

عنوان مقاله:

Introvert and Extrovert EFL Learners' Willingness to Communicate and Ambiguity Tolerance

محل انتشار:

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خلاصه مقاله:

The researchers have long been interested to explore the impact of personality traits on second or foreign language learning. The current study is an attempt to investigate whether there exists a statistically significant relationship between introvert and extrovert EFL learners' willingness to communicate and ambiguity tolerance. To this end, a total of 150 EFL learners completed the Introversion/Extroversion Scale developed by McCroskey (1998), the Willingness to Communicate Questionnaire (MacIntyre et al, 2001), and the Tolerance of Ambiguity Scale (Ely, 1995). The findings of Pearson correlation coefficient revealed that there was a significant positive relationship between (a) introvert EFL learners' WTC and ambiguity tolerance, and (b) extrovert EFL learners' WTC and ambiguity tolerance. Furthermore, independent sample t-tests indicated a significant meaningful difference between introvert and extrovert EFL learners' WTC and ambiguity tolerance. Moreover, whereas extrovert EFL learners were positively different from introvert learners in their willingness to communicate (WTC), introvert EFL learners were found to be more tolerant of ambiguity than extrovert EFL learners. The findings imply that EFL teachers, practitioners, and policy makers need to consider psychological aspects and personality types as determining factors for the success of second or foreign language learners and accordingly modify their educational practices.

کلمات کلیدی:

Introversion, Extroversion, Tolerance of Ambiguity, Willingness to Communicate, and Personality Traits

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