Indian Journal of Fundamental and Applied Life Sciences ISSN: 2231– 6345 (Online)
An Open Access, Online International Journal Available at www.cibtech.org/sp.ed/jls/2014/04/jls.htm
2014 Vol. 4 (S4), pp. 3440-3454/Mirkamali et al.
Research Article

THE RELATIONSHIP BETWEEN IRANIAN EFL LEARNERS' LINGUALITY, PERSONALITY, AND THEIR GENERAL ENGLISH PROFICIENCY

***Fahimeh Sadat Mirkamali[1], Fatemeh Azizmohammadi[2] and Mojtaba Maghsoudi[3]**
[1]Department of English Language, Branch of Arak, Islamic Azad University, Arak, Iran
[2]Department of English Literature, Islamic Azad university, Arak branch, Iran
[3]Department of TEFL, Farhangian University, Arak branch, Iran
**Author for Correspondence*

ABSTRACT
Awareness of learners' individual differences and personalities has motivated many scholars to explore any possible significant effects of them on learning a second language, specifically in the area of EFL learning. More over; bilingualism and its affection on 2nd language learning have been concerned as great interests among recent studies.
In the current study, the researchers sought the possible relationship between Iranian EFL learners' linguality (Turkish & Persian), personality, their general English proficiency. By means of Transparency test; to make the subjects homogenous; a background questionnaire; to determine the subjects linguality; and the Big Five Personality Traits questionnaire; to specify the learners' personality types; 79 subjects were polled from 284 participants.
To unravel the significant effect of independent variables, the two-way ANOVA test was used. The obtained results showed that although the mean score of the emotional learners and the consciousness ones more than their counter parts, none of the five personalities could strongly predict the learners GEP (general English proficiency) level regarding their linguality. All in all, no significant relationship was found between personality, linguality, and GEP. Nevertheless, the mean score of bilingual learners was more than monolingual ones.

Keywords*: Bilingualism, Monolingualism, the Big Five Personality, Language Proficiency*

INTRODUCTION
Nowadays, one of the main issues in the learning and teaching English language is to raise the awareness of learners' individual differences in a classroom. In the history of language teaching, the issue of selecting the most appropriate method for teaching has been the most debated one. For this reason, awareness of one's inner personality plays a significant role in the teaching process of teachers. Understanding the determining processes and factors of SLA has motivated numerous researchers to meticulously examine various and diverse variables (Van *et al.,* 2002; Hakuta *et al.,* 2003).

What is Personality?
Generally speaking, personality can be defined as a set of traits and characteristics that specify specific responses to the environment (Musek, 1999) and help individuals to match their behaviors (John and Srivastava, 1999). "Personality has a long traditional in psychology with many of the common types being discussed by Jung. Nevertheless, there is no theoretical limit to the number of personality type, as a psychologist could provide a new test to delineate new types at any times" (Gass *et al.,* 2008).
Several studies (Fallan, 2006; Furnham *et al.,* 1999) indicate that personality types and styles have had major effects on learning styles. (Gass *et al.,* 2008) believed that learning styles and personality are two terms used interchangeably, whereas the term learning style is more variable and personality refers to a stable trait of an individual.
Personality can be considered as one of the most basic elements of individuals because it reveals the specific differences between and among people and can thus be used to predict the future success or failure of an individual (Duff *et al.,* 2004; Laidra *et al.,* 2007).

According to (Vorkapić, 2012), one of the most famous scholars who investigated the issue of personality dimensions is (Eysenck, 1967) who identified three main personality dimensions: stability/instability (neuroticism), introversion/extraversion and psychoticism.

Besides, personality psychologists have developed Five Factor Personality Inventory (Five-Factor Model: FFM) in order to measure the personality dimensions; this tool is composed of five factors namely extraversion, agreeableness, conscientiousness, neuroticism/emotional stability, and openness (Harris and Lee, 2004).

What is the BFP (Big Five Personality)?: The Big Five framework of personality traits has emerged as a robust and applicable model for exploring the relationship between personality and various academic behaviors (Poropat, 2009). The Big Five personality traits are five broad domains or dimensions of personality that are used to describe human personality. The Big Five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism. "The Big-Five framework suggests that most individual differences in human personality can be classified into five broad, empirically derived domains" (Maghsoudi *et al.*, 2013).

The Big Five factors are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Acronyms commonly used to refer to the five traits collectively are OCEAN.

(John *et al.*, 1999) describes them as follow:

"Extraversion implies an energetic approach toward the social and material world and includes traits such as sociability, activity, assertiveness, and positive emotionality. Agreeableness contrasts a prosocial and communal orientation towards others with antagonism and includes traits such as altruism, tender-mindedness, trust, and modesty. Conscientiousness describes socially prescribed impulse control that facilitates task- and goal-directed behavior, such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks. Neuroticism contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense. Finally, Openness to Experience (vs. closed-mindedness) describes the breadth, depth, originality, and complexity of an individual's mental and experiential life."

The NEO PI-R Facets of the Big Five (John *et al.*, 1999)

Big Five Dimensions		**Facet (and correlated trait adjective)a**
E	**E**xtraversion vs. introversion	Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing)
A	**A**greeableness vs. antagonism Trust (forgiving)	Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic)
C	**C**onscientiousness vs. lack of direction	Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive)

N	**N**euroticism vs. emotional stability Anxiety (tense)	
		Angry hostility (irritable)
		Depression (not contented)
		Self-consciousness (shy)
		Impulsiveness (moody)
		Vulnerability (not self-confident)
O	**O**penness vs. closedness to experience Ideas (curious)	
		Fantasy (imaginative)
		Aesthetics (artistic)
		Actions (wide interests)
		Feelings (excitable)
		Values (unconventional)

(These traits from the Adjective Check List (listed in parentheses following each facet) correlated substantially with scores on that facet in a study of self-ratings (Costa and McCrae, 1992).

Language Proficiency

Since the publication of ACTFL Provisional Proficiency Guidelines in 1979, the emphasis on and status of proficiency has boosted tremendously to the extent that multitudes of organizations, universities and institutes put this notion as their frontier in the field of advertisement and requirement (Pazouki and Rastegar, 2009). Hadley (2003) asserts that proficiency is an idealized level of competence and performance attainable by experts through extensive instruction. Yeow *et al.*, (2010) assert that it is highly probable that the proficiency influences the effectiveness of learning.

Llurda (2000) asserts that the term proficiency is of changeable nature and many scholars have associated this term with testing and measurement in the fields of language learning and teaching. Llurda (2000) argues that Stern (1983) has classified the definition for proficiency within two broad categories of "level of proficiency" and "components of proficiency" and states that proficiency includes the following components:

1. The intuitive mastery of the forms of the language
2. The intuitive mastery of the linguistic, cognitive, affective and sociocultural meanings, expressed by language forms
3. The capacity to use the language with maximum attention to communication and minimum attention to form
4. The creativity of language use.

Linguality

Monolingual: Many researchers have stated that there are far more bilingual and multilingual speakers than bilinguals speakers in the world (Hamers and Blanc, 2000; Dewaele *et al.*, 2003). Interestingly, some linguists have maintained that monolingualism would be the norm (Pavlenko, 2000). Regarding this and having browsed the relevant literature, one can face different and diverse definitions for the word "monolingual".

Richards and Schmidt (2002) proposes the following definition for monolingual person: "a person who has an active knowledge of only one language, though perhaps a passive knowledge of others".

Monolinguals' ease or difficulties in learning and using language have been investigated in diverse contexts like EFL (Diab, 2000; Yang, 1999), and ESL (Siebert, 2003).

Bilingualism: As Maghsoudi (2010) cited to have a unique definition for bilingualism is really difficult since many theories with respect to the amount of each person's exposure to a language proposed various definitions for it. Bilingualism is a broad term and holds many form and configurations. Bilingualism in the field of second language versus psychology and teaching has different definitions. Second language researchers believe that bilingual is a difficult term. "In its strict meaning, it refers to someone whose language is in a steady state and who has learned and now knows two languages" (Gass *et al.*,. 2008,

p.25). As Maghsoudi (2010) has pointed out: "there are and has always been a great interest among linguists and psychologists to study bilingualism and how it affects people" (p. 168). However and browsing the vast literature on bilingualism, it is very difficult to find a comprehensive and concrete definition on the notion of bilingualism and this may stem from this fact that different scholars have proposed diverse definitions for this phenomena and have attempted to view it differently.

Myers-Scotton (2006) states that a bilingual person is who can use two languages in a way that facilitates accomplishment of a limited casual conversation. In a similar vein, (Hamers and Blanc, 2000) propose a distinction between the concepts of "bilinguality" and "bilingualism". They state that: "The concept of bilingualism refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction…. [and] it also includes the concept of bilinguality. Bilinguality is the psychological state of an individual who has access to more than one linguistic code as a means of social communication" (p. 6). Skutnabb-Kangas and McCarty (2006) assert that bilinguals have enough proficiency in two or more languages.

Many studies have proved that academic achievement has strong and significant correlation with various measures of individual personality traits. The evidence given by multiple studies have shown that academic success among students is significantly related with at least two of the big five personality trait factors: conscientiousness and openness to experience (Nye *et al.,* 2013). The big five traits (extraversion, agreeableness, conscientiousness, neuroticism and openness) not only related to academic achievement but based on studies they could be related to a wider range of behaviors including job performance, leadership, and well-being (Nye *et al.,* 2013).

A number of studies examined the relationship between the BFP factors and university students' academic performance (Teh *et al.,* 2011) and learning styles (Komarajo *et al.,* 2011).Very few studies have focused on the interaction or impact of the BFP factors and learning achievement of monolingual/ bilingual foreign language learners.

The present researchers tried to list some of the researches around the present research chronologically as follows:

Maghsoudi *et al.,* (2013) investigated the effect of big five personality traits on 93 Iranian EFL bilingual learners. They concluded that there was no significant difference between 2 groups of female and male. Female bilingual learners were more extroverted than male bilingual learners.

Khany *et al.,* (2013) tried to explore the extent to which Iranian EFL students' personality traits influence their foreign language speaking confidence in the classroom. The analysis revealed that learners ' speaking confidence was positively affected by their personality traits.

Soleimani *et al.,* (2013) investigated a study on 61 English language learners to seek any probable role of personality types in the performance of language learners in their performance on multiple-choice and true/ false reading comprehension tests. The result of the tests revealed no statistically significant difference between the personality types of the participants and their performance on these kinds of tests.

(Nye *et al.,* 2013) posed a study among a sample of Russian university students to find out which of the big five personality factors were associated with academic performance. They concluded that introversion, agreeableness, neuroticism and openness to experience had observable ties to academic performance.

Fazeli (2012) sought to find out the relationship between the agreeableness and use of the English language strategies for EFL learners. The obtained data from 213 Iranian female university learners showed that there was only a significant relationship between the agreeableness trait and the use of one of six categories of ELLSs (i.e. compensation strategies).

Feyter *et al.,* (2012) in a study on 375 university students in Belgium tried to unravel the impact of the Big Five personality factors on academic performance. The findings showed a positive indirect effect of neuroticism on academic performance at higher level of self-efficacy. This study showed that conscientiousness positively affected academic performance indirectly through academic motivation.

Hakimi *et al.,* (2011) showed that neuroticism and extraversion were significant predicators in language learning and both of them were negative.

Teh *et al.,* (2011) conducted a study on 255 Malaysian students. They developed the study to find out whether the big five personality traits supported or inhibited individuals ' online entertainment knowledge sharing behaviors. They concluded that openness had an inverse relationship with the attitude towards knowledge sharing.

Komarajo *et al.,* (ibid) proposed a study on 308 students to find out the Personality and learning styles roles in influencing academic achievement. The analyzed data indicated that two of the Big Five traits, conscientiousness and agreeableness, were positively related with all four learning styles (synthesis analysis, methodical study, fact retention, and elaborative processing), whereas neuroticism was negatively related with all four learning styles. In addition, extraversion and openness were positively related with elaborative processing.

Furnham *et al.,* (2009) noted the significance of conscientious, agreeableness and extraversion for academic performance.

Research Hypotheses

In line with the pedagogical objectives of the study, the present researchers have formulated the following hypothesis:

H1: There is no significant interaction effect between Iranian EFL learners' linguality (bilingual/ monolingual) and the big five personality traits regarding their general English proficiency.

MATERIALS AND METHODS

Methodology

Participants

According to research methodologies, the higher the number of participants the more generalizable the result of the research will be. In the present study 284 high school students in second grade both male and female were invited. They also were monolingual and bilingual. By means of a background questionnaire, some basic information elicited, and by using the Big five personality factors questionnaire their personality traits were specified, so the remainders (N: 79) classified into 2 groups of monolinguals and bilinguals.

Instruments

The following instruments were used in this research:

A background questionnaire: It covered issues as the subjects' age, gender, level of education, and linguality status. It was given to subjects to fill it out in order to elicit some basic information about the participants.

General English Proficiency Test (GEPT): It was utilized to evaluate the language skills of participants. Transparency Test was used by the researchers as the general English proficiency test. It includes 50 multiple-choice questions, i.e. 30 grammar, 10 vocabulary and 10 reading comprehension questions. It was piloted with 30 students (19 monolingual and 11 bilingual) with the same characteristics of the present study's participants to be assured about the reliability of the test. The reliability of the test estimated by KR-21 formula was 0.69.

Big Five Personality Test: The Big Five Personality Test was used to measure the core features of the Big Five that are common across investigators.

It was administered to learners as the chief data collection instruments determined the students' personality traits. The investigators used the test in Persian to prevent any possible misunderstanding and confusion on the part of the participants.

In the questionnaire the subjects were asked to reply to 50 items put in a 5-point Liker-type scale from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (slightly agree), and 5 (agree). The scores calculate were between zero and forty.

Also the researcher estimated the reliability of the questionnaire by Cronbach's alpha and it was 0.81.

Procedure

The data for the study described in this study was collected between April 2013 and May 2013 at different high schools in Markazi Province (Arak and Farahan). The following steps were taken in the current study:

Phase One: Based on the permission taken from the ministry of education the investigator was allowed to gather the data through 14 high schools in Arak and Frahan. The schools were selected randomly, i.e. 8 in Arak and 4 in Farahan. So the remainders were 12 schools (8 in Arak/ 4 in Farahan). Hence, 380 males and females second grade students who had enrolled in the mentioned high schools were randomly selected.

Phase Two: All the materials as the BFPT, Background Questionnaire, and Transparency Test were administered. To be assured about the reliability of the both standard test and questionnaire, i.e. GEPT and BFPT, and to determine the allotted time to fill them out by participants the investigators piloted these instruments in advance with 30 students (19 monolingual / 11 bilingual). These students had the same characteristics of the present study's participants. The reliability of the Transparency Test estimated by KR-21 formula appeared to be 0.69. The reliability of the BFI estimated by Chronbach's alpha and it was 0.81.Duration of the test was estimated by calculating the time spent by the first and the last students answered the test divided by 2.

The allotted time for the BFPT estimated at the piloting stage the same as calculating the time for GEPT was 20 minutes and for GEPT was 35 minutes.

Phase Three: To save the time and not to make any more troubles in schools, all the test and questionnaires were administered simultaneously and in scoring the papers process the researcher kept the homogenous subjects' data. In this phase according to GEPT, 38 subjects were discarded from the study because they answered haphazardly. 67 subjects were excluded because their marks did not fall in the range of 1standard deviation above and below the mean score. After making the subjects homogenous. Their linguality obtained through the Background Questionnaire. Eventually, 79 out of 284 students were selected through GEPT and BFPT. The remainders (N=79) were categorized into 6 groups regarding their linguality, learning styles, and gender.

a) 42 Females
b) 37Males
c) 36 Bilingual
d) 43 Monolingual

RESULT AND DISCUSSION

In the current study, the researchers intended to investigate the interaction between the Big five personality traits and linguality on EFL learners' GEP. To do so, the researchers analyzed the interaction effect of the big five personality trait individually and linguality and the effect of them on learners' GEP.

To analyze the obtained data, two-way ANOVA tests was applied to unravel the interaction effect between independent variables on the GEP of the learners. As the results shown in Table 1, the ANOVA failed to reveal the main effect of extroversion ($F(1,75) = .237$; $MS = .908$, $P = .628 > \alpha = 0.05$), the main effect of linguality ($F(1,75) = .114$; $MS = .439$, $P = .736 > \alpha = 0.05$), the interaction effect of linguality and extroversion ($F(1,75) = .019$; $MS = .071$, $P = .892 > \alpha = 0.05$). Hence, the H0 is accepted because the variances in the groups are approximately equal. The P-value is more than the significant level so there is no significant interaction between the IVs and they do not have any impact on Iranian EFL learners' performance in English learning.

For better explaining significant difference between two groups, linear graph is presented for investigating mean scores of Iranian EFL learners' performance scores and means of BFP in linguality. Figure 1 is drawn to show the difference means of Iranian EFL learners in Extroversion (vertical axis) and learners' linguality (horizontal axis). The linear graph also indicates that there is no interaction effect between extroversion/introversion and linguality on the general English proficiency, i.e. they have no effect on Iranian EFL learners' learning.

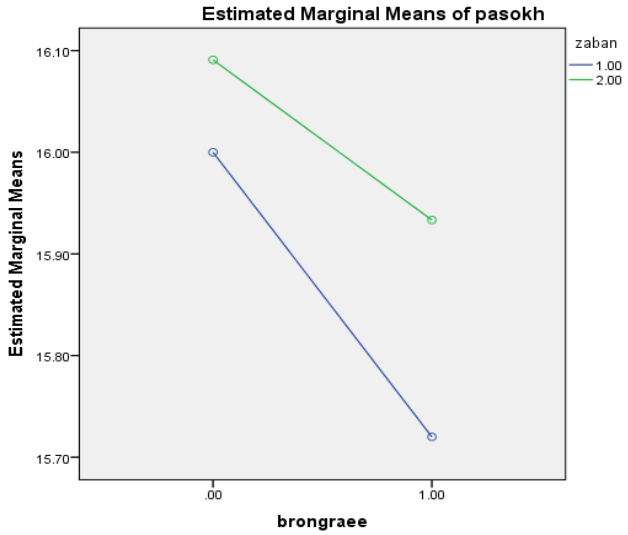

Figure 1: Linear graph for mean of extroverted learners scores regarding linguality

Table 1: Descriptive statistic for the interaction between 2 independent variables (linguality and extroversion) on the dependent variable (GEP) with the result of two-way ANOVA

Dependent Variable: General English Proficiency Marks

Source	type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1.753[a]	3	.584	.152	.928
Intercept	19262.525	1	19262.525	5019.917	.000
Extroversion	.908	1	**.908**	**.237**	**.628**
Linguality	.439	1	**.439**	**.114**	**.736**
extroversion * linguality	.071	1	**.071**	**.019**	**.892**
Error	287.792	75	3.837		
Total	20322.000	79			
Corrected Total	289.544	78			

a. R Squared =.006 (Adjusted R Squared = -.034)

As the results shown in Table 2, the main effect of agreeableness (F(1,75) =.604; MS= 2.304, P=.440 > α = 0.05), the main effect of linguality (F(1,75) =.249; MS=.950, P=.619 > α = 0.05), the interaction effect of linguality and agreeableness (F(1,75) =.093; MS=.354, P=.762> α = 0.05) are rejected. Therefore, the H0 is accepted because the variances in the groups are approximately equal and the P-value is more than the significant level so there is no significant interaction between the IVs and they do not have any impact on Iranian EFL learners' performance in English learning.

Figure 2 is drawn to show the difference means of Iranian EFL learners in agreeableness (vertical axis) and learners' linguality (horizontal axis). The linear graph also indicates that there is no interaction effect between agreeableness and linguality on the general English proficiency, i.e. they have no effect on Iranian EFL learners' learning.

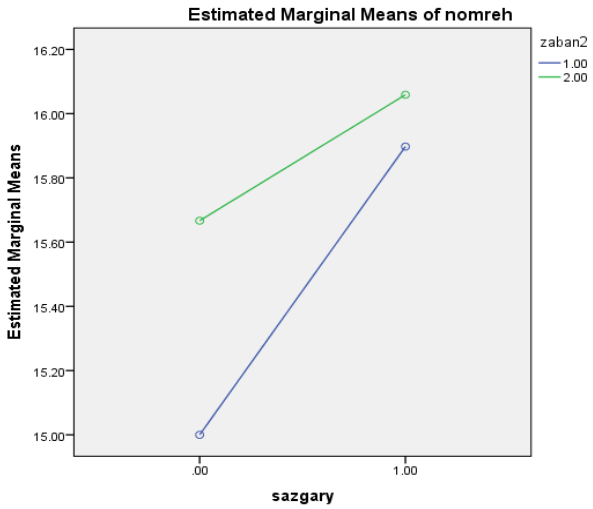

Figure 2: Linear graph for mean of agreeable learners' scores regarding linguality

Table 2: Descriptive statistics for the interaction between 2 independent variables (linguality & agreeableness) on the dependent variable (GEP) with the result of two-way ANOVA
Tests of Between-Subjects Effects

Dependent Variable: General English Proficiency Marks

Source	type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3.406[a]	3	1.135	.298	.827
Intercept	5433.733	1	5433.733	1424.239	.000
Agreeableness	2.304	1	**2.304**	**.604**	**.440**
Linguality	.950	1	**.950**	**.249**	**.619**
Agreeableness * linguality	.354	1	**.354**	**.093**	**.762**
Error	286.139	75	3.815		
Total	20322.000	79			
Corrected Total	289.544	78			

a. R Squared =.012 (Adjusted R Squared = -.028)

Table 3 shows the main effect of conscientiousness (F(1,75) =.570; MS= 2.149, P=.452> α = 0.05), the main effect of linguality (F(1,75) =.320; MS= 1.204, P=.486 > α = 0.05), the interaction effect of linguality and conscientiousness (F(1,75) =.490; MS= 1.845, P=.486>α = 0.05) are not met. Therefore, the H0 is accepted because the variances in the groups are approximately equal and the P-value is more than the significant level so there is no significant interaction between the IVs and they do not have any impact on Iranian EFL learners' performance in English learning.
The linear graph in Figure 3 indicates that there is a weak interaction effect between conscientiousness and linguality on the general English proficiency but it is not significant and strong. The mean score of conscientious learners' marks in general English proficiency was more than subjects withlack of direction (see Figure 4).

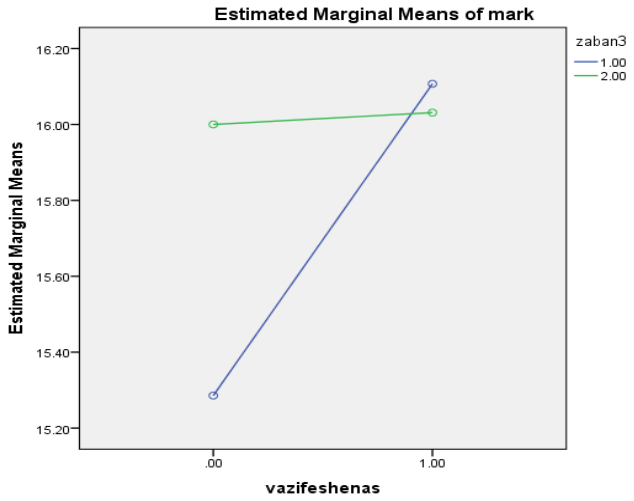

Figure 3: Linear graph for mean of conscientious learners' scores regarding linguality

Table 3: Descriptive statistics for the interaction between 2 independent variables (linguality &conscientiousness) on the dependent variable (GEP) with the result of two-way ANOVA

Dependent Variable: mark

Source	type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7.040[a]	3	2.347	.623	.602
Intercept	11887.418	1	11887.418	3155.902	.000
Conscientiousness	2.149	1	**2.149**	**.570**	**.452**
Linguality	1.204	1	**1.204**	**.320**	**.573**
Conscientiousness* linguality	1.845	1	**1.845**	**.490**	**.486**
Error	282.504	75	3.767		
Total	20322.000	79			
Corrected Total	289.544	78			

a. R Squared =.024 (Adjusted R Squared = -.015)

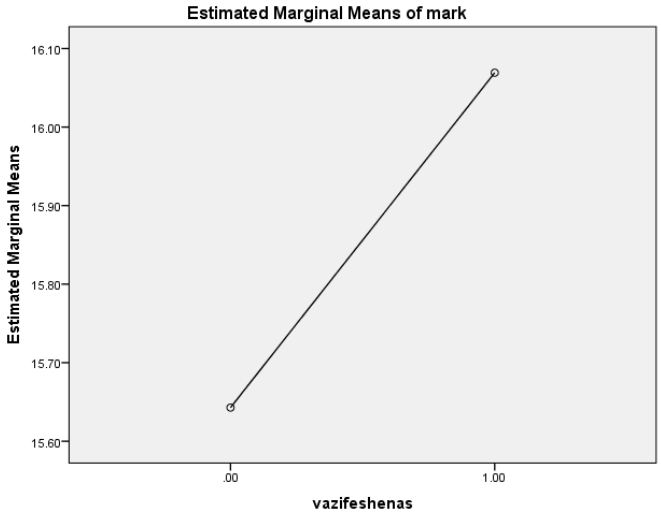

Figure 4: Linear graph for mean of conscientious learners' scores

The main effect of neuroticism (F(1,75) =.302; MS= 1.148, P=.584 > α = 0.05), the main effect of linguality (F(1,75) =.199; MS=.755, P=.657 > α = 0.05), the interaction effect of linguality and neuroticism (F(1,75) =.646; MS= 2.458, P=.424> α = 0.05) are shown in Table 4. As the analyzed data shows the H0 is accepted because the variances in the groups are approximately equal and the P-value is more than the significant level so there is no significant interaction between the IVs and they do not have any impact on Iranian EFL learners' performance in English learning.

The linear graph in Figure 5 indicates that there is a weak interaction effect between neuroticism and linguality on the general English proficiency but it is not significant and strong enough. The mean score of emotional learners' marks in general English proficiency was more than their counterparts (i.e. neurotic learners) (see Figure 6).

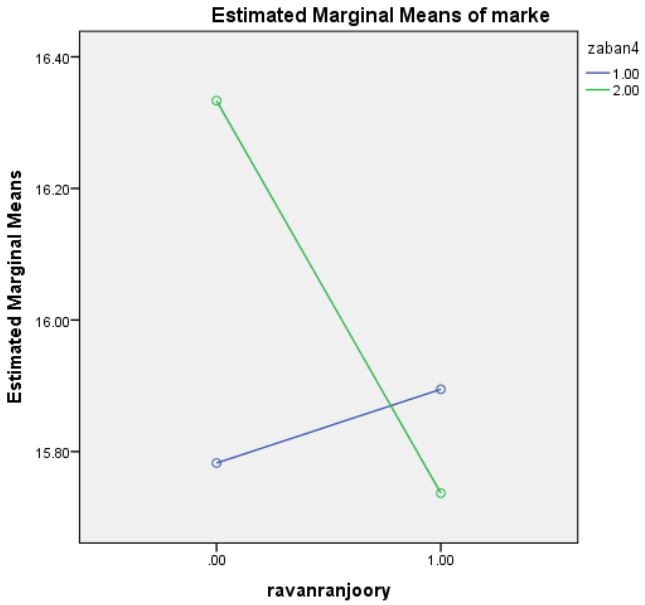

Figure 5: Linear graph for mean of neurotic learners' scores regarding linguality

Table 4: Descriptive statistics for the interaction between 2 independent variables (linguality & neuroticism) on the dependent variable (GEP) with the result of two-way ANOVA

Tests of Between-Subjects Effects

Dependent Variable: mark

Source	type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.158[a]	3	1.386	.364	.779
Intercept	19891.369	1	19891.369	5227.477	.000
Neuroticism	1.148	1	**1.148**	**.302**	**.584**
Linguality	.755	1	**.755**	**.199**	**.657**
Neuroticism * linguality	2.458	1	**2.458**	**.646**	**.424**
Error	285.387	75	3.805		
Total	20322.000	79			
Corrected Total	289.544	78			

a. R Squared =.014 (Adjusted R Squared = -.025)

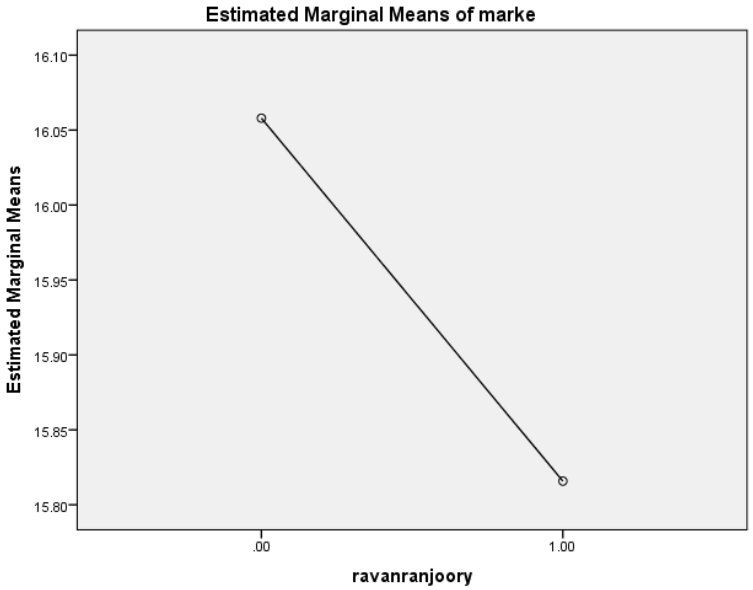

Figure 6: Linear graph for mean of neurotic learners' scores

The statistically analyzed data formain effect of openness (F(1,75) =.051; MS=.192, P=.823> α = 0.05), the main effect of linguality (F(1,75) =..799; MS= 3.032, P=.374> α = 0.05), and the interaction effect of linguality and openness (F(1,75) = 1.016; MS= 3.855, P=.317> α = 0.05) shown in Table 5revealed that the H0 is accepted because the variances in the groups are approximately equal and the P-value is more than the significant level so there is no significant interaction between the IVs and they do not have any impact on Iranian EFL learners' performance in English learning.
The linear graph in Figure 7 indicates that there is a weak interaction effect between openness and linguality regarding the learners' general English proficiency but it is not significant and strong enough.

Table 5: Descriptive statistics for the interaction between 2 independent variables (linguality & openness) on the dependent variable (GEP) with the result of two-way ANOVA
Tests of Between-Subjects Effects

Dependent Variable: mark

Source	**type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Corrected Model	4.902[a]	3	1.634	.431	.732
Intercept	13950.302	1	13950.302	3675.740	.000
Openness	.192	1	**.192**	**.051**	**.823**
Linguality	3.032	1	**3.032**	**.799**	**.374**
Openness * linguality	3.855	1	**3.855**	**1.016**	**.317**
Error		75			
Total		79			
Corrected Total	289.544	78			

a. R Squared =.017 (Adjusted R Squared = -.022

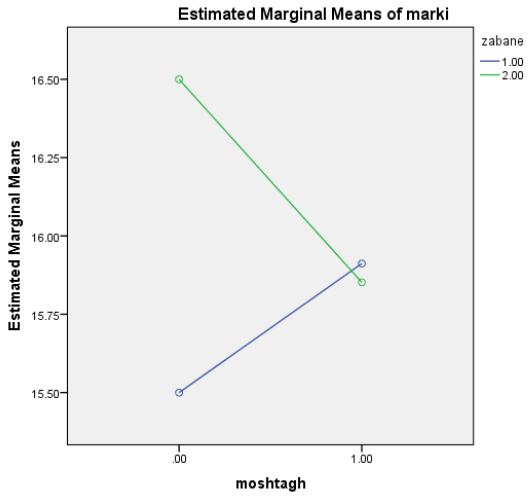

Figure 7: Linear graph for mean of open learners' scores regarding linguality

Several studies have shown a negative effect and relationship between neuroticism and academic performance (Chamorro-Premuzic and Furnham, 2003; Furnham and Monsen, 2009; Lounsbury *et al.*, 2003). Other research reported no or even a positive impact of neuroticism on academic achievement (Furnham *et al.*, 2003; Komarraju *et al.*, 2009; Nguyen *et al.*, 2005; Rosander *et al.*, 2011). Combinations of Big Five traits have also been found to predict various educational outcomes. Conscientiousness and openness predict course performance (Paunonen and Ashton, 2001), and agreeableness, conscientiousness, and openness predict overall academic performance (Farsides and Woodfield, 2003; Poropat, 2009). Extraversion, openness, and conscientiousness have also been found to predict GPA (Lievens *et al.*, 2009). Although these findings confirm the general significance of personality traits, it is necessary to examine other individual level factors such as students' learning styles.

Komarraju *et al.*, (2009) indicated that extraversion was positively related with extrinsic motivation. Komarraju *et al.*, (2011) cited in (Maghsoudi *et al.*, 2013) concluded that "(a) openness was positively related with the two reflective learning styles(synthesis-analysis and elaborative processing), (b)neuroticism was negatively related with all the four learning styles, and (c) agreeableness and conscientiousness were positively related to all the four learning styles".

All in all, the findings of the current study are in line with the findings of (Maghsoudi *et al.*, 2013) concluded that there was no significant difference among male and female in 5 big personality.

Conclusion

To bring the main aims of the present study into readers' notice and to refresh the readers' minds it is worth rementioning the hypothesis here:

H_1. There is no significant interaction effect between Iranian EFL learners' linguality (bilingual/ monolingual) and the big five personality traits regarding their general English proficiency.

In order to collect the needed data in the present study background questionnaire, GEPT and BFPT were used. To find the linguality of 284 participants the background questionnaire was used. To achieve the students' language proficiency level, the Transparency Test was applied. And in the last phase Big Five Personality Questionnaire was used to determine the learners' personality traits in big five types OCEAN (openness, contentiousness, extroversion agreeableness, neuroticism). Finally 79 subjects were polled. The obtained data analyzed by two-way ANOVA showed that there was no significant interaction effect between Iranian EFL learners' personality types and linguality regarding their general English language proficiency. Based on the findings the investigators concluded that there were no relationship among personality, linguality, and general English proficiency. Numerous studies have investigated the relations and impacts of personality and general English proficiency or academic performance of EFL learners generally or in different aspects and skills (Komarraju *et al.*, 2009), (Feyter *et al.*, 2012), (Fazeli, 2012),

(Khany *et al.,* 2013). The scope of no study has been the effect or impact of linguality and the interaction of it with personality. Maghsoudi *et al.,* (2013) unraveled the effect of big five personality traits in Iranian EFL bilingual learners and the findings of the current study are in line with it which revealed that there was no relationship.

REFERENCES

Chamorro-Premuzic T and Furnham A (2003). Personality predicts academic performance:

Dewaele JM, Beardsmore HB, Housen A and Wei L (2003). *Bilingualism: Beyond Basic Principles: Festschrift in Honour of Hugo Baetens Beardsmore,* edited by Dewaele JM, Beardsmore HB, Housen A and Wei L (Multilingual matters) 123.

Diab RL (2000). Lebanese students' beliefs about learning English and French: A study of university students in a multilingual context. *Dissertation Abstracts International* **62**(2) 497.

Duff A, Boyle E, Dunleauy K and Ferguson H (2004). The relationship between personality, approach to learning, and academic performance. *Personality and Individual Differences* **36** 1907-1920.

Evidence from two longitudinal university samples. *Journal of Research in Personality* **37** 319–338.

Eysenck HJ (1967). *Biological Basis of Personality,* (Charles C Thomas Publisher, Springfield, Illinois, USA).

Fallan L (2006). Quality reform: Personality type, preferred learning style and majors in a business school. *Quality in Higher Education* **12**(2) 193-206.

Farsides TL and Woodfield R (2003). Individual differences and undergraduate academic success: The roles of personality, intelligence and application. *Personality and Individual Differences* **34** 1225–1243.

Fazeli SH (2012). The relationship between the extroversion trait and use of the English language learning strategies. *Indian Journal of Science and Technology* **5**(4) 2651-2657.

Feyter T, Caers R, Vigna C and Berings D (2012). Unraveling the impact of the big five personality traits on academic performance: the moderating and mediating effects of self-efficacy and academic motivation. *Learning and Individual Differences* **22** 439–448.

Furnham A and Monsen J (2009). Personality traits and intelligence predict academic school grades. *Learning and Individual Differences* **19** 28–33.

Furnham A, Jackson CJ and Miller T (1999). Personality, learning style and work performance. *Personality and Individual Differences* **27**(6) 1113-1122.

Gass SM and Selinker L (2008). *Second Language Acquisition*: *An Introductory Course* (New York: Routlrdge).

Hadley AO (2003). *Teaching Language in Context* (US. Stanley J. Galek).

Hakimi S, Hejazi E and Lavasani MG (2011). The relationships between personality traits and students' academic achievement. *Procedia - Social and Behavioral Sciences* **29** 836-845.

Hakuta K, Bialystok E and Wiley E (2003). Critical evidence: A test of the critical-period hypothesis for second-language acquisition. *Psychological Science* **14** 31–38.

Hamers FJ and Blanc HAM (2000). *Bilinguality and Bilingualism* (Cambridge: Cambridge University Press).

Harris EG and Lee JM (2004). Illustrating a hierarchical approach for selecting personality traits in personnel decisions: An application of the 3M Model. *Journal of Business and Psychology* **19**(1) 53 67.

John OP and Srivastava S 1999. The Big Five trait taxonomy: History, measurement, and theoretical perspectives, Handbook of personality. In: *Theory and Research,* 2nd edition (NewYork: Guildford Press) 102-138.

Khany R and Ghoreyshi M (2013). The nexus between Iranian EFL students' big five personality traits and foreign language speaking confidence. *European Online Journal of Natural and Social Sciences, Special Issue on Teaching and Learning* **2**(2) 601-611.

Komarraju M, Karau S, Schmeck R and Avdic A (2011). The Big Five personality traits, learning styles, and academic achievement. *Personality and Individual Differences* **51** 472–477.

Komarraju M, Karau SJ and Schmeck RR (2009). Role of the Big Five personality traits in predicting college students' academic motivation and achievement. *Learning and Individual Differences* **19** 47–52.
Laidra K, Pullmann H and Allik J (2007). Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school. *Personality and Individual Differences* **42**(3) 441- 451.
Lievens F, Ones DS and Dilchert S (2009). Personality scale validities increase throughout medical school. *Journal of Applied Psychology* **94**(6) 1514-1535.
LLurda E (2000). On competence, proficiency, and communicative language ability. *International Journal of Applied Linguistics* **10**(1) 85-96.
Lounsbury JW, Sundstrom EJ, Loveland JM and Gibson LW (2003). Intelligence, 'Big Five' personality traits, and work drive as predictors of course grade. *Personality and Individual Differences* **35** 1231–1239.
Maghsoudi M (2010). The interaction between bilingualism, educational and social factors and foreign language learning in Iran. *Journal of Language and Culture* **1**(3) 35-46.
Maghsoudi M, Samadi F and Aziz Mohammadi F (2013). Investigating the effect of big five personality traits in Iranian EFL bilingual learners. *International Journal of Language and Linguistics* **1**(1) 26-32.
Musek J 1999. *Psihološki Modeli in Teorije Osebnosti (Psychological Models and Personality Theories in Slovenian)* (Ljubljana: Filozofska fakulteta).
Myers-Scotton C (2006). *Multiple Voices: Introduction to Bilingualism* (Oxford, U.K Blackwell Publishers).
Nguyen NT, Allen LC and Fraccastoro K (2005). Personality predicts academic performance: Exploring the moderating role of gender. *Journal of Higher Education Policy and Management* **27** 105–116.
Nye JV, Orel E and Kochergina E (2013). Big five personality traits and academic performance in Russian universities. Higher School of Economics Research Paper No. WP BRP 10/PSY/2013. Available: http://ssrn.com/abstract=2265395
Paunonen SV and Ashton MC (2001). Big five factors and facets and the prediction of behavior. *Journal of Personality and Social Psychology* **81** 524–539.
Pavlenko A and Lantolf JP (2000). Second language learning as participation and the (re)construction of selves. In: *Sociocultural Theory and Second Language Learning*, edited by Lantolf JP (Oxford: Oxford University Press) 155–177.
Pazuki M and Rastegar M (2009). Extraversion-Introversion, Shyness, and EFL Proficiency. *Psychological Research* **12**(1 & 2) 78-91.
Poropat AE (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin* **135** 322–338.
Richards JC and Schmidt R (2002). Longman Dictionary of Language Teaching and Applied Linguistics. In: *Longman Dictionary*, 3rd edition (Harlow, Essex: Longman).
Rosander P, Bäckström M and Stenberg G (2011). Personality traits and general intelligence as predictors of academic performance: A structural equation modelling approach. *Learning and Individual Differences* **21** 590–596.
Siebert L (2003). Student and teacher beliefs about language learning. *The ORTESOL Journal* **21** 7-39.
Skutnabb – Kangas T and McCarty TL (2006). Key concepts in bilingual education: Ideological, historical, epistemological, and empirical foundations. In: *Bilingual Education: Encyclopedia of Language and Education*, 2nd edition, edited by Cummins J and Hornberger N (New York: Springer) 3 – 17.
Soleimani H, Jafarigohar M and Ramezani A (2013). Extroversion/Introversion and test performance of Iranian EFL students on multiple-choice and true/false reading comprehension test. *International Journal of English and Education* **2**(2) 211-224.
Stern H (1983). *Fundamental Concepts in Language Teaching* (Oxford: Oxford University Press).

Teh PL, Yong Ch, Chong Ch and Yew SY (2011). Do the Big Five Personality Factors affect knowledge sharing behavior? A study of Malaysian universities. *Malaysian Journal of Library & Information Science* **16**(1) 47-62.
Van Hell JG and Dijkstra T (2002). Foreign language knowledge can influence native language performance in exclusively native contexts. *Psychonomic Bulletin & Review* **9** 780–789.
Vorkapić S (2012). The Significance of Preschool Teacher's Personality in Early Childhood Education: Analysis of Eysenck's and Big Five Dimensions of Personality. *International Journal of Psychology and Behavioral Sciences* **2**(2) 28-37.
Yang ND (1999). The relationship between EFL learners' beliefs and learning strategy use. *System* **27** 515-535.
Yeow T, Tan M, Loh L and Blitz J (2010). An investigation into the learning styles, English proficiency and assessment performance of medical students. *International e-Journal of Science, Medicine & Education* **4**(1) 7-13.