The Relationship between impulsivity / reflectivity cognitive style and EFL learners writing performance , strategy use and syntactic complexity

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This study aims to determine the relationship between reflectivity/impulsivity as a trait and TEFL university students' writing performance, strategy use and syntactic complexity. The study was conducted with a group of about 70 M.A university students from departments of English at Islamic Azad University of Najaf Abad and Science and Research Branch. They were in 3rd and 4th semesters of Teaching English as a Foreign Language (TEFL). All the participants had passed essay writing courses as partial requirement of their study. In order to have a homogeneous sample, the second version of Quick Placement Test (QPT) was administered. Then, 50 upper intermediate students were selected based on the scores in the level chart of the QPT. In order to estimate participants' reflectivity/impulsivity as a trait, the reflective/ impulsive subscale of personality questionnaire was administered. It was a questionnaire prepared by Eysenck and Eysenck (1975) as used in Vaezi's study (2012) in order to determine the subjects' degree of impulsivity /reflectivity. The reported writing strategies were classified in these categories: planning and organizing strategies, drafting/writing strategies, reviewing/revising strategies, use of L1 strategies, reaction to feedback strategies, and purpose and audience strategies. The research design was quantitative. The analysis of data obtained from questionnaire and written essays indicated that: 1) there is no significant relationship between reflectivity/impulsivity as a
trait and the writing performance; 2) the reflectivity/impulsivity does not have any relationship with the writers' use of writing strategy; 3) there is a significant relationship between the reflectivity/impulsivity and the syntactic complexity of the written compositions among TEFL university students, the more the degree of reflectivity/impulsivity the less the degree of syntactic complexity; 4) there is no significant relationship between the use of writing strategies and the writing performance, and 5) there is no relationship between the use of writing strategies and the syntactic complexity of writing composition among the participants.

Finally, the implications of this study for both EFL teachers and learners are discussed