Affective Factors in the EFL Classroom

Wen-Chen Cheng

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Abstract

Certain factors (e.g. motivation, anxiety, personality differences, etc.) have been reported to bring about different degrees of output in learning a foreign language. This study aimed at exploring the relationship between some selected affective factors and the oral proficiency as well as the English academic achievement of the EFL learners in Mexico. Due to the fact that there are various affective factors, only three were selected: Foreign Language Learning Motivation, Foreign Language Speaking Anxiety, and Extraversion. A total of 243 randomly selected EFL students enrolled in the Language Teaching Center (CEI) of the University of Quintana Roo participated in the study. In order to collect data, a survey made of four questionnaires (Foreign Language Learning Motivation Scale, Foreign Language Speaking Anxiety Scale, The Eysenck Personality Questionnaire, Revised Version and a Background Information Questionnaire) was administered in the fall semester of the 2007 academic year. Using the SPSS version 10.0 for Windows, the collected data was computed and analyzed by Pearson r correlation and Multiple Regression. The results showed that a positive relationship was found between learning motivation and oral proficiency ($r = 0.169$), whereas a negative relationship was observed between speaking anxiety and oral proficiency ($r = - 0.297$). Academic achievement, in turn, positively correlated with learning motivation ($r = 0.245$). However, no significant relationship was detected between extraversion and oral proficiency nor in the English academic achievement of the EFL learners, though some relationship was expected regarding the latter. Other secondary results showed that there was a negative relationship between learning motivation and speaking anxiety. All in all, the results may have relevant teaching implications, which are fully discussed in this thesis.

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Table of Contents

CHAPTER ONE

INTRODUCTION

1.1 Background

English as the Foreign Language (EFL) is commonly known as leaning English in a non-English-speaking region; Study can occur either in the student's home country, as part of the normal school curriculum, such as studying English in Mexico, or, for the more privileged minority, in an English speaking country where they visit as a kind of educational tourist, particularly before or after graduating from university. In the EFL classroom, there are many difficulties the teachers always need to face and try to overcome since the study does not take place in an English speaking country.

For the majority of the people, learning a foreign language is not as easy as learning the first language. Learning the first language is a human innate ability which is always successful; this fact is also true if a foreign language is acquired at an early age (Yokochi, 2003); however, not everyone is privileged enough to do so. According to the Critical Period Hypothesis proposed by Lenneberg (1967), he suggests that a language could be acquired only within a critical period extending from infancy until puberty. Although this hypothesis was first proposed concerning the first language acquisition, many investigations have shown that it is also related to foreign language acquisition. After the Critical Period, language learning becomes difficult and may cause the failure of fluency in adulthood more than in childhood. David Singleton (1995), for example, claims that "younger = better in the long run" in second language learning. This is why it is expected that adult foreign language learner confront more challenge and difficulties in their learning process.

As a university EFL teacher in Mexico, a common difficulty I have noted among my students is their ability to express themselves orally in the target language. I found it difficult to motivate the learners to speak in class, not to mention in public. Some students seem to speak better than others in the class, and it is noted that those are the ones who always participate and speak, or at least try to speak, in class. There seems to be some affective factors that cause different levels of oral proficiency from the students. Therefore, this study was aimed at analyzing affective factors that might influence the oral proficiency of the EFL students enrolled in the English courses of the Language Teaching Center (Centro de Enseñanzas de Idiomas – CEI) of the University of Quintana Roo (UQROO).

The UQROO was the youngest academic center of its kind in Mexico. It was founded in 1991 to provide the people of the state of Quintana Roo a higher education in the social area, humanities, basic science and technology. Located in the southeast of the Yucatan Peninsula of Mexico, the state of Quintana Roo has been privileged to have a rich English-speaking context due to its flourishing tourism industry. Along the coastline of the state, the city of Tulum, Playa de Carmen, Cozumel and Cancun receive thousands of tourists from all over the world on a daily basis. Therefore, English has become the *lingua franca* for basic communication, and this is why English is greatly demanded for those who live and work in these places.　However, in spite of the fact that Chetumal is the capital of the state of Quintana Roo and borders the English speaking country, Belize, people in this city do not depend on English as a lingua franca. Even so, EFL learning is still very important in schools of Chetumal.

The UQROO, located in the city of Chetumal, in order to respond to such a demand, has systematically planned and prepared its students for society. The academy offers two short programs for associate degrees, twelve majors for undergraduate students and four

postgraduate studies. The majority of the students are obliged to take English courses and depending on the requirement of each program, students must obtain a certain level of proficiency. This is where the CEI takes over the main role.

Established a few years after the university was founded, the CEI was merely a Language Program of the University (Programa Universitario de Idiomas) located in the school library, and now it is part of the Division of Political Science and Humanities and operates as a very organized language center with rich resources and facilities. With an eminently communicative approach and a qualified academic staff in various areas of expertise and experience in language teaching, the CEI stresses on the following activities: language courses in English, French, Italian, Mayan, and Spanish for foreigners; a Self Access Center with ample resources in language learning, and certification and accreditation of language levels in English, French, and Italian. Among these activities, the English courses are predominant since it is a requirement of the undergraduate students. Every semester, the new students need to present a placement exam in order to be classified into the proper level. There is an average of approximately three to four hundred student enrolled for language courses each semester.

The idea of this dissertation emerged from my workplace when I started teaching in the CEI. I have been teaching English to Mexican students at university level for almost three years, and I noticed that one of the common problems they share is to communicate in English. I used to think that it should be easy for Mexican students to learn and speak English since the majority of the vocabulary and the grammatical structure of English and Spanish are quite similar. Well, from my personal viewpoint, comparing to learning English as a Chinese-speaker, it should be much easier learning English as a Spanish-speaker. On the other hand, it was supposed that the EFL students of UQROO should obtain an

acceptable level of English because they seemed to be given a very privileged context where they have much contact to English. However, it had been pointed out that unlike other cities in the state of Quintana Roo, English is not greatly demanded in Chetumal. Perhaps this is why there is low oral proficiency among the students. Maybe they were not motivated to learn English because the society demands it; instead, English may be just a school subject. Whatever the reason may be, it was hoped that the present study could provide an explanation to such a problem in the EFL classroom.

Many studies in the field of second / foreign language acquisition show that certain affective factors such as motivation, anxiety, and personal differences such as age, gender, extraversion or introversion are related to the degree of successful language output (Arnold, 1999; Ellis, 1995; Ely 1986; Krashen 1982; Skehan, 1989; Busch, 1982). Many studies (Huang, 2005; Kimura, 2000; Salem, 2005; Gregersen, 2000, Ohata, 2005; van Daele, 2005) have pointed out the fact that the affective factors, motivation, anxiety, and extraversion are related to the students' degree of performance in the process of acquiring the foreign language.

1.2 Purpose of the study

The principal purpose of this study is to analyze the affective factors which may influence the oral proficiency and the English academic achievement of EFL students enrolled in the English courses of CEI of the University of Quintana Roo. Since there are many affective factors, this study will focus only on three, language learning motivation, speaking anxiety and extraversion. This study will investigate whether there is any relationship between these affective factors – learning motivation, speaking anxiety, and extraversion – and the oral proficiency and academic achievement of these EFL students.

Finally it also aims at investigating whether other secondary variables such as gender, age, and English learning experience contribute to the degree of learning motivation, speaking anxiety, extraversion as well as students' oral proficiency and academic achievement.

1.3 Significance of the study:

Oral proficiency has been one of the problems in EFL classrooms since most classes take place in non-English-speaking regions. In other words, students are not exposed to an intensive English-speaking environment, and they probably have contact with English language only when they are in the classroom. As an EFL teacher, I have tried many different techniques and designed dynamic activities to improve the oral proficiency of the students, but there is no significant progress. In this study, the intention is to analyze the affective factors to find out whether they contribute to the low oral proficiency before knowing which technique or activity to use in class. Once the affective factors are analyzed, EFL teachers will be able to apply the most suitable teaching strategies to help students learn and achieve higher oral proficiency.

Furthermore, being the neighboring country of the United States and Belize, there is a great deal of economic, social, and even educational interactions among them. Therefore it is essential that people of the Republic of Mexico obtain a certain degree of English proficiency, especially the ability of listening comprehension and oral expression because these are the abilities they will need to communicate with the foreigners. The topic of the investigation is relevant because the analysis of the affective factors that contribute to high or low performance could effectively improve the average English oral proficiency of the Mexican people, especially those who live in states where there is intense interaction with the neighboring countries.

1.4 Hypotheses

Based on the purpose of the study, the following hypotheses are formulated:

RH-1 There is relationship between students' degree of motivation and their oral proficiency level.

RH-2 There is relationship between students' degree of anxiety and their oral proficiency level.

RH-3 There is a relationship between students' degree of extraversion and their oral proficiency level.

RH-4 There is a relationship between students' degree of motivation and their academic achievement.

RH-5 There is a relationship between students' degree of extraversion and their academic achievement.

There are also two research questions formulated

RQ1.What is the contribution of motivation, anxiety, extraversion, age, gender, English learning experience, time investment, and experience of traveling abroad to oral proficiency?

RQ2. What is the contribution of motivation, anxiety, extraversion, age, gender, English learning experience, time investment, and experience of traveling abroad to academic achievement?

1.5 Definition of terms:

Because the present study will focus on investigating the relationship between the EFL oral proficiency, academic achievement, and the selected affective factors – motivation,

anxiety, and extraversion as well as the secondary variables – a brief definition of the terms is listed in the following paragraph.

English as Foreign Language (EFL)

The term EFL is often mentioned together with ESL (English as Second Language). The difference between EFL and ESL is that the former refers to all types of English language instruction for non-native speakers outside the anglophone countries while the latter refers to learning English within an English-speaking context. The present study aims to study the English learners in Mexico; the term EFL is used instead of ESL.

1.5.1 Dependent variables of the present study

Oral Proficiency

Proficiency is considered as the quality of having great facility and competence. In this investigation, it refers to the ability to express one's idea using the target language with fluency and accuracy, and participant's final oral test grade was used to examine his/her speaking competence and performance after taking the course.

Academic Achievement

In this present study, the term Academic Achievement was used to refer to each participant's final score of the entire semester. Obtained from the average of three partial exams and the final exam, this score represents every participant's accumulated competence and performance in English in the four basic skills: listening, speaking, reading, and writing, as well as grammar and vocabulary. In short, this score tells how much each student has achieved academically by the end of the semester.

1.5.2 Independent variables of the present study

Motivation

Motivation, by its conceptual definition, means a motive, a need or desire that causes a person to act. In this study, motivation is also understood as **Foreign Language Learning Motivation**. Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning. (Oxford & Shearin, 1994). This Foreign Language Learning Motivation will be measured in this investigation to find out whether there it is related to EFL students' oral proficiency.

Anxiety

According to the Webster's dictionary, anxiety is defined as unpleasant emotional state of high energy that involves a complex combination of emotions. Some authors considered anxiety to be the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension (Arnold, 1999; Heron, 1989:33, Young, 1991). This present study focused on analyzing specifically the **Foreign Language Speaking Anxiety** (i.e. negative emotion provoked when communicating orally in the foreign language) and its relationship to EFL students' oral proficiency.

Extraversion

Extraversion means "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extraverts tend to enjoy human

interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They enjoy risk-taking and often show leadership abilities (Eysenck and Eysenck, 1985).

1.5.3 Secondary variables of the present study

Apart from the three major independent variables mentioned in the previous section, the present study also included a set of secondary variables. Together with the major variables, these secondary variables will be used in the multiple regression analysis to explore any predictor to oral proficiency and academic achievement. These variables are: age, gender, learning experience, time investment, and experience of travelling abroad.

It is clear what age and gender refer to in this research, there is no need to define these variables specificifically. Learning experience, in the present study, refers to whether the participants have learned English or taken courses before enrolling in the UQROO. It is hypothesized that having learned English or having started learning English early, there may be a greater opportunity to achievement. Time investment, in this case, means the amount of hours the participants spend studying English after school. It is assumed that the amount of time students invested in learning can be a predictor variable to oral proficiency and academic achievement. Last but not least, whether participants have had experience of travelling to any English speaking countries will be observed to see if it serves to be a predictor variable.

1.6 Organization of the Thesis

In the following chapters, chapter two aims at presenting a theoretical framework of the affective factors which this research paper focused on. This chapter includes a review of theories about foreign language learning motivation, foreign language anxiety, and extraversion, as well as a variety of research carried out to study the relationship between motivation, anxiety, extraversion and other variables that may bring influence in the process of language acquisition. There is also a brief explanation of each hypothesis and research question included at the end of chapter two. Chapter three gives a clear description of the methods of the study including research design, the subjects' background and profile, instruments, results of the pilot study, data collection as well as analysis procedure. The results of the main study are presented in chapter four. Last but not least, the overall research findings are reported in chapter five along with possible implications and limitations of this study.

CHAPTER TWO

LITERATURE REVIEW

In order to provide a clear and complete picture of the relationship between foreign language learning motivation, foreign language speaking anxiety and extraversion in an EFL classroom, the following aspects will be described and discussed: a theory of second-language learning (Stephen Krashen's Affective Filter Hypothesis), the variables in the study (Motivation, Anxiety and Extraversion) as well as some relevant studies that are related to this study

2.1 Stephen Krashen's Affective Filter Hypothesis

Since the 1980's, Stephen Krashen has proposed several hypotheses about second-language acquisition. The five well known hypotheses are: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Based on these hypotheses, Krashen concludes that affective factors such as motivation and anxiety provide strong influence on students' second-language acquisition. Nevertheless, these affective factors can lead to a "mental block" by raising the affective filter, which hinders language acquisition and eventually reduces the production in the target language.

The influence of affective factors on how well a foreign language is acquired has been discussed by a number of writers in the filed. In 1985, Krashen proposed the Affective Filter Hypothesis as an explanation for the lack of success of some learners. According to

Krashen (in Towell & Hawkins, 1994), the learner's subconscious screens L2 language input based on affective factors such as individual needs, motives, attitude and emotional state. Depending on how strong or weak the filter is, the learner will either convert input into knowledge or screen it out. This would account for the different outcomes in learners of the same age, in the same situation. Lower achievers are said to have a 'higher' filter than those who acquire a higher level of competency.

What, then, is the affective factor? Arnold (Ed. 1999) defines affect in terms of "aspects of emotion, feeling, mood or attitude which condition behaviour" In the mean time, Stevick (Ed. 1999:44) follows Dulay *et al.*(1982):

> one's 'affect' towards a particular thing or action or situation or experience is how that thing or that action or that situation or that experience fits in with one's needs or purposes, and its resulting effect on one's emotions ... affect is a term that refers to the purposive and emotional sides of a person's reactions to what is going on. (Stevick 1999:55)

In other words, affective factors are elements, usually emotional elements, which have certain effect on the process of foreign language acquisition. Some examples of these factors are motivation, anxiety, and extraversion.

2.2 Motivation

Gardner (1985) defines motivation to learn a foreign language as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". This definition includes i) effort expended to achieve a goal; ii) a desire to learn the language; and iii) satisfaction with the task of learning the language. Motivation is seen as a fundamental factor in second language

learning, and language teachers have greatly acknowledged the importance of language learners' motivation; however, it is sometimes intricate for them to explain the reason of failure with reference to learner's lack of motivation. In order to provide a clearer understanding to motivation, different schools and types of motivation are presented in the following section.

2.2.1 Different Schools/Theories of Motivation

Based on different perspectives, various theories were developed to explain motivation. For instance, there are Behavioral theories, Cognitive theories, and Humanistic theories. Weiner (1990) points out that behavioral theories tend to stress on extrinsic motivation (i.e., rewards) whereas cognitive theories deal with intrinsic motivation (i.e., goals). Behaviorists look at motivation as external stimuli and reinforcement. The physical environment (the classroom setting, the weather, etc.) and the teacher's behavior and action in class are very important. On the other hand, the cognitivists explain motivation as a person's desire of finding meaning and satisfaction in life. In other words, the desire for success motivates learning.

Another school of motivation theories is the Humanistic theories. Maslow (1954) sees motivation as a kind of human needs which is based on two groups: deficiency needs and growth needs. There are four levels in the deficiency needs which are physiological (hunger, thirst, etc), safety/security, belonging and love, and esteem. Each lower needs must be met before moving to the next higher level within the deficiency needs, and only when these needs are met, a person is ready to move on to fulfill the growth needs, which also has four levels: cognitive (to know, learn, comprehend), aesthetic (order, beauty), self-actualization (reach and exert one's potential), and transcendence (assist others to reach and exert their

potential). As far as second language acquisition is concerned, humanists highlight the need for personal growth. They place a lot of emphasis on the learner himself, as well as the personal freedom, choice and self determination. These theories emphasize the "natural desire" of everyone to learn. Thus, it is claimed that language learners need to have control over the learning process. So the teacher no longer represents the authority but becomes a learning facilitator.

Motivation is considered to be one of the factors that influence the change of the affective filter in second-language acquisition. It is supposed that the higher the motivation, the more "comprehensive input" the affective filter allows passing through, and language acquisition will be more successful. This relates to the present study, which, based on Krashen's Affective Filter Hypothesis, aims at correlating the affective factor, such as motivation, to the student's oral production in the target language.

However, there is a slight difference between the affective factors and the motivational factors. More specifically, affective factors are those that influence the learning process; they play an important role in deciding how successful one can learn the second language. On the other hand, motivational factors are those that influence the degree of motivation.

Motivational factors can be categorized into two: internal and external factors. The internal factors such as age, gender, goals (why one is learning the language), need (how much the learner needs to study this language), interest (how interested the learner is in learning this language), attitude (how the learner views this language), expectancy (how much the learner expects to succeed), self-efficacy (how capable of success the learners think they are), and so on (Gardner, 1985; Crookes and Schmidts, 1991; Oxford and Shearin, 1994; Dornyei, 1994, 1998). These are factors that come from the learners themselves directly and can not be easily controlled.

Some examples of external factors that may influence the degree of motivation are: teachers, classroom atmosphere, and learning environment. It is believed that teachers' encouragement, feedback, rewards, or teaching techniques can control students' motivation. Classroom atmosphere and learning environment must be free of anxiety to increase the degree of motivation (Crookes and Schmidts, 1991; Dornyei 1998).

2.2.2 Models of Second/Foreign Language Motivation

Gardner and Lambert (1959, 1972) proposed the Socio-Educational Model with reference to second/foreign language motivation. After carrying out a study that lasted a decade, the authors claim that the learner's attitude toward the target language and its culture play a crucial role in language learning motivation. Later, they presented the concept of instrumental and integrative motivation.

As far as language acquisition is concerned, instrumental motivation is seen as the desire one has in learning a language for practical purposes (such as passing school/university entry examination, finding a good job, or traveling abroad), whereas integrative motivation is considered as the desire to learn a language to integrate successfully into the community or the target language.

McDonough (1981) points out that integrative motivation can be further divided into two: Assimilative motivation and Affiliative motivation. The former refers to a strong desire or motivation to "belong" to the target community; in other words, learners of such motivation may be willing to forgo their own culture to assimilate into the target culture. The latter refers to a weaker desire or motivation in which learners may be well satisfied to just have wider social contact with target language speakers.

Crookes and Schmidts (1991) explored four areas of second language motivation: the micro level, the classroom level, the syllabus level, and a level with factors from outside the classroom. The micro level refers to the cognitive processing of second language input and at this level learner's degree of motivation may be determined based on the amount of attention given to the input. The classroom level involves the techniques and activities selected and applied in the ESL/EFL classroom. On the other hand, the syllabus level is related to how content is chosen and presented, which can affect the learner's motivation due to the different degree of interest and curiosity. Last but not least, factors from outside the classroom such as informal interaction in the second language or other long-term factors can also bring about the change of learning motivation. Crookes & Schmidt (1991) also argue that language learning motivation involves both internal (interest, relevance, expectancy, outcome, etc.) and external features (decision, persistence, etc.)

2.2.3 Constructs of Second/Foreign Language Motivation

In this present study, motivation is taken as one of the major variables. Three constructs of motivation were adopted to develop the Foreign Language Learning Motivation Scales, which was used to measure the degree of learning motivation of the students participating in the research. These constructs are: learning needs, self-efficacy, and achievement motivation.

As mentioned in section 2.2.1, the theories of needs from the Humanistic school of motivation have shown that people have deficiency needs and growth needs. Once the deficiency needs such as physiological needs and safety are met, people look for meeting the needs of growth. In second/foreign language situations, for example, people learn to meet different needs. Some may learn English because they need to pass an exam or

because this is a skill required for their job. For ESL learners, they have the most basic need to survive in the community. These learning needs vary from one to the other, and so is the degree of learning motivation that comes along the needs.

Self-efficacy belongs to the social cognitive theory of motivation and it refers to the belief one holds upon the possibility of success by doing a particular action (Bandura, 1997). In other words, self-efficacy means that an individual is capable of judging his or her own ability and competence and believe that he or she is able to accomplish the goal. With relation to learning motivation, self-efficacy plays an important role. Dornyei (1994, 1998) suggested that it is necessary for ESL/EFL teachers to develop students' self-efficacy so as to decrease their anxiety and increase the learning motivation, since self-efficacy influence learner's aspiration, effort, and persistence in the process of learning.

Achievement motivation refers to the need to accomplish a goal that drives people to learning. Because they expect to complete the tasks, this expectation may affect their attitude which will make them do their best to succeed. Atkinson (1964) argued that the degree of motivation may determine the success or failure in task completion; therefore, learners will strive to achieve their goal because they hope to complete the task successfully.

2.3 Anxiety

Gass and Selinker (2001:357) remarked that some researchers believed that "anxiety occupies an intermediate stage between motivation and personality" because if someone is not anxious at all (or does not care at all), such individual is not likely to be motivated to try, and if he or she is highly motivated and believes in the possibility of achievement, anxiety

can be increased. Moreover, it appears to be that every individual is somewhat anxious, thus anxiety could be considered to relate to personality.

Horwitz et al. (1986) pointed out that language anxiety is one of the most important affective factors in foreign language learning. Many language teachers and students consider anxiety as the fundamental obstacle to language acquisition. What's more, a few of teaching approaches such as community language learning and the natural approach have been developed with the hope of overcoming the problems of high anxiety during the process of foreign language learning (Horwitz et al., 1986). All in all, anxiety is one of the best predictor of success in foreign or second language learning (MacIntyre & Gardner, 1989).

> To what extent does anxiety affect learning? Geen (1991) indicated that
>
> Social anxiety essentially inhibits behavior. It may, for example, bring about disengagement – avoidance of social situations, withholding of communication... or breaking of eye contact… - or replacement of meaningful communication with innocuous sociability…social anxiety is associated with a passive and self-defensive style of verbal behavior in two-person interaction. (p.392)

These phenomena can be observed frequently in the language learning context. Social anxiety is fundamentally considered as developing and / or keeping a positive impression upon others. Thus, when one becomes very anxious when interacting with people such as teachers, classmates, he tends to show the abovementioned behavior, which may seriously hinder the process of acquisition.

2.3.1 Constructs of Second/Foreign Language Speaking Anxiety

Horwitz et al. (1986) proposed a model of foreign language anxiety, which consists of three constructs: communication apprehension, test anxiety, and fear of social negative

evaluation. McCroskey (1977) claimed that communication apprehension is "an individual's level of fear or anxiety associated with either real of anticipated communication with another person or persons" (p.78). Communication apprehension is also defined as a type of shyness together with fear of communicating with other people (Horwitz et al.). They also argue that parts of the Communicative apprehension include oral communication, stage fright, or in listening to or learning a spoken message. In other words, the students with Communicative apprehension tend to experience anxiety whenever they have to speak in front of others using the target language.

Another construct of language anxiety is test anxiety. Clearly, this type of anxiety normally refers to a person's experience of testing. Students who are undergoing test anxiety tend to have an unpractical expectation of their language production. This means that these students would expect good grades for every quiz or test but the result is not what they expect. When this happens, students' anxiety rises whenever there is a test. According to Horwitz et al. (1986), when test and oral communication anxiety seem to happen at the same time, the signs of test anxiety become very obvious.

As for the fear of negative evaluation, Horwitz et al. (1986) said that this element of foreign language anxiety tends to have a negative evaluation from others about one's performance in the target language. For example, in a job interview or a stage performance in a foreign language class, people's anxiety rises because normally they are not only evaluated by one person or teacher but also other evaluators or their classmates in the same classroom. The fear of negative evaluation can be seen on sensitive students. This type of anxiety makes them feel doubtful about themselves, especially their abilities in language classes.

In both speaking and listening activities in foreign language learning, the teacher's

feedback or the comments of the fellow students play an important role in affecting a sensitive student. In order to maintain a good image in front of others, especially the peers, they tend to make an effort to perform their best as much as possible. However, this tends to result in a higher level of anxiety, and the higher the anxiety, the more likely they are to experience apprehension, resulting in a worse outcome.

2.4 Extraversion

Extraversion means "the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self". Extraverts tend to enjoy human interactions and be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone. They enjoy risk-taking and often show leadership abilities (Eysenck, 1985).

Extraversion is considered one of the construct in personality which is considered as one of the affective factors. A number of major personality theories, such as the theories of temperament, identify dimensions or traits of personality in terms of emotions. For example, the German-born British psychologist Hans J. Eysenck (1985) has proposed three fundamental dimensions of personality: psychoticism, Extraversion–introversion, and neuroticism, which is also known as the PEN model. According to the author, these temperament dimensions can be described as the following (cited in van Daele, 2005):

1.   Psychoticism (P): Psychotics tend to be aggressive, assertive, egocentric, unsympathetic, manipulative, achievement-oriented, dogmatic, masculine and tough-minded.

2.   Extraversion (E): Extraverted people are predisposed to be sociable, irresponsible, dominant, to lack reflection, are sensation-seeking, impulsive, risk-taking, expressive and active.

3.   Neuroticism (N): Inclination towards neuroticism positively relates to anxiousness, depression, guilt feelings, low self-esteem, tension, mood-swings, hypochondria, lack of autonomy, obsessiveness.

In language learning, the proposal of Eysenck's personality theory has suggested that introverts tend to be a better language learner due to the fact that they have more mental concentration and therefore are able to focus more on the task given. Furthermore, Eysenck (1985) claimed that introverts can code new information (input) more efficiently into long-term memory, and this results more successful learning.

Interestingly, Eysenck's prediction seems to be the contrary to the predictions of many Second Language Acquisition theories, in which the extraverts are traditionally believed to be better language learners. As mentioned earlier, extraverts tend to be more sociable and interactive; they are also more willing to engage themselves in conversations both inside and outside the classroom. This makes them to succeed in foreign language acquisition easier than the introverts. In the study performed by Naiman, Frohlich, Stern, & Todesco (1978), extraversion seems to be helpful in learning the foreign language especially in oral acquisition, and they considered the extraverted students to be *good* learners. Nevertheless, Dewaele (1999) pointed out that this may not always be true. Because extraverts are linguistically more active than the introverts outside the class, they were expected to be better learners. Therefore, researchers generally expect positive correlations between extraversion and language achievement and they may be disappointed whenever there is negative correlation. He also mentioned that the result may vary according to type of linguistic material used in the investigation. For instance, significant

correlation may appear between extraversion and oral communication speech but not from written tests.

Recent studies of relationships between Extraversion and Second language acquisition have shown interesting findings. For example, there are two principal hypotheses concerning the relationship between Extraversion/introversion and second language acquisition (Ellis, 1994:520). The first is related to the basic interpersonal communication skills (BICS), which is generally believed to be better and faster acquired by extraverted language learners. Because extraverts are very sociable and outgoing people, they are brave enough to speak to people they barely know or to take risk; hence they have more opportunity to the exposure and practice in the second language. The second hypothesis suggests that introverted students are better developers of cognitive academic language ability (CALP). Due to the fact that introverts normally spend more time studying, specifically reading and writing, instead of going out and having fun, they are better academic achievers in the long run.

2.5 Related Studies on Affective Factors

After presenting a framework of the variables in the study, it is also important to mention some relevant studies that are related to this research topic. As a matter of fact, the influence of affective factors on how well a foreign language is acquired has been discussed by a number of writers in the filed. Many studies have shown that affective factors have a great influent extent on language achievement. In order to present a more complete picture on the relationship between the variables of the present study, affective factors (mainly focused on motivation, anxiety and extraversion) and EFL proficiency, a review of related and relevant studies is briefly presented in the following.

Yokochi (2003) did a critical review of literature of the empirical studies on affective factors in second language acquisition. She concluded that past study has provided data which helps us understand the elements of affect and their role in motivation and future study can continue to aid in our understanding and help us teach more effectively. Teachers and researchers can not afford to ignore the social and psychological theories which attempt to explain the relationship between second language acquisition and the affective domain of the learner. A better understanding of the role of affect could help teachers to manipulate the learning environment, the teaching method and their own behavior in order to promote optimal learning.

Kimura (2000), on the other hand, carried out a study with 139 Japanese Junior high school students to investigate the influence of the affective factors between the successful and less successful learners. She designed two communicative tasks and analyzed the scores of the subjects with the intention of proving the hypotheses that the successful learners show higher 'self-esteem' and less 'anxiety' in the oral task than the less successful learners. The results show that the hypotheses were rejected and that the successful learners do not necessarily hold higher 'self-esteem' and they show more 'anxiety' than the less successful ones in the oral communication tasks.

Gregersen (2000) conducted a study on the individual differences that distinguish high and low output students. In this study she correlated the variables – anxiety, self-esteem, motivation and learning style – to the output of 20 samples of 47 EFL students. Four instruments were used to measure anxiety, motivation, self-esteem and learning styles: The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), 18 Motivation/Attitude Variables developed by Dornyei (1990), Bell's Self-Esteem Scale cited in Bizama (1995), and the SAS (Style Analysis Survey) developed by Oxford (1993).

The results show that high language producers tend to be less anxious than their low output counterparts. Students who maintained higher levels of output did indeed score higher on a motivation survey than those whose output levels were lower. Gregersen (2000) concluded that it was discovered that while no significant difference existed in the students' levels of global motivation and the learning styles that deal with possibilities and ideas, significant differences were found in the students' levels of anxiety, self-esteem, and the learning styles focusing on the physical senses, introversion/extraversion, and tasks.

Based on Krashen's affective filter hypothesis and the theories of motivation, Salem (2006) carried out an investigation on 147 male and female EFL undergraduate students. The variables in this study are motivation, gender, language learning strategies, and language proficiency, and she used, as measurement tools, a modification of Wen's (1997) Motivation Scale and the Strategy Inventory for Language Learning (SILL) developed by Oxford (1990).

The results showed that although in general motivation does not correlate with EFL proficiency, effort does, in favor of the high proficient. She also found that there is no significant gender difference in overall motivation; however, females make more effort and have a higher perception of the value of learning EFL than males. This led to a conclusion that there is no significant role for gender in EFL proficiency, and that motivation and language learning strategies play a big role in language learning.

According to Piaget (1990), gender can be a factor that contributes to different degrees of motivation. Therefore, gender could be considered as a hidden variable in the study by including it as a variable in the correlation of the data, and maybe the result could be found different from Salem's due to the cultural differences between these two contexts.

In Petrides' (2006) study with 250 male and female students, he studied the impact of

the attitude and motivation on the performance of young EFL learners in listening and speaking interactions. The results showed that there is a clear relationship between performance and positive attitudes. Children who want to be good pupils and please their parents did better than their classmates, and those who think that they will need the language in the future are more competent in English than others who do not share the same motives. This study shows that motivation is indeed a crucial factor in foreign language learning which ought to be taken into consideration whenever material are prepared or a language program is designed

Lee (2001) conducted a study of examining the motivational changes over time at different level of EFL learning. Using a set of three longitudinal case studies, based on a qualitative research framework, Lee investigated three adult Korean ESL learners in Canada representing three different levels: upper intermediate, intermediate and lower intermediate. Data was clustered into five salient themes related to motivational issues - new learning environment, course relevancy, teacher effect, relationship with classmates, and self-confidence. Lee found out that motivation is dynamic and the interacting factors abovementioned play a role in the dynamic processes. He later concluded that language learners make decisions about their actions and behavior related to their learning tasks, which are the ultimate determinants of how far they continue to learn the target language.

Rahman (2005) analyzed and determined the various socio-psychological orientations of the undergraduate students of private universities of Bangladesh towards learning English. He administered a questionnaire on 94 students of 19-23 age group randomly selected, and a semi-structured interview of 20 students randomly selected from 175 students. The results of the study showed that the students focus on English for its 'functional role' (i.e. its utilitarian value) in limited and discrete domain areas where

knowledge of English is required while some other learners learn English for 'instrumental' reasons as opposed to previous research conducted in Bangladesh, which concluded that 'integrative motivation' as being the dominant motivational orientation for the students to learn English.

Jose (2003) administered a questionnaire on twenty participants and an interview on ten learners (five for each sex) to investigate the reason why a designated group of learners are studying English, and in particular the affects of social and learner confidence factors, and which motivational orientations are prevalent among Korean EFL learners. He indicated that although many participants reveal a la of easily identifiable aims and goals, other considerations such as local social integrative factors, self-efficacy, and personal feelings of security, are important considerations in a language learning context. These factors may foster or hinder a positive learning attitude. However, there were no conclusive indications that a positive attitude necessarily signifies a higher degree of learner motivation. Jose conclude that the results are supportive of the notion that social and cultural values are important considerations in learner variables, and that socio-psychological orientations will affect both attitude and motivation.

In Wang's (2005) dissertation, he aimed to explore Chinese college students' motivation of learning oral English. With a critical review of literature, he came to a conclusion that the majority of those students with poor oral proficiency were motivated to learn for exams or future career, but the majority of those with excellent and good speaking proficiency are motivated to learn for the purpose of studying abroad. Therefore, oral proficiency correlates with their motivation; the college students with lower oral output are more instrumentally and extrinsically motivated, while those with higher oral output are more integratively and intrinsically motivated.

In Yan's (2005) study, he discussed the second language oral fluency development from the self-willing motivation. After reviewing related literature, he found that with the absence of students' self-willing motivation, no matter how new the teaching technology is or how scientific, available the knowledge is, there will not be any achievement.

While the previous studies focused mainly on the studies of motivation as an affective factor in EFL learning, the following studies are more related to language anxiety.

Chang and Wu (2004) did a study of foreign language anxiety of EFL elementary school students in Taiwan. They administered a questionnaire to 601 students from 18 classes, and 18 high-anxious students and 9 English teachers were interviewed. The result of this investigation indicated that there was a significant negative correlation between foreign language anxiety level and English learning achievement. Furthermore, low proficiency, fear of negative evaluation, competition of games, anxious personality, and pressure from students themselves and their parents were the five sources of language anxiety.

In a study of language anxiety, Ohata (2005) carried out a qualitative in-depth interview with seven experienced ESL/EFL teachers aiming to examine the teacher's views or assumptions on the phenomenon of language anxiety, especially as to how they have perceived and dealt with student anxiety in their actual teaching practices. The results indicated that all the participants agreed on the idea that anxiety, in general, can play an important role in second language learning and acquisition and they also agreed that the level of anxiety for each language skill can vary, depending on the individual differences, such as gender, age, personality, etc.

Apart from the previous study, Ohata (2005) also carried out an investigation to identify the potential sources of anxiety that are relevant to the affective needs or concerns

as Japanese ESL learners in a cross-cultural learning environment. She applied two interviews and one optional interview to five Japanese college students enrolled in the Indiana University of Pennsylvania. After the interviews, she listed the common types of anxiety and their potential anxiety sources:

1. Fear of Negative Evaluation/ Fear of Losing Face in Front of Others
2. Lack of Self-confidence in their English Proficiency and the Subject Matter
3. Competitiveness
4. Test Anxiety
5. Culturally Fixed Beliefs about Learning and Learning Procedures.

These two studies of Ohata are relevant to the present study because by demonstrating both the teachers' and the students' views towards foreign language anxiety and its potential sources, it focuses the attention towards the importance of anxiety in EFL classroom.

Perez-Paredes and Martinez-Sanchez (2001) examined the Foreign Language Classroom Anxiety Scale (FLCAS) factors that were structured by Aida (1994) who carried out a factor analysis of the FLCAS to see whether the structure demonstrate the three anxiety constructs reported by Horwitz, Horwitz and Copes (see section 2.3.1). Both Horwitz (1983) and Aida (1994) agreed that the FLCAS was a reliable and valid instrument. Perez-Paredes and Martinez-Sanchez revisited Aida's factor analysis by applying the FLCAS to a group of 198 adult and young adult Spanish speakers learning English as a foreign language in Spain. They discovered that the factor *Communication Apprehension* seems to be the most significant component of the Foreign Language Anxiety construct. Furthermore, they detected the possible elements that may trigger anxiety: (A) not understanding the teacher; (B) doing worse than his/her classmates; (C) not learning efficiently and in accordance, failing the learning experience and (D) the classroom as a distressing environment (p.346). The authors also reported that test-anxiety is independent

of Foreign Language Anxiety construct; moreover, they considered the factor Speech Anxiety as well as the Speech Anxiety and Fear of Negative Evaluation to be an independent and the most influential component of the anxiety construct. They finally concluded that further clarification of the Foreign Language Anxiety constructs and a valid anxiety theory should be developed so as to better explain the effect of anxiety in both foreign language learning and academic performance context.

Van Daele (2005) carried out a study on 25 Dutch-speaking adolescent who were learning both English and French as a foreign language, in a secondary school in Belgium. The author hoped to innovate previous researches about relations between personality variables and second language acquisition and therefore, the study was aimed at investigating the effect of the extraversion personality variable on the level and the development of oral fluency, complexity and accuracy of Dutch speaking L2 learners of French and English.

The results indicate that an effect of extraversion on the exact same linguistic variable (the lexical complexity) was found in both target languages. This confirmed the hypothesis that the influence of extraversion as a stable personality trait remains unvarying across different languages. Van Daele (2005) also mentioned that although extraverted students outperformed introverted learners in terms of lexical complexity in both target languages at the beginning of the study, no effects were found for fluency

From the review of twelve studies concerning extraversion and other similar factors, Strong (1983) discovered that eight of the twelve studies reveal an indication of basic interpersonal communication skills (BICS), in which the criterion measure was natural communicative language. Moreover, six of the studies found extraversion as an advantage in achieving BICS. Busch (1982), on the other hand, used the Eysenck Personality

inventory to measure extraversion and introversion with the participants being adolescents and adult Japanese EFL learners. She did not find any significance in the correlation of extraversion with students' written proficiency, but she did find a negative relationship between extraversion and second language learning.

Marin (2005) carried out a study principally to examine the relationship between extraversion and the use of vocabulary learning strategies among 150 fifth-semester EFL learners in Mexico. In the study, he also explored the relationship between extraversion and English academic achievement, which is more related to the present study. The results reported a negative correlation between Extraversion and English Academic Achievement. In other words, the successful learners among the 150 subjects tended to be less extraverted despite of the fact that classroom participation was included in the measurement of academic achievement. This finding was quite different from the general belief of most EFL teachers: extraverts tend to participate more and may have better outcome in EFL learning.

Huang (2005) did an investigation on the relationship between learning motivation and speaking anxiety among EFL non-English major freshmen in Taiwan. It is a descriptive type of quantitative research based on the responses of two questionnaires done by 502 students. Huang intended to analyze the relationship between learning motivation and speaking anxiety in EFL learning. She used the Foreign Language Speaking Anxiety Scale (adapted from Young, 1990) and developed a Foreign Language Leaning Motivation Scale and a background questionnaire to collect the data.

The results showed that students' speaking anxiety has slightly high tendency. Females tended to have higher EFL learning motivation than males. There were significant differences of EFL learning motivation among students with different time of starting to

learn English. There is a positive correlation between motivation and the desire to spend time learning a language. In addition, according to stepwise multiple regression analysis, the significant predictors of foreign language speaking anxiety were self-efficacy, achievement motivation, gender, and learning needs; that is, these variables influence one another. And I found that even she did not include gender as a variable, she found it a significant difference between learning motivation and speaking anxiety after analyzing the data.

Even though Huang's study is carried out in a different country, which has a very different culture from Mexico, it is a very related to this study. Similar methods can be adapted from her study and I expect different results because the context of this study is very different from the oriental context.

After reviewing different studies on the relationship between the affective factors (motivation, anxiety, and extraversion) and foreign language learning, the research hypotheses and research questions were formulated (see section 1.4). Although the majority of the studies related to the present research were not conducted in Mexico and many in Asian context, they are still relevant to the present study. These studies provide examples on how to investigate similar topics and many instruments can be adapted as well as many other reviews of literature that helped to draw a more holistic picture of the relationship between the affective factors, mainly the foreign language learning motivation, the foreign language anxiety and extraversion, and EFL oral proficiency as well as English academic achievement. I would like to find out if there would be any different results due to the cultural differences between the context of the related studies and the present study.

CHAPTER THREE

METHOD

This chapter presents the method used in this study including a description of the research design, background of the study and of the participants, data collecting instruments, procedures, analysis, and the pilot study. The objective of this study was to investigate the relationship between certain affective factors and oral proficiency as well as the academic achievement of the students enrolled in the English courses of the Language Teaching Center of the University of Quintana Roo. In order to collect necessary data, a survey made of four short questionnaires was applied: Foreign Language Learning Motivation, Foreign Language Speaking Anxiety, Eysenck Personality Questionnaire– Revised (EPQ-R), and Personal Background Information.

3.1 Type of research design

Figure 3.1 Conceptual Framework of the variables
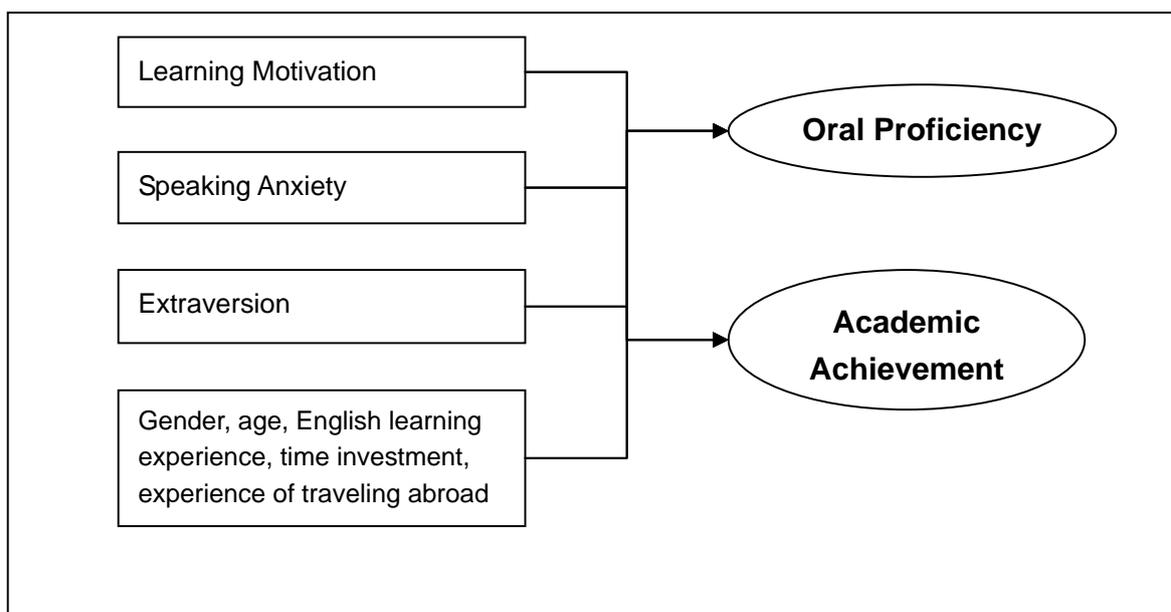
This study was a quantitative, correlational research since the purpose of this study was to explore the relationship between affective factors, focusing only on the learning motivation, anxiety, and extraversion, and oral proficiency as well as academic achievement of the EFL students. This was a quantitative research because it is an approach that has the highest possibility to obtain the most accurate result through proving the hypotheses statistically. Figure 3.1 shows a general conceptual framework of this research. The present study set two dependent variables: oral proficiency and academic achievement; each variable was correlated with the principal variables and secondary variables on the left of Figure 3.1 respectively.

3.2 Subjects/Participants

The study was conducted at the University of Quintana Roo during the fall semester of the 2007 academic year. The examination scope of this study aimed at the EFL students who enrolled in the Language Teaching Center (Centro de Enseñanza de Idiomas – CEI) of the University of Quintana Roo (UQROO) in Mexico.

Apart from the university students from different majors, there are also external students. They are either working adults or high school students. The present study focused on both the external and internal students registered in four different English levels: introductory, basic, pre-intermediate, and intermediate level.

To achieve the purpose of the study and obtain the necessary data, the researcher administered the survey including four questionnaires to those who enrolled in the English courses at the CEI. Due to the fact that the survey was administered in the last two weeks of the semester, and also the fact that the CEI and other researchers were also administering other types of questionnaire, only some teachers were willing to make time to administer

the questionnaire. The researcher randomly chose four to five classes from each level, and with the assistance of some teachers, the survey was administered to 352 students.

The returned rate of the participants was 100%; however, from these 352 returned surveys, 109 were considered as invalid and were discarded because of incompleteness. Thus, the researcher held a total of 243 valid surveys for data analysis. The 243 subjects (105 males, 43.2% of the total participants; and 138 females, 56.8% of the total participants) participated in this research in the fall semester of the 2007 academic year. The following table presents the percentage of the distribution of the participants in each major and in each level.

Table 3.1 Distribution of the participants in each major

Major	Frequency	Percent (%)	Cumulative Percent (%)
External students	16	6.6	6.6
English Language	16	6.6	13.2
Foreign Affairs	23	9.5	22.6
Law	37	15.2	37.9
Economy and Finances	10	4.1	42.0
Natural Resources Management	18	7.4	49.4
Commercial Systems	53	21.8	71.2
Humanities	5	2.1	73.3
Energy Systems	5	2.1	75.3
Environmental Engineering	6	2.5	77.8
Web Engineering	18	7.4	85.2
Public Security	9	3.7	88.9
Anthropology	9	3.7	92.6
Tourism	12	4.9	97.5
Government and Management	6	2.5	100.0
Total	243	100.0	

As can be seen in Table 3.1, there is a total of 243 EFL students participated in this present study including the distribution and percentage of the participants. Although certain majors, such as Law and Commercial Systems, showed greater number of students than others, these participants were distributed in the four English levels quite evenly as can be seen in Table 3.2 below.

Table 3.2 Distribution of the participants in each level

Level	Frequency	Percent (%)	Cumulative Percent (%)
Intro	78	32.1	32.1
basic	52	21.4	53.5
pre-intermediate	41	16.9	70.4
intermediate	72	29.6	100.0
Total	243	100.0	

Table 3.2 provides a brief description of the participant distribution in the four levels with the highest number of 78 and the lowest of 41. Normally, the introductory level always receives more students than other levels. Table 3.2 was to demonstrate that participants were chosen randomly and almost equally from each level regardless of their level.

3.3 Materials/Instruments

As mentioned earlier, this present study mainly focused on exploring the relationship between three affective factors (learning motivation, speaking anxiety, and extraversion) and English oral proficiency and academic achievement, with five secondary variables: gender, age, English learning experience, time investment, and experience of traveling abroad.

The data of the two dependent variables were collected from the teachers of the investigated participants. For oral proficiency, the score of the oral test in the final exam

was used to determine the level of oral output ranging from 0 to 20 points. The reason of using the grades from the final exam only was because in this final test, participants were evaluated what they had learned through the entire semester; therefore, the grade each student receive in the final oral test may well demonstrate their ability of oral expression. As for academic achievement, the final score of the course the students received was used. This was because the final exam evaluates the four basic abilities: listening, speaking, reading, and writing as well as grammar and vocabulary. In addition, the final score was taken from the average of the three partial exams through the semester and the final exam; therefore, this score can best represent the academic achievement, the overall English proficiency, of each student at the end of the semester.

As far as the three main independent variables are concerned, three questionnaires were applied: the Foreign Language Learning Motivation Scale (FLLM) adapted from Huang (2005), the Foreign Language Speaking Anxiety Scale (FLSAS) adapted from Young (1990), and the Eysenck Personality Questionnaire, Revised Version (EPQ-R) developed by H. J. Eysenck and S. B. Eysenck (1991) to measure students' degree of motivation, anxiety, and extraversion respectively in their EFL learning. Lastly, a Background Information Questionnaire was applied to collect the data needed for the secondary variables: age, gender, learning experience, time investment, and experience of traveling abroad. The instruments were administered in the order of the following section.

3.3.1 Foreign Language Learning Motivation Scale (FLLMS)

The researcher adapted a questionnaire known as the Foreign Language Learning Motivation Scale (FLLMS) developed by Huang (2005), who carried out a very similar study on the relationship between EFL learner's learning motivation and speaking anxiety

in Taiwan where the instrument was administered using the Chinese version. Based on the 34-item English version questionnaire the author provided, the researcher modified and translated it into Spanish. As a previous checkup, the researcher applied the first Spanish version of FLLMS to a group of five students who were not the targeted participants of the study; the purpose was to refine the translated questionnaire so as to ensure that the Mexican participants understood each item clearly since the researcher was not a native speaker of Spanish. After the five students have answered the questionnaire and identified ambiguous parts in the content, the researcher discussed with the thesis advisor Dr. Alfredo Marin, the head of the department of Language and Education of the UQROO, and re-edited the questionnaire.

This 34-item questionnaire was made of three major components concerning learning motivation: learning needs, self-efficacy, and achievement motivation. In order to measure each participant's degree of foreign language learning motivation, the instrument was developed based on a scale of five points, ranging from 1 point "strongly disagree" to 5 point "strongly agree". By adding up the points and taking the average, the higher the point the higher degree of learning motivation the participant shows. However, it should be noted that certain items in this questionnaire were reversed values because they were negative statements, thus the points of these items should be reversed when calculating.

3.3.2 Foreign Language Speaking Anxiety Scale (FLSAS)

Similar to the abovementioned FLLMS questionnaire, the researcher adapted the Foreign Language Speaking Anxiety Scale (FLSAS) from Huang (2005) and translated it into Spanish. The FLSAS was a scale of 24 items, which Huang adapted from Young (1990) whose 24-item scale was intended to investigate the general foreign language anxiety in

class and the activities carried out in it. Unlike the FLLMS, the FLSAS was not divided into any subscales, so the 24 items were used to measure only the degree of respondents' speaking anxiety. However, it should be noted that in this FLSAS, three constructs of the language speaking anxiety were interweaved into the items: communication apprehension, test anxiety, and fear of negative evaluation.

The researcher translated the English version of the FLSAS developed by Huang (2005) into Spanish, which was later administered to a group of five volunteered college students so that any mistranslation or ambiguous statement can be identified and corrected. With the assistance of Dr. Alfredo Marin, the researcher edited the translated questionnaire and administered it in the formal study. The final FLSAS version also used a 5-point scale, ranging from 1 point "strongly disagree" to 5 point "strongly agree", to measure the degree of speaking anxiety. By taking the mean of the points of the 24 items, the higher the value, the more anxious the respondent may feel when speaking in the foreign language. It must be noted that the items of negative statement were reversed values, and should be taken into account when analyzing the data.

3.3.3 The Eysenck Personality Questionnaire, Revised Version (EPQ-R)

Developed by H. J. Eysenck and S. B. Eysenk (1991), the EPQ-R is a personality test most recent and most used to measure three dimensions of personality: Psychoticism (or Tough-Mindedness), Extraversion, and Neuroticism (or Emotionality), also known as the PEN model proposed by Eysenck (1985). Unlike the previous two scales, FLLMS and FLSAS, the EPQ-R was developed into 83 yes-no questions instead of using a 5-point scale

Since this present study took place in Mexico, where the participants were native speakers of Spanish, an Iberian Spanish version of the EPQ-R validated empirically by

Ortet, Rogla and Ibanes (2001) was administered. Because the original EPQ-R was intended to measure the abovementioned dimensions of personality, the researcher used 19 yes-no questions concerning only Extraversion from the original questionnaire. Participants were asked to answer the questionnaire without taking too much time pondering over each question; they were also informed that there was no right or wrong answer. Because there were only 19 questions, if the respondent answered "yes", these were considered as points. The higher the points, the more extraverted the participant was considered.

3.3.4 Background Information Questionnaire

Adapted from Huang's (2005) Background Information Questionnaire, the researcher translated and remodified the questionnaire into Spanish. The objective of applying this questionnaire was to collect each participant's personal data. The participants were required to report information such as their major, age, gender, learning experience (whether they had learned English before enrolling at UQROO), time investment (how much time they invest in studying English after school), traveling abroad experience (whether they have traveled to any English speaking country), and level of English. These items were treated as secondary variables to see whether they have influence in the degree of language learning motivation, speaking anxiety, oral proficiency, and/or academic achievement of each participant.

To sum up, the materials used were four questionnaires printed into a four-page survey and a computer used to process the data. These four questionnaires contain a total of 85 items. Participants were asked to write their name so as to relate to the names from the lists of final grades their teacher provided. Generally, participants were not timed when responding the survey, but it took about 20 to 30 minutes for them to finish.

3.4 Procedures

In this section, the procedures of the present study are addressed in detail. Once the topic of the study was chosen, the researcher had been searching and collecting the related literature since January 2007. The purpose of this study was to explore the relationship of the affective factors (foreign language learning motivation, speaking anxiety, and extraversion) and EFL students' oral proficiency and academic achievement. Therefore, related journals and other studies on the field of affective variables on foreign language learning were collected. To obtain the necessary data, a survey of four questionnaires was made up. Due to the fact that the participants were native Spanish speakers, the researcher translated the English version of three questionnaires (Foreign Language Learning Motivation Scales, Foreign Language Speaking Anxiety Scales and Background Information Questionnaire) into Spanish. All of these questionnaires were adapted from the English version of Huang's (2005) instrument. After translating, the researcher invited 5 volunteered students who did not participate in the study to fill these two questionnaires with the objective of proofreading. The students returned the proofread questionnaires and with the help of the thesis advisor and a colleague in the English Teaching department, the questionnaires were revised to avoid any confusion or ambiguity in the content.

After the instruments were revised, there was a pilot study with the entire survey applied to a group of EFL students who were excluded from the real participants of the formal study. The main purpose was to explore the tendency of the results as well as to count the estimated time needed to complete the survey. The results were taken as the reference for any necessary changes in the instruments. After the pilot study, permission was solicited from the head of the CEI department so that the researcher was able to ask the

teachers of the four English levels at the CEI to use at least half an hour of their class time for the administration of the questionnaires; in addition, the permission also granted the researcher access to the grades of each participants at the end of the semester.

Once the permission was granted, the formal study was conducted. The survey, including the 34-item FLLMS, the 24-item FLSAS, the 19-item EPQ-R, together with the Background Information Questionnaire, was administered to 352 randomly selected EFL students enrolled in the CEI. The questionnaires were administered by the researcher and by teachers of the participants. The instructions of the survey were clearly explained and the participants were asked to take their time to answer the survey completely and double check it before returning it. The data collection for the formal study was completed by the end of the fall semester of the 2007 academic year.

Following the application of the survey, the research data were computed using the software Statistic Package for the Social Science (SPSS) version 10.0. Participants' grade of the last oral examination as well as their final score of the entire semester was collected from the teachers for the classification of their oral proficiency and academic achievement. Finally, the data were analyzed and correlated and the conclusion was made for the present study.

3.5 Analysis

In order to prove whether there was any significant relationship between the affective factors and English oral proficiency and academic achievement, the quantitative data collected through the four questionnaires were entered and processed using the software Statistic Package for the Social Science (SPSS) version 10.0. Since the hypotheses were mainly set to explore the relationship between the affective factors and participants' English

oral proficiency and academic achievement, the principal methods used in the present study were the Pearson r correlation and multiple regression analysis. The former was mostly used to provide description to the relationship among continuous variables whereas the latter was used to find out if there were any variable that could be accounted for or predicted by another or more variables.

First, to understand the characteristics and background of the participants, a descriptive statistics was performed to give the frequency, and percentage, which demonstrated the distribution and percentage of the participants in terms of their age, gender, major, learning experience, time investment, and experience of traveling abroad. These variables were treated as the secondary variables and were to be used in the analysis of multiple regressions to see if any of them were predictors of the dependent variables.

Secondly, to answer each of the hypotheses, the Pearson r correlation was performed to find out the relationship between one dependent variable and one independent variable (e.g. the degree of foreign language learning motivation vs. English oral proficiency). A similar simple correlation analysis was carried out to investigate any possible significant relationship of each single dependent variable. It should be noted that before doing the correlational analysis, the reversed values in the questionnaires must be transformed in order to be calculated and analyzed correctly.

Then, to find answers for the research questions, the multiple regression analysis was utilized to inspect any possible predictors for any of the variables; in other words, to see if any of the independent variables or the secondary variables contribute to the oral proficiency and academic achievement of the participants.

3.6 The pilot study

The pilot study had already been carried out and the result had been analyzed as well. There were two pilot studies. The first one was applied to a group of five volunteer college students. The purpose was to revise the translated questionnaires and make necessary corrections for the Spanish version of the instruments since it was translated from English. The second pilot study was applied to a group of 10 students of Intermediate level enrolled in the CEI. These students were excluded from the participants of the formal study. Apart from estimating the time needed to complete the survey, the purpose was to see the tendency of the participants in terms of the variables.

These 10 students (4 males and 6 females) were from the Intermediate level. They spent approximately 30 minutes completing the survey, and were asked to answer every item and not to spend too much time pondering at each item. After all the questionnaires were returned, the data was entered and analyzed using SPSS version 10.0, and the following graphs demonstrate examples of the tendency in terms of English oral proficiency vs. degree of language learning motivation, speaking anxiety, and extraversion respectively.

Figure 3.2 Degree of Motivation and Oral Proficiency
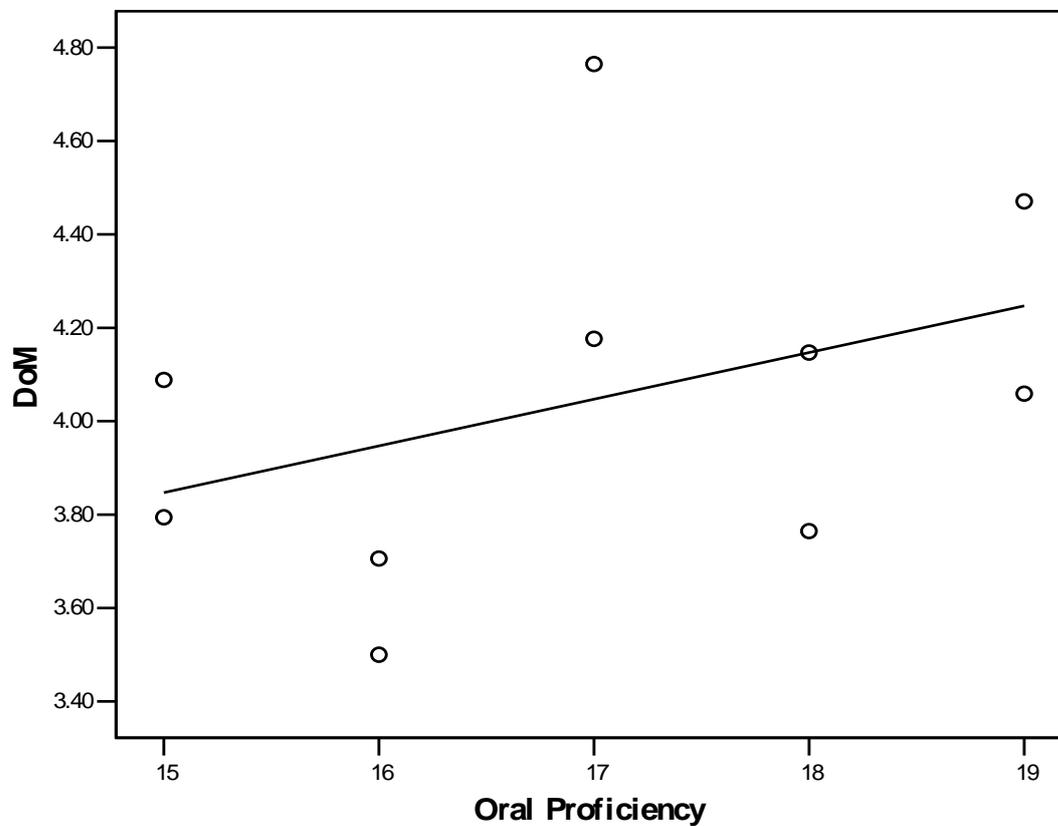
Figure 3.2 shows a tendency that the higher the degree of motivation, the better students perform in their oral test. Perhaps those who were more motivated in learning English were more willing to practice speaking and take risks, thus obtain a higher oral proficiency.

Figure 3.3 Degree of Anxiety and Oral Proficiency
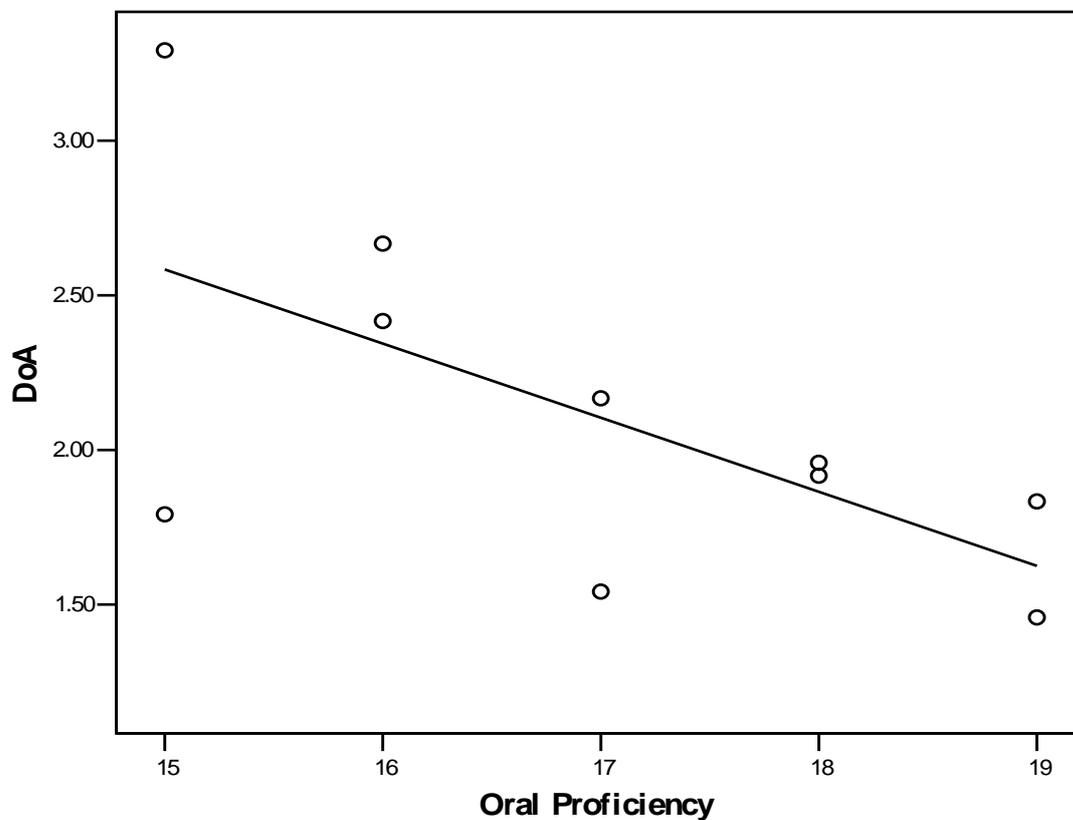
Figure 3.3 presents a clearer tendency between the relationship of degree of anxiety and oral proficiency. The lower the degree of anxiety (the less anxious students feel when speaking in the foreign language), the higher the proficiency students possess when speaking English. It could be interpreted that the more anxious students tend to be afraid or shy to speak in English, so they did not practice speaking so much and thus had lower oral proficiency. Therefore, the results of the pilot study showed that there was a certain relationship between the independent and dependent variables. Unfortunately, with only 10 participants, there were not any significant correlations among the variables. It was expected that in the formal study where more than two hundred participants took part in the research, more significant figures could be explored to test the main hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSION

After introducing the topic of the study, presenting the theoretical framework and related works of this research, and describing the research method used, this chapter presents a thorough report of the results found after running the data collected to respond to the hypotheses and answer the research questions stated in the earlier chapter. This chapter is divided into three major sections. The first section focuses on analyzing the relationship between oral proficiency to language learning motivation, speaking anxiety and extraversion, respectively; whereas the second section of this chapter emphasizes on discussing the results found in the relationship between English academic achievement to learning motivation, speaking anxiety, and extraversion, respectively. The five research hypotheses will be responded in the first two sections where data will be analyzed in simple Pearson r correlation while the two research questions will be answered in the third section where the data will be studied using the Multiple Regression analysis. In this section, the secondary variables (age, gender, learning experience, etc.) were included to explore any possible predictor to the dependent variables. Finally in the last part of the third section, there will be a brief presentation of other interesting findings related to the present study.

4.1 Affective Factors and Oral Proficiency

The main objective of this present study was to find out whether the selected affective factors are related to EFL students' performance specifically in terms of speaking. In this section, the dependent variable Oral Proficiency was correlated with foreign language learning motivation, foreign language speaking anxiety, and extraversion respectively.

Concerning the language learning motivation, three subscales (learning needs, self-efficacy, and achievement motivation) were divided and were correlated to oral proficiency as well. The Pearson r correlation analysis was applied to process the data and the following sections present the results.

Normally, the majority of teachers of the CEI used a 20-point scale to evaluate students' oral ability. This 20-point scale usually contains subscales to evaluate specific ability in speaking, e.g. accuracy, pronunciation, fluency, and vocabulary. The passing grade is 14; the higher the score, the more proficient students may be in terms of oral expression ability. Figure 4.1 demonstrate the overall oral proficiency of the participants.

Figure 4.1 Oral Proficiency

Mean = 16.6
Std. Dev. = 2.528
N = 243

Passing: 90.1% (n=219)

Failing: 9.9% (n=24)
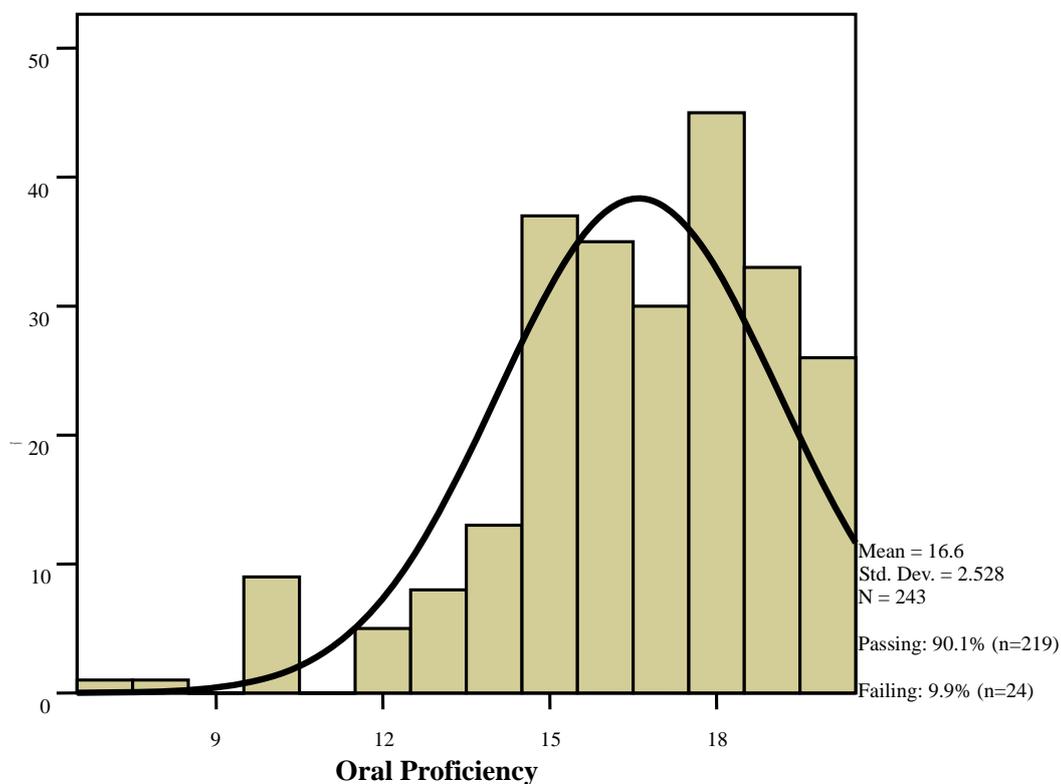
Oral Proficiency

Figure 4.1 shows the tendency of the participants' proficiency in speaking English. The Mean of oral proficiency is 16.6, which means that the majority of the 243 participants score a little higher than the passing grade 14. Since the passing grade is 14 points, there are a total of 24 students failed the final oral test which represents 9.9% of the group while the other 90.1% passed. This phenomenon may relate to the degree of language learning motivation of the participants.

4.1.1 Foreign Language Learning Motivation and Oral Proficiency

As mentioned in Chapter One, the students in the University of Quintana Roo seemed to be privileged because there were more opportunity to have contact to English speakers; however, they did not perform so well when speaking in English classes. Perhaps in Chetumal, English is not spoken as commonly as in other cities in Quintana Roo and students may see English as merely a school subject that they have to study. Therefore, it was suspected that the EFL students' degree of foreign language learning motivation may be related to their oral proficiency in some extent.

In order to measure the degree of language learning motivation, the 34-item foreign language learning motivation scale (FLLMS) was administered to investigate the participants' degree of motivation in learning English at the University of Quintana Roo. Figure 4.2 illustrates the overall degree of language learning motivation of the total participants (mean = 3.78, SD = 0.423). In this 5-point FLLMS used to evaluate the degree of motivation; the higher the score, the greater the degree of motivation. As shown in Figure 4.2, the mean score of motivation is 3.78, which shows that the participants were moderately motivated in learning English.

Figure 4.2 Degree of Motivation
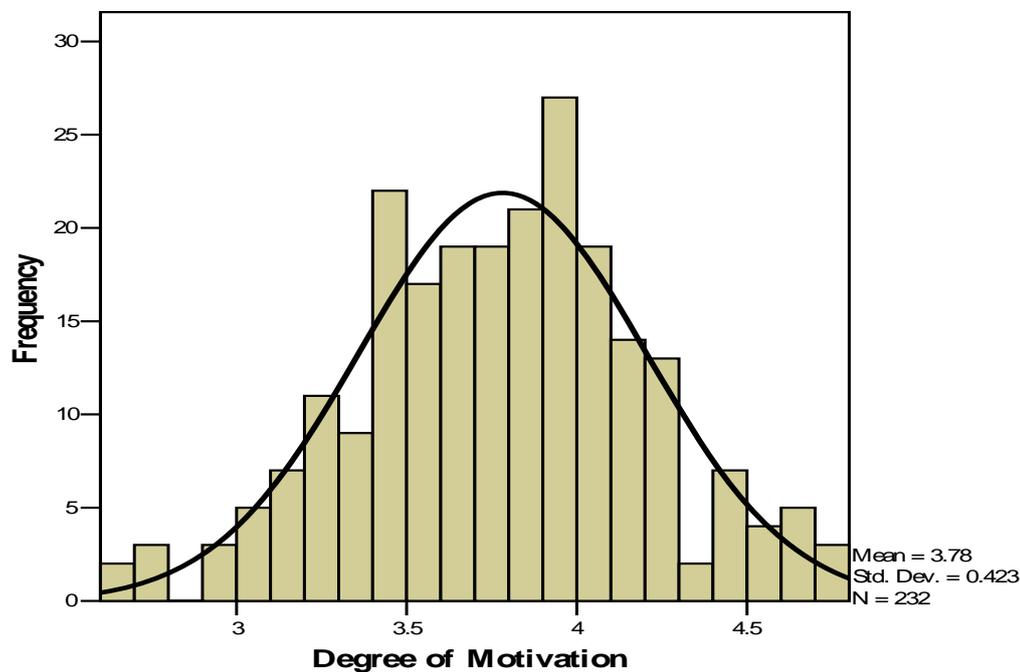
The FLLMS was divided into three subscales aiming to explore three constructs of motivation in specific: learning needs, self-efficacy, and achievement motivation. Table 4.1 presents the descriptive statistics of these three subscales. The mean score of the items for learning needs was 4.12, for self-efficacy was 3.67, and for achievement motivation was 3.47. This result shows that participants were more highly motivated because they may possess greater learning needs than achieving excellence in leaning English.

Table 4.1 Descriptive Statistics of the Three Subscales of Foreign Language Learning Motivation Scale (N = 232)

Subscales	Minimum	Maximum	Mean	Std. Deviation
Learning Needs	2	5	4.12	.514
Self-efficacy	2	5	3.67	.521
Achievement Motivation	2	5	3.47	.529

   * item 1~13 in learning needs subscale; item 14~23 in self-efficacy subscale; item 24~34 in achievement motivation subscale.

After presenting the description of the degree of oral proficiency, degree of motivation and the three subscales, a correlation analysis was carried out to respond to the first research hypothesis of the present study.

Research Question 1: "There is relationship between students' degree of motivation and their oral proficiency level".

By using the Pearson r correlation analysis, the data collected was processed to investigate whether such relationship exists. Table 4.2 below illustrates the correlation between motivation and oral proficiency.

Table 4.2 Correlation between Motivation and Oral Proficiency

		Oral Proficiency
Oral Proficiency	Pearson Correlation	1
	Sig. (2-tailed)	.
	N	243
Degree of Motivation	Pearson Correlation	.169(*)
	Sig. (2-tailed)	.010
	N	232
Learning Needs	Pearson Correlation	-.001
	Sig. (2-tailed)	.982
	N	240
Self-efficacy	Pearson Correlation	.289(**)
	Sig. (2-tailed)	.000
	N	242
Achievement Motivation	Pearson Correlation	.171(**)
	Sig. (2-tailed)	.008
	N	236

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

From Table 4.2, the first research hypothesis was proven true. Three variables were found related significantly to the dependent variable, oral proficiency. First, there was a positive correlation between degree of motivation and oral proficiency (r = 0.169). It can be

argued that those participants who were generally highly motivated in learning English tended to perform better when speaking English because they may spend more time practicing or may take risks more willingly when it comes to communicating in English. Another positive correlation was found between self-efficacy and oral proficiency (r = 0.289). This indicates that those who believed that they were capable of successfully learning the foreign language tended to demonstrate higher ability in oral expression. Perhaps, those who believed in themselves and in the possibility of achieving success in language learning held greater confidence which could drive them to practice without fear, thus better oral performance. Next, there was another positive correlation found between achievement motivation and oral proficiency (r = 0.171). It can be interpreted that those who showed great need of achievement (either to avoid failure or achieve success) also showed better outcome in terms of oral ability.

In sum, it has been proven positively that the degree of foreign language learning motivation is related to the degree of participants' oral proficiency specifically in the subscales of self-efficacy and achievement motivation. However, the motivation driven by learning needs did not show any significance in the correlation with oral proficiency. Similar results have been reported. For instance, Yan (2005) reported that oral proficiency is related positively to motivation, specifically self-willing motivation. Also, Wang (2005) discovered that different types of motivation may lead to different degrees of oral proficiency. It is reported that those who are integratively and intrinsically motivated in EFL learning tend to outperform those who are instrumentally and extrinsically motivated (see section 2.5)

4.1.2 Foreign Language Speaking Anxiety and Oral Proficiency

Anxiety is generally considered to be one of the major affective factors that influence the performance of the EFL students not just in terms of speaking. Nevertheless, in this present study, the anxiety specifically related to the speaking skill in foreign language was selected to examine its relationship with oral proficiency. In order to measure participants' degree of anxiety, the 24-item Foreign Language Speaking Anxiety Scales (FLSAS) was applied to collect necessary data. The FLSAS also used the 5-point scales with the range from point 1 "strongly disagree" to point 5 "strongly agree". In other words, the higher the points, the greater the degree of anxiety one shows. Although the FLSAS was not divided into any subscales, three constructs (communication apprehension, test anxiety or fear of negative evaluation) were embedded in the questions. Figure 4.3 presents the overall degree of speaking anxiety of the entire participants of the study. The mean score of the degree of anxiety is 2.50 with the Standard Deviation of 0.539. This represents the fact that of all the participants, the degree of speaking anxiety was relatively low.

Figure 4.3 Degree of Anxiety
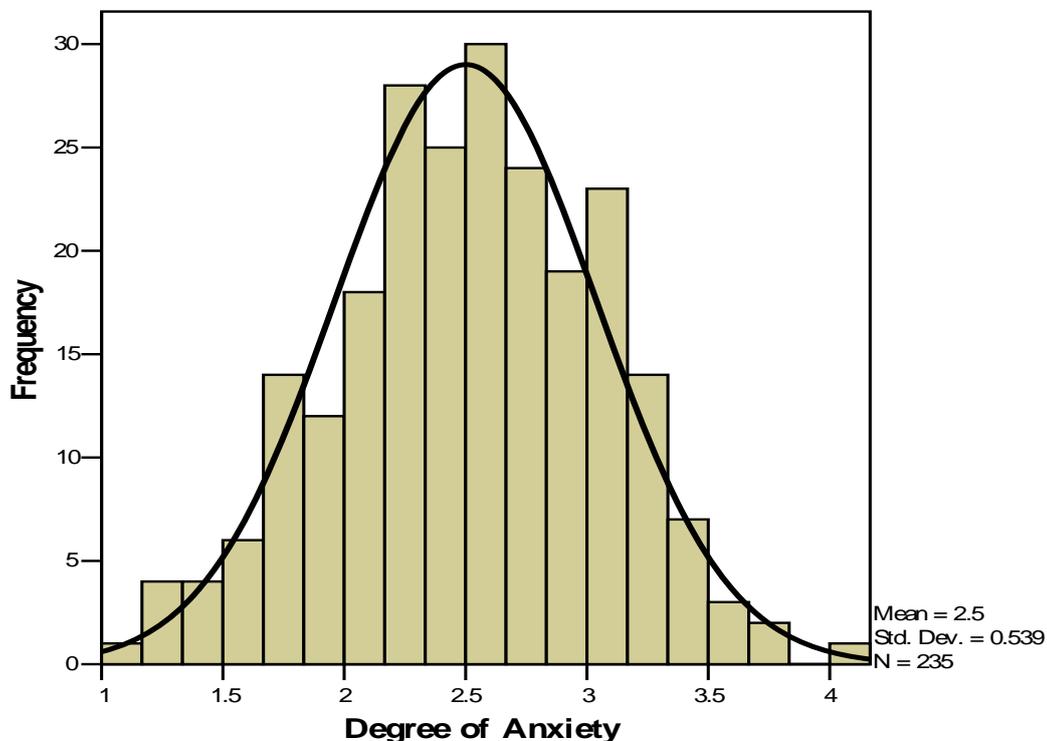
It was frequently claimed that anxiety is related to the degree of success in language learning. Hence, the second research hypothesis was formulated to investigate such relationship in the EFL classrooms of the CEI.

Research Hypothesis 2: There is relationship between students' degree of anxiety and their oral proficiency level.

The collected data was processed and analyzed using the Pearson r correlation analysis so as to investigate whether the participants' degree of foreign language speaking anxiety was related to the level of oral skill. A negative correlation was found between the degree of anxiety and oral proficiency ($r = -0.297$). Hence, it could be argued that those who were less anxious in terms of communication apprehension, test anxiety or fear of negative evaluation demonstrated a greater proficiency in oral skills.

Figure 4.4 Relationship between Degree of Anxiety and Oral Proficiency
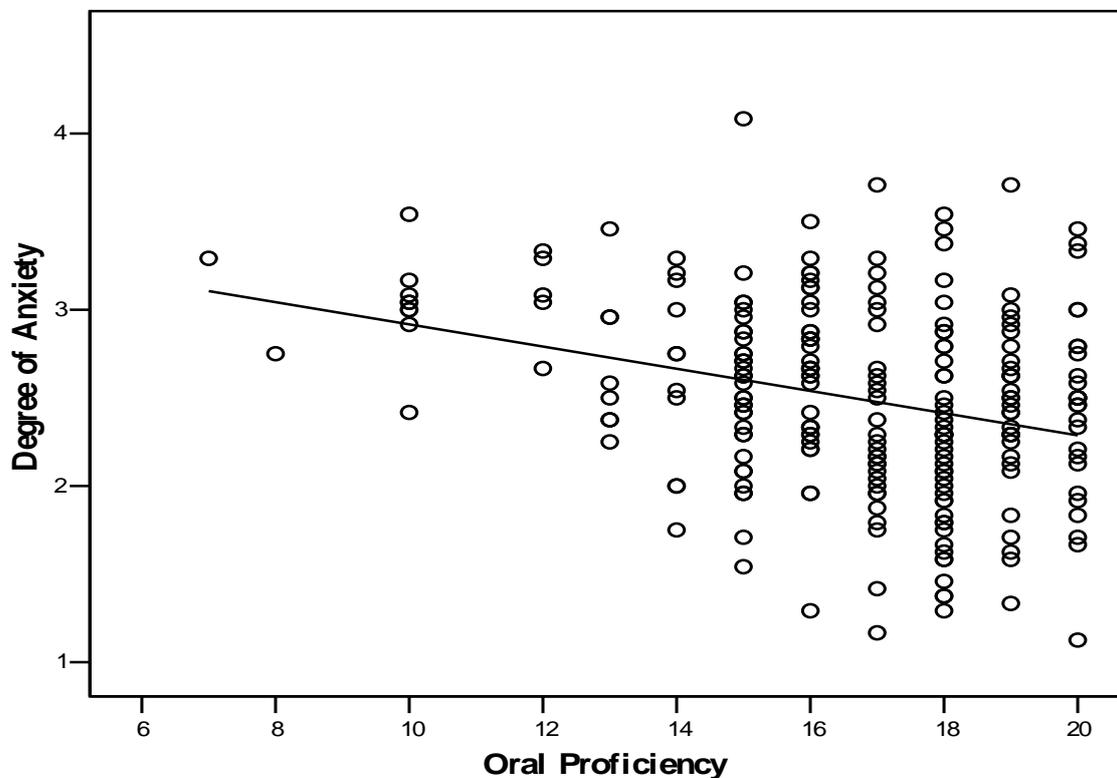
Figure 4.4 presents the relationship between the participants' degree of speaking anxiety and their level of oral proficiency. Apparently, the tendency of the plots shows that the lower the degree of anxiety, the higher the level of oral proficiency.

In sum, the average degree of speaking anxiety among the participants was rather low and the result of the correlation demonstrated a negative correlation between anxiety and oral proficiency. As can be seen from figure 4.4, those who had lower degree of anxiety tended to score higher in their oral test.

4.1.3 Extraversion and Oral Proficiency

Research Hypothesis 3: There is a relationship between students' degree of extraversion and their oral proficiency level.

Sometimes certain personality factors such as self-esteem, Extraversion, and empathy etc. may have influential effects during the process of foreign language acquisition. Both Busch (1982) and Strong (1983) carried out a study concerning Extraversion/introversion; however, they had found different results. While Busch discovered a negative relationship with second language proficiency, Strong found that extrovert children were fast learners. These results brought about the curiosity of finding out the result of the present study.

The issue of extraversion/introversion has been discussed by various authors. It is claimed that extraverts are party-lovers who are sociable, active, and lively; they have many friends and are more willing to take risks. Therefore, it is supposed that due to their sociability and outgoingness, extraverted language learners have more chance to practice and thus acquire communication skills better than the introverted ones. This third research hypothesis was aimed at finding out whether there is any significant relationship between extraversion and oral proficiency among the participants.

The Eysenck Personality Questionnaire, Revised Version (EPQ-R) was used to evaluate the individual's personality, specifically in terms of Psychoticism, Extraversion, and Neuroticism. In this present study 19 yes-no questions concerning only Extraversion were used, and each "yes" is accounted for one point; the higher the point, the greater the degree of extraversion the individual may have. Figure 4.5 presents the distribution of the degree of extraversion of all the participated students in the study (M = 13.43, SD = 3.821). This means that most of the participants tend to be more extraverted.

Figure 4.5 Degree of Extraversion
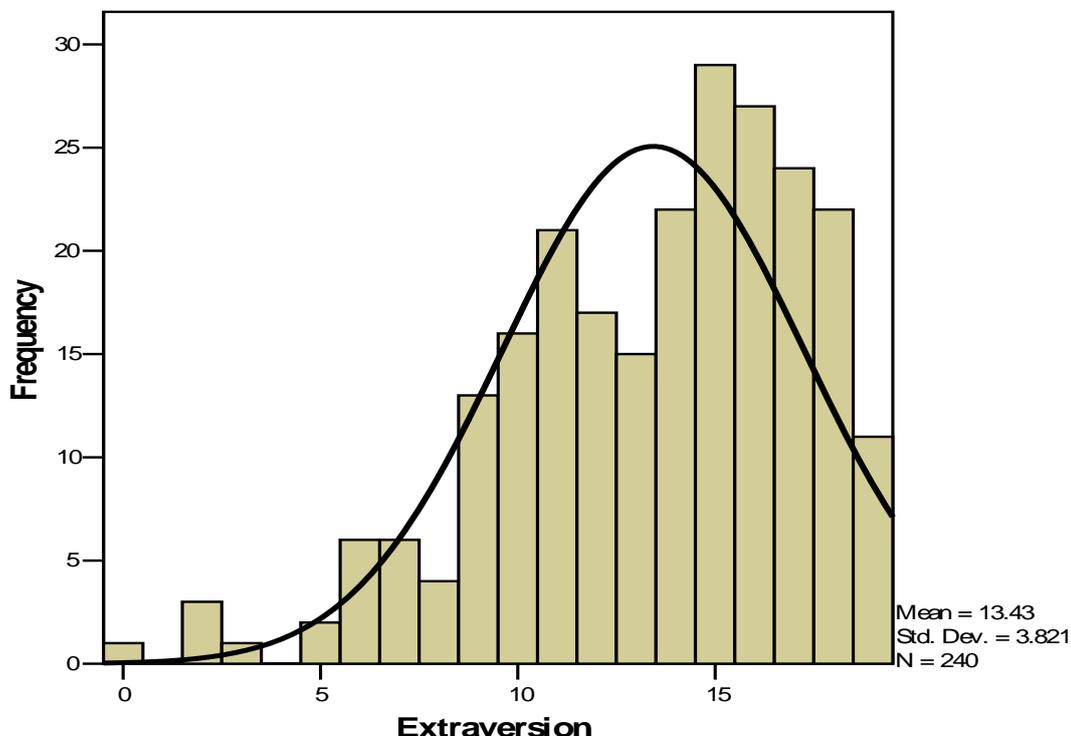
However, no significant correlation was found between extraversion and oral proficiency. Although more than half of the participants were more extraverted according to the distribution of the degree of extraversion, the result of the correlation shows that the degree of extraversion did not affect students' oral performance in EFL classrooms.

4.2 Affective Factors and Academic Achievement

Another aim of this present study was to explore the relationship between the affective variables and the Academic Achievement of the participants. It should be noted that the term *Academic Achievement* refers to the end-of-the-term final score in the EFL class. In other words, this final score represents the final product of each student's effort after taking the course for an entire semester. Unlike the other dependent variable, Oral Proficiency,

which represents the final outcome of student's competence and performance in oral skills, the academic achievement indicates the competence and performance in the four basic skills (listening, speaking, reading, and writing) as well as grammar and vocabulary. In short, it is the language achievement the students reach at the end of the semester. Figure 4.6 describes the distribution of the participants' academic achievement.

Figure 4.6 Distribution of Academic Achievement
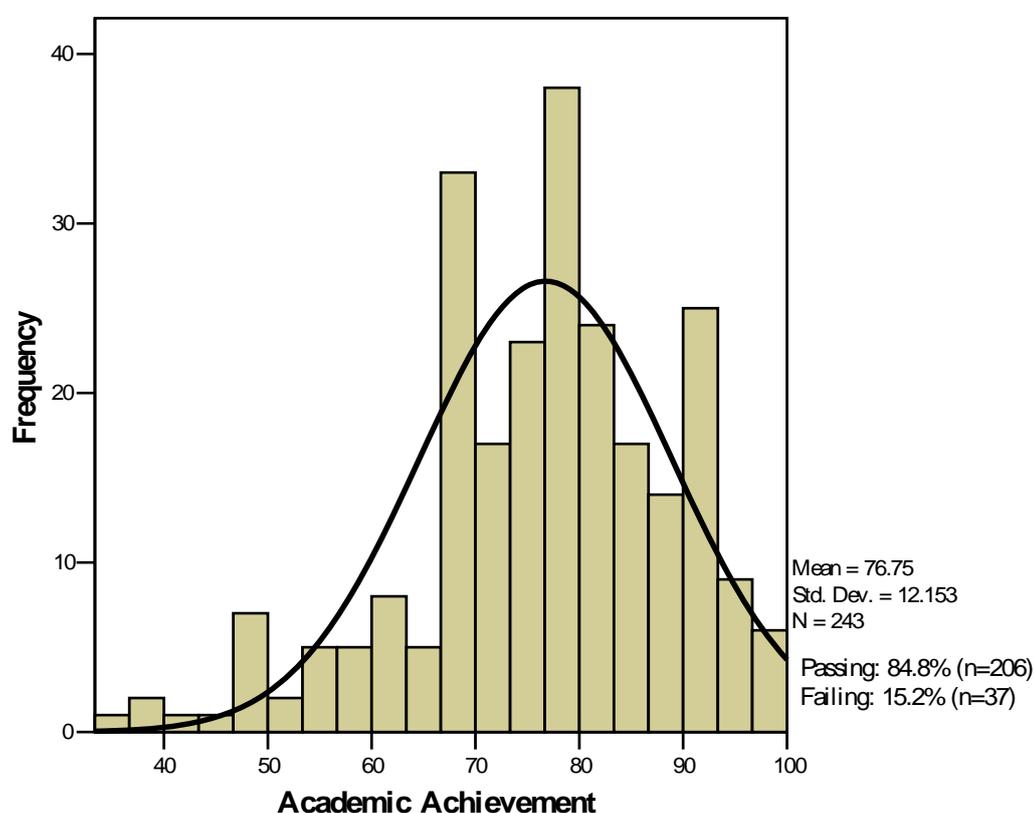
The passing score is 70, and as can be seen from Figure 4.6 the mean is 76.75 (SD = 12.153). It is also worth mentioning that 15.2% of the group failed the semester, which seems that the great majority perform average or above average academically. However, it is apparent that the average was only a little higher than the passing score, which might not

be a satisfactory indicator of student's competence in English. For this reason, two hypotheses were formulated to find out whether the selected affective variables are related to the participants' academic achievement (see hypothesis 4 and 5 in section 1.4)

4.2.1 Foreign Language Learning Motivation and Academic Achievement

As pointed out in the beginning sections of this chapter that motivation has been an important affective factor in language learning, but to what extent does motivation affect the EFL achievement in this present study? Hence, research hypothesis 4 was elaborated and principally to examine the relationship between motivation and academic achievement.

Research Hypothesis 4: There is a relationship between students' degree of motivation and their academic achievement

After data was collected through the 34-item FLLMS, it was studied using the Pearson r correlation analysis. Three significant correlations were detected. First, academic achievement was found positively correlated to the degree of motivation (r = 0.245). This suggests that, generally speaking, the more motivated the students are in the process of EFL acquisition, the better they may achieve academically.

Concerning the three constructs of FLLMS, only two significant correlations were observed. Academic Achievement was found positively correlated to Self-efficacy (r = 0.341) and to Achievement Motivation (r = 0.222). The former result implies that the more the students believed that it is possible for them to accomplish their goal or to successfully acquire the language, the better they can really achieve in the end. The latter positive result indicates that the more motivated the participants are to attain excellence in EFL acquisition, the grater extent they can succeed academically. Figure 4.7 portrays tendency of the relationship between learning motivation and academic achievement, and as can be seen,

the higher the degree of motivation, the better the academic achievement although there are

cases with low motivation but good achievement.

Figure 4.7 Relationship between Motivation and Academic Achievement
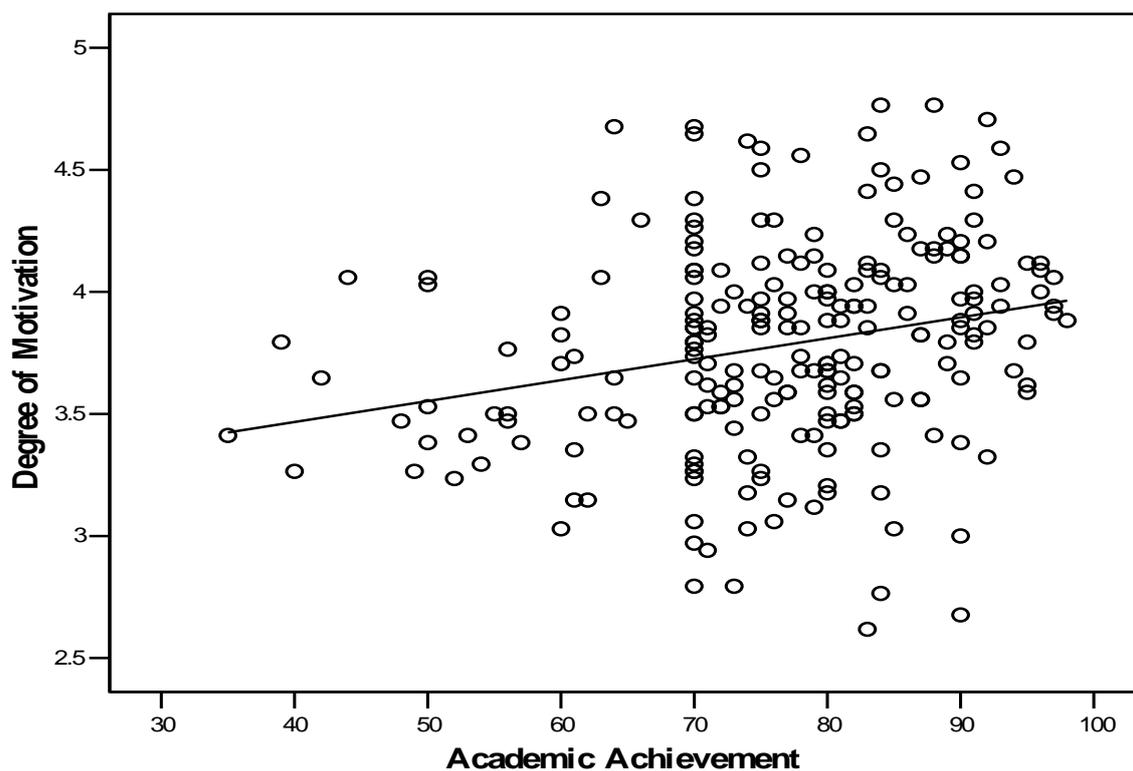
Finally, it is worthwhile to mention an interesting finding observed between the degree

of motivation and academic achievement. Although the abovementioned findings strongly

suggested that foreign language learning motivation is positively related to the academic

achievement, especially in terms of self-efficacy and achievement motivation; accordingly,

it may be inferred that the average academic achievement of the participants (M = 76.75)

was related to their moderate degree of motivation (M = 3.78) as shown in Table 4.4.

Table 4.4 Descriptive Statistics of Motivation and Academic Achievement

	N	Minimum	Maximum	Mean	SD
Degree of Motivation	232	3	5	3.78	.423
Academic Achievement	243	35	98	76.75	12.153
Valid N (listwise)	232				

Thus, the results also suggest that it seems necessary for EFL teachers of the CEI to increase student's learning motivation.

4.2.2 Extraversion and Academic Achievement

Based on the studies reviewed in Chapter two (see 2.1.3), extraversion and academic achievement were found related in the field of general education. Both positive and negative relationships have been detected depending on the level of education and maybe age. Studies have shown that younger learners in primary or secondary level attain better academic achievement than those in university level due to the various degree of extraversion (Busch, 1982 and Strong, 1983). Thus, the result of the fifth research hypothesis will be provided and discussed in this section.

Research Hypothesis 5: There is a relationship between students' degree of extraversion and their academic achievement

Table 4.5 briefly describes the statistics of the degree of extraversion. With the minimum point 0 (one case) to the maximum 19 (11 cases), the middle point was 13.43, which means that the participants of this present study tended to be more extraverted.

Table 4.4 Descriptive Statistics of Extraversion

	N	Minimum	Maximum	Mean	Std. Deviation
Extraversion	240	0	19	13.43	3.821
Valid N (listwise)	240				

Then, according to the findings of Busch (1982), it was expected that the participants in this university level attain lower English academic achievement because of their degree of extraversion. Moreover, Marin (2005) reported a negative correlation between extraversion and academic achievement among 150 EFL learners in the University of Quintana Roo, which is the same school where the present study took place two years later. (see section 2.5) Similar result was expected; nevertheless, surprisingly, no significant relationship was detected between participants' degree of extraversion and their academic achievement ($r = - 0.013$, $p = $ n.s.). This means that this factor does not affect students' level of competence and performance in any way.

4.3 Predictors of Oral Proficiency and Academic Achievement.

In this section, the results concerning the extent to which degree of motivation, degree of anxiety, extraversion, age, gender, learning experience, time investment, and experience of traveling abroad may influence the level of oral proficiency and academic Achievement. In Chapter 2, the reviewed studies have shown how certain affective factors and motivational factors may affect the process of language acquisition, and although the present study mainly focused on the first three affective variables mentioned above, two research questions were formulated to investigate the possible predictors using stepwise multiple regression (MR). To answer the research questions, stepwise MR was used to examine the contribution of the selected affective factors and the strength of such contribution. The results normally present which combination of predictor variable better related to the level of oral proficiency and academic achievement in terms of 'models', and when more than one predictor was found, the MR would present the hierarchical order in which the predictor affects the dependent variables in models.

4.3.1 Contribution of the affective variables to Oral Proficiency

The first research question states: *What is the contribution of motivation, anxiety, extraversion, age, gender, English learning experience, time investment, and experience of traveling abroad to oral proficiency?* This sections aims at exploring the contribution of the abovementioned factors and finding out which one(s) can be the better predictor of the participants' oral proficiency.

Before interpreting the results, it is necessary to explain the content and the values shown in the following MR tables. On Table 4.5 there is an example; the first column (from left to right) represents the predictor variable, which are Degree of Anxiety (DoA), Age (A), and Learning Experience (LE). In column two, the Multiple Pearson R correlation values were listed; first for DoA alone (R = 0.310) and then multiple R for DoA and A together (R = 0.357), and last the multiple R for DoA, A, and LE (R = 0.387) Column three displays the R squared (R2), which is the amount of variance (%) in the dependent variable that is accounted for by the predictors in each model. This variance is adjusted in column four (e.g. adjusted R2 = 0.119 for model 2). Such variance refers to a more conservative estimate than the ordinary R2. In column five, it is noticed how R2 changes from one model to another. For instance, DoA alone shows 0.096 % of variance whereas A adds only 0.033 %, which together accounted for 0.127 %. Column six and seven provide the standardized Beta coefficients and their significance level for each model (e.g. Beta for DoA = - 0.310, p < 0.001 and Beta for A = - 0.177, p < 0.005). The Beta coefficients are very important because they indicate whether the relationship between the variables is positive or negative. Last but not least, column eight gives the ANOVA result that measures the overall significance of the final model, i.e., the F value for DoA and A and LE together = 13.112.

Table 4.5 Contribution of the affective variables to Oral Proficiency

Predictor Variables	R	R Square	Adjusted R Square	R square Change	Beta	p	F
1. Degree of Anxiety				0.096	-	< 0.001	13.112
	0.310	0.096	0.092		0.261		
2. Age				0.033	-	< 0.003	
	0.357	0.127	0.119		0.188		
3. Learning Experience				0.023		< 0.015	
	0.387	0.150	0.139		0.154		

Model 1 = Degree of Anxiety alone; Model 2 = Degree of Anxiety and Age together; Model 3 = Degree of Anxiety, Age, and Learning Experience together.

All in all, it can be reported that DoA, A, and LE significantly predict the level of students' oral proficiency and that DoA is the strongest determinant of oral proficiency than A and LE, and A stronger than LE. However, the variables such as degree of motivation, gender, time investment and experience of traveling abroad did not display any significance in oral proficiency. The statistics of the final model are given as follows: Adjusted R^2 = 0.150; F = 13.112, $p < 0.015$; Beta for DoA = - 0.261, $p < 0.001$, Beta for A = - 0.188, $p < 0.005$, and Beta for LE = 0.154, $p < 0.015$. This means that the degree of anxiety, age, and learning experience are predictors to oral proficiency. The first two showed negative relationship, which may be explained in that the lower the degree of anxiety and the younger the learner, the better the English oral proficiency. The third predictor variable, learning experience, is positive; this implies that those who have learned English or taken English courses before enrolling to the university demonstrate better oral proficiency, perhaps because of more and earlier exposure to oral English. Nevertheless, it should be

remarked that degree of anxiety does not only correlate to oral proficiency (r = - 0.297, n = 235, p < 0.01, two tailed), it is also the strongest predictor variable. Thus, this result serves to inform the EFL teachers in the CEI to pay attention to the degree of anxiety of their students, and they should try to lower the anxiety in the classroom to efficiently improve the oral proficiency of the students.

4.3.2 Contribution of the affective variables to Academic Achievement

In this section, similar to the previous one, the results for the second research question will be displayed and analyzed. The second research question focuses on searching the better predictor variables to academic achievement, as it states: *What is the contribution of motivation, anxiety, extraversion, age, gender, English learning experience, time investment, and experience of traveling abroad to academic achievement?* The results were analyzed by MR and illustrated in Table 4.6.

Table 4.6 The contribution of the affective variables to Academic Achievement

Predictor Variables	R	R Square	Adjusted R Square	R square Change	Beta	p	F
1. Self-efficacy	0.354	0.126	0.122	0.126	0.239	< 0.010	18.173
2. Age	0.418	0.175	0.168	0.049	-0.215	< 0.001	
3. Degree of Anxiety	0.442	0.195	0.184	0.020	-0.170	< 0.018	

Model 1 = Self-efficacy alone; Model 2 = Self-efficacy and Age together; Model 3 = Self-efficacy, Age, and Degree of Anxiety together.

Three predictor variables were located for academic achievement: Self-efficacy (SE), Age (A), and Degree of Anxiety (DoA), with the SE being the most influential predictor variable to the level of academic achievement among the three. However, it should be

pointed out that the excluded variables may also relate to academic achievement; they were excluded because they showed weaker significance than the three listed above. The following figures present the statistics of the final model: Adjusted R^2 = 0.195; F = 18.173, p < 0.018; Beta for SE = 0.239, p < 0.010, Beta for A = - 0.215, p < 0.001, and Beta for DoA = - 0.170, p < 0.018. According to the results found, self-efficacy can be best accounted for the participants' level of academic achievement, followed by age and then degree of anxiety.

SE is one of the constructs in motivation and it also shows significant correlation to academic achievement (r = 0.341, n = 242, p < 0.01, two tailed); moreover, there is a positive relationship found between SE and academic achievement (Beta = 0.239). This implies that SE plays an important role in students' English academic achievement; in other words, the more students believe in themselves that it is possible to acquire the foreign language (or the more academically confident they are), the better level of academic achievement they may attain. Age is the second predictor variable, which also correlates with academic achievement (r = -0.227, n = 243, p < 0.01, two tailed). The figure shows that the younger the learner, the higher academic achievement. Perhaps EFL teachers need to pay a little more attention to older adult learners because the results suggested that older learners do not achieve as high as the younger ones. Last, the degree of anxiety serves to be the third predictor. Although this variable was set primarily to examine the relationship between speaking anxiety and oral proficiency, and it was not formulated to be a hypothesis in relation to academic achievement, a negative relationship was found. This result is similar to that of Chang and Wu (2004) who reported a negative relationship between anxiety and achievement. This may indicate the possibility that speaking anxiety is somehow related to academic achievement, and that the less anxious students are, the better

they achieve academically.

4.3.3 Related secondary findings

While displaying and analyzing the results found to respond to the research hypotheses and research questions, some interesting related findings were observed although they may not necessarily provide any answer to the hypotheses or questions. In this section, these secondary findings will be reported.

Firstly, although both are independent variables, learning motivation and speaking anxiety were found correlated (r = - 0.514, n = 230). Figure 4.8 illustrate their relationship, and as can be clearly observed, the greater the degree of motivation, the less the degree of anxiety, and vice versa. What is more, both motivation and anxiety correlate to oral proficiency and academic achievement (see 4.1.1, 4.1.2, and 4.2.1).

Figure 4.8 Relationship between Motivation and Anxiety
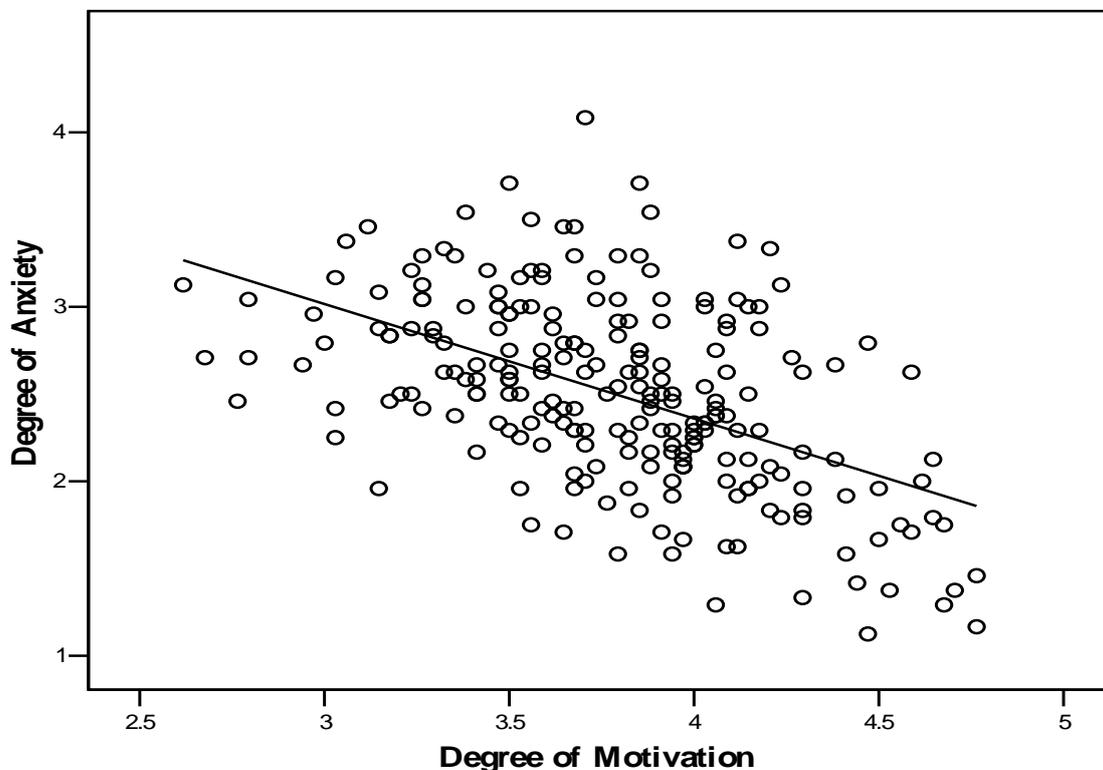
This finding indicates that in order to improve the level of English oral proficiency and academic achievement, EFL teachers should either decrease the level of anxiety or increase the degree of learning motivation (see section 5.3 for pedagogical implication)

Among all the secondary variables, gender does not play any significant role in relations to any other variables. This shows that both male and female EFL students participated in this study demonstrated similar language competence and performance. However, two other secondary variables that were not predictor variables were found significant in other variables. The first is the experience of traveling abroad, which was observed to negatively correlate to speaking anxiety ($r = -0.286$) and positively correlated to learning motivation ($r = 0.183$). This connotes that those who had traveled to English

speaking countries were less anxious and more motivated in the EFL classroom, perhaps due to more opportunity of language exposure and practice with native speakers. Thus, EFL teachers could encourage their students to travel abroad. In this case, for students of the UQROO, they could spend some time visiting Belize or going to the tourist zone where they can practice with the English speaking tourists.

The other secondary variable is time investment, which refers to the amount of time students spend on studying or practicing English after school. Even though it is not a predictor variable, it was found positively correlated to academic achievement (r = 0.151). It means that the more time students invested in studying after school they may attain greater academic achievement. In addition, it correlates to degree of motivation (r = 251), which may be interpreted that the more motivated students tend to be more willing to spend more time studying, and this may also lead to greater possibility of language achievement.

Although not directly related to the objective of the present study, a positive correlation is found between extraversion and self-efficacy (r = 0.267). This means that the extraverted learners tend to be more confident in themselves more than the introverts. This may also explain why extraverts are generally thought to acquire oral communication skills more successfully than the introverts.

CHAPTER FIVE

CONCLUSION

After presenting and discussing the results in the previous chapter, Chapter five will report the major finding followed by a presentation of the general conclusion, limitation of the study, and pedagogical implication. Suggestions for further research will be proposed in the last section.

5.1 Summary of major findings

The purpose of this present study was to explore the relationship between the affective factors and English oral proficiency and academic achievement of EFL students enrolled in the language teaching center (CEI) of the University of Quintana Roo (UQROO) in Mexico. Three major affective factors were selected to be the independent variables: foreign language learning motivation, foreign language speaking anxiety, and extraversion. In addition, a set of secondary variables were included: age, gender, learning experience, time investment, and experience of traveling abroad. A total of 243 EFL university students participated in the study during the fall semester of the 2007 academic year. The degree of learning motivation, speaking anxiety as well as extraversion was measured through the Foreign Language Learning Motivation Scale (FLLMS), Foreign Language Speaking Anxiety Scale (FLSAS) and the Eysenck Personality Questionnaire, Revised Version (EPQ-R) respectively.

The result of the instruments is briefly displayed as follows. According to the result of the FLLMS, the participants of this present study have a moderate degree of motivation (M = 3.78) with the middle value of 3; nevertheless, the students seemed to have been

positively motivated in leaning. On the other hand, the result of FLSAS illustrates that the participants were generally less anxious towards language learning (M = 2.50) with the median value of 3 as well. The result of the EPQ-R also show that the participants tend to be more extraverted (M = 13.43) with the median point of 9.5.

5.1.1 Oral proficiency

Results of the first three hypotheses with relation to oral proficiency are presented in the subsequent section.

RH-1 There is relationship between students' degree of motivation and their oral proficiency level.

A positive correlation between degree of motivation and oral proficiency (r = 0.169) was found. This implies that those who show higher degree of motivation in learning English tended to demonstrate better oral proficiency because they may spend more time to practice or may take risks more willingly when it comes to communicating in English. Another positive correlation was found between self-efficacy and oral proficiency (r = 0.289). This suggests that those who believed that they were capable to successfully learn the foreign language tended to possess greater oral proficiency, perhaps due to greater self-confidence. In addition, there was another positive correlation between achievement motivation and oral proficiency (r = 0.171). This finding may indicate that when an EFL student holds greater needs to achieve, he or she may demonstrate a better outcome in terms of oral ability. All in all, the first hypothesis was accepted.

RH-2 There is relationship between students' degree of anxiety and their oral proficiency level.

The second hypothesis was also proven to be acceptable. A negative correlation was detected for the degree of anxiety and oral proficiency (r = - 0.297). Such correlation illustrates that those who were less anxious towards oral production with relations to communication apprehension, test anxiety or fear of negative evaluation demonstrated a greater proficiency in oral skills.

RH-3 There is a relationship between students' degree of extraversion and their oral proficiency level.

In spite of the fact that the participants showed a higher tendency in the distribution of extraversion (M = 13.43), there was not any significant relationship between degree of extraversion and oral proficiency. Hence, even though participants tend to be extraverts, such personality did not affect their oral performance in the EFL classroom. The third hypothesis was, according to the result, rejected.

5.1.2 Academic Achievement

Results of the fourth and fifth hypothesis with reference to affective factors and academic achievement are reported in this section.

RH-4 There is a relationship between students' degree of motivation and their academic achievement.

There exists a positive correlation between degree of learning motivation and English academic achievement (r = 0.245). Generally speaking, the result suggests that the more motivated the students are in the process of EFL acquisition, the better they may achieve academically. Therefore, the fourth hypothesis is also proven to be acceptable in the study.

RH-5: There is a relationship between students' degree of extraversion and their academic achievement

Once again, extraversion did not correlate with academic achievement in the present study. No significant relationship was detected (r = - 0.013, p = n.s.). Accordingly, this represents that such affective factor did not have an impact on students' level of competence and performance in any way.

To sum up, among the three major independent variables, learning motivation and speaking anxiety were proven to be significantly related to the degree of oral proficiency and also to the level of academic achievement, whereas no significance was detected in extraversion and any of the two dependent variables. Thus, hypothesis 3 and 5 were rejected in the present study.

5.1.3 Predictors of Oral Proficiency and Academic Achievement

The answers to the research questions will be summarized in this section along with other related secondary findings.

RQ1 - What is the contribution of motivation, anxiety, extraversion, age, gender, English learning experience, time investment, and experience of traveling abroad to oral proficiency?

Through the multiple regression (MR) analysis, three predictors were located: degree of anxiety (Beta = - 0.261), age (Beta = - 0.188), and learning experience (Beta = 0.154). This shows that speaking anxiety is the strongest predictor to oral proficiency with a negative relationship, which also confirms with the finding of the second research hypothesis that there is a significant relationship between anxiety and oral proficiency. Age and learning experience were the second variables that were discovered to be the predictors to oral proficiency. The negative relationship with age indicates that younger learners demonstrated better oral output whereas the positive relationship of learning experience

indicates that those who started learning English before studying in the university perform better oral skills.

RQ2 – What is the contribution of motivation, anxiety, extraversion, age, gender, English learning experience, time investment, and experience of traveling abroad to academic achievement?

For the second research question, three predictors were found related to academic achievement: self-efficacy (Beta = 0.239), age (Beta = - 0.215), degree of anxiety (Beta = -0.170). The results suggest that self-efficacy, positively related to academic achievement, plays the strongest predictor; the more students believed that it is possible to attain success in language learning, the better they can attain academic achievement. The negative relationships found in age and in anxiety imply that younger learners, as well as those who demonstrate low degree of anxiety, tend to show better competence and performance in general.

After responding to the research hypotheses and research questions, there are other related secondary findings that seem to be related to the study.

The negative correlation between motivation and anxiety (r = - 0.514, n = 230), though both are independent variables, indicates that they are closely related and should be given greater attention by EFL teachers because the result shows that the higher the level of anxiety, the lower the motivation, and vice versa (see Figure 4.8).

Then, the secondary variable experience of traveling abroad has a negative correlation to speaking anxiety (r = - 0.286) and a positive correlation to learning motivation (r = 0.183). This suggests that the experience of traveling to English speaking countries contributes to a less degree of anxiety and greater level of motivation in learning English.

Time investment, although not a predictor variable, was found positively correlated to academic achievement ($r = 0.151$) and also to the degree of motivation ($r = 251$). This may be interpreted as: the more time students invested in studying after school may attain greater academic achievement. In addition, the more motivated learners tend to spend more time studying, which may also lead to a greater opportunity to language achievement.

5.2 General conclusion

This study is expected to provide an explanation to one of the major problems detected in the EFL classrooms in the language teaching center (CEI) of the University of Quintana Roo in Mexico – the deficiency of oral performance of the EFL students. It is hoped that, by examining the selected affective variables, the findings can help to explain the peculiar phenomenon and indicate possible solutions. The findings of the research showed that learning motivation and speaking anxiety are related to students' level of oral proficiency and academic achievement; moreover, motivation and anxiety are closely related as well. Anxiety is found to be the best predictor of oral proficiency while self-efficacy, a construct of learning motivation, is the best predictor of academic achievement. The fact that extraversion did not correlate to either oral proficiency or academic achievement indicates that both introverted and extraverted students have opportunity to achieve successful language learning despite such personality difference. Thus it stands to reason that EFL teachers should try their best to understand student's source and level of anxiety so as to help them increase learning motivation.

5.3 Pedagogical implications

The findings of the study provided a greater insight to the relationship between certain affective factors and oral proficiency as well as academic achievement in EFL leaning. The results summarized in section 5.1 may indicate some pedagogical implications to EFL teachers, especially those of the CEI.

The first implication could be decreasing the degree of speaking anxiety in EFL classroom. As shown in the results, foreign language speaking anxiety is the best predictor to oral proficiency and it is also a predictor to academic achievement; thus EFL teachers should place great focus on detecting the degree of anxiety of the learners lest it should hinder the process of learning. It may be necessary to find out possible sources of anxiety (shyness, peer pressure, etc.) and try to eliminate the source or to encourage the students positively so as to decrease their level of speaking anxiety.

It is also important for EFL instructors to enhance the degree of learning motivation. As revealed in the findings (see table 4.4 of section 4.2.1), the average degree of motivation of the students of the CEI was 3.78, which is only a little higher than the median value 3. This indicates that students were not very motivated in learning and this may explain why the average academic achievement was about 78%. It is recommended that EFL teachers improve the students' learning motivation in terms of learning needs, self-efficacy, and achievement motivation perhaps through detecting the possible source of low motivation.

As a matter of fact, the degree of learning motivation is reported to be related to the degree of language speaking anxiety (see figure 4.8 in section 4.3.3). Since the higher the degree of motivation, the less the degree of anxiety, it stands to reason that if teachers can effectively increase students' learning motivation, it may decrease their anxiety as well.

Self-efficacy was observed to be the best predictor of academic achievement (see section 4.3.2). It is also significantly correlated to oral proficiency (r = 0. 289) and to academic achievement (r = 0.341). However, the two other constructs of motivation, learning needs and achievement motivation, display a weaker indication and correlation. Hence, EFL teachers are suggested to work on developing students' self-efficacy, learning needs, and achievement motivation so as to adjust their learning attitude towards English. Establishing a learner-friendly learning environment may be a good option.

Age was also a predictor to both oral proficiency and academic achievement (see section 5.1.3). Based on the findings, younger learners demonstrate better performance in general; thus it is suggested that older adult EFL learners should be treated with more attention and patience due to the fact that older EFL learners tend to be less motivated (r = -0.218).

5.4 Limitations of the study

Human beings are not perfect; even though the researcher tried her best, there are still limitations to the study. It is hoped that other researchers doing related investigation take these limitations into account in order to produce a better work.

The first limitation is related to the participants of the present study. The sample of the participant population is limited to only one university of Mexico; it was difficult to generalize the findings in the EFL context throughout Mexico. On the other hand, there was an uneven distribution of samples from different majors in the UQROO (see section 3.2) which may be accounted for a limitation because this factor could have been considered as a variable.

Related to the participants, the second limitation is the administration of the instruments. Due to the limited time, the survey was forced to be administered in only two weeks before the end of the semester. The research was unable to administer all the surveys personally and the consequence of asking other teachers to administer the survey in their class was incompleteness. 1478 students, external and internal, enrolled into the four selected English levels in the fall semester 2007 academic year; however, due to the limited time and the discarded incomplete surveys, only 243 samples were taken. If more students had participated in the present study, the results would have been even more precise.

As can be seen from the summary of findings (seciont 5.1) the correlation coefficient and the Beta values of the variables are relatively low. This is considered as a weakness of the study; however, such low coefficient and values have been constantly observed in studies concerning personality. Perhaps that is the way relationship involving personal factors normally behaves; after all, the participants are human beings, not robots.

There is one limitation concerning instruments that should be pointed out. The instrument used to collect data from oral proficiency and academic achievement was simply the final grades provided by each EFL teachers of the participants. However, while the normal coefficient to show reliability of instrument is 0.8, a rather low coefficient was found in the correlation of oral proficiency and academic achievement (r = 0.688). This brings about the doubt to the reliability to the way grades are obtained in the CEI. Although this does not have much to do with the present study, it is suggested that there should be a uniform scale used to assess students because when analyzing the data, the researcher has observed many cases in which students who got very high grades in oral test (18 or 19 points) but received a very poor grade in the final exam.

5.5 Suggestions for further study

This study was aimed at investigating the relationship between affective factors and oral proficiency and academic achievement. However, only three major factors were selected and only the speaking skill was stressed in the study. Therefore, it would be interesting to add more affective factors or and other skills such as listening, reading and writing. Perhaps the results can provide a more precise and holistic description or explanation to the problems affective factors have in relations to EFL acquisition, especially in Mexico. Being a neighboring country of the U.S.A and Belize, there must be a huge amount of EFL students, but scarcely any studies about EFL acquisition were found in Mexico. Thus this lead to the next suggestion: expanding the sample of participants. Perhaps a similar study can be carried out with samples of EFL students from different universities in Mexico. The results may provide a better insight to the EFL environment in Mexico. Concerning the instruments used, as mentioned in the previous section, it is suggested that the scales used in the evaluation should be the same; furthermore, it is recommended to apply more than one questionnaire for personality for the sake of obtaining a more precise measurement of personality. It is strongly suggested that researchers take enough time when administering the instrument, and do it personally, so as to avoid the possibility of incomplete surveys or misunderstandings of the instructions.

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Appendix A

<u>**Survey in English Version**</u>

      The questions below are for research purpose, and any information you provide will be used as demographic analyses and comparisons for this study only. The responses will be treated confidentially. There are no right or wrong answers, so it is important that you make a check honestly.

<u>Background Information Questionnaire</u>

Academic major division:_____

1.   Gender:_____male   _____female

2.   Age:_____18~20   _____21~23   _____over 24

3.   Any experience of traveling abroad?

      _____ for 1~2 times, state the countries you visited:_____

      _____ more than 3 times (including 3 times),

           state the countries you visited:_____

      _____ never

4.   When did you start to learn English?

    _____Kindergarten   _____Primary school   _____Junior high school

5. Do you have the willingness to study English after class?_____Yes (continue next item)

                                 _____NO (turn to next page)

6. On the average, how much time do you spend studying English after class per week?

     _____Less than 1 hour.

     _____1~2 hours.

     _____3~4 hours.

     _____More than 4 hours (including 4 hours)\

Part I: Foreign Language Learning Motivation Scale

The following statements concern the situation of foreign language learning motivation. There are no right or wrong answers. Please rate how much there statements reflect how you feel or think personally. Please select the choice corresponding to the degree of your agreement or disagreement.

1 **=** Strongly disagree, 2 **=** Disagree, 3 **=** No comment, 4 **=** Agree, 5 **=** Strongly agree

1. There are no language communication problems in traveling to another country, as long as I learn English well.

2. Learning English will help me get a better job in the future.

3. Studying English will help me pass the entrance examination of a prestigious school.

4. It is necessary to learn English to have a better life.

5. It would help me connect with the world's current events, if I learn English well.

6. There is no direct relationship between learning English and selecting a job.

7. If I make a great effort to study English, I will succeed.

8. Learning English can help me understand different cultures and people.

9. If I can study abroad emigrate. I will make a great effort to learn English.

10. I know that one of the goals of learning English is to communicate with others.

11. For me, English scores are not important at all.

12. Learning English allows me to meet more foreign friends.

13. In order to reading English books to broaden my view, I will study English hard.

14. I believe that I could learn English well.

15. So far, it is important to learn English well.

16. Learning English is a new challenge.

17. I think I am good at English.

18. I am sure that my English ability is good.

19. I am always worried that I am incompetent to learn English well.

20. I am sure that I can talk with others in English.

21. I am confident that my English pronunciation is correct.

22. In class, I understand everything that the teacher says in English.

23. If the other classmates' English scores were better than mine, I would make a great effort to catch up.

24. Usually, I would not study English autonomously.

25. I would not study English until my teacher gives an English test.

26. In addition to the assignment appointed by English teacher, I do not preview English in advance.

27. I have a chance to express my opinion with foreigners if make an effort to study English.

28. I will try my best to study English when the English test is given.

29. I will enhance my English proficiency through different learning methods (e.g. going to the movies, listening to the music, and talking with foreigners).

30. For my English proficiency setting. I put in just enough effort to get by what I can achieve easily.

31. I would not complete the English assignments until the last moment.

32. When I have a problem in expressing my ideas in English class, I will ask my teacher for help to find out the answers.

33. I am glad to learn English which has somewhat higher difficulties than my proficiency.

34. I am expecting to attend English proficiency test outside the school to prove my ability.

Part II: Foreign Language Speaking Anxiety Scale

The following statements concern the situation of foreign language speaking anxiety. There are no right or wrong answers. Please rate how much these statements reflect how you feel or think personally. Please select the choice corresponding to the degree of your agreement or disagreement.

1= Strongly disagree, 2= Disagree, 3=No comment, 4=Agree, 5=Strongly agree

1. I would feel anxious while speaking English in class.

2. I would feel less nervous about speaking in English in front of others if I knew them.

3. I feel very relaxed in English class when I have studied the scheduled learning contents.

4. I am anxious in class when I am the only person answering the question advanced by my teacher in English class.

5. I start to panic when I know I will be graded in English class.

6. I fear giving a wrong answer while answering questions in English class.

7. I enjoy English class when I know that we are going to discuss in English.

8. I feel shy when I speak in English on the stage in front of the class.

9. When it comes to being corrected by my teacher, I am afraid of taking English class.

10. I am so nervous that I tremble when I am going to attend the English oral tests.

11. I get frustrated when I am asked to discuss with classmates in English in a short period of time.

12. I worry about the oral test in English class.

13. I would feel better about speaking in English if the class were smaller.

14. I feel relaxed in English class when I preview very well.

15. I am more willing to speak in English class when I know the scheduled oral activities.

16. I stumble when I answer questions in English

17. I like going to class when I know that oral tasks are going to be performed.

18. I know that everyone makes mistakes while speaking in English, so I am not afraid of being laughed at by others.

19. I like to volunteer answers in English class.

20. I ma more willing to get involved in class when the topics are interesting.

21. I don't feel tense in oral test if I get more practice speaking in class.

22. I feel uncomfortable when my teacher asks other students to correct my oral practice in class.

23. I feel pressure when my teacher corrects my oral mistakes in class.

24. Going to English conversation class makes me more nervous than going other classes.

Appendix B

<u>Survey in Pilot Study (Spanish Version)</u>

Cuestionario

Datos Personales

Carrera: _____

1. Sexo: ◯ Masculino ◯ Feminino

2. Edad: ◯ menos de 17 años ◯ 18 – 20 años ◯ 21 – 23 años ◯ más de 24 años

3. ¿Has viajado al extrajero? ◯ 1 – 2 veces. _____ (nombre del país)

◯ Más de 3 veces. _____ (nombre del país)

◯ Nunca.

4. ¿Cuándo comenzaste aprender inglés?
◯ Kinder ◯ Primaria ◯ Segundaria ◯ Preparatoria ◯ Universidad

5. ¿Tomas tiempo para estudiar inglés fuera de clase? ◯ Sí (continua el próximo item)

◯ No (continua la siguiente hoja)

6. En promedio, ¿cuánto tiempo utilizas para estudiar inglés fuera de clase cada semana?

_____ Menos de una hora.

_____ 1 – 2 horas

_____ 3 – 4 horas

_____ Más de 4 horas

Parte I. Evaluación de la motivación de aprender inglés

Instrucción: Los siguientes enunciados son para discutir diferentes situaciones diversas en el aprendizaje de la clase de inglés, por favor según su situacion actual llene el número en el espacio al derecho de 1 a 5, favor de no omiten ningun item.

1	Estoy totalmente en desacuerdo	2	Estoy en desacuerdo	3	Sin comentarios	4	Estoy de acuerdo	5	Estoy totalmente de acuerdo

1. Si aprendo inglés bien, no voy a tener problemas para comunicarme con la gente cuando viaje a otro país.

2. Si aprendo inglés bien, puedo conseguir un mejor trabajo en el futuro.

3. Si aprendo inglés bien, puedo pasar el exámen de admisión de las escuelas más prestigiosas.

4. Es necesario aprender inglés para obtener una mejor vida.

5. Si aprendo inglés bien, puedo estar en contacto con los asuntos recientes del mundo.

6. No existe una relación directa entre el aprendizaje de inglés y la selección de un trabajo.

7. Si hago un gran esfuerzo para estudiar inglés, voy a tener éxito.

8. Aprender inglés me permite entender diversas culturas y a la gente.

9. Si puedo estudiar en el extranjero o emigrar, voy a hacer un gran esfuerzo para aprender inglés.

10. Yo sé que una de las metas al aprender inglés es poder comunicarme con otros.

11. No me importan las calificaciones de inglés.

12. Aprender inglés me permite conocer más amigos extranjeros.

13. Para poder entender lecturas en inglés y ampliar mi conocimiento, voy a hacer un esfuerzo para aprender inglés.

14. Creo que puedo aprender inglés bien.

15. Hasta el momento, siento que es muy importante aprender bien el inglés.

16. Aprender inglés es un nuevo reto.

17. Creo que tengo facilidad para el inglés (Considero que inglés es mi especialidad)

18. Estoy seguro que mis habilidades para el inglés son buenas.

19. Siempre me preocupo que no tengo la habilidad para aprender inglés bien.

20. Tengo la confianza de que puedo hablar con otros en inglés.

21. Estoy seguro que mi pronunciación del inglés es correcto.

22. En la clase, entiendo todo lo que el maestro dice en inglés.

23 Si otros compañeros de la clase tengan mejores calificaciones que yo, haré un esfuerzo para alcanzarlos.

24. Normalmente, no estudio inglés automáticamente.

25. Solo cuando va a haber un exámen de inglés, empiezo a estudiarlo.

26. Aparte de la tarea de inglés que indica la maestra, no estudio inglés con anticipación.

27. Hago un esfuerzo para aprender bien el inglés, para poder expresar mis opiniones con los extranjeros.

28. Hago lo mejor para prepararme para un examen de inglés.

29. Utilizo diferentes métodos para mejorar mis habilidades de inglés. (e.j. ir al cine, escuchar canciones, hablar con

30. Pongo una meta que es fácil de alcanzar para mis habilidades de inglés.

31. Hago mis tareas de inglés hasta el último minuto.

32. Al encontrar problema para expresar mis ideas en inglés, pido apoyo de mi maestro.

33. Estoy dispuesto a aprender inglés que tiene cierta dificultad, mayor que mi habilidad.

34. Espero participar en los concursos de inglés fuera de la escuela para comprobar mis habilidades.

Parte II. Evaluación de la ansiedad oral de inglés

1. Me siento ansioso cuando hablo inglés en clase

2. Me siento menos nervioso al hablar inglés frente de la gente que conozco.

3. Me siento tranquilo y relajado en las clases de inglés ya que estoy repasando lo suficiente para seguir el programa

4. Me siento ansioso en clase cuando necesito contestar solo la pregunta del maestro en inglés.

5. Me da pánico al saber que me van a evaluar mi desempeño oral en clase.

6. Tengo miedo de cometer errores al contestar las preguntas en inglés.

7. Me gusta ir a la clase de inglés cuando yo sé que vamos a discutir en inglés.

8. Me da pena cuando hablo inglés frente a todos los compañeros de la clase.

9. Al recordar que la maestra me corrige mis errores en clase, tengo miedo de tomar clases.

10. Estoy tan nervioso que tiemblo cuando voy a presentar un exámen oral en inglés.

11. Me frustro cuando necesito discutir con mis compañeros en inglés en poco tiempo.

12. Me preocupo mucho, durante la clase de inglés, hay que placticar el exámen oral en inglés.

13. No me da mucha pena al hablar inglés en una clase de pocas personas

14. En la clase siento tranquilo y libre ya que repasé suficiente anticipamente ante la clase.

15. Estoy más dispuesto a hablar en inglés cuando sé que hay actividades orales programadas en clase.

16. Cuando la maestra quiere que conteste una pregunta en inglés, voy a tener tartamudeo.

17. Me gusta ir a la clase de inglés si va a haber actividades orales.

18. Yo sé que todos cometen errores cuando hablan en inglés, por eso, no tengo miedo de que se rían cuando hablo

19. Me gusta contestar preguntas de la maestra en inglés voluntariamente.

20. Estoy más dispuesto a participar en clase cuando el tema es interesante.

21. No me voy a sentir tan nervioso en el examen oral si tengo muchas prácticas orales en clase.

22. Me siento incómodo si la maestra pide a otros compañeros que me corrijan mi práctica oral en clase.

23. Me estresa cuando la maestra me corrija mis errores orales imediatamente.

24. Me hace más nervioso de ir a la clase oral de inglés que otras clases.

Appendix C

Complete Survey in the Formal Study (Final Spanish Version)

Parte I.

Instrucción: Los siguientes enunciados son para discutir situaciones diversas en el aprendizaje de la clase de inglés, por favor según tu situación actual marca un número a la derecha del 1 al 5, favor de no omitir ningún reactivo.

1	Estoy totalmente en desacuerdo	2	Estoy en desacuerdo	3	Sin comentarios	4	Estoy de acuerdo	5	Estoy totalmente de acuerdo			

1. Si aprendo inglés bien, no tendré problemas para comunicarme con la gente cuando viaje a otro país.	1	2	3	4	5
2. Si aprendo inglés bien, puedo conseguir un mejor trabajo en el futuro.	1	2	3	4	5
3. Si aprendo inglés bien, puedo pasar el examen de admisión de las escuelas más prestigiosas.	1	2	3	4	5
4. Es necesario aprender inglés para obtener una mejor vida.	1	2	3	4	5
5. Si aprendo inglés bien, puedo estar enterado de lo ocurre en el mundo	1	2	3	4	5
6. Para escoger un buen trabajo se necesita saber inglés	1	2	3	4	5
7. Si hago un gran esfuerzo para estudiar inglés, voy a tener éxito.	1	2	3	4	5
8. Aprender inglés me permite entender diversas culturas y a su gente.	1	2	3	4	5
9. Si puedo estudiar en el extranjero o emigrar, voy a hacer un gran esfuerzo para aprender inglés.	1	2	3	4	5
10. Yo sé que una de las metas al aprender inglés es poder comunicarme con otros.	1	2	3	4	5
11. No me importan las calificaciones que obtenga en inglés.	1	2	3	4	5
12. Aprender inglés me permite conocer más amigos extranjeros.	1	2	3	4	5
13. Voy a hacer un esfuerzo para poder entender lecturas en inglés y ampliar mi conocimiento,	1	2	3	4	5
14. Creo que puedo aprender inglés bien.	1	2	3	4	5
15. Hasta el momento, siento que es muy importante aprender bien el inglés.	1	2	3	4	5
16. Aprender inglés es un nuevo reto para mí.	1	2	3	4	5
17. Creo que tengo facilidad para aprender inglés	1	2	3	4	5
18. Estoy seguro que mis habilidades para el inglés son buenas.	1	2	3	4	5
19. Siempre me preocupo porque no tengo la habilidad para aprender inglés bien.	1	2	3	4	5
20. Tengo la confianza de que puedo hablar con otros en inglés.	1	2	3	4	5
21. Estoy seguro que mi pronunciación del inglés es correcto.	1	2	3	4	5
22. En la clase, entiendo todo lo que el maestro dice en inglés.	1	2	3	4	5
23 Si otros compañeros de la clase tienen mejores calificaciones que yo, haré un esfuerzo para alcanzarlos.	1	2	3	4	5
24. Regularmente, no estudio inglés por mi cuenta.	1	2	3	4	5
25. Solo cuando va a haber un exámen de inglés, empiezo a estudiar.	1	2	3	4	5

26. Aparte de la tarea de inglés que indica la maestra, no estudio inglés con anticipación.	1	2	3	4	5
27. Si hago un esfuerzo para aprender inglés, puedo expresar mis opiniones con los extranjeros.	1	2	3	4	5
28. Hago lo mejor que puedo para prepararme para un examen de inglés.	1	2	3	4	5
29. Utilizo diferentes métodos para mejorar mis habilidades en inglés. (e.j. ir al cine, escuchar canciones, hablar con los extranjeros, etc...)	1	2	3	4	5
30. Me pongo una meta que es fácil de alcanzar para mis habilidades en inglés.	1	2	3	4	5
31. Hago mis tareas de inglés hasta el último minuto.	1	2	3	4	5
32. Cuando tengo problema para expresar mis ideas en inglés, pido apoyo de mi maestro.	1	2	3	4	5
33. Me agrada aprender inglés con grupos un poco más avanzados que yo.	1	2	3	4	5
34. Me agrada tomar exámenes internacionales de inglés fuera de la escuela para comprobar mis habilidades.	1	2	3	4	5

Parte II.

1. Me pongo nervioso cuando hablo inglés en clase	1	2	3	4	5
2. Me siento más seguro al hablar inglés frente a la gente que conozco.	1	2	3	4	5
3. Me siento tranquilo y relajado en las clases de inglés ya que estoy repasando lo suficiente para seguir el programa de estudio.	1	2	3	4	5
4. Me pongo nervioso en clase cuando necesito contestar solo la pregunta del maestro en inglés.	1	2	3	4	5
5. Me da pánico al saber que van a evaluar mi desempeño oral en clase.	1	2	3	4	5
6. Tengo miedo de cometer errores al contestar las preguntas en inglés.	1	2	3	4	5
7. Me gusta ir a la clase de inglés cuando sé que vamos a discutir en inglés.	1	2	3	4	5
8. Me da pena cuando hablo inglés frente a todos los compañeros de la clase.	1	2	3	4	5
9. Al recordar que la maestra me corrige mis errores en clase, tengo miedo de asistir a la clase.	1	2	3	4	5
10. Me siento tan nervioso que tiemblo cuando voy a presentar un examen oral en inglés.	1	2	3	4	5
11. Me frustro cuando necesito discutir con mis compañeros en inglés en poco tiempo.	1	2	3	4	5
12. Me preocupan mucho, los examenes orales en inglés.	1	2	3	4	5
13. No me da mucha pena al hablar inglés en una clase con pocos alumnos	1	2	3	4	5
14. En la clase me siento tranquilo y relajado cuando repaso bien la clase con anterioridad.	1	2	3	4	5
15. Estoy más dispuesto a hablar en inglés cuando sé que hay actividades orales programadas en clase.	1	2	3	4	5
16. Tartamudeo cuando la maestra quiere que conteste una pregunta en inglés.	1	2	3	4	5
17. Me gusta ir a la clase de inglés si va a haber actividades orales.	1	2	3	4	5
18. Sé que todos cometen errores cuando hablan en inglés, por eso, no tengo miedo de que se rían cuando hablo inglés.	1	2	3	4	5
19. Me gusta contestar preguntas de la maestra en inglés voluntariamente.	1	2	3	4	5
20. Estoy más dispuesto a participar en clase cuando el tema es interesante.	1	2	3	4	5

21. No me siento tenso en el examen oral si tengo muchas prácticas orales en clase.	1	2	3	4	5
22. Me siento incómodo si la maestra pide a otros compañeros que me corrijan mi práctica oral en clase.	1	2	3	4	5
23. Me estresa cuando la maestra me corrige mis errores orales inmediatamente.	1	2	3	4	5
24. Me pongo más nervioso de ir a la clase oral de inglés que otras clases.	1	2	3	4	5

Parte III.

INSTRUCCION: Por favor, contesta cada pregunta marcando SÍ o NO. Recuerda que no hay respuestas correctas o incorrectas, ni preguntas con trampa. Trabaja rápidamente y no pienses demasiado en el significado de las mismas.

	SI	NO
¿Eres una persona que le gusta platicar/conversar mucho?	☐	☐
¿Eres una persona alegre y llena de ánimo?	☐	☐
¿Tiendes a mantenerte apartado/a en las ocasiones sociales?	☐	☐
¿Te gusta salir de casa a menudo?	☐	☐
¿Generalmente tomas la iniciativa al hacer nuevas amistades?	☐	☐
¿Por lo general, ¿sueles estar callado/a cuando estás con otras personas?	☐	☐
¿Puedes animar fácilmente una fiesta aburrida?	☐	☐
¿Te gusta contar chistes e historias divertidas a tus amigos/as?	☐	☐
¿Te gusta mezclarse con la gente?	☐	☐
¿Puedes organizar y conducir una fiesta?	☐	☐
¿Te gusta el bullicio y la agitación a tu alrededor?	☐	☐
¿La gente piensa que eres una persona animada?	☐	☐
¿Realizas muchas actividades de tiempo libre?	☐	☐
¿Habitualmente, eres capaz de liberarte y divertirte en una fiesta animada?	☐	☐
¿Prefieres leer que conocer gente?	☐	☐
¿Tienes muchos amigos/as?	☐	☐
¿Casi siempre tienes una respuesta «a punto» cuando te preguntan algo?	☐	☐
¿Te gusta hacer cosas en las que tienes que actuar rápidamente?	☐	☐
¿Frecuentemente tomas decisiones sin pensarlo mucho?	☐	☐

Parte IV: Datos Personales

Carrera: _____

1. Sexo: ⬭ Masculino ⬭ Femenino

2. Edad: ⬭ menor de 17 años ⬭ 18 – 20 años ⬭ 21 – 23 años ⬭ mayor de 24 años

3. ¿Has estado en países de habla inglesa?

⬭ 1 – 2 veces. _____ (nombre del país)

⬭ Más de 3 veces. _____ (nombre del país)

⬭ Nunca.

4. ¿Estudiaste inglés antes de ingresar a la UQROO, (aparte de secundaria y preparatoria)?

_____ Sí   _____ No

5. ¿Por cuánto tiempo has estudiado inglés en la universidad?

⬭ menos de un año ⬭ 1 año ⬭ 2 años ⬭ 3 años ⬭ más de 3 años

6. Aproximadamente, ¿cuánto tiempo utilizas para estudiar inglés fuera de clase a la semana?

_____ Menos de una hora.

_____ 1 – 2 horas

_____ 3 – 4 horas

_____ Más de 4 horas

7. Nivel del inglés que cursas:

⬭ Introductorio ⬭ Básico ⬭ Pre-intermedio ⬭ Intermedio