



Canonical Analysis of the Relationship between Personality Traits and Attitude with Motivation and EFL Learners' Written Production Task

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Abstract

The purpose of this study was to investigate the Canonical analysis of the relationship between personality traits and attitude with motivation and EFL learners' written production task. This research in terms of data collection procedure is a correlation type. The statistical population consisted of the students who were selected by random cluster sampling method. Data were analyzed using standard questionnaire of motivation, attitude, and personality traits, and analyzed by SPSS software using statistical tests. The results of correlation analysis of variables showed that there is a significant positive correlation between personality traits with motivation and written skills. It was also determined that attitudes with motivation and written skills predict a positive and significant relationship. Finally, the results of this study can be a very clear perspective for planners and trainers of writing skills training courses to pay more attention to non-cognitive and attitudinal variables such as personality traits and learners' motivation in English language classes.

Keywords: Writing Performance, Personality Traits, Motivation, Attitude

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Introduction

Educators and researchers concentrating their attention on the learning context and the learning outcomes, try to understand how to offer the best effect of education with respect to individual differences in processing, keeping and equipment information of people in the process of learning. Researchers use different terms associated with human individuality such as personality traits, attitudes, cognitive styles, and learning styles for a description and explanation of these differences. According to Gardner (2001), many professionals associate the teaching with the personality of a person, attitudes and thinking. Learning can be observed through linking the thinking and learner's personalities which reflect their academic achievements.

Individual differences consist of a wide scope of domain including, personality trait, learning styles, learners' age, motivation, aptitude, strategies, and beliefs. Research studies showed that individual differences predict success in language learning. Foreign language learners have a lot of differences in their rate of learning and the ways they follow to develop their skills (Dornyei, 2005; Dornyei & Skehan, 2003).

Writing is considered as a complex task so the amount of feelings level will be heightened in students who perform writing task. In the 1970s, scholars such as Britton and Emig called into question the use of writing solely as a means of evaluating students' learning in school. They believe that writing could play an important role in student's individual development as learners if educators viewed and applied writing as more than a tool for assessing what students have learned. They advocate the incorporation of more informal writing that allows students to explore their own thoughts about the class material in their own words as opposed to regurgitating what teachers and texts presented. Emig's (1977) "Writing as a Mode of Learning" (p. 57), argued that the very act of writing promotes learning because the act and pace of writing helps to develop and reinforce in-depth thinking. A lot of studies have advocated the effectiveness of writing ability as a good predictor of academic success and college readiness.

While the fundamental goal of every language learning program should be achieving mastery over four language skills of listening, speaking, reading and writing, true mastery over writing is very hard for EFL learners and they may face plenty of difficulties (Graham & Perin, 2007). According to Binder, Haughton & Bateman (2002), mastery in skills means doing the activity accurately under specified time constraint. They have defined true mastery as a combination of fluency and accuracy, i.e. the ability to produce grammatically correct sentences and fluency i.e. the learners' capacity to produce language in real time without undue pausing or hesitation. In fact, accuracy is the basis of fluency while fluency is a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence (Skehan, 2009). Celce-Murcia (2001) believes that mastery to express one's ideas in writing in a second or foreign language with reasonable coherence and accuracy is a major achievement that even many native

speakers of English never master. Quantifying, scoring, and measuring the subjective written production have been one of the most controversial and complicated issues in language teaching and research, based on previous studies related to L2 written performance.

In recent years, increasing attention has been given to the study of interpersonal management in ESL/EFL students' written production (Lee, 2006; Wu & Allison, 2003) which is to a large extent determined by learners' individual differences such as aptitude, attitudes, motivation, and personality traits (Baker, 2001; Gardner, 2001). Ebata (2008) found out that motivational tendencies, attitudes, and personality traits of second language communicators can determine learners' success even after fulfilling a special goal.

The interrelations of personality traits and EFL learning have been a particular focus of attention for lots of researchers. As claimed by Dörnyei (2005, p. 29), "personality factors are heavily implicated in the learning process in general and in SLA in particular. Generally, they can act as powerful modifying variables which shape the way people respond to their learning environment". Also, Myers and Myers (1980) claimed that personality traits make a difference in how people learn and what they learn. According to Komarraju et al. (2011) ways of measuring personality traits in the field of language learning and teaching are the Myers-Briggs Type Indicator (MBTI) and the Eysenck Personality Questionnaire (EPQ) developed by John and Srivastava (1999). The MBTI is designed to measure differences on four bi-polar scales: Extroversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving. The 100-item EPQ was later reduced to include 48 items and measures four dimensions of a person's personality (Eysenck & Eysenck, 1985): extroversion (E), neuroticism (N) (or emotionality), and psychoticism (P) (or tough-mindedness). Personality Traits have long been a particular focus of interest in education because they make a difference in how people learn and what they learn (McCaulley & Natter, 1974; Myers & Myers, 1980; Mann, 2003).

Robinson et al. (1994) revealed that strong correlation exists between extroversion and certain aspects of language attainment. Individuals with high neuroticism (N) and extroversion (HN/HE) scores did better on the oral tests than on the written tests when compared with participants with high neuroticism and low extroversion scores (HN/LE), measuring risk-taking and sociability as the functions of extroversion of 75 learners of Spanish at the tertiary level. Ely (1986) found no correlation between extroversion and class participation or Spanish proficiency. Also, Carrell, Prince, and Astika (1996) administered the MBTI to 76 Indonesian learners of English at the tertiary level to study their personality types and their academic performance. They found that the participants were evenly divided between Extraverts and Introverts, but mostly belonged to Sensing-Thinking-Judging types. Few direct relationships between learners' type preferences and their language performance were exposed. Komarraju et al. (2011) focused on measuring the relationship of academic achievement, the Big Five personality traits and learning styles and they formulated following findings: (a) Openness was positively

related with the two reflective learning styles (Synthesis-Analysis and Elaborative Processing), (b) Neuroticism was negatively related with all the four learning styles, (c) Agreeableness and Conscientiousness were positively related to all the four learning styles, and (d) Extraversion was positively related with Fact Retention and Elaborative Processing. According to their research, it is interesting that three personality traits (Openness, Agreeableness and Conscientiousness) and all the four learning styles were positively correlated with GPA (the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted, The American Heritage Dictionary, 2000).

Personality Traits and Writing Performance

Personality traits may play various roles in and correlate with the writing process (Callahan, 2000; Marefat, 2006). Some studies highlight the vital effect(s) that EFL learners' personality traits have on their written products. Mohammadi Salari and Moinzadeh (2014) investigated the relationship between EFL learners' personality traits and their writing ability. The results revealed that there was a statistically significant relationship between assertiveness and writing ability of EFL learners; in other words, assertive learners outperformed on writing test. In another study by Baradaran and Alavi (2015), the differences between extrovert/introvert learners cooperative writing were investigated. Surprisingly, introvert learners were more willing to participate in cooperative writing activities. EFL learners' personality traits have been found to affect the writing strategies they use while creating a piece of text. Anani and Farsani (2014) employed a writing strategy questionnaire to tap into the memory, cognitive, compensation, metacognitive, social and affective strategies of 210 EFL learners. The analysis of the comparison between the strategy used and the students' personality type revealed that the strategies used while writing and EFL learners' personality traits are closely related. Shahravanmehr (2010), in his study, investigated the relationship between extraversion and writing mastery of EFL learners and concluded that a negative relationship existed between extraversion and overall writing mastery. He found that introverts are more willing to produce written products and inclined to write more. In another study, Behjat (2014) administered an essay test as pre-test to a group of 54 learners. At the same time, a personality questionnaire was filled out by the participants. After the writing instruction which took about three months and a half, the students took another essay writing test as the posttest. The comparison between their pre- and post-test scores in writing and their personality types revealed that there is a relationship between the learners' writing improvement and their personality types. Learners who were more irritable, anxious, personally reserved, and socially avoiding could not improve in their writing skill. Numerous studies (Dornyei, 2001; Gardner, 1985; Gardner & MacIntyre, 1991; Liu, 2009; Tremblay & Gardner, 1995) have confirmed that positive attitudes towards a language often lead to higher motivation to learn and higher proficiency in the language.

Motivation, attitude, and EFL Writing

Second language motivation provides the primary impetus to initiate the learning behavior and later the driving force to sustain the long and often tedious learning process (Dornyei, 2001). Language motivation has a crucial role in language learning and it is an important determinant of the learners' role to participate in the learning process in an active and positive way (Oxford & Shearin, 1994). According to Gardner (2004), academic language achievement is based on one's ability and motivation to learn a foreign language. Since 1970s - the pinnacle of exploration of motivational tendencies on language learning - a myriad of research has intensified the effect(s) that motivation has on the rate and success of second language. In fact, motivation provides the primary impetus to initiate learning and later drive force to sustain the long and often tedious learning process (Dornyei, 2001). A person's motivation can be influenced by both internal and external factors which can influence learning and performance; hence, educationalists and researchers are concerned about how to motivate EFL learners and keep them motivated throughout the language learning process especially in activities which might not seem to be so pleasant for the students (Keller & Litchfield, 2002). Hashemian and Heidari (2013) investigated the effect(s) that motivational tendencies have on language learners' writing mastery and found that integrative type of motivation has a direct relationship with learners' academic writing ability. Having genuine reasons for writing has motivational consequences (Bruning & Horn, 2000). When writing is regarded as a process-oriented activity and as a tool for intellectual and/or social development, students are more motivated (Potter, Macormick & Busching, 2001). Hyland (2003) proposed that as writing is a two-way communication between writer and reader, helping the student writers think about intended readers before writing will help them promote intrinsic motivation. He found that students will not devote their efforts to writing unless they have a strong desire or necessity on it. Hence, providing pre-writing, writing, and post-writing motivational practices are so effective in helping the students continue the task. Frank (1992) indicated that students' motivation increased when an authentic audience could be imagined or in real context was reading the students' materials. This line of thought has been confirmed by Son (2008) who pointed out that global database of authentic materials can enhance students' motivation to write. Son (2008) found that technologies like blogs, e-mails, and web were proved to enable to turn student writers to real writers with the purpose of inspiring learners' independence of writing which, in turn, arouses intrinsic motivation. Wang (2005) designed a magazine-editing project among his EFL students in China. He found that students were very much eager to edit their own unique magazines. He found that these students took a lot of responsibility over their writings and showed a lot of intrinsic and extrinsic motivation to complete the writing course. Therefore, motivation is influenced by learners' sense of agency and feelings of mastery and control over the learning activity and their interest in it. According to Noels (2001), three psychological needs have to be met in order to enhance motivation: "(1) a sense of competency achieved through seeking out and overcoming challenges; (2) autonomy; (3)

relatedness- being connected to an esteemed by others belonging to a larger social whole” (p. 54).

Various studies have been conducted to investigate the effects that motivation has on various language learning skills. Gupta and Wolemarium (2011) conducted a study examining the influence of motivation on the writing strategy use of undergraduate EFL students. The students were required to develop their writing skills to meet academic requirements and future demands of writing in professional settings. Data were collected from respondents about their motivation, writing ability, and writing strategy use using questionnaires, proficiency test, and interviews. Results indicated that undergraduate students with strong motivation demonstrated high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they were found to have employed writing strategies most frequently. That is, highly motivated students were found to use more writing strategies than less motivated ones. Moreover, students who frequently practiced writing, exerted adequate effort, scored expected grades, and obtained early support and encouragement from significant others were also found to be high writing strategy users. The study also revealed that the majority of the undergraduate students were instrumentally motivated when learning writing. This motive has been found to be one of the main driving forces in developing writing skills of learners in EFL context. Hashemian & Heidari (2013) conducted a study investigating motivation relationship with writing in sixth graders in public schools. The major goal included identifying the level of motivation in sixth graders attending public schools in Jordan, identifying their academic achievements in writing, and identifying the influence of motivation on their writing. The study pinpointed a significant correlation between motivation and writing. The results indicated the influence of motivation on writing.

Integrative and instrumental orientations have been investigated in various studies. Different results have been obtained showing different preferences among learners in different language learning settings. Noels (2001) found that those learners who need English skills for their present or future careers tend to be motivated integratively as well as instrumentally. This research suggests that highly junior high school learners are highly motivated compared to senior high school learners. However, Son (2008) found that intrinsically motivated learners are likely to display much higher levels of involvement in learning, and use a wider range of problem solving strategies while writing. Regarding the relationship between motivation and language learning skills, Wang (2005) noted that students are intrinsically motivated to participate in writing and speaking activities and instrumentally motivated to do the reading and listening activities. Tercanlioglu (2001) states that Turkish students have positive attitudes towards reading and writing because they read and write for intrinsic and extrinsic purposes.

It is important to remember that motivation is not fixed and that teachers can work actively to improve students' motivation (Dornyei, 2003). Teachers can enhance students' motivation and engagement to write by providing opportunities

for them to engage at a more meaningful level with the language through refocusing their writing classes to make them relevant to their social and cultural context as well as designing writing tasks which have meaning and interest to them and offer opportunities for social interaction and self-expression. Dornyei and Csizer (2002) concluded attitude as an important factor in language learning in their study and its relationship with writing activities. In another study by Sedaghat (2001), the effects of attitude, motivation, and level of proficiency on the use of writing strategies by EFL students has been investigated. The findings of the study revealed that students with positive attitude used meta-cognitive, memory, cognitive, compensation, and writing strategies more than those having negative attitude. That is, learners with positive attitude used writing strategies, idea making and time-management strategies more frequently than those with negative attitude. Al Samadani et al. (2015) investigated the possibility of affecting the general performance of EFL learners' performance and concluded that the students have overall positive attitudes towards learning EFL. The results also indicated that students with high final grades in writing have the highest attitudes towards writing in English. Moreover, research in the field of L2 learning and communication has established the significant role(s) which personality traits play in motivation to learn an L2, providing positive attitudes towards the endeavor, and language learning achievement (Conrad & Patry, 2012; Dawaele, 2013; Oz, 2014). Pourfeiz (2015) explored the relationship between the big five personality traits and attitudes and demonstrated statistically positive correlations between personality traits and attitudinal tendencies of EFL learners.

Positive relationship between personality traits and motivational tendencies consolidates the interplay of various individual variables. By examining the relation of motivation and personality, Lalonde and Gardner (1984) showed that there is a significant relationship between personality factors and L2 motivation. They used Jackson Personality Inventory (Jackson, 1978) for measuring personality and AMTB of Gardner (1983) for measuring motivation. Their findings showed that motivation is significantly and positively related to EFL learner personality traits. Baradaran and Alavi (2015) asserted that personality is central in setting the context for motivation to learn an L2 and L2 communication. Mohammadi Salari and Moinzadeh (2015) investigated the relationship between the big five personality traits and motivation. Results indicated that neuroticism and conscientiousness were the strongest and most consistent correlates of extrinsic motivation. The big five traits had an average multiple correlation of .49 with the motivational criteria, suggesting that the big five traits are an important source of motivation. Komarraju and Karau (2005) found that motivation in second language learning and achievement was best explained by openness to experience, extraversion, conscientiousness and neuroticism. Kaufman, Agars, and Lopez-wagner (2008) examined the relationship between the big five personality traits and L2 motivation and found that intrinsic motivation was positively and significantly related to extraversion, agreeableness, conscientiousness and openness to experience. Extrinsic motivation was also significantly and positively related to extraversion and neuroticism. They also found that intrinsically motivated students were

conscientious and open to new experiences, and extrinsically motivated students were conscientious, extraverted, and neurotic. Potter, Macormick, and Busching (2001) studied the relationship between the relationship between the big five personality traits and L2 motivation in predicting college students' motivation and achievement. A regression analysis of the results indicated that conscientiousness and openness to experience are indicators of the variance intrinsic motivation. The meta-analysis of socio-educational study by Masgoret and Gardner (2003) revealed that attitudes are significant for language achievement; however, their role is indirect and mediated by motivation. Numerous studies (Dornyei, 2001; Gardner, 1985; Gardner & MacIntyre, 1991; Liu, 2009; Tremblay & Gardner, 1995) have confirmed that positive attitudes towards a language often lead to higher motivation to learn and higher proficiency in the language.

Embedded within a mainly psycholinguistic perspective on L2 acquisition, previous research on background learner variables tended to examine one variable independently of other variables (Ellis, 2004). However, recent trends are paying much more attention to the interplay between various individual difference factors (Griffith, 2008). Moreover, findings concerning the reciprocity of the relationship between personality traits and EFL learners' writing performance have been deemed to be inconsistent, and subsequent studies have failed to support this notion (e.g. Graham et al, 2007). A realistic educational investigation of the relationship between writing mastery process and EFL learners' affective variables can help us consider the way writing process is affected by the learner's personality traits. To this end, the aim of the present research was to find out the Canonical analysis of the relationship between personality traits and attitude with motivation and EFL learners' written production task.

Method

Participants

The participants of the study were 120 intermediate EFL learners of English. They passed rather similar courses like advanced grammar, paragraph writing and advanced writing; therefore, based on the university standards and classification, they were expected to be familiar with the general paragraph writing rules. In order to provide the required empirical data and select the target group for the main part of the study, Longman Preparation Course for the TOEFL Test (Philips, 2003) was administered to participants randomly selected from the three majors of TEFL, translation and literature.

Data collection Instruments

The following instruments were used in this study:

Longman Preparation Course for the TOEFL Test (Philips, 2003); the test consisted of four parts including:

Listening comprehension: 50 multiple choice questions (35 minutes)

Structure and written expression: 40 multiple choice questions (25 minutes)

Reading comprehension: 40 multiple choice questions (35 minutes)

Test of written English: 1 essay question (30 minutes)

Writing task performance; the participants were asked to write about 250 words within half an hour on this topic: “Exams are an important part of education in many countries. Discuss the advantages and disadvantages of exams and give your opinion about the role(s) exams should play in educational systems”.

Big Five Personality Traits Test (John, 1999); Big Five Personality Test designed by John and Srivastava (1999) including forty-four statements starting with “I see myself as someone who . . .” trying to elicit the self-evaluation that every individual EFL learner has of his/her own tendencies. The questionnaire endeavors to investigate the Big five tendencies including extraversion/introversion, agreeableness, conscientiousness, neuroticism and openness which are believed to affect language learning process. Eight items in the questionnaire dealt with extraversion/introversion, nine items agreeableness, nine items conscientiousness, eight items neuroticism, and ten items openness. John et al. proved the general reliability of .89 for the questionnaire. The participants were asked to select among five choices including “Disagree strongly”, “Disagree a little”, “Neither agree nor disagree”, “Agree a little”, and “Agree strongly”.

Attitude and Motivation Test Battery (AMTB) developed by Gardner (2004); Gardner’s version of the AMTB included 16 subscales. The questionnaire includes 56 statements investigating both attitude and motivation of foreign language learners. The test included seven alternatives including: “strongly disagree”, “moderately disagree”, “slightly disagree”, “neutral”, “slightly agree”, “moderately agree”, and “strongly agree”.

Measurements

The average number of words, T-units, and clauses per text (Wigglesworth and Storch, 2009) measured accuracy. Fluency was measured in terms the proportion of error-free T-units to all T-units (Ishikawa, 2006).

Procedure

At the beginning of the study, a written consent was secured from all the EFL students who were majored in English Teaching, English Literature and English Translation to ensure their willingness to take part in the study voluntarily. The test aimed at separating intermediate level EFL learners; therefore, a TOEFL test selected from Longman Preparation Course for the TOEFL Test (Philips, 2003) was used for identifying the target group. In the next step, the importance of presence, full patience and attention during the whole process was explained to the participants and they were required to take part actively and wholeheartedly. They were informed that through these tests, they can gain genuine information of their personal tendencies. They were assured that the collected data are regarded as being

confidential and names would not be disclosed at any rate. After explaining the alternatives in the instruments and problematic areas, the questionnaires were filled out by the participants. The next step was the writing part in which they were asked to write a 250-word text on the topic which was an argumentative type of essay within thirty minutes.

Results

Data analysis using descriptive statistics was applied through SPSS software version 19 and New Microsoft Word. The respondents' mean scores on the questionnaires to different characteristics (including attitudes, motivational tendencies and personality traits) have been summarized in Tables 4.1 to 4.4. Table 4.1 summarizes the mean score of the participants' responses to EFL attitude questionnaire. A1 stands for: English Teaching Evaluation, A2: Attitude Towards Learning English, A3: Attitudes towards English-Speaking People, A4: English Course Evaluation, and A5: Aptitude to Learn a Foreign/Second Language:

Table 4. 1. Descriptive Statistics of Participants' Scores on Attitude Questionnaire

Variables	Mean	SD	Minimum	Maximum
A1	5.49	1.14	1.67	7.00
A2	6.06	1.01	2.67	7.00
A3	5.12	1.02	2.29	6.71
A4	6.00	1.15	2.17	7.00
A5	5.17	1.14	2.00	7.00

As Table 4.1 shows, the mean for students with attitude towards learning English was 6.06 (SD = 1.01) while the mean for students with English course evaluation was 6/00 (SD = 1.15) . Table shows that the higher mean was for the group of participants with attitude towards learning English. The participants with attitudes towards learning English were more homogeneous (not statistically), because the domain of distribution was smaller than the other group (SD = 1.01).

Table 4.2 summarizes the mean score of the participants' responses to EFL motivation questionnaire. M1 stands for: Interest in the Foreign Language, M2: Motivational Intensity, M3: Desire to Learn English, M4: Instrumental Motivation, and M5: Integrative Motivation:

Table 4. 2. Descriptive Statistics of participants' Scores on Motivation Questionnaire

Variables	Mean	SD	Minimum	Maximum
M1	5.85	1.07	3.00	7.00
M2	5.82	0.98	2.83	7.00
M3	6.18	1.02	2.83	7.00
M4	5.75	0.95	2.20	7.00
M5	5.95	0.95	2.80	7.00

Table 4.2 shows that the mean for students with desire to learn English was 6.18 (SD = 1.02) while the mean for students with integrative motivation was 5/95 (SD = 0.95) . The above table shows that the higher mean was for the group of participants with desire to learn English. Table 4.3 summarizes the mean score of the participants’ responses to EFL personality traits (Table 4.3: the mean score of the participants’ responses to EFL personality traits).

Table 4.3. Descriptive Statistics of participants’ Scores on Personality Traits Questionnaire

Variables	Mean	SD	Minimum	Maximum
Extraversion	3.40	0.91	1.13	4.63
Agreeableness	4.01	0.81	2.00	5.00
Conscientiousness	4.09	0.71	2.33	5.00
Neuroticism	2.43	0.93	1.13	4.38
Openness	3.61	0.70	1.80	4.70

Table 4.3 shows that the mean of conscientiousness personality was 4.09 (SD = 0.71), while the mean for students with neuroticism was 2.43 (SD = 0.935) . The above table shows that the highest mean was for the group of participants of conscientiousness personality. Table 4.4 shows mean score of the participants’ responses to writing mastery test.

Table 4.4. Descriptive Statistics of Participants’ Scores on Writing Mastery

Variables	Mean	SD	Minimum	Maximum
Average number of words per text	22.77	29.91	162	287
Average number of T-units per text	25.03	3.92	19	36
Average number of clauses per text	44.68	9.47	28	65
Proportion of clauses to t-units	17.53	4.70	9	30
Proportion of	36.83	9.62	16	53

For comparing the means of scores on writing skills, the results of descriptive statistics are presented in table 4.4. According to the table 4.4, conscientiousness group had more linguistic production (44/68) of the other groups, while neuroticism-based group led to the least language productivity (17/53) of all.

Table 4.5. Correlation of personality traits with learning motivation and written skill

Writing skill	Motivation	
0.326**	0.234**	Personality traits

P < 0.01: **

The results of the table 4.5 depicts that the correlation between personality traits with student's learning motivation was equal to 0/234 which was significant at the level of 0.01. Also, according to the results of the above table, the correlation of personality characteristics with student writing skills was 0.326, was significant at 0.01 level

Table 4.6. Correlation of Attitude with Learning Motivation and Writing Skill

Writing skill	motivation	variable
0.37**	0.39**	attitude

P < 0.01:**, p < 0.05: **

According to the results of the table 4.6, the correlation between attitude with student's learning motivation was 0.39 which was significant at 0.01 level. The correlation between attitude and student's writing skills was 0.37 which was significant at 0.01 level.

Correlation Analysis

Correlation analysis was used to examine the relationship between personality traits and attitude with learning motivation and students' written skills. This analysis is one of the members of the multivariate linear statistical techniques, which can in some way be considered as an expanded multiple correlation analysis. In the following, the results of the canonical analysis results table are reported.

Table 4.7. Correlation Analysis of the Relationship Between Personality Characteristics and Learning Motivation and Written Skills

sig	DF2	DF1	F	Lambda-wilks	canonical correlation	مقدار ویژه	collections
0.000	572	4	16.764	0.804	0.45	0.242	1
0.036	287	1	0.843	0.997	0.059	0.014	2

As shown in the table above, Lambda Wilkes was used to test this zero hypothesis, which is used between two sets after the extraction of previous fundamental variables (if any) (there is no consistency). The significance of F values in the next column was presented. The F value for the first set is 164.64 and the second set is 0.843, also the independent and dependent variables are significant at the level of 0.01. Therefore, based on the findings, it can be concluded that there is a meaningful set (first set) of independent and dependent variables in the data. The ratio of the first set is 0.45. The meaning of this coefficient is equivalent to the simple correlation coefficients (Pearson). The canonical correlation squared is the equivalent of a special value that represents the value of the explained variance of a fundamental variable by other fundamental variables. Thus, the first set explains personality traits of 24%. Also, according to Table 4.2, the relationship between

learning motivation and written skills is not significant. To determine whether the first and second sets of independent and dependent variables are composed of which variables and how they are related and how important they are, we need focal weights. In Table 4.8, the results of the first and second sets are given.

Table 4.8. Focusing weights for collections

Set 2	Set 1		
0.871	0.597	personality	Predictor variable
0.747	0.691	attitude	
0.630	0.793	Motivation	Sample variable
0.884	0.655	Writing skill	

Focal weights are standardized variables that vary between zero and 1 and are therefore called standardized focal correlation coefficients and to some extent represent the separations of each variable from the corresponding focal root. In other words, focal weights with factor load have the same interpretation in factor analysis. Standardized correlation coefficients show the relative importance of each of the major variables in calculating the focal length of each of the focal variables. The focal weights are focal coefficients such as beta values in regression analysis. In the table above, the maximum focal weight is related to the self-motivating variable in the first and second sets. That is, by increasing one unit in the motivation variable, the focal correlation increases by as much as 80%. Regarding personality traits with a single unit, the correlation increases by about 60%. Regarding the attitude with a single unit, the correlation is increased by about 0.7

Discussion

The main purpose of the present study was to investigate canonical analysis of the relationship between personality traits and attitude with motivation and EFL learners' written production task. The results of correlation analysis of variables showed that there was a direct relationship between the components of personality traits with learners' written skills. The findings of the research showed that students who have a social and energetic personality tend to show sympathy, self-control, and self-discipline. Moreover, they improved learning achievement at the high level of proficiency (Brown, 1986). Their findings are in line with the findings of Myers and Myers (1980). According to Myers and Myers (1980), Personality traits have a direct impact on the acquisition of the language learners, which makes a difference in how they learn. The results of this study also showed that personality traits have a great influence on the students' written outcomes. There is ample evidence that personality factors can facilitate second language learning. Personality characteristics are one of the factors influencing the development of linguistic

abilities, which affects success in second language learning (Ellis, 1985). Inability of some foreign language learners may be due to the lack of some personality traits such as extroversion, low compliance or high neuroticism. According to John and Srivastava (1999), personality traits of individuals can have important implications for the language learning process in general and for writing skills in particular, because writing is a reflective skill that has ideas, actions, qualifications and expresses the author's argument. Wills (2000) explains that personality traits determine how people relate to learning materials, and how they decide on their learning, which can explain why learners are different in learning. The findings also showed that there is a relationship between personality traits and motivation. As positive personality traits such as conscience and conscientiousness reinforce the motivation of language learning, while high neuroticism reduces motivation, which was related to the results of Judge and Ilies (2002), showed that neuroticism negatively correlated with any theoretical views on motivation. Conscientiousness was positively correlated with all three motivational indicators, while other personality traits, extroversion, consistency, and chastity had a weak correlation with motivational indicators.

In fact, this study was in line with previous studies, because it shows that the motivational tendency of the participants has a meaningful relationship with the domination of their writing. The motivation to engage in written activities leads to self-esteem communication and encourages learners to continue their efforts even after meeting the goal (Ebata, 2008; Delavari & Moeinzadeh, 2014). Motivation is influenced by feelings of mastery and control over learner's activity and their attitude towards it. Strong motivational students showed a high level of enjoyment, self-confidence, perceived ability, and positive attitude toward teaching methods, and it seems that written strategies were often used (Anani and Farsani, 2014; Gupta & Wolemariam, 2011). As is clear, motivation is the internal force necessary to create learning and retain strength in the process of achieving the goal (Cheng & Dorney, 2007). According to Gardner (1985), high motivation enhances language learning. In summary, the results of this research show that written skills are influenced by learners' personality traits and motivation. When students demonstrate ability in writing skills, this can be due to their positive personality traits and motivational tendencies. This research considers the role that some emotional variables play in language learning. It seems that these non-linguistic factors interfere in all stages of learning and thus affect the whole process of learning. Therefore, mastering written skills is more than just writing a text in which only the student can associate some sentences together. Language learning is in fact the interaction between linguistic and non-linguistic criteria, so that the mastery of writing skills of students can also be predicted by non-linguistic factors.

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