

## SUMMARY

The present dissertation explores the relationships between the personality traits of Polish university students learning English as a foreign language and their use of language learning strategies. It consists of three theoretical chapters, a chapter dedicated to the methodology of the research project, and one presenting the results and implications of the main study. The chapters are accompanied by a brief introduction and a section offering some final conclusions.

Chapter One presents multiple perspectives on the investigation of human personality, relating to the assumptions of psychodynamic theories, the behaviourist approach and the social learning outlook, the phenomenological viewpoint, the cognitive stance, and, finally, the trait approach. Since the last-mentioned approach constitutes the theoretical framework for the methodology employed in the main study described in the present thesis, particular attention is dedicated to the Five-Factor Model of personality and the description of the ‘big’ five personality traits (Costa and McCrae 1992). Chapter One closes with a review of studies into the role of personality-related variables in foreign language development and aims to define the status quo.

Chapters Two and Three address language learning strategies (LLS) as a scientific notion. Chapter Two provides a historical background and chronicles the essential landmarks on the map of strategy investigations. This is followed by a review of definitions of the strategy construct and an attempt to define the thematic scope of referring to LLS in the 21st century. Afterwards, various categorisations, classifications, and taxonomies of strategies are discussed. Particular emphasis is laid on Oxford’s (1990, 2011, 2017) classification systems of LLS as they explain the theoretical foundations of the adaptation of the research instrument for the measurement of strategy application, that is the *SILL ver. 7.0* (Oxford 1990). The subsequent sections focus on linking the LLS concept to that of self-regulated language learning by providing a theoretical structure for the latter one, analysing relevant studies, and pointing to conclusions which legitimise the co-existence of the two constructs. The aspects of self-regulation under consideration correspond to the recognised strategy dimensions, that is learners’ motivation and goal orientation, affect, cognitive resources, and the interpersonal sphere.

Chapter Three is dedicated to the relationships between LLS and other learner characteristics. A number of variables mediating strategy use are discussed, including the foreign language itself along with cultural variables along and instructional settings as well as learner-specific attributes, such as language learning experience, gender, age, beliefs, aptitude, and motivation. Also, the nature of the complex relationship between LLS and foreign language proficiency is considered. The final section of Chapter Two offers reflection on the role of the language task and its impact on learners' strategic choices, and thus concentrates on the microcontext of strategy use.

Chapter Four sets the methodological framework and describes the rationale for conducting the main study. First, it presents the design and briefly discusses the results of two pilot studies. Capitalising on these results, it introduces a number of implications for the main study including the choice of the research instruments. Second, it provides a thorough description of the participants of the Main Study and the sampling scheme. This involves discussing the representativeness of the sample and the legitimacy of generalising research findings over the entire populations of students of Adam Mickiewicz University in Poznań and WSB University in Poznań. Third, research questions are formulated and finally, the analytical procedures employed in order to provide relevant answers are elaborated on following the order of the research questions.

Chapter Five presents the results of the main study. It addresses the four research questions framed in Chapter Four, and thus reports and reviews findings concerning the relationships between LLS and university students' personality traits, links both constructs to the level of linguistic proficiency, and analyses clusters of learners in terms of their strategic and personality features. The outcomes are then referred to the results of earlier studies investigating LLS and personality traits in foreign language development. Also, an attempt is made to draw conclusions resulting from the revealed links between students' personality traits and their strategy repertoire. Moreover, Chapter Five also discusses the limitations of the main study.

The concluding part of the present dissertation addresses potential pedagogical implications as suggests directions for future research.