

# Interplay of Personality, Self-Efficacy and Willingness to Communicate

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**KLJUČNE BESEDE:** samoučinkovitost, pripravljenost za komuniciranje, osebnostne lastnosti, angleški jezik

**POVZETEK:** Raziskava ugotavlja, kako osebnostne lastnosti in jezikovna samoučinkovitost vplivajo na pripravljenost za komuniciranje pri učenju angleškega jezika. Vzorec vključuje 216 študentov Univerze v Novem Sadu, uporabljene pa so bile tri metode: vprašalnik Velikih pet plus dva, vprašalnik Pripravljenost za komuniciranje in Vprašalnik samoučinkovitosti pri učenju angleškega jezika. Študenti so pokazali samoučinkovitost na ravni malo višji od nadpovprečne in bili so pripravljeni govoriti na ravni nekoliko višji od zmerne. Samoučinkovitost in pripravljenost za komuniciranje sta v pozitivni korelaciji. Ekstravertnost in pozitivna valenca zelo povečata pripravljenost za komuniciranje. Pozitivna valenca in odprtost za izkušnje sta pomembni lastnosti v odnosu do samoučinkovitosti. Spol ne vpliva neposredno na pripravljenost za komuniciranje in samoučinkovitost, vendar pa blaži odnos z vestnostjo, odprtostjo za izkušnje, ekstravertnostjo in negativno valenco. Ekstravertnost, vestnost in odprtost za izkušnje so značilno večje pri ženskah, za moške pa je značilno večja negativna valenca. Poleg tega so predlagane tudi nekatere sorodne pedagoške vsebine.

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**KEYWORDS:** self-efficacy, willingness to communicate, personality traits, English

**ABSTRACT:** This research examines how Willingness to Communicate (WTC) in learning English is conditioned by personality traits and linguistic self-efficacy. The sample consists of 216 students at the University of Novi Sad. Three instruments were used: the Big Five Plus Two questionnaire, the Willingness to Communicate Questionnaire, and the Questionnaire of English Self-Efficacy. Students showed self-efficacy at a slightly above-average level and were willing to speak at a slightly higher than moderate level. Self-efficacy and WTC are in positive correlation. Extraversion and Positive valence contribute significantly to WTC. Positive valence and Openness to experience are significant traits in relation to self-efficacy. Females have higher Extraversion, Conscientiousness and Openness to experience, whereas males have higher Negative valence. Gender has no direct effect on WTC and self-efficacy, but moderates the relationship with Conscientiousness, Openness to experience, Extraversion, and Negative valence. Females have higher Extraversion, Conscientiousness and Openness to experience, while males have higher Negative valence. In addition, some pedagogical implications are proposed.

## 1 Introduction

Nowadays, Business English (BE) is widely used worldwide, and it has evolved into a means of becoming successful or getting outstanding outcomes in doing business on a global scale, elevating learners in terms of social class. Due to this perception, a lot of people attempt to study it, but not all of them are successful in progressing to higher levels of skill. Despite having similar starting points, some people find it easy to communicate in English, while others find it challenging. According to MacIntyre and Charos (1996), communication is a goal rather than a tool to aid in language acquisition.

Today, English for Specific Purposes (ESP) recognizes that university students need to be able to communicate in ways that go beyond being good at language and avoid-

ing making language mistakes. ESP therefore does not see students' writing problems as a language problem that can be fixed with a few language classes, but rather as their attempts to learn a new way of writing and, more specifically, a new way of communicating. This shifts the focus of language instruction from isolated written or spoken texts to contextualized communicative genres, with a growing emphasis on identifying strategies that are appropriate for both native and non-native speakers of the target language (Hyland, 2022). Thus, teaching entails a commitment to genuine communication, learner-centredness, and, where possible, close collaboration with subject specialists (Danko and Klun, 2014). Unfortunately, classroom methods are not at the centre of ESP discussions nowadays, and the literature should pay more attention to them than it does now (Hyland, 2022).

Personal differences in the relationship between meta-cognition and didactic instructions point out that it is the student who elaborates, integrates and learns, and does all this through their own system of thinking and the techniques with which they monitor and direct their own cognition. Therefore, the choice of how to teach should be made on an individual basis. This is due to the reason that organizing facts through meta-cognition should help students to develop better thinking, a process that is unique to each individual and can be improved more easily with the assistance of ESP teachers (Gojkov Rajić et al., 2021). ESP teachers should be aware that the pursuit of a goal is determined by an individual's self-efficacy beliefs, and that people engage in activities in which they believe they can be effective. Students need to learn how to learn on their own and have confidence in their own abilities. Thus, self-efficacy is closely related to self-regulation and enables students to govern and guide their activities. It is a process aimed at achieving goals set by the individual over time and in changing contexts.

The aim of this research is to examine how certain personality traits affect Willingness to Communicate (WTC) and self-efficacy in BE. The investigation will be carried out using the "Big Five Plus Two" model, i.e., a suggested taxonomy for personality traits developed in psychological trait theory.

The following research questions are stated in the paper:

- What is the students' degree of WTC in BE?
- What is the students' degree of self-efficacy in BE?
- Is there a positive correlation between personality traits and WTC?
- What is the relationship between personality traits and self-efficacy in BE?
- Does gender moderate the relationship between personality traits and WTC?
- Does gender moderate the relationship between personality traits and self-efficacy in BE?

On the basis of the above questions, the following hypotheses are examined:

- H1. *Openness to experience* has a statistically significant impact on WTC in BE.
- H2. *Openness to experience* contributes statistically significantly to self-efficacy in BE.
- H3. Self-efficacy in BE statistically significantly contributes to WTC.
- H4. There is a statistically significant correlation between gender and personality traits in BE.
- H5. Gender has a statistically significant influence on WTC and self-efficacy in BE.

So far, the relationship between a student's personality, self-efficacy, and WTC in BE has received insufficient attention, although it is very important due to the personalized approach to ESP learning and the need to develop self-regulated learning that includes self-efficacy. Bandura (1986, 1995) believes that self-efficacy functions as a regulator in self-regulated learning and occurs when students attempt to achieve the desired results and avoid the undesirable ones.

## **2 Literature review**

The Willingness to Communicate (WTC) model (MacIntyre et al., 1998) describes the factors influencing the capacity to communicate in English, and demonstrates why some people are more enthusiastic about using English than others. Numerous studies which examined WTC in French were carried out in the unique setting of a linguistically divided Canada. These empirical studies focused on issues such as the role of circumstances (Baker and MacIntyre, 2003), orientations in L2 learning (MacIntyre et al., 2001), students' gender and age (MacIntyre et al., 2003), and the vitality and norms of ethnolinguistic communities (Clément et al., 2003).

The studies by Yashima (2002), Yashima et al. (2004), and Peng (2014) focused on WTC in English in the Asian context, which differs significantly from the circumstances in the studies mentioned above because there are few opportunities for interactions with native speakers. As a result, they introduced the concept of international posture (IP), i.e., "an openness and favourable disposition towards other languages and cultures, an interest in foreign affairs, and a non-ethnocentric outlook on life" (Yashima, 2002, p. 57). This concept includes a desire to engage with people from different cultures, a desire to work or study abroad, and an interest in international issues. Yashima (2009) demonstrated that high IP levels result in higher WTC. The results of research (Baker and MacIntyre, 2003; MacIntyre et al., 2011) that evaluated factors causing WTC among immersion and non-immersion students, clearly display the importance of context. According to other authors (Yashima, 2012), anxiety is the single best predictor of WTC, which is similar to immersion scenarios. However, Čepon (2015) argued that students predominantly use negative strategies to reduce anxiety on a personal and interpersonal level.

The various conceptualizations of WTC in L2, ranging from a personality trait to a circumstance-related feature, reveal the complexity and significance of this concept because it combines psychological, linguistic, pedagogical, and communicative aspects. Recently, the dynamic nature of WTC has come to light, and it has been demonstrated that one's WTC may change throughout a single communication event (Pawlak and Mystkowska-Wiertelak, 2015). In their research, Pawlak and Mystkowska-Wiertelak (2015) noted that it looked reasonable to claim that giving discussion activities too many rigorous restrictions would prove detrimental. The conversation starters provided to assist participants in having a productive conversation appeared to be insufficient. When students began to discuss their own experiences, the conversation became more animated.

It was also noted (Trinder, 2013) that the majority of business students at the Vienna University of Economics and Business possess a few basic concepts of learning and self-perceptions, which in turn affect their learning behaviours and assessments of the learning environment. With ratings even higher for the group of advanced students, the quantitative data revealed high levels of ambiguity tolerance and WTC among the sample, as well as preferences for instructional approaches that cater to a communicative learning style. The interviews and open-ended questions corroborated the results where examinees listed extraversion and the readiness to strike up discussions as crucial characteristics of a successful language learner.

To the best of our knowledge, only a few studies have focused on L2 WTC within an ESP context. Thus, willingness to read was explored among students of the humanities and students of the sciences learning ESP (Knežević and Halupka-Rešetar, 2015). Another study offers an insight into students' WTC in the Serbian context and confirms the predominance of self-perceived competence as a crucial factor for L2 WTC (Halupka-Rešetar et al., 2018). Šafranĳ and Katić (2019) investigated ESP engineering students' WTC. Their findings revealed a significant positive correlation between WTC and the Big Five personality traits. The results suggest that there is a low correlation between WTC and *Conscientiousness*, *Emotional stability* and *Agreeableness*, but a moderate-to-high correlation between WTC and *Extraversion* and *Openness to experience*.

*Self-efficacy* has been defined in the literature as the perceived competence of an individual to control the process in order to achieve a goal (Bandura, 1995). According to Zhang et al. (2020), instructionally capitalizing on self-efficacy offers a potentially strong tool to enhance learning ESP, but this first calls for a deeper understanding of the variables that influence the growth of self-efficacy. Participants identified teacher feedback as the most powerful factor influencing ESP self-efficacy and performance (Zhang et al., 2020). Teachers should provide students with ongoing, personalized evaluations in a consistent manner and should determine the most efficient feedback types (constructive, positive), sources (teachers, peers), modes (written, oral), and timings (immediate, delayed) that would work for their students.

According to other studies (MacIntyre et al., 1999; MacIntyre and Charos, 1996), there is a strong correlation between learner's personality and WTC. The personality traits of *Emotional stability* and *Extraversion/Introversion* were connected to WTC through perceived language proficiency and anxiety during conversation (MacIntyre et al., 2011). While communication anxiety, language proficiency, and motivation are associated with WTC through the personality traits of *Emotional stability*, *Extraversion*, *Openness to experience*, and *Conscientiousness*, the personality trait of *Agreeableness* is directly associated with WTC (MacIntyre and Charos, 1996).

A different study (Šafranĳ and Katić, 2019) concludes that there is a substantial number of students with low WTC in ESP (37%), in addition to the average level of WTC in ESP (48%). A slightly lower number (15%) of students reported having high WTC in ESP. These findings are consistent with those of Knežević and Halupka-Rešetar (2015), who discovered that students of the humanities are more willing to read than their counterparts in the sciences. The obtained results are somewhat in line with the findings (Öz, 2014) according to which students majoring in EFL achieved a satisfactory level of WTC and showed motivational orientation toward peers. These results are also in line with the study by Halupka-Rešetar et al. (2018), which found that the mo-

tivational orientation of friendship had statistically significant correlations with WTC inside and outside the classroom. However, their results differ from those of another study (Pavičić Takač and Požega, 2011) according to which students would rather talk to strangers than friends and acquaintances. This result shows that students are reluctant to speak with their teachers, friends, and other people in person.

A prior study (Adelifar et al., 2016) found a direct and negative correlation between WTC and *Agreeableness* in EFL, while there was no connection between *Extraversion* and the students' WTC. Additionally, it was reported that there was a direct and negative correlation between *Conscientiousness* and WTC in EFL. This relationship may be explained by the fact that people who are conscientious also tend to be responsible and work hard to achieve success. The same study found a direct and negative correlation between *Neuroticism* and WTC showing that low emotional stability causes people to react emotionally and be more receptive.

According to another study (Öz, 2014), *Extraversion* and *Openness to experience* were the best predictors of WTC in EFL, supporting the findings that students who exhibit traits like curiosity, sociability, creativity, person-orientation, talkativeness, and friendliness are more likely to communicate in L2. Similar to this, people who are trustworthy, kind, honest, and helpful also exhibit a greater propensity toward WTC in EFL. These results are in contrast with the above-mentioned study (Adelifar et al., 2016) demonstrating that *Extraversion* and *Openness to experience* have no influence on students' WTC. The risk-taking propensity of extraverts appears to extend to their linguistic behaviour, such as their increased use of slang words (Dewaele and Regan, 2001) and their willingness to engage in potentially unsafe emotional interactions (Dewaele and Pavlenko, 2002).

In a study of Flemish secondary school students, *Neuroticism* was found to be unrelated to the students' foreign language attitudes and foreign language marks (Dewaele, 2007). In a previous study (Dewaele, 2002) using the same sample of students, however, it was noted that students were more likely to experience more Foreign Language Anxiety (FLA) in their English L3 language. In addition, Dewaele (2012) found that the relationship between *Neuroticism* and FLA was stronger in the L2, L3, and L4 of Spanish and British university students. Dewaele and Wei (2012) also noted that people who speak more languages and have lived abroad are more tolerant of ambiguity.

The gender variable was investigated in the research related to issues of non-cognitive factors in L2 learning, such as motivation, self-confidence, learning strategy, metacognition, and affective styles (Donovan and MacIntyre, 2004; Dörnyei, 2005; Gojkov Rajić et al., 2021; Kleitman and Stankov, 2007; You et al., 2016). Since the results of the previous study were inconsistent, it should be further investigated how gender affects the relationship between personality traits and WTC, as well as the relationship between personality traits and self-efficacy.

### 3 Methods

#### *Participants*

Convenience sampling was used to recruit participants – 216 students from the Faculty of Technical Sciences, University of Novi Sad, of whom 115 (53.2%) were females and 101 (46.8%) males, aged 18 to 26 ( $M = 23.50$ ,  $SD = 1.97$ ). Their years of learning English as a foreign language ranged from 8 to 17 ( $M = 11.16$ ,  $SD = 3.37$ ). The study was carried out during the 2021/22 academic year. At the time of the research all of the students were enrolled in a BE mandatory course in their second year of studies, with four 45-minute classes per week. The teaching material was based on authentic materials and activities focusing on the integrated four language skills and a number of sub-skills relevant to BE. Before the beginning of the course, the participants' level of proficiency in English had been determined using the Oxford Quick Placement Test (Oxford University Press, 2001); according to the CEFR (Council of Europe, 2001), their English proficiency was at B2 level.

#### *Instruments*

Three questionnaires were used to collect data for this study: the *Big Five Plus Two, abbreviated version* (Čolović et al., 2014), *Willingness to Communicate Questionnaire* – WTC (McCroskey, 1992) and the *Questionnaire of English Self-Efficacy* – QESE (Kim et al., 2015).

The *Big Five Plus Two* questionnaire assesses the big seven personality traits, and each trait was measured through 10 items on a five-point Likert scale (1 – do not agree to 5 – completely agree). The reliabilities of the scales measured by Cronbach's alpha were the following: *Extraversion*  $\alpha = 0.87$ , *Neuroticism*  $\alpha = 0.86$ , *Openness to experience*  $\alpha = 0.77$ , *Aggressiveness*  $\alpha = 0.85$ , *Conscientiousness*  $\alpha = 0.89$ , *Positive valence*  $\alpha = 0.89$  and *Negative valence*  $\alpha = 0.85$ . The reliability values of the scales ranged from satisfactory to excellent.

The *Big Five Plus Two* questionnaire was created on the basis of studies of Serbian culture and indicates that *Aggressiveness* is a trait that is characteristic of Serbian culture and, in the system of dimensions, it is used instead of the *Agreeableness* dimension obtained in the Big Five model (Goldberg, 2001). *Aggressiveness* in research most often achieves moderate negative correlations with *Agreeableness* from the Big Five model. Thus, they are similar dimensions and are often compared in research. The study (Čolović et al., 2014) shows the correlation between these two models. The authors decided on the seven-factor model because, in addition to the five dimensions that are similar in content to the dimensions of the Big Five model, they also include two self-evaluative dimensions: *Positive valence* and *Negative valence*. *Positive valence* includes indicators related to narcissistic tendencies and positive self-image, while *Negative valence* includes indicators related to manipulativeness and negative self-image.

The *Willingness to Communicate* – WTC (McCroskey, 1992) questionnaire presents participants with 20 hypothetical situations in which they have the option to communicate or not. Situations range from everyday situations, like talking to friends, to challenging situations, like delivering a speech. For each situation, the participants need to rate their willingness to communicate in a given setting on a scale of 0 to 100. The



communicative situations in this questionnaire closely resemble those used in BE oral communication. Cronbach's alpha reliability in the current sample was excellent (0.93).

The *Questionnaire of English Self-Efficacy* – QESE (Kim et al., 2015) consists of 32 items and uses a 7-point rating scale from 1 ("I cannot do it at all") to 7 ("I can do it very well"). It was designed to measure the following four areas:

- self-efficacy for listening (8 items);
- self-efficacy for speaking (8 items);
- self-efficacy for reading (8 items); and
- self-efficacy for writing (8 items).

The subscales measuring different language skills were extremely highly correlated, and it was redundant to use them separately because, in some analyses, they would violate the reliability of statistical procedures. They were combined into one general scale, and it is used as a general measure of self-efficacy. Cronbach's alpha reliability in the current sample was excellent (0.98).

The *Questionnaire of English Self-Efficacy* and *Willingness to Communicate* were translated into Serbian using an iterative process of repeated independent translation and blind back-translation. Minor differences in the choice of words and phrases were fixed to make sure that the Serbian items still communicated the same meaning as the original ones.

#### *Data analysis*

For easier interpretation and comparison, the average summation scores were calculated for all scales to reduce them to the instrument's answer scale. In order to assess the relationships between personality traits and self-efficacy in BE and WTC, the Pearson coefficient correlation was calculated. In order to clarify the results in a more systematic manner and assess the partial predictive influence of personality traits towards self-efficacy in BE and personality traits and self-efficacy in BE towards WTC, multiple regression models were run. Gender was added to both models as a predictor. The PROCESS macro for SPSS was used in order to check for possible moderators between personality traits and gender towards self-efficacy in BE and WTC.

## **4 Results**

#### *Descriptive statistics*

Descriptive statistics of research variables are presented in Table 1. All research variables had values of skewness and kurtosis in the suggested range of  $\pm 2$  (George and Mallery, 2010), indicating that there were no significant deviations from univariate normal distributions.

**Table 1***Descriptive statistics of research variables*

<i>Variable</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>	<i>Sk</i>	<i>Ku</i>
Extraversion	1.30	5.00	3.70	0.73	−0.50	0.04
Neuroticism	1.00	4.40	2.26	0.79	0.44	−0.57
Aggressiveness	1.10	5.00	2.59	0.81	0.33	−0.42
Conscientiousness	1.30	5.00	3.59	0.82	−0.31	−0.44
Openness to experience	2.10	5.00	3.82	0.62	−0.27	−0.50
Positive valence	1.00	5.00	3.22	0.85	−0.20	−0.19
Negative valence	1.00	3.80	1.67	0.64	1.18	0.75
Self-efficacy in BE	2.34	7.00	5.94	1.18	−0.98	−0.10
WTC	1.85	100.00	58.30	22.51	0.05	−0.53

Note: Sk – skewness; Ku – kurtosis; WTC – Willingness to Communicate

*Correlation*

Pearson's correlation coefficient between personality traits, self-efficacy, and WTC is presented in Table 2.

**Table 2***Correlations between personality traits, self-efficacy, willingness to communicate, and gender*

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>
<i>Extraversion (1)</i>	1									
<i>Neuroticism (2)</i>	−0.34*	1								
<i>Aggressiveness (3)</i>	0.05	0.47*	1							
<i>Conscientiousness (4)</i>	0.45*	−0.39*	−0.12	1						
<i>Openness to experience (5)</i>	0.44*	0.01	0.15*	0.32*	1					
<i>Positive valence (6)</i>	0.56*	−0.14*	0.27*	0.34*	0.51*	1				
<i>Negative valence (7)</i>	−0.20*	0.45*	0.48*	−0.39*	−0.09	0.08	1			
<i>Self-efficacy in BE (8)</i>	−0.01	0.02	0.00	0.02	0.26*	0.14*	−0.00	1		
<i>WTC (9)</i>	0.44*	−0.15*	0.09	0.09	0.21*	0.34*	−0.03	0.06	1	
<i>Gender (10)</i>	0.21*	0.02	0.08	0.23*	0.23*	0.11	−0.21*	−0.00	0.03	1

Note: \*  $p < 0.05$ ; \*  $p < 0.01$ .



Self-efficacy in BE was positively correlated with *Openness to experience* and *Positive valence*, and these correlations were weak to moderate in intensity. WTC had significant positive correlations with *Extraversion*, *Openness to experience* and *Positive valence*, and a negative correlation with *Neuroticism*. The correlations ranged in strength from moderately weak in the case of *Neuroticism* to strong in the case of *Extraversion*. Gender was positively correlated with *Extraversion*, *Conscientiousness*, and *Openness to experience*, indicating that female participants on average had higher scores in comparison with male participants on these dimensions. Gender was negatively correlated with *Negative valence* indicating that male participants had higher scores on this dimension.

#### *Multiple regression: self-efficacy prediction in BE*

Multiple regression analysis with personality traits as predictors and self-efficacy in BE as a prediction criterion showed that personality traits significantly predicted the criterion,  $F(8, 207) = 3.13$ ,  $p = 0.002$ ,  $R^2 = 0.11$ . Personality traits explain around 11 % of the criterion variance, and partial contributions of predictors are presented in Table 3. There were two significant positive predictors: *Positive valence* and *Openness to experience*.

**Table 3**

*Partial contributions of predictors for self-efficacy in BE*

<i>Predictors</i>	$\beta$	<i>t</i>	<i>p</i>
Gender	-0.05	-0.65	0.519
Extraversion	-0.21	-2.36	0.019
Neuroticism	-0.02	-0.20	0.845
Aggressiveness	-0.05	-0.57	0.567
Conscientiousness	-0.03	-0.38	0.704
Openness to experience	0.32	3.90	0.000
Positive valence	0.13	1.41	0.161
Negative valence	-0.02	-0.22	0.826

#### *Multiple regression: WTC prediction in BE*

Multiple regression analysis with personality traits and self-efficacy in BE as predictors and WTC as the criterion showed that these traits significantly predicted the criterion,  $F(9, 206) = 7.26$ ,  $p < 0.001$ ,  $R^2 = 0.24$ . Personality traits explained almost 25 % of the criterion variance, and partial contributions of predictors are presented in Table 4. There were two significant predictors, *Extraversion* and *Positive valence*. *Extraversion* was a strong positive predictor, indicating that those with higher *Extraversion* are also more willing to communicate. On the other hand, *Conscientiousness* was a weak negative predictor. Self-efficacy in BE was a significant predictor of WTC, but gender was not a significant predictor in either model.

**Table 4***Partial contributions of predictors for WTC*

<i>Predictors</i>	$\beta$	<i>t</i>	<i>p</i>
Gender	-0.05	-0.69	0.489
Extraversion	0.44	5.16	0.000
Neuroticism	-0.06	-0.73	0.464
Aggressiveness	0.07	0.86	0.390
Conscientiousness	-0.17	-2.18	0.030
Openness to experience	-0.01	-0.17	0.868
Positive valence	0.13	1.51	0.132
Negative valence	-0.04	-0.55	0.585
Self-efficacy in BE	0.06	0.93	0.352

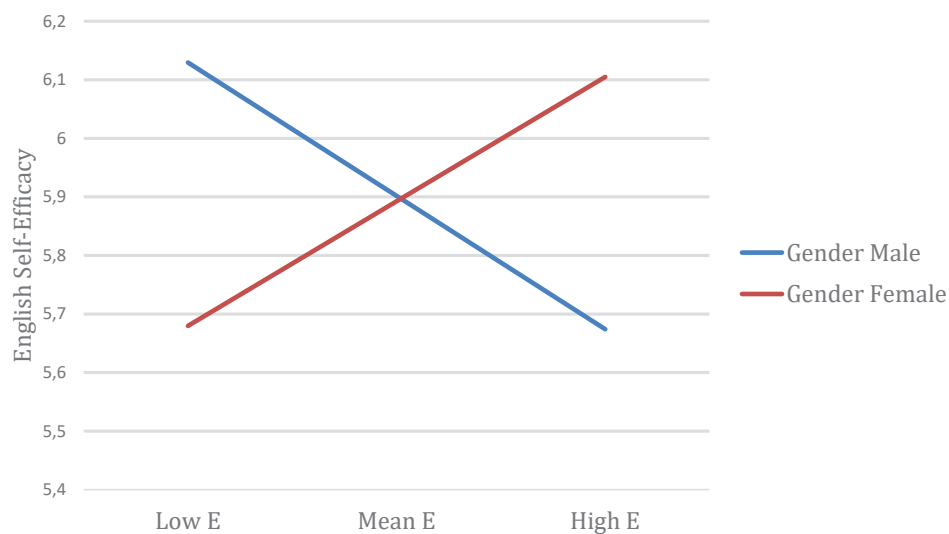
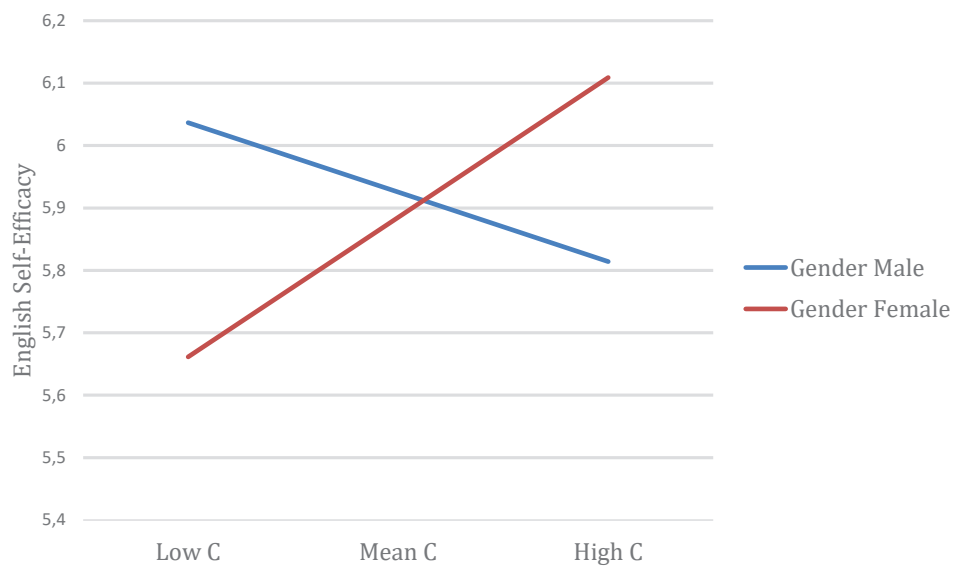
*Moderation of personality traits and gender towards self-efficacy in BE*

Out of the seven tested moderations, two were significant. Adding interaction terms for gender and personality traits did not significantly improve the model predicting self-efficacy in BE for the following traits:

- *Neuroticism*,  $F(1, 212) = 0.14$ ,  $p > 0.05$ ;
- *Aggressiveness*,  $F(1, 212) = 0.61$ ,  $p > 0.05$ ;
- *Openness to experience*,  $F(1, 212) = 0.01$ ,  $p > 0.05$ ;
- *Positive valence*,  $F(1, 212) = 1.15$ ,  $p > 0.05$ ;
- *Negative valence*,  $F(1, 212) = 0.04$ ,  $p > 0.05$ .

Adding an interaction term significantly improved the model when the predictors were *Extraversion*,  $F(1, 212) = 7.34$ ,  $p = 0.007$ , and *Conscientiousness*,  $F(1, 212) = 4.10$ ,  $p = 0.044$ .

For better understanding the interactions are presented in figures. Thus, Figure 1 depicts the interaction of *Extraversion* and gender. At low levels of *Extraversion* male participants exhibit higher self-efficacy in BE, while their female counterparts show lower self-efficacy in BE. Self-efficacy in BE is very similar to the mean levels of *Extraversion*; at high levels of *Extraversion* the pattern is reversed compared to low levels, with female participants having higher self-efficacy in BE compared to their male counterparts. The pattern is very similar for the interaction of *Conscientiousness* and gender. Male participants tend toward lower self-efficacy in BE at higher levels of *Conscientiousness*, whereas female participants tend in the opposite direction. This is presented in Figure 2.

**Figure 1***Moderation between Extraversion and gender***Figure 2***Moderation between Conscientiousness and gender*

### *Moderation of personality traits and gender towards WTC*

Out of the seven tested moderations, none were significant. Adding interaction terms for gender and personality traits did not significantly improve the model for any of the traits:

- *Extraversion*,  $F(1, 212) = 0.75$ ,  $p > 0.05$ ;
- *Neuroticism*,  $F(1, 212) = 1.53$ ,  $p > 0.05$ ;
- *Aggressiveness*,  $F(1, 212) = 0.02$ ,  $p > 0.05$ ;
- *Conscientiousness*,  $F(1, 212) = 0.01$ ,  $p > 0.05$ ;
- *Openness to experience*,  $F(1, 212) = 0.01$ ,  $p > 0.05$ ;
- *Positive valence*,  $F(1, 212) = 1.70$ ,  $p > 0.05$ ;
- *Negative valence*,  $F(1, 212) = 0.36$ ,  $p > 0.05$ .

## 5 Discussion

The results indicate that most participants have average levels of WTC in BE (53.8%), but that there is also a relatively high number of participants with low WTC (28.0%). There is a somewhat lower percentage (18.2%) of those who reported high WTC in BE. The obtained results are consistent with those from the previous study (Šafranĳ and Katić, 2019) carried out on WTC in ESP. The results are partially consistent with some other findings (Knežević and Halupka-Rešetar, 2015) which noted a high level of willingness to read both inside and outside the ESP classroom and a high level of WTC inside and outside the ESP classroom (Halupka-Rešetar et al., 2018) for students of the humanities, but a lower level for their colleagues studying sciences.

The correlations between the variables in the study indicate that BE self-efficacy has a significant positive correlation with *Openness to experience* and *Positive valence* which are weak to moderate in intensity. Those individuals who have higher levels of *Openness to experience* and *Positive valence* also have higher linguistic self-efficacy. Open-minded individuals are intellectually curious, emotionally receptive, and open to new experiences. They are more creative and aware of how they feel, which helps them to communicate well and effectively. *Positive valence* indicates a positive self-perception. Positive self-image enables us to acknowledge both our strengths and our weaknesses. Individuals feel confident and deserving when they respect and value themselves. They are sociable and confident in their own abilities, which fosters communication self-efficacy. They are also open to learning and criticism, which can help them to improve their communication skills in BE.

WTC has a significant positive correlation with *Extraversion* and *Positive valence* in BE, but a negative correlation with *Neuroticism*. The correlation is weak in the case of *Neuroticism* but strong in intensity in the case of *Extraversion*. These results are partially in line with the previous research (Šafranĳ and Katić, 2019) carried out on WTC in ESP, which noted a small positive correlation between WTC in ESP and *Conscientiousness*, *Emotional stability* and *Agreeableness*. Moderate positive correlations were found between WTC in ESP and *Extraversion* and *Openness to experience*.

According to other findings (Öz, 2014), *Extraversion* and *Openness to experience* are the best predictors of WTC in EFL. These results support our findings that students who are curious, friendly, creative, person-focused, talkative, and outgoing are more likely to communicate in BE. Similarly, trustworthy, kind, honest, and helpful individuals have a greater propensity toward WTC in BE. These findings are consistent with those of other studies (Costa and McCrae, 1985; Dewaele, 2007, 2012; Naiman et al., 1978) which found that an extravert who is talkative, active, person-oriented, sociable, optimistic, assertive, fun-loving, and affectionate is more willing to engage in interactions, which is driven by an innate optimism. The fact that they like to take risks seems to give them an edge over introverts, who tend to be shy, serious, aloof, quiet, unenthusiastic, and task-oriented. However, these results contradict previous research (Adelifar et al., 2016) indicating that *Extraversion* and *Openness to experience* had no effect on students' WTC. Additionally, the same study found a negative correlation between *Neuroticism* and WTC in EFL, which is consistent with our findings. Low emotional stability is characterized by emotional reactions and a desire to avoid relationships and social interaction. Also, *Neuroticism* was found to be unrelated to the students' foreign language attitudes and grades (Dewaele, 2002, 2007, 2012).

In addition, our results indicate that there was a positive correlation between gender and *Extraversion*, *Conscientiousness* and *Openness to experience*, indicating that, on average, female participants scored higher than their male counterparts on these dimensions. The correlation between gender and *Negative valence* was negative.

The influence of personality traits on self-efficacy in BE was explained by multiple regressions, but the influence of personality traits is mutually controlled. *Openness to experience* stands out as a positive and significant predictor. This personality dimension is characterized by a general appreciation for curiosity, and a variety of experiences. Open-minded individuals are intellectually curious, emotionally receptive, and willing to try new things. In comparison to closed individuals, they tend to be more creative and emotionally aware, which makes them more efficient and successful communicators. They are also more likely to hold unconventional beliefs, which makes them open to discussions and negotiations. Surprisingly, *Extraversion* is noted as a negative predictor, but it was also shown that moderation between *Extraversion* and gender is significant and this combined effect should be emphasized. Gender significantly moderates the relationship between two personality traits, *Extraversion* and *Conscientiousness*, and self-efficacy in BE. The results show that female participants with higher levels in both dimensions also show higher levels of self-efficacy in BE, while the pattern is different for their male counterparts. *Extraversion* is characterized by a variety of activities, energy surges from external events or situations, and energy generation from external sources. Strong interaction with the outside world distinguishes this characteristic. People frequently describe extraverts as having a lot of energy and enjoying social interaction. They typically have a positive, proactive attitude. They are outspoken, talk a lot, and stand up for themselves. Extraverts may appear more dominant than introverted individuals in social and business settings.

*Positive valence* and *Negative valence* are so-called evaluative dimensions, indicating how an individual perceives himself/herself. In this study, *Negative valence* has no significant association with either self-efficacy in BE or WTC. *Positive valence* has a significant positive correlation with both scales, which means that, in general, those

who perceive themselves more positively have higher self-efficacy in BE and WTC. In the context of regression that influence is diminished because other personality traits have a more significant impact, primarily *Openness to experience* for self-efficacy in BE and *Extraversion* for WTC.

On the basis of the obtained results, the following can be concluded:

- H1: *Openness to experience has a statistically significant impact on WTC in BE is rejected.*

The results show that *Extraversion* and *Positive valence* contribute statistically significantly to WTC in BE. Those with a higher level of *Extraversion* have a temperamental propensity for sociability and talkativeness, which allows them to initiate communication more quickly and easily. *Extraversion* also promotes self-efficacy through its traits of self-confidence, assertiveness, and high emotional creativity. Extraverted individuals are gregarious and enthusiastic in social situations. When they are around other individuals, they become more energetic and appreciative, which encourages and supports their communication self-efficacy. These are the traits of people who are comfortable communicating and have a good sense of their future success (Vaughan-Johnston et al., 2021).

Additionally, *Positive valence* denotes a positive self-perception. Positive self-image allows us to acknowledge our own strengths while being honest about our weaknesses. People feel assured and deserving when they value and respect themselves. They normally get along well with people and are confident in their abilities, which promotes self-efficacy. They are also open to new information and criticism, which can help them to improve their communication skills in BE.

Self-perception, also known as self-concept, has the power to affect our decisions, emotions, and behaviours (Öz et al., 2015). Positive self-perception increases the likelihood that we will have more optimistic thoughts and beliefs about the world as a whole, which can lead to more positive behaviour and communication self-efficacy. Self-perception affects communication in BE in the sense that an individual does not judge those who are different from him/her and accepts diversity.

- H2: *Openness to experience contributes statistically significantly to self-efficacy in BE is confirmed.*

*Openness to experience* and *Positive valence* are shown to be significant personality traits in relation to self-efficacy in BE. Students with a high *Openness to experience* are more likely to learn and enjoy BE, resulting in greater self-efficacy. *Positive valence* as a result of a positive self-image leads to increased positive behaviour and communication self-efficacy.

- H3: *Self-efficacy in BE statistically significantly contributes to WTC is confirmed.*

The results indicate that these two variables are in positive correlation. The WTC model is frequently used to explain the variables that influence L2 acquisition. Self-efficacy also helps to explain why some people persist despite the difficulty of L2 learning. The results of this study showed a moderate relationship between self-efficacy and WTC. It is possible that both of these variables will change if one of them does. This finding is in line with the results of Yashima's research (2002) which noted that WTC in L2 communication was also a result of self-confidence in L2 communication. WTC is independent because several things may have an impact on how it changes. Un-

doubtedly, self-efficacy influences WTC, and various conceptualizations of WTC in L2, ranging from personality traits to a context-related quality, reveal the complexity of this notion. It is important because it combines communicative, pedagogical, linguistic, and psychological aspects of language.

- H4: *There is a statistically significant correlation between gender and personality traits in BE* is confirmed.

Female participants have slightly higher *Extraversion*, *Conscientiousness* and *Openness to experience*, whereas male participants have higher *Negative valence*.

- H5: *Gender has a statistically significant influence on WTC and self-efficacy in BE* is rejected.

Gender has no direct effect on WTC and self-efficacy, but moderates the relationship with certain personality traits such as *Conscientiousness*, *Openness to experience*, *Extraversion* and *Negative valence*. Female participants have slightly higher *Extraversion*, *Conscientiousness* and *Openness to experience*, while their male counterparts have higher *Negative valence*.

## 6 Pedagogical implications

A successful improvement strategy could help students to feel more confident in their own abilities and increase their WTC. ESP pedagogy should include the following ideas for building self-efficacy in BE and WTC performance.

Firstly, ESP teachers should increase students' proficiency in BE in order to enhance their oral communication, presentation skills and the delivery of all other spoken genres used in BE settings. Previous research (Ruiz-Garrido and Molés Julio, 2021) indicates that students' proficiency in ESP increases their confidence in speaking, their ability to comprehend, and their evaluation of the most important factors to consider when preparing an oral presentation. The increase in students' proficiency in ESP could also help them to better prepare for oral presentations, which rely more on their English skills. The speaker's communication skills, such as active behaviour, proximity to the audience, nonverbal communication, message clarity, and the use of visual aids as supplementary tools, should be considered and enhanced as well. ESP teachers need to create multiple presentation opportunities for students to experience and internalize success, including speaking aloud with no audience present, speaking in small-group and whole-class settings, and, when feasible, in virtual public speaking environments. In the BE context these include telephone conversations with colleagues and clients, business pitches, negotiations, meetings, presenting trends through charts or graphs, etc.

Secondly, ESP teachers should also encourage students to spend more time and effort on preparation, such as researching engaging topics, looking for high-quality materials, and practising speech events. Additionally, ESP teachers should arouse students' interest in other people's speech topics, for instance, by providing background information and bringing up conflicts that reflect differing viewpoints and improve students' critical thinking and communicative skills.



In addition, due to the negative effects of psychological states, ESP teachers should create a friendly and cooperative classroom environment instead of one that is competitive and stressful. This will help speakers to feel less anxious, will encourage positive support, and lessen other negative feelings.

Finally, teachers should also be aware of the importance of developing self-regulated learning in their students (Gojkov Rajić et al., 2021; Šafranĳ et al., 2021; Čepon, 2018) in order to enhance their oral communication skills, presentation skills, and the delivery of all other spoken genres used in BE settings.

## 7 Conclusions

The interplay between a student's personality, self-efficacy, and WTC is apparent and highlighted in effective communication. The study results show that a good communicator has personality traits that support a strong sense of self-efficacy and willingness to communicate, such as *Openness to experience*, *Positive valence* and *Extraversion*. These students are intellectually curious, emotionally receptive, and open to new experiences. They are more creative, allowing them to communicate effectively. In addition, positive self-image enables them to feel confident and deserving when they respect and value themselves. They are sociable and confident in their own abilities, which fosters communication self-efficacy. According to the study findings, students had self-efficacy at a slightly above-average level and were willing to speak at a slightly higher than moderate level.

Self-efficacy and willingness to communicate can vary depending on the communication context, which includes the interlocutor, the topic of discussion, the environment and language skills, thereby urging the teacher to select different communication and presentation exercises. Therefore, teachers should be aware that communication is only effective if speakers can use their prior knowledge to frame messages in ways that listeners will recognize, anticipate, and find convincing. Teachers should develop strategies for practising communicative interactions along these lines.

The research findings leave room for further investigation, potentially in the direction that the interplay between self-efficacy, willingness to communicate, and personality traits could include motivation as an important factor of successful oral communication, which influences and contributes further to students' self-regulation in BE learning. Investigating the impact of intrinsic and extrinsic motivation, their intertwined relationship, and the continuum between free and controlled autonomous behaviour, which are the bases of the self-regulation of motivation, will contribute to a better understanding of BE classroom pedagogy.

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## Preplet osebnosti, samoučinkovitosti in pripravljenosti za komuniciranje

V raziskavi ugotavljamo, kako osebnostne lastnosti in jezikovna samoučinkovitost vplivajo na pripravljenost za komuniciranje (WTC) pri učenju angleškega poslovnega jezika (BE). Raziskava je potekala med 216 študenti Tehniške fakultete Univerze v Novem Sadu, od katerih jih je 115 (53,2 %) ženskega in 101 (46,8 %) moškega spola, stari pa so od 18 do 26 let ( $M = 23,50$ ,  $SD = 1,97$ ). Angleščine kot tujega jezika so se učili od 8 do 17 let ( $M = 11,16$ ,  $SD = 3,37$ ). Ko je potekala raziskava, so vsi študenti obiskovali obvezni predmet Angleški poslovni jezik v drugem letniku študija.

Za raziskovanje in pridobivanje podatkov so bili uporabljeni trije vprašalniki: Velikih pet plus dva, skrajšana verzija (Čolović, Smederevac in Mitrović, 2014), vprašalnik Pripravljenost za komuniciranje (WTC) (McCroskey, 1992) in Vprašalnik samoučinkovitosti pri učenju angleškega jezika (QESE) (Kim idr., 2015).

Vprašalnik Velikih pet plus dva ocenjuje "velikih" sedem osebnostnih lastnosti. Vsaka lastnost je bila izmerjena na podlagi 10 elementov na petstopenjski Likertovi lestvici (od 1 – ne strinjam se do 5 – popolnoma se strinjam). Zanesljivost stopenj, izmerjenih s Cronbachovim koeficientom alfa, je bila: ekstravertnost:  $\alpha = 0,87$ , nevrotizem:  $\alpha = 0,86$ , odprtost za izkušnje:  $\alpha = 0,77$ , agresivnost:  $\alpha = 0,85$ , vestnost:  $\alpha = 0,89$ , pozitivna valenca:  $\alpha = 0,89$ , negativna valenca:  $\alpha = 0,85$ . Vrednosti zanesljivosti lestvice so bile od zadovoljive do odlične.

Vprašalnik Pripravljenost za komuniciranje (WTC) (McCroskey, 1992) predstavlja udeležencem 20 hipotetičnih situacij, v katerih imajo možnost komunikacije ali pa ne. Situacije segajo od vsakdanjih, kot npr. pogovor s prijatelji, do izzivov, kot je npr. imeti govor. Za vsako situacijo morajo udeleženci oceniti svojo pripravljenost za komuniciranje s stopnjo od 0 do 100. Cronbach alfa zanesljivost je bila v trenutnem vzorcu odlična,  $\alpha = 0,93$ .

Vprašalnik samoučinkovitosti pri učenju angleškega jezika (QESE) (Kim idr., 2015) obsega 32 stopenj in uporablja sedemstopenjsko lestvico od 1 ("Tega nikakor ne zmorem.") do 7 ("To lahko zelo dobro naredim."). Oblikovan je tako, da meri naslednja štiri področja:

- ☐ samoučinkovitost poslušanja (8 stopenj);
- ☐ samoučinkovitost govorjenja (8 stopenj);
- ☐ samoučinkovitost branja (8 stopenj) in
- ☐ samoučinkovitost pisanja (8 stopenj).

Med podstopnjami, ki merijo različne jezikovne spretnosti, je bila zelo visoka korelacija in odveč jih je bilo uporabljati ločeno, ker bi v nekaterih analizah porušile zanesljivost statističnih postopkov. Združene so bile v eno splošno lestvico, ki predstavlja splošno merilo samoučinkovitosti. Cronbach alfa zanesljivost je bila v trenutnem vzorcu odlična,  $\alpha = 0,98$ .

Vprašalnik samoučinkovitosti pri učenju angleškega jezika in vprašalnik Pripravljenost za komuniciranje sta bila prevedena v srbski jezik z uporabo iterativnega pro-

cesa ponovljenega neodvisnega prevajanja in slepega povratnega prevajanja. Manjše razlike v izboru besed in fraz so bile popravljene, da bi besede v srbskem jeziku zagotovo imele enak pomen kot besede v izvirniku.

Rezultati nakazujejo povprečne ravni pripravljenosti za komuniciranje v angleškem poslovnem jeziku pri večini udeležencev (53,8%), vendar obstaja tudi relativno visoko število udeležencev z nizko pripravljenostjo za komuniciranje (28,0%). Nekoliko nižji je odstotek (18,2%) tistih, ki so pokazali visoko pripravljenost za komuniciranje. Pridobljeni rezultati se ujemajo s tistimi iz predhodne študije (Šafran in Katić, 2019). Rezultati se delno ujemajo tudi z nekaterimi drugimi ugotovitvami (Knežević in Halupka-Rešetar, 2015), v katerih je bila ugotovljena visoka raven pripravljenosti za branje in komuniciranje v in zunaj učilnice (Halupka-Rešetar idr., 2018) za študente humanističnih ved, vendar nižja za njihove kolege, tj. študente naravoslovnih ved.

Korelacije med variablami razkrivajo, da ima samoučinkovitost v angleškem poslovnem jeziku pomembno pozitivno korelacijo z odprtostjo za izkušnje in pozitivno valenco, ki sta šibko do zmerno intenzivni. Posamezniki z višjo ravno odprtosti za izkušnje in pozitivne valence izkazujejo tudi večjo jezikovno samoučinkovitost. Osebe odprtega duha so ustvarjalnejše in se bolj zavedajo svojih občutkov, kar jim pomaga pri dobrem in učinkovitem komuniciranju. Pozitivna valenca pomeni pozitivno samopodobo. Posamezniki čutijo samozavest in lastno vrednost, če se spoštujejo in cenijo.

Pripravljenost za komuniciranje ima pomembno pozitivno korelacijo z ekstravertnostjo in pozitivno valenco, vendar pa negativno korelacijo z nevrotizmom. V primeru nevrotizma je korelacija šibka, vendar zelo intenzivna v primeru ekstravertnosti. Ti rezultati se delno ujemajo s predhodno raziskavo (Šafran in Katić, 2019), ki je ugotovila majhno pozitivno korelacijo med pripravljenostjo za komuniciranje, ekstravertnostjo in odprtostjo za izkušnje.

Glede na druge rezultate (Öz, 2014) sta ekstravertnost in odprtost za izkušnje najboljša napovedovalca pripravljenosti za komuniciranje. Ti rezultati podpirajo naše ugotovitve, da bodo študenti, ki so radovedni, družabni, ustvarjalni, osredotočeni na osebo, zgovorni in odprti, bolj verjetno komunicirali v angleškem jeziku. Podobno so zaupanja vredni, ljubeznivi, poštenu in koristni posamezniki bolj nagnjeni k pripravljenosti za komunikacijo. Te ugotovitve so v skladu z nekaterimi drugimi raziskavami (Costa in McCrae, 1985; Dewaele, 2007, 2012; Naiman idr., 1978), vendar v nasprotju z nekaterimi predhodnimi raziskavami (Adelifar idr., 2016), ki nakazujejo, da ekstravertnost in odprtost za izkušnje nista vplivali na pripravljenost za komuniciranje. Slednja študija je tudi odkrila negativno korelacijo med nevrotizmom in pripravljenostjo za komuniciranje, kar se ujema z našimi ugotovitvami.

Rezultati prikazujejo, da je pozitivna korelacija med spolom in ekstravertnostjo, vestnostjo in odprtostjo za izkušnje. Povprečno so ženske dosegle boljši rezultat kot moški kolegi pri teh dimenzijah. Korelacija med spolom in negativno valenco je bila negativna. Odprtost za izkušnje izstopa kot pozitiven in pomemben napovednik. Ekstravertnost je presenetljivo zabeležena kot negativni napovednik, vendar se je izkazalo, da je zmernost med ekstravertnostjo in spolom pomembna in je potrebno ta skupni učinek poudariti. Spol pomembno ublaži odnos med dvema osebnostnima lastnostima, ekstravertnostjo in vestnostjo, ter samoučinkovitostjo v poslovni angleščini. Glede na rezultate imajo udeleženke z višjima ravnema v obeh dimenzijah višjo raven samoučin-

kovitosti, za njihove moške kolege pa je vzorec drugačen. Ekstravertnost karakterizirajo različne dejavnosti, spodbuda zaradi dogodkov ali situacij v okolju in ustvarjanje energije iz zunanjih virov. Pozitivna in negativna valenca sta tako imenovani ocenjevalni dimenziji, ki predstavljata, kako posameznik doživlja samega sebe. V tej raziskavi negativna valenca ni pomembneje povezana s samoučinkovitostjo in pripravljenostjo za komuniciranje. Pozitivna valenca ima pomembno pozitivno korelacijo z obema lestvicama, kar na splošno pomeni, da tisti, ki sebe doživljajo pozitivno, izkazujejo večjo samoučinkovitost in pripravljenost za komuniciranje. V kontekstu regresije se ta učinek zmanjšuje, ker imajo pomembnejši vpliv druge osebnostne lastnosti, predvsem odprtost za izkušnje na samoučinkovitost in ekstravertnost na pripravljenost za komuniciranje.

Sorodne pedagoške vsebine se nanašajo na učitelje, ki morajo spodbujati pridobivanje znanja pri študentih, da bi izboljšali njihovo ustno komuniciranje, spretnosti predstavitev in uporabo drugih govornih zvrsti. Napredek v znanju študentov bi jim lahko pomagal, da se bolje pripravijo za ustne predstavitve, ki bi bile bolj podprte z njihovim znanjem angleščine. Prav tako je potrebno upoštevati in izboljšati tako komunikacijske spretnosti kot aktivno vedenje, bližino občinstva, neverbalno komuniciranje, jasnost sporočila in uporabo vizualnih pripomočkov kot dopolnilnih orodij. Učitelji morajo ustvariti več možnosti predstavitev za študente, da izkusijo in ponotranjijo uspeh, vključno s predavanjem brez občinstva, v manjših skupinah in pred celotnim oddelkom ter, če je to izvedljivo, v virtualnem okolju javnih nastopov. V kontekstu angleškega poslovnega jezika to vključuje telefonske pogovore s kolegi in strankami, poslovne predstavitve, pogajanja, sestanke, predstavlanje trendov s pomočjo tabel in grafov ipd.

Učitelji morajo tudi spodbujati študente, da porabijo več časa za pripravo, na primer raziskovanje zanimivih tem, iskanje visokokakovostnih gradiv in vaje iz govornih dogodkov. Poleg tega je potrebno spodbuditi zanimanje študentov za druge teme, kot npr. zagotavljanje osnovnih informacij in predstavlanje konfliktov, mnenj, ki izražajo različne poglede, izboljšujejo kritično razmišljanje ter komunikacijske spretnosti.

Prav tako morajo učitelji vzpostaviti v učilnici prijateljsko in sodelovalno okolje namesto tekmovalnega in stresnega. To bo pomagalo študentom, da bodo čutili manj anksioznosti, spodbudilo bo pozitivno podporo in zmanjšalo druga negativna čustva.

Končno se morajo učitelji zavedati tudi pomena razvoja samoreguliranega učenja pri svojih študentih (Gojkov Rajić idr., 2021; Šafranč idr., 2021; Čepon, 2018), da bi spodbudili napredek v spretnostih njihovega ustnega komuniciranja, spretnostih predstavitev in uporabe drugih govornih zvrsti v angleškem poslovnem jeziku.

Sklepamo lahko, da je interakcija med osebnostjo študenta, samoučinkovitostjo in pripravljenostjo za komuniciranje očitna in poudarjena v učinkoviti komunikaciji.

Razmere v družbi se hitro spreminjajo, znanje nenehno zastareva, spreminjajo se metode poučevanja, saj se fokus iz "na predavatelja osredinjenega poučevanja in učenja" vedno bolj premešča v "na študenta osredinjeno poučevanje" in spodbujanje aktivne vloge študentov pri usvajanju znanja. Digitalizacija in zahteve po učinkoviti uporabi informacijsko-komunikacijske opreme (IKT) v pedagoškem procesu so vedno večje in zahtevajo nenehno usposabljanje in izpopolnjevanje kadrov. Pedagoška usposobljenost predavateljev bistveno vpliva na kakovost poučevanja in posledično na kakovost znanja in kompetenc diplomantov ter njihovo zaposljivost, zato bi jo bilo potrebno nenehno izpopolnjevati (Goltnik Urnaut, 2022, str. 128).

*Rezultati te študije nudijo prostor za nadaljnje raziskave v smeri interakcije med samoučinkovitostjo, pripravljenostjo za komuniciranje, osebnostnimi lastnostmi in motivacijo kot pomembnim dejavnikom uspešne komunikacije, ki vpliva na samoregulacijo učenja. Raziskovanje vpliva notranje in zunanje motivacije, njenega prepletenega odnosa ter kontinuuma med svobodnim in kontroliranim avtonomnim vedenjem, kar predstavlja osnovo samoregulacije motivacije, prispeva k boljšemu razumevanju učenja angleškega jezika.*

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