

On the Link between Identity Processing and Learning Styles among Young Language learners

Hamed Barjesteh ^{*1}
Lida Farsi ¹
Fatemeh Ahmadi Livani ¹
Samin Seyedebrahimi ¹

Received: 28 May 2016; Accepted 12 February 2017

Abstract

The present study attempted to investigate the probable relationship between Iranian young language learners' identity processing styles and their learning styles. To this end, 29 advanced learners, 23 females and 6 males were randomly selected from an English language Institute. Twenty nine advanced young language learners were chosen randomly out of whole advanced young language learners in the mentioned English Language Institute using simple randomization. Detailed information was provided for them relevant to the title, its significance, and the procedures they would go through to participate in this study. They were asked to fill out a revised version of identity style inventory and a learning styles inventory questionnaires. After collecting the data, the results revealed that Iranian young language learners' identity processing style and their learning style were not related to each other. An independent t-test was run to compare the mean scores of male and female. The results indicated that there was not a significant difference between the mean scores of the two groups on the learning style. The findings have implication for language learners, teachers, and material developers.

Keywords: Identity, Identity Processing, Identity Processing Styles, Learning Styles, Young Language Learners.

¹ *.Department of English language literature, Islamic Azad University, Ayatollah Amoli Branch, Amol, Iran, ha_bar77@yahoo.com (Corresponding author)

1. Introduction

Significance of being aware of one's identity seems to be conspicuous, however, lack of such awareness is common among teenagers due to this fact that they get hesitant when they are addressed issues relevant to their sense of self, therefore, they rely on exterior prompts to determine their identity (Ranter, 2014). According to Erikson's theory of psychosocial development (1956, cited in Ranter, 2014), 'Identity is the crowning achievement of adolescence'. In other words, coming up with an appropriate response for the overwhelming question, who I am, seems tough.

A large number of studies (Sroufe, 2005; Berman, Weems, & Stickle, 2006; Waterman, 2007, so on, cited in Ranter, 2014) have come to conclusion that there exists a direct relationship between formation of a carefully constructed identity and mental soundness and general well-being (Ranter, 2014). Moreover, as Erikson proposed (1950, cited in Ranter, 2014), successive phases of psychosocial development is led by one's identity. Regarding to significance of identity formation, determining factors to resolve such challenge has been being speculated.

The parent-child relationship, the earliest form of socialization, is considered to influence identity development significantly according to Grotevant & Cooper, 1985; Meeus, Oosterwegel, & Vollebergh, 2002; Årseth, Kroger, Martinussen, & Marcia, 2009 (cited in Ranter, 2014), despite numerous studies on various elements such as peers, culture, school context, and psychology concerning their role in identity development. According to Marcia's identity-status paradigm (1966, cited in Shahsavani, Shahsavari, & Sahragard, 2014) people who go through identity formation process have tendency to fall into four apparent phases comprising achievement, moratorium, foreclosure, and diffusion.

However, Berzonsky (1988, cited in Shahsavani et al., 2014) introduced three identity styles including informational, normative, and diffuse/avoidant. Therefore, each individual develops his/her unique identity which triggers distinct manners in various circumstances in his/her life. As a matter of fact, individual differences particularly psychological dimensions of them including language aptitude, cognitive style, personality traits, and learning strategies have impact on each individual's learning according to L2 Acquisition theories. Nevertheless, the impact of various identity development or more precisely identity processing styles of individuals on their preferred learning approach seems to be unavoidable.

The relationship between identity processing styles and parent child value congruence in adolescence was investigated by Knafo and Schwartz (2004, cited in Shahsavani et al., 2014). Whole the investigation was revolving around this question if

there is a relationship between identity exploration and commitment with accuracy of perception and acceptance of parental values. It was turned out that those participants in the two high commitment statuses, achievement and foreclosure, were more acknowledging of the values they observed their parents held. Whereas the four identity statuses were proved to be the same to a great extent in the level of parent child value congruence.

Kaplan and Flum (2009, cited in Shahsavani et al., 2014) explored the combined primary theoretical assumptions of academic motivation, achievement goal theory, and identity processing styles in another study. The results show that definitions of achievement goal orientations and identity processing styles work jointly as our mental interpretive guide in various circumstances. Moreover, the possible mutual relations between adolescents' academic achievement goal orientations and identity processing styles is emphasized.

Ranter (2014) investigated the parent-child relationship in identity formation. Subjects used to be 264 students from two high schools in the central Florida area. Both the informational and normative identity style, in addition to positive attachment are encouraged by maternal responsiveness. These results reveal that a kind and loving maternal figure triggers children to feel safe in their surroundings by which exploration is encouraged. Moreover, a normative identity style can be predicted considerably by positive attachment. In spite of the fact that predicting a normative identity style is possible through both responsiveness and attachment separately, matters relevant to multi-collinearity of the variables utilized in this study were brought up. To be precise, while the measures claim to be measuring two distinct constructs, attachment and responsiveness do not act in a different way statistically.

As mentioned according to Berzonsky (1989; 1992, cited in Ranter, 2014) identity-processing styles tend to fall into three categories: informational, normative, and diffusive-avoidant. Each style users have distinctive tendencies while looking for appropriate information so as to construct their identity. First style users are vibrant explorers. Conversely, the normative identity style users are willing to have firm devotion to belief and utilize thoughts that entail not much exploration. Ultimately, diffuse-avoidant style users have a tendency to postpone identity related decision making until a decision is forced by contextual factors due to indecisiveness. Conspicuously, it seems required to explore an impact identity processing styles may have on individuals learning styles due to this fact that personality trait is considered as one of the main influential factors in L2 learning.

As a matter of fact, the relationship between various variables with learners' L2 learning styles has been investigated in considerable volume of research. Despite this fact, the impact of identity processing style has been neglected in accessible studies. Based on the conducted studies in the second language learning, identity processing style has been considered as a crucial variable that can influence general achievements.

The current study aims to explore the impact of identity processing styles on the learners' learning styles in the Iranian EFL context due to the significance of this factor as well paucity of research in this field.

2. Literature Review

The identity formation concept was originated by Erikson, the father of psychosocial development. Erikson (1968, p. 9, cited in Shahsavani, Shahsavari & Sahragard, 2014) defines identity as "term that seem inevitably to spin in elliptical orbits around any attempt to conceptualize human beings". Fraser-Thill (2011, cited in Shahsavani et al., 2014) refers to identity ' as a person's characteristics which make him/her an individual'. That is, understanding needs as well as preferences, characteristics, weaknesses and strengths are required for individuals. Identity has been studied universally as one of fundamental structures of the human mind (Brubaker & Cooper, 2000; Côté, 2006, cited in Shahsavani et al., 2014).

According to Kroger (2007, cited in Shahsavani et al., 2014), life paths and decisions are led by an influential structure which is called identity. The most recent definitions which seems to be more academic are proposed by other researchers. Brown (2000) defines identity as characteristics and attachments granted through group memberships. Schwartz (2001) refers to diverse notions such as people's internal meaning systems while defining it. Burkitt (2004) identifies identity as social-historical streams in belief systems. Bamberg (2006) refers to identity as status acquired in conversations. Schildkraut (2007) refers to nationalism (Shahsavani et al., 2014).

According to Marcia (1980, cited in Shahsavani et al., 2014), despite the fact that concentration has put on various and diverse concepts in these definitions, the significance of achieving sense of identity as a product dependent on dynamic self-driven process, has been emphasized. Identity has been classified into various categories so as to provide an opportunity for its structure and nature to be comprehended, however they have a lot in common. A recurring interface between self-awareness and background variables is referred to as identity formation by

Erikson (1968, cited in Shahsavani et al., 2014), which is largely conspicuous in adolescence and probably midlife. He claims that one of the main developmental experiments that youngsters require coping with is identity.

However, Berzonsky (1989, cited in Shahsavani et al., 2014) criticizes Erikson's definition due to this fact that operational specificity has not been taken into account. Accordingly generating and testing it seems to be challenging. This lack triggered an increasing tendency toward making use of Marcia's identity-status paradigm (1966), which tends to fall into four apparent phases including: achievement, moratorium, foreclosure, and diffusion. First phase which is achievement or a true sense of identity is applied for those people who have investigated various options and already achieved a stable identity status.

Those who have not come to conclusion if they are willing to commit a particular status despite examining the options are referred to as moratoriums. Psychologists consider this confusing and challenging period required before identity formation. Individuals who haven't investigated their ideas despite this fact have a clear idea of themselves are classified into foreclosure identity. Indeed, their sense of identity is turned out to be a kind of imitation rather than a true one. Finally, a diffusion identity which represents those individuals who have not investigated their options and are not into committing to an external received identity (Shahsavani et al., 2014). According to Fraser-Thill (2011, cited in Shahsavani et al., 2014), identity diffusion is the step can be associated to children and teenagers in various aspects of their lives like religious, occupation, or culture.

Three identity styles including, informational, normative, and diffuse/avoidant were introduced by Berzonsky (1988) as well so as to make a cognitive perspective layer and research on identity status integrated. There would be a tendency to utilize an active problem-solving approach to identity relevant information among those individuals who apply an informational style. They would be classified into Marcia's achievement or moratorium status and seem to be decisive people. Individuals who have tendency to internalize social norms based on significant people's values are categorized into normative style users.

Such individuals stick to other's rules and make use of whatever they decide for them. Accordingly, they are characteristically in the foreclosure status. Ultimately, those individuals who flee from obligatory decision making circumstances are referred to as diffuse/avoidant style users. Making use of this style has been turned out to have a positive association with avoidant coping, self-handicapping, other-directedness, and maladaptive decisional strategies, whereas it has a negative correlation with self-

reflection, conscientiousness, and cognitive persistence (Dollinger, 1995; Berzonsky & Ferrari, 1996, cited in Shahsavani, et al., 2014).

According to Berzonsky (1989; 1992, cited in Ranter, 2014) the manner in which an individual grasps, interprets, and exploits identity-relevant information is referred to as identity-processing style. As mentioned, identity-processing styles tend to fall into three categories: informational, normative, and diffuse-avoidant. An enthusiastic tendency can be observed among informational processing style users to look for appropriate identity information as vibrant explorers. In order to construct identity they seriously tend to assess and choose information in their surroundings.

Berzonsky and Niemeyer (1994, cited in Ranter, 2014) investigated a group of university students and came to conclusion that their tendency to explore their options triggers to a positive relationship with both the achievement and the moratorium statuses. Conversely, the normative identity style users are willing to take on leading figures' attitudes including their peers, teachers, and parents, in the adolescent's life uncritically. In addition, they probably stick to their beliefs tightly and preserve them against contradictory perspectives. This style has been strongly associated to the foreclosed identity status due to firm devotion to belief and utilization of thoughts that entail not much exploration.

Ultimately, diffuse-avoidant style users may be exposed to a great deal of information which they do not probably make use at all. They have a tendency to postpone identity related decision making until a decision is forced by contextual factors due to indecisiveness. Accordingly, they cannot take advantage of an opportunity. The combination caused by procrastination and low motivation to explore philosophies triggers a relationship between this style and the diffuse identity status.

Explicitly and implicitly, these identity styles have been associated to numerous results as Ranter (2014) has mentioned. In principal, the informational and normative identity styles are turned out to adapt mostly. This adaptation is triggered by their willing to obtain the least amount of neuroticism (Dollinger, 1995, cited in Ranter, 2014) and maximum degrees of comfort (Vleioras & Bosma, 2005, cited in Ranter, 2014). In addition, according to Berzonsky & Niemeyer, (1994, cited in Ranter, 2014), there exists a relation between these two styles and the steady identity statuses depicted by high identity commitment. Berman, Weems, and Stickle (2006, cited in Ranter, 2014), basically associate commitment to an identity to lower levels of anxiety.

Although, Thoit (1999, cited in Ranter, 2014) relates it to maladjustment, and Berman, Montgomery, & Kurtines (2004, cited in Ranter, 2014) claim that it is

relevant to distress. The significance of identity development for psychological health has been stressed due to difficulties that come up due to a lack of identity commitment. Based on verification implying that identity is relevant to significant clinical matters such as anxiety and other intrapersonal distress, what affects identity development must be of serious point.

According to Cohen & Dornyei (2002), educational psychology and L2 field researchers have declared that the manner by which various learners deal with learning is considerably diverse, and the notion of 'learning styles' refers to these differences. In fact, individuals learn in different ways and what goes with one learner may be inappropriate for another.

According to Sulaiman, Sulaiman, Bahruddin, & Mohamad (2013), individuals' ability in comprehending complicated concepts, going with the surroundings effectively, becoming qualified by experience, involving variety of reasoning, and facing obstacles varies them from each other. Due to this fact Gardner (1985, cited in Sulaiman et al, 2013) defines a distinctive intelligence profile for each student. Accordingly, various intelligences trigger various learning styles and requirements. From Gardner's perspective, different genders' requirements and preferred learning styles are not same. In order to identify various learning styles several models have been provided which indicate distinctive learning styles perspectives. Despite their distinctive views, each model provides specific assistance for students to come up with their appropriate learning approaches.

As Armstrong (2009, cited in Sulaiman et al., 2013) states, students are unique and hence, they make use of various learning styles or ideal approaches of receiving and processing new information. Some of them may prefer to take advantage of a particular learning style and rarely apply others. Some students take advantage of various styles in various circumstances. It seems to be required for teachers to be aware of students' learning styles so as to direct them how to make the best use of their learning styles and improve their minor abilities. As Lawson (2011, cited in Sulaiman et al., 2013) states fixed concepts of ability are relevant to approaches to teaching.

According to Sulaiman and Sulaiman (2010, cited in Sulaiman et al., 2013), in order to motivate students better and enhance their performances, teaching approaches must be tailored so as to meet their various learning styles. Students must be encouraged to adjust a deep learning approach by an appropriate teaching environment as Lawson (2011, cited in Sulaiman et al., 2013) proposes. Wehrwein et al. (2007, cited in Sulaiman et al., 2013) believe that the development of the most effective teaching approaches will be assisted by awareness of students learning styles.

Nevertheless, varieties of learning styles have not been agreed according to Loori (2005, cited in Sulaiman et al., 2013). Considering the sensory channel a student wishes to receive new information in which, learning style can be described effortlessly. According to Wehrwein et al (2007, cited in Sulaiman et al., 2013), visual (V), auditory (A), reading-writing (R) and kinesthetic (K), or collectively known as VARK construct this kind of learning style preferences which seems similar to Gardner's multiple intelligences point of view.

Conspicuously visual learners learn mostly while seeing and reading information, accordingly their preferred forms include 'text, symbols, charts, diagrams and pictures' and appropriate learning strategies for such learners comprise 'writing own notes, taking notes, making graphs or diagrams or mind maps, having vivid imagination, watching videos or TV programs, reading illustrated books or magazines, surfing the Internet, using pictures, posters or wall charts, using bright colors to highlight notes, studying in a quiet place, and visualizing information as a picture' (Wehrwein et al, 2007, cited in Sulaiman et al., 2013).

Second type of learners is referred to as auditory. Obviously they learn through information and talking about them. Therefore, 'verbal presentations, discussion, and cooperative learning are preferred by them. 'Participating in class discussion, making presentation, recording lectures, reading text out aloud, talking out aloud repeatedly, making up little story or rhyme, using mnemonic, discussing topics with peers/instructors, teaching peers, and listening to audio recording' are recommended learning strategies for auditory learners (Wehrwein et al., 2007, cited in Sulaiman et al., 2013).

According to Wehrwein et al. (2007, cited in Sulaiman et al., 2013), reading-writing is the third learning style in which students prefer learning through reading and writing and interacting with textual materials. Such learners are recommended to make use of particular learning strategies including 'making flashcards of words or concept, writing out important information, reading notes silently, organizing diagrams into statement, and rewriting information in other words'. 'Hands-on approach, actively touching or doing to explore the information' provides the best learning opportunity for the fourth type of learners i.e. kinesthetic students. They enjoy 'activity-based, practical, and investigative learning'. Therefore, advised learning strategies for such learners include ' taking frequent study breaks, moving around when they study, practicing problems, making models, practicing skills, reading out loud from notes, carrying out experiments or role plays, demonstrating to other people, highlighting reading material, listening to music when they study, and

skimming through reading material' (Wehrwein et al, 2007, cited in Sulaiman et al., 2013).

According to Reid (1995, cited in Cohen & Dornyei, 2002) and Ehrman (1996, cited in Cohen & Dornyei, 2002), a great deal of effort has been made by learning style researches in order to develop a framework to provide appropriate description of learners' style preferences, with the intention that instruction can go with them. The following style preferences are believed specifically associated and beneficial to comprehending the development of language learning, even if several differences are coming into view from the literature.

- Applying visual, auditory or hands-on styles.
- Being more extroverted opposed to introverted learners.
- Being more abstract and intuitive versus more concrete learners who think in step-by-step sequence.
 - To have tendency to maintain all options open versus being closure-oriented.
 - Being more global versus more specific learners.
 - Being more synthesizing versus being more analytic learner.

According to Eison and Pollio (1985, cited in Chastain, 1976, 3rd ed.), the specific accessible learning approach for individuals is named 'learning styles'. Three factors can influence individuals learning styles. First, how they react to life experiences personally, second, what their learning approach is, and finally, what their academic work habits are. Their 'personality traits, locus of control, study habits and attitudes, text anxiety, and personal orientation toward grades and learning trigger various learning styles. Accordingly, teachers are required to present information in various styles and make use of various teaching strategies which triggers to acceleration in students' learning as Sulaiman & Sulaiman (2010, cited in Sulaiman et al, 2013).

Learning styles are considered to be quite firm as Cohen & Dornyei (2002) states, therefore, a direct impact of teachers on learners' variable to the same extent with motivation is not much likely. Nevertheless, modifying the learning tasks applied in their classes so that produces the best results for specific learners using specific learning styles seems to be advisable. In addition, students can be encouraged to involve 'style stretching' in order to integrate approaches to learning they used to resist formerly.

3. Methodology

The current study aims to explore the impact of identity processing styles on the learners' learning styles and to answer the following research questions:

1. Is there any relationship between young language learners' identity processing styles and their learning styles?
2. Does gender have any effect on relationship between young language learners' identity processing styles and their learning styles?

3.1. Participants

A total of 29 young language learners from an English Language Institute in Amol including 23 females and 6 males were chosen to participate in this study. They were in advance level of proficiency and the range of the age of participants was between 14 and 30. They were informed that participation in this study was entirely voluntary.

3.2. Instruments

In order to collect the required data Berzonsky's (2010) Revised Identity Style Inventory (ISI-4) questionnaire and Learning Styles Inventory were used. The ISI-4 comprised a 40 item measure that assessed three social-cognitive styles related to identity exploration as well as commitment (ISI-4; Berzonsky, 2010). Participants were asked to rate how much each statement associated with their beliefs, attitudes, and/or ways of dealing with issues represents them using a five-point scale ranging from "Not at all like me" (1) to "Very much like me" (5). The three styles measured on the ISI included: the informational-style (e.g., "Talking to others help me explore my personal beliefs"); the normative-style (e.g., "I automatically adopt and follow the values I was brought up"); and the diffusive- avoidant style (e.g., "I am not really thinking about my future now; it is still a long way off"). Commitment was measured as well (e.g., "I know basically what I believe and don't believe"). The Learning Style Inventory was a 24 item measure to assess three learning styles. Participants were requested to place a check in the appropriate space after each statement using a three-point scale ranging from "Often" (5), "Sometimes" (3), and "Seldom" (1). The three styles measured on this inventory were Visual (e.g., "I like to write things down or to take notes for visual review"), Auditory (e.g., "I require explanations of diagrams, graphs, or visual directions"), and kinesthetic or tactile (e.g., "I prefer to use posters, models, or actual practice and other activities in class").

3.3. Procedure

Twenty nine advanced young language learners were chosen randomly out of whole advanced young language learners in the mentioned English Language Institute using simple randomization. Detailed information was provided for them relevant to

the title, its significance, and the procedures they would go through to participate in this study. They were informed that participation was not compulsory and if they were not enthusiastic to take part, they could give up. After the selection of the participants, the Berzonsky's (2010) 40-items Revised Identity Style Inventory (ISI-4) questionnaire were administrated among them. In order to prevent any complication due to some of the participants' limited level of proficiency in English and avoid taking participants time, it was read and clarified while they were filling them out. In addition they were asked to fill out their name, gender, age, major, English learning experiences, age at which they started learning English, any disruption in their English Learning, and if they have been to a foreign country parts in their questionnaires. The Learning Styles Inventory questionnaires including 24 items were distributed the next session in order not to make participants bored and trigger some inaccurate answers. Similarly, whole statements were clarified while the participants were filling the questionnaire out.

4. Results and Analysis

Table 1 shows the result of the correlation test.

Table 1. Result of the Spearman Rank-Order Correlation Test

Correlations			Identity	Learning Styles
Spearman's rho	Identity	Correlation Coefficient	1.000	.137
		Sig. (2-tailed)	.	.478
		N	29	29
	Learning Styles	Correlation Coefficient	.137	1.000
		Sig. (2-tailed)	.478	.
		N	29	29

The Spearman's Rank Order correlation was run to determine the relationship between identity processing style and learning style. There was a small positive correlation between identity processing style and learning style, which was not statistically significant ($r_s(29) = .137, p = .478$). Thus, it could be concluded that the null-hypothesis which was "there is no relationship between Identity Processing Styles and Learning styles was accepted, meaning that in this particular study, Iranian young language learners' identity processing style and learning style were not related to each other.

Table 2. Group Statistics for Males and Females on Learning Style

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Learning Styles dimension1	male	6	79.3333	8.75595	3.57460
	female	23	81.9565	10.88568	2.26982

As it can be seen in table 2 above, the mean and standard deviation for the male and female groups are 79.33, 8.57 and 81.95, 10.88 respectively. In the next step, table 3 below shows the result of the independent t-test for the final conclusion. This independent t-test was run to compare the mean scores of male and female participants on learning style.

Table 3. Result of the Independent T-test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-Mean tailed)	Difference	Std. Difference	Error
Learning Styles	Equal variances assumed	.004	.947	.544	27	.591	-2.62319	4.82430	
	Equal variances not assumed			.619	494.550		-2.62319	4.23437	

As it can be seen in table 3 above, ($t(27) = .544$). Based on the results, it could be concluded that there was not a significant difference between the mean scores of the two groups on the learning style. Thus, the equality of males and females in learning styles in this particular study was showed.

5. Discussion

From the obtained results, it could be concluded that Iranian young language learners' identity processing style and learning style were not related to each other and also the equality of males and females in learning styles in this particular study was showed. These results are in accordance with the body of literature in which those individuals with foreclosed identity types are believed to postpone judgment until they are able to process and evaluate the relevant information (Berzonsky, 2004). On the other hand, Berzonsky and Kuk (2005) argued that although students with a foreclosed

style of identity may function well in well-structured educational settings their lack of academic autonomy may place them at a disadvantage in more open-ended situations where they have to manage their time and monitor their behavior. In the same direction, the same negative trend was observed among individuals with diffused orientation in comparison with achieved learners. These individuals are believed to have an effort to excuse negative performances, limited commitment, an external locus of control, and maladaptive decisional strategies (Berzonsky, 1992). They also have a rather low tolerance of ambiguity and a high need to maintain structure and cognitive closure. This style to self-construction is associated with a foreclosed identity status composing of firm goals commitments, change-resistant (Berzonsky, 2004). On the other hand, these results in contrary with some researchers findings (Sroufe, 2005; Berman, Weems, & Stickle, 2006; Waterman, 2007, so on, cited in Ranter, 2014) which have come to conclusion that there exists a direct relationship between formation of a carefully constructed identity and mental soundness and general well-being (Ranter, 2014). Moreover, as Erikson proposed (1950, cited in Ranter, 2014), successive phases of psychosocial development is led by one's identity. Regarding to significance of identity formation, determining factors to resolve such challenge has been being speculated. Also the obtained results weren't in line with Kaplan and Flum (2009, cited in Shahsavani et al., 2014) explored the combined primary theoretical assumptions of academic motivation, achievement goal theory, and identity processing styles in another study. The results show that definitions of achievement goal orientations and identity processing styles work jointly as our mental interpretive guide in various circumstances. Moreover, the possible mutual relations between adolescents' academic achievement goal orientations and identity processing styles is emphasized.

6. Conclusion

As the results of this study showed that Iranian young language learners' identity processing style and learning style were not related to each other and also the equality of males and females in learning styles in this particular study was concluded. Regarding the pedagogical practice, four implications were suggested: First, EFL stakeholders, especially FL teachers, should be aware of the fact that nonlinguistic outcomes of learning English deserve as much attention that is paid to the young language learners' English skills and proficiency. Second, as the result indicated that learners' integrative and instrumental orientations have the major effect on learners' sense of self-confidence, teachers should use different types of learners' motivations

to build up on the learners' self-confidence in learning and try to tie the instrumental, short-term objectives of the learners with the long term integrative goals which hopefully result in the learners' sense of self-efficacy, autonomy and more importantly the agency for maximum attainment. Third, teachers and language assessors also should pay attention to the high state of learners' sensitivity to identity changes. Therefore they should take the advantage of learners' immediate achievements to help learners raise their sense of self-confidence by carefully monitoring and channeling the situational needs of the learners to avoid possible negative effects on learners' identity changes. Finally and more importantly, young language learners' teachers should provide suitable opportunities for learners to draw positive links and associations between home and foreign language cultures and simultaneously cultivate learners' motivations and attitudes toward the integration of systems and cultures rather than contradictions and conflicts.

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