Personality as a factor affecting the use of language learning strategies
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Language learning strategies, used by second or foreign language (L2) learners to acquire, facilitate, manage, and evaluate target language features, is defined as "a dynamic, multidimensional construct compromising of complex dynamic interactions shaped a wide range of psychological and motivational variables (Derakhshan et al. 2023a), personality being one of the most important ones. Even though investigations of the links between personality traits and language learning strategies do exist, they are still scarce, to a large extent, fragmentary, some of which are not reflective of the latest developments in the fields. For instance, a great deal has explored the influence of extraversion/introversion on language learning strategies and language achievement, yet the trait soon became an "unloved variable" due to the apparent inconsistency in research findings.

In addition, many studies on personality have relied on questionable instruments, such as the Myers-Briggs Type Indicator (MBTI), and a vast majority of the instruments have addressed the impact of specific traits on various aspects of L2 learning in isolation rather than in clusters.(Derakhshan et al. 2023b).So far, relatively few attempts have been made to determine how clusters of personality traits may affect the use of different types of LLS.

*Personality as a Factor Affecting the Use of Language Learning Strategies,*written by two polish authors*,* is the first book adopting a wide range of theoretical perspectives and diverse research paradigms to demonstrate the influence of the Five Factor Model of personality on the use of language learning strategies.

An innovative perspective of this book is its aim is not only to account for the psychological profile of a good language learner but rather extract clusters of L2 learners who are similar in terms of their levels of personality traits and reported LLS use.

Research findings and case studies are well interpreted with quantitative statistics and qualitative semistructure interviews to provide final conclusions of the research, which shed light on the frequency and characteristics of LLS use by university level foreign language learners in Poland as well as the relationship between LLS use and their clusters of personality traits.

The book consists of 6 chapters, which fall into two parts. The first three chapters provide an overview of relevant theoretical issues. Language and personality are inseparable. The
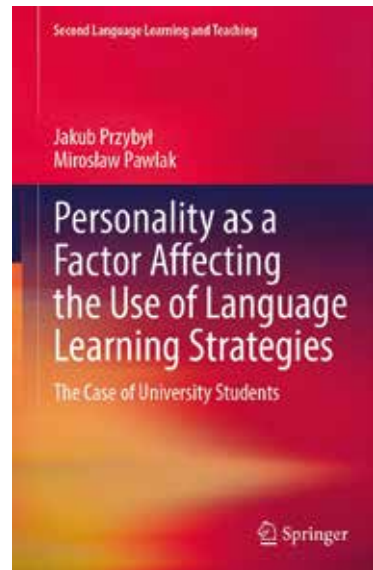
five-factor model of personality is a hierarchical organization of personality traits in terms of five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Accordingly, Chapter one introduces the most influential theories in the realm of personality with a particular focus on the five-factor model (Costa & Mc-Crae, 1985, 1992), which constitutes the theoretical framework for the research instruments applied in the empirical study discussed in Chapter four and Chapter five. Chapter two shifts the focus to the framework of LLS with the emphasis on the different definitions, classifications, factors affecting the use of language learning strategies as well as a review of selected studies into LLS in recent years and the conviction that strategy research should continue. Chapter Three, the essence of the previous three Chapters, provides a brief overview of former research into the role of personality in L2 learning and use, shedding light on empirical investigations of how personality traits may influence strategy use.

One particularly important highlight of the Chapter three is an attempt to summarize the previous findings related to the impact of personality on FLL: first of all, conscientiousness and openness to experience and language learning appear to be the two best predictors of academic achievement, and the impact of the latter trait is complex as it can facilitate critical thinking, but at the same time impede the acquisition of language; in addition, Extraversion correlates negatively with attainment measures because of its inherent distractibility; However, as regards to language learning strategies, extraversion makes up a desirable combination of personal attributes that lead to more frequent use of LLS; lastly, Neuroticism which means anxiety in a sense tends to impede academic achievement in a sense.

Nevertheless, as indicated at the end of Chapter Three, empirical investigations into the role of personality in the choice and use of LLS are still relatively scarce, selective and fragmentary in nature, without definitive conclusions in this area, which calls for the need for further in-depth exploration in the remaining chapters.

Part 2, consisting of 3 chapters, focuses on the empirical study of this project, describing its rationale and methodology, presenting and discussing its results, and addressing its limitations. Chapter four offers a description of the design of the research project, for instance, research questions, the pilot study, and it findings served as a basis for elaborating on implications for the rationale and design of the main experiments. Both inventories used in the pilot study and the main study are evaluated in terms of the fulfilment of accurate criteria for psychometric tests checking their objectivity, standardization, validity, and reliability, which pave the way for the following main study.

The core of Part Two lies in Chapter Five, which introduces the conduct of the research project and its findings. According to the outcomes of the present study, frequent LLS users were typically more extraverted, conscientious, open and agreeable while less neurotic than infrequent LLS users. Specifically, high levels of openness to experience, extraversion and conscientiousness were a desirable combination of personal attributes that characterized frequent strategy users when accompanied by low levels of neuroticism. Studies on cluster analysis of personality traits and LLS could contribute to a better understanding of the complicated L2 learning process, indicating that the language learning strategy is closely related to L2 learners' clusters of personality traits.

Finally, in Chapter 6, the conclusion and results of the study are summarized. A different and novel conclusion of this study is the authors summarize L2 learners' clusters of person-

ality traits as a whole and explore their impact on language learning strategy, a complete new finding never delved into by previous studies. In addition, pedagogical implications and directions for future research are presented as the base for future development.

On the whole, the book has some uniquely recommended strong points as follows:

Firstly, the publications of this book reflect state-of-the-art developments in those areas so that a wide range of theoretical perspectives and diverse research paradigms are adopted to demonstrate the link between language learning strategy and learners' clusters of personality traits. It is the first book that makes a systematic and pedagogical research of their relation, which may be deemed a milestone in second language acquisition research.

Secondly, an innovative perspective for this volume is to explore the possibility of extracting relatively homogenous clusters of L2 learners on the basis of their self-reported strategy use and their personality-related characteristics, which enables the readers to directly link a general personality type to their frequent learning strategy use.

Last but not least, what attracts the most interest from readers is that this finding of cluster analysis revealed that the most frequent strategy users tended to be both highly conscientious and highly open to experience.while neurotic and introvert learners are most unlikely to use LLS, which supports Dörnyei and Ryan'sassertion that "successful language learners can combine their personality features to best effect by utilizing their specific strengths and compensating for their possible weaknesses in adjustment to the particular learning environment» (Dörnyei, Z., & Ryan, S, 2015, p. 28) . This leads to the final conclusion that the potentially welcome and undesirable traits coexist in clusters and complement each other to promote or impede L2 learning.

Despite the merits mentioned before, the finding of the research also generates some dubious issues. For instance, the most frequent strategy users tended to be more hardworking students, which may explain why they are more conscientious and highly open to experience. This is a self-evident cause and effect rather a plausible finding. In addition, in my view, it is arbitrary to generalize the simple relationship between language learning strategy and learners' clusters of personality traits without fully considering individual differences in personality type.

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