The Relationship of Personality Traits with English Speaking Anxiety: A Study on Turkish University Students

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ABSTRACT

Speaking in front of people is challenging even in one's own language. Since personality and speaking anxiety are interrelated, students' personality types are important to find out the reasons for their anxiety. The aim of the current study is to determine the personality traits of the participants; to investigate their foreign language speaking anxiety levels; and to find out whether students' personality traits significantly predict their foreign language speaking anxiety. According to the results, extraversion, openness and conscientiousness significantly and negatively but neuroticism and agreeableness significantly and positively predict foreign language speaking anxiety. The majority have agreeableness which predicts foreign language speaking anxiety positively; this may explain why people cannot speak English in our country.

KEYWORDS

Foreign language speaking; university students; personality traits; anxiety; English language teaching; Turkey.

INTRODUCTION

According to a study conducted in Turkey the participants rated themselves as medium talkative (Alishah, 2014). English speaking is observed as an anxiety provoking factor by Turkish university students (Öztürk and Gürbüz, 2014), and this anxiety may provoke lack of willingness to speak. And although language learning anxiety is not a personality trait, it is accepted as a situational specific anxiety (Horwitz, 2001; MacIntyre and Gardner, 1991). Learners without any anxiety may experience anxiety while learning a foreign language; accordingly, foreign language anxiety is different from other anxiety types and it may have negative influences on language learning (Horwitz, 2001).

Therefore, it can be asserted that personality and speaking anxiety are interrelated. Since speaking awakens more anxiety than other language skills and is negatively affected by anxiety (MacIntyre and Gardner, 1994; Horwitz, 2001; Öztürk and Gürbüz, 2014), FLSA (foreign language speaking anxiety) may have some importance in foreign language learning (FLL) process.

Anxiety in speaking skill can be suggested as one of the most common problems in FLL, because there is a negative correlation between anxiety and performance (MacIntyre, 1995). According to MacIntyre (1995), there is a negative correlation between anxiety and performance, and anxiety damages the performance of learners in reading and learning tasks, listening comprehension, speaking and repetition. But, there are others factors that affect the anxiety of speakers; these factors are the personality traits of individuals, because anxiety is closely related to personality traits (MacIntyre and Charos, 1996; Apple, 2011; Horwitz, 2001; MacIntyre and Gardner, 1991).

Individual differences in personalities may affect the level of anxiety in foreign language speaking of learners together with their level of English, because cognitive and non-cognitive personal varieties affect the development of knowledge (Furnham and Chamorro-Premuzic, 2004; Rammstedt, Lechner, and Danner, 2018). Therefore, personality may be asserted as an important factor to understand the reasons of FLSA together with academic success because affect has important influence on speaking a foreign language (Furnham and Chamorro-Premuzic, 2004; O'Connor and Paunonen, 2007).

As a result, it seems important to investigate why some students are not eager to speak English and feel speaking anxiety. The factors related to the personality traits of learners may determine and affect the FLSA and so, influence their communication abilities and competence in English negatively or positively. For that reason, it seems that there exists a need for an investigation to understand the influence of personality traits on foreign language speaking anxiety in Turkey.

Hence, the current study aims at finding answer to the following research questions:

1. What are the personal traits' scores of the participants?

2. Is there a significant difference between the means of foreign language speaking anxiety scores of ELT and ELL students?

3. Do ELT students' personality traits and foreign language speaking self-efficacy scores significantly predict their foreign language speaking anxiety?

4. Do ELL students' personality traits and foreign language speaking self-efficacy scores significantly predict their foreign language speaking anxiety?

REVIEW OF LITERATURE

Background of Personality

In scientific studies of traits (MacIntyre and Charos, 1996; Apple, 2011; Horwitz, 2001; MacIntyre and Gardner, 1991), it has been determined that the individuals use trait descriptors

in their natural languages and they can be clustered together according to the similarities in their inclinations, so there are generalizations in personality.

At the beginning, ancient humours were used to describe the personalities of the people, but with scientific development, personality traits began to use words, i.e. adjectives explain the personalities of individuals. Five dimensions of personality first occurred in 1960s and the investigations on the Big Five became intense during 1980s and 1990s. The Big Five is accepted as a comprehensive personality traits model and individual differences among normal people can be organized as five orthogonal or independent dimensions; these are extraversion, agreeableness, conscientiousness, neuroticism and openness (John et al., 1991).

Studies suggest that cognitive and non-cognitive personal varieties affect the development of knowledge (Furnham and Chamorro-Premuzic, 2004). Personality traits are among these non-cognitive individual differences and some studies show that in comparison with cognitive ability, Big Five personality traits predict academic success more (Furnham and Chamorro-Premuzic, 2004; O'Connor and Paunonen, 2007).

Traces of personality traits can be found on FLL about affective and non-linguistic dimensions in history. Many psychology researchers such as Eysenck and Eysenck (1985), and Costa and McCrae (1992) noted the strong relation between affect and neuroticism and extraversion. Also some other researchers such as Watson and Clark (1992) noted that affective factors like self-esteem and confidence had relationships to some extent with openness, agreeableness and conscientiousness.

Extroversion is seen as having a weak relationship with foreign language speaking anxiety. This is because extroverted learners can be more active and more engaged in tasks during classes and as a consequence, their choice may decrease their FLSA. So, Extroversion can be asserted to be directly connected with FLSA. However, neurotic learners are not eager to take part in activities and tasks in classes and emotional states like nervousness and anxiousness of learners constitute the neuroticism. Therefore, if learners have lower neuroticism, they may have lower speaking anxiety in the classes.

According to the investigations, extraversion has relations with affect and personality (Yik et al., 2002), with strongest learning goal orientation (Payne et al., 2007), with motivation of engagement to improve oneself better (Komarraju and Karau, 2005; Chamorro-Premuzic, 2016), with English learning (Homayouni, 2011), with foreign language speaking anxiety (MacIntyre and Charos, 1996; Apple, 2011), with being too talkative (Curşeu, Ilies, Vîrgă, Maricuţoiu and Sava, 2018) and with openness (Kashiwagi, 2002). Besides, students are moderately extraverted in Turkey (Alishah, 2015) and extravert participants and extroverted teachers are found more active in language classes. In another study, agreeableness is the first and openness is the second personality traits among university students in Turkey (Yanardöner, 2010).

Openness personality trait was detected to have the highest ratio among other traits in some investigations. And learning English (Homayouni, 2011) and speaking in English (MacIntyre and Charos, 1996; Apple, 2011) were positively correlated with openness. It has also significant

correlations with different features of communicative competence (Verhoeven and Vermeer's, 2002). Besides, openness has significant relations with classroom performance and GPA (Rothstein et al., 1994), strong learning goal orientation (Payne et al., 2007) and even with academic achievement (Laidra et al., 2007). It was also found out that formation ability was positively correlated with openness (King et al., 1996) and openness was correlated positively with agreeableness but negatively with neuroticism (Rubinstein, 2005) as it was in the current study.

Also conscientiousness has positive significant relations with academic achievement and academic success (Furnham and Chamorro-Premuzic, 2004; O'Connor and Paunonen, 2007), with GPA, with individual score (Laidra et al., 2007) and with grades as well (Chamorro-Premuzic and Furnham, 2003). In related investigations conscientiousness has relations with motivation of achievement and feeling towards learning (Komarraju and Karau, 2005), with different features of communicative competence (Verhoeven and Vermeer's, 2002) and neuroticism (Rubinstein, 2005).

In other studies, agreeableness has relations with formative capabilities (King et al., 1996), with conscientiousness, openness and neuroticism (Rubinstein, 2005), with English learning (Homayouni, 2011). And there are relations between neuroticism and affect and personality (Yik et al., 2002), with self-esteem (Marlar and Joubert, 2002) and with both agreeableness and conscientiousness (Rubinstein, 2005), with many negative items and personality problems of people (Digman, 1990).

Background of Foreign Language Speaking Anxiety

It can be suggested that anxiety has not only psychological but also physiological aspects and since learning a foreign language involves both interpersonal and social effort, the importance of affective factors should be taken into consideration in FLL (Horwitz, 2000).

Learners can experience any kind of anxiety during their foreign language classes without any discrimination of age, level, gender or nationality. Anxiety is an important and crucial factor in all learning types. For that reason, anxiety is complicated, multidimensional and crucial for FLL as well, since there are many affective variables in FLL process. It is not an objective but subjective feeling of stress and dread which occurs especially during second or foreign language learning process such as listening, studying, writing and speaking (MacIntyre and Gardner, 1993). According to MacIntyre (1995), there is a negative correlation between anxiety and performance and anxiety damages the performance of learners in reading and learning tasks, listening comprehension, speaking and repetition.

According to foreign language anxiety studies, language learning anxiety is not a personality trait but classified as a situational specific anxiety (Horwitz, 2001; MacIntyre and Gardner, 1991). Another important point here is that normally those learners who do not experience anxiety may feel anxious when they learn a foreign language; so this reality

differentiates foreign language anxiety from other anxiety types (Horwitz, 2001). This reality may indicate the menacing and debilitating influences of anxiety on language learning.

The huge research on foreign language anxiety indicates that speaking and other oral activities in FLL provoke more anxiety than listening, reading and writing, and is the most questionable one. Many researches and authorities have agreed upon the fact that anxiety has negative effects on speaking and these negative effects are crucial and anxiety in foreign language may influence learners' achievement (MacIntyre and Gardner, 1994; Horwitz, 2001; Öztürk and Gürbüz, 2014).

Accordingly, to investigate the issue further, this study aims to examine the relationships between the personality traits and foreign language speaking anxiety and how these personality traits predict students' FLSA and to find out the important personality factors that may affect students' FLSA. The differences in personality, the level of FLSA of the students and relations among these two factors between English Language Teaching and English Language and Literature Departments are taken into consideration.

Therefore, the factors related to personality traits and foreign language speaking anxiety, how these factors are measured with Turkish students and the relations between students' foreign language speaking anxiety and their personalities are the subjects of this investigation.

METHODOLOGY

The current study has the features of quantitative research design which has comparative and correlational characters in nature. It is also a descriptive study since it describes what exists and may show new facts and meaning beyond what is supposed to exist. In this study, correlation between personality traits and FLSA was also investigated.

The Sample

For the current study convenience sampling was applied because the participants were chosen according to their existence at the time of application of questionnaires in accordance with their convenience of accessibility and proximity.

In this study, 923 4th year students of English Language Teaching departments and 922 4th year students of English Language and Literature departments from 31 different universities in Turkey, totally over 2000 students, participated in the study and the data were analyzed with SPSS 22.0.

The current research was conducted without any intervention; data were collected at one time and the participants were measured once during Spring semester of 2015, from February till July. All questions in all questionnaires should have been answered fully. Therefore, cases with any missing responses were accepted as false participants and were eliminated. After the removal of missing responses, final n-size was 1845.

Instruments

In order to collect data, two instruments were used in this study: The Big Five Inventory and Foreign Language Classroom Anxiety Scale.

The Big Five Inventory

The Big Five Inventory is a questionnaire consisting of 44 short-phrase items and it assesses personality traits (John et al., 1991). For the current study, Cronbach's Alpha coefficient was found .62 for extraversion; .69 for openness; .62 for neuroticism; .61 for agreeableness and .68 for conscientiousness, with an average of .65. Therefore, it may be suggested that the questionnaire items used in the current study have a fairly good internal consistency.

Foreign Language Classroom Anxiety Scale

Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986) is a standard instrument for investigators to find out the level and degree of foreign language anxiety occurring in foreign language classrooms. FLCAS consists of 33 items on 5 points Likert scale. For the current study, Cronbach's Alpha coefficient for 33 items was found to be .92. for FLCAS. Therefore, it may be suggested that the questionnaire items used in the current study have a real good internal consistency.

Data Analysis

Interval scales were used in the current study based on two questionnaires with 5 categories of Likert scale ranging from 1 (strong disagreement) to 5 (strong agreement) and 2, 3 and 4 representing intermediate judgments.

The data were analyzed using the Statistic Package for Social Sciences (SPSS) through descriptive (means, percentages and standard deviations) and inferential statistics (regression); so identified features of the data in the study were described.

The independent sample t-test was employed to compare the means of two independent groups; these were foreign language speaking anxiety scores of ELT and ELL groups.

A multiple regression model was used to test the effects of independent variables on dependent variable and to determine how independent variables affect the dependent variable. In the current study, there is one dependent variable; foreign language speaking anxiety. And five personality traits are the independent variables of the study. Moreover, multiple regression analysis was used to determine which independent variables predicted the dependent variable best; that is to say, which of the five personality traits predicted the foreign language speaking anxiety best.

RESULTS

Analysis of the Research Question 1

What are the personal traits' scores of the participants?

The answers of the students to the Big Five Inventory were analyzed through descriptive statistics in order to find out the personality traits of the participants.

Table 1 consists of the minimums, maximums, means and standard deviations of personality traits of the ELT Department participants.

Table 1. Descriptive Statistics of Personality Traits of ELT Department Participants

	n	Minimum	Maximum	Mean	Std. Deviation
Agreeableness	923	1.56	5.00	3.69	.55
Openness	923	1.90	5.00	3.69	.54
Conscientiousness	923	1.67	5.00	3.52	.58
Extraversion	923	1.10	5.00	3.32	.63
Neuroticism	923	1.00	4.88	2.84	.64
Total	923				

And Table 2 consists of the minimums, maximums, means and standard deviations of personality traits of the ELL Department participants.

Table 2. Descriptive Statistics of Personality Traits of ELL Department Participants

	n	Minimum	Maximum	Mean	Std. Deviation
Agreeableness	922	1.89	4.89	3.54	.56
Openness	922	1.30	4.90	3.47	.60
Conscientiousness	922	1.56	5.00	3.33	.60
Extraversion	922	1.40	5.00	3.17	.57
Neuroticism	922	1.00	5.00	2.96	.59
Total	922				

According to results, all five personality traits were detected in different portions in both groups and the highest proportion of personality traits of participants is agreeableness; then openness and conscientiousness come. In the 4th place extraversion exists. And the smallest proportion of personality traits is neuroticism for the participants.

Analysis of the Research Question 2

Is there a significant difference between the means of foreign language speaking anxiety scores of ELT and ELL students?

The answers of the students to the FLCAS were analyzed through descriptive statistics in order to find out the level of foreign language speaking anxiety of the participants. Besides, another analysis was done through inferential statistics by using independent samples t-test. An independent samples t-test was conducted to compare the two means (ELT-ELL) and determine if there were differences between ELT and ELL groups in terms of FLSA.

Table 3 consists of the mean scores of FLSA and their significance rates of ELT-ELL students.

Table 3. Foreign Language Speaking Anxiety T-test results of ELT-ELL groups

	n	Mean	Std. Deviation	t	p
ELT	923	2.60	.66		
ELL	922	2.89	.62	9.73	.000

Analysis of the participants' answers reveals that the average speaking anxiety mean score of ELT group is lower than ELL group. In other words, ELL students seem slightly anxious in foreign language speaking than ELT students. According to the results of the t-tests, there is a significant difference (t=9.73, p<.05) between ELT and ELL with respect to above variable.

Analysis of the Research Question 3

Do ELT students' personality traits scores significantly predict their foreign language speaking anxiety?

Multiple linear regression analysis was applied to predict FLSA from personality traits and to find out to what extent personality traits affect FLSA and to explore their relations. Another aim of employing multiple regression analysis is to have a precise predictive model to reveal the relationship between several independent variables (personality traits) and a dependent variable (FLSA). Here, the aim is to discover how the value of FLSA is changed while each of the personality traits is varied with FLSA when the other variables are remained fixed; and to discover which of the personality traits are related to FLSA and the pattern of these relationships for ELT group.

The results can be seen on Table 4 below:

Table 4. Summary of Multiple Linear Regression Analysis with Personality Traits as Predictors of FLSA for ELT students (n=923)

Predictors	B	SE_B	β	t	p
Agreeableness	.076	.036	.063	2.127	.000***
Openness	-.073	.037	-.059	-1.979	.048*
Conscientiousness	-.022	.035	-.019	-.622	.534
Extraversion	-.192	.033	-.183	-5.813	.000***
Neuroticism	.258	.030	.249	8.462	.000***

$R = .620$ $R^2 = .384$

$F_{(6, 909)} = 94.43$ $p = 000***$

*p<.05. **p<.01. ***p<.001*

This model is significant. The results of multiple regression analysis show that agreeableness, openness, extraversion and neuroticism explain approximately 38% of the total variance in FLSA for ELT students ($F_{(6.909)} = 94.43$ p = .000; R = .620 R2 = .384). The most significant predictors of FLSA for ELT students are neuroticism, extraversion, agreeableness and

openness respectively, so neuroticism (Beta = .249, t(909) = 8.462, p < . 001), extraversion (Beta = -.183, t(909) = -5.813, p < . 001), agreeableness (Beta = .063, t(909) = 2.127, p < . 001) and openness (Beta = -.059, t(909) = -1.979, p < . 05) significantly predict FLSA in ELT group. Among the variables, extraversion (Beta = -.183, p < . 001) and openness (Beta = -.059, p < . 05) have negatively significant and neuroticism (Beta = .249, p < . 001) and agreeableness (Beta = .063, p<.001) have positively significant relations with FLSA. However, conscientiousness (Beta = -.019, p > . 05) is not a significant predictor of FLSA for ELT students. While the most anxious personality traits are neuroticism and agreeableness, the least anxious ones are extraversion and openness.

Analysis of the Research Question 4

Do ELL students' personality traits scores significantly predict their foreign language speaking anxiety?

Again multiple linear regression analysis is applied for ELL group as well.

The results can be seen on Table 5 below:

Table 5. Summary of Multiple Linear Regression Analysis with Personality Traits as Predictors of FLSA for ELL students (n=922)

Predictors	B	SE_B	β	t	p
Agreeableness	.082	.036	.075	2.295	.022*
Openness	-.043	.035	-.042	-1.244	.214
Conscientiousness	-.097	.036	-.094	-2.704	.007**
Extraversion	-.223	.034	-.207	-6.488	.000***
Neuroticism	.230	.032	.221	7.143	.000***

R = .516 R^2 = .267

$F_{(6. 896)}$ = 54.26 p = 000***

*p<.05. **p<.01. ***p<.001

This model is significant. The results of multiple regression analysis show that agreeableness, openness, extraversion and neuroticism explain approximately 27% of the total variance in FLSA for ELL students (F (6.896) = 54.26 p = .000; R = .516 R2 = .267). The most significant predictors of FLSA for ELL students are neuroticism, extraversion, conscientiousness and agreeableness respectively, so neuroticism (Beta = .221, t(896) = 7.143, p < . 001), extraversion (Beta = -.207, t(896) = 6.488, p < . 001), conscientiousness (Beta = -.094, t(896) = -2.704, p < . 01) and agreeableness (Beta = .075, t(896) = 2.295, p < . 05) significantly predict FLSA in ELL group. Among the variables extraversion (Beta = -.207, p < . 001) and conscientiousness (Beta = -.094, p < . 01) have negatively significant and neuroticism (Beta = .221, p < . 001) and agreeableness (Beta = .075, p < . 05) have positively significant relations with FLSA. However, openness (Beta = -.042, p > . 05) is not a significant predictor of FLSA for ELL students. Among

the personality traits while the most anxious ones are neuroticism and agreeableness, the least anxious PTs are extraversion and conscientiousness.

To sum up, the majority of the participants have agreeableness and the participants with neuroticism are in minority. There are significant differences between the mean scores of ELT and ELL students' personality traits and their FLSA scores. Also significant relationships between the scores of FLSA and the scores of personality traits of the participants are detected. According the results, high extraversion means low FLSA and high neuroticism means high FLSA. These results can be asserted as same for both ELT and ELL groups.

DISCUSSION

In this section, findings and their interpretations with respect to the relevant literature will be discussed. There are four major issues investigated in this study. These are detailed below.

Personality traits

The first issue is about the personality traits of the participants. Both groups have all personality traits in them and it is possible to distinguish all personality traits and the sequence of the personality traits is same for both ELT and ELL groups. The highest construct of personality traits for both groups is agreeableness; whereas, the others are openness, conscientiousness, extraversion and neuroticism respectively.

In both groups, agreeableness has the highest score. This finding is in accordance with the result of another study in Turkey where agreeableness is found to be the first personality trait among university students as well (Yanardöner, 2010). However, among Turkish adults, extraversion, openness and conscientiousness personality traits are higher than neuroticism and agreeableness. This can be explained by adaptation of individuals; university environment is less competitive and students are friendlier and so, agreeableness can be accepted naturally. However, when people begin to work, competition becomes a reality and people may become more preserved in contrast to university environment. Therefore, it can be asserted that students with agreeableness may become extravert in their workplaces. The finding of the current study is accordance with the above-mentioned finding since the participants' average age is 22.8 and agreeableness has the highest proportion among all personality traits.

Next highest score is openness. This finding is also in accordance with Yanardöner's (2010) study where openness is the second personality trait among university students in Turkey. One possible reason as to why openness is the second highest construct may be the fact that participants can build the most suitable personal relations in their environments. In psychological research, openness is closely related to affective factors like confidence, self-esteem and experience (Watson and Clark, 1992). While people who care about others' welfare are assessed positively in Western cultures, personal relationships are hierarchical and this hierarchy starts with the language used in Turkish families. First intimate relations occur in families but as children grow up, they are presented to a network of human relations including

in-group and out-of-group activities. In-group, relations are related to individuals themselves through membership of a group like family, work or school; if there are no joint activities, those people are considered as out-of-group. The fact that the participants are all fourth-year ELT-ELL students, i.e. seniors, means that they are the eldest in their departments. So, they know their environment well and they are halfway through their professional lives. This might prove that they have high self-confidence and marked openness items accordingly.

The dimension conscientiousness stands in the middle among five personality dimensions for both ELT and ELL groups. Conscientiousness is correlated negatively with neuroticism (Rubinstein, 2005).

The next dimension for both ELT and ELL groups is Extroversion. This finding of the current study is in accordance with previous studies where it is found out that extravert participants start conversations, introduce new topics, make restatements and build longer sentences while introverts ask questions in classroom.

And the lowest score for both ELT and ELL groups is neuroticism whose characteristics are assumed as vulnerability, self-consciousness, depression, impulsiveness, angry hostility and anxiety (Barrick and Mount, 1991). These are the negative factors affecting foreign language speaking, and it is seen in the current study that both ELT and ELL groups have neuroticism trait at the least. However, the results show that this is the smallest dimension of personality traits for both ELT and ELL groups. This can be a positive stimulant and a good thing for both ELT and ELL groups to have least neuroticism, since many negative items and personality problems of people are reflected in neuroticism (Digman, 1990).

The levels and differences

The second issue investigated in the current study is about the levels and differences between the means of foreign language speaking anxiety scores of ELT and ELL students. The t-test result reveals that there is a significant difference (t=9.73, p < .05) between ELT and ELL with respect to their foreign language speaking anxiety scores.

This finding shows that FLSA mean score of ELT group (M = 2.60) is lower than FLSA mean score of ELL group (M = 2.89). In other words, ELL students are more anxious in foreign language speaking than ELT students. This result is in accordance with another investigation on Turkish students where the participants observe English speaking as an anxiety provoking factor (Öztürk and Gürbüz, 2014).

Analysis to predict FLSA from personality traits of ELT students

For the third issue multiple linear regression analysis was conducted to predict FLSA from personality traits and to find out to what extent this prediction exists. Besides, how each personality trait is varied with FLSA, which personality traits are related to FLSA and what the pattern of their relationships were also investigated.

The results in Table 4 demonstrate that this model of multiple regression analysis is significant and the variables explain approximately 38% of the total variance in FLSA for ELT

students. Among the five personality traits, extraversion (β= -.183) and openness (β= -.059) negatively, and neuroticism (β= .249) and agreeableness (β= .063) positively predict the FLSA of ELT group. Here, it should also be noted that extraversion is the least anxious trait, and neuroticism is the most anxious trait for ELT group. On the other hand, conscientiousness personality trait does not significantly predict FLSA.

Analysis to predict FLSA from personality traits of ELL students

For the fourth issue again multiple linear regression analysis is conducted to predict FLSA from personality traits and to find out to what extent this prediction exists. Besides, how each personality trait is varied with FLSA, which personality traits are related to FLSA and what the pattern of their relationships are also investigated.

The results in Table 5 demonstrate that this model of multiple regression analysis is significant and the variables explain approximately 27% of the total variance in FLSA for ELL students. Among the five personality traits, extraversion (β= -.207) and conscientiousness (β= -.094) negatively, and neuroticism (β= .221) and agreeableness (β= .075) positively predict the FLSA of ELL group. Here, it should also be noted that extraversion is the least anxious trait and neuroticism is the most anxious trait for ELL group. On the other hand, openness personality trait does not significantly predict FLSA.

Regarding the issues in 3rd and 4th research questions, it is determined that four of the five personality traits significantly predict FLSA for both ELT and ELL groups. However, conscientiousness for ELT group and openness for ELL group do not predict FLSA significantly, although they have negative relations with FLSA. This means that all five personality traits can predict FLSA to some extent.

In both groups, neuroticism and agreeableness have positive relations with FLSA. Extraversion is the only personality trait for both groups as the highest predictor of FLSA which has a negative relation with it as well. Openness in ELT group and conscientiousness in ELL group are the second personality traits with negative relations with FLSA. This means the more extravert, open to new experiences and conscientious the participants are, the less anxious they are in speaking English. Similarly, the more neurotic and agreeable the participants are, the more anxiety they feel. Accordingly, except neuroticism and agreeableness, the other three personality traits affect FLSA negatively.

For all participants, extraversion and neuroticism attract more attention. Extraversion is the first personality trait which has a negative relation with FLSA, although it is the fourth personality trait according to mean scores of all PTs. This means that extravert participants are not in majority but they are the least anxious foreign language speakers. Thus, the more extravert people are, the less anxious they are in speaking a foreign language. And neuroticism is the fifth and the last personality trait according to mean scores of all PTs. This means that neurotic participants are in minority but they are the most anxious foreign language speakers. Besides together with agreeableness, neuroticism is one of the two personality traits which have

a positive relation with FLSA; this means the more neurotic a person is, the more anxious s/he is in speaking a foreign language.

This finding on extraversion and neuroticism is in accordance with some researchers in psychology that extraversion and neuroticism are closely related to each other (Eysenck and Eysenck, 1985). Also according to an investigation of Yik et al. (2002), extraversion and neuroticism have the biggest correlation between affect and personality.

The current study found out that extravert students are the least anxious English speakers. This indicates that Turkish university students high in extraversion can cope with foreign language speaking anxiety better than the students low in extraversion or students with other personality traits; they are the least anxious group while they speak in English. In other words, the participants who look for stimulation and excitement prefer large gatherings and groups and who are likely to be optimistic and cheerful can fight against foreign language speaking anxiety and speak English better than their peers with other personality traits. This finding of the current study is in accordance with another study where the strongest learning goal orientation is recorded for students with high extraversion (Payne et al., 2007).

This may also indicate that students with high extraversion level may be better capable of reducing their anxiety level, encouraging themselves and stabilizing their emotions. Besides, they are more eager to cooperate and empathize with others in their English learning process and ask questions during language classes. Again, this result is in accordance with another investigation suggesting that extraversion explains motivation of engagement to improve oneself better (Komarraju and Karau, 2005).

Even in language classes of extroverted teachers, students participate to lessons more and they highly interact with their peers. For that reason, it can be asserted that extroversion is positively correlated with English learning (Homayouni, 2011). Besides, extraversion has a negative relation with FLSA and extroverted learners are the least anxious foreign language speakers maybe because they engage activities and tasks in language classes and so, this engagement decreases English speaking anxiety. This result also aligns with the results of MacIntyre and Charos (1996) and Apple (2011) where foreign language speaking anxiety is directly affected by extraversion. For the current study, among all PTs, extraversion is the most significant predictor of FLSA and a positive contributor against anxiety. Besides, it was found out that the majority of the students were moderately extraverted in Turkey (Alishah, 2015).

Besides, the majority of the extravert participants in the current study feel social and they are enthusiastic in their lives. However, the talkative ones may be assertive as well. Again, the majority of the participants are not reserved, quiet and shy. This finding also agrees with Eysenck and Eysenck (1985) that extravert language learners are faster, more willing because of their ineffective memory and functional processing. But, although it is believed that extraversion directly and negatively affects FLSA (MacIntyre and Charos, 1996), Apple (2011) suggests that extraversion affects FLSA indirectly depending on various social situations.

Openness is the second personality trait which has a negative relation with FLSA for ELT group while it is conscientiousness for ELL group in the current study. Participants with openness are less anxious foreign language speakers after extravert ones. This result is in accordance with Kashiwagi's (2002) result that openness is correlated with extraversion. The factor openness is closely related to affective factors like confidence, self-esteem and experience (Watson and Clark, 1992).

Openness personality trait was detected to have the highest ratio among other traits in some investigations. And learning English (Homayouni, 2011) and speaking in English (MacIntyre and Charos, 1996; Apple, 2011) were positively correlated with openness. It has also significant correlations with different features of communicative competence (Verhoeven and Vermeer's, 2002). Besides, openness has significant relations with classroom performance and GPA (Rothstein et al., 1994), strong learning goal orientation (Payne et al., 2007) and even with academic achievement (Laidra et al., 2007). When all these findings about openness are taken into consideration, it can be seen that the result of the current study aligns with these findings. The participants with high openness are less anxious about foreign language speaking after extraverts. It was also found out that formation ability was positively correlated with openness (King et al., 1996) and openness was correlated positively with agreeableness but negatively with neuroticism (Rubinstein, 2005) as it was in the current study.

In the current study, openness significantly predicts FLSA and this result means that Turkish university students are open to new ideas, new original values and have desire to discover both their inner and outer worlds. Therefore, high openness may have important influence on foreign language speaking because it has relations with self-esteem and confidence (Watson and Clark, 1992) and with different features of communicative competence (Verhoeven and Vermeer's, 2002).

Since openness has positive contribution to motivation of engagement and it is negatively related to negative feeling towards learning (Komarraju and Karau, 2005), it may have high significant correlation with FLSA. This finding of the current study is in accordance with another study's finding that openness is correlated positively with English learning (Homayouni, 2011).

However, conscientiousness is the second personality trait which has a negative relation with FLSA for ELL group while it is openness for ELT group in the current study. From this result, it can be inferred that students with high conscientiousness who are organized and disciplined are employing good study habits and more ready to learn and so, they have better results in English. This result also aligns with the finding of Apple (2011) that conscientiousness has strong indirect impact on foreign language speaking. It is also correlated positively with agreeableness but negatively with neuroticism (Rubinstein, 2005) as it is in the current study.

According to these results, Turkish university students who are generally self-disciplined, well-organized and reliable in their lives tend to be less anxious than those who are generally negligent, undependable and disorganized. This finding is in accordance with the description of conscientiousness as socially control of oneself which promote target and duty directed

attitude. And also it is in accordance with the results of some other investigations that conscientiousness has positive significant relations with academic achievement and success (Furnham and Chamorro-Premuzic, 2004; O'Connor and Paunonen, 2007), with GPA, with individual score (Laidra et al., 2007) and with grades as well (Chamorro-Premuzic and Furnham, 2003). The high significant correlation with FLSA can be explained by the fact that conscientiousness has positive contribution to motivation of achievement and achievement striving (Barrick, Mount and Li, 2013) and it is negatively related to negative feeling towards learning (Komarraju and Karau, 2005) and that it has significant correlations with different features of communicative competence (Verhoeven and Vermeer's, 2002).

Agreeableness is the personality trait which has a positive relation with FLSA together with neuroticism in the current study, although it is the first personality trait according to mean scores of all PTs. This result means that Turkish university students take other people into consideration and they are humanitarian, ready to help, altruistic and philanthropic. Similarly, they trust people and cooperate with others. This result is in accordance with the fact that confidence, self-esteem and experience are closely related to agreeableness (Watson and Clark, 1992).

Agreeableness can be accepted as the most anxious personality trait after neuroticism. This may be because agreeableness is negatively correlated with formative capabilities (King et al., 1996) and it is correlated positively with conscientiousness and openness but negatively with neuroticism (Rubinstein, 2005). Therefore, it can be suggested that students with high agreeableness trait are the most anxious English speakers after neurotic students. The current study agrees with another study's finding that agreeableness is positively correlated with English learning (Homayouni, 2011).

And neuroticism is the second personality trait which has a positive relation with FLSA and it is the fifth personality trait according to mean scores of all PTs. Neurotic participants are in minority but they are the most anxious foreign language speakers. According to these results, most of the Turkish university students with neuroticism feel nervous tension and bad temper and this finding can be a factor that affects their speaking English negatively. This finding on neurotic students is in accordance with the idea that neuroticism has relation with illogical and affective behaviours and low self-respect (Eysenck and Eysenck, 1975) and is negatively correlated with self-esteem (Marlar and Joubert, 2002) and with both agreeableness and conscientiousness (Rubinstein, 2005) as it is in the current study. Besides, the majority in the current study can worry and be upset easily but do not get nervous easily. This finding is in accordance with previous findings that neuroticism reveals the biggest correlation between affect and personality (Yik et al., 2002). And the numbers of neurotic participants who are emotionally stable and who lose temper easily are in minority. However, although many neurotic students feel stress and cannot handle it well, they still are not depressed. Moreover, most of the neurotic students feel anxiety and cannot be calm in difficult situations. All of these findings agree with vulnerability, self-consciousness, depression, impulsiveness, angry hostility

and anxiety characteristics of neuroticism (Barrick and Mount, 1991). Moreover, these findings on neuroticism are in accordance with the majority of previous findings that many negative items and personality problems of people are reflected in neuroticism (Digman, 1990).

Neurotic participants are in minority in current study; however, the level of their neuroticism is significantly high. From this point of view, the current study on neuroticism agrees with an investigation in Korea where high neuroticism is detected. Yoon et al. (2002) suggest that Korean participants have more tendencies toward modesty and think that they could do less than their peers could; thus, the same can be suggested for Turkish participants as well.

CONCLUSION

Overall results showed that both ELT and ELL groups have all types of personality and it is possible to distinguish all personality traits, but no personality trait prevails the others in each group, and all personality traits are in equal proportion in each group and between groups. Both ELT and ELL groups have the same sequence of the personality traits but the ratios are lower in ELL group; all variables are higher in ELT group except neuroticism than they are in ELL group. For both groups agreeableness is the highest construct of personality traits, whereas the other personality traits are openness, conscientiousness, extraversion and neuroticism respectively. This can be accepted as a positive indicator since less neuroticism is directly related to lower FLSA. In addition, neuroticism is closely related to negative sides of human personality and therefore, neuroticism may result in poor EFL success.

The analysis showed that the mean scores of foreign language speaking anxiety of ELT and ELL students are significantly different. ELT students seem to have less FLSA than ELL students. This finding indicates that ELT students are less anxious about speaking English than ELL students.

As for ELT group, extraversion and openness predicted the FLSA in a negative way but neuroticism and agreeableness predicted the FLSA in a positive way. This also means for ELT group that extraversion is the least anxious trait while neuroticism is the most anxious one. On the other hand, FLSA has not been predicted significantly by conscientiousness personality trait. Regarding the above-mentioned variables, there are significant relations among anxiety in speaking a foreign language and personality traits. So it can be suggested that participants open to new experiences and the extravert ones feel less anxiety in speaking English. However, neurotic and agreeable participants are the most anxious speakers.

And as for ELL group extraversion and conscientiousness predicted the FLSA negatively but neuroticism and agreeableness predicted the FLSA positively. According to these findings, it can be suggested that extraverted and conscientious students have the least anxiety in speaking English while neurotic and agreeable students have the highest anxiety in English speaking in ELL group. On the other hand, openness personality trait did not predict FLSA significantly. Regarding the above-mentioned variables, there are significant relations among anxiety in speaking a foreign language and personality traits. So, it can be suggested that extravert and

conscientious participants have low anxiety levels but neurotic and agreeable participants have high anxiety in speaking English. This also means that except neuroticism and agreeableness, the other two personality traits, extraversion and conscientiousness affect FLSA negatively.

And among the personality traits, agreeableness takes attention since it has a positive relation with FLSA together with neuroticism; and according to this finding, agreeable people seem to be anxious about speaking English together with neurotic ones. Besides, according to the mean scores of the PTs, most of the participants have agreeableness personality trait and agreeableness has a positive relation with speaking English. This result can be generalized and so, the majority of Turkish people have agreeableness and agreeableness has a positive significant relation with FLSA. Therefore, this finding may explain why Turkish people cannot speak English.

Note

This article uses the data from Author's PhD thesis (Vural, 2017).

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