

A Comparative Investigation into Speaking Anxiety of Extroverted and Introverted Iranian EFL Learners

Arezoo Rezvani, Bahador Sadeghi
Islamic Azad University, Takestan Branch

Abstract

This study sought to investigate the connection between foreign language anxiety and extroversion and introversion personality types. The way adult language learners conceptualize their fear of negative evaluation as a component of foreign language anxiety construct was also investigated. To this end, 50 Iranian adult language learners were selected as participants of the study and divided into two groups of extroverts and introverts. The grouping based on extroversion/introversion were handled using Eysenck Personality Questionnaire (EPQ). Half of the students who had the highest score in extroversion sub-scale were put into extroversion group and the remaining half were put into introvert group. To measure level of students' anxiety, Foreign Language Classroom Anxiety Scale (FLCAS) was utilized. To probe the possible differences between introverts and extroverts in terms of language anxiety, statistical technique of T-test was run. Results showed that extroverts were significantly less anxious than introverts. With respect to the way Iranian foreign language learners conceptualize fear of negative evaluation, a semi-structured interview was carried out with 20 participants. After collecting students' responses to the interview questions, content analysis was conducted to find the recurrent patterns. It was revealed that students had fear of negative evaluation from both teachers and classmates. Error correction and incongruence between teacher's expectation and student's expectations regarding language performance were among the aspects of fear of negative evaluation.

Key Term: EFL learners, introverted, extroverted, speaking anxiety, stress

Introduction

Anxiety is concerned with a negative way of expressing our feelings. Being anxious, an individual feels worried and loses his/her confidence to speak and act, leading to high palpitation of hearts. According to Tobias and Everson (1997), generally speaking, as a multi-layer construct, anxiety depends not only on one's feelings but also on assessment of certain situations. To put it simply, it is believed that anxiety is associated with unpleasant feelings and it resembles the feelings of fear. Using a second language for communication purposes may lead to a negative impact on L2 learners' ability to adapt with target language. This, in turn, may influence their educational goals negatively. There is also a consensus that anxiety can make contributions to how one performs (Balachandran & Skully, 2004; Tobias & Everson, 1997). The studies conducted by Gaudy and Spielberger (1971) as well as Tobias (1980) showed that anxiety has a negative effect on learning and achievement. One of the aspects of language learning which might be negatively influenced by anxiety is oral communication.

According to Murphy (1991) as a complex and multilayer process, oral communication requires the development of a specific kind of communication skill which is different from

reading and writing. Skehan maintains that one needs special ability to speak a reasonably complex language fluently and accurately and he/she should strike a good balance between these aspects of the skill. The linguistic complexity results from the following 3 sets of factors which result in individual differences regarding the acquisition of this communicative skill: 1- cognitive factors, 2= affective factors, and 3-social factors. As for the affective factors, "personality trait" is one of the important aspects. For example, extraversion/introversion as an example of personality trait has been the subject of research in the context of L2 learning. In the same vein, McDonough, (1981) asserts that as a personality trait, extraversion/introversion and its effect on the learners' use of communication/ compensatory strategies have been investigated. Consequently, when it comes to L2 instruction and learning, those factors which impact the learners' application of communication and compensatory strategies during communication should be taken into account. Moreover, the personality traits of the individuals may play a role in the way anxiety might influence the speaking skill. One type of personality in this regard is extroversion/ introversion.

Some psychologists including Eysenck (1973) say that extroversion/ introversion is essentially a biological inherited trait. However, they also believe in the involvement of environmental factors in personality trait. Some personality theories especially the one proposed by Eysenck deal with the different behavior patterns related to extroverts and introverts .In particular, this theory proposes some biological factors such as "cortical arousal" and "reactive inhibition". In the same context, extroverts have less cortical arousal and more mental reactive inhibition compared to introverts.

Literature Review

Anxiety

Scovel (1978) defines anxiety as a feeling of apprehension or a vague fear. However, as Tobias and Everson (1997) say it seems to be very difficult to give an exhaustive definition of anxiety since it involves a variety of types of sources concerning specific contexts or circumstances which people find threatening given their individual frame of reference. The previous studies conducted on anxiety (Levitt, 1980; Schwarzer, 1986) show that people usually experience 2 kinds of anxiety at different psychological levels.

Viewed globally, anxiety is considered as a permanent trait. Consequently, some individuals always tend to be anxious. Another type of anxiety can be experienced at a more local or situational level. That is, people feel anxious in the face of a particular situation or event (Brown, 1994). There is not any overall consensus over what contributions these types of anxiety make to L2 learning. Yet, some researchers such as MacIntyre and Gardner (1994) have given some interpretations of language-related anxiety with a focus on situational nature of anxiety.

Tobias (1979) asserts that anxiety may act as a mental barrier to cognitive performance at the following stages: Input, Processing, and Output. To put it other way, when anxiety is experienced, it leads to self-deprecating thoughts, jittering feelings related to failure, or worry over performance procedures. These would consume a part of cognitive resources used by normal cognitive processing.

Anxiety in Speaking

A lot of people commonly experience anxiety related to public speaking in particular in the context of schools and universities where they feel the panic accompanied with physical sensations including an increase in heart beat and breathing rates, level of adrenaline, quick and impulsive reactions

McCroskey (1977) claims that a large number of students at academic settings grapple with the anxiety related to public speaking. He defined anxiety broadly as fear or anxiety emanating from either real or predicted communication with others. In today's educational environment, the fear or anxiety due to the prospect of speaking in front of a group of individuals is still a challenge. Krannich (2004) believes that for most people and students the apprehension of giving a speech or a presentation is considered as the main problem. Ayres, Hopt and Peterson (2000) stated that communication anxiety is concerned with the fear related to the delivery of speech or the anxiety due to prospect of the delivery of a speech.

Phillips (1991) maintains that there is a difference between fear of public speaking and anxiety related to social contact. Real communication apprehension implies that the anxious individual thinks that it is better to keep quiet in all situations (even in conversation) compared to speaking. Speech anxiety leads to fear. According to Ayres & Hopf (1993) public speaking anxiety resembles the concept of phobia rather than the anxiety related to free-floating. In fact, such a type of anxiety is an anxiety-based reaction similar to many types of phobias that can be seen in the fields of psychology and psychiatry.

A lot of educators (Ganschow et al. 1994) have sought to address the question why some people find learning an L2 difficult while others learn it rather easily. Those who experience problems in learning an L2 are characterized as underachievers or alternatively as those who are less motivated (Chen & Chang, 2004) or as the learners who suffer from language learning syndromes (Grigorenko, 2002; Hu, 2003; Reed & Stansfield, 2004). Moreover, another group of variables including perception, self-esteem motivation, anxiety and beliefs about L2 learning have been proposed to influence foreign language learning. Out of these variables, anxiety has extensively been investigated.

Many definitions have been given by researchers of language-related anxiety (MacIntyre & Gardner, 1994; MacIntyre, 1999; Tran, 2012). The most frequently used and acceptable definition is the one given by Horwitz, Horwitz, and Cope (1986). They define anxiety as a separate complex of self-images, perceptions, feelings, and behaviors which are related to L2 learning in the classroom. A bulk of studies (e.g. MacIntyre & Gardner, 1994; Bailey, Onwuegbuzie, & Daley, 2000) conducted on the impact of anxiety on L2 learning have shown that the following 3 stages of cognitive processing are negatively influenced by anxiety: input, processing and output. As for performance, research (Elkhafaifi, 2005; Zhao, 2009; Sellers, 2000; Chen & Lin, 2009) has indicated that anxiety negatively influences the main four language skills, namely, listening, reading, speaking and writing.

For example, a study conducted by Djigunovic (2006) showed that those learners who suffer from high anxiety related to speaking utter longer sentences with continuous pauses; they have less repetitions with more mistakes. As an affective state, anxiety creates an

uncomfortable emotion that an individual feels when he/she is pushed to produce language. Anxiety can be categorized into 3 types. 1- trait anxiety which is seen as a type of anxiety with more permanent nature. According to Scovel (1978), trait anxiety is an aspect of personality. 2-state anxiety is defined as a state that an individual experiences in some particular situations (Spielberger, 1983). Situation-specific anxiety is a type of anxiety that an individual experiences in particular circumstances and events (Ellis, 1994). Language anxiety is concerned with various factors including self-image, perceptions, emotions and behaviors related to L2 learning in classrooms (Horwitz, Horwitz, & Cope, 1986).

Drawing on previous studies on foreign language anxiety, MacIntyre and Gardner (1994) define anxiety as the apprehension which a non-proficient individual experiences when pushed or required to use a second language in a specific situation. Overall, language anxiety can be categorized as situation-specific anxiety. A large number of the previous studies conducted on anxiety indicate that the following are the main causes of anxiety: personal and impersonal anxieties, learners' perceptions of learning an L2, teachers' attitude toward instruction of an L2, classroom practices and testing (Young, 1991). Furthermore, a look at the previous research (Ellis and Rathbone, 1987; Young, 1990; Price, 1991; Sparks and Ganschow, 1991) shows that other variables influencing anxiety include the level of language program, language skills, perception, proficiency, instructors, exams and tests, and culture. However, it should be noted that these studies focused on the identification and measurement of foreign language anxiety. For example, Horwitz (1986) devised the Foreign Language Anxiety Scale (FLAS) to estimate the anxieties related to test, communication as well as apprehension of negative evaluation. The findings showed that language anxiety differs from other kinds of anxiety. Furthermore, it was shown that language anxiety was a distinct construct.

A study conducted by MacIntyre and Gardner (1989) to estimate 3 kinds of language anxiety showed that communication anxiety stems from apprehension and fear of negative evaluation. According to Kitano (2001) the relevant research indicated a significant correlation between L2 anxiety and fear of negative evaluation which was rarely examined by the research. Horwitz et al. (1986) state that learners experience fear of negative evaluation when they are taught by a teacher who is a fluent speaker and the other classmates can speak fluently. Young (1991) concludes that the fear of making errors, learners refrain from participating in classroom activities. In the same vein, Price (1991) maintains that learners are fearful of making errors while speaking in classroom. According to Koch & Terrell (1991) speaking before the classmates and teacher is another cause of L2 learning anxiety.

Extroversion/Introversion and Anxiety

Some studies conducted on personality traits start with the assumption that students bring to the classroom both their cognitive abilities and affective states which influence how they learn the L2. Brown (2000) gives the following as examples of personality factors: introversion/extroversion, self-esteem, impulsiveness, risk-taking, anxiety, empathy. According to many L2 acquisition theories, extroverts learn L2 better than the introverts as the former are eager to engage in social activities; they are more oriented to participate in group activities; and they are more likely to take part in conversations both inside and outside the classroom (Swain, 1985). In the same vein, Naiman, Frohlich, Stern and Todesco (1978) say that those extroverts who are more outgoing and have an open mind to others

outperform introverts in L2 learning. In contrast, Swain and Burnaby (1976) argue that well-organized and serious introverts are more successful in the case of the systematic study.

Research has shown that introversion or extroversion do not influence L2 learning significantly in the classroom. A study carried out by Gardner and Clément (1990) indicated that both extroverts and introverts enjoy the same opportunities for L2 learning. Consequently, language instructors need to take account of the requirements of both personality types. Wakamoto (2000) conducted a study on students studying English language to investigate their learning preferences and whether they matched personality types. The findings showed that extroverts compared to introverts applied more functional strategies and social-affective strategies while learning second language. Moreover, they focused on meaning rather than form. This has been shown to make contributions to L2 acquisition (Brown, 2001). The questions asked by extroverts outnumbered those asked by introverts. Wakamoto came to the conclusion that extroverts feel more comfortable asking for clarification compared to introverts. This improves their chances for being exposed to those types of input that are essential for improving an inter-language. Last but not least, a study carried out by Batumlu and Erden (2007) examined the correlation between language and anxiety. The results of this study showed that their achievement is negatively correlated with anxiety. Moreover, the effect of proficiency levels of learners and gender is not significant.

Research Questions

Q1: How do Iranian EFL extroverted and introverted learners conceptualize their fear of negative evaluation and how are extroverted and introverted learners different in this regard?

Q2: Is there any significant difference between the level of speaking anxiety of Iranian EFL extroverted and introverted learners?

Null Hypothesis

H0: There is not any significant difference between the level of speaking anxiety of Iranian EFL extroverted and introverted learners.

Participants

The participants of this study were 50 adult learners who had been studying English for a few years and have been to different language classes. They were chosen based on convenience sampling which means the selection of the subjects that are easiest to access in given conditions. All participants were adults. As for the qualitative phase, it should be said that 20 students were interviewed, ten extroverts and ten introverts.

Procedure

The Eysenck Personality Questionnaire (Appendix B) was administered at the beginning of the study to identify the extroverts and introverts. Next, Language anxiety scale (FLCAS) (Appendix A) was given to the participants to measure the degree of speaking anxiety in learners. In other words, it showed how anxious learners were being in a foreign language classroom and speaking English in that situation. Next, a semi structured interview was conducted with 20 of the participants (10extroverts and 10introverts).The questions mainly

focused on salient parameters of negative evaluation namely; 1) By the peers: a- Fear of facing derision, b-Mistakes- Group membership and 2) By the teacher: a- Mismatch between great efforts, b-unexpected outcomes- teacher expectations, d-Lack of lexis and structures e-Low ability to communicate and f- Error correction.

Instruments

Eysenck Personality Questionnaire (EPQ) is a questionnaire to assess the personality traits of a person, with the results sometimes referred to as the Eysenck's personality Inventory or (EPI). It was devised by the psychologists Hans Jürgen Eysenck and Sybil B. G. Eysenck. Hans Eysenck's theory is based primarily on physiology and genetics. He was a behaviorist who considered learned habits of great importance, he believed that personality differences grow out of our genetic inheritance. He is, therefore, primarily interested in what is usually called temperament. Extroversion is characterized by being outgoing, talkative, high on positive affect (feeling good), and in need of external stimulation. According to Eysenck's arousal theory of extroversion, there is an optimal level of cortical arousal, and performance deteriorates as one becomes more or less aroused than this optimal level. Introverts, on the other hand, (also about 16 percent of the population) are chronically over-aroused and jittery and are therefore in need of peace and quiet to bring them up to an optimal level of performance.

Language anxiety was measured by an adapted FLCAS, which included 29 items. Even though FLCAS is not completely related to speaking anxiety, previous research has revealed that, considering its strong association with second language speaking achievement, it measures “anxiety primarily related to speaking situations” (Aida 1994, p. 163). Using the FLCAS in their study of the speaking and writing components of classroom LA, Cheng et al. (1999) also concluded that the FLCAS is an instrument focusing particularly on speaking anxiety. The questionnaire was based on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The total classroom anxiety score was derived by summing the students' responses to respective items. The Cronbach's alpha was calculated for the instrument was proved to be highly reliable. Semi-structured interviews were conducted with 20 participants. To allow students the freedom to bring to the surface aspects of their experience that would otherwise remain hidden, the researcher decided that she needed more open questions.

Results

Preliminary Analyses

Before answering the research questions of this study, it deemed necessary to check the Normality of the distribution of variables. The following sections will check this assumption which is pertinent to the normality of the scores relevant to foreign language anxiety scale and personality scale.

Checking the normality Assumption

To probe the normality of distributions, the descriptive statistics related to the obtained scores on the instruments were obtained and following that to assure the normality distribution the histogram with the normal curve and One-Sample Kolmogorov-Smirnov test were drawn on.

Table 1 displays descriptive statistics for the Eysenck Personality Questionnaire (EPQ) and Foreign Language Classroom Anxiety Scale (FLCAS).

Table 1
Descriptive Statistics of the Eysenck Personality Questionnaire (EPQ) and Foreign Language Classroom Anxiety Scale (FLCAS)

		N	Minimum	Maximum	Mean	Std. Deviation
Eysenck	Personality	50	41.00	81.00	45.0650	11.00442
Questionnaire (EPQ)		50	42.00	152.00	75.4350	16.22256
Foreign	Language					
Classroom	Anxiety Scale					
(FLCAS)						
Valid N (listwise)		50				

Figures 1 and 2 illustrate the histograms with the normal curve for the Eysenck Personality Questionnaire (EPQ) and Foreign Language Classroom Anxiety Scale (FLCAS).

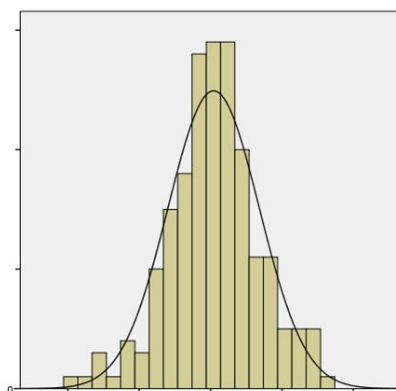


Figure 1 Histogram with the normal curve for the Eysenck Personality Questionnaire (EPQ)

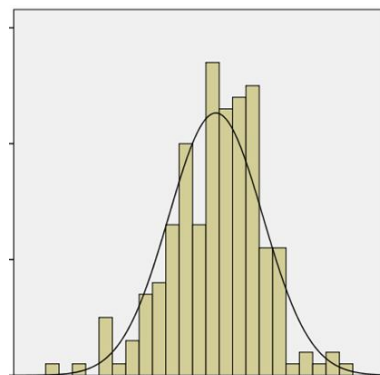


Figure 2 Histogram with the normal curve for the Foreign Language Classroom Anxiety Scale (FLCAS)

As it can be seen from the histograms the distributions of the scores seem to be fairly normal. However, this report should not be considered a sufficient reason for supporting the normality of distributions (Tabachnick & Fidell, 2007). In order to examine the normality of the distributions further, Kolmogorov-Smirnov test was run the results of which are presented in Table 2.

Table 2
One-Sample Kolmogorov-Smirnov Eysenck Personality Questionnaire (EPQ) and Foreign Language Classroom Anxiety Scale (FLCAS)

	Eysenck Personality Questionnaire	Foreign Language Classroom Anxiety Scale
N	50	50
Normal Parameters ^{a,b}	Mean	45.0650
	Std. Deviation	11.00442
Kolmogorov-Smirnov Z	.860	.865
Asymp. Sig. (2-tailed)	.450	.443
a. Test distribution is Normal.		
b. Calculated from data.		

As Table 2 shows the significant levels are 0.450 and 0.443 for the Eysenck Personality Questionnaire (EPQ) and Foreign Language Classroom Anxiety Scale (FLCAS), respectively. Both of these significance levels are higher than 0.05 which indicates that the distributions are normal for both sets of scores. After assuring the normality distribution which is the main assumption for the use of parametric tests, the statistical calculations to find the answer to the second research question was conducted.

Investigating the null hypothesis

To explore the null hypothesis of the study, after the normality assumption was established, an independent samples T-test was run to reveal any significant difference between the level of speaking anxiety regarding introverted and extroverted participants. Before running T-test, the reliability of the personality scale and speaking anxiety scale were established.

As for reliability value of Foreign Language Classroom Anxiety Scale (FLCAS), Chronbach' Alpha were used and it was proved to be 0.69 which is a good value. From all items of the personality questionnaire, 21 items counted for extroversion and introversion personalities. Employing Chronbach' Alpha, the reliability value for this 21 items proved to be 0.73 which indicates excellent index of internal consistency. Table 3 shows the descriptive statistics for extroversion/introversion subscale.

Table 3
Descriptive statistics and Chronbach's Alpha for Extroversion/Introversion scale and Foreign Language Classroom Anxiety Scale

Scale	Mean	Standard Deviation	Chronbach's Alpha	Number of Items
Extroversion/Introversion(Eysenck Personality Questionnaire)	8.1	3.2	0.73	21
Foreign Language Classroom Anxiety Scale	75.4	16.2	0.69	33

To divide the students into groups of extroverts and introverts, rank ordering was used. In other words student rank ordered from the highest score on extroversion/introversion scale to the lowest. The first half of the highest scores were considered as extroverts and the lowest scores were considered as introverts. Therefore there were two groups of introverts and extroverts and each group contained 25 students. To investigate the possible difference between extroverts and introverts in terms of speaking anxiety, T- test were employed. As seen in Table 4 there was a significant difference between introverts and extroverts in terms of speaking anxiety.

Table 4
T-Test Result for Extroverts and Introverts Regarding Language Anxiety

	Group	Mean	S. D.	T	Sig.
Foreign Language Classroom Anxiety Scale	Extroverts	57.2	4.02	9.603	0.002
	Introverts	113	11.63		

The significant level is 0.002 which is lower than 0.05. Thus, it can be concluded that there is a statistically significant difference between the means of the extrovert and introvert groups with respect to speaking anxiety scores. In addition, as evident in Table 4 the anxiety mean score of extroverts is far lower than introverts. This means that people with extroverts' personality type are less anxious in anxiety provoking situations like foreign language classrooms.

Investigating how Iranian EFL extroverted and introverted learners conceptualize their fear of negative evaluation

To report the results of the interviews, the content analysis approach recommended by Auerback and Silverstein (2003) was used. According to them, content analysis is the most common form of analysis when dealing with qualitative data. They further enumerate six stages which the analyzer needs to go through to come up with established, meaningful patterns. These phases are namely: getting familiar with data, coming up with initial codes, looking for themes among codes, reviewing the themes, defining and labeling the themes, and producing the final report. The six stages proposed above were taken into consideration to find out any thematic patterns in the interview contents.

After collecting students' responses to the interview questions regarding negative evaluation, content analysis began. It was generally found that students were not comfortable being judged and evaluated negatively by both teacher and other students. Regarding having fear from teacher judgment, students mainly expressed being embarrassed in front of their teachers. For example, one student said,

I don't like to look like a stupid student in front of my teacher. I don't like to make mistake, and teacher stop me and correct me.

This fear of being negatively judged by teacher, discourage students from taking risks to help them make good progress. It also provides the evidence that foreign language classroom is an anxiety provoking situation.

As an adult person, they are susceptible to ego threatening situations. As brown (2007) has stated adults' ego are more breakable compared to that of children. That could be one reason that there is a general thinking that children are better second language learners. This fear of negative evaluation by teacher had several aspects. Some student didn't like to be looked down on by teacher. For this the students may had fear of being negatively evaluated by teacher. Some students were afraid of being considered a poor student. They did not like to perform poorly and teacher thinks that they are poor students. Similarly they were afraid of inability to perform according to teacher's expectation. For example one students said:

I do study enough but when I am in classroom I am afraid of performing because teacher may think that my performance is not good.

Another aspect of fear of negative evaluation was connected to other students. For example, students don't like to be laughed at by other students in class because of making mistakes. A statement by a students is that:

I don't like it when I make mistakes while other students are listening. Especially when teacher corrects my mistakes.

Students were also afraid of being negatively evaluated as a stupid or poor student by other students.

I don't like my classmate think that I am a poor student and perform awkwardly.

Discussion

The aim of this study was to examine how Iranian EFL learners perceive their apprehension of negative evaluation. Moreover, what are the differences between extroverts and introverts in terms of speaking anxiety this study administered a semi-structured interview to tap learners' sources of negative evaluation and to know how adult language learners perceived their apprehension of negative evaluation. Broadly, the findings showed the following two aspects of negative evaluation. 1-fear of negative evaluation by teacher and 2- fear of negative evaluation by classmates. Regarding speaking anxiety, the researcher administered foreign language Classroom Anxiety Scale (FLCAS) to measure participants' level of anxiety. To identify extroversion and introversion, Eysenck Personality Questionnaire (EPQ) was used. T-test statistical technique was run to show the possible significant differences. The statistical results showed that extroverted learners experienced significantly less anxiety than introverted learners.

The findings of this study showed that incongruence between instructors' expectations and learners' expectations in language competence was considered as one cause of negative evaluation. Obviously, an individual feels anxious if he/she has beliefs that mismatch those of evaluator or reality. Moreover, instructor's high expectations can potentially make learners anxious since it brings a lot of stress to them while trying to meet their instructors' expectations. Horwitz (1991) carried out a study on learners' expectations and perceptions of language learning. The findings showed that a large number of participants believed that they could speak L2 fluently provided they would study the language for only one hour every day. They seemed anxious over the correctness of their utterances, believing that they need to speak L2 with an 'excellent accent' and good pronunciation. Consequently, erroneous expectations and mentality of the nature of L2 learning can also lead to anxiety.

Another finding was that learners felt anxious by being corrected by their instructors in front of classmates. Along the same lines, a study done by Young (1991) showed that learners are concerned over the way in which others perceive their mistakes in the classroom as well as being concerned about making mistakes. Strict procedures for error correction and intrusive correction of the slightest errors in conversations will deepen the learners' anxiety as they may be made believe that they are foolish. Occasionally, error correction resembles being criticized by instructor. According to Ayres (1986) criticism can act as a cause of anxiety during conversation before a crowd. Furthermore, instructor's correction may threaten learner's ego. This may lead to more unpleasant consequences for the adults. This is because adults' ego is more vulnerable compared to that of children (brown, 2007). This may also slow down the development of adults' interlanguage.

To shed more light on the effect of negative evaluation by classmates, Gregersen and Horwitz (2002) examined responses of L2 students to oral performance in classroom. They conducted videotape recording and interviews and found that those students who were highly anxious were influenced by classmates and teacher's judgment. Consequently, they faced the prospect of looking foolish so that consistently made a connection between their speaking errors and that prospect. In his study, Price (1991) concluded that those learners who make a comparison between their pronunciation and native speakers were afraid of being subject to disrespect. Speaking before the classmates in classroom is considered as another cause of anxiety in L2 learning (Koch & Terrell, 1991).

Regarding extroversion/introversion and speaking anxiety, the results showed that the extroverts experienced less anxious than introverts. Intuitively, it can be said that extroverts tend to participate in social activities more frequently and they feel more comfortable in public performance. As a result, extroverted learners were found to be less anxious. Some language acquisition theories propose that extroverts make better language learners as they are more sociable, more likely to take part in groups and to participate in conversations both inside and outside the classroom (Swain, 1985). In the same vein, Naiman, Frohlick, Stern and Todesco (1978) conclude that extroverted learners who are sociable and have an open mind to others outperform introverted learners in L2 learning. In contrast, Swain and Burnaby (1976) say that well-organized and serious introverts are more successful learners in the case of the systematic study. This study dealt with speaking anxiety and its correlation with extroversion and introversion. It was also found that extroverted learners experienced less anxiety than introverted learners. Put it

other way, there were statistically significant differences between extroverts and introverts in terms of speaking anxiety so that extroverts experienced lower anxiety.

References

- Atay, D. & Kurt, G. (2006). *Prospective teachers and L2 writing anxiety*. Asian EFL Journal, 8(4).
- Atay, D. & Kurt, G. (2007). The effects of peer feedback on the writing anxiety of prospective Turkish teachers of EFL. *Journal of Theory and Practice in Education*, 3(1), 12-2.
- Ayres, J. (1986). Perceptions of speaking ability: An explanation for stage fright. *Communication Education*, 35(2), 275-287.
- Ayres, J. & Hopf, T. (1993). *Coping with speech anxiety*. Norwood, NJ: Ablex Pub.
- Ayres, J., Hopf, T. S. & Peterson, E. (2000). A test of COM therapy. *Communication Reports*, 13(1), 35-44.
- Bailey, P., Onwuegbuzie, A. J. & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology* 19(4), 474-490.
- Bailey, P., Onwuegbuzie, A., & Daley, C. (2000). Using learning style to predict foreign language achievement at the college level. *System*, 28(1), 115-133.
- Balachandran, B. and Skully, M. (2004). Student perceptions of introductory business finance: Accounting and finance versus other majors, *Advances in Financial Education* 2(1), 34-51.
- Batumlu, D. Z. & Erden, M. (2007). The Relationship Between Foreign Language Anxiety and English Achievement of Yildiz Technology University School of Foreign Learners Preparatory Students. *Journal of Theory and Practice in Education*, 3(1), 24-38.
- Bekleyen, N. (2009). Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety. *System* 37(6), 664-675.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. San Francisco: Prentice Hall Regents.
- Brown, D. H. (2000). *Principles of Language Learning & Teaching*. (4th ed). New York: Longman.

- Brown, D. H. (2001). *Teaching by Principles*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2007). *Teaching by Principles: An interactive approach to language Pedagogy* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Bygate, M., (2001). Speaking. In R. Carter & D. Nunan (Ed.), *Teaching English to Speakers of Other Languages* (p.p. 14-20). Cambridge: Cambridge University Press.
- Chen, M. C. & Lin, H. J. (2009). Self-efficacy, foreign language anxiety as predictors of academic performance among professional program students in a general English proficiency writing test. *Perceptual and Motor Skills*, 109(2), 420-430.
- Chen, T. & Chang, G. B. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals* 37(2), 279-289.
- Dalkilic, N. (2001). *An investigation into the role of anxiety in second language learning*. Unpublished Ph. D. Dissertation, Turkey.
- Djigunovic, J. M. (2006). Language anxiety and language processing. In S.H. Foster-Cohen, M.M. Krajnovic & J.M. Djigunovic (eds), *EUROSLA Yearbook* 6(1), 191-212.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *Modern Language Journal* 89(2), p.p. 206-220.
- Ellis, R. & Rathbone, M. (1987). *The Acquisition of German in a Classroom Context. Mimeograph*. London: Ealing College of Higher Education.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press, 1994.
- Eysenck, H. J. (1973). *Eysenck on Extroversion*. London: Crosby, Lockwood Staples.
- Ganschow, L., Sparks, R. L., Anderson, R., Javorshy, J., Skinner, S. & Jon, P. (1994). Differences in language performance among high-, average- and low-anxious college foreign language learners. *Modern Language Journal*, 78(1), 41-55
- Gardner, R. C. & Clement, R. (1990). Social psychological perspectives on second language acquisition. In H. Giles & W. P. Robinson (Eds.), *Handbook of Language and Social Psychology* (p.p. 495-517). Chichester: John Wiley & Sons.
- Gaudry, E. & Spielberger, C. D. (1971). *Anxiety and Educational Achievement*. New York: Wiley.
- Gregersen, T., & Horwitz, E. (2002). Language learning and perfectionism: Anxious and

non-anxious language learner's reactions to their own oral performance. *Modern Language Journal*, 86(5), 562–570.

Grigorenko, E. (2002). Foreign language acquisition and language-based learning disability. In P. Robinson (ed.), *Individual Differences and Instructed Language Learning*, (p.p. 95-112). Amsterdam, John Benjamins,

Koralp, S. (2005). *A retrospective analysis of the English language learning anxiety experienced by prospective teachers of English*. Unpublished MA Thesis. Turkey.

Krannich, C. R. (2004). *101 Secrets of highly effective speakers: controlling fear, commanding attention* [Recorded by B. McDonald]. [CD]. New York: Listen & Live Audio, Inc.

Horwitz, E. K. (1991). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*. (pp. 37-39). Englewood Cliffs, New Jersey: Prentice Hall.

Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20(5), 559 – 564.

Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(1), 125-132.

Hu, C. (2003). Phonological memory, phonological awareness, and foreign language word learning. *Language Learning* 53(4), 429-462.

Kitano, K. (2001). Anxiety in the college Japanese classroom. *Modern Language Journal* 85(5), 549–566.

Koch, A. S., & Terrell, T. D. (1991). Affective reactions of foreign language students to natural approach activities and teaching techniques. In E.K. Horwitz & D.J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 109– 126). Englewood Cliffs, NJ: Prentice Hall

Levitt, E. E. (1980). *The Psychology of Anxiety*. Hillsdale, NJ: Erlbaum.

Li, P. & Pan, G. (2009). The relationship between motivation and achievement: A survey of the study motivation of English majors in Qingdao Agricultural University. *English Language Teaching* 2(1), 123-128.

MacIntyre, P. D. & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39(2), 251-275.

MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relation to other anxieties

and to processing in native and second languages. *Language Learning*, 41(5), 513-534.

MacIntyre, P. D. (1999). Language anxiety: A review for the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 24-45). NY: McGraw-Hill.

MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning* 44(3), 283-305.

McCroskey, J. C. (1977). Oral communication apprehension: A summary of recent theory and research [electronic version]. *Human Communication Research*, 4(1), 78-96. Retrieved April 4, 2007 from: <http://www.Jamescmccroskey.com/publication/74.html>.

McDonough, S. H. (1981). *Psychology in Foreign Language Teaching*. London: George Allen & Unwin.

Murphy, J. M. (1991). Oral communication in TESOL: Integrating speaking, listening, and pronunciation. *TESOL Quarterly*, 25(1), 51-74.

Naiman, N., Frohlich, M. & Todesco, A. (1978). *The Good Language Learner*. Toronto: Ontario Institute for Studies in Education.

Öztürk, H. & Çeçen, S. (2007). The effects of portfolio keeping on writing anxiety of EFL students, *Journal of Language and Linguistic Studies*, 3(2):219-236.

Phillips, G. M. (1991). *Communication Incompetencies: A Theory of Training Oral Performance Behavior*. Carbondale: Southern Illinois University Press.

Price, M. L. (1991). *The subjective experience of foreign language anxiety: Interviews with anxious students*.

Reed, D. & Stansfield, C. (2004). Using the Modern Language Aptitude Test to identify a foreign language learning disability: Is it ethical? *Language Assessment Quarterly* 1(1), 161-176.

Schwarzer, R. (1986). Self-related cognition in anxiety and motivation: An introduction. In R. Schwarzer (Ed.), *Self-related cognition in anxiety and motivation* (pp. 1-17). Hillsdale, NJ: Erlbaum

Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129-142.

- Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals* 33(5), 512-521.
- Sparks, R. L., & Ganschow, L. (1991). Foreign language learning differences: affective or native language aptitude differences? *Modern Language Journal*, 75(1), 3-16.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory* (Form Y). Palo Alto, CA: Consulting Psychologists Press.
- Swain, M. & Burnaby, B. (1976). Personality characteristics and second language learning in young children. Working Papers on Bilingualism, 11(1), 76-90. Retried October, 3, 2013 from <http://dx.doi.org> Communicative competence some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in Second Language Acquisition* (p.p. 235-256). New York: Newbury House.
- Tabachnick, B.G. and Fidell, L.S. (2007). *Using Multivariate Statistics* (5th ed.). New York: Allyn and Bacon.
- Tercanlioglu, L. (2004). Achievement goal theory: A perspective on foreign language learners' motivation. *TESL Canada Journal* 21(2), 34-49.
- Tobias, S. (1979). Anxiety research in educational psychology. *Journal of Educational Psychology*, 71(5), 573-582.
- Tobias, S. (1980). Anxiety and Instruction. In I.G. Sarason (Ed.), *Test Anxiety: Theory, Research, and Applications* (p.p. 289-310). Hillsdale, NJ: Erlbaum.
- Tobias, S. (1986). Anxiety and cognitive process of instruction. In R. Schwarzer (Ed.), *Self-Related Cognition in Anxiety and Motivation* (p.p. 35-54). Hillsdale, NJ: Erlbaum
- Tran, T.T.T. (2012). A review of Horwitz, Horwitz and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching* 5(1), p.p. 69-75.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does the language anxiety research suggest? *Modern Language Journal*, 75(4), 425-439.
- Wakamoto, N. (2000). Language learning strategy and personality variables: Focusing on extroversion and introversion. *IRAL: International Review of Applied Linguistics in Language Teaching*, 38(1), 71-81. doi: 10.1515/iral.2000.38.1.71 <http://dx.doi.org/10.1515/iral.2000.38.1.71>
- Zhao, A. (2009). *Foreign language reading anxiety: Investigating English-speaking university*

students learning Chinese as a foreign language in the United States. Doctoral Dissertation, Florida State University.