



Personality-Related Tendencies and Willingness to Communicate in English: Evidence from Libyan EFL Students in Different International Educational Contexts

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Abstract

This study investigates the relationship between personality-related tendencies and willingness to communicate (WTC) in English among Libyan EFL learners studying in different international educational contexts, including Libya, Turkey, and Northern Cyprus. Using a phenomenological approach, the study employed semi-structured Zoom interviews alongside a 48-item personality-related questionnaire to explore learners' emotional experiences, communication anxiety, and social interaction patterns.

The findings reveal the existence of an "Extraversion-Anxiety Paradox," in which learners demonstrate strong social motivation while simultaneously experiencing high levels of communication anxiety and fear of negative evaluation. The study also identifies the presence of a "Perfectionist Barrier," characterized by excessive self-monitoring, fear of mistakes, and strategic silence during communication.

Comparative analysis suggests that learners studying abroad experience greater intercultural exposure but also increased psychological pressure during English interaction. Across all contexts, emotional safety and teacher-student rapport emerged as central factors influencing willingness to communicate. The study further highlights the continuing impact of communication environments on learners' emotional comfort and participation patterns.

The findings contribute to current discussions on personality, affective variables, and online communication in EFL settings, particularly within Arab and international educational contexts.

Keywords

Personality-Related Tendencies, to Communicate (WTC), Libyan EFL Learner, Communication Anxiety, Affective Filter.

النزعات المرتبطة بالشخصية والاستعداد للتواصل باللغة الإنجليزية لدى متعلمي اللغة الإنجليزية الليبيين في سياقات تعليمية دولية مختلفة

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الكلمات المفتاحية:

الاستعداد للتواصل، النزعات المرتبطة بالشخصية، متعلمو اللغة الإنجليزية الليبيون، قلق التواصل، المرشح الوجداني.

المُلخَص

تبحث هذه الدراسة النوعية في العلاقة بين النزعات المرتبطة بالشخصية والاستعداد للتواصل باللغة الإنجليزية لدى متعلمي اللغة الإنجليزية كلغة أجنبية من الطلبة الليبيين الدارسين في سياقات تعليمية مختلفة تشمل ليبيا وتركيا وشمال قبرص. اعتمدت الدراسة المنهج الظاهري، واستخدمت مقابلات شبه منظمة أجريت عبر منصة زووم بالإضافة إلى استبيان مكون من 48 بنداً لاستكشاف الخبرات الانفعالية وأنماط التفاعل الاجتماعي والقلق المرتبط بالتواصل باللغة الإنجليزية.

كشفت النتائج عن وجود ما يسمى «مفارقة الانسحاب-القلق»، حيث أظهر المشاركون رغبة اجتماعية مرتفعة في التواصل، يقابلها في الوقت نفسه مستويات عالية من القلق والخوف من التقييم السلبي أثناء التحدث باللغة الإنجليزية. كما أظهرت النتائج وجود «حاجز الكمالية»، الذي يتمثل في المبالغة في مراقبة الذات والخوف من ارتكاب الأخطاء والصمت الاستراتيجي أثناء التواصل.

وأشارت المقارنة بين البيئات التعليمية المختلفة إلى أن الطلبة الدارسين بالخارج يمتلكون فرصاً أكبر للتعرض للتواصل بين الثقافات، إلا أنهم يواجهون في الوقت نفسه ضغوطاً نفسية أكبر أثناء التفاعل باللغة الإنجليزية. كما أبرزت الدراسة الدور المحوري للأمان النفسي والعلاقة الإيجابية بين المعلم والطالب في تعزيز الاستعداد للتواصل وتقليل القلق.

وتسهم هذه الدراسة في توسيع فهم العلاقة بين الشخصية والعوامل الوجدانية والتواصل الرقمي في تعليم اللغة الإنجليزية كلغة أجنبية، خاصة في السياقات العربية والدولية المعاصرة.

1. Introduction

In recent years, willingness to communicate (WTC) has become increasingly important in understanding second and foreign language learning, particularly within digitally mediated and international educational environments. Although many EFL learners possess sufficient grammatical and linguistic knowledge, they often experience psychological and emotional barriers that prevent active participation in communication. These barriers became even more visible with the

growing reliance on online learning platforms such as Zoom, where learners are exposed to additional forms of social evaluation, self-monitoring, and communication anxiety.

Within the Libyan EFL context, this issue appears especially complex. Many Libyan learners display strong social and interpersonal tendencies in their native language while simultaneously hesitation and silence during English communication. This contradiction suggests that willingness to communicate is shaped not

only by linguistic competence, but also by personality-related tendencies, emotional safety, social context, and learners' perceptions of themselves during interaction.

1.1 Research Gap

Although previous studies have explored willingness to communicate and personality in various educational settings, limited attention has been given to Libyan EFL learners studying across different international environments. The

present study attempts to address this gap by exploring the lived experiences of Libyan learners studying in Libya, Turkey, and Northern Cyprus.

Accordingly, the present study explores the emotional and psychological dimensions underlying willingness to communicate among Libyan EFL learners studying in Libya, Turkey, and Northern Cyprus. By combining qualitative interviews with a descriptive personality-related questionnaire, the study seeks to provide a deeper understanding of how personality tendencies and communication anxiety interact within educational settings.

1.2 Research Questions

The study seeks to address the following qualitative research questions:

1. How do Libyan EFL students perceive the influence of their personality-related tendencies (e.g., extraversion, anxiety) on their willingness to communicate in international educational settings?
2. What specific emotional and psychological experiences constitute the "Affective Filter" that hinders oral participation among these students despite their linguistic capabilities?
3. To what extent does the international nature of the classroom environment shape learners' psychological safety and their decision to initiate communication?

2. Literature Review

The relationship between personality and language learning has been a focal point of SLA research for decades. This study builds upon several key theoretical frameworks and previous empirical findings:

2.1 Personality and Individual Differences in Language Learning

Personality is widely acknowledged as a core dimension of individual differences that influences language learning processes and outcomes. In applied linguistics, personality has been linked to learners' motivation, classroom behavior, interaction patterns, and emotional responses to language use. Learners enter the classroom with distinct personality characteristics that shape how they perceive learning tasks and respond to communicative demands.

Previous research has emphasized that language learning is not solely a cognitive process but also a personal and social one in which affective and personality-related variables interact with linguistic development. Dörnyei (2005) argues that individual differences, including personality, are among the most consistent predictors of success in learning a second language, as they dictate the "how" and "why" of learner behavior.

Personality traits influence how learners cope with challenges, manage stress, and engage with peers and instructors. Consequently, ignoring personality differences may lead to an incomplete understanding of learner behavior in EFL contexts.

2.2 Personality-Related Tendencies and Language Learning Strategies

Personality-related tendencies play an important role in shaping learners' communication behavior in second-language contexts. Some learners demonstrate socially expressive and interaction-oriented characteristics, while others prefer caution, reflection, or emotional reservation during communication. However, personality alone cannot fully explain learners' willingness to communicate. Emotional safety, learning environment, cultural expectations, and perceived language competence also strongly influence communicative participation.

A substantial body of research suggests that personality-related tendencies are closely related to learners' preferred language learning strategies. Learners with extraverted tendencies are more inclined to participate in communicative activities, seek interaction, and take risks in language use. In contrast, introverted learners may prefer reflective strategies, individual work, and careful planning before speaking.

Emotional factors such as anxiety and self-confidence are also strongly connected to personality traits. Ehrman and Oxford (1990) found that personality types significantly influence the choice of learning strategies, noting that extraverts often utilize social strategies more frequently, while those with a "sensing" or "judging" orientation might prefer structured, cognitive strategies. These findings indicate that personality traits not only shape learning strategies but also influence learners' emotional responses to language use. Learners who experience high levels of anxiety often avoid speaking opportunities, whereas those with greater self-confidence are more willing to engage in oral communication.

2.3 Willingness to Communicate in a Foreign Language

Willingness to communicate (WTC) refers to a learner's readiness and psychological inclination to engage in communication using a second or foreign language in particular social situations. In EFL settings, learners may possess adequate linguistic knowledge while still avoiding interaction due to emotional, cognitive, or contextual influences. Consequently, WTC is increasingly viewed as a dynamic construct shaped by learners' confidence, emotional comfort, interpersonal relationships, and perceptions of communicative competence. Willingness to communicate has been conceptualized as a key predictor of actual language use. Theoretical models of WTC propose that learners' readiness to communicate is influenced by both stable personal characteristics and situational factors. Personality traits such as extraversion, emotional stability, and self-confidence are considered important antecedents of WTC.

MacIntyre et al. (1998) developed the heuristic model of WTC, suggesting that personality serves as a "distal" variable that provides the foundation for more "proximal" factors like communicative self-confidence. Empirical studies have consistently shown that learners with higher confidence and lower anxiety levels demonstrate greater willingness to communicate in a foreign language. Extraverted learners, in particular, tend to participate more actively in classroom interaction due to their comfort with social engagement. However, WTC is not a fixed trait and may vary across contexts, tasks, and learning environments.

2.4 Personality and the Affective Filter

Krashen's (1982) Affective Filter Hypothesis remains central to understanding why competent learners remain silent. Previous research has indicated that students with "Sensing-Judging" (SJ) traits are more likely to have a "thick" affective filter due to their heightened sensitivity to social order and accuracy. This study aligns with findings that suggest that the affective filter is not just an emotional state but a cognitive barrier reinforced by specific personality orientations that prioritize "face-saving" over linguistic risk-taking.

The affective filter hypothesis emphasizes the influence of emotional variables on language acquisition and communicative performance. Learners experiencing anxiety, fear of evaluation, embarrassment, or low self-confidence may become psychologically less receptive to communication opportunities. In EFL classrooms, elevated affective filters often reduce participation and increase hesitation during interaction. Recent research additionally suggests that online learning environments may intensify emotional self-monitoring, especially during synchronous digital communication where learners become highly aware of pronunciation, self-presentation, and peer evaluation.

Recent studies further suggest that emotionally demanding digital learning environments may intensify learners' affective filters, particularly during synchronous online interaction where students become highly conscious of self-presentation, pronunciation, and social evaluation (Resnik & Dewaele, 2022). Furthermore, recent shifts toward digitally mediated learning have introduced new dimensions to the affective filter. Current research suggests that synchronous online environments, such as Zoom, may intensify emotional self-monitoring and communication anxiety due to the heightened visibility of self-presentation and peer evaluation. While the current study utilizes digital platforms for data gathering, it situates these experiences within the broader psychological climate of the international classroom, where the interplay between personality and emotional safety remains a universal determinant of communicative engagement.

2.5 The Extraversion–Anxiety Paradox

Traditional SLA literature frequently associates extraversion with higher willingness to communicate due to learners' preference for social interaction and verbal engagement. However, recent studies suggest that extraversion does not necessarily guarantee communicative confidence in foreign language contexts, particularly in emotionally sensitive or evaluative environments.

This study adopts the concept of the "Extraversion–Anxiety Paradox" to explain the contradictory experience observed among some Libyan EFL learners. Although participants often demonstrated strong social motivation and a desire to participate in communication, they simultaneously experienced high levels of communication anxiety, fear of negative evaluation, and emotional self-monitoring.

The paradox emerges when learners' desired social identity in their first language conflicts with their perceived linguistic limitations in English. In such situations, highly social learners may become even more psychologically vulnerable because communication failure threatens their public self-image and interpersonal confidence. Consequently, some extraverted learners may participate less, remain strategically silent, or over-monitor their speech despite possessing strong communicative intentions.

This interpretation aligns with recent perspectives emphasizing that willingness to communicate is not determined solely by personality traits, but by the interaction between personality, emotional safety, social context, and perceived communicative competence.

2.6 Phenomenology in EFL Research

Recent developments in second language acquisition research increasingly emphasize qualitative and phenomenological approaches to better understand learners’ emotional and psychological experiences in language learning contexts. Rather than relying exclusively on large-scale quantitative measurement, phenomenological research seeks to explore the “lived experiences” and subjective realities of learners within their specific social and educational environments.

The present study adopts a phenomenological perspective to investigate how Libyan EFL learners experience willingness to communicate across different international educational contexts. Through semi-structured interviews supported by a descriptive personality-related questionnaire, the study attempts to capture the emotional, social, and psychological dimensions underlying communication behavior. By focusing on the experiences of 20 Libyan students studying in Libya, Turkey, and Northern Cyprus, the research highlights how learners negotiate communication anxiety, social identity, and emotional self-expression within learning environments.

The integration of qualitative narratives with supportive descriptive questionnaire data additionally strengthens the interpretive depth of the study while preserving the phenomenological focus on learners’ individual voices and lived experiences.

3. Methodology

This study primarily employs a qualitative phenomenological approach to explore the lived experiences of Libyan EFL learners across different international educational contexts. The study focuses on participants’ emotional experiences, communication anxiety, and personality-related tendencies associated with willingness to communicate in English.

To enrich and support the qualitative findings, the study also incorporated a descriptive personality-related questionnaire consisting of 48 close-ended items. The integration of semi-structured interviews and supportive questionnaire data allowed for a more comprehensive understanding of learners’ communicative behavior and emotional experiences across Libya, Turkey, and Northern Cyprus.

3.1 Research Participants

The participants consisted of 20 Libyan EFL learners studying in different international educational contexts, including Libya, Turkey, and the Turkish Republic of Northern Cyprus. The sample included 11 female participants and 9 male participants.

The participants came from various academic specializations; however, all of them were actively studying English and using it within their educational environments. Participants studying in Turkey and Northern Cyprus were enrolled in university programs delivered in English as the primary medium of instruction. In contrast, participants residing in Libya

were postgraduate students enrolled at the Libyan Academy in Janzour, where English was also an essential component of their academic studies.

Although participants’ proficiency levels were not formally measured using a standardized CEFR test, all participants demonstrated at least an intermediate level of English proficiency and were capable of participating effectively in English-medium interviews and academic communication.

For the participants studying abroad, the length of residence and study experience in Turkey and Northern Cyprus ranged between 2–4 years at the time of data collection. This variation provided valuable insight into how prolonged exposure to international educational environments influenced learners’ willingness to communicate and emotional adaptation in English-speaking settings.

Table 1 presents the demographic distribution of the participants.

Table 1: Demographic Distribution of Participants

Variable	Category	N	Percentage
Gender	Female	11	55%
Gender	Male	9	45%
Educational Context	Libya	8	40%
Educational Context	Turkey	6	30%
Educational Context	Northern Cyprus	6	30%
English Proficiency	Intermediate or above	20	100%
Length of Study Abroad	2–4 years	20	100%

3.2 Data Collection Instruments and Procedure

This study employed two complementary instruments to collect qualitative and descriptive data regarding personality tendencies and willingness to communicate among Libyan EFL learners.

3.2.1 Personality-Related Questionnaire

Prior to the interviews, participants completed a structured personality-related questionnaire consisting of 48 close-ended items (Yes/No format). The questionnaire explored several dimensions associated with communication behavior and personality tendencies, including anxiety, emotional expression, social interaction, decision-making preferences, planning behavior, emotional control, and openness to new experiences.

Previous studies have frequently examined the relationship between personality dimensions and communication behavior through established personality frameworks such as the Myers–Briggs Type Indicator (MBTI). These studies generally suggest that learners with socially oriented tendencies may demonstrate greater communicative participation. Nevertheless, contemporary qualitative research

increasingly emphasizes that communication behavior should not be interpreted solely through fixed personality categories, but rather through the interaction. The questionnaire of the current study was not designed as a formal psychometric MBTI assessment. Instead, it functioned as a descriptive exploratory tool that provided broader insight into participants' personality-related tendencies relevant to willingness to communicate in EFL contexts.

The questionnaire findings revealed several dominant behavioral and emotional patterns among the participants. For example, 57.5% reported experiencing anxiety during communication, 80% indicated discomfort in crowded environments, and 57.5% reported difficulty speaking with others. In contrast, 75% expressed strong concern for others' feelings, while 77.5% preferred listening to others' personal concerns. Additionally, 80% preferred careful planning before making decisions, and 67.5% preferred organizing their work step-by-step. These findings supported the thematic patterns identified during the interviews and strengthened the interpretation of the "Extraversion–Anxiety Paradox."

3.2.2 Semi-Structured Interviews

The primary qualitative instrument used in this study was the semi-structured interview. The interview guide was organized around themes related to personality tendencies, emotional experiences, communication anxiety, and willingness to communicate in English.

Rather than administering a formal MBTI inventory, the study explored personality-related tendencies through participants' self-descriptions, emotional narratives, and communication behaviors during the interviews. Therefore, the MBTI framework was employed as an interpretive analytical lens rather than a psychometric measurement instrument.

Due to the geographical distribution of participants across Libya, Turkey, and Northern Cyprus, all interviews were conducted remotely via Zoom. The digital environment provided flexibility and accessibility while also allowing participants to express themselves in a relatively comfortable setting. It is important to note that while Zoom was utilized as the primary medium for conducting interviews with participants across Libya, Turkey, and Northern Cyprus, the platform served as a facilitative tool for data collection rather than a specific variable for comparative environmental analysis.

4. Data Analysis

Data were analyzed using a Deductive Thematic Analysis approach. The analysis followed several stages. First, the interview transcripts were repeatedly reviewed to achieve familiarity with the data. Second, initial codes were generated from recurring expressions and emotional descriptions. Third, related codes were grouped into broader thematic categories. Finally, the

themes were refined and interpreted in relation to personality tendencies and willingness to communicate. To strengthen credibility, the questionnaire findings were used to triangulate and support the qualitative interpretations obtained from the interviews.

The following table summarizes the coding framework used during the thematic analysis process.

Table 2: Coding Framework for Thematic Analysis

Initial Codes	Category	Main Theme
Fear of mistakes	Communication Anxiety	High Affective Filter
Fear of negative evaluation	Social Pressure	High Affective Filter
Silence despite willingness	Emotional Conflict	Extraversion–Anxiety Paradox
Desire to socialize	Social Motivation	Extraversion–Anxiety Paradox
Overthinking before speaking	Perfectionism	Perfectionist Barrier
Constant grammar checking	Accuracy Obsession	Perfectionist Barrier
Feeling safe with supportive teachers	Emotional Support	Rapport as a Facilitator
Increased confidence in friendly groups	Psychological Safety	Rapport as a Facilitator

5. Findings and Discussion

The questionnaire findings supported the interview data by revealing dominant personality-related tendencies associated with communication behavior among the participants.

A considerable proportion of students reported experiencing communication anxiety (57.5%) and discomfort in crowded situations (80%). Similarly, 57.5% indicated difficulty speaking with others despite expressing strong social and emotional awareness. At the same time, most participants demonstrated sensitivity toward others' emotions, with 75% reporting concern for others' feelings and 77.5% preferring to listen to others' personal concerns.

The findings also reflected a strong tendency toward cautious and structured behavior. Approximately 80% of participants preferred careful planning before making decisions, while 67.5% preferred organizing tasks step-by-step. Moreover, 85% preferred familiar communication patterns rather than adventurous or unpredictable situations. These behavioral tendencies strongly align with the study's interpretation of the "Perfectionist Barrier," in which learners avoid spontaneous communication due to fear of making mistakes or damaging their social image.

The data further revealed that many participants simultaneously possessed socially expressive tendencies and high emotional sensitivity. For instance, 85% reported enjoying showing aspects of their personality during speaking situations, while 57.5%

still experienced communication anxiety. This contradiction supports the existence of the “Extraversion–Anxiety Paradox,” where learners possess social motivation but remain psychologically restricted during English communication.

Comparative analysis additionally showed slight contextual differences across geographical settings. Participants studying abroad in Turkey and Northern Cyprus generally demonstrated greater exposure to intercultural communication opportunities. However, they also expressed stronger fear of negative social judgment when interacting with international peers. In contrast, participants in Libya reported greater comfort with familiar social environments but fewer opportunities for authentic English interaction. Despite these contextual differences, communication anxiety and emotional hesitation remained consistent themes across all three settings.

The following excerpts illustrate the identified themes:

Theme 1: High Affective Filter

- Participant (Turkey): "Sometimes I know the answer very well, but I keep thinking about my pronunciation and whether my classmates will judge me."
- Participant (Northern Cyprus): "When international students speak fluently, I feel pressure before I even start talking."
- Participant (Libya): "In Libya, I feel safer because people understand my background, but I still become nervous when speaking English publicly."

Theme 2: Perfectionist Barrier

- Participant (Turkey): "I practice the sentence silently in my head several times before speaking because I do not want to make grammar mistakes."
- Participant (Northern Cyprus): "I prefer staying silent instead of saying something incorrect."
- Participant (Libya): "I think too much about the correct structure, and this makes me lose confidence quickly."

Theme 3: Rapport as a Facilitator

- Participant (Northern Cyprus): "When the teacher smiles and supports us, I become more willing to participate."
- Participant (Turkey): "I speak more when I feel that mistakes are accepted as part of learning."
- Participant (Libya): "A friendly classroom atmosphere reduces my fear of embarrassment."

Theme 4: The Extraversion-Anxiety Paradox

- Participant (Turkey): "I really want to join the conversation with my international classmates, but I always ask myself: What if they don't understand me? What if I look stupid?"

- Participant (Libya): "I am naturally a social person, but in the English class, I feel like a different person—someone who prefers to hide behind their book."
- Participant (Northern Cyprus): "I enjoy meeting new people and speaking socially, but when I need to speak English academically, I suddenly become very quiet and careful."

6. Conclusion

This study demonstrates that willingness to communicate among Libyan EFL learners is not determined solely by linguistic proficiency, but rather by a complex interaction between emotional, psychological, social, and contextual factors. The findings reveal that many learners possess strong social motivation and communicative desire; however, these tendencies are frequently restricted by communication anxiety, fear of negative evaluation, perfectionist self-monitoring, and concerns related to social image.

The study further identifies the “Extraversion–Anxiety Paradox” as a significant interpretive framework for understanding the contradictory experiences of learners who simultaneously desire communication and fear communicative failure. Additionally, the findings highlight the important role of emotional safety, supportive classroom relationships, and teacher rapport in reducing anxiety and increasing learners’ willingness to participate.

The integration of questionnaire findings with qualitative interviews strengthened the credibility of the analysis and provided a more comprehensive understanding of participants’ lived experiences across Libya, Turkey, and Northern Cyprus.

Ultimately, the study suggests that effective EFL instruction should prioritize emotional support, communicative confidence, and psychologically safe learning environments alongside linguistic accuracy in order to empower learners to communicate more freely and authentically in English.

Key findings summarized:

- **Personality vs. Performance:** Extraversion does not automatically lead to communication if the psychological climate is perceived as threatening.
- **Strategic Silence:** For Libyan learners, silence is often a deliberate defense mechanism used to protect their social image (face-saving).
- **The Power of Rapport:** Human connection is the most effective tool for lowering anxiety and activating the student's voice.

Finally, shifting the classroom focus from "correctness" to "connection" is vital for empowering Libyan EFL students to bridge the gap between their social potential and their communicative performance.

7. Implications

Based on the findings of this study, several implications can be drawn for educators and researchers working with Libyan EFL students:

7.1 Pedagogical Implications

- **Prioritizing Psychological Safety:** Educators should focus on creating a "mistake-friendly" classroom culture. Lowering the perfectionist barrier requires explicitly rewarding effort and communication over technical accuracy during fluency-based activities.
- **Building Teacher-Student Rapport:** Since rapport is the primary facilitator for WTC, instructors should invest in building strong emotional connections with their students to lower the affective filter.
- **Digital Sensitivity:** For online instruction (e.g., via Zoom), instructors must be mindful that the same emotional barriers exist in digital spaces and should use features like breakout rooms to create smaller, less intimidating groups for communication.

6.2 Theoretical Implications

- **Revisiting Personality Theory:** The study suggests that traditional views of extraversion as an automatic driver for WTC must be reconsidered in contexts with high communicative anxiety. The "Extraversion-Anxiety Paradox" highlights the need for more nuanced models of personality in EFL research.
- **Affective Domain in International Contexts:** The findings emphasize that the physical location (Libya, Turkey, or Cyprus) is often secondary to the student's internal emotional climate, suggesting that the affective filter is a universal barrier for this cohort.

7.2 Limitations and Future Research

Future research is encouraged to employ mixed-methods designs combining qualitative and quantitative approaches with larger participant samples across multiple Arab EFL contexts. Further studies may also investigate the relationship between digital learning environments, online communication anxiety, and willingness to communicate using longitudinal research designs.

Additionally, a limitation of the present study is that it does not provide a comparative assessment of WTC between physical and virtual (online) classrooms. Although the interviews were conducted via Zoom, the findings reflect the learners' general communicative tendencies across their respective international settings. Future research could specifically investigate the nuanced differences in how personality-related tendencies manifest in strictly digital versus face-to-face EFL environments

Recent studies on online communication anxiety and digital language learning environments further support the importance of investigating willingness to communicate in technologically mediated contexts (Lee, 2021; Resnik & Dewaele, 2022; Pawlak, 2023).

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Appendix I

Interview questions:

1. How would you describe your personality in social situations in your native language versus English?
2. When you have the chance to speak English in class, what is the first thought that comes to your mind?
3. Have you ever wanted to participate but decided to stay silent? Can you describe why?
4. How does the teacher's reaction to your mistakes affect your desire to speak again?
5. Do you feel more comfortable speaking English with foreigners or with other Libyan students? Why?
6. How do you feel about the accuracy of your grammar when you are speaking?
7. (For international groups) How has living abroad influenced your confidence in initiating conversations in English?
8. Can you describe a specific time you felt "safe" or "brave" enough to speak a lot in English? What made that moment different?
9. When you are silent in class, what are you usually doing or thinking about internally?

10. How do you think your classmates' opinions affect your willingness to speak?
11. If you could change one thing about the classroom environment to make you speak more, what would it be?
12. Does the topic of discussion influence your anxiety levels? (e.g., personal topics vs. academic topics).
13. How do you feel when a teacher calls on you unexpectedly (cold-calling)?
14. Do you feel that your "true" personality is hidden when you speak English? How so?
15. In your opinion, is it more important to speak correctly or to be understood, and how does this belief affect your speaking?

Appendix II

Personality-Related Questionnaire Summary

The following questionnaire items were administered to participants prior to the interviews in order to explore personality-related tendencies associated with willingness to communicate in English. The questionnaire functioned as a descriptive exploratory instrument and was used to support the qualitative thematic analysis.

Personality-Related Questionnaire Summary

Question Focus	Response %	Academic Interpretation
Communication anxiety during speaking	57.5%	More than half of participants experience communication anxiety.
Self-confidence in communication	95%	Most participants demonstrate communicative self-confidence.
Cooperative and helpful personality	62%	Participants generally show cooperative social tendencies.
Preference for emotional and physical distance	67.5%	Many learners prefer maintaining personal boundaries.
Comfort expressing personality publicly	47.5%	Participants show moderate comfort in public self-expression.

Question Focus	Response %	Academic Interpretation
Desire to display personality	72.5%	Strong tendency toward visible self-expression.
Showing personality during speaking	85%	Most participants express themselves actively while speaking.
Comfort with social interaction	62%	Participants generally feel socially comfortable.
Concern for others' feelings	75%	Strong emotional awareness and empathy are evident.
Preference for analysis over theory	92.5%	Participants favor analytical and practical thinking.
Difficulty speaking with others	57.5%	Communication hesitation remains common.
Careful decision-making	80%	Participants demonstrate structured planning tendencies.
Time management awareness	45%	Moderate concern for time organization.
Reliance on intuition over logic	10%	Most participants rely more on reasoning than intuition.
Organizing work step-by-step	67.5%	Participants show preference for structured organization.
Discomfort in crowds	80%	Many participants experience crowd-related discomfort.
Organizing schedules	42.5%	Moderate scheduling and planning behavior.
Reliance on detailed analysis	67.5%	Learners prefer consistency and detailed thinking.

Question Focus	Response %	Academic Interpretation
Preference for concrete thinking	62%	Most participants avoid abstract thinking.
Planning actions in advance	77.5%	Strong preference for preparation before action.
Enjoyment of group interaction	75%	Learners generally enjoy social communication.
Looking ahead to future opportunities	90%	Strong future-oriented mindset among participants.
Focus on future plans	77.5%	Participants prioritize long-term planning.
Emotional influence on behavior	52.5%	Emotional responses moderately affect participants.
Preference for problem-solving	65%	Participants favor practical problem-solving approaches.
Preference for guidance over independence	20%	Most participants prefer independent work.
Preference for personal organization	77.5%	Learners value order and organization.
Attention to details	70%	Participants focus strongly on details during tasks.
Keeping feelings private	65%	Emotional reservation is common among learners.
Prioritizing truth over feelings	82.5%	Honesty is strongly valued despite emotional consequences.
Listening to others' problems	77.5%	Participants display supportive interpersonal behavior.

Question Focus	Response %	Academic Interpretation
Hiding truth to avoid hurting others	82.5%	Social harmony strongly influences communication behavior.
Emotional self-control	70%	Most learners demonstrate emotional regulation.
Motivation through praise	62%	Positive reinforcement encourages communication.
Dislike of rigid rules	52.5%	Participants moderately resist restrictive structures.
Importance of emotions in life	90%	Emotional values strongly shape participants' perspectives.
Confusion under deadlines	52.5%	Sudden communicative demands create moderate stress.
Preference for acquiring information	85%	Learners value information acquisition highly.
Better performance with specific tasks	62%	Clear structure improves communication performance.
Enjoyment over deadline pressure	72.5%	Participants prioritize comfort during communication.

Question Focus	Response %	Academic Interpretation
Openness to novelty	87.5%	Strong openness toward new experiences is evident.
Considering communicative outcomes	52.5%	Participants moderately evaluate social consequences.
Gathering information before action	65%	Preparation is important before communication.
Judging communication emotionally	72.5%	Emotional evaluation outweighs logical evaluation.
Preference for familiar patterns	85%	Participants avoid communicative risk-taking.
Personalized treatment of others	40%	Individualized interaction is less common.
Emotional influence on performance	15%	Few participants believe emotions do not affect communication.
Trying new communication styles	50%	Balanced openness toward experimentation exists.