The current study focused on the impact of the character of advanced English learners with different levels of motivation upon their proficiency at speaking and listening. To this end, a questionnaire was distributed to a number of advanced learners; the questions included in the questionnaire were framed in such a way that (a) they reflected learners' kind of character as well as the level of their motivation and (b) their proficiency at speaking and listening. Consequently, the proficiency at speaking and listening with a special kind of character differed from that of students with other kinds of character.