

## Table of Contents

Acknowledgements .....	III
Dedication .....	IV
List of Figures .....	VII
List of Tables.....	VIII
List of Abbreviation .....	IX
Abstract .....	X
<b>CHAPTER ONE : INTRODUCTION</b>	
1.1. Preliminaries.....	2
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study .....	5
1.4. Research Questions .....	6
1.5. Research Hypotheses.....	6
1.6. Significance of the Study .....	6
1.7. Scope of the Study.....	7
1.8. Definition of the Key Terms .....	7
1.9. Theoretical Framework of the study .....	9
1.10. Limitations of the Study.....	10
1.11. Delimitation of the study.....	10
1.12. Outline of this thesis.....	11
<b>CHAPTER TWO : LITERATURE REVIEW</b>	
2.1. Overview .....	13
2.2. Personality Traits.....	13
2.2.1. Definition of Personality .....	13
2.2.2. History of Personality Traits .....	14
2.2.3. Big five Personality traits.....	15
2.2.4. Personality and academic achievement.....	18
2.2.5. Motivation and Academic Achievement.....	20
2.2.6. The Big Five Personality, Motivation and Academic Achievement .....	20
2.2.7. Individual Differences and language learning .....	21
2.2.8. Empirical Studies on Personality Traits.....	22
2.3. Willingness to Communicate .....	26
2.3.1. Definition of Willingness to Communicate .....	27
2.3.2. History of WTC.....	27
2.3.3. Linguistic Self-confidence .....	30
2.3.4. Language Anxiety .....	32
2.3.5. Motivation and Attitudes.....	37
2.3.6. Individual Differences and WTC .....	39
2.3.7. The Role of Cultural Context in WTC.....	40
2.3.8. Empirical Studies on Willingness to Communicate .....	43

2.4. Empirical Studies on personality traits and WTC.....	53
<b>CHAPTER THREE : METHODOLOGY</b>	
3.1. Overview .....	57
3.2. Design of the study.....	57
3.3. Research Setting.....	58
3.4. Research Participants .....	58
3.5. Data Collection Instruments.....	58
3.5.1. Validity of the questionnaires .....	60
3.5.2. Reliability of the questionnaires.....	61
3.6. Data Collection Procedure .....	62
3.7. Data Analysis .....	62
3.8. Conclusion.....	63
<b>CHAPTER FOUR : RESULTS</b>	
4.1. Overview .....	65
4.2. Inferential Statistics.....	65
4.4. Chapter Summary.....	73
<b>CHAPTER FIVE : CONCLUSION AND IMPLICATIONS</b>	
5.1. Introduction .....	75
5.2. Restatement of the Problem .....	75
5.3. Summary of the Study.....	76
5.4. Discussion of research hypothesis .....	77
5.5. Conclusion.....	79
5.6. Implications of the Study .....	80
5.7. Suggestions for Further Research .....	80
5.8. Final Remarks .....	81
<b>References .....</b>	<b>82</b>
Appendixes.....	100
Appendix A: Original Questionnaire .....	100
Appendix B: Persian Translated Questionnaire .....	104

## List of Figures

2-1: MacIntyre et al.'s (1998) heuristic model of variables influencing WTC.....	30
2.2. Wen and Clément's (2003) model of WTC for EFL students in China Not.....	42
(Wen & Clément, 2003) .....	42
4.1. Comparison between mean ranks of personality traits.....	68
4.2. Comparison between mean ranks of Qualities .....	70
4.3. Comparison between mean ranks of Factors.....	72

## List of Tables

3.1. Validity of questionnaires.....	61
3.2. Internal Reliability of the questionnaire .....	62
4.1. One-Sample Kolmogorov-Smirnov Test.....	65
4.2. one-sample statistics for the factors of personality traits .....	66
4.3. The results of one-sample t-test.....	66
4.4. Ranks of personality traits .....	67
4.5. Test Fridman Statistics .....	67
4.6. one-sample statistics for the factors of WTC qualities.....	68
4.7. The results of one-sample t-test.....	69
4.8. Ranks of WTC qualities .....	69
4.9. Test Fridman Statistics .....	70
4.10. Pearson correlation between WTC and personality traits .....	71
4.11. Ranks of factors willing to speak .....	71
4.12. Test Fridman Statistics .....	72

## List of Abbreviation

<b>A</b>	Agreeableness
<b>C</b>	Conscientiousness
<b>CLT</b>	Communicative Language Teaching
<b>E</b>	Extroversion
<b>EAGS</b>	East Asian International Graduate Students
<b>EFL</b>	English As A Foreign Language
<b>FL</b>	Foreign Language
<b>GPA</b>	Grade Point Average
<b>L1</b>	First Language
<b>L2</b>	Foreign/Second Language
<b>N</b>	Neuroticism
<b>O</b>	Openness To Experience
<b>SDT</b>	Self-Determination Theory
<b>SLA</b>	Second Language Acquisition
<b>UCS</b>	Unwillingness To Communication Scale
<b>WTC</b>	Willingness To Communicate

**Abstract:**

The main aim of this study was to investigate the relationship between pre-intermediate EFL learners' personality traits and their willingness to communicate. The target population for the present study was pre-intermediate EFL learners, age range of 15 to 40 which 90 EFL learners established as the subjects of the study. The current study was a survey that was conducted in a language institute in Kerman, district 2. The questionnaires were given to the students with the permission of the manager. The main data collection instrument of present study was 2 questionnaires of Big 5 Personality Traits Questionnaire by Goldberg (1992) and Willingness to communicate questionnaire by Gutmann (2012). The study used both inferential and descriptive study to analyze the data using SPSS software version 24. The inferential data set to offer Pearson Correlation and Freedman test as well as chi-square. The results showed that there is a meaningful relationship between the learners' personality traits and their WTC.

**Keywords:**

Personality traits, Willingness to Communicate, English

**CHAPTER ONE**  
**INTRODUCTION**

## **1.1. Preliminaries**

More than one and a half billion native and nonnative speakers use English all around the world as a first, second, or foreign language (Strevens, 1992). While one fourth of all English users are native speakers, the remaining majority use English as a second or foreign language to communicate with both native and nonnative speakers of English (Strevens, 1992). Two thirds of these nonnative speakers of the language have learned English in the past twenty years, and the number of people who use the English language continues to increase. Today, English is used in areas from diplomacy, international trade, and tourism to international media, air-traffic control, and technology. All these suggest that English has become an international language that is used for communication among different nations and cultures (Alptekin, 2002; Norton, 1997; Smith, 1992; Strevens, 1992).

In the past, the aim of teaching English was the mastery of the structure of the language. However, in this age of communication, English seems to be playing a major role, and the purpose of teaching the language has shifted from the mastery of structure to the ability to use the language for communicative purposes. Thus, the communication aspect of teaching English has gained importance. Moreover, the ultimate goal of language learning is currently defined as “authentic communication between persons of different languages and cultural backgrounds” (McIntyre, Clement, Dornyei, & Noels, 2002, p. 559).

Personality has long been a particular focus of interest in education because personality traits make a difference in how people learn and what they learn (McCaulley & Natter, 1974; Myres & Myres, 1980). Therefore the aim of the present study is to investigate the relationship between pre-intermediate EFL learners' personality traits and their willingness to communicate.



## **1.2. Statement of the Problem**

Foreign/second language (L2) teaching has undergone many changes and revisions over the past century. In the past, English language teaching emphasized the mastery of structures, but more recently the communicative competence of the language learners and the use of language for the purpose of communication have been emphasized (Cetinkaya, 2005). Communicative language teaching (CLT) highlights the use of language for meaningful communication in the process of foreign and second language acquisition. As MacIntyre and Charos (1996) maintain, “recent trends toward a conversational approach to second language pedagogy reflect the belief that one must use the language to develop proficiency, that is, one must talk to learn” (p. 3). L2 learners cannot become proficient unless they use language communicatively. In spite of this, when language learners have the opportunity to use the second language, they show differences in speaking the L2. Some learners seek every opportunity to speak the L2 in the classroom, while others remain silent. Willingness to communicate (WTC) in the second or foreign language is the construct that explains the differences in learners’ intention to communicate in the L2. It is considered to be an individual difference variable and has been recently investigated by many researchers (Cao, 2011; Ghonsooly, Khajavy, & Asadpour, 2012; MacIntyre & Legatto, 2011; Peng, 2012). WTC is defined as “a readiness to enter into discourse, at a particular time with a specific person or persons, using L2” (MacIntyre, Clement, Dornyei, & Noels, 1998, p. 547). It is seen as the ultimate goal of language learning because a higher willingness to communicate in a foreign language (L2WTC) facilitates L2 use (MacIntyre et al., 1998).

When the purpose of teaching English is defined in terms of communication, the issues of whether the learners will communicate in English when they have the chance and what will affect their willingness to communicate gain importance. Recently, the “Willingness to Communicate” (WTC) model, which integrates psychological, linguistic, and communicative variables to describe, explain, and predict second language (L2) communication, has been developed by MacIntyre, Clement, Dornyei,

and Noels (1998). They define willingness to communicate as “a readiness to enter into discourse at a particular time with a specific person or persons, using L2” (p. 547). According to the WTC model, both “enduring” and “situational” factors affect one’s willingness to communicate in a second language, which is quite different from one’s WTC in her native tongue. Enduring influences are identified as the personality of the language learner, the social context in which she lives, intergroup attitudes between native speaker and second language groups, general self-confidence of the learner, and her motivation to learn English. Situational influences are identified as one’s desire to communicate with a specific person, and the self-confidence that one feels in a specific situation. In the WTC model, it is hypothesized that all these social, affective, cognitive, and situational variables influence one’s willingness to communicate in the second language, which in turn predicts one’s actual use of that second language.

Although WTC is a recently developed model, several studies have already been conducted to test it (Baker, MacIntyre, Baker, Clement, Conrod, 2001; Clement, Baker, & MacIntyre, 2003; Hashimoto, 2002; MacIntyre, 2000; MacIntyre, Baker, Clement, & Donovan, 2002; MacIntyre & Charos, 1996; Yashima, 2002). These studies have illustrated that students’ perceived language competence (rather than their actual competence) and lack of communication anxiety are directly related to their WTC in a second language (Baker & MacIntyre, 2000; Clement, Baker, & MacIntyre, 2003; Hashimoto, 2002; MacIntyre & Charos, 1996; Yashima, 2002). Moreover, recent studies (Clement Baker, & MacIntyre, 2003; Yashima, 2002) combine the notions of perceived language competence and lack of communication anxiety to form a notion of linguistic self-confidence.

On the other hand, there have been some obstacles in front of EFL learners who have been trying to master English as one of their major goals in their following the academic purposes. These obstacles fall within a number of areas. Some are related to the teaching methods and some others may be related to the personal qualities and characteristics of the learners, either social or psychological. These traits may affect the learners' willingness to communicate, their level of motivation, their tendency to