
Research Article

Language anxiety mediates the link between Agreeableness and self-perceived foreign language skills

Ewa Piechurska-Kuciel
University of Opole

Katarzyna Ożańska-Ponikwia
University of Bielsko-Biala

Katarzyna Skalacka
University of Opole

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Abstract: The influence of personality, though overt in the mother tongue, may not be easily detected in foreign language (FL) learning, due to the change of language obscuring the clarity of universally observable influences. Hence, the research on the relationship of the personality trait of Agreeableness with FL attainment has not rendered reliable results.

Consequently, the main aim of this research was to expose the role of Agreeableness in shaping self-perceived FL skills, considering the explanatory role of language anxiety. The participants were 590 secondary grammar school students (383 females and 207 males). The results of the mediation analysis revealed that the significant positive relationship between Agreeableness and self-perceived levels of FL skills is cancelled by the mediation of language anxiety.

It follows that high levels of this negative emotion may destroy the agreeable learner's estimation of their FL abilities by drawing their attention away from the importance of positive social contacts with peers and teachers, fuelled by the social character of the FL learning process. Thus, the influence of the characteristics embedded in Agreeableness, such as getting along with others in a group, lose their importance when language anxiety, ubiquitous in the FL process, comes into play.

Keywords: personality, Agreeableness, language anxiety, FL self-assessed skills

1 Agreeableness

The aim of this paper is to shed more light on the link between the personality trait of Agreeableness and FL attainment, operationalized as self-perceptions concerning FL abilities. In spite of several attempts identified in the field of second language acquisition (SLA), this relationship is unclear and still deserves attention. For this reason, the objective of our study is not only to investigate the role of Agreeableness (one of the least researched personality dimensions in the field of SLA), but also to address the specific function of language anxiety in the relationship between this personality trait and self-perception of FL skills. Given that Agreeableness facilitates the foreign language learning process with its focus on maintaining good social relationships, the intrusion of language anxiety with its focus on negative

*Corresponding author: Ewa Piechurska-Kuciel, E-mail: epiech@uni.opole.pl

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emotionality may significantly destabilize this beneficial link. For this purpose, a theoretical discussion of the concepts of Agreeableness and language anxiety is supplemented with an empirical research study that aims to uncover the role of language anxiety in the Agreeableness—self-perceived FL skills relationship, with the help of mediation analysis. Such an approach allows for a better understanding of the complex interconnections between personality, anxiety and FL attainment within the SLA field.

The concept of personality principally regards “characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms – hidden or not – behind those patterns” (Funder, 2012, p. 5). Its features explain individual differences in daily affect and behaviour, which means that it also permeates the process of second language acquisition (Krashen, 1981). It follows that studying the role of personality in this field appears to be justified, especially because there has been little research on this subject (Dewaele, 2012).

Personality can be conceptualized and measured by means of various models; however, the one that has garnered the majority of popularity in Psychology and other disciplines is the Big Five model (e.g., McCrae & Costa, 1995), due to its practicality and applicability (Digman, 1990). It incorporates five independent dimensions of traits or domains that describe an individual, regardless of language or culture: Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism. Thanks to such a categorisation, personality factors can be perceived as independent variables in research studies in an uncomplicated and more consistent manner for non-psychologists (Dörnyei, 2006).

The trait of *Agreeableness* is connected with social harmony and cooperativeness. It pertains to “a set of interrelated dispositions and characteristics manifested as differences in being likable, pleasant, and harmonious in relations with others” (Graziano & Tobin, 2017, p. 121). The main goal of agreeable individuals is to maintain positive relationships with others. They are inclined to be more attuned to their own and others’ emotional states, they are also more apt to be both concerned and aware of how emotion may affect them. Indeed, the greater emotional experience of agreeable individuals, accompanied by greater efforts to control their own negative emotions, points to the ability of regulating affect to maintain smooth interpersonal relations (Tobin & Graziano, 2011). On the other hand, individuals low in Agreeableness are fault-finding, suspicious, patronizing, likely to exceed boundaries, and openly communicate resentment (McCrae & Costa, 1995).

Importantly, Agreeableness plays a significant role in the self-regulation of negative affect, ‘cooling’ (inhibiting) anger and aggression (Ode, Robinson, & Wilkowski, 2008), desensitizing agreeable individuals to anxiety (Wauthia et al., 2019). What is more, the trait is connected with greater recovery from a negative affect (e.g. sadness) (Pearman, Andreoletti, & Isaacowitz, 2010). Agreeable individuals frequently experience positive emotions, such as joviality and self-assurance, derived from intimate social bonds (Shiota, Keltner, & John, 2006). Their prosocial behaviour may nurture self-worth and effective psychosocial adaptation. In effect, the agreeable personality, assisted by cooperative and pleasant attitudes, is characterized by resilience, which in effect may lead to efficacy and success (Laursen, Pulkkinen, & Adams, 2002).

In the academic domain, Agreeableness appears to be modestly linked with achievement (Vedel & Poropat, 2017). Agreeable students with their accommodating and cooperative attitudes are inclined to cooperate with others, which may be attributed to compliance with, for example, teacher instructions, effort, and sustaining focus on learning activities (McCrae & Löckenhoff, 2010). The trait is also positively related with persistence, desire for self-improvement and good grades, as well as negatively with competing (Komarraju & Karau, 2005). At the same time, agreeable students tend to be both intrinsically and extrinsically

motivated. They are stimulated by their desire to gain knowledge and to attain tasks, as well as by requirements and standards (Clark & Schroth, 2010). Accordingly, Agreeableness appears to be linked with general point average (GPA: the average value of the accumulated final grades earned in courses over time) as agreeable students invest more time and effort in their learning (Bidjerano & Dai, 2007). Also, the quality of the teacher-student relationship and motivational beliefs mediate the relationship between Agreeableness and academic achievement (Zee, Koomen, & Van der Veen, 2013). Consequently, it appears that the trait may have a significant role in maintaining high-quality relationships between the teacher and the student, characterized by closeness and peacefulness.

Alas, the research on the role of personality in the SLA process has not produced clear-cut results (e.g. Piechurska-Kuciel, 2020; Ożańska-Ponikwia, Piechurska-Kuciel, & Skałacka, 2020). It seems to suggest that the links between Agreeableness and FL achievement are positively correlated (e.g., Ghazi, Shahzda, & Ullah, 2013; Homayouni, 2011; Kırkağaç & Öz, 2017) or there is no relationship at all (e.g., Shirdel & Naeini, 2018). Nevertheless, it has been established that Agreeableness may play a role in the learner's affective processes, by breeding language speaking confidence through its focus on cooperation and sympathy with others (Khany & Ghoreyshi, 2013). Also, a weak, though significant positive link has been found between the trait and FL willingness to communicate (Öz, 2014; Šafranĳ & Katić, 2019). Aside from that, positive attitudes to language learning have been identified in agreeable students (Pourfeiz, 2015), owing to their willingness to connect with the members of the FL community. The trait is also positively related to the use of compensation strategies (Fazeli, 2012), as well as to FL learner autonomy (Nikoopour & Hajian, 2016), owing to the trait's focus on positive social relationships. These findings appear to expose the beneficial role of Agreeableness in shaping the FL student's verbal skills. Its overt focus on good interpersonal relationships allows agreeable students to develop good relationships with significant others, like teachers or peers. It makes them feel at ease when experimenting with the foreign language by breeding FL willingness to communicate and confidence (Piechurska-Kuciel, 2020).

2 Language anxiety

One of the negative emotions whose detrimental impact on the learning process is most pervasive is anxiety (Oxford, 1999). It is found to affect learning in an indirect manner through an impact on cognitive processes that control learning (Tobias & Everson, 1997). According to Pekrun (2011), anxiety tightens information processing, which, in turn, limits creativity. It also leads to disruption of concentration and performance due to impaired cognitive control (Robinson, Vytal, Cornwell, & Grillon, 2013). Anxiety also causes heightened distractibility and increased responsiveness to a potential threat (Mogg & Bradley, 2016).

The unique situation of learning a foreign language, prompted by the change of language, leads to the activation of situation-specific anxiety that affects the quality of the SLA process, called *language anxiety (LA)*. It is usually defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours arising from the uniqueness of the language learning process” in the classroom (Horwitz, Horwitz, & Cope, 1986, p. 128). In other words, LA stems from the discomfort induced by the inability to present oneself authentically while using the foreign language (Horwitz, 2017). Hence, the basic foundations of language anxiety originate from the psychological characteristics of the FL learner, captured in the theoretical model of language anxiety that unites three universal, nonspecific types of anxiety: communication apprehension (CA), fear of negative evaluation (FNE), and test anxiety (TA). However, LA is not a mere composite of these performance anxieties, but an independent phenomenon, “unique to FL

learning itself” (Gkonou, Daubney, & Dewaele, 2017a, p. 4). The common features of LA and CA include fear of making mistakes, intense feelings of self-consciousness, and a desire to be perfect when speaking, as well as personal convictions about not being understood or not being able to understand, induced by the pressure to perform (Piechurska-Kuciel, 2014). Instead of viewing it as “an opportunity for communication” (Horwitz et al., 1986, p. 128), anxious learners handicap themselves by avoiding it for fear of losing face in front of their teacher and peers due to being negatively evaluated (FNE). Their concerns connected with (presumably) faulty test-taking performance produce affective and behavioural effects that disturb their ability to perform successfully in a FL, culminating in minimal in-class participation or passivity, and withdrawal. Aside from that, other sources of LA can roughly be distinguished into three broad categories: academic, cognitive and social (MacIntyre, 2017). The first group includes intimidating teacher interventions or unrealistic learner beliefs; cognitive causes pertain to individual differences, such as personality, self-esteem or sense of identity, while social sources of LA include such effects as culture-specific inappropriateness (e.g., Lim, 2009).

Nevertheless, in spite of some on-going disputes (e.g., Sparks, Patton, Ganschow, & Humbach, 2009), anxiety tends to be viewed as both a result and cause of most problems experienced in the learning process (MacIntyre, 2017); hence LA effects can similarly be divided into three main groups: academic, cognitive and social. The academic results of LA pertain to various forms of impaired achievement, like poor performance, represented by lower course grades, as well as proficiency and communicative competence tests (e.g. Gkonou, Daubney, & Dewaele, 2017; Zheng & Cheng, 2018), and overstudying (e.g., Horwitz, 2010). Interestingly, the cognitive cluster comprises factors related to the language learning situations that are attributable to the impact of general anxiety on cognitive processing (i.e., threat prioritization or limited information processing). As to social consequences, these comprise reduced linguistic self-confidence that may even extend to the use of the native language in FL-dominant environments (MacIntyre, 2017). Overall, the general effects of LA extend from raising self-doubt, and lowering cognition and competence, as well as self-esteem, through diminishing enthusiasm and motivation, to hindering academic success, and weakening one’s will to communicate in the FL (Piechurska-Kuciel, 2008).

It should though be mentioned that the studies on the relationship between Agreeableness and language anxiety do not seem easy to interpret. They show that Agreeableness is inversely associated with LA, but the results of these studies are based on different research methodologies and study assumptions with little predictive power (Simons, Vanhees, Smits, & Putte, 2019; Vural, 2019). Aside from that, a positive correlation between the variables has also been detected (Bialayesh, Homayoumi, Nasiri Kenari, & Shafian, 2017). For this reason, it can be assumed that the links between Agreeableness and FL achievement, as well as with language anxiety demand thorough scrutiny.

3 Research rationale

The purpose of the study is to investigate the links between Agreeableness and FL proficiency (operationalized as self-assessed FL skills), mediated by language anxiety. We speculate that this personality trait is positively related to FL achievement, owing to the focus of agreeable individuals on maintaining positive relationships with others. However, the foreign language learning situation induces a serious degree of threat to the student’s emotional wellbeing, making foreign language learning “an emotionally loaded experience” (Dörnyei & Ryan, 2015, p. 10). The mismatch between the learner’s mature and advanced thoughts, and immature and

poor language becomes a serious source of stress and tension. Keeping in mind the fact that agreeable individuals are able to self-regulate anxiety, the trait might be regarded as a factor protecting individuals from the destructive effects of negative affect.

However, the relationship between language anxiety and Agreeableness may be more complex than expected. It has been established that emotional control of such individuals pertains only to preventing the display of their own negative emotions (Tobin & Graziano, 2011). Facing personal distress, they manage to regulate their own emotions by focussing on others (Graziano, Habashi, Sheese, & Tobin, 2007). It may lead to a conclusion that the experience of language anxiety is a strictly personal occurrence, which may not be effectively controlled by redirecting one's attention to the social situation. In effect, mounting language anxiety levels may hamper the linguistic development of an agreeable student, lowering their competence and performance levels.

Consequently, our research was guided by several hypotheses. First, owing to the positive role of Agreeableness in the assessment of FL achievement (e.g., Ghazi, Shahzda, & Ullah, 2013; Homayouni, 2011; Kırkağaç & Öz, 2017), speaking confidence (e.g., Khany & Ghoreyshi, 2013), willingness to communicate (Öz, 2014; Šafranĳ & Katić, 2019), positive attitudes to language learning (Pourfeiz, 2015) or FL learner autonomy (Nikoopour & Hajian, 2016), we envisaged a positive relationship of the trait with self-perceived levels of FL skills in our research sample (H1). Then, we expected that language anxiety was negatively related to FL proficiency, operationalized as self-perceived levels of FL skills (H2). This negative link has been widely accepted in SLA research (e.g., Zhang, 2019), proving that anxiety plays a persistent obstructive role, irrespective of the learners' proficiency levels. Aside from that, we also speculated that the relationship between Agreeableness and self-assessment of FL skills might be shaped by LA levels (H3). High levels of negative affect, represented by language anxiety, may destroy the agreeable learner's optimistic estimation of their FL abilities by drawing their attention away from the importance of positive social contacts with peers and teachers that are fuelled by the social character of the FL learning process.

4 Method

4.1 Participants

The informants were 590 students (383 females and 207 males) from 23 randomly selected classes of the six secondary grammar schools in an urban centre located in a south-western European country. The age of the participants ranged from 18–21 (mean age: 18.50; SD=.53). Majority of them lived in the city (N=298; 50.5%), one-third lived in the villages (N=186; 31.5%), and rest lived in little towns (N=106; 18.0%). When the research project commenced, these students were in first grade, with three to six hours a week of compulsory English instruction. At the end of their secondary school education, their level of proficiency was intermediate to upper intermediate, reflecting the B1+ level of competence according to Common European Framework of Reference for Languages (CEFR). The informants of this study reported learning English as their L2 from 2 to 19 years (Mean = 10.94; SD = 2.5) with 30% learning it up to 9 years, two-thirds reporting learning their L2 from 10 to 12 years and the remaining 20% acquiring English from 13 to 19 years.

4.2 Instruments

The participants' Agreeableness was measured with the 20-item International Personality Item Pool representation of the Goldberg (1992) markers for the Big-Five factor structure, called the *IPIP* scale (Goldberg, 1992). It consisted of 20 items with ten positively and ten negatively worded items, which were then key-reversed. Responses were given on a 5-point Likert scale, ranging from 1 – *strongly disagree* to 5 – *strongly agree*. The minimum number of points on the scale was 20, while the maximum was 100. The scale's reliability in this study was measured in terms of Cronbach's alpha, ranging the level of $\alpha=.90$.

The *Foreign Language Classroom Anxiety Scale* (Horwitz, Horwitz & Cope, 1986) estimated the degree to which students felt anxious during language classes. The Likert scale used ranged from 1 – *I totally disagree* to 5 – *I totally agree*. The minimum number of points was 33, the maximum was 165. The scale's reliability in this study was $\alpha=.94$.

Self-perceived levels of FL skills (speaking, listening, writing and reading) were assessed by means of an aggregated value of separate self-assessments of the FL skills. They were measured with a Likert scale ranging from 1 (*unsatisfactory*) to 6 (*excellent*). The minimum number of points on the scale was 4, while the maximum was 24. The scale's reliability was $\alpha=0.88$.

Additionally, sociodemographic variables (such as gender, age and place of residence) and the duration of L2 learning were controlled.

4.3 Procedure/analyses

The data collection procedure took place in the six grammar schools, located in the city of Opole, south-western Poland. After the schools' headmasters had given their consent, the classes in which the research was to take place were randomly selected from the list of eligible classes (three to four in each school depending on availability). In each class, the students were informed about the purpose of the research and granted full confidentiality. They could withdraw from the study without any consequences, at any time. All the participants gave their oral consent and were then asked to fill in the questionnaire. The time given for the activity was 15 to 45 minutes. The participants were instructed to give sincere answers without taking excessive time to think. A short statement introducing a new set of items in an unobtrusive manner preceded each part of the questionnaire.

The data were analysed with IBM SPSS STATISTICS v.27. Descriptive analyses aimed to identify the basic level of the analysed variable. The Central Limit Theorem applies for distinguished variables, so despite the lack of normal distribution, the Pearson's coefficient was used to discover the relationships between the variables (H1 and H2). In order to verify the hypothesis about the mediating role of language anxiety in the relation of Agreeableness and self-perceived skills (H3), the mediation analysis using the PROCESS v3.2 macro (Hayes, 2017) was performed. To estimate the mediation effects, the bootstrap method was used for 5000 trials; confidence intervals were bias corrected. A heteroscedasticity consistent standard error and covariance matrix estimator (HC3) was used. Independent variables were centred before analysis. The statistical significance was set at .05.

5 Results

The preliminary analysis of the data showed that the analysed variables reached average values for Agreeableness and language anxiety, because self-perceived L2 proficiency participants evaluated themselves rather positively (see Table 1).

Table 1

Descriptive statistics (N=590)

Variable	Min	Max	Mean	SD
Agreeableness	26.00	100.00	67.04	10.71
Language anxiety	36.00	155.00	80.91	22.09
Self-perceived FL skills	5.00	18.00	11.66	2.51

In the next step, in order to verify H1 and H2, a correlation analysis was performed showing that Agreeableness and current self-perceived skills were significantly and negatively connected with language anxiety (LA), which means that higher levels of LA were related to lower levels of Agreeableness and L2 proficiency evaluation. This result is in line with our expectations, but the obtained relations were rather weak, though significant. There was also a weak positive correlation between Agreeableness and self-perceived L2 skills. The higher level of the trait, the better evaluation of self-perceived levels of L2 skills in our research sample. For details, see Table 2.

Table 2

Correlations between study variables

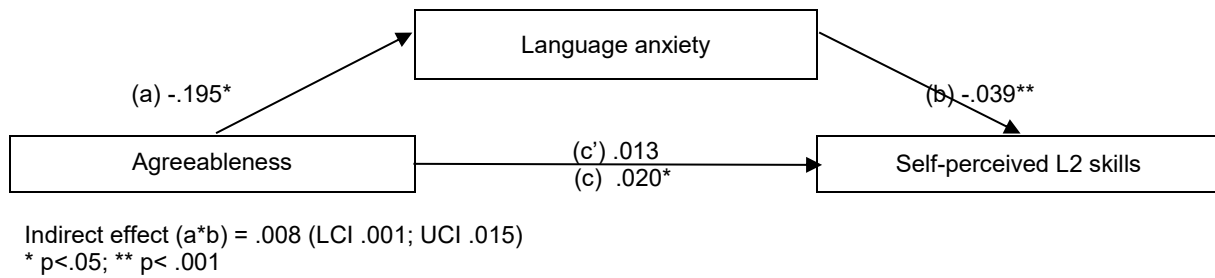
Variable	(1)	(2)	(3)
(1) Agreeableness	---	-.10*	.09*
(2) Language anxiety	-.10*	---	-.35***
(3) Self-perceived FL skills	.09*	-.35***	---

* $p < .05$, *** $p < .001$

Based on Hayes (2017), the verification of H3 concerning the mediating role of language anxiety (LA) in the relationship between Agreeableness and self-perceived L2 proficiency showed that LA was a significant mediator for this relationship. This means that the small, though significant impact of Agreeableness on L2 skills was neutralized by the mediation of language anxiety, negatively impacting the skills. The size of the indirect effect was small but significant (see Fig. 1 for the summary of the results).

Figure 1

The mediation model of language anxiety on the relation between Agreeableness and self-perceived L2 skills



6 Discussion

The primary aim of this paper was to verify the role of the personality trait of Agreeableness and language anxiety in predicting self-perceived levels of FL skills (operationalized as the aggregated value of the assessment of the four skills, i.e., speaking, listening writing and reading in the foreign language). Moreover, our aim was to investigate the mediating function of LA in the specific relationship between personality and self-perceived levels of FL skills.

According to the first hypothesis formulated for the purpose of this study (H1), the relationship of the personality trait of Agreeableness with self-perceived levels of FL skills was expected to be positive, which was prompted by the prevalingly positive relationships of this dimension with various aspects of the FL process, enumerated in the research rationale. Indeed, alongside the weak positive correlation of the variables in the study, the regression analysis also pointed to a weak, positive dependence of self-assessed skill levels on Agreeableness. This finding may be attributed to the specificity of the concept that is primarily connected with interpersonal tendencies (Costa & McCrae, 1992), social conformity and social desirability concerns (Jensen-Campbell et al., 2002). It follows that the trait tends to affect the individual's actions when they participate in an interpersonal activity, such as peer assessment (Birjandi & Siyyari, 2016). Even though self-assessment of FL skills is a private task, the impact of the trait on the students' self-evaluated skills is also likely to take place; hence the significant result established in our study, as demonstrated by the c path in Fig. 1.

Our next hypothesis (H2) was devoted to the role of language anxiety in shaping FL proficiency (self-perceived levels of FL skills). The relationship was expected to be negative, as suggested by the overwhelming research in the field (e.g., Gkonou et al., 2017b). Indeed, this research results demonstrated a negative correlation between the two variables. Also, the regression analysis pointed to a negative dependence of self-assessed skill levels on LA. This finding further supports the already-established negative role of this FL-specific emotion in the pursuit of FL mastery.

Importantly, we also speculated that the relationship between Agreeableness and self-assessment of FL skills might be shaped by LA levels (H3). As Agreeableness tends to be associated with self-regulation of forms of negative emotionality, like anxiety (Eisenberg et al., 1996), we presumed that also in the foreign language learning context agreeable students should be likely to effectively manage their language anxiety levels for the sake of maintaining positive social contacts with the teacher, as well as peers. These contacts are the basic source of his/her positive affect, stemming from the social nature of the foreign language learning process.

Nevertheless, it can be expected that the feelings of language anxiety are a private experience, so the social domain of the classroom may not sufficiently compensate for it. For this reason, according to the findings of this study, the relationship between Agreeableness and self-perceived FL skills levels (the *c* path in Fig. 1) is mediated by language anxiety (the *c'* path in Fig. 1). It follows that high levels of negative affect, as represented by language anxiety, may destroy the agreeable learner's estimation of their FL abilities by drawing their attention away from the importance of positive social contacts with peers and teachers that are fuelled by the social character of the FL learning process.

However, it is worth paying attention to the results that are quite modest, sharing little predictive power with other studies pertinent to the link between Agreeableness and language anxiety (Simons et al., 2019; Vural, 2019). In spite of our high hopes, our data did not provide a sounder explanation of the relationship. The reasons for these findings can be attributed to the specificity of the trait that is not a homogeneous construct that "is arguably the least well understood" trait (Jensen-Campbell et al., 2002, p. 324), due to the unclear understanding of social behaviour shared by both Agreeableness and Extraversion. Aside from that, the explanatory power of the dimension in question can mostly be identified in situations favouring team effectiveness that is not steadily attributable to the foreign language learning process. Last but not least, the mediation of language anxiety revealed that the link between Agreeableness and self-assessed FL skills is not linear, and should be further examined by more refined statistical procedures.

There are several limitations that can be identified in the study. It appears that the most important one pertains to the design of the study that was descriptive, not experimental. For this reason, no causality inferences can be drawn on its basis, although the mediation model is regarded causal (Shrout, 2011). Along these lines, the generalizability of the study results is also limited, and cannot be applied to other contexts, especially because personality expressions may be highly socially and culturally dependent (Eap et al., 2008). It follows that the measurement of Agreeableness might produce different results in other cultural samples. Aside from that, its measurement with the IPIP scale still requires standardization. Also, the study might have benefitted from applying the perspective of a complex, dynamic approach that would offer interesting insights on individual behaviour in particular situations, revealing an intricate web of individual and social factors (e.g., Gregersen, 2020).

On these grounds, several recommendations can be proposed. First, there is a need to examine the mediation processes of other influential variables that may explain the genuine impact of personality on the quality and quantity of the foreign language process. A constellation of various factors (mediators and moderators) of a social and cultural nature needs to be taken into account. Second, a promising research path can be found in the incorporation of various operationalizations of foreign language attainment, like final grades, GPA, and other forms of summative and formative assessment. Finally, applying a mixed-model methodology might enable a more individual-oriented, and at the same time, holistic approach.

7 Concluding remarks

In sum, the principal reason for the research presented in this paper is to move towards a greater understanding of the whole, complex person by shedding light on a small section of their functioning within the foreign language learning process. Specifically, the study focused on exposing the role of Agreeableness in shaping FL attainment (operationalized as self-perceived FL skills and final grades), considering the explanatory role of language anxiety. It is worth pointing out that the influence of personality, though overt in L1, may not be easily detected in

the SLA process (Piechurska-Kuciel, Ożańska-Ponikwia, & Skalaćka, 2021), due to the change of language that obscures the clarity of the otherwise observable processes. That may be particularly pertinent to the examination of Agreeableness, whose impact for FL attainment is still unclear. In this study only a weak link between the trait and self-perceived FL skills is observed. However, the inclusion of the third variable (language anxiety) exposes the role of context-specific abilities, confirming the significance of the specific setting. Herein, the influence of the characteristics embedded in Agreeableness, that focus on getting along with others in a group, lose their importance when language anxiety, characteristic for the FL process, comes into play. At the same time, a curvilinear relationship of personality and FL achievement may be suspected, demanding further scrutiny in order to broaden the awareness of the pervasive, yet subtle effect of personality on the language learner behaviour (Piechurska-Kuciel, 2018; 2019).

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