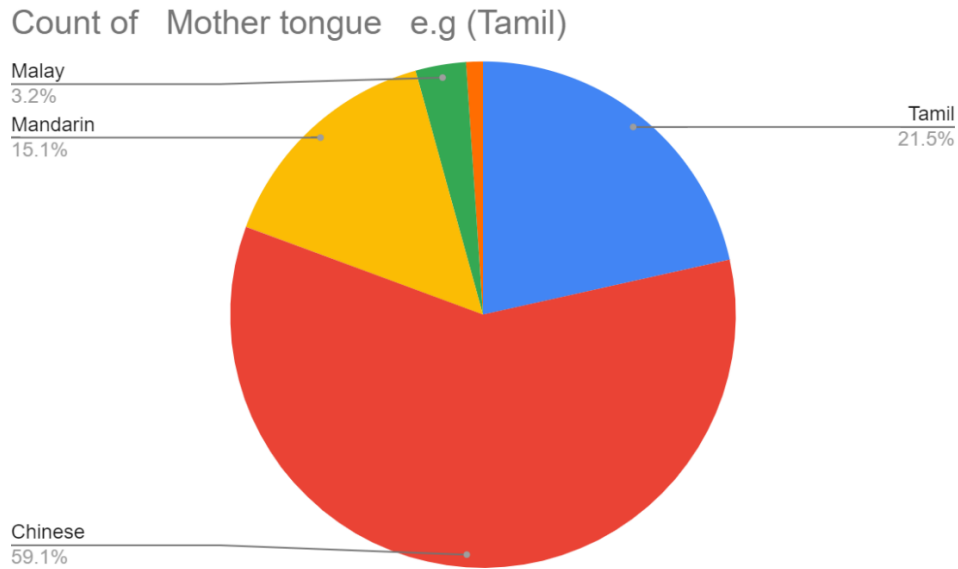
Figure 4.1.3: Respondents' First Language

In terms of their first language, the majority of respondents' first language is Chinese, with 55 speakers (59.1%). Tamil speakers have 22 (21.5%) respondents as their mother tongue. Mandarin speakers accounted for 14 (15.1%). Three Malay students (3.2%) and one Cantonese student acquired as their first language.

	Frequency	Percent	Cumulative Percent
High Introversion	51	54.3%	54.3%
Introvert	29	30.8%	85.1%
High Extroversion	14	14.9%	100%
Total	**94**	**100%**	

Table 4.1.4: Respondents' Personality

Based to the findings table, with a total of 51 respondents (54.3%), the majority of the research participants were classified as High Introversion. 29 (30.8%) participants were classified as average range introverts, while 14 (14.9%) were classified as High Extroversion.

What personality do you think you belong to?
102 responses
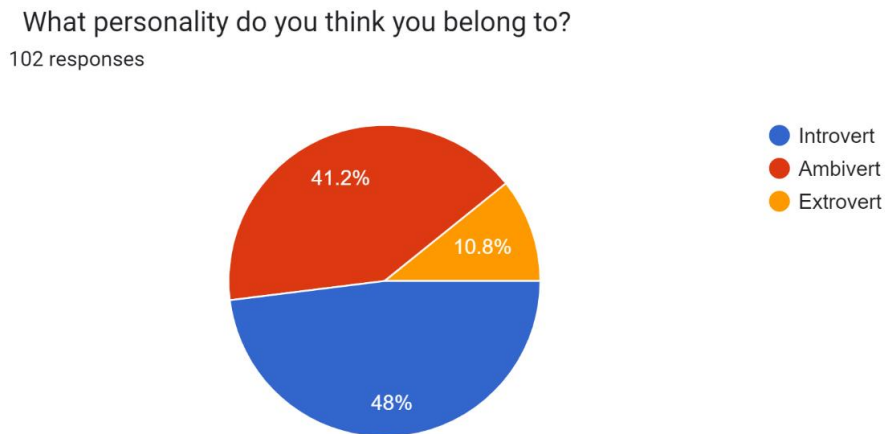
Figure 4.1.5: Personality Assumption

"What personality do you think you belong to?" is a question related to the general demographic information (refer to Appendix A). The study discovered that 49 (48%) of the 102 respondents defined themselves as introverts. However, 42 (41.2%) of those polled described them as ambiverts, whereas only 11 (10.8%) thought they were extroverted.

Figure 4.2: Participants' Views on the Impact of Personality on Language Learning Behaviors

4.2 Second Language Strategies Preferred by Both Personalities

|	Participants (N)	Measurement	Minimum	Maximum	Mean	Frequency of Use
Memory Strategies	94	Mean score for items **1 to 9**	1.31	4.26	2.8363	Medium
Cognitive Strategies	94	Mean score for items **10 to 23**	1.12	4.37	3.4333	Medium
Compensation Strategies	94	Mean score for items **24 to 29**	2.73	5.00	3.5040	High
Metacognitive Strategies	94	Mean score for items **30 to 38**	2.86	5.00	**3.6590**	**High**
Affective Strategies	94	Mean score for items **39 to 44**	1.00	4.21	2.7882	Medium
Social Strategies	94	Mean score for items **45 to 50**	1.00	4.69	3.2204	Medium

Table 4.2.1: Overall Application of Language Learning Strategies

According to Table 4.2.1, the most common language acquisition strategies were Metacognitive strategies (m = 3.6590) and Compensation strategies (m = 3.5040). Memory and affective techniques were the least frequently utilised (m = 2.8363 and 2.7882, respectively). Cognitive strategies were also often used (m = 34333). The finding that the investigation of metacognitive strategies indicated an in statistical terms valuable variations between introverted and extroverted learners has some beneficial significance because metacognitive strategies revealed that Item 32, "I pay attention when someone is speaking English," which has been determined that that the self-monitoring approach is used extensively by competent learners of languages.

	Participants (N)	Minimum	Maximum	Mean	Frequency of Use
Memory Strategies	94	1.31	4.18	2.7963	Medium
Cognitive Strategies	94	2.68	4.37	**3.7690**	**High**
Compensation Strategies	94	1.12	5.00	3.4103	Medium
Metacognitive Strategies	94	2.89	5.00	3.5081	High
Affective Strategies	94	1.00	4.39	2.7482	Medium
Social Strategies	94	1.00	4.13	2.5204	Medium

Table 4.2.2: High Introversion Use of Language Learning Strategies

According to Table 4.2.2, the two most often employed strategies in learning English by Highly introverted learners were cognitive (m = 3.7690) and metacognitive (m = 3.5081), implying that students frequently used notetaking as a means of learning. This study discovered that students frequently use this method when learning English as a second language. For example, "I compose written notes, messages, letters, or reports in English" is item 17, and I watch English language TV shows spoken in English or go to movies spoken in English as this was the next most frequently employed method by students to acquire English. However, social strategies (m = 2.5204) and affective strategies (m = 2.7482) were the least employed language acquisition strategies.

	Participants (N)	Minimum	Maximum	Mean	Frequency of Use
Memory Strategies	94	1.31	4.18	2.7963	Medium
Cognitive Strategies	94	1.12	4.37	3.4103	Medium
Compensation Strategies	94	2.83	5.00	**3.7270**	**High**
Metacognitive Strategies	94	2.76	5.00	3.6890	High
Affective Strategies	94	1.00	4.39	2.7482	Medium
Social Strategies	94	1.00	4.13	2.5204	Medium

Table 4.2.3: Introvert Use of Language Learning Strategies

According to Table 4.2.3, the most prevalent methods utilised by average range introverts in learning English are compensatory techniques (m = 3.7270) and metacognitive strategies (m = 3.6890). This means that learners who are introverted might employ strategies such as gestures in their methods of learning when they encounter it challenging to think of a word in an English-speaking discussion. It was also discovered that introverted participants were always looking for ways to improve their learning abilities, which is a part of a metacognitive strategy.

	Participants (N)	Minimum	Maximum	Mean	Frequency of Use
Memory Strategies	94	1.27	4.67	3.1893	Medium
Cognitive Strategies	94	1.12	4.87	3.6103	High
Compensation Strategies	94	2.63	5.0	3.6270	High
Metacognitive Strategies	94	2.76	4.76	3.6890	High
Affective Strategies	94	1.64	4.86	3.4582	Medium
Social Strategies	94	2.85	5.00	**3.7305**	**High**

Table 4.2.4: High Extroversion Use of Language Learning Strategies

According to the findings in table 4.2.4, highly extroverted respondents (m = 3.7305) used social strategies the most in learning English as a second language. Extroverts preferred to acquire their chosen tongue when conversing with English speakers, according to the results. Extroverts would like to be present when they engage in social contacts, and extroverts find it easier to work efficiently in a group. Memory strategies have been shown to be the most uncommon in extroverts (m = 3.1893). In contrast, extroverts apply metacognitive (m = 3.6890), compensation (m = 3.6270) and cognitive (m = 3.6103) strategies significant in the frequency.

4.3 Correlation Between Personality and Second Language Behaviors

		Personality	Language Learning Strategies
Personality	Pearson Correlation	1	.387**
	Sig. (2-tailed)		.007
	N	102	94
Language Learning Strategies	Pearson Correlation	.387**	1
	Sig. (2-tailed)	.007	
	N	94	94

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.3.1: Overall Correlation Between Personality and Second Language Learning

The degree of significance for this study has been determined at p0.05. If the probability level is less than 0.05, statistical result is theoretically significant, indicating that there is a correlation between the two variables. Results of this study revealed a positive (r =.387) and highly significant (p =.007) connection between extroversion-introversion and learning language strategies. It additionally implies that, in accordance with their character traits, students may use learning tactics that are most compatible with them.

		Personality	Memory Strategies
Personality	Pearson Correlation	1	.186
	Sig. (2-tailed)		.167
	N	102	94
Memory Strategies	Pearson Correlation	.186	1
	Sig. (2-tailed)	.167	
	N	94	94

Table 4.3.2: Correlation between Memory Strategies and Personality

The value of Pearson Correlation Coefficient showed there was a positive correlation (r =.186) between personality and memory strategies.

		Personality	Cognitive Strategies
Personality	Pearson Correlation	1	.301*
	Sig. (2-tailed)		.043
	N	102	94
Cognitive Strategies	Pearson Correlation	.301	1
	Sig. (2-tailed)	.043	
	N	94	94

Table 4.3.4: Correlation Between Cognitive Strategies and Personality

There was a significant correlation between personality and cognitive relationship (p =.043),

according to Table 4.3.4.

		Personality	Compensation Strategies
Personality	Pearson Correlation	1	.044
	Sig. (2-tailed)		.683
	N	102	94
Cognitive Strategies	Pearson Correlation	.044	1
	Sig. (2-tailed)	.683	
	N	94	94

Table 4.3.5: Correlation Between Compensation Strategies and Personality

According to the Pearson Correlation Coefficient, there was no statistically significant association

between compensation techniques and personality (p =.683), however there was a modest positive

correlation (r =.044).

		Personality	Metacognitive Strategies
Personality	Pearson Correlation	1	. 322*
	Sig. (2-tailed)		. 063
	N	102	94
Cognitive Strategies	Pearson Correlation	.322	1
	Sig. (2-tailed)	.063	
	N	94	94

Table 4.3.6: Correlation Between Metacognitive Strategies and Personality

Table 4.3.6 illustrates a highly significant (p =.063) link between the two factors, personality, and metacognitive strategies. The research results suggested that learners' personalities can influence their usage of metacognitive strategies.

		Personality	Affective Strategies
Personality	Pearson Correlation	1	. 394*
	Sig. (2-tailed)		. 003
	N	102	94
Cognitive Strategies	Pearson Correlation	.394*	1
	Sig. (2-tailed)	.003	
	N	94	94

Table 4.3.7: Correlation Between Affective Strategies and Personality

Personality and affective strategies displayed a favorable and statistically substantial link (r =.394, p =.003).

		Personality	Social Strategies
Personality	**Pearson Correlation**	1	. 304*
	Sig. (2-tailed)		. 026
	N	102	94
Cognitive Strategies	**Pearson Correlation**	.304*	1
	Sig. (2-tailed)	.026	
	N	94	94

Table 4.3.8: Correlation Between Social Strategies and Personality

There was a significant association (p =.026) and a positive correlation (r =.304) among personality and social strategies. As a result of the findings, the personality of English learner plays a role in their language acquisition behavior.

CHAPTER 5
DISCUSSION AND CONCLUSION

This section addresses the studies outcomes, implications, and recommendations for further research into the relationship among personalities and second language learning behaviors.

5.1 Discussion
5.1.1 Correlation Between Personality and Second Language Learning Behaviors.

Research Question 1: Is there a connection between extroversion- introversion and Second Language Learning attitudes?

Research Objective 1: Gain a deeper knowledge of the relationship among extroversion- introversion and second language learning strategies among UTAR students.

Based to the Pearson Correlation Coefficient, the connection of personality and learning a second language strategies was positive (r=.387) and highly important (p =.007). As it turned out, study proved to be a significant connection between extroversion introversion and second language acquisition behaviours. The conclusions of this study agreed with the outcomes of Asmali (2014), who conducted investigations into the relation between personalities and strategies for learning languages (LLSs) among Turkish students in higher education. The recent research's outcomes supported the results reported by Aljuaid (2015).

Given that there appeared to be a general relationship between personality and LLSs, the researcher discovered that a number of the strategies possibly somewhat of are associated with character because the investigation revolved more regarding introverted students. Interestingly, Wakamoto observed an important connection between certain strategies and extroversion He discovered, in

particular, a connection among the LLS he labelled social and affective strategies with extroverted students.

5.1.2 Personality-Based Second Language Learning Behaviors

Research Question 2: What types of learning strategies do UTAR introvert and extrovert

learners prefer while learning English as a second language?

Research Objective 2: Identify extroverted and introverted learners preferred second language

learning strategies.

Metacognitive techniques (M-3.6590) were found to be the most commonly implemented second language learning strategy by participants. The outcome is in agreement with Kayaoglu's (2013) observation that learners favored cognitive and metacognitive strategies in their learning. However, it contradicts prior study observations in a study by Monika (2018) indicating that learners mainly utilise metacognitive and compensatory strategies in their learning. Furthermore, meta-cognitive assists both introverted and extroverted students in greater success in examining, observing, evaluating, preparing, and organising learning. According to the results, the participants maximise the meta-cognitive aspects of learning English as a second language by learning by making mistakes, paying attention when someone speaks English, seeking as many ways to enhance their English skills as possible, and reflecting on their advancement in acquiring English.

Despite some differences in the application of specific strategies by introverted and extroverted learners, highly introverted learners were observed to use a significantly greater number of the six major strategies than the extrovert learners. It was important to me that the highly introverted learners used a significantly greater number of cognitive strategies (3.7690) than the extrovert

learners, including analysing expression, using formulas and patterns, repeating, and formally practising with sounds and writing systems.

Furthermore, memory strategies (2.7963), social strategies (2.5204), and affective strategies (2.7482) were implemented from the third to the fifth language learning strategies. All of the three types of strategies were in the medium of the six other categories of strategies in terms of strategy use, indicating that they are less commonly used. As a result, the least used strategy was the social strategy, which enables students to acquire the language through interactions with others. Aljuaid (2015) reported that emotive and memory strategies were the least employed techniques for learning within a sample of Saudi students studying English as a foreign language. Ayaz (2017), on the other hand, found that among the most generally used techniques were metacognitive and social strategies.

One of the most reliable and rational aspects of the study was on high extroversion because it has always been anticipated that extroverted learners, referred to as sociable learners, implement the most social strategies (M=3.7305), followed by Metacognitive (M = 3.6890) and Compensation strategies (M =3.6270). Extroverted students tend to be more proficient at verbal communication, therefore they are not afraid to inquire about additional items or difficulties. However, regardless of the general approach employed O'Malley et al. (1985) observed that, while students with all the amount indicated that they utilised a wide range of learning strategies, students at the higher levels according to using a greater number of metacognitive strategies, resulting the researchers to the conclusion that those who are more effective students are most likely competent to achieve more significant metacognitive influence on their learning.

5.2 Conclusion

The objective concerning the present research was to gain an improved comprehension of the connections between extroversion and introversion and second language learning behaviors in UTAR students. According to the findings of this investigation, personality is one of the primary characteristics that can influence learners' conduct when practicing the language, they want to learn. Metacognitive strategies were the most frequently employed for second-language learning strategies.

Contrary previous research which found, the findings of this study show that introverted students implement the strategies more frequently than extroverted learners, and both extroverted and introverted students observed a comparable degree of use of numerous relevant learning a language strategies. Furthermore, according to the results of the study, the researcher identifies a few strategies employed by introvert participants that are also used by extrovert participants with practically the equivalent amount of frequency of strategy usage, among them learning from mistakes (self-monitoring), as well as utilizing materials like as human resources and internet access.

5.3 Implications and recommendations for Future Study

Educators have had the privilege of learning from their students' personalities both professionally as well as unofficially for a long time. Identifying a student's preferable behavior may contribute to more effective class setting up and educating approach diversification for ESL teachers. As a starting point, educators must recognise that a particular personality cannot be considered inferior to a different. The two types of personalities equally have strengths, and teachers should not favour one kind personality type over the other. Accordingly, planning a variety of tasks for students during the course of the semester that make it possible for every one of them to prove their skills in various formats could be a worthwhile goal. For example, offering extroverts the opportunity to engage in discussion while providing introverts time for brainstorming and writing projects can emphasise learners in their strengths. Allowing learners, a variety of activities to choose from will help them cope with a low-stress learning atmosphere that matches their personality. Since understanding the personalities of students enables instructors to make these judgements and minimise numerous issues that may develop because of personality conflicts.

For future research, it might be relevant to do a longitudinal investigation to discover the extent to which change in personality occurs throughout an extended amount of time. Looking at the findings of both the McCroskey's introversion scale and the Strategy Inventory for Language Learning (SILL) over the period of months or years could offer vital information regarding the type language learning strategies. Future studies could investigate various demographic characteristics as they relate to both culture and gender. According to Wakamoto (2009), women may be more introverted because of their social roles. It would be very interesting to learn if this decides valid in the outcomes of the various tests. In a comparable manner a few experts suggest certain cultures are more extroverted compared to other countries.

REFERENCES

Ali S.O, Tuncer Aydemir, & Yasemin Atasoy. (2017, December 25). *Extroversion-Introversion in the Context of Foreign Language Learning*. ResearchGate; unknown. https://www.researchgate.net/publication/322069732_Extroversion-Introversion_in_the_Context_of_Foreign_Language_Learning_dimensions_of_personality_transaction_pub.pdf.107-118. https://doi.org/10.5539/ijel.v9n4p107

Ali, M.,&Nodoushan, S. (2011). Temperament as an indicator of language achievement. *International Journal of Language Studies (IJLS)*, *5*(4), 33–52. https://files.eric.ed.gov/fulltext/ED525040.pdf

Aljuaid, H. T. K. (2015). Language learning strategies used by a group of Saudi Arabian Language EFL learners [PhD Doctorate, School of Education and Professional Studies]. Griffith Research Online. https://doi.org/10.25904/1912/2905

Alkhateeb, M., & Hasan, H. (2016, May 25). *LANGUAGE LEARNING STRATEGIES USED BY IRAQI PRIMARY SCHOOL CHILDREN*. ResearchGate; IJAEDU- International E-Journal of Advances in Education. https://www.researchgate.net/publication/305730850_LANGUAGE_LEARNING_STRATEGIES_USED_BY_IRAQI_PRIMARY_SCHOOL_CHILDREN

Altunel, V. (2015). The impact of extroversion and introversion on language learning in an and proficiency in ESL writing skills. International Journal of English Linguistics, 9(4),

Ashton, M. C. (2013). Biological Bases of Personality. *Individual Differences and Personality*, 101–121. https://doi.org/10.1016/b978-0-12-416009-5.00005-0

Asmali, M. (2014). The relationship between the big five personality traits and language learning strategies. Balikesir University The Journal of Social Sciences Institute, 17(32), 1-18. https://doi.org/10.31795/baunsobed.645490

Ayaz, A. D. (2017). The relationship between EFL learners' language learning strategy use, willingness to communicate, and L2 achievement. International Journal of Language Acedemy, 5, 78-92. https://doi.org/10.18033/ijla.3620

Aziz, R. A. (2010). Extraversion-introversion and the oral performance of Koya University EFLstudents [Master thesis, Bilkent University]. Bilkent University Institutional Repository.http://hdl.handle.net/11693/14916

Bakken, J. P. (2017, July 28). *Mnemonic Strategies: Helping Students with Intellectual and Developmental Disabilities Remember Important...* ResearchGate; unknown. https://www.researchgate.net/publication/324236734_Mnemonic_Strategies_Helping_Stu dents_with_Intellectual_and_Developmental_Disabilities_Remember_Important_Informat ion.

Bećirović . S, Amna Brdarević Čeljo, & Polz, E. (2021, June 30). *Exploring the Relationship Between Language Learning Strategies, Academic Achievement, Grade Level, and Gender*.;https://www.researchgate.net/publication/353164456_Exploring_the_Relationshi

p_Between_Language_Learning_Strategies_Academic_Achievement_Grade_Level_and_ Gender

Boeree, C. G. (2006). Hans Eysenck and other temperament theorists. Personality theories Cambridge guide to teaching English to speakers of other languages (pp. 166)

Chee, Y., & Ganapathy, M. (2017, August 2). *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in...* ResearchGate; Canadian Center of Science and Education. https://www.researchgate.net/publication/318848827_To_Investigate_ESL_Students'_Inst rumental_and_Integrative_Motivation_towards_English_Language_Learning_in_a_Chine se_School_in_Penang_Case_Study

Citra, M., & Yetty Zainil. (2021). *Language Learning Strategies in Speaking Classroom Activity: Extrovert and Introvert Learners*. ResearchGate; unknown. https://www.researchgate.net/publication/350713392_Language_Learning_Strategies_in_ Speaking_Classroom_Activity_Extrovert_and_Introvert_Learners

Danko, M., & Dečman, M. (2019). The Strategy Inventory for Second Language Learning: Tested, Adapted, and Validated in the Slovenian Higher Education Context. *ESP Today*, *7*(2), 207– 230. https://doi.org/10.18485/esptoday.2019.7.2.5

Laksmita. D. (2017, November 22). *THE CORRELATION BETWEEN LANGUAGE LEARNING*

    STRATEGIES WITH STUDENTS' PROFICIENCY. ResearchGate; University of

    Kanjuruhan   Malang.

    https://www.researchgate.net/publication/332378187_THE_CORRELATION_BETWEEN

    _LANGUAGE_LEARNING_STRATEGIES_WITH_STUDENTS'_PROFICIENCY

    EFL learners [PhD Doctorate, School of Education and Professional Studies].

Ellis.R.R (2019, October 2). *Introvert Personality*. WebMD; WebMD.

    https://www.webmd.com/balance/introvert-personality-overview

    English language learning strategies among the secondary school students in

Eysenck, H. J. (1947). Dimensions of Personality. Kegan Paul, Trench, Trubner& Co., Ltd.

Getie. A. S (2020, May 2). *Factors affecting the attitudes of students towards learning English as*

    a foreign language. ResearchGate; Informa UK (Taylor & Francis).

    https://www.researchgate.net/publication/341104877_Factors_affecting_the_attitudes_of_

    students_towards_learning_English_as_a_foreign_language

Geyer, P. (2012, October 25). *Extraversion – Introversion: what C.G. Jung meant and how*

    contemporaries responded. ResearchGate; unknown.

    https://www.researchgate.net/publication/264782791_Extraversion_-

    _Introversion_what_CG_Jung_meant_and_how_contemporaries_responded

Ghani, M. (2019). Relationship between introversion/extroversion personality trait

    Griffith Research Online. https://doi.org/10.25904/1912/2905

Hardan, A. A. (2013). Language Learning Strategies: A General Overview. *Procedia - Social and Behavioral Sciences*, *106*, 1712–1726. https://doi.org/10.1016/j.sbspro.2013.12.194

Hayati, N. (2015). A Study of English Language Learning Beliefs, Strategies, and English Academic Achievement of the ESP Students of STIENAS Samarinda. *DINAMIKA ILMU*, *15*(2), 297. https://doi.org/10.21093/di.v15i2.211

Heinström, J. (2012). Personality effects learning. In Seel, N.M. (eds), Encyclopedia of Sciences of Learning (pp. 2588-2591). https://doi.org/10.1007/978-1-4419-1428-6_735

Ho, A. P., & Kow, K. Y. C. (2010). Language learning strategies of Malaysian ESL learners. Proceedings of the 19th Melta International Conference 2010, pp. 762-777. https://www.researchgate.net/publication/340405156_Language_Learning_Strategies_of _Malaysian_ESL_learners

Holland, K. (2021, November 9). *What an Introvert Is — and Isn't*. Healthline; Healthline Media. https://www.healthline.com/health/what-is-an-introvert

Holzman, P. S. (2022, December 4). personality. Encyclopedia Britannica.

Hoque. M. E (2017, September 9). *An Introduction to the Second Language Acquisition*. ResearchGate; unknown. https://www.researchgate.net/publication/335690866_An_Introduction_to_the_Second_La nguage_Acquisition

Houston, E. (2019, April 9). *Introvert vs Extrovert: A Look at the Spectrum & Psychology*. PositivePsychology.com. https://positivepsychology.com/introversion-extroversion-spectrum/ http://webspace.ship.edu/cgboer/eysenck.html

https://doi.org/10.2224/sbp.2013.41.5.819

Joycey.A (2020, April 30). *Language Learning Strategies and Good Language Teachers*. ResearchGate;

https://www.researchgate.net/publication/340948398_Language_Learning_Strategies_and _Good_Language_Teachers

Kayaoğlu, M. N. (2013a). Impact of extroversion and introversion on language-learning behaviors. Social Bahavior and Personality, 41(5), 819-826.

Kayaoğlu, M. N. (2013b). Poor and good learners' language beliefs and their influence on their language learning strategy use. Novitas-ROYAL (Research on Youth and Language), 7(1),36-54. https://eric.ed.gov/?id=EJ1167318

Krišto. S. (2012). *The relationship between extroversion/ introversion, perceptual learning styles and success in English as a foreign language*. Undefined; https://www.semanticscholar.org/paper/The-relationship-between-extroversion%2F-perceptual-a-Kri%C5%A1to/6680b15844a0db670bbb8e4bb5be7b66949950ad

language. TESOL Quarterly, 19(3), 557-584. https://doi.org/10.2307/3586278

Malaysia. Procedia - Social and Behavioral Sciences, 66, 240-246.

Mccroskey, J. (2017). *Reliability and validity of the willingness to communicate scale*. Undefined; https://www.semanticscholar.org/paper/Reliability-and-validity-of-the-willingness-to-Mccroskey/7abf259bf0209ed5ce34db561d8649e1eeb784ab

Monika, Z. (2018). The relationship between introversion/extroversion, language learning strategies and success in English as a foreign language [Master Thesis, J.J. Strossmayer University of Osijek]. Repository of the Faculty of Humanities and Social Sciences Osijek. https://urn.nsk.hr/urn:nbn:hr:142:070033

Nassaji. H (2015, February 26). *Qualitative and descriptive research: Data type versus data analysis*. ResearchGate; SAGE Publications. https://www.researchgate.net/publication/276397426_Qualitative_and_descriptive_research_Data_type_versus_data_analysis

Noprianto. E. (2018). *Extrovert versus Introvert Students: What EFL Learning Strategy do They Use?* ResearchGate; Yayasan Visi Intan Permata (Centrall). https://www.researchgate.net/publication/322743493_Extrovert_versus_Introvert_Students_What_EFL_Learning_Strategy_do_They_Use

Nuriska. S (2021, November 15). *Learning English as a Second Language*. ResearchGate; https://www.researchgate.net/publication/356221453_Learning_English_as_a_Second_Language

O'Malley, J. M., & Chamot, A. U. (1990). Learning strategies in second language e acquisition. Cambridge University Press. https://doi.org/10.1017/CBO9781139524490

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., P. Russo, R., & Küpper, L. Learning strategy applications with students of English as a second language. TESOL Quarterly, 19(3), 557-584. https://doi.org/10.2307/3586278

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Heinle & Heinle, 1990. https://pdfcoffee.com/r-l-oxford-language-learning-strategies-what-everyteacher-should-know-pdf-free.htm.

Oxford, R. L. (2001). Language learning strategies. In R. Carter, & D. Nunan, The Cambridge guide to teaching English to speakers of other languages (pp. 166-172). Cambridge University Press. https://doi.org/10.1017/CBO9780511667206

Oxford, R. L. (2003). Language learning styles and strategies: An overview. Learning Styles &Strategies/Oxford,GALA,1-25. https://www.semanticscholar.org/paper/ LANGUAGELEARNING-STYLES-AND-STRATEGIES%3A- ANOxford/732a7b0caa1ef33af2223a40b41cc324840d34ce

Paudel.P. (2019, June 14). *Learning Strategies Employed in English Language: Perceptions and Practices*. ResearchGate; Nepal Journals Online.

https://www.researchgate.net/publication/333790113_Learning_Strategies_Employed_in_
English_Language_Perceptions_and_Practices

Razak, N. Z. A, Ismail, F., Aziz, A. A., & Babikkoi, M. A. (2012). Assessing the use of English
language learning strategies among the secondary school students in Malaysia. Procedia -
Social and Behavioral Sciences, 66, 240-246.
https://doi.org/10.1016/j.sbspro.2012.11.266

Sadriyeva, S.K (2021). *Language Learning Strategy Use: Do Extroversion And Introversion
Impact Learners' Lls Preferences? 2*, 2181–1385.
https://Ares.Uz/Storage/App/Media/2021/Vol_2_No_3/1116-1123_Abstract.Pdf

Salvadores, S. S. (2019). Language learning strategies: Facilitating vocabulary learning through
strategy-based instruction. Universitat Autonoma de Barcelona.

Samer, M., & Samer Al Zoubi. (2018). *The Impact of Exposure to English Language on Language
Acquisition*. ResearchGate; unknown.
https://www.researchgate.net/publication/331833254_The_Impact_of_Exposure_to_Englis
h_Language_on_Language_Acquisition

Sheela. S. (2020). *What is Personality Definition Meaning and Types of Personality*.
Academia.edu.

https://www.academia.edu/34605863/What_is_Personality_Definition_Meaning_and_Typ es_of_Personality

Siti Khasinah. (2014, May). *FACTORS INFLUENCING SECOND LANGUAGE ACQUISITION*. ResearchGate; Universitas Islam Negeri Ar-Raniry. https://www.researchgate.net/publication/322708295_FACTORS_INFLUENCING_SECO ND_LANGUAGE_ACQUISITION

Solak, E., & Cakir, R. (2015). Language learning strategies of language e-learners in Styles & Strategies/Oxford,.https://www.semanticscholar.org/paper/. in Turkey https://doi.org/10.1177/2042753014558384

Syed Q. H. & Farhan Uddin Raja. (2020). *Exploring perception of professionals regarding introversion and extroversion in relation to success at workplace*. Academia.edu. https://www.academia.edu/44885828/Exploring_perception_of_professionals_regarding_i ntroversion_and_extroversion_in_relation_to_success_at_workplace the Sciences of Learning (pp. 2588-2591).

Wakamoto. N. (000). *Language learning strategy and personality variables: Focusing on extroversion and Introversion*. ResearchGate; De Gruyter.

https://www.researchgate.net/publication/249930954_Language_learning_strategy_and_pe

rsonality_variables_Focusing_on_extroversion_and_Introversion

Zafar, S., & Meenakshi, K. (2012). Individual Learner Differences and Second Language

Acquisition: A Review. *Journal of Language Teaching and Research*, *3*(4).

https://doi.org/10.4304/jltr.3.4.639-646

Zare, P. (2012). Language Learning Strategies Among EFL/ESL Learners: A Review of

Literature. *International Journal of Humanities and Social Science*, *2*(5).

https://www.ijhssnet.com/journals/Vol_2_No_5_March_2012/20.pdf

APPENDICES

Appendix A: General section

Greetings, respondents!

I am Tharani Sockalingam (1900438) a final year student from University Tunku Abdul Rahman
(UTAR) I am pursuing Bachelor of Arts (Hons) English Language and currently conducting my
final year project. The topic of this research is "Language Learning Strategies Preferred by
Extrovert and Introvert Students in English as a Second Language. This study intends to gain a
deeper knowledge of the relationship among extroversion- introversion and second language

learning strategies among UTAR students and identify extroverted and introverted learners preferred second language learning strategies.

Dear participants,

This survey is conducted with the approval of the lecturer and all respondents. The respondents are required to answer 3 sections in this survey. This first section would be general section. The second section would be McCroskey Introversion Test. The third section would be Strategy Inventory for Language Learning (SILL).

Your email address will be recorded when you submit this form.

1. Name:

2. Gender: Male /Female

3. Year of study:

4. Faculty:

5. Programme:

6. Mother tongue:

7. What personality do you think you belong to?

DIRECTIONS: Below are eighteen statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree 2; undecided =3; Agree = 4; Strongly Agree = 5

Appendix B: McCroskey Introversion Scale
This introversion scale was developed by McCroskey

1. Do you prefer to fit in during social situations?

2. Do you enjoy interacting socially with others?

3. Do you occasionally experience happiness or depression for no apparent reason?

4. Do you tend to keep your circle of friends small?

5. Do you enjoy participating in a lot of social events?

6. Do you frequently experience mood swings with or without obvious reasons?

7. Do you consider yourself to be a cheerful person?

8. Can you typically let free and enjoy yourself at a party?

9. Do you tend to be irritable?

10. If you were unable to make a lot of social connections, would you be extremely upset?

11. Do you usually start up conversations with strangers?

12. Do you struggle to stay focused when your mind keeps wandering?

13. Do you like to play pranks onto others?

14. Are you usually a "good mixer?"

15. Are you sometimes bubbling over with energy and sometimes very slow?

16. Do social gatherings frequently make you "enjoy the moment of your life"?

17. Do you often find yourself "lost in thought" when you're supposed to be participating in a conversation?

18. Do social activities provide you greater happiness than anything else?

Appendix C: Strategy Inventory for Language Learning Version 7.0 (ESL/EFL)
© R. Oxford, 1989

l. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely

true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the

time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of

you almost always.

Part A -Memory Strategy

1. I study connections between what I already know and the new English word ideas I'm studying.

2. To help me remember new English terms, I use them in a sentence.

3. To make it easier to remember a new English word, I link its sound with a visual image of the word.

4. I recall a new English word by visualizing a scenario in which it might be applied.

5. I use rhymes to help me remember new words in English.

6. To help me memorize new English terms, I use flashcards.

7. I physically represent new words in English.

8. I frequently look over English classes.

9. I remember unfamiliar English words or phrases by recalling where they were on a page, a board, or a street sign.

Part B

10. I repeatedly use new English words when I speak or write.

11. I make an effort to speak in native English.

12. I practice on my English sounds.

13. I use the English words I know in a variety of situations.

14. I begin conversations in English.

15. I go to English-language movies and watch English-language TV programmes.

16. I read in English for enjoyment.

17. I use English when I make notes, messages, letters, or reports.

18. I briefly read an English passage before getting back and properly reading it.

19. I search for synonyms for new terms in English in my native tongue.

20. In English, I look for patterns.

21. I break down an English word into parts I can understand in order to figure out its meaning.

22. I try an effort to avoid direct translation.

23. When I hear or read something in English, I summarise it.

Part C

24. I make a guess as to what the unknown English words mean.

25. During an English conversation, I make gestures when I am at a difficulty with words.

26. If I don't know the appropriate terms in English, I make up new ones.

27. I don't look up every new term I read in English.

28. I attempt to predict what the other person will say next in English.

29. I use a word or phrase that means the same thing if I am unable to think of an English match.

Part D

30. I look for as many opportunities as I can to use my English.

31. I am aware of my English errors and use this knowledge to improve.

32. When someone speaks in English, I listen attentively.

33. I look for ways to study English more effectively.

34. I make time in my schedule for English study.

35. I look for English-speaking friends.

36. I try to read as much English-language material as I can.

37. My objectives for strengthening my English are clear.

38. I reflect how far I've come in learning English.

Part E

39. Whenever I experience English language anxiety, I try to calm down.

40. Despite my fear of speaking incorrectly, I push myself to speak English.

4l. When I perform well in English, I treat or reward myself.

42. Whenever I'm studying or utilising English, I can tell if I'm tense or anxious.

43. I record my emotions in a diary for language study.

44. I discuss how I feel while learning English with another person.

Part F

45. I ask the other person to slow down or repeat themselves if they are speaking in a English words that I don't understand.

46. When I speak, I ask English speakers to correct me.

47. I work with other students to improve my English.

48. I ask for help from English-speaking people.

49.I ask questions in English.

50. I try to become familiar with English speakers' culture.