

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



RESEARCH PROPOSAL:

“THE ROLE OF AFFECTIVE FACTORS IN THE ENGLISH LANGUAGE PROFICIENCY OF FOURTH-YEAR STUDENTS REGISTERED IN THE B.A IN ENGLISH LANGUAGE TEACHING AND IN THE B.A IN MODERN LANGUAGES EMPHASIS IN FRENCH AND ENGLISH AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I, 2018”

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Antecedents

The study of the importance of affectivity in the process of learning a foreign language started during the 70's. First, with Gardner and Lambert's motivation theories (since 1959 to 1972), and secondly, when the different methods for teaching appeared. Those methods are characterized by the great interest they expressed by the integration of the affection in teaching; among them is the Sugestopedia (Lozanov, 1979), the Total Physical Response (Asher, 1977), Learning of the Language in Community (Curran, 1976), The Silent Method (Gattegno, 1972) and the Natural Approach (Krashen and Terrell, 1983). Years ago, in 1982, Krashen pointed to affection as a key to succeed in learning a second language, there he established three variables to base his idea: attitude, motivation and personality. According to this psycholinguist, there is a filter between our ability to acquire languages and our senses of perception. This was called "affective filter", according to Krashen, a set of situations that involves stress, fear, discouragement, anguish, lack of interest, etc. that function as a wall that blocks the acquisition of linguistic codes. Recently, there are many researches and studies that show the importance of the affective factors not only in learning a second language, but also in teaching it. Underhill, A. (1999) Arnold, J. (2000). Douglas Brown (2002), are the latest authors that are doing research about the role of affectivity in learning.

Abstract

This research project expects to highlight the main affective factors that influence the learning process of a foreign language. According to different studies and authors such as: Douglas Brown , Underhill, A. (1999) Arnold, J. (2000) and many others; this influence can be considered undeniable.

Besides the existing literature mentioned about affective factors in English Language learning, it is appropriate to analyze the importance of these affective variables in a foreign language classroom since there are many reasons that justify of affectivity in learning. Because, factors can help teacher to understand students and to be conscious of students' learning. Students can be influenced by their own feelings and if these are negative, learning will be diminished, regardless of teachers' efforts. In this way, it is essential not only to know how to detect the behaviors and attitudes of students and know what is behind them, but also to stimulate and encourage positive ideas and beliefs focused on obtaining real and effective goals in the process of learning.

For that reason, this work will be carried out in the Foreign Language Department at the University of El Salvador. In this way, this research aims to describe the most prominent affective factors that may interfere in the students' learning process.

Finally, once argued the need to consider emotions in the process of foreign language learning, some recommendations are proposed to help teachers to enhance the affective variables for encouraging and facilitating the learning process.

I. STATEMENT OF THE PROBLEM

1. Research proposal

The role of affective factors in the English language proficiency of fourth-year students registered in the B.A. in English Language Teaching and students from the B.A in Modern Languages emphasis in French and English at the Foreign Language Department in the University of El Salvador, semester I, 2018

1.1 Objectives

General Objective:

To describe the role of affective factors in the English language proficiency of fourth-year students registered in the B.A. in English Language Teaching and in the B.A in Modern Languages emphasis in French and English at the Foreign Language Department in the University of El Salvador, semester I, 2018

Specific objectives:

- To identify the most prominent affective factors that interfere in the process of acquiring English proficiency of students registered in the B.A. in English Language Teaching and in the B.A. in Modern Languages emphasis in French and English.

- To measure the English level proficiency that students registered in the B.A. English Language Teaching and in the B.A. in Modern Languages emphasis in French and English have according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR).
- To compare how the role of affective factors varies between the students registered in B.A. in English Language Teaching and students from the B.A. in Modern Languages emphasis in French and English.
- To provide some recommendations in order to benefit teachers and students from the Foreign Language Department of the University of El Salvador to deal with affective factors so as to facilitate the teaching and learning process

1.2 Research Questions

General Research Question:

What is the role of affective factors in the English language proficiency of fourth-year students registered in the B.A. in English Language Teaching and in the B.A. in Modern Languages emphasis in French and English at the Foreign Language Department in the University of El Salvador, semester I, 2018?

Specific Research Questions:

- What are the most prominent affective factors that interfere in the process of acquiring English proficiency of students registered in the B.A. in English Language Teaching and in the B.A. in Modern Languages Specialization in French and English?
- What is the English proficiency level that students registered in the B.A. in English Teaching Option and in the B.A. in Modern Languages Specialization in French and English have according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR)?
- How does the role of affective factors vary between the students registered in the B.A. in English Teaching Option and in from the B.A. in Modern Languages, emphasis in French and English?

1.3 Rationale

Every time teachers go into a classroom, they find students with different personality, attitudes, motivation and academic background, students with different needs and interests; all these components set out the teaching-learning process inside and outside the classroom and the University of El Salvador is not an exception. During the last years, many teachers and professors, particularly at the Department of Foreign Languages, seem to have underestimated the importance of affectivity in the process of teaching and learning a foreign language. They seem not to care about the role of the affective factors in the classroom, because they think students have to be intrinsically motivated, and that learning is just a cognitive process. “Teachers who claim it is not their job to take these phenomena (affective factors) into account may miss out on some of the most essential ingredients in the management of successful learning” Underhill, (in Arnold 2000)

After consulting the academic literature and some research findings, it can be argued that it is important to consider the role of the affective factors in the process of learning. The absence of emotions and feelings may influence students’ cognitive capacity. As a result, the study of the affective factors has become really important in the educational field, in general, and in this case in the process of learning a foreign language.

The main purpose of this research is to describe the role of affective factors in the English language proficiency of fourth-year students from the B.A. in English Language Teaching and students from the B.A in Modern Languages emphasis in French and English at the Foreign Language Department in the University of El Salvador, semester I, 2018. With this study, the research team looks forward to identifying the most prominent affective factors and how they

influence not only in the process of learning a new language, but also in the process of acquiring proficiency in the language.

The importance of this research project lies on the following. First, learning about how affectivity supports the teachers to understand their students and have an appropriate environment in the classroom, so that students acquire a second language successfully. Second, this research will help as a framework to English teaching students to recognize the need of studying the affective factors and how they are involved in the learning process. Finally, it could be a helpful tool to be applied in the professional area for teachers in order to favor the intellectual and personal capacities of their students.

II. THEORETICAL FRAMEWORK

1. The Affective Domain

Learning a second language is a process in a continuous growth that face many stages and other factors that may influence within it. According to Wilson (2001), there are 3 domains within the learning process that are: the cognitive, the psychomotor and the affective domain. This categorization was exposed in the Taxonomy of Learning Domains formulated by Benjamin Bloom during the 1956-1972 cited by Douglas Brown (2000). The cognitive domain deals with how we acquire, process, and use knowledge. It is the “thinking” domain, the psychomotor domain deals with manual or physical skills. It is the “doing” domain and finally the affective domain, the one that deals with our attitudes, values, and emotions. It is also named the “valuing” domain, Anderson, L.W., & Krathwohl, D. (2001)

There is an increasing number of studies that show the influence of the affective domain in the learning process. According to Brown (2000) there are 3 kinds of principles involved in language learning; the cognitive, linguistic and the affective principle. Furthermore, Brown stated the importance of the affective factors in his work strategy for success in 2002, in which he mentioned the affective factors that are involved in the English learning process. In addition, Oxford (1990), stated in a clearly way that the affective side of the learner is probably one of the biggest influences on language learning success or failure. Also, Stella Hurd (2008) pointed out, findings in neuroscience indicate that both, affect and cognition are fundamental and interdependent aspects of human brain functioning.

Further, when learning a foreign language each individual faces some types of emotion from motivation to boredom, but the affective filter hypothesis, an important study made by S. Krashen

in 1983, points three main categories of this affective side: motivation, self-confidence and, anxiety. The affective filter captures the relationship between affective variables and the process of second language (Palacios, Bonilla, Najera 2011).

In education, it is always said that a motivated learner will be able to absorb more information and input than an unmotivated learner. According to Krashen (1983), learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.

1.1 Affective domain involved a second language learning

The learning of a language is an emotional experience, which is why feelings that the learning process evoke will have a positive (success) or negative (failure) impact on the learning, (Aceituno, Melara & Serpas, 2008). Any learning process can be affected by how a student perceives the learning experience. For instance, if learning is seen as an enjoyable and satisfying experience, learning is more likely to happen. On the contrary, if learning is seen as a difficult or uninteresting experience, learning will have a negative impact which will result on students' failure.

Humanistic approach

It is important to mention the Humanistic Approach when referring to affect in learning, because it was one of the first approaches that says that the receiver or student in education is first a human being, than a learner. If a person cannot satisfy his basic needs physically and psychologically, he or she will surely fail to concentrate on his language learning. Affect is not only the basic needs of human body, but also the condition and premise of the other physical and psychological activities, Guliam Wang 2005.

Humanistic approach is a language teaching method which emphasizes humanism as the most significant element in the teaching process. According to Longman Dictionary of Applied Linguistics, the definition of Humanistic Approach” is like this: (in language teaching) a term sometimes used for methods in which the following principles are considered important: development of human values, growth in self-awareness and in the understanding of others, sensitivity to human feelings and emotions and active student involvement in learning and in the way learning takes place. From humanistic approach, there arise three prominent methodologies--the silent way, suggestopedia and community language learning.

2. Affective factors in a Second Language Learning

Generally, affective factors in language learning are divided into two types: one is individual factors, including anxiety, inhibition, extroversion-introversion, self-esteem and motivation, etc.; the other is rational factors comprising empathy, classroom transaction, cross-cultural processes, Wang (2005). Furthermore, D. Brown (2001) stated that there are some principles that have an impact in the second language learning process, they are: Language ego, Self-confidence, Risk taking and language culture connection.

Learning to speak a foreign language has become an important need because of the social requirements such as better jobs opportunities, chances to study or work abroad and others. When learning a second language, the students present different types of English levels in the same course such as basic, intermediate and advanced. However, the factors that influence the levels they have may vary.

Attitude

Allport (1935), set attitudes as the most powerful determinants of behavior. Investigations have mainly addressed the issue of training attitudes. For example, when an individual is faced with a new task, with an unusual object, this episode causes a series of reactions charged with value, meaning that the stimulus has the potential to cause positive or negative reactions. Negative attitude and lack of motivation of learners can become obstacles to language learning. Attitude is generally measured in tandem with motivation, especially by AMTB (Attitude/Motivation Test Battery). Ellis (1994:197-201) claims that learners' attitudes have been identified as one set of variables of major importance. The attitudes are shaped by the social factors mentioned, which, in turn, influence learner outcome. There are both negative and positive attitudes towards the L2 being learnt. The positive attitudes are typically connected to the speakers of the language in question and the culture represented by its speakers. Such positive attitudes can be expected to enhance learning, since learners can be expected to want to be able to communicate with native speakers of the language they are learning. In other words, if students are interested in the countries where the languages are spoken, they may be more motivated to learn the language. Negative attitudes, on the other hand, can impede language learning, since you usually get those attitudes when you are not interested or have difficulties with the teacher (Ellis 1994:197-201). Those attitudes usually have a negative effect on learners, but this is not always the case. Negative attitudes may also have a positive effect on L2 learning, if the learners have a strong will to learn a language (ibid 200). Sometimes students who are struggling with their attitudes are true fighters. They work so hard in the end because they want a good grade and they have a strong will to learn. it necessary to include it among the factors that can influence the results in language tests.

Inhibition

Students who have high levels of inhibition often choose not to participate. Inhibition is the mechanism a person uses to protect themselves from exposure to others. Inhibited students usually feel vulnerable or even less capable than their peers. Thus, inhibition has a negative impact on performance but not necessarily on learning.

Inhibition is closely related to self-esteem: the weaker the self-esteem; the stronger the inhibition to protect the weak ego. Ehrman (1993) suggests that students with thick, perfectionist boundaries find language learning more difficult than those learners with thin boundaries who favor attitudes of openness and the tolerance of ambiguity.

2.1 Affective Principles by Brown

Language Ego

Brown calls this principle the warm and fuzzy principle, in which the learner needs to be in a cozy place and be treated with affective tender loving care. Language ego is a sense of inferiority as one tries to learn a new language. Brown (2001) claims that language ego is when learners develop a new mode of thinking, feeling, and acting; in other words, a second identity related to the acquisition of English as a second language. Brown explains that people have a system of strategies when they acquired their first language, but when they face the challenge of learning a second language such as English, their egos suddenly are affected, and they feel totally defenseless in a stressful and new situation, for example interacting in a face to face communication while using English.

Brown stated that someone's language ability does not reflect their intelligence, as a human being by learning a new language, you are learning a new world you develop your thinking strategy,

feeling and acting as well. Also, He believes that language ego affects especially young learners because at puberty, inhibitions are heightened in the trauma of undergoing critical physical, cognitive and emotional changes. Their egos are affected not only in how they understand themselves, but also on how they reach out beyond themselves, how they relate to others socially, and how they use the communicative process to bring on affective equilibrium

Self-confidence

The “I can do it principle” for Brown, it helps student to build sequence activities to build confidence. It refers to personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself. People derive their sense of self-esteem from accumulation of experiences within themselves and with others and from assessments of the external world around them.

Risk Taking

Risk-taking is defined by Brown as the ability that learners have to become “gamblers” and to impetrate language that is beyond their absolute certainty. In other words, a risk-taking student is not only able to “guess” when an answer could or could not be correct, but to analyze the previews information and the environment that surrounds the situation to affirm the correctness of his answer. Brown (2001, pp.63) states that language ego and self-confidence are the basis for the students to pass to a higher level of English acquisition, since “Language ego lets the student to know his fragility and self-confidence pushed the students for the preparation to give a step and take a necessary risk. Brown (2007) opined that risk-taking was a very useful trait in SLA. Learners have to be a little adventurous to try out something unfamiliar to them without fear of getting it wrong or loss of face in class. In SLA, learners ought to take language risks with their pronunciation performance, spoken skills, etc. In the absence of risk-taking, learners will fail to

get corrective feedback with regard to their language use. The students should not be unduly worried about the possible negative behavior of some unsupportive counterparts. Making mistakes is an integral part of the learning process.

Furthermore, there are many different opinions related to risk-taking. According to Kelly (2004), “Extrovert students tend to participate more in classroom interactions, worry less about accuracy, and have a tendency to take risks with their language, all of which are assets when it comes to communicative oral competence.” Kelly shows how the factor of extroversion can be a positive aspect that teachers could take into consideration to promote the oral proficiency during the lessons.

Language Culture connection

When someone is learning one language, he/she will also learn its culture both directly and indirectly. It also happens when we are teaching EFL to the students. As a teacher, we should connect our classroom activity to the culture in which the language is used. In line with this, Brown (2001: 64) stated that whenever teachers teach a language, they also teach a complex system of cultural customs, values, and ways of thinking, feeling, and acting of the speakers of the Target Language. Generally the Language-Cultural principle has the similarities on the classroom application and implication with the Language Ego and Self-Esteem principles. The understanding between language and its culture will help students’ affective developmental process (Brown, 2001: 65). Thus, by considering the language-culture relationship, students can express their ideas or opinions, as well as their emotions, through the language they are learning for.

3. Affective Factors That Influence the Second language learning at the FLD

Different researches have been carried out related to the affective factors that influence the English level proficiency of students. According to Garcia, Rivera, and Sanabria (2008) a research carried out in the university of El Salvador, it is found that there are many factors that affect this process of being able to express ideas in English and the most important getting proficiency in a second language, this makes more important to know the main factors that affect the learning process of the students of English, no matter what level they are, usually experience anxiety and other psychological barriers when they are learning their target language.

Brown says that “one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over these risks of blurting things out that are wrong, stupid or incomprehensible. Because of the language ego that informs people that If ‘you are what you speak’; learners are reluctant to be judged by hearers”

Besides that, Brown (2007, 324) states that “the job as teachers is to provide the kind warm, embracing climate that encourages students to speak” however, halting or broken their attempts may be”

As the teacher plans and implements techniques in his/her interactive classroom, he/she makes sure the student can deal with both interpersonal (sometimes referred to as interactional) and transactional dialogue and that they are able to converse with a total stranger as well as someone with whom they are quite “familiar”. (Garcia, Rivera, & Sanabria, 2008)

However, the role of the teachers in their classrooms can be sometimes the big obstacles that students face in their efforts to improve their proficiency level of speaking because the students do not feel comfortable with the techniques or the teaching way applied by their teacher. The

input of the teacher in the class is crucial in order to make students feel comfortable to develop their speaking skill.

Furthermore, there is a research carried out in 2010 by Palacios, Bonilla, Najera (2010) in which they said that the factor motivation has a real purpose in target language learning, the sample that they took were very strongly motivated to learn. According to the used measuring scale the 100% of the sample showed to have a high level of motivation.

Another affective factor in this study was how students feel specifically about their ability in foreign language learning. In other words, how confidence they feel about themselves when they speak the target language in class. Regarding this, the results showed that the 100% of the population have a high level of self-esteem.

The last affective factor in this study is anxiety. Which means when students are afraid of making mistakes because they feel their teacher and classmates think they are not able to speak the target language accurately. The results showed that the 89% of the students had a low level of anxiety. However, the remaining percentage 11% that means four students showed a high level of anxiety. In addition, three of the four students with a high level of anxiety fail the course and the other one passed the subject with a very low grade.

Moreover, a research carried out by Aceituno, Melara, and Serpas (2008), said that the factor that really influences the most at speaking is anxiety. Specifically, in oral activities anxiety is an obstacle when talking because students have some difficulties expressing ideas coherently. Also, they feel fear, worry, nervous, sweat, loose eye contact and tongue tied. When those symptoms become unmanageable can cause problems when doing a test or a presentation and can make the students fail. On the other hand, learners who are extroverted, for example, are risk taking and

show self-confidence at the moment of using the target language are successful in performing a task, while introverted are not so risk taking or self- confidence at the moment to speak in English, so that affect them in the process of getting proficiency in the language.

Another factor that influences the most is the level of motivation. It is undeniable, that this factor plays an important role on the learning process, since highly motivated students have more chances of becoming more orally proficient than lowly motivated ones (Aceituno, 2008).

Based on the literature review, the research team assumed that there is a strong relationship between self-concept, motivation and anxiety and performance in English.

So, next paragraphs will describe each factor and their highly influence in a second language acquisition.

3.1 Anxiety

In educational psychology, anxiety is an important variable and plays an important affective role in second language acquisition; this feeling may be described with the association with feeling of uneasiness, frustration, self-doubt, apprehension, or worry (Scovel 1978: 134). Anxiety creates an emotion by feeling of tension, worries and fears in particular or specific situations. Thus, anxiety is defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. The theory “affective filter hypothesis” plays a vital role in learning a second language. There are three “affective filter variables” such as a) motivation, b) self-confidence and c) anxiety. To succeed in achievement, the learners should be motivated, high level of self-confidence and lower level of anxiety. Similarly, if the learners have low motivation, low self-confidence and high anxiety level, it affects the learners’ input and form a mental block (Krashen 1985). However, anxiety is a predominant factor that affects second language learners’ success. It is examined that the major

performing anxieties are “communication apprehension, test anxiety, and fear of negative evaluation”.

Anxiety classification

From the psychological perspective, anxiety is often classified into three types as:

- Trait anxiety
 - State anxiety
 - Situation-specific anxiety.
-
- Specific anxiety (MacIntyre & Gardner, 1989). Trait anxiety is a stable predisposition; people with high levels of trait anxiety are generally nervous people in a wide range of circumstances.
 - State anxiety is “an apprehension expected at a particular moment in time as a response to a definite situation.” (Spielberger, 1983).
 - The third type of anxiety is situation specific anxiety. Situation specific anxiety “can be seen as trait anxiety limited to a given context” (MacIntyre & Gardner, 1991). It may be stable over time, but inconsistent with various situations. This type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, solving physical problem. Because of the features of situation-specific anxiety, MacIntyre and Gardner (1991) suggest that “foreign language anxiety should be studied with situation specific measures”. According to Horwitz (1986) foreign language classroom anxiety is a typical situation-specific anxiety.

Over three decades, anxiety has become a great concern in second language research. In recent cases, numerous studies have been conducted on anxiety in second and foreign language learning.

For many students the feeling of anxiety may come during the process of being exposed to the target language, as well as, some particular events or acts; thus, teacher should try to determine whether a student's anxiety come from a particular situation at the moment or it comes from another personal situation. According to Gardner, cited by H. Douglas Brown (1989), there are three components of foreign language anxiety that have been identified:

- Communication apprehension, arising from learner's inability to adequately express mature thought and idea.
- Fear or negative social evaluation, arising from a learner's need to make a positive social impression on others.

Nevertheless, not all the students experience the same type of anxiety since exist and harmful (debilitative) and helpful (facilitative) anxiety. The first one makes that students hesitate at the moment to produce the target language and do not want to take-risk. The second one makes promotes the competitions between students and it is considered as key to achieve success.

In the 1970s, anxiety research mainly used the state-trait anxiety viewpoint to investigate the role of anxiety in language learning. This approach posited language anxiety as a transfer of other more general types of anxiety. For example, test-anxious people may feel anxious when learning a language because they feel constantly tested, or shy people may feel uncomfortable because of the demands of communicating publicly. Horwitz, Horwitz, and Cope's explanation for the inconsistency of the research findings was similar to that of Scovel (1978), who recognized conflicting findings in the earlier anxiety research and attributed them to the problems of construct ambiguity, confusing definitions of anxiety, and lack of proper language anxiety measures. Scovel thus suggested that researchers should be specific about the type of anxiety to be studied.

This view was supported by Gardner (1985), who argued that the measures directly concerned with foreign language anxiety were more appropriate for studying foreign language anxiety than general anxiety measures. According to Gardner, not all forms of anxiety would influence second or foreign language learning, but “a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement” (p.34).

3.2 Self-concept

There is not an exact definition about Self-concept, but it is seemed as “The disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness” (Branden 1994).

Basically, self-concept is a psychological and social issue where the human being estimates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances.

To understand how students, engage language learning requires an understanding of how they make sense of themselves, how they think or feel about themselves, and how they make sense about the world around them, Mercer (2011). Also, self-concept includes both cognition and emotion and reflect the emotional responses to these perceptions and reflections, Owens (2003). For instance, when a negative self-concept is activated (such as when failing a test), it brings with its negative feelings, which serve as guidelines for interpreting the situation or event and impact on subsequent behavior. Emotion plays a significant role in regulating their learning behavior and tended to focus on the role of negative variables, such as anxiety, as blocks to successful language learning. A wider range of learner’s emotions, such as excitement, joy, anger and satisfaction, remain largely unexplored (Brown & White, 2010).

Brown (2007: 154) has explained that self-esteem is probably the most pervasive of human aspect that influences in a high way the success of people in their life. According to Wells and Marwell (1976: 56), self-esteem is the positive thinking of people in valuing their own selves. This positive thinking then expressed in the positive physical and emotional behavior. Further, Rosenbren (in Wells and Marwell: 1976: 57), explained that self-esteem will help the people to appreciate their own selves and enable them to develop their abilities properly. So, self-esteem is people perception about their own selves which has big influence on the people's behavior. The proportional self-esteem will support the people to be more successful because it will help them to be braver in facing the challenge and taking the possible risks that may be appear.

This kind of affective factor is of course need in second language learning. It can be the causes of the learning result, and also can be the result of the learning itself. Self-esteem also becomes the base of self-confidence, attribution theory, and self-efficacy that becomes the second kind of the effective factors.

Attribution theory and Self-Efficacy

Weiner (in Brown, 2008) defines that attribution theory refers to people ability in knowing some factors that support their success or failure in learning. From this theory, self-efficacy then appears. People with high self-efficacy will know that their own effort is the main cause of their success. So, in solving learning problems, they will believe on their efforts, and if finally, they fail, they will have positive thinking by viewing that their failure may be caused by their effort that still does not enough to get the success. This way of thinking will make the learners learn from their experiences and agree to do the harder effort in the next. In the contrary, people with low self-efficacy, when they failed in their learning, they tend to have negative thinking such as

blaming other people as the cause of their failure, or think that actually they will be never become success in the learning because they are weak, stupid etc.

Related to this factor, of course people's self-efficiency degree will influence the way how the second language learners experience the learning process. As stated by Wells and Marwell 1976, people always reflect what they think about their own selves in their mind. If they believe that they have enough ability to be success in learning, they will get it, but if they do not believe their own ability and construct the idea that they will be failed in the learning, they will also get it.

3.3 Motivation

This term is defined as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence in order to sustain an activity for a long period of time.

There are recognized indices of motivation that are important to be aware of. Indices typically place a value or quantity on an idea; in this case, it can understand the value or quantity of motivation for an individual by the four indices mentioned before. Motivation can be intrinsic or extrinsic (or perhaps both):

Extrinsic motivation

It refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.

In addition, People who are extrinsically motivated will continue to perform an action even though the task might not be in and of itself rewarding.

How Effective Is Extrinsic Motivation?

So, is that possible to have a high level of motivation just from extrinsic rewards? Unbelievably this kind of motivation can be affective. It can be recognized in some examples in daily life of things that people do in order to gain some type of external reward. The same is in the educational field, some people feel motivated to attend classes for example, if at the end of the course offer them extra credit or another reward.

However, while offering rewards can increase motivation in some cases, researchers have also found that this is not always the case. In fact, offering excessive rewards can actually lead to a *decrease* in intrinsic motivation. The tendency of extrinsic motivation to interfere with intrinsic motivation is known as the over justification effect. This involves a decrease in intrinsically motivated behaviors after the behavior is extrinsically rewarded and the reinforcement is subsequently discontinued.

Extrinsic motivation is not a bad thing. External rewards can be useful and effective tool for getting people to stay motivated and on task. This can be particularly important when people need to complete something that they find difficult or uninteresting, such as a boring homework assignment or a tedious work-related project

Intrinsic motivation

This refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is naturally satisfying. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishment.

Understanding Intrinsic Motivation

In psychology, intrinsic motivation distinguishes between internal and external rewards. In “Introduction to Psychology: Gateways to Mind and Behavior with Concept Maps,” the authors offer this definition: “Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials.”

Researchers have discovered that offering external rewards or reinforcements for an already internally rewarding activity can actually make the activity less intrinsically rewarding. This phenomenon is known as the over-justification effect. “A person’s intrinsic enjoyment of an activity provides sufficient justification for their behavior,” explains author Richard A. Griggs in his book “Psychology: A Concise Introduction.” “With the addition of extrinsic reinforcement, the person may perceive the task as over-justified and then attempt to understand their true motivation (extrinsic versus intrinsic) for engaging in the activity.”

It is also suggested that people are more creative when they are intrinsically motivated. In work settings, for instance, productivity can be increased by using extrinsic rewards such as a bonus. However, the actual quality of the work performed is influenced by intrinsic factors. If you are doing something that you find rewarding, interesting, and challenging, you are more likely to come up with novel ideas and creative solutions.

Motivation to Learn

Intrinsic motivation is an important topic in education. Teachers and instructional designers strive to develop learning environments that are intrinsically rewarding. Unfortunately, many traditional paradigms suggest that most students find learning boring so they must be extrinsically stimulated into educational activities.

The factors they identify as increasing intrinsic motivation include:

- Challenge: People are more motivated when they pursue goals with personal meaning and when attaining the goal is possible but not necessarily certain. These goals may also relate to their self-esteem when performance feedback is available.
- Curiosity: Internal motivation is increased when something in the physical environment grabs the individual's attention (sensory curiosity). It also occurs when something about the activity stimulates the person to want to learn more (cognitive curiosity).
- Control: People want control over themselves and their environments and want to determine what they pursue.
- Cooperation and competition: Intrinsic motivation can be increased in situations where people gain satisfaction from helping others. It also applies to cases where they are able to compare their own performance favorably to that of others.
- Recognition: People enjoy having their accomplishment recognized by others, which can increase internal motivation.

4. **Standard criteria to evaluate English proficiency**

The research team considered to administer an placement test from Passages book that includes the criteria from The Common European Framework of Reference for Languages (CEFR)

A brief history of the CEFR

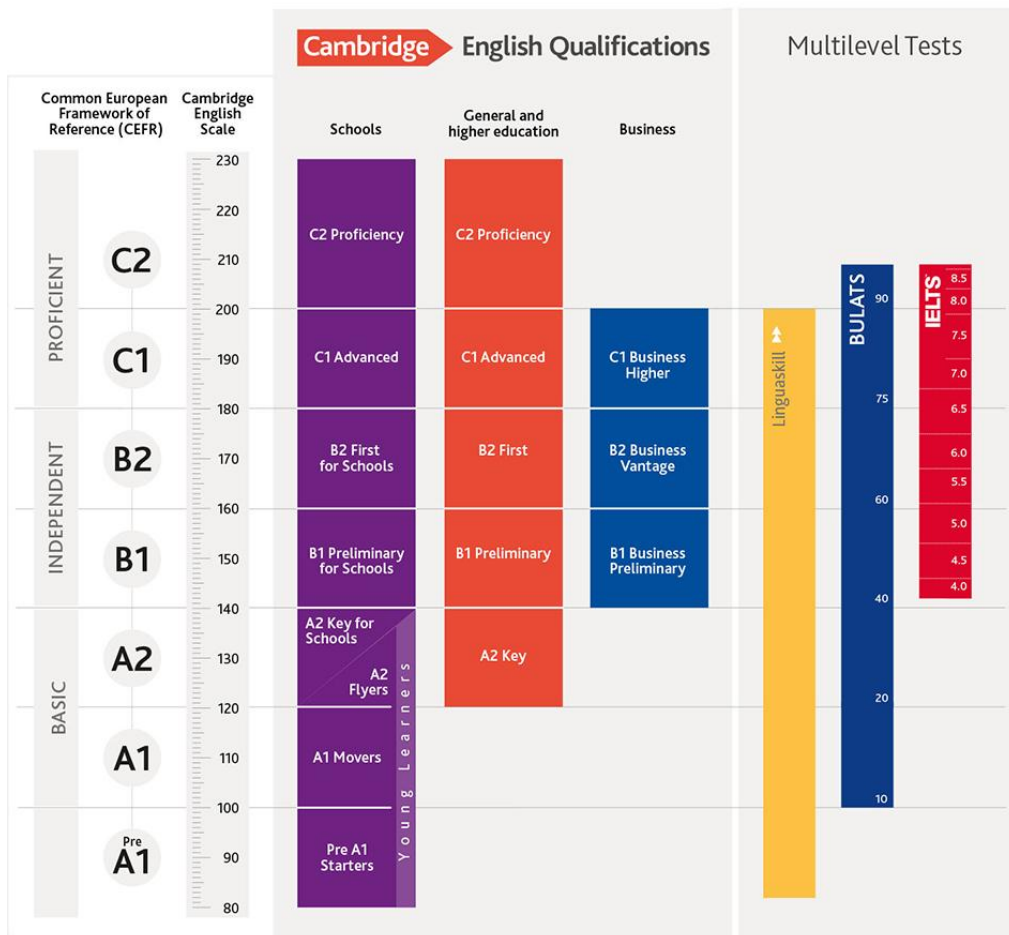
The CEFR was put together by the Council of Europe in the 1990's as part of a wider effort to promote collaboration between language teachers across all European countries. The Council of Europe also wanted to improve clarity for employers and educational institutions who needed to evaluate candidates' language proficiency. The framework is intended to be used in both teaching

and assessment. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference

The CEFR is a way of describing how well you speak and understand a foreign language. There are several frameworks with similar aims including the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL), the Canadian Language Benchmarks (CLB), and the Interagency Language Roundtable scale (ILR). The CEFR is not tied to any specific language test. The CEFR is a European scale and was specifically designed to apply to any European language.

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

The diagram below shows all English exams on the CEFR.



The common reference levels

Like other frameworks, the CEFR covers two main dimensions: a vertical and a horizontal one. The vertical dimension of the CEFR shows progression through the levels. This is presented in the form of the set of common reference levels and shown in Figure below

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table taken from: Common Reference Levels: global scale from Chapter 3 of the CEFR (2001a:24)

III. RESEARCH METHODOLOGY

1. Research Approach

The type of research that was used in this study is a mixed design. The mixed design involves qualitative and quantitative research. The purpose of this design is to combine the strengths of both methodologies to obtain complementary data about the same research problem

Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that lead such behavior. The discipline investigates the “why” and “how” of decision making. The results of qualitative research are descriptive rather than predictive.

On the other hand, the use of surveys makes the study part of a quantitative research. Many characteristics are naturally numeric in nature (such as years of education, age, income); for these numeric variables, the numbers used to measure the characteristic are meaningful in that they measure the amount of that characteristic that is present. Often researchers are interested in characteristics which are not numeric in nature (such as gender, race, religiosity), but even these variables are assigned numeric values for use in quantitative analysis although these numbers do not measure the amount of the characteristic present.

2. Research design

The research is intended to discover how affective factors influence the English learning process in the EFL students. Since the study does not include any treatment or condition, it is a non-experimental study.

Non-experimental research lacks the manipulation of an independent variable, random assignment of participants to conditions or orders of conditions, or both. Non-experimental studies are known by the following characteristics:

- The studies in which the independent variable cannot be maintained.
- The studies in which it is unethical to manipulate the independent variable.
- The studies or research situations where is not practically possible to conduct experiments.
- Descriptive researches that do not require any experimental approaches.

3. Type of study

The selection of the type of method is contingent upon the nature of the research problem. The descriptive method is the appropriate one when dealing with educational problems. Furthermore, descriptive research is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way, this study will be carry on by using this research since the purpose is to observe the students' performance. In addition, descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984)

4. Population and sampling.

a) Population: The population was represented by all the fourth-year students enrolled in the B.A. English language teaching and in the B.A. modern languages emphasis in French and English that were studying in semester I, 2018.

- b) **Sampling frame:** It was focused on students enrolled in Readings and conversation II in the morning and afternoon courses
- c) **Frame:** the sampling technique was a non-probability for the convenient accessibility and proximity to the researchers. As a result, the convenient sample selected was taken from students who were registered in the course: Readings and Conversation II, two groups were taken from the B.A. in English Language Teaching, from now on ELT, and other two groups from the B.A. in Modern Languages, (ML) emphasis in French and English. This made a total of 4 groups with 120 students.

5. Research techniques and instruments.

A survey that contained 30 questions were divided into four different sections, personal information, anxiety, self-concept, and motivation. The survey was administered to four groups of reading and conversations II. Besides, the research team selected a placement test from the Passages book, this test was used to measure the English proficiency of students. Also, it helped to determine the number of students that were in Advanced, Intermediate and Basic level to make an analysis between the English proficiency of students and the relation with the affective factors influence.

IV. DATA ANALYSIS

1. Questionnaire analysis

Personal information

Gender

Gender	ELT	ML	Total Students	Percentage
Female	27	36	63	72%
Male	12	13	25	28%
Total	39	49	88	100%

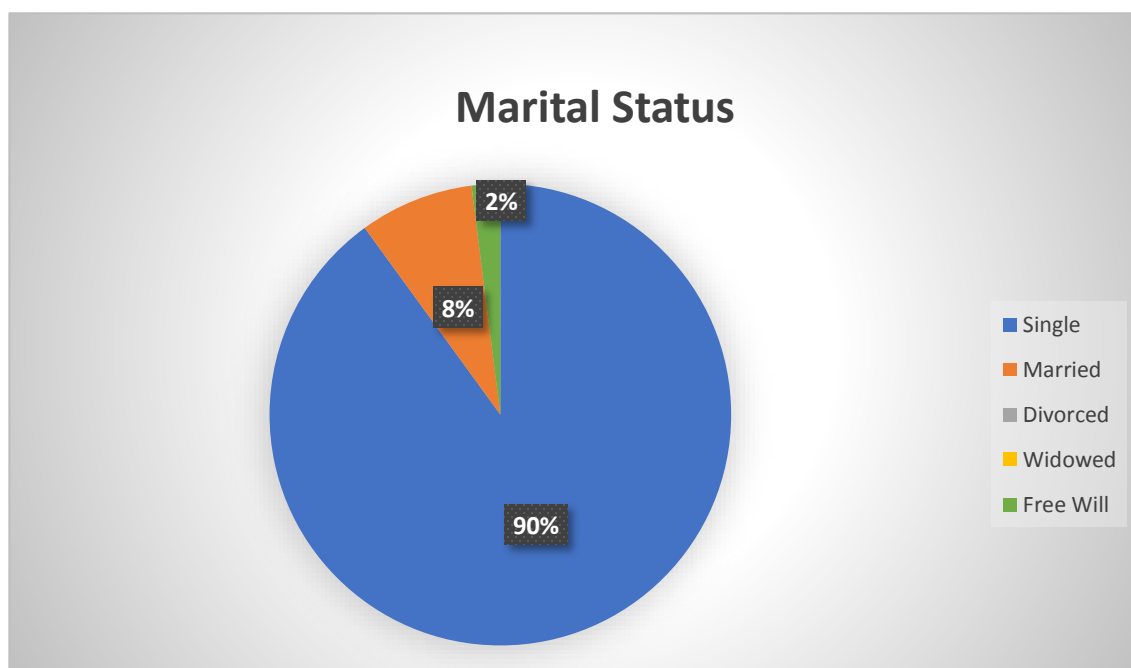
According to the table, 72% of the sample were women, and just the remaining. 28% of them were men. It is remarkable that both majors have a great number of women studying Readings and Conversation II in semester I, 2018 at the Foreign Language Department.

Age			
Option	18-21	22-24	25-27
ELT	10	21	8
ML	7	16	16
Total	17	37	24

This table showed that the majority of students were between 22 to 24 years old, in total 37 students. While, the rest were between 18 to 21, which were 17 students. Finally, 24 students were between 25 to 27 years old.

Marital Status

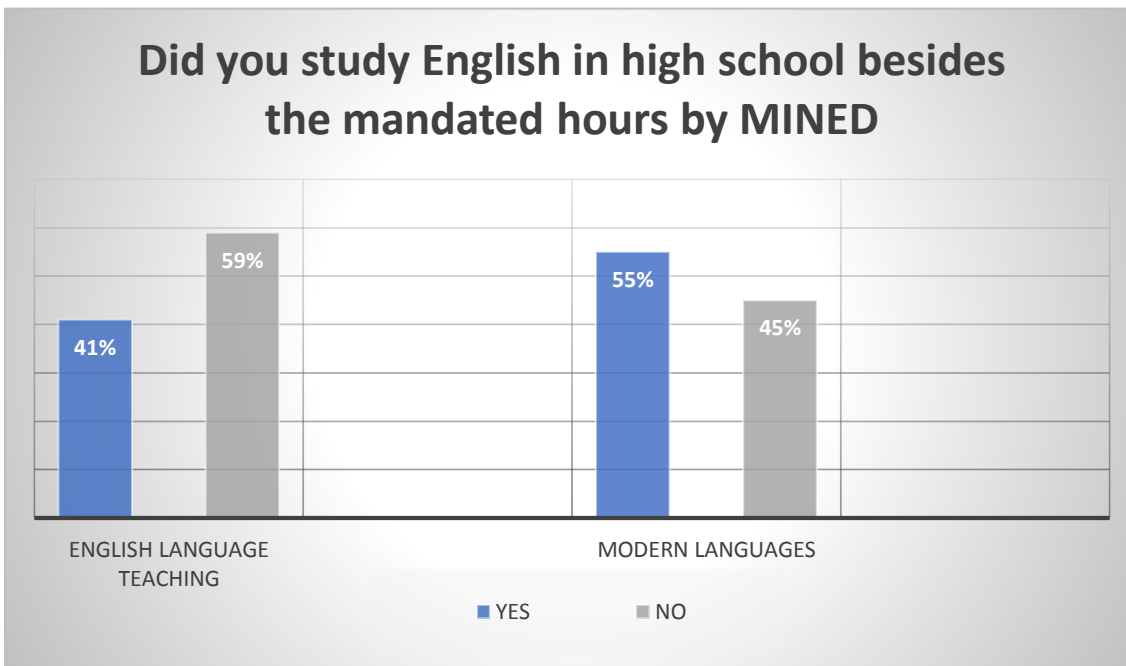
Major	Single	Married	Divorced	Widowed	Free-will:	Total
ELT	33	5	0	0	1	39
ML	49	0	0	0	0	49
Total	80	5	0	0	1	88



This graph presented the marital status of the total population, 90% of students were single and 8% of them were already married, the minority, just 2% had a free will relation. It is important to mention that 100% of students from ML were single at the moment when they took the survey.

Did you study English in high school besides the mandated hours by MINED

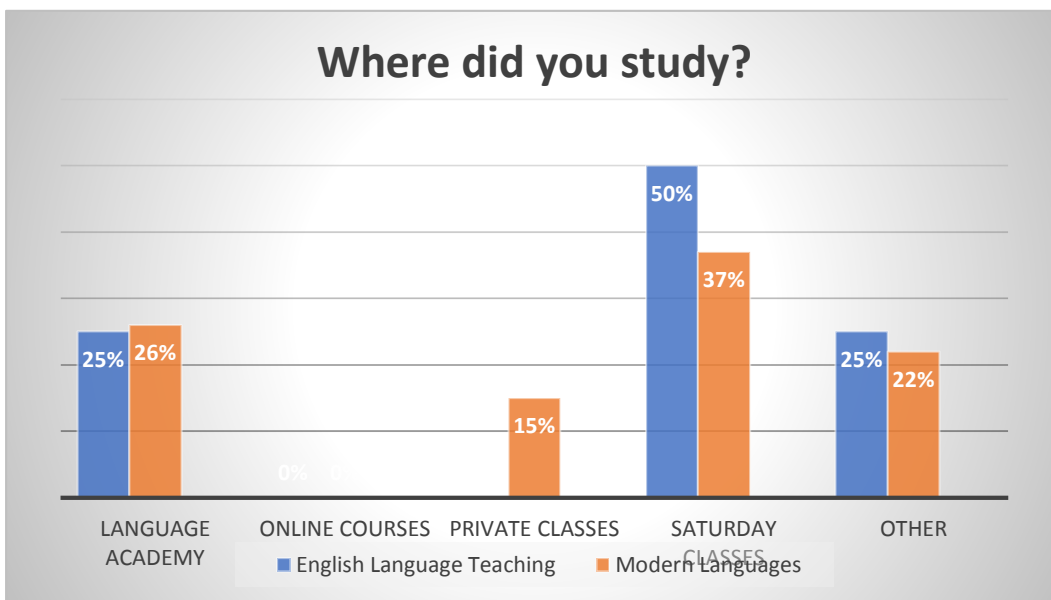
Major	YES	%	NO	%	Total
English Language Teaching	16	41%	23	59%	39
Modern Languages	27	55%	22	45%	49
Total	43	49%	45	51%	88



The previous graph and table showed the result of students that studied English apart from the mandated hours at high school, First, in the English Language Teaching, 41% of them said that they took, and 59% of them said no. On the other hand, the majority of students from ML, exactly 55% said that they studied English besides the normal classes at high school and the other 45% of them did not study English besides the mandated hours at high school.

Where did you study English?

Major	Language academy (during week)	Online Courses	Private Classes (personal classes)	Saturday Classes	Other
ELT	4	0	0	8	4
ML	7	0	4	10	6



The analysis of this graph showed that the majority of the students that answered yes to the question number 5 studied on Saturday classes, 50% of students from ELT and 37% students from ML chose that option. In addition, 25% of students from ELT and 26% from ML studied English in a language academy during the week. Also, the option “other” was chosen by 25% of the students from ELT and 22% of students from ML. Furthermore, just the students from ML received private classes (personal classes) before starting their studies at the university, and that

is represented by the 15% in the graph. It can be concluded that the majority of students from ML that is 55% studied before starting the University that means that ML students had previous knowledge, so that allowed them to have better skills and performance at the moment of learning English.

Do you have a job?				
Option	ELT	%	ML	%
YES	13	33%	8	16%
NO	26	67%	41	84%

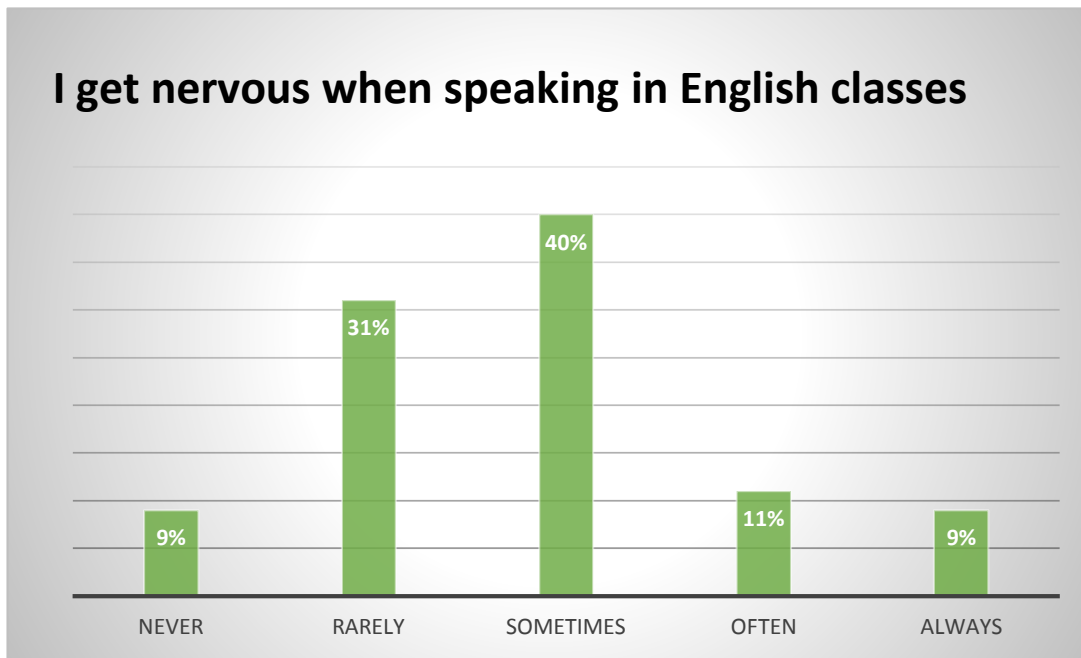
The previous table showed that there were more students from ELT working while studying the major in the FLD, 33% of them answered yes while 67% of the rest said no. On the contrary, 84% of student from ML were not working when they took the survey and just 16% of them were working and studying at the same time.

Job Places				
Option	Call Center	English Academy	School	Personal/Family Business
ELT	6	3	2	2
ML	5	1	1	1
Total	11	4	3	3

The majority of students (11) that were working when they took the survey, work in a call center.

The rest, 4 work in an English academy, 3 in a school and just 3 for personal business.

Q1: I get nervous when speaking in English classes					Table 2.1	
Choice	English Language Teaching students	Percentage	Modern Languages students	percentage	ML and ELT Students	Global Percentage
Never	4	10%	4	8%	8	9%
Rarely	11	28%	16	33%	27	31%
Sometimes	16	41%	19	39%	35	40%
Often	4	10%	6	12%	10	11%
Always	4	10%	4	8%	8	9%
Total	39	100%	49	100%	88	100%



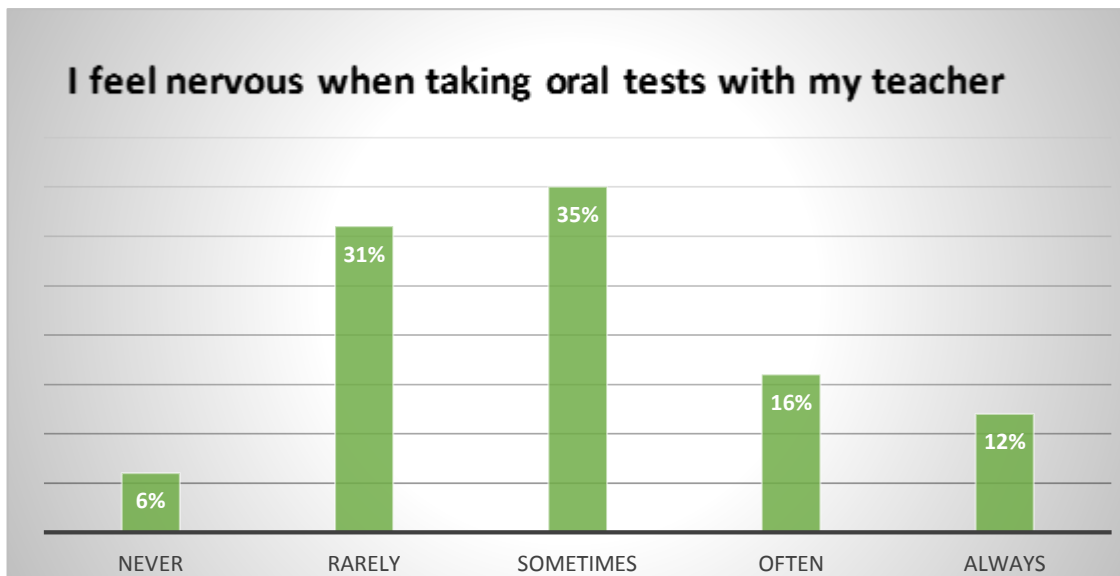
The previous graph showed that 9% of students from both majors never got nervous when they had to speak in English classes. 40% showed they rarely or never got nervous while 40% sometimes. 11% answered often got and 9% always got it. According to this, students at this level they didn't get nervous speaking English in classes, even though they are about to finish their major.

Q2: I am worried about making mistakes when answering questions					Table 2.2	
Choice	English Language Teaching students	Percentage	Modern Languages students	percentage	ML and ELT Global Students	Global Percentage
Never	2	5%	3	6%	5	6%
Rarely	6	15%	10	20%	16	18%
Sometimes	18	46%	25	51%	43	49%
Often	7	18%	7	14%	14	16%
Always	6	15%	4	8%	10	11%
Total	39	100%	49	100%	88	100%



The collected results showed that only 6% of the population taken were never worried about making mistakes at the moment of answering questions in English, while 18% rarely were worried. On the other hand, the big percentage (half) was found, 49% of the students sometimes were worried about making mistakes. Also, 16% often were worried and just 10% were always. According to this, the majority of the population they sometimes felt worried about making mistakes at the moment of answering question.

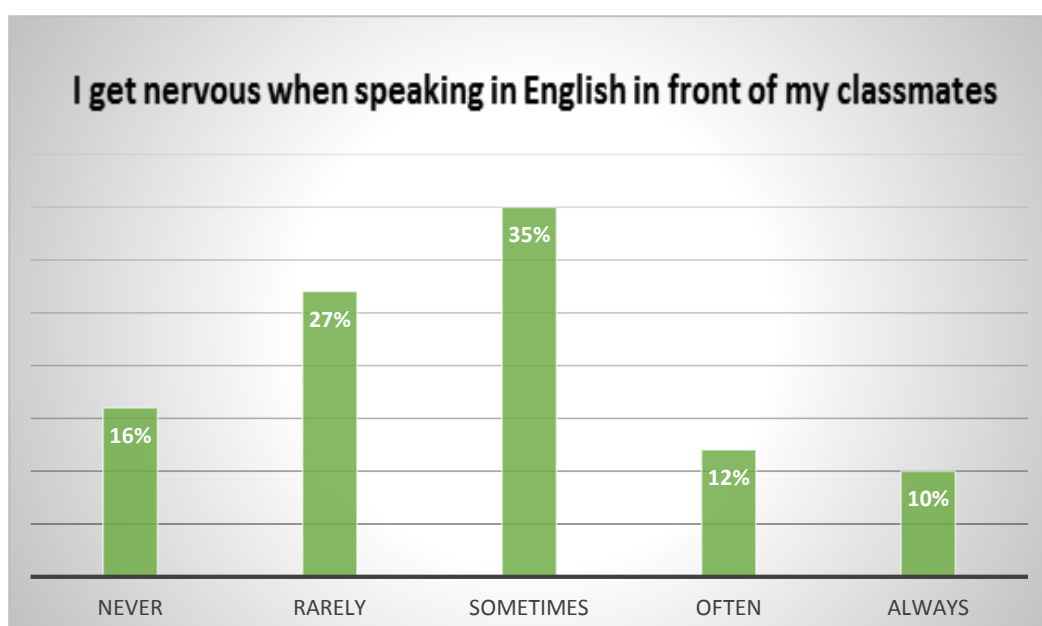
Q3: I feel nervous when taking oral tests with my teacher					Table2.3	
Choice	English Language Teaching students	Percentage	Modern Languages students	percentage	ML and ELT Global Students	Global Percentage
Never	4	10%	1	2%	5	6%
Rarely	15	38%	12	24%	27	31%
Sometimes	11	28%	20	41%	31	35%
Often	4	10%	10	20%	14	16%
Always	5	13%	6	12%	11	12%
Total	39	100%	49	100%	88	100%



This graph showed students' results and that 6% of students never felt nervous when taking tests with their teacher. In addition, 37% rarely felt nervous about it; whereas, a similar result it was found: 35% said sometimes felt nervous. The results also showed that 16% often felt nervous and just 12% said always. According to the previous information it was concluded that students almost never felt nervous when taking oral tests with their teacher

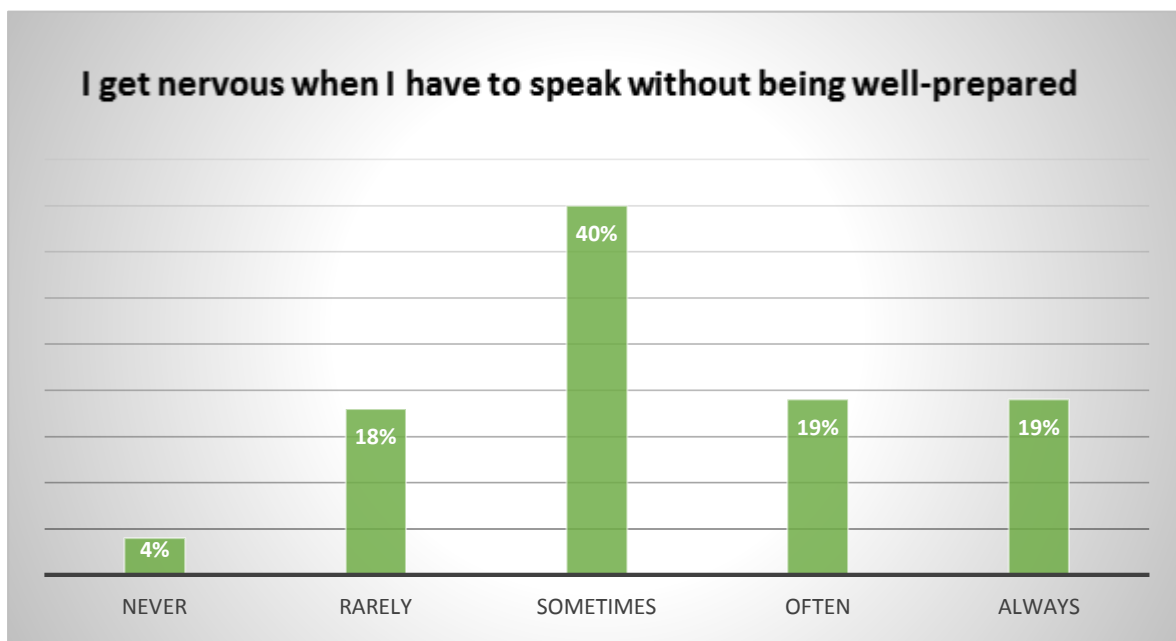
Q4: I get nervous when speaking in English in front of my classmates Table2.4

Choice	English Language Teaching students	Percentage	Modern Languages students	percentage	ML and ELT Global Students	Global Percentage
Never	6	15%	8	16%	14	16%
Rarely	15	38%	9	18%	24	27%
Sometimes	9	23%	22	45%	31	35%
Often	4	10%	6	12%	10	12%
Always	5	13%	4	8%	9	10%
Tot	39	100%	49	100%	88	100%



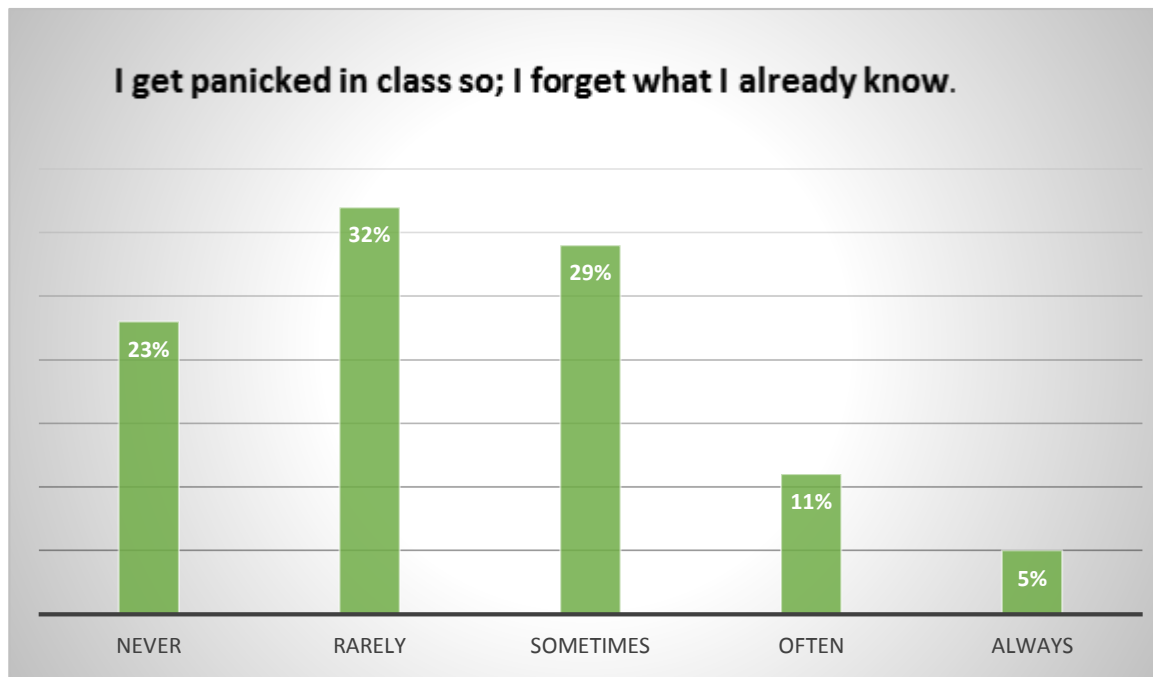
This graph showed students' answers, 16% of the sample taken stated that they never got nervous when speaking in front of their classmates. 27% rarely got, and also 35% said that they sometimes got nervous. However, 12% of students often did it and just 10% of students claimed always. So, it was inferred that the majority of the students sometimes got nervous when speaking in front of their classmates.

Q5: I get nervous when I have to speak without being well-prepared.					Table 2.5	
Choice	English Language Teaching students	Percentage	Modern Languages students	percentage	ML and ELT Global Students	Global Percentage
Never	1	3%	2	4%	3	4%
Rarely	8	21%	8	16%	16	18%
Sometimes	13	33%	22	45%	35	40%
Often	8	21%	9	18%	17	19%
Always	9	23%	8	16%	17	19%
Total	39	100%	49	100%	88	100%



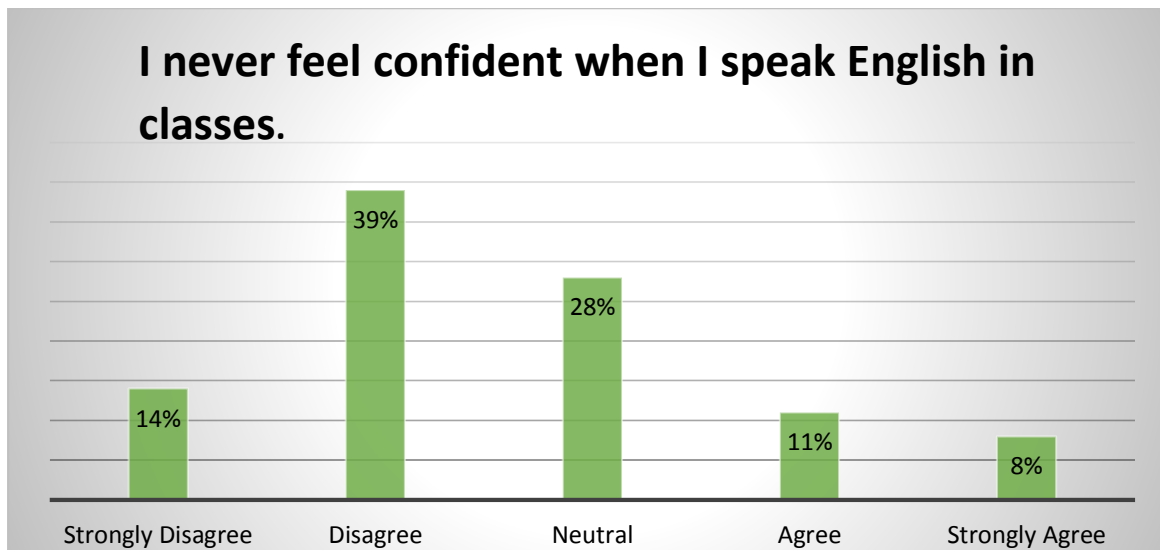
The previous graph showed that 4% of students never got nervous when they had to speak without being well-prepared, while 18% of students rarely got scared. Furthermore, it was collected that 40%, a big number of students sometimes got nervous, whereas, 19% said often and the same percentage, another 19% always got nervous to speak without being well-prepared. According to the graph it was found out that students sometimes got nervous when they have to speak without being well- prepared.

Q6: I get panicked in class so, I forget what I already know.					Table 2.6	
Choice	English Language Teaching students	Percentage	Modern Languages students	percentage	ML and ELT Global Students	Global Percentage
Never	9	23%	11	22%	20	23%
Rarely	10	26%	18	37%	28	32%
Sometimes	13	33%	13	27%	26	29%
Often	4	10%	6	12%	10	11%
Always	3	8%	1	2%	4	5%
Total	39	100%	49	100%	88	100%



Referring to this graph, the results showed that 23% of students never panicked in class. Also, 32%, which is a big percentage, rarely panicked in class. Moreover, a near percentage, 29% sometimes got it while 11% often panicked. In addition, just 5% panicked at this point. So, the general results indicated that students from both majors did not panicked in English classes at the point of forgetting what they had already known about the language.

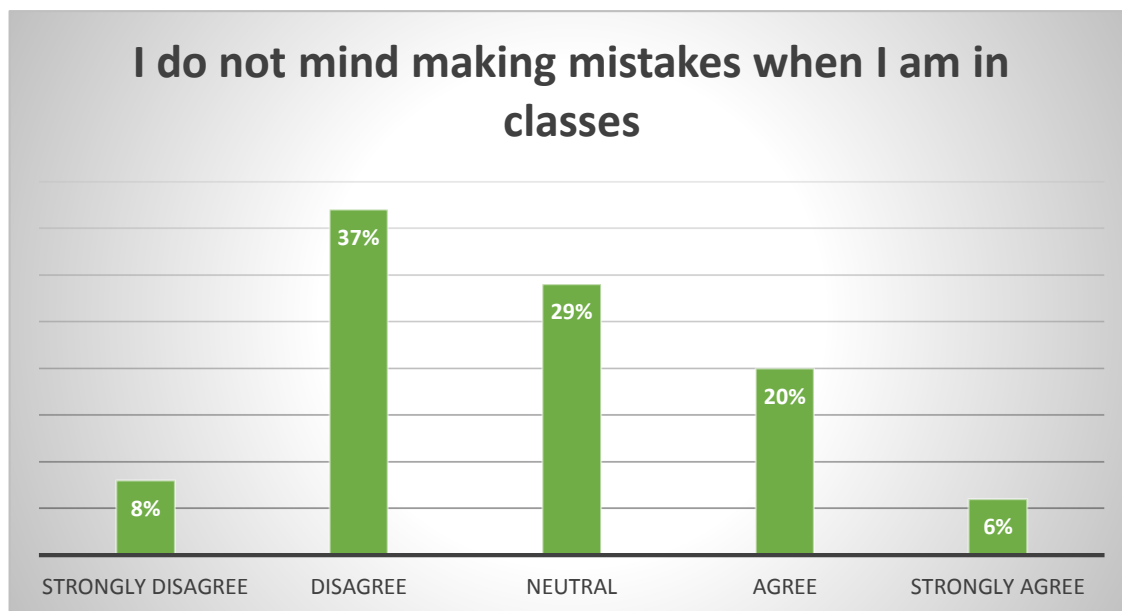
Q7: I never feel confident when I speak English in classes Table 2.7						
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	6	15%	6	12%	12	14%
Disagree	16	41%	18	37%	34	39%
Neutral	10	26%	15	31%	25	28%
Agree	5	13%	5	10%	10	11%
Strongly Agree	2	5%	5	10%	7	8%
Total	39	100%	49	100%	88	100%



This graph showed the results of the statement: I never feel confident when I speak English in classes. 14 % of Students felt confident when speaking English in classes. Also, 39% of students showed that they disagreed about the statement, and 28% of them showed that they were neutral. On the other hand, 11% of students agreed with the statement and the minority, just the 8% of them never felt confident when speaking in English classes. It can be inferred that most of students felt confident when speaking in English classes.

Q8: I do not mind making mistakes when I am in Classes**Table 2.8**

Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	4	10%	3	12%	7	8%
Disagree	11	28%	21	37%	32	37%
Neutral	11	28%	15	31%	26	29%
Agree	9	23%	9	18%	18	20%
Strongly Agree	4	10%	1	2%	5	6%
Total	39	100%	49	100%	88	100%

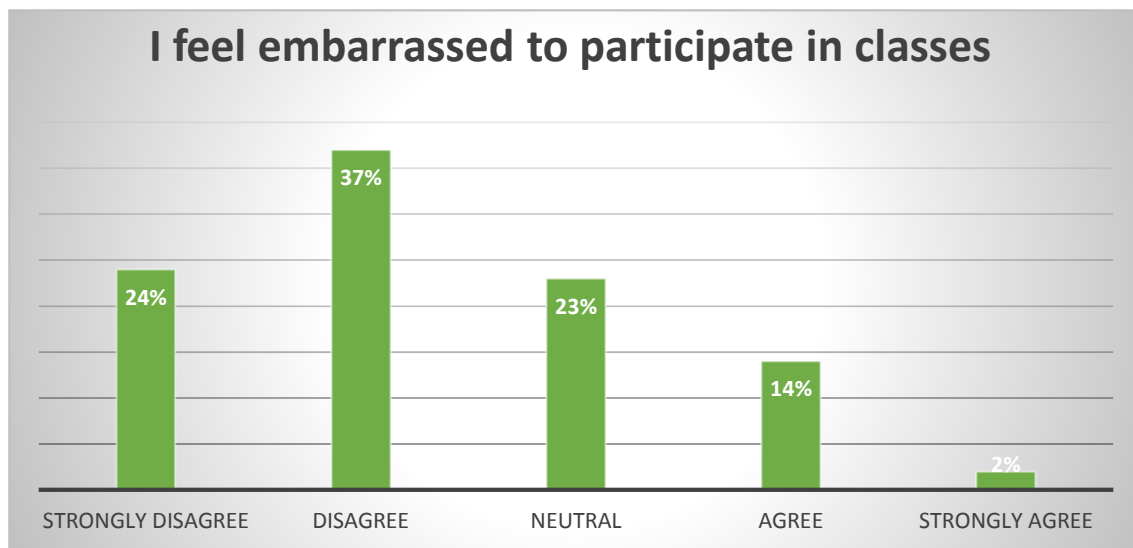


According to the graph, 37% of students from both majors disagreed with the statement “I do not mind making mistakes when I am in classes”. Just 8% strongly disagreed and 29% were neutral. On the other hand, 20% did not mind making mistakes. However, 6% of student strongly agreed about the statement. As it showed in the results, most of students did not mind making mistakes when they were in classes.

Q9: I feel embarrassed to participate in classes.

Table2.9

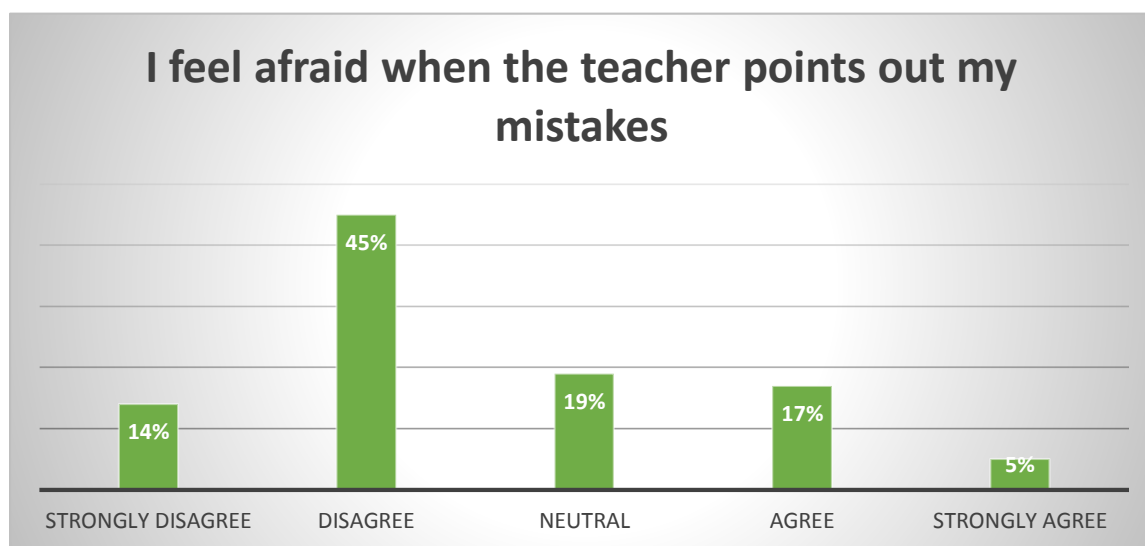
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	8	21%	13	27%	21	24%
Disagree	15	38%	18	37%	33	37%
Neutral	8	21%	12	24%	20	23%
Agree	7	18%	5	10%	12	14%
Strongly Agree	1	3%	1	2%	2	2%
Total	39	100%	49	100%	88	100%



According to the collected results, 24% of students strongly disagreed with the statement: “I feel embarrassed to participate in classes”; 37% of them said they were in disagreement, while 23% of them were neutral. On the contrary, 14% said that they agreed and just the 2% of students strongly agreed with this statement. The outcome showed that the majority of students did not feel embarrassed to participate in classes.

Q10: I feel afraid when the teacher points out my mistakes. Table 2.10

Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	4	10%	8	16%	12	14%
Disagree	18	46%	22	45%	40	45%
Neutral	6	15%	11	22%	17	19%
Agree	8	21%	7	14%	15	17%
Strongly Agree	3	8%	1	3%	4	5%
Total	39	100%	49	100%	88	100%



According to the statement “I feel afraid when the teacher points out my mistakes” 14% of students from ELT and ML strongly disagreed and, 45% of them said that they disagreed and 19% were neutral about it. In addition, 17% said that they felt afraid and just the 5% of them strongly agreed with the statement. It can be said that students did not feel afraid of being corrected by teachers. A possible explanation will be that at this level of the major, all the students knew their teacher, so they felt confident with him or her.

Q11: I get depressed when I get bad results after having studied for a task. Table 2.11

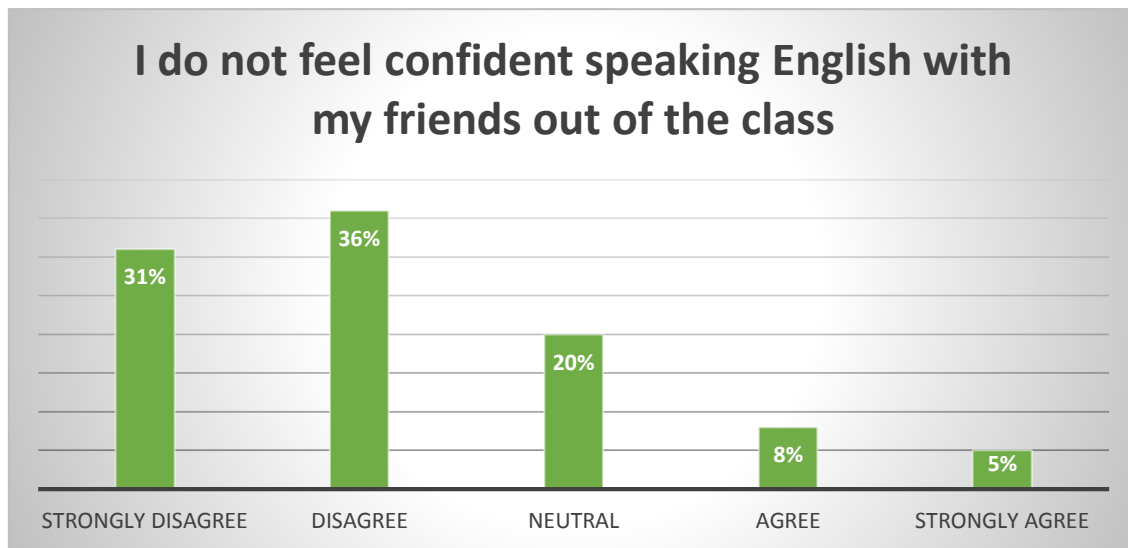
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	3	8%	3	6%	6	7%
Disagree	5	13%	6	12%	11	13%
Neutral	8	21%	10	20%	18	20%
Agree	12	31%	17	35%	29	33%
Strongly Agree	11	28%	13	27%	24	27%
Total	39	100%	49	100%	88	100%



According to the statement “I get depressed when I get bad results after having studied for a task” the minority of students, 7% indicated that they strongly disagreed and 13% of them were in disagreement with it, 20% said that they were neutral. However, 33% of students said that they agreed and 27% strongly agreed with the statement. Concluding with the results it can be inferred that most of the student got depressed when they obtained bad grades even when they were well prepared for a task.

Q12: I do not feel confident speaking English with my friend out of the class. Table 2.12

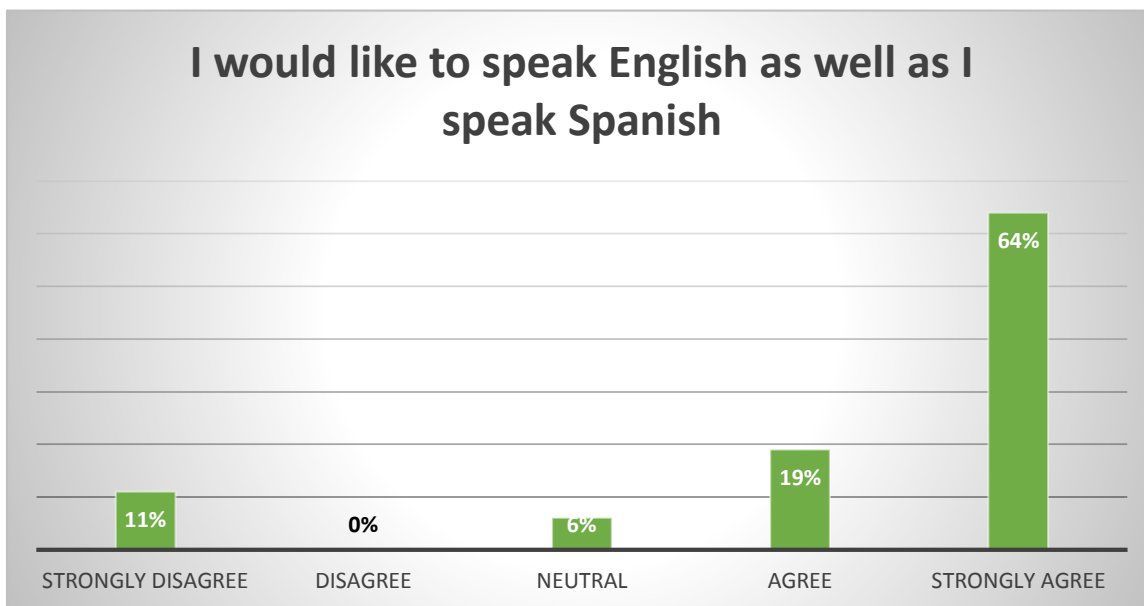
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	14	36%	13	27%	27	31%
Disagree	9	23%	23	47%	32	36%
Neutral	13	33%	5	10%	18	20%
Agree	1	3%	6	12%	7	8%
Strongly Agree	2	5%	2	4%	4	5%
Total	39	100%	49	100%	88	100%



The result from the statement “I do not feel confident speaking English with my friend out of the class” revealed that 31% students strongly disagreed with the statement, also 36% said they disagreed with it, 20% of student felt neutral about it. On the other hand, the minority, 8% agreed and 5% strongly agreed. The results showed that the majority of students 36% from ML and ELT felt confident at the time of speaking English outside the class.

Q13: I would like to speak English as well as I speak Spanish Table2.13

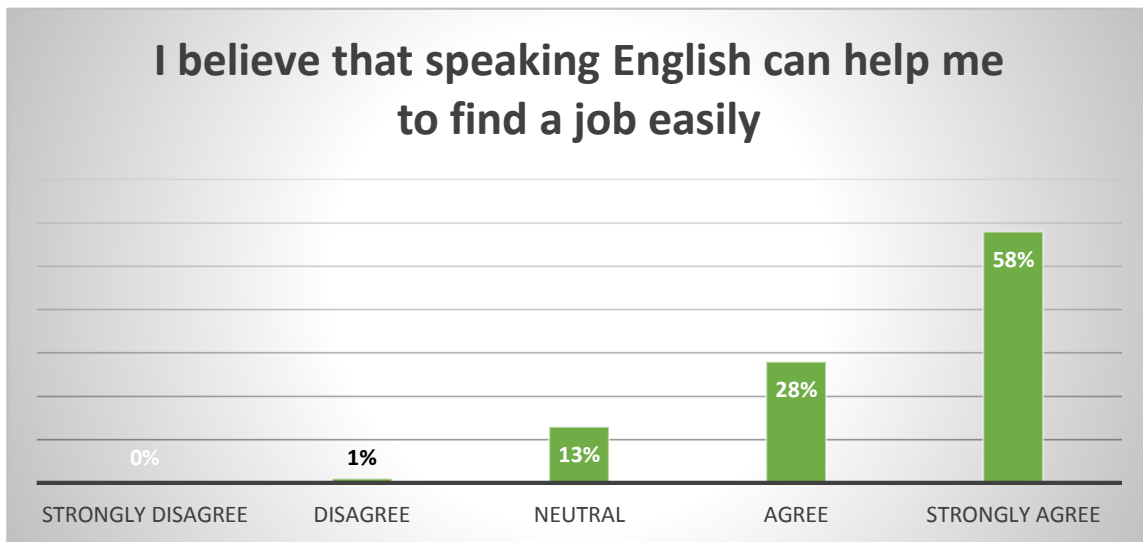
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	9	23%	1	2%	10	11%
Disagree	0	0%	0	0%	0	0%
Neutral	4	10%	1	2%	5	6%
Agree	7	18%	10	20%	17	19%
Strongly Agree	19	49%	37	76%	56	64%
Total	39	100%	49	100%	88	100%



According to the data collected in the statement: I would like to speak English as well as I speak Spanish. The general result showed that the majority of the students strongly agreed that they would like to speak English as they speak Spanish. 64 % of them said that they strongly agreed. 19% said they agreed, while the 6% said they felt neutral about this. 0% disagreed, but 11% said that they strongly disagree. According to this, they felt motivated in speaking English fluently and as they speak Spanish at the end of the major.

Q14: I believe that speaking English can help me to find a job easily Table 2.14

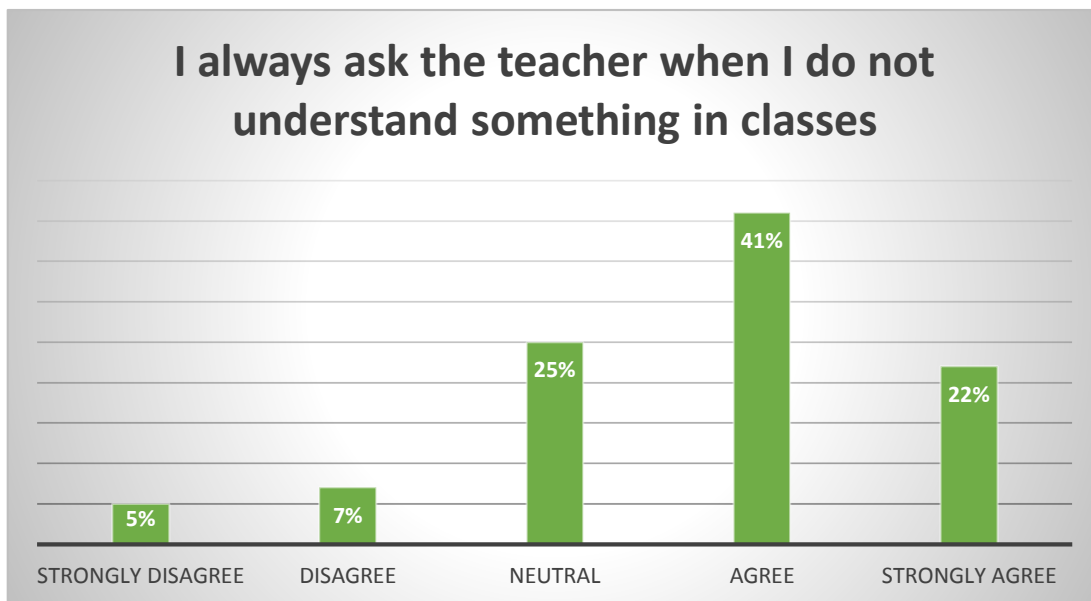
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	0	0%	0	0%	0	0%
Disagree	1	3%	0	0%	1	1%
Neutral	5	13%	6	12%	11	13%
Agree	11	28%	14	29%	25	28%
Strongly Agree	22	56%	29	59%	51	58%
Total	39	100%	49	100%	88	100%



In the statement : I believe that speaking English can help me to find a job easily The information collected shows that the majority of the students in both majors strongly agree that speaking English can help them to find a job easily. 58 % of them say that they strongly agree. 28% say they agree while 13% said they feel neutral about this. 1% disagree just 0% said that they strongly disagree. According to this, they feel motivated in speaking English fluently because they consider that English will help them to find a job easily.

Q15: I always ask the teacher when I do not understand something in classes Table2.15

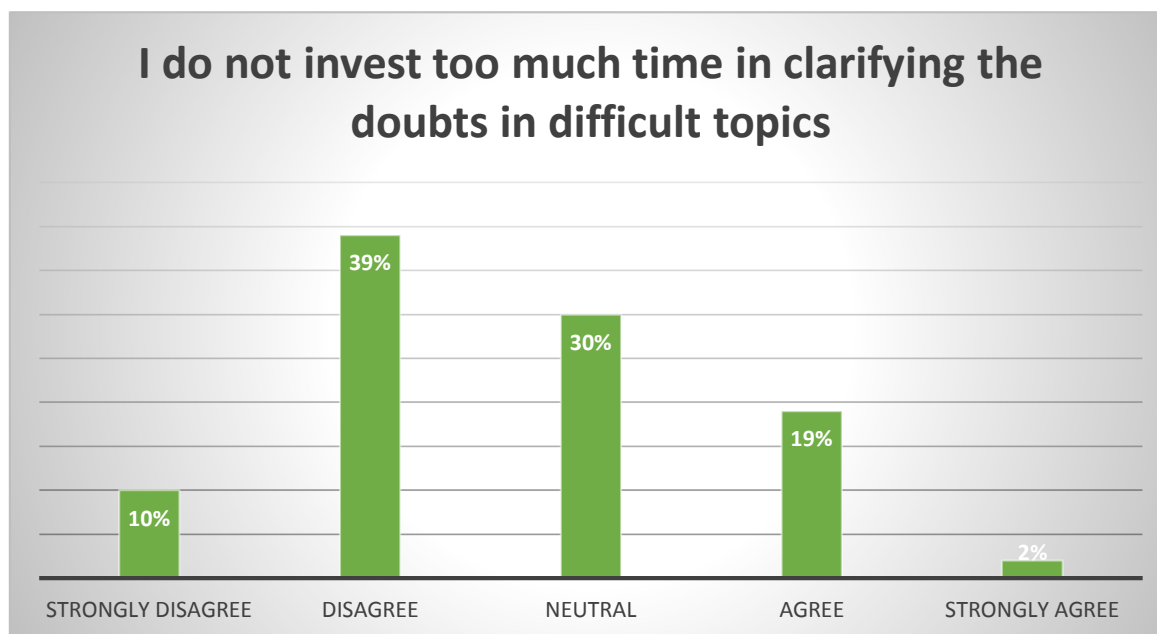
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	2	5%	2	4%	4	5%
Disagree	5	13%	2	4%	6	7%
Neutral	12	31%	10	20%	22	25%
Agree	16	41%	20	41%	36	41%
Strongly Agree	4	10%	15	31%	19	22%
Total	39	100%	49	100%	88	100%



The general result showed that the majority of the population strongly agreed that they asked to the teacher when they had doubts. 22 % of them said that they strongly agreed. 41% said they agreed, while 25% said they felt neutral about this. 7% disagree and the 5 % said that they strongly disagreed. According to this, students tend to clarify their questions when they do not understand a difficult topic.

Q16: I do not invest too much time in clarifying the doubts of difficult topics. Table 2.16

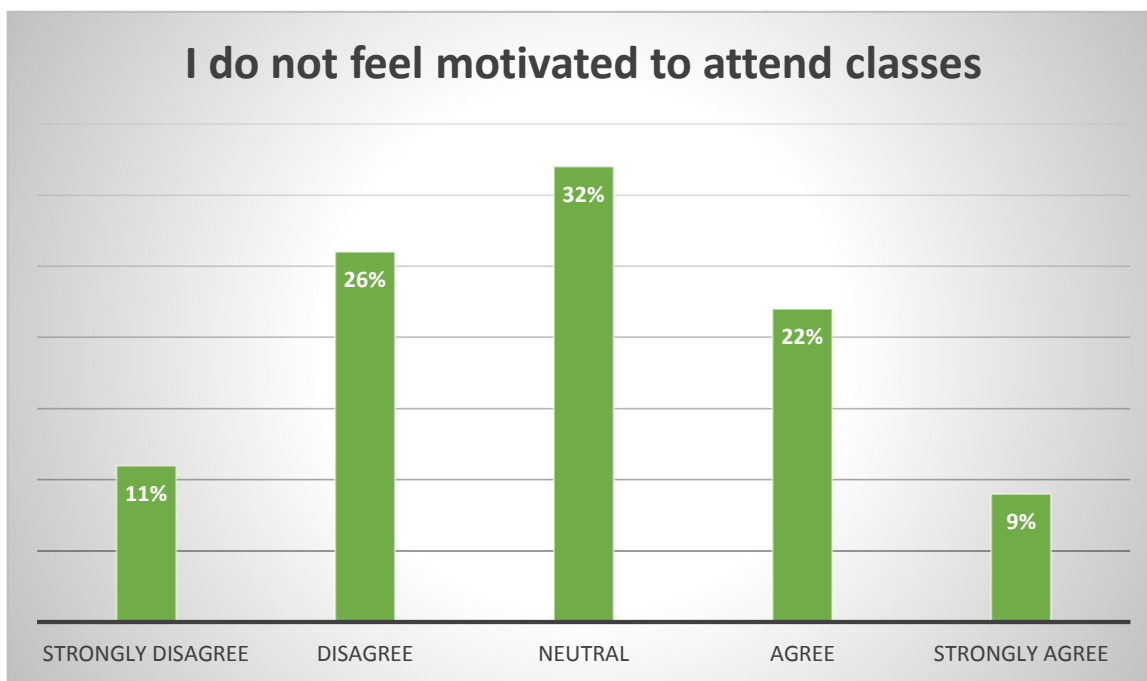
Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	4	10%	5	10%	9	10%
Disagree	12	31%	22	45%	34	39%
Neutral	15	38%	11	22%	26	30%
Agree	7	18%	10	20%	17	19%
Strongly Agree	1	3%	1	2%	2	2%
Total	39	100%	49	100%	88	100%



Focused on the results of statement 8, I do not invest too much time in clarifying the doubts of difficult topics. The general result showed that the majority of the population invested their time clarifying the doubts about difficult topics. 39% of them said that they disagreed and 10% strongly disagreed. while 30% said they felt neutral about this. 19% agreed and 2% strongly agreed. It was concluded that the majority of the students were interested in their own learning.

Q17: I do not feel motivated to attend classes **Table 2.17**

Choice	English Language Teaching Students	Percentage	Modern Languages Students	Percentage	ML and ELT Global Students	Global Percentage
Strongly Disagree	4	10%	6	12%	10	11%
Disagree	9	23%	14	29%	23	26%
Neutral	12	31%	16	33%	28	32%
Agree	9	23%	10	20%	19	22%
Strongly Agree	5	13%	3	6%	8	9%
Total	39	100%	49	100%	88	100%



The overall result showed that the majority of the students were intrinsically motivated to attend classes 11% disagreed and 26% strongly disagreed about this , 32 % felt neutral and the 22% agreed and 9% strongly agreed. According to these results, they had enough motivation to attend classes, that was why they disagreed about the statement “I do not feel motivated to attend classes”

2. Analysis of the research questions

General Research Question:

What is the role of affective factors in the English language proficiency of fourth-year students registered the B.A. in English Language Teaching and students from the B.A in Modern Languages emphasis in French and English at the Foreign Language Department in the University of El Salvador, semester I, 2018?

In this research, it is shown that, after taking a proficiency exam and a survey that asked about their affectivity, these affective factors play a positive and a crucial impact on students of 4th year in the B.A in English Teaching Option and students from the B.A in Modern Languages Specialization in French and English at the Foreign Language Department in the University of El Salvador, semester I, 2018. There is a connection of a high motivation and self-concept on these students; the more motivated they are the greater self-esteem they have. In addition, students with greater confidence in their abilities suffer less anxiety, Horwitz (1986), and according to the data collected, the sample does not have anxiety problems.

Specific Research Questions:

- What are the most prominent affective factors that interfere in the process of acquiring English proficiency in the B.A. in English Teaching Option students and in the B.A. in Modern Languages Specialization in French and English?

There are different factors that play an important role in the process of learning a new language, in this research and according to the collected data; there are three affective factors that influence the most to the students at Foreign Language Department either positively or negatively, they are: anxiety, self-concept and motivation.

Learning a second language can be a frightful experience. The apprehension and pressure on students to perform well in the second language causes them anxiety that is specific to the second language classroom. According to the data collected, students in the B.A. in English Teaching Option and in the B.A. in Modern Languages Specialization in French and English at the University of El Salvador sometimes are influence by anxiety, however is not all the time. They sometimes have this feeling when they have speaking evaluations or they have to speak in front of their classmates, like it seems is normal in the process of learning a new language. This feeling is most of the time when they do not feel prepare enough to present an evaluation or when they have not studied for a quiz or any other evaluation.

- What is the English proficiency level that students from the B.A. in English Teaching Option and from the B.A. in Modern Languages Specialization in French and English students have according to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR)?

English Language Teaching

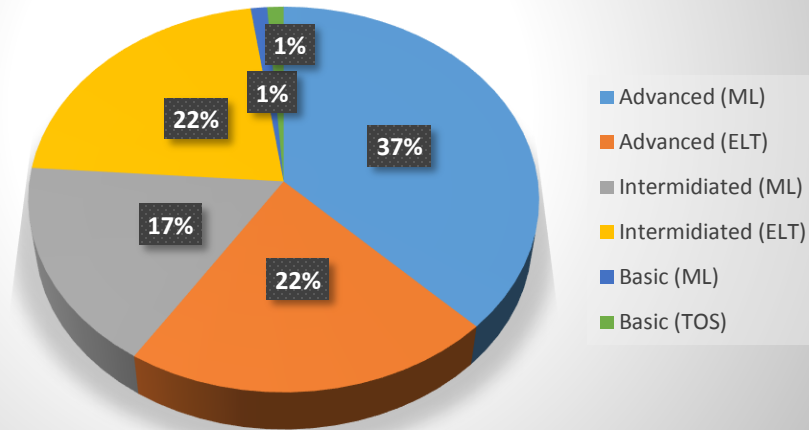
Level	ELT	%	Global %
C2	3	8%	49%
C1	16	41%	
B2	17	44%	49%
B1	2	5%	
A2	1	2%	2%
A1	0	0%	
Total	39	100%	

Modern Languages

Level	ML	%	Global %
C2	11	22%	67%
C1	22	45%	
B2	12	25%	31%
B1	3	6%	
A2	1	2%	2%
A1	0	0%	
Total	49	100%	

The previous table shows the results of the exam administered to students of the sample. First, 8% of the students from ELT reached the top level of C2 and 41% of them got the C1 level, that according to Cambridge is the Proficient level (see table 1.1). On the other hand, 22% of students from ML reached the Proficient level 2 and the 45% of them got the C1. Furthermore, 44% of students from ELT and 25% of students from ML have gotten level B’ which is independent 2 according to Cambridge. Also, 5% and 5% respectively reached B1, the independent 2. Finally, just the minimum 1% per each major got A1, the basic level.

Comparison of English level proficiency between Teaching option students and modern Languages students



The previous graph shows the comparison between the two majors at the Language Department. It reflects that students from ML have a higher percentage of students with advanced English level 37% while in ELT the percentage of students with advanced English level reaches only 22%. That answers the specific research question about the English level proficiency between the majors according to the Cambridge English scale Passages book program.

Table 1.1

BOOK	LEVEL (ACORDING TO THE CEF)
Interchange Intro	A1 - Basic 1
Interchange Book 1	A2 – Basic 2
Interchange Book2	B1 – Independent 1
Interchange Book3	B2 – Independent 2
Passages 1	C1 – Proficient 1
Passages 2	C2 – Proficient 2

- How does the role of affective factors vary between the students from the B.A. in English Teaching Option and students from the B.A. in Modern Languages, emphasis in French and English?

At the Foreign Language Department both majors present proficient levels of English. However, in the data that was collected students from the B.A. in Modern Languages, emphasis in French and English got a higher number of advanced English students with a difference of 19% of students.

After checking the surveys taken by the students' population it was gathered that English Language Teaching students are a little more anxious than Modern Language students according to the answer they gave. For instance, ELT students said they get nervous when speaking in front of their classmates (see table 2.4), or get scared of speaking or worried about making mistakes, all these make that they feel more nervous and have a high level of anxiety which affects their process of learning. For instance, according to the table 2.8, it was found that ML students have better level of self- concept since they do not worry about making mistakes; for example, or they feel confident when speaking English in public (see table 2.12). Finally, comparing both majors it be concluded that Modern Language students look a little more motivated than English Language Teaching students. Modern Language students are motivated to speak English as they speak Spanish. So, it is analyzed that Modern Language students got a higher level of English proficiency, not only because they do not get really anxious, but also because they are really motivated to learn English. Taking into consideration these two important affective factors and their role in the process of being succeed in a language, it can be argued that affective factors really affect students' process of learning a foreign language.

V. Conclusions

After finishing the research, the members of the research team listed the following conclusions.

- The investigation showed that a big percentage of students from English language teaching were working and studying at the same time. On the contrary, students from Modern Languages, were just studying at the moment of taking the test. So, it can be concluded that Modern Language students are more likely to be concentrated on their studies.
- It is highlight, the fact that Modern Languages Students have previous academic background about the target language, and that influence in the results of the test administrated.
- Moreover, it is recognized that, there is a connection of a high motivation and self-concept on the participant students; the more motivated they are, the greater self-esteem they have.
- In addition, there are different factors that play an important role in the process of learning a new language, in this research and according to the collected data; there are three affective factors that influence the most to the students at Foreign Language Department either positively or negatively, they are: anxiety, self-concept and motivation.
- Furthermore, it was gathered that students from Modern Language have a slight difference of concept about themselves which is a positive aspect so, they feel more capable of accomplishing their goals, and also showing their abilities in English. It can be considered that these students have a previous knowledge of English that make them feel more confident. On the other hand, with English Language Teaching students, the result

showed that they have a neutral concept of themselves, so it means that they were not completely sure about their competence in the target language.

- According to the findings, it seems, that the majority of the students are motivated to learn and study English not only because they can get a job easily, but also for achievement in their personal goals.
- According to the findings, it was found that the majority of the students do not suffer a high level of anxiety, particularly students who are studying Modern Languages.
- Overall , researchers can conclude that most of the students from Modern Languages reach the C level which is the expected level to reach at the end of the both majors.

VI. Recommendations

- The research team suggests that professors of the FLD be aware of the importance of affectivity in the process of learning a new language. Creating a good environment in the classroom so that students can feel motivated and have a low level of anxiety should be important. Coming to classes with a positive attitude and showing students that they care about their learning process are equally important.
- The Department should create more opportunities in which students can develop their competencies at the Foreign Language Department. For instance, conversation clubs with native speakers or students with an advanced level of English should be promoted, so students can get together and share their knowledge and learn from each other. This will help students at the moment of doing presentations or taking an oral test.
- It would be an essential contribution that our Foreign Language Department study in a deeper way the affective domain in learning a foreign or second language. This would mean that future research can use the findings on this research in order to apply them into different classroom settings.

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Annexes

Survey



Survey's objective: To identify how the role of affective factors influence in the process of learning a foreign language.

PERSONAL INFORMATION.

Instruction: Complete the information below

1. Full name: _____
2. Sex: Male Female
3. Age: _____
4. Marital status:
Single Married Other: _____
5. Did you study English before studying the major?
Yes No

If you answered yes go to the next question

6. Where did you study at?
 - a. High school
 - b. Academy
 - c. Online courses

d. Private classes

e. Other

7. Do you have a job?

Yes No

If you answered yes go to the next question

8. Where do you work at?

Instruction: Choose the more appropriate answer for you in the following questions

1. I get nervous when speaking in English classes?
Agree disagree Neutral
2. I am worried about making mistakes in answering questions
Agree disagree Neutral
3. I feel nervous when taking oral test with my teacher
Agree disagree Neutral
4. I get nervous even when I'm well-prepared for a performance task
Agree disagree Neutral

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5. I get nervous when speaking in front of my classmates
Never Rarely Sometimes Often Always
6. I get stressed when I do not understand what the teacher says.
Never Rarely Sometimes Often Always
7. I feel comfortable when I take English exams.
Never Rarely Sometimes Often Always
8. I get scared when I have to speak without being well-prepared.
Never Rarely Sometimes Often Always
9. Sometimes, I get anxious in class so, I forget what I already know.
Never Rarely Sometimes Often Always
10. My heart starts beating faster when the teacher asks a question in class.
Never Rarely Sometimes Often Always

Instruction: Choose the more appropriate answer for you in the following questions

1. I never feel confident when I speak English in classes
Strongly Disagree Disagree Neutral Agree Strongly Agree
2. I do not mind making mistakes when I am in classes
Strongly Disagree Disagree Neutral Agree Strongly Agree
3. I consider that my classmates have a better English level than me
Strongly Disagree Disagree Neutral Agree Strongly Agree
4. I feel embarrassed to participate in classes
Strongly Disagree Disagree Neutral Agree Strongly Agree
5. I feel confident when practicing with native speakers or native like speakers
Strongly Disagree Disagree Neutral Agree Strongly Agree
6. I feel afraid when the teacher points out my mistakes
Strongly Disagree Disagree Neutral Agree Strongly Agree
7. I feel confident when I speak in front of my classmates
Strongly Disagree Disagree Neutral Agree Strongly Agree
8. I dare not speak in English after I am laughed at by others in class
Strongly Disagree Disagree Neutral Agree Strongly Agree

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9. I get depressed when I get bad results after having studied for a task
Strongly Disagree Disagree Neutral Agree Strongly Agree
10. I do not feel confident speaking English with my friends out of the class
Strongly Disagree Disagree Neutral Agree Strongly Agree

Instruction: Choose the more appropriate answer for you in the following questions

1. I would like to speak English as well as I speak Spanish
Strongly Disagree Disagree Neutral Agree Strongly Agree
2. I believe that speaking English can help me to find a job easily
Strongly Disagree Disagree Neutral Agree Strongly Agree
3. I do not pay attention to the instructions the teacher gives in class
Strongly Disagree Disagree Neutral Agree Strongly Agree
4. I do not mind being corrected
Strongly Disagree Disagree Neutral Agree Strongly Agree
5. I always ask the teacher when I do not understand something in classes
Strongly Disagree Disagree Neutral Agree Strongly Agree

6. I always do my homework in a hurry and not carefully enough.
Strongly Disagree Disagree Neutral Agree Strongly Agree
7. When I am in English class, I get focused, quickly
Strongly Disagree Disagree Neutral Agree Strongly Agree
8. I do not invest too much time in clarifying the doubts of difficult topics.
Strongly Disagree Disagree Neutral Agree Strongly Agree
9. I get stressed to learn too many grammatical structures
Strongly Disagree Disagree Neutral Agree Strongly Agree
10. Sometimes, I do not feel motivated to attend classes
Strongly Disagree Disagree Neutral Agree Strongly Agree

Placement test

[49]

Objective Placement Test A

General Directions

The Objective Placement Test has three sections: Listening, Reading, and Language Use. There are 70 questions. You are allowed 50 minutes to complete the test.

In Section I, the Listening section, you will hear nine conversations and answer one or more questions about each one. Before you listen to a conversation, read the question or questions. Then listen to the conversation. Answer the questions after the conversation ends. Choose the correct answer for each question and fill in your choice on your answer sheet. You will hear the conversation only once. The first conversation is an example. You have 15 minutes to complete this section.

Section II, the Reading section, has several short passages. After you read each passage, choose the correct answer for each question and fill in your choice on your answer sheet. You have 20 minutes to complete this section.

Section III, the Language Use section, has 30 items. Choose the correct completion for each item and fill in your choice on your answer sheet. You have 15 minutes to complete this section.

Mark your answers clearly on your answer sheet. If you want to change an answer, erase your first answer completely. If you want to take notes during the test, write on the paper you were given.

Objective Placement Test A ANSWER SHEET

Name _____ Date _____

Total Points _____ Rating _____

Section I: Listening

Example: (a) (b) (c) ●

- | | |
|---------------------|---------------------|
| 1. (a) (b) (c) (d) | 11. (a) (b) (c) (d) |
| 2. (a) (b) (c) (d) | 12. (a) (b) (c) (d) |
| 3. (a) (b) (c) (d) | 13. (a) (b) (c) (d) |
| 4. (a) (b) (c) (d) | 14. (a) (b) (c) (d) |
| 5. (a) (b) (c) (d) | 15. (a) (b) (c) (d) |
| 6. (a) (b) (c) (d) | 16. (a) (b) (c) (d) |
| 7. (a) (b) (c) (d) | 17. (a) (b) (c) (d) |
| 8. (a) (b) (c) (d) | 18. (a) (b) (c) (d) |
| 9. (a) (b) (c) (d) | 19. (a) (b) (c) (d) |
| 10. (a) (b) (c) (d) | 20. (a) (b) (c) (d) |

Section II: Reading

- | | |
|---------------------|---------------------|
| 21. (a) (b) (c) (d) | 31. (a) (b) (c) (d) |
| 22. (a) (b) (c) (d) | 32. (a) (b) (c) (d) |
| 23. (a) (b) (c) (d) | 33. (a) (b) (c) (d) |
| 24. (a) (b) (c) (d) | 34. (a) (b) (c) (d) |
| 25. (a) (b) (c) (d) | 35. (a) (b) (c) (d) |
| 26. (a) (b) (c) (d) | 36. (a) (b) (c) (d) |
| 27. (a) (b) (c) (d) | 37. (a) (b) (c) (d) |
| 28. (a) (b) (c) (d) | 38. (a) (b) (c) (d) |
| 29. (a) (b) (c) (d) | 39. (a) (b) (c) (d) |
| 30. (a) (b) (c) (d) | 40. (a) (b) (c) (d) |

Section III: Language Use

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|---------------------|---------------------|---------------------|
| 41. (a) (b) (c) (d) | 51. (a) (b) (c) (d) | 61. (a) (b) (c) (d) |
| 42. (a) (b) (c) (d) | 52. (a) (b) (c) (d) | 62. (a) (b) (c) (d) |
| 43. (a) (b) (c) (d) | 53. (a) (b) (c) (d) | 63. (a) (b) (c) (d) |
| 44. (a) (b) (c) (d) | 54. (a) (b) (c) (d) | 64. (a) (b) (c) (d) |
| 45. (a) (b) (c) (d) | 55. (a) (b) (c) (d) | 65. (a) (b) (c) (d) |
| 46. (a) (b) (c) (d) | 56. (a) (b) (c) (d) | 66. (a) (b) (c) (d) |
| 47. (a) (b) (c) (d) | 57. (a) (b) (c) (d) | 67. (a) (b) (c) (d) |
| 48. (a) (b) (c) (d) | 58. (a) (b) (c) (d) | 68. (a) (b) (c) (d) |
| 49. (a) (b) (c) (d) | 59. (a) (b) (c) (d) | 69. (a) (b) (c) (d) |
| 50. (a) (b) (c) (d) | 60. (a) (b) (c) (d) | 70. (a) (b) (c) (d) |