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REVIEW ARTICLE

A DESCRIPTIVE STUDY OF THE EFFECTS OF MOTIVATION, ANXIETY, AND INTROVERSION/EXTROVERSION AS LEARNERS' VARIABLES ON SECOND LANGUAGE ACQUISITION

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ABSTRACT

Learners of a second language vary from some aspects such as personality, motivation, learning styles, age and aptitude. In this the aim is to study about the relationship existing between Personality and second language acquisition. To increase the learning process up to the maximum level, individual differences must be noticed. Some features of the learners might encourage or inhibit second language acquisition (Cook 1996). Ellis (1994) believes that language learning strategy is a strategy contained of a mental or behavioral activity regarding to some special stages in the general development of language acquisition or language use. One of the necessary factors for learning second or foreign language is motivation which has some types. It has a relationship with language learning process. There are some tools for measuring it. It is more common to use questionnaires for measuring learners' motivation. As Richard and Schmidt (2002) mention that motivation is generally considered to be one of the primary cause of being successful or failed in second Language Acquisition. According to Oxford (1999), actions which the learners get to make learning more enjoyable, easier and faster. It's more effective, too. Since early 1970s, the role of anxiety in language learning has been examined (MacIntyre and Gardner 1991). Most of the researches show the negative relationship between foreign language anxiety and the level of achievement. In this study it was attempted to investigate motivation, anxiety, extroversion and introversion as some learners' variables.

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INTRODUCTION

Learners of a second language vary from some aspects such as personality, motivation, learning styles, age and aptitude. In this the aim is to study about the relationship existing between Personality and second language acquisition. To increase the learning process up to the maximum level, individual differences must be noticed. Some features of the learners might encourage or inhibit second language acquisition (Cook 1996). Ellis (1994) believes that language learning strategy is a strategy contained of a mental or behavioral activity regarding to some special stages in the general development of language acquisition or language use. One of the necessary factors for learning second or foreign language is motivation which has some types. It has a relationship with language learning process. There are some tools for measuring it. It is more common to use questionnaires for measuring learners' motivation. As Richard and Schmidt (2002) mention that motivation is generally considered to be one of the primary cause of being successful or failed in second Language Acquisition. According to Oxford (1999), actions which the learners get to make learning more enjoyable, easier and faster.

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Definition of motivation

In Longman Dictionary of applied linguistics one definition is given; the factors that determine a person's desire to do something. There is a difference between orientation and motivation in the field of second Language Acquisition. Orientation is the reason that the learners has to study a second language, however, motivation could be defined as the force that derive the learners to study a second language. Keller's definition of motivation (1983) is the choices that different individuals make to approach or avoid their goals.

Kinds of motivation

There are some classification for different types of motivation integrative/ instrumental motivation or intrinsic/extrinsic motivation.

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- **Integrative/ instrumental:**

Based on Gardner and Lambert (1972), integrative motivation is the kind of motivation that a learner might have for learning language for join in culture of target language. Instrumental motivation is a motivation which lead learner to learning language for a specific purpose. There two kinds of motivation effect on procedural and result of learning. Based on Ellis, (1994), the best kind of motivation is integrative one, because it is well-organized. Cook, (2000) mentions that without integrative or instrumental motivation, the process of language learning is too difficult.

- **Intrinsic/extrinsic:**

It is presented by Ryan and Deci, (2000). They called it Self Determination theory. Intrinsic motivation leads learners to perform an activity just for itself. These learners feel enjoyment. Those learners who have extrinsic motivation perform an activity to get some results such as, reward, punishment, etc. (Printrich Schunk, 1996).

Role of motivation in second Language Acquisition

Based on the socio-educational model of second language acquisition, achievement in second language is depended to attitude and integrative purposes of the learner regarding learning situation. It is indirectly. 99 percent of language learners who are willing to acquire the language really, will have the ability of getting a useful knowledge of the language (Dornyei 2001). As Masgoret and Gardner (2003) mention, the correlation of attitude, motivation and orientation variables with language learning achievement is positive and among these variables, motivation has more correlation than the other. In the other word, although there are other factors that can be effect on the learning achievement of the learners, the motivation variable is the variable that has the correlation higher than the factors with achievement. Based on Cook (2000), being more motivated leads the learners to have better performance in the context of second or foreign language learning. When the learner think that they need to speak in second language or achieve some specific goals, they will be more motivated (Lightbrown, Spada 2001). It helps the teachers to choose the effective methods and procedures. It is needless to say that being more motivated leads to successful learning process. Also, teachers should get familiar with the character of each student. Later, depending on that specific character type, they should identify the procedure of motivation which is related to that and do it in their teaching process.

Measuring motivation in second Language Acquisition

In this study, the researcher mentioned that there are three important factors for assessing the learners' motivation. The first one is Gardner's questionnaire, Attitude Motivation test Battery (AMTM), Second Guillauteaux's Questionnaire, motivation orientation of language teaching (MOLT). Last,

Noels's Language Learning Orientation Scale. Via Gardner's questionnaire, different major differences which are affective

are tested (Gardner, 2010). Gardner believe that individual differences are identified via socio-educational model of second language acquisition.

Motivating the second language learners

Nowadays with focusing on learning and learners, it is important for teachers to notice learners' variables. For the teachers, it should be important to consider active association and interest of learners which are some aims of learner-center approaches. Based on such approaches, being independent of the teacher is essential. In the other word, to understand that how learning strategies can manipulate the success for the learners. Being aware about such strategies help teachers to conduct their teaching based on different needs of the learners. Motivation is one of such variables. Dornyei, (2001) has purposed a classification for motivational strategies. He believe that motivation includes three areas which are motivational strategies, self-motivational strategies and teacher motivation. Teacher promote motivation in the students in motivational strategies. It is while that in self-motivational strategies, the learners themselves perform these works. Dornyei, (2001) believe that every strategies dose not works in every situation. Because the context is different and the learners age, level, social class, and their background about culture are different, too.

About teacher motivation, the learners like to find out that they are important in the class. They should express their opinions. Teacher should know what the students like and what they do not like. This is done through questionnaire. If teacher knows it, the teaching materials could be developed more interesting for the students (Dornyei, 2001). Teacher should make the students to feel that they could get everything that they intend to. Based on Dornyei, (2001) realistic believes must be made about different aspects of learning a language (for example, progress, difficulty, attempts which are needed.) one strategy which help the students to be motivated is making learning stimulating and introducing the specific tasks and activities in a way that are interesting. They would be involved. The researcher believe that it is necessary to make initial motivation for the students.

Anxiety

Since early 1970s, the role of anxiety in language learning has been examined (MacIntyre and Gardner, 1991). Most of the researches show the negative relationship between foreign language anxiety and the level of achievement. There are some factory which make learners more anxious in the language learning process. It should be noticed how learners and teachers should reduce the effects of anxiety. The existence of anxiety make the learning process for the learners. Feeling anxiety comes from demanding tasks for difficult which the learners. Word (1998) believed that more than half of language learner experience anxiety. It's indeed less to say that feeling anxiety exists in all learners. It is while that the amount of it is changeable. It is important to notice since that could have negative impact on the performance of the learners, and such impact could makes learning less enjoyable (Gregersen and Horwitz, 2005). The teacher rarely take steps to attend this

important issue therefore, studying this issues is rationally important for both learners and teachers. It is crucial to remove or reduce some factors beading to anxiety.

Motivating the second language learners

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important issue therefore, studying this issues is rationally important for both learners and teachers. It is crucial to remove or reduce some factors beading to anxiety.

This is done to find out if the anxiety could influence their intention to study English. The research show that two factors influence the anxiety of students awareness about importance of learning English and their will towards it. In order to help student to control their anxiety. We should help then to increase their understanding about the importance of English language. It is necessary to say that student who have difficulty in language learning has little motivation. The affective factors like attitude, anxiety, beliefs about FLL are considered to be important, which among them, anxiety is very important. Anxiety has bad effects on 3 steps of cognition processing which are input, processing the data, and output (MacIntyre and Gardner, 1991).

49 non-English major student who their age was from 18 to 20, take part in this study. In order to find data, the researcher used autobiographies and interviews. Auto biography is a self-report of EFL learning and at the continue, the interview was performed. First, student are asked to write an auto biography about all the experiences and what the prefer about English language. Then, they would take part in an unstructured interviews. Through interviews it is indicated that for some students, learning and gaining a high proficiency level in English language is a good motivation that lead them not abandon it. Therefore, in this case, awareness about the importance of English language learning is a strong motivation. Some of participant believe that in university, there is a need to learn English because it is a competitive situation.

Also, the learners may differ in term of their volitional management. The finding show us that strong volitional management of the students helps them to stick to their schedules. It is while that some other student just study English because they afraid to be distracted. Although the awareness of importance of English is motivating for students to involve in, there volitional management help them to overcome their anxiety, and consequently, it leads to persistence in English learning. This study shows that the student student's level of second language acquisition is not a good criteria to predict whether students leave English language learning. But, awareness about the importance of English language and volition management are effective.

Relationship between anxiety and motivation in foreign language learning

Some researchers investigate language anxiety and motivation together. It could be treated as a separate element in its own right or as a secondary element of foreign language self-confidence. If anxiety is considered separately, it has negative effect on foreign language motivation (Gardner, 1987). Anxiety could be motivating if it is considered as a predictor of foreign language self-confidence. Toth, (2007) has searched about the relationship of anxiety and motivation. He purposed that there is a positive and significant relationship between them. The relationship of anxiety is more significant with extrinsic motivation than with intrinsic one (Lio and Huang 2011).

Khodadad and Hassankhajavy, (2012) investigated the relationship between language anxiety and foreign language motivation in the private language institutes.

Also, a model for foreign language achievement based on foreign language motivation and anxiety is examined. Two questionnaires are given. The first questionnaire is Foreign Language Classroom Anxiety Scale and the second one is Language Orientation Scale.

The first one is used for measuring anxiety and the second is used for motivation. Students who have different reason for learning English are different from aspect of anxiety for learning English are different from aspect of anxiety level and its type. The students who have no motivation for their learning, all had English communication fear. They are not comfortable in the classes also, they have fear about assessment. The learners who want to learn a language for personally purposes and want to get a specific goal has less anxiety in comparison with those who have pressure internally or externally. According to the previous research, a model of three hidden variables (FLFL anxiety, FL motivation, and FL achievement) was constructed.

Introversion and extroversion

Introversion and extroversion are dimension of personality which could effect on language learning. Carl Jung was the first psychologist who was purposed the term of introversion and extroversion. The result of the research show that the extroverts tries to take full benefits of language learning opportunities. They like to join groups and engage in conversation inside and outside of the classroom. It is while that the research show that for classroom learning, introverted learners have more likely better performances. They are ore successful in reading and writing skills.

Relationship between introversion and extroversion and risk-taking in second language acquisition

Skehan, (1989) believe that three factors of language learning are:

- Intelligence
- Risk-taking ability
- Extroversion and introversion

It has been suggested that willingness to take risks is related to success in second language learning. It is a situation where an individual has to make a decision involving choice between all kinds of different desirability; the outcome of the choice is indefinite; there is an opportunity of failure (Beebe, 1983). Risk-taking is a vital and very important interactive process to learn a language in the ESL/EFL classroom (Brown 1998). Skehan (1989) thinks that successful learners will be those who involve in the increasing learning activities that lead in turn to longer-term success. Therefore, Risk-taking is one of qualities in the affective area of the personality factors and related to success in second language learning process.

Definition of introversion and extroversion:

Extroversion: It is the relationship of the learner with outside world. A person who is not interested in what happen inside of himself is extrovert. What happen around him is very important. He tries to interact with other people.

Introversion: The learner is willing to his thoughts and feelings. Such people do not like to interact with others, but it sounds to be shy and not to join in group to participate in the different activities.

Relationship between introversion and extraversion and second language acquisition

For second language acquisition social factors are very important. Introversion and extraversion are some examples of social factors. The extroverts (outgoing people) acquire a second language better than introverts. 72 Canadian high school students who are study French are chosen. They are given the questionnaires including French listening test and imitation test. 70% of the participants believe that they are extrovert. Students are willing to communicate. It is while that introverts are afraid of speaking in the class. They do not like to speak and avoid any kind of activity which help students. Extroverts are willing to practice and use language. They like to try out a larger amount of lexicon and structure rules. The positive relationship between degree of extroversion and fluency in first language. The relationship exist between utterance length, filled pauses, and speech rates (second language acquisition is affected by introversion and extroversion).

Some other researchers like Gardner, (1990) claims that no significant relationship exists. Both groups have the same chance for achievement. It depends on the teacher. Functional strategies and social affective strategies are more interesting for extroverts. They are willing to focus on the meaning rather than form. They prefer to ask question for making something clear. Willingness to communicate is in high level among the extroverts. It is because of this fact that extroverts are more tolerance for taking risk and the traits which are mentioned above, would be better language learners. Extroversion are more fluent when speak in a second language. Extrovert person like to be in contact with others. But introvert tries to be private. Extroverts have many friends, are very willing to do exciting works. They are very active. They do not like to concentrate on something for long time. Because of this fact, they are easily distracted from studying. They like reading. Such kind of learners are quiet and prefer not to speak with others. They do not like excitement. Extroverts look relaxed. As a matter of fact, they are motivated from within rather than outside world. They like thinking rather than acting.

Introversion and Extroversion and writing skill

Alavinia and Hassanlou, (2014) aims to dealing with the relationship between writing performance of Iranian EFL learners and extroversion and introversion. Realization of individual differences among learners plays a very important role in producing desirable learning outcomes.

Concepts of extroversion and introversion are examples of individual differences. Introverts are willing toward having concentration, however, introverts like to have social interactions. Writing is one of important skills in English language. First place for writing performance is motivating the learners.

This study aims to find out the relationship extroversion and introversion features writing performance on the modes of writing three kinds of essays which are:

- Argumentative
- Narrative
- Descriptive

It was mentioned that topic for writing is one factor which is motivating for writing an essay. In this study, there were 52 male and female Iranian learners of English language and literature participated in it. Their age was 22 to 23. For measuring extroversion and introversion of the learners, the online version of Eysenck's personality questionnaire was given. The learners were asked to write three kinds of essays with different modes of narrative, argumentative, and descriptive. Two experts were supposed to score each essay to have inter-rater reliability. Then at the end, final score is the mean of both scores. TOFEL Guidelines were used to reduce the subjectivity in the scoring. The results of the study show that between personality types of Iranian university level and narrative, argumentative, and descriptive writing performances, there is no significant correlation. There is a significant difference between writing performance and the gender. Based on this study, it was revealed that male' writing performance are better than female' one. This study showed that some document for rejecting what Zafar and Meenakshi, (2012) claim that differences exist between extroversion and introversion. They believe that introversion do better than extroversion on reading and writing skills. Finding of the current study might be helpful for educational people, including teachers, syllabus designers, and textbook writers. Although this research failed to show that there is a positive relationship between writing skill and individual differences such as extroversion and introversion, the literature offer relationship exist between such kinds of factors.

Conclusion

Second language researchers have long been responsive that second language learning is often related with affective factors, among which the concepts of anxiety and motivation have been known as important representative of second language presentation. This study intended to understand the degree that anxiety and motivation affect English learning. Second language learning is a multifaceted procedure. Affective factors are related to each other. Second language learning may be a consequence of environments at both micro and macro stages. There is a negative relationship between integrative motivation and anxiety level and the somewhat lower ranking of integrative motivation also notifies us that work should be performed in the teaching area to improve correct attention in the target language and culture in foreign language learning

situations. The teachers should plan a method that increases both kinds of motivation. Some signs of anxiety in second language learning are predicated, such as trying to escape difficult linguistic constructions, receiving anxious in role-play activities, state difficult or private messages in the foreign language. This difference which exists between language anxiety and other forms of anxiety are known as a key concern in the understanding of the role of anxiety in language learning. Based on research, there are three general groups of elements which are related to individual differences in L2 learning: cognitive, affective and social. Of the affective factors, personality characters including extraversion/introversion are the most important ones. There are some classification for different types of motivation integrative/ instrumental motivation or intrinsic/extrinsic motivation. Based on the socio-educational model of second language acquisition, achievement in second language is depended to attitude and integrative purposes of the learner regarding learning situation. There is a negative relationship between integrative motivation and anxiety level and the somewhat lower ranking of integrative motivation also notifies us that work should be performed in the teaching area to improve correct attention in the target language and culture in foreign language learning situations. The teachers should plan a method that increases both kinds of motivation. The teachers should get familiar with the character of each student. Later, depending on that specific character type, they should identify the procedure of motivation which is related to that and do it in their teaching process. The learners like to find out that they are important in the class. They should express their opinions. Teacher should know what the students like and what they do not like. This is done through questionnaire.

Most of the researches show the negative relationship between foreign language anxiety and the level of achievement. It should be noticed how learners and teachers should reduce the effects of anxiety. The existence of anxiety make the learning process for the learners. Reduced word production and difficulty in understanding are subsequences of having anxiety. It could effects on willingness to communication in language classroom. Having less self-confidence, low quality in learner output anxiety as an affective filter could prevent information from entering to the cognitive processing system. The finding show us that strong volitional management of the students helps them to stick to their schedules. It is while that some other student just study English because they afraid to be distracted. Although the awareness of importance of English is motivating for students to involve in, there volitional management help them to overcome their anxiety, and consequently, it leads to persistence in English learning.

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