

**UNIVERSIDAD DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS EXTRANJEROS**



**LA INFLUENCIA POSITIVA O NEGATIVA DE LA MOTIVACIÓN,
AUTOESTIMA Y ANSIEDAD EN EL PROCESO DE APRENDIZAJE DE LOS
ESTUDIANTES DE LA MATERIA INGLÉS INTERMEDIO INTENSIVO I DEL
DEPARTAMENTO DE IDIOMAS EXTRANJEROS DE LA FACULTAD DE
CIENCIAS Y HUMANIDADES DE LA UNIVERSIDAD DE EL SALVADOR**

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**INFORME FINAL DE INVESTIGACIÓN ELABORADO POR ESTUDIANTES
EGRESADAS PARA OPTAR AL TÍTULO DE LICENCIADAS EN IDIOMA
INGLÉS OPCIÓN ENSEÑANZA**

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Research question:

How do motivation, self-esteem and language anxiety influence positively or negatively students' English language learning process of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador?

Subsidiary questions:

1- How does motivation influence Intermediate English students' learning process?

2- To what extent does self-esteem affect students' language learning?

3- What is the effect of language anxiety on students' English learning as a foreign language?

Aims:

To explore how motivation, self-esteem and language anxiety influence positively or negatively students' English language learning process of Intermediate Intensive English I courses of the Foreign Languages Department School of Arts and Sciences, University of El Salvador.

To explore how motivation influences Intermediate English students' learning process.

To identify to what extent self-esteem affects students' language learning.

To investigate what the effect of language anxiety is on students' English learning as a foreign language.

Definition of key terms

Motivation: It is as an inner drive, impulse, emotion, or desire that moves people to a particular situation (Brown, 1994).

Integrative motivation: It refers to the desire to learn a language to integrate successfully into the target language community (Gardner and Lambert, 1972).

Instrumental motivation: It refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel or exam purposes) in the context of language learning (Gardner and Lambert, 1972).

Self-esteem: It is a personal judgment of worthiness that is expressed in attitudes that the individual holds towards himself... and indicates the extent to which the individual believes in himself to be capable, significant and worthy (Coopersmith, 1967).

Foreign Language Anxiety: It is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." (Horwitz et al, 1986)

English as a Foreign Language (EFL): It is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students..." (Lee Gunderson, 2009)

INTRODUCTION

Some people learn English as a second or foreign language all over the world so it has become an appealing topic to study. Then it was found out there are some factors are present throughout the process, for example: social factors, learning styles, native language, affective factors, and so on. Giving the importance to affective factors, for instance: personality, motivation, empathy, self-esteem, and anxiety among others, some researchers such as Brown (1994), Gardner (1972), Horwitz (1986), among others stated that they are of great impact on English language learning. As affective factors is a broad topic, this work emerged to study the most relevant factors. Moreover, this search has been addressed to explore the influence of motivation, self-esteem, and language anxiety influence positively or negatively students' English language learning process of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador. In fact, they are present in certain activities in student's learning process.

This study consists of six chapters. First of all, the introduction of the research that is a brief view of this work. Then the first chapter is the background of the study. The second is the review of the previous literature and studies which motivated and generated the research question addressed in this study. Besides, it also includes different perspectives about how affective factors are related to students' English language learning, and reviews some major findings from empirical research studies concerning affective factors regarding students' language learning in foreign and second language classrooms. It also presents some gaps that have been identified in the previous researches related to affective factors and students' language learning. Chapter three depicts the

methodological approach adopted in the study. In order to get the data, there have been adopted two approaches which are quantitative and qualitative; the justification for these approaches is provided as well. It is contended such a research design is appropriate to the extent that offers the possibility of getting results that provide the accurate information for the research study. The major research instrument is the survey divided into motivation, self-esteem, and language anxiety questionnaire (see Appendix B), and the procedures followed in collecting and analyzing data are stated. To continue, key findings for analyzing the research data are presented in chapter four. This includes results based on quantitative and qualitative approaches (see Appendix 3, 4 and 5). Moreover, chapter five includes a detailed account and interpretation of relevant findings of the study to answer the research question. Finally, chapter six summarizes the study findings, focuses on research implications of the study and indicates its limitations.

I: BACKGROUND

1.1 Background of the study

Many people around the world are learning a foreign language because of multiple reasons, for example; getting a better job, traveling and knowing about new cultures among others. “Thus, becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the times of your first language and into a new language, a new culture, a new way of thinking, feeling and acting (...) is necessary to successful send and receive messages in a second language” (Brown 1994). In Latin American countries, most people want to learn English as a foreign language since it has become a very important tool, in some fields such as technology and education. Since El Salvador is part of the previous region, English has been widely learned; as a result, some English teaching schools have arisen recently.

Moreover, the impact of English in our society calls people’s attention to study the English learning process. In each English classroom, the atmosphere can vary; as a result, some classrooms are more suitable for English learning and some others may hinder this process. Therefore, English learning is not an easy task; thus, it has been observed that some factors influence students’ learning. Those can be affective factors, which cannot be simply identified in English classrooms since they are abstract concepts. As affective factors is a broad topic to be studied, the researchers identified three main predominant factors in English classroom which are motivation, self-esteem, and language anxiety. Thus, a right understanding of affect in foreign language learning can lead to more effective language learning (Park and Lee, 2004). In other words, if students are aware of the influence of affective factors on their learning process,

they may control their emotions involved in the English language learning as well as teachers can deal with these situations so that students can feel more comfortable in the classroom.

Regarding the significance of affective factors on students' experiences when learning English, it came up with the interest of studying this issue. Therefore, some researchers have investigated it; however, they studied these variables in isolation. Based on those findings, they have shown that cognition and affection are indeed linked. On the other hand, this study takes into account the three main factors which influence students' learning. This research was carried out in order to find out the positive or negative influence of motivation, self-esteem, and language anxiety on students' language learning process of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador. The present research differs from any other since it takes into account three affective factors based on students' self-report. Therefore, this work may benefit students to self control their affective factors, it may help teachers to consider them as important variables in student's English language learning process.

II: LITERATURE REVIEW

2.1 Argument of Discovery and Advocacy

Affective Factors have become an appealing topic to investigate since researchers found a close relationship between the before mentioned factors with English language learning. Due to this, more and more attention has been drawn to the individual variations in language learning. Since 1970s individual variations can be attributed to cognitive and affective sides of language learning. Accordingly, both cognitive and affective sides of language learning may be considered in order to achieve successful learning; however, researches and attention have been actually concentrated on cognitive aspects of learning. Since the mid 1980s, these two factors have been extensively investigated because works provide new information about both factors. For example, the Monitor Model, the theory of language acquisition proposed by Krashen (1981 & 1985). He proposed that a low affective filter is necessary for acquisition to take place. The affective filter is a mental block, caused by affective factors: high anxiety, low self-esteem, and low-motivation. In sum, some of these works concluded that affective factors can influence positively or negatively on students' English learning; however, there is not a right view since there must be a balance between both sides.

Motivation influences English language learning positively

Brown (1994) defined motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. A number of studies conducted in the field of EFL/ESL learning have shown that motivation is crucial to successful

EFL/ESL learning (De André, 2001), and the study of it as a predictor of second language performance was initiated by Gardner and his Canadian colleague (Ming, 2007). It can be stated this affective factor has been one of the most studied in relation to English language learning during the last decades. Li (2009) states the stronger learning motivation is the more the passion learners have for learning and overcoming the difficult tasks during classroom activities. Therefore, it is important that teachers prepare well-organized classes in which students can feel the stimuli for learning and continuing improving their language skills. Through this section of the literature, the types of motivation and the contexts in where they occur will be described.

Gardner and Lambert (1972) introduced the notions of instrumental and integrative motivation. Instrumental motivation refers to the learner's desire to learn a language for utilitarian purposes (such as employment or travel or exam purposes) in the context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. It means learners want to learn a second language not for instrumental purposes, but a desire of knowing about new culture, traditions, customs and a new language. In other words, it is the desire to become a member of the culture of a second language group (Corredera, 2004). Gardner's Integrative-Instrumental model has been accepted in this topic and became a classical model. It is worth mentioning that a research carried out by Ely (1986) indicates the existence of two types of motivation that cluster and resemble integrative and instrumental orientations, which confirmed the validity and fundamental importance of Gardner's social psychological model. Although both instrumental and integrative motivation have been established as an important predictors of language learning, the previous work has provided different findings of the two types of motivation. Gardner and his colleagues (1972) conducted several studies on French learning in Canada which indicated

that both monetary rewards and integrative desires were positively related to various aspects of second language learning. For this reason, it is reasonable to have a balance between these two types of motivation, which are instrumental and integrative, since they play an important role in language learning.

In addition, some evidence points out that the context has a great effect on the way instrumental and integrative motivation influence language learning process. Accordingly, Clément and Kruidner (1983) based on a comparative study of learners from unicultural and multicultural background argued that "the integrative orientation appeared only in multicultural context among members of a clearly dominant group." It seems that in a unicultural country where English is learned as a foreign language, English learners are more oriented to a more instrumental motivation since there is not a predominant group established in the country to interact with. However, in multicultural countries where a certain amount of population has established big communities, the interest to interact with them increases the integrative motivation. It can be stated the context can lead the type of motivation that learners will develop. Also, there are particular times when learners have the desire to know about the culture of the second language (they learn), but most of the time they learn the language to pass a subject. Therefore, the inclusion of context as a factor is essential to understand motivation in relation to language learning (Ming, 2007).

To conclude, motivation as an affective factor plays an important role in language learning, as many researchers such as Brown (1999), Gardner (1992) and others have stated the study of this factor has to be taken into consideration. Though many studies regarding motivation have been carried out, all of them have provided a little new more information to understand this factor. To this extent, it is fundamental to continue working in this topic. Furthermore, the two types of motivation (instrumental and integrative) are considered as

useful predictors for second language learning. Also, Gardner (1992) notices that integrative motivated students are less anxious in second language context. Because of this, the inclusion of context is considered important in the study of motivation since it influences the type of motivation that learners will develop.

The degree of students` self-esteem is a highly affective factor related to language learning

Since individuals are born, they create a self-concept of themselves. That concept is based on their experiences in their ordinary life, for example: being at home, at school, close friends' behavior, attitudes and aptitudes and others' opinion upon them. That concept that a person has about himself or herself will determine some aspects in his/her life such as being confident on himself or herself among others. According to experts, men grow with the development of a concept of self which emerges from experiences with themselves, others as well as the external world around them. A sense of self-esteem may be derived from assessing the self in relation to others and external world. Because of this, three levels of self-esteem have been mentioned in the literature: global, situational, task self-esteem (Brown, 2000). Global self-esteem is the general assessment one makes of one's own word or value over time and across different situations; in a sense, it is an overall self-appraisal. Situational self-esteem involves one's self-appraisal in specific traits such as intelligence and athletic ability. Task self-esteem refers to one's own assessment in particular tasks of particular situations such as education, work, and home. Task self-esteem refers to one's own assessment in particular tasks of particular situations (Park & Lee, 2004).

The self concept that a person creates, based on his everyday experiences, is different from each other. Everyone has a different life which drives different life experiences. So, the above information is supported by some well-known authors who state that: every human being possesses some extend of self-confidence, self-esteem, and belief one's own abilities in carrying on one's own task; although the extent is different from each other (Park & Lee, 2004). For instance, researches have shown that a student who feels good about himself is more likely to succeed, De André (2002). Furthermore, according to Holly (1987) self-esteem is a large part of a person's feelings that revolves around the way that person feels about himself/herself. Thus, self-esteem is a basic requirement for successfully cognitive and affective activity, Arnold (2000). Regarding to affective factors in English as a foreign language, self-esteem is positively correlated with the oral English achievement. It means that the higher self-esteem a learner has, the more fluent oral English the learner produces (Yurong & Nan, 2008). To sum up, self-esteem is a very important factor when learning a foreign language so students must be conscious that keeping a balance in their degree of self-esteem will be suitable for a better learning process.

Moreover, self -esteem is a large part of a person's feelings because it includes the way the person feels about himself, what that person considers others think about him/her. It also involves the way he/she was raised in his/her family. Therefore, self-esteem is an important requirement for a successful cognitive process; in this case, learning a foreign language. Since the development of the self-concept begins at home, parents should help their children to have a balanced self-concept so that their friends' behavior, school environment and religion do not disturb their concept while they are getting mature. When learning a second language, they do not compare their level of English with their classmates' level. Consequently, they do not feel able to learn,

they do not think their classmates are smarter than them. On the contrary, they feel they can do it because they are confident enough to learn. Furthermore, they are not shy to practice what they are learning, and they feel proud of what they can do in the learning process. To continue, it is considered that those students who believe they cannot learn, they tend to compare their English level with their classmates'. Those students who believe their English level is not as fluent as their classmates', their self-esteem tends to decrease for they consider their classmates will make fun of them. In that way, they interfere others' language learning process for they do not want to interact with them due to their English level. In fact, the more balanced students' self-esteem is, they will feel better about themselves and the better they will perform their learning process.

The effect of language anxiety on students' English learning as a foreign language is positive or negative

Since anxiety concept has changed over time, some researchers define it differently. For instance, Brown (1994) makes the distinction between trait anxiety - the permanent predisposition to be anxious - and states anxiety as the feeling that is experienced in relation to some particular situation. Additionally, Horwitz et al, (1986) defines foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." MacIntyre and Gardner (1991) also advocate the treatment of language anxiety as a separate concept as they found performance in the second language was negatively correlated with language anxiety but not with more general types of anxiety. This distinction between language anxiety and other forms of anxiety has now been recognized as a key issue in the understanding of the role of anxiety in language learning and allows for a more focused conceptual basis for

future research (MacIntyre, 1995). In fact, the identification of language learning anxiety has attracted sizeable attention from researchers; this has contributed to the variety of definitions over time.

In recent works, researchers not only define anxiety but also describe it based on their own perspective. The concept of anxiety has varied a little since it is not call anxiety rather than language anxiety, which occurs in the language learning process. For example, Horwitz et al, (1986) and MacIntyre (1995) contend that second language communication is prone to anxiety arousal probably because it can challenge an individual's self-concept as a competent communicator because of the limited proficiency in the second language relative to the first. Based on this, if a student communicates in the target language, he or she will not feel too much anxiety; on the contrary, students who are not proficient they may experience more anxiety than the others. Additionally, Young (1991) identifies six potential interrelated sources of language anxiety which may be partly attributed to the classroom environment: personal and interpersonal anxiety, which could be related to communication apprehension; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; language testing. Moreover, Gregersen and Horwitz's (2002) examination reveals a connection between language anxiety and perfectionism. The extensive variety of the types of anxiety related factors indicates that foreign language anxiety cannot be fully understood without considering that it is not an isolated affective construct.

In early studies, language anxiety was considered as a negative factor due to this more researches were carried out to prove it. For example, Krashen (1981 & 1985) proposed the Monitor Model, which is the theory of language acquisition; based on this, the affective filter is a mental block caused by

affective factors: high anxiety, low self-esteem, and low motivation. In addition, Corredora (2004) states anxiety when learning a second language can be seen as similar general feelings of tension that students experience in the classroom. As students are required to perform a task, an activity, or to take an exam, they feel under pressure. Though her point of view is acceptable, it is important to take into account if this factor is positive or negative. According to De André (2001), as second language learning is a highly demanding task, it is very likely to raise in the learner. Almost everyone feels some anxiety when learning and having to perform in a new language compounds anxious feelings as there is certain pressure to do it well. It means it is frequent to experience some language anxiety when learning English since it is part of the process.

Many studies (e.g. Horwitz et al, 1986; MacIntyre & Gardner, 1991; Young, 1991, Phillips, 1992) conducted on state anxiety indicates that foreign language anxiety can have a negative effect on the language learning process. Most students reported that they are anxious in English class, but they do not experience tension that much in other classes. Therefore it has been observed that students experience different levels of language anxiety while learning English. Due to this, those studies were conducted, and the results were negative; however, it does not mean it has to be that way all the time. A survey study of Levine (2003) shows a negative relationship between the amount of target language use, it is also in accordance with Chen and Chang (2004) who found that language learning difficulties could predict anxiety best in foreign language settings. Because of this, language learning and several teaching methodologies in modern approaches indicate that language anxiety could be considered as a negative factor; on the other hand, there must be a balance between both points of view.

Later on, among of studies supported anxiety was negative ; however, some researchers studied this affective factor from a different perspective. For instance, Bailey (1983) notes a certain concern of anxiety is a positive factor, and this kind of anxiety is described as facilitating the learning process. The before mentioned author adds a certain degree of concern, anticipation and curiosity can be useful and even necessary to achieve, but too much anxiety can have an inhibiting effect and impede the process of successful language learning. He notices that foreign language anxiety is related to over competitiveness in foreign language classroom. Students tend to have a desire to outperform other classmates and gain positive feedback from the teacher. Some authors (Saito et al, 1999; Sparks & Ganschow, 1991) refer to affective factors as behavioral manifestations of deeper problem-language-processing deficiencies. In sum, they argue that anxiety reactions are caused by real difficulties resulting from subtle cognitive operations when students are processing input and production in language.

Although language learning contexts appear to be particularly prone to anxiety arousal, many learners claim that they have a mental block against learning a foreign language in contrast to other subjects. Horwitz et al, (1986) makes a unique contribution to the identification of the scope of foreign language anxiety by developing a systematic instrument-the 33-item Foreign Language Classroom Anxiety Scale (FLCAS). Their study suggests that "significant foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning." This construct has been examined and used by several other studies (Aida, 1994; Cheng, 1998; Liu, 2006; Saito, Garza & Horwitz, 1999; Yan, 1998), and the FLCAS has been shown repeatedly to be a reliable instrument in identifying students' anxiety experience in language learning. To sum up, many researchers have contributed to this subject matter since each study finds out something new.

After carrying out lots of studies, researchers explored the influence between affective factors and English learning from two points of view. Though English language learning is a complex process, affective factors play an important role on it. Because of this, results varied substantially from author to author who have argued and researched to support their opinion. The effect may be a result of environments which can help or affect this process. For instance, the before mentioned factor can help or affect students' English learning as researchers had stated from extreme to extreme. Moreover, the conflict between the negative or positive relationship between them differs from authors' perspective. Therefore, the persuasive impact of motivation, self-esteem, and language anxiety on language learning process makes the identification of an important component of foreign language research. Consequently, there is still the need to go on studying affective factors because they are of great impact on English learning process. Besides that, there have been an amount number of studies which supports motivation, self-esteem, and language anxiety from different perspectives; however, there must be a balance between negative and positive effects on student's English language learning in order to have a better picture of this subject matter.

III: METHODOLOGY

This chapter introduces how this work was carried out, and it contains a discussion of the method. To gather the richest information from informants a combination of quantitative and qualitative approaches were applied for this research. Then both kinds of data were taken into account to be analyzed and interpreted. Given the importance of design, validity, the instrument (see Appendix B), justification, and the method used are provided. The subsequent section includes an illustration of the specific process for data collection, followed by an overview of the method used for data analysis (see Appendix C, D & E). In addition, ethical issues concerning the research process are clarified. This chapter concludes with a brief summary of the preceding sections.

3.1 Methodological Approach

Wagner (2010) states people are constantly surveyed about their buying habit, political views, and personal beliefs and just about everything else and the results of this type of research are published and consumed constantly in newspaper, magazines, and television. Survey is a powerful tool that is used intensively by governments, businesses, educational institutions and by individual researchers, and it has long had an important role in the field of applied linguistics. Besides, it differs from other research methods in that the researcher does not manipulate the setting or environment in order to investigate how this affects particular variables or the relationship between variables (Nuan, 1992). Instead, the goal of survey research is to get the

information about learner's characteristics, and opinions (see Appendix C,D &E). Survey research will often have qualitative and quantitative components. After taking into account the previous aspects, the survey was considered the most appropriate method for this work.

3.2 Quantitative and Qualitative Approach.

To study how motivation, self-esteem, and language anxiety influence positively or negatively students' language learning process of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador, quantitative and qualitative were used to analyze the gotten data from the survey. To collect the data, 79 questionnaires were taken into account as some of them were not completed at all. The collected data from the 79 questionnaires was coded to analyze the provided information and answer the research question and subsidiary ones (see Appendix C, D &E). The questionnaire was compound by 24 questions, each of them provided four choices to be answered then students were required to write why they chose the previous answer (see Appendix B). Quantitative approach was used in order to get the percentages based on what students answered by choosing one of the four given options. Qualitative approach was necessary to know the reason why students chose one of the options in each question so that they could express their thoughts. The Statistical Package for the Social Sciences (SPSS 17) was used to analyze the quantitative as well as qualitative gotten data (see Appendix C, D &E).

3.3 The Participants.

The learners were from a unicultural context in which just Spanish is spoken as a mother tongue; however, the respondents have studied English as a foreign language for more than one year at the UES. The participants were a sample of seventy-nine students from six Intermediate Intensive English I courses of the B.A in the teaching of English from the Foreign Languages Department, School of Arts and Sciences, University of El Salvador, Main Campus. The previous course is oriented to improve listening, reading, writing and speaking skills, but also micro skills such as pronunciation, vocabulary, fluency, grammar among others. The participants studied in morning and afternoon classes during two hours a day from Monday to Friday. Most of them were female and the rest male also half of the sample was from 17 to 25 years all. Two-thirds of them studied English previously, and most of them reached an intermediate level at an academy; however, all participants were studying Intermediate Intensive English at the Foreign Languages Department, School of Arts and Sciences, University of El Salvador.

3.4 Data Collection: Questionnaire.

Administering a questionnaire to the participants was considered favorable for this study since people are more familiar to this type of instrument than others. Nearly everyone has had some experience completing a questionnaire and it generally does not make people apprehensive; in contrast to interview, the researcher has to be face to face with the informant which may cause people get scared when answering the questions. Moreover, Popper (1959) states the results of a questionnaire can be analyzed more scientifically

and objectively than other forms of research and when the data has been quantified, it can be used to compare and contrast other research, create new theories, hypothesis, etc. Furthermore, this type of instrument can collect information from a large amount of people in a short period of time and in a relatively cost effective way and it can be carried out by the researcher or by any number of people with limited affect to its validity and reliability (Popper, 1959). Therefore, survey research instrument allows researchers to operationalize and measure these constructs.

Brown (2001) and Dörnyei (2003) stress the importance of creating a questionnaire that looks professional, with no typographical errors or formats inconsistency. The respondents will automatically make a number of assumptions about a questionnaire based on its appearance. If the questionnaire looks professional, participants are more likely to respond to it seriously. Questionnaire can be designed to elicit objective data – information about the participants such as age, length of the residence in an English speaking country, years of English study, etc., and they can elicit subjective data – information about the characteristics, beliefs, attitudes and values of the participants. As Brown (2001) describes motivation, anxiety and self-esteem are psychological constructs, abstracts notions that are assumed to exist, although they cannot be observed directly.

To get the data, the instrument used for gathering information from the informants was the questionnaire (see Appendix B). The instrument was administered to the participants who were randomly sampled when the class was about to finish they were asked to answer the questionnaire from six groups of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador. The questionnaire format used a combination of multiple choices and opened-ended

items (see Appendix B). The items included questions which had four responses options and a space in blank to give the reason for choosing that option, which required about 20 minutes to be completed. The informants were said that their participation was volunteered, and the researchers were also present at the moment of the questionnaire administration. Consequently, this made them feel as comfortable as possible, and they could explain the purpose of the study, answer participants' questions and give oral instructions accompanying the written ones as well.

3.5 Reliability and Validity

For reliability purposes, the instrument was standardized in order that all respondents were asked the same questions, which were in the same order, too (see Appendix B). Brown (2001) suggests that questions should be ordered from shortest and easiest to answer to longest and difficult to answer. He also suggests keeping together all the questions of a single type of a single function, of a single response format and question form and all questions of a single type on a given topic, that is why, this study included a questionnaire divided into background information, motivation, self-esteem, and language anxiety for data collection (see Appendix B). Before administering the questionnaire, it was piloted on participants who belonged to the same group, this time just one group was the piloted sample, in order to check if it was necessary to do some changes or modify the instrument. The first time the instrument was piloted, it was in English, but students did not understand neither instructions nor some questions. The second time, it was in Spanish, but it just contained multiple choice questions. In other words, students understood what to do and the questions; on the other hand, they did not provide enough information to answer the research question so it was too limited. The last instrument was in Spanish

(see Appendix A), the data collected was translated in order to be analyzed and entered to SPSS 17 (see Appendix C, D &E).

For validity purposes, though the study just used one instrument for data collection, the items were carefully worded (see Appendix B). Therefore, the participants did not misunderstand the questions; that is why, the questionnaire was previously piloted twice. It was edited and revised to make sure it would be precise and concise, but also it allowed participants to check one choice, express their opinion and the reason why (see Appendix B). There was no need to implement more than one instrument since it took a three stage process which is the following: designing survey, administrating survey, analyzing and interpreting data. Moreover, it could have not been possible to administer another instrument because this research is based on students' perspective if so all the research should have changed. Besides that, students' grades were taken into account and used for analyzing data with SPSS 17 in order to get reliable result (see Appendix C, D &E). In fact, survey, approaches, and the previous statistics software were identified as the most appropriate for the current research as it provides easy administration, well organized data, and understandable interpretation of data, validity and reliability as well.

IV: RESULTS

This chapter presents the gathered data which was analyzed in order to understand how motivation, self-esteem, and language anxiety were related to student's English language learning (see Appendix C, D &E). As this study involved 120 volunteer participants, they provided the required information though 79 of their surveys were taken into consideration as they were completed. Those learners expressed their opinion on a questionnaire which was divided into background information, motivation, self-esteem, and language anxiety (see Appendix B).

After gathering quantitative and qualitative data, statistical procedures were done so SPSS 17 statistical software was employed to get tables, pie charts with relevant data (see Appendix C,D & E),. For this, students' grades were necessary to computer both kinds of data in order to get more reliable results then they were compared and analyzed in order to understand the influence among them. After that, the results were represented as mentioned before, and were described as well as explained what they mean. In sum, Table 1 to 3 support the gotten results from the data as well as their respective comments.

4.1 Background on previous researches

Affect in language learning involves various aspects of emotion, feeling, and attitude of the learner. Affective sides of language learners may influence the learners' language learning processes, positively or negatively. Thus, a right understanding of affect in foreign language learning can lead to more effective language learning and teaching (Park & Lee, 2004). In recent years, the correlations between affective factors and second language acquisition have been extensively investigated Yurong & Nan (2008). Thus, in the following information there are some examples of some articles related to affective factors and second language learning: Yurong & Nan (2008) in their research paper, "The effects of affective factors on oral English of college English students", showed that motivation plays an important role in language learning. Anxiety is rather negatively correlated with the oral English achievement.

In addition, Wei (2007) in her research paper concluded that a moderate anxiety level and a moderately high motivation level, the former being negatively related with the participants' proficiency. Moreover, Park & Lee (2004), in their research paper: "L2 Learners' Anxiety, Self-confidence and Oral performance" stated that, learners' anxiety about communication, criticism and examination were the main components of anxiety for Korean learners of English, and learners' anxiety level was negatively related to their oral performance. A review on Jason's research (1995) has clearly shown the critical links between emotions and has concluded that in a positive state of mind, the learner is able to learn and recall better.

4.2 Methodology detail

The following information was gathered through a questionnaire which was divided into four areas (see Appendix B). The four areas were designed: the first one asked for information about students' background, the second one was about language learning motivation, the third one was about self-esteem regarding to learning, and the last one was about language anxiety. To answer the survey the respondents were asked to check and answer six questions regarding their background information. Then, they completed the other three areas included in the questionnaire (see Appendix B), to do this, they were asked to check the best choice about their information regarding motivation, self-esteem, and language anxiety then they expressed the reason why of their choice (see Appendix C, D & E).

For the background questionnaire students checked one choice for six questions and provided the required information (see Appendix B). The motivation, self-esteem, language anxiety questionnaire contained eight questions, besides that, each one had four choices. After checking the most appropriate choice, they supported why they chose that option in order to give more precise and concise information (see Appendix B). This provided valid and reliable data as well as relevant and completed data for this study. After the information was gathered, students' grades and data were entered into Excel 2007. After that, SPSS 17 was used to analyze and interpret them by taking into account what the participants answered to the why in each question (see Appendix C, D & E). Finally, this information was discussed and presented in order to answer the main research question through the subsidiary ones.

Moreover, correlation between variables is a measure of how well the variables are related. The common measure of correlation in Statistics is the Pearson's Correlation (also known as Pearson Product Moment Correlation Coefficient) that shows the linear relationship between two variables in which X= represents the independent variable (or explanatory) and Y= represents the dependent one (or response). The possible values for the Pearson's Correlation are between - 1 and 1. A result of -1 means that there is a perfect negative correlation between the two variables at all, whereas a result of +1 means that there is a perfect positive correlation between the variables. In fact, 0 means that there is no linear relationship between variables, and a correlation of 0, -1 or +1 will be rarely gotten in a research.

The scales for correlations are the following: High Correlation= 0.5 to 1.0 or -0.5 to -1.0, Medium Correlation= 0.3 to 0.5 or -0.3 to-0.5 and Low Correlation= 0.1 to 0.3 or -0.1 to -0.3. A positive value for the correlation implies a positive association (large values of X tend to be associated with large values of Y and small values of X tend to be associated with small values of Y). A negative value for the correlation implies a negative or inverse association (large values of X tend to be associated with small values of Y and vice versa). In other words, positive correlation indicates that both variables increase or decrease together, while negative correlation indicates that if one variable increases, the other decreases and vice versa.

4.3 Presenting results

This study was directed to an examination to the influence between students' English learning process and motivation, self-esteem, and language anxiety. To do this, 120 surveys were administered to the same number of students of Intermediate Intensive English I course of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador; however, 79 surveys were the reliable sample as they contained the required and necessary information (see Appendix C, D & E). The respondents chose the best option to each of the given questions. The possible choices were four different in each question since they had to explain the reason why of their choice so reasons varied from one participant to the other one (see Appendix B). Besides that, Mean, SD, and Pearson's correlation were necessary statistical procedures. After that, the findings are presented below (see Table 1-3).

For this research, it was important to use Pearson's correlation which is a type of statistical analysis in order to see how well related the variables were, and it gave more significance to the investigation. Moreover, correlation analysis has been used by other researchers who have worked with abstract concepts such motivation, self-esteem, and language anxiety (see Table 1-3). So they have been able to provide very insightful data for further researches in the same field.

4.3.1 Motivation is important for English language learning

The following table presents students' motivation level according to their perspective.

Table 1.1 Overall Motivation Level

Motivation	M	SD
Do you get bored during English classes?	2.91	.788
Are you willing to participate in classroom activities when you have the chance?	2.03	.640
What kind of material do you like to read in English?	1.99	.610
In which English activities, are you more interested in participating?	1.85	1.087
Do you enjoy speaking English outside the classroom?	1.76	.702
How often do you listen to music in English?	1.61	.687
What would you do if you failed an exam?	1.61	.564
What do you think learning English will be helpful for...?	1.59	.777

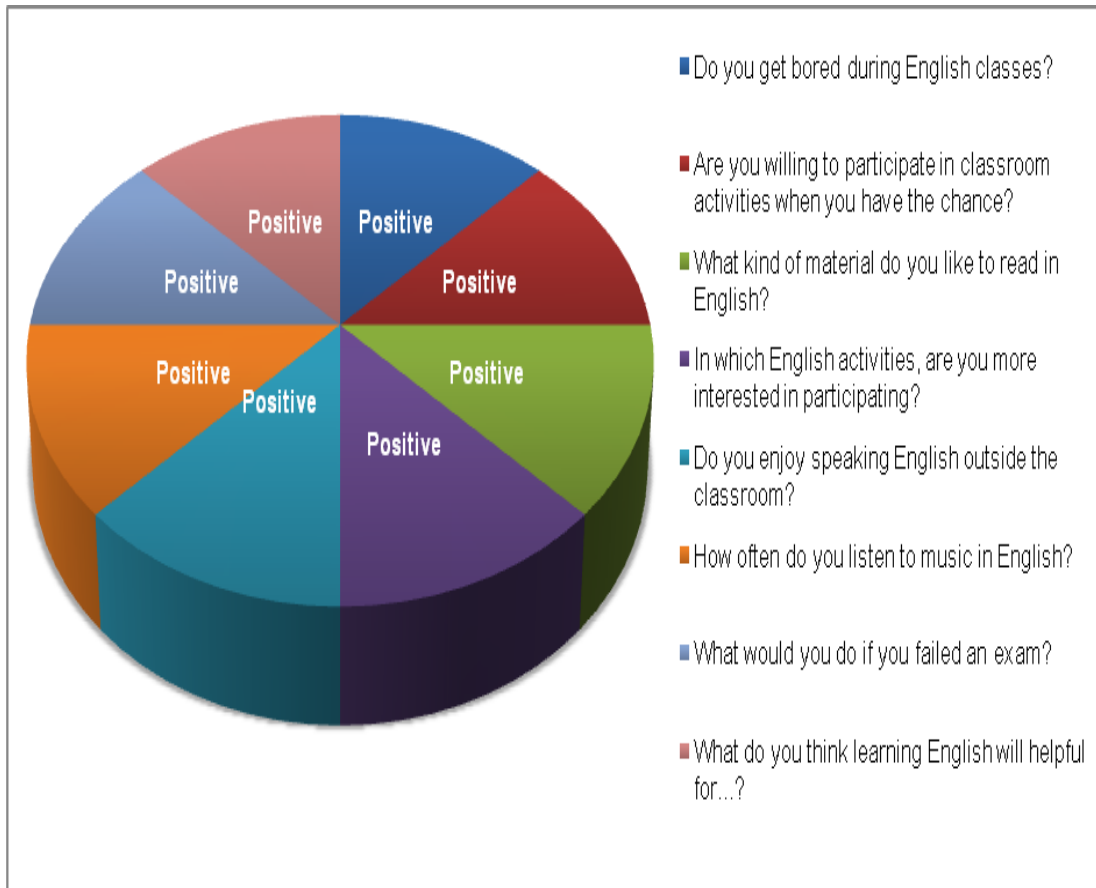
Descriptive Statistics for Motivation showed the average of motivation level of English students, which ranged from 1.59 to 2.91. The overall mean was 1.78 (SD= .72) which indicated an overall a slightly moderate rating of motivation. The rating levels of each question are presented in descending order in Table 1.1. The top two motivation question, which had mean values exceeding 2, were; "Do you get bored during English classes?"; "Are you willing to participate in classroom activities when you have the chance?" These items seemed to reflect a slightly negative motivation and passive attitude towards learning English.

Table 1.2- Correlation between Motivation and students' English language learning

Motivation	Pearson's Correlation with students' language learning
What do you think learning English will be helpful for...?	-.120
Do you enjoy speaking English outside the classroom?	-.162
Do you get bored during English classes?	-.091
Are you willing to participate in classroom activities when you have the chance?	.000
In which English activities, are you more interested in participating?	-.108
How often do you listen to music in English?	-.130
What kind of material do you like to read in English?	-.007
What would you do if you failed an exam?	-.306
Overall	-.12

To explore how students' English language learning was related to motivation, Pearson's correlation was computed as in Table 1.2. The results of correlation analysis between motivation and students' English language learning revealed a weak negative correlation ($r = -.12$; $p < .05$). This means that motivation and English language learning have no significant relationship. The effect size or R Squared, $r^2 = .20$, implied that 20% of the variation in the students' English learning could be predicted from motivation and the 80% left could be explained by other factors such as personality type, economical and cultural factors, etc.

Motivation is positive



Based on SPSS 17 analysis. students self-reported motivation is positive by answering the ten questions regarding the motivation questionnaire. They are instrumentally motivated as they want to participate, listen to music in English, read out of the classroom, and so on.

Based on the survey, students consider English learning will open job opportunities so they are motivated instrumentally. Most of them practice English in and out of the classroom especially speaking and reading. They prefer speaking because it is fun, they like to understand others, it helps them practice what they have learned, and improve their fluency and so on. Half of them take their time to listen to music in English in order to improve that skill also they learn vocabulary, get familiar to the language, and know how to pronounce some words. From time to time, almost all have not felt motivated during classes as they do not understand or they already know the topic. When participating voluntarily, they do not do it since they are not sure their questions are correct and they are afraid of telling a wrong answer. For reading and writing, they believe they have more time for the assigned activities or tasks, also they learn grammar and they can correct their mistakes. Besides, they like reading books or magazines as they contain important information and they are interesting. If they failed a quiz, they would try to find a way such as study as a group, take tutoring classes to improve their grades so they are motivated to learn English and try to do their best (see Appendix C).

4.3.2 The degree of students' self-esteem affects their language learning

The next table refers to learners' self-esteem whether is low or high.

Table 2.1 Overall Self-esteem

Self-esteem	M	SD
Do you feel embarrassed when someone corrects your mistakes?	3.23	.831
Who do you feel more comfortable practicing English with?	3.22	.915
Which of the following language skills do you feel more confident with?	2.95	1.108
Do you feel afraid of asking questions in your English classes?	2.76	.851
How often do you consider your classmates are better at learning English than you?	2.25	.669
Which grades do you think you will get at the end of this course?	2.13	.463
Do you prefer written evaluations instead of oral ones?	1.82	.656
At the end of the major, which English level do you think you will achieve?	1.71	.602

Descriptive Statistics indicated that participants' average ratings varied, ranging from 1.71 to 3.23 (see Table 2.1). The overall mean was 2.51 (0.76) which means the students present a slightly moderate self-esteem during learning English. The result also showed the two top questions which had values exceeding 3 were: "Do you feel embarrassed when someone corrects your mistakes?"; "Who do you feel more comfortable practicing English with?" These two questions could reflect that students show low self-esteem when learning

English with a person of higher level than theirs; however, they feel comfortable when they speak English with people of the same level.

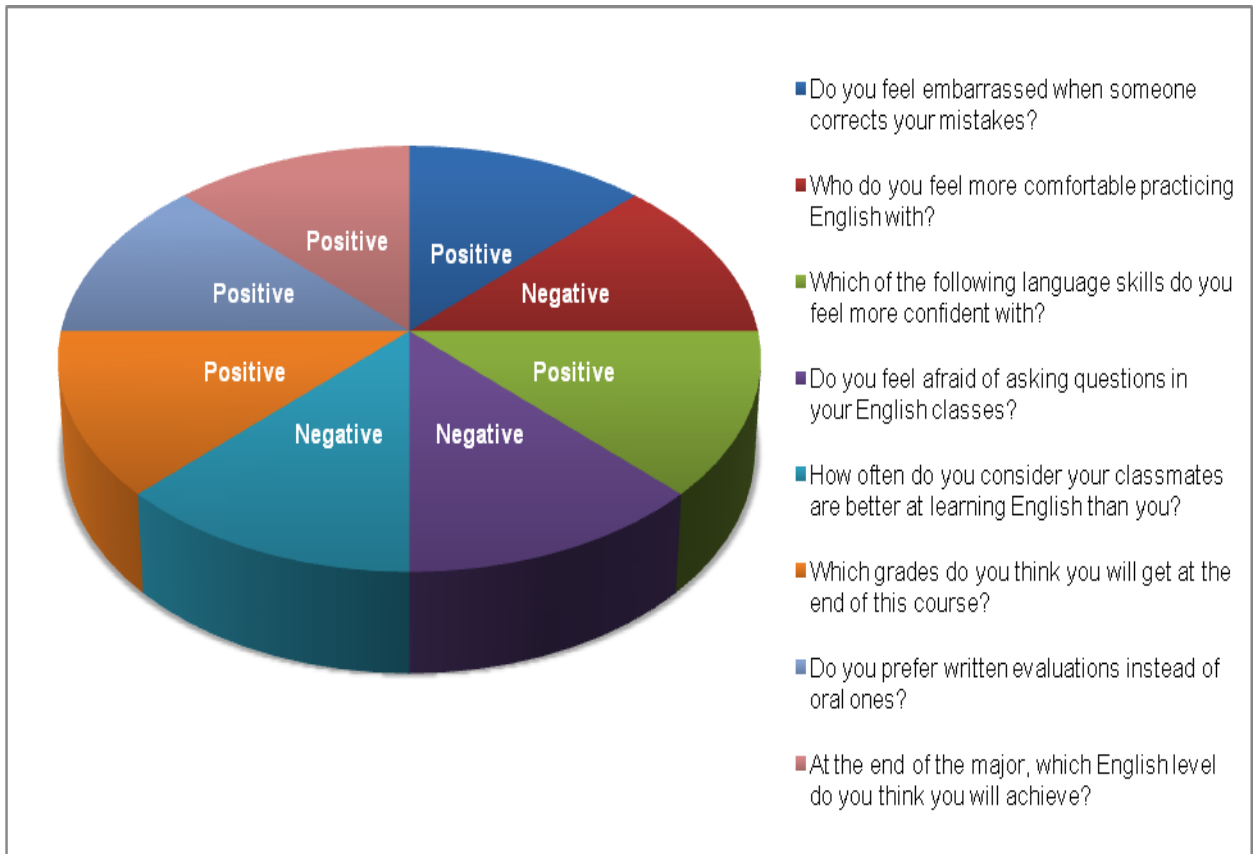
Table 2.2 Correlation between self-esteem and students' language learning

Self-esteem	Pearson's Correlation with Students' Language Learning
Which of the following language skills do you feel more confident with?	-.083
Who do you feel more comfortable practicing English with?	-.131
Do you prefer written evaluations instead of oral ones?	-.039
How often do you consider your classmates are better at learning English than you?	-.098
Do you feel embarrassed when someone corrects your mistakes?	-.129
Do you feel afraid of asking questions in your English classes?	-.193
Which grades do you think you will get at the end of this course?	-.053
At the end of the major, which English level do you think you will achieve?	-.148
Overall	-.11

To evaluate the relationship between self-esteem and students' English language learning, a Pearson's correlation coefficient was computed (see Table 2.2). The correlation analysis suggested an insignificant negative correlation ($r = -.11$, $<.05$). The result suggested there was not a significant relationship between self-esteem and the students' English language learning. The effect size was $r^2 = .11$, this suggested that 11% of the variation in students' English

language learning might be predicted from self-esteem, and the 89% left could be predicted by other factors such as some other affective factors.

Self-esteem is positive



After analyzing student's response, SPSS 17 results show that self-esteem is positive, but it is often negative in certain activities, for example, when asking questions, speaking to a person whose English level is higher than theirs, and during written evaluations.

It seems students feel more comfortable when reading and writing; except, when listening and speaking. Whenever they talk to a person whose English level is higher they do not feel confident with; on the other hand, whenever they talk to a person who is at the same level their self-esteem remains. Likewise, learners are more confident during written evaluation than oral ones so their confidence level changes depending on the activity. Most participants think they are not as good as their classmates just 5% expressed they are much better at learning than others. Moreover, they expressed everyone has his/her own learning style, and they have multiple intelligences, which means they may be good at something but not in other areas. For some students, learning English has not been hard as they have studied English previously; as a result, it is an advantage. In addition, they said they do not only feel good when someone corrects their mistakes, but also when they want to ask a question. At the end of the course, the majority does not expect to get too low nor too high instead acceptable final grades, and at the end of the major to get high English level (see Appendix D).

4.3.3 Language anxiety influences English language process negatively

The following tables aim to represent what learners believe.

Table 3.1 Overall Language Anxiety

Language Anxiety	M	SD
Are you afraid of written exams?	2.85	.735
How do you feel when being exposed to listening exercises?	2.39	1.079
Do you feel relaxed when participating in front of the class?	2.39	.838
Do you get stressed when the teacher asks a question and you do not know the answer?	2.33	.902
Do you feel frustrated when you do not understand instructions in English?	2.23	.800
Do you feel under pressure because your pronunciation is not enough to communicate?	2.13	.853
Do you get nervous when you have not practiced enough for an oral presentation?	1.57	.843
During which activities, do you get more nervous?	1.25	.630

Table 3.1 presents the descriptive statistics for language anxiety that indicated the average ratings which ranged from 1.25 to 2.85. The overall mean was 2.14 (SD=0.83). This suggests that students have a slightly moderate level of anxiety. The rating levels are showed in descending order. The top three anxiety questions were: "Are you afraid of written exams?" How do you feel when being exposed to listening exercises?; "Do you feel relaxed when participating in front of the class?". These top three items suggest that there were some English activities that made them feel more and less anxious.

Table 3.2 Correlation between language anxiety and English language process

Language Anxiety	Pearson's Correlation with students' language learning
During which activities, do you get more nervous?	-.091
How do you feel when being exposed to listening exercises?	-.080
Do you feel frustrated when you do not understand instructions in English?	.053
Do you get nervous when you have not practiced enough for an oral presentation?	-.161
Are you afraid of written exams?	-.103
Do you feel relaxed when participating in front of the class?	-.093
Do you feel under pressure because your pronunciation is not enough to communicate?	-.097
Do you get stressed when the teacher asks a question and you do not know the answer?	-.082
Overall	-.08

In order to address the correlation between language anxiety and students' language learning, Pearson's correlation was also conducted (see Table 3.2). The result of correlation analysis showed no correlation among variables $r = -.08$, $p < .05$. This means that anxiety shows no relationship with English language learning. Moreover, $r^2 = .20$ was the effect size, meaning that 20% of the variation in students' language learning could be caused by language anxiety and 80% left might be the result of other factors; for example, students' attitude, self-confidence, social factors, etc.

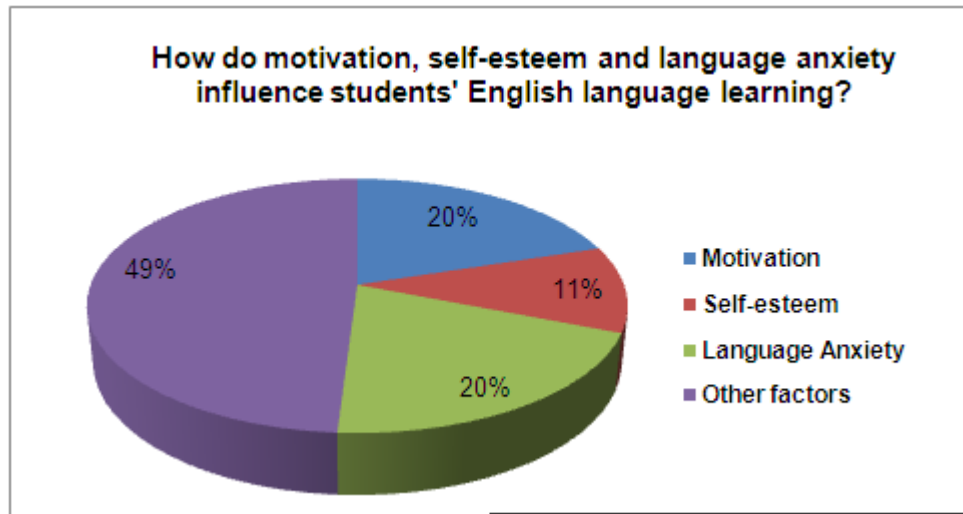
Language Anxiety is negative



Regarding the language anxiety questionnaire, learners expressed hardly ever do not feel anxious; however, they do not feel frustrated if they do not understand instructions

Based on participants' opinion, they believe speaking makes them feel nervous, which is the only skill in which they experience anxiety; consequently, they are afraid of making mistakes, lack of vocabulary, not good pronunciation, and forget what they have to say. It seems they have problems for listening activities as people speak really fast, difficulty to understand the audio. Half of them explained confidence and being relaxed helps them focus and comprehend the audio; nevertheless, learners say it is hard to understand because of pronunciation, fluency. For instructions, they sometimes get stressed if they do not understand what they have to do, which makes them be afraid of not doing the activity correctly. They also said they feel worried since they do care about what they are doing. Most of them hardly ever get frustrated, but they get nervous if they have not studied enough for an oral presentation and written evaluations. Half of learners feel stressed when taking in front of the class as they do not know vocabulary, pronunciation and how to express themselves. Though they are learning as their classmates do, they feel under pressure since their classmates judge and criticize their mistakes. It can be inferred some activities and skills make most learners get anxious, but not all of them (see Appendix E).

Motivation, self-esteem and language anxiety influence on students' English language learning



This chart presents to the extend motivation, self-esteem, language anxiety among other factors influence student's English language learning. They influence to same weak extend student's English learning process (see Table 1-3) as there is a slightly difference among them. As it was stated before, motivation and self-esteem are positive while language anxiety is negative.

4.4 What results mean

Based on the results, for the background questionnaire, most respondents were female, the rest were male. Besides, their ages were from 17 to 31 years old, although most of them were teenagers of 20 years old that was representative. Few learners took a previous English course before studying at the UES, they reached basic, intermediate or advanced level, which represents a slightly difference between the number of students who took previous English course and the ones who did not. Students were affected just a bit by motivation, self-esteem, and language anxiety. For instance, the correlation analysis indicated (see Table 1-3) motivation is not a predictor in English learning, but it is present as they study English to get a job, and to travel abroad. Moreover, self-esteem was weakly correlated to English level; it means, self-esteem could be a predictor for language learning. Students expressed they felt confident when talking to a person whose English level is similar; on the contrary, their level of self-esteem reduces if the other person has a better English level. While language anxiety, it did not show a relevant correlation with the English language learning, respondents experienced language anxiety when talking in front of the class, oral evaluations, mispronouncing words, not understanding instructions, and listening exercises (see Appendix C, D & E).

V: DISCUSSION

The study of the influence of motivation, self-esteem, and language anxiety on students' language learning is not an easy task since one cannot simply identify them and establish a relation among them. First, it has to be clear up which affective factors, in this case, motivation, self-esteem, and language anxiety are more remarkable on students in order to study and explore their influence on students' language learning. After having explored the influence, it can be established if they influence positively or negatively. As every research, the gathered results can be expected or unexpected; in this study, some of them were and some others were not. In sum, though the results are expected or unexpected on the English learning process, they always provide new information to be considered in this field.

5.1 Restatement of aims and research question

The main purpose of this study is to explore the influence between motivation, self-esteem, and language anxiety on students' English language learning process in Intermediate Intensive English courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador. According to some researchers such as Corredora (2006) learning a language creates on students an affective or emotional response and sometimes they are not aware of their negative or positive influence on students' learning and how to deal with them. In fact, this research aims to investigate how motivation, self-esteem, and language anxiety influence students' learning process and whether it is positively or negatively.

5.2 Analyzing results

In this study, the research question: How do motivation, self-esteem and language anxiety influence students' English language learning process of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador. A sample group of 120 students, but 79 were taken into account as they answered the questionnaire properly, learners were taking the subject Intermediate Intensive English I, were asked to complete a questionnaire divided into background information, motivation, self-esteem, and language anxiety (see Appendix B) to determine the influence on students' English learning process. After the data was analyzed SPSS17 including students' grades, the data was interpreted (see Appendix C, D & E). It was found motivation, self-esteem, and language anxiety have a weak impact on English language learning. For instance, it can be stated that instrumental motivation has a weak impact on students' language learning as well as self-esteem which is positively related to language learning while language anxiety affects a bit students' learning negatively during oral activities. To sum up, they influence weakly on students' language learning which is positively for motivation, and self-esteem; on the contrary, language anxiety affects a bit learning process negatively only in certain activities (see Appendix C, D & E).

The findings showed that motivation influences positively English learning, but instrumental motivation was dominant over integrative (see Appendix C, D & E). As students are not studying English just because they like it, which is integrative motivation, on the contrary, they are learning English mainly for having good job opportunities, travel abroad among others, which is instrumental motivation. Because of this, they listen to music and practice in and out the classroom; nevertheless, they hardly ever feel unmotivated. Moreover,

the impact of self-esteem on learning is positive and weak as they feel comfortable when speaking to a person whose English level is as good as theirs. Besides, they consider they will get an acceptable final grade as well as they feel capable to achieve a good English level at the end of the major. Students feel comfortable during reading and writing activities, but they do not when listening and speaking ones that is why they feel more confident during written evaluation rather than oral ones. In addition, when talking in front of the class or mispronouncing a word and their mistakes are corrected, language anxiety influences students' learning negatively. Even though all of them influence students' English learning weakly and positively or negatively, some of them were present in certain activities not throughout all the learning process (see Table 1-3).

5.3 Answering the research question

After analyzing the data, the statistical procedures illustrated that motivation, self-esteem, and language anxiety influence to the same weak extend students' learning, but any of them is a dominant variable, which was unexpected (see Table 1-3). It was believed one of the three influences more than the rest; however, this assumption was not right. According to some researchers such as Corredera (2004), motivation, self-esteem, and language anxiety play an important role during English learning process. As it was believed motivation and self-esteem have a positive impact on English learning, but language anxiety is negative, which was expected. Even though affective variables affects a bit English learning process, the gotten data showed a not significant extend due to the slightly significance. In fact, some of the assumptions were not right, but others were (see Table 1-3).

5.4 Unexpected results

This study was arose due to the researchers observed that some affective factors were present in students' English learning process of the English Intensive Intermediate I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador. Thus, the researchers identified the most common affective factors were motivation, self-esteem and anxiety. So, they considered it was important to study the effect of the before mentioned factors during the English learning process. As a result, the study began with the research question: How do motivation, self-esteem and language anxiety influence positively or negatively students' English language learning process of Intermediate Intensive English I courses of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador? And the following subsidiary questions: 1- How does motivation influence on English Intermediate I students' learning process? 2- To what extend does self-esteem affect students' language learning? 3- What is the effect of language anxiety on students' English learning as a foreign language?

To answer that research question and subsidiary ones, it was designed a questionnaire that included questions related to motivation, self-esteem and anxiety (see Appendix B). After the information was gotten and analyzed, it can be established that (see Appendix C, D &E): Regarding to motivation students consider English learning will open job opportunities so they are motivated instrumentally. According to the factor of motivation though it seems students feel more comfortable when reading and writing they feel not so comfortable when listening and speaking to a more experienced person, with English. To continue, regarding to self-esteem the majority does not expect to get too low nor too high instead acceptable final grades, and at the end of the major, they will get a high English level. Even though they present a low self-esteem during

some activities, it can be said a low self-esteem does not have a big impact on English language learning. In addition, language anxiety is not a big deal when learning a second language for it affects negatively a bit on students' learning only during oral activities. To sum up, integrative and instrumental motivation, level of confidence or how anxious students feel when talking to a more experienced (in English) person or activities in the classroom have not a big impact on English learning process; however, there are some activities in which they may be present and affect students' performance due to the previous factors (see Appendix C, D &E).

VI: CONCLUSION

6.1 Significance of findings

This research presents what statistical procedures illustrated: motivation, self-esteem, and language anxiety influence to the same weak extend students' learning, and there is not a dominant variable (Table 1-3). It was believed one was dominant over the rest; however, it was not this way. As learners are instrumentally motivated, they try to practice English when possible. In case, they failed, they would not give up instead they would find a way to improve their skills and grades (see Appendix C). Moreover, students' English level matters because the lower their English level is, the less confident they feel when speaking (see Appendix D). On the other hand, the ones who had very good English, they seemed not to be affected when their mistakes are corrected. Additionally, language anxiety affects learner during oral activities rather than written ones (see Appendix E). In sum, it was found motivation, self-esteem, language anxiety and students' English language learning process are low correlated (Table 1-3). Since they impact English learning weakly, the gotten data showed a not significant number due to the slightly significance.

The results present that motivation is necessary for English learning, and the most represented type was instrumental. They are not studying English as they like it; on the contrary, they are learning English for better job opportunities among others (see Appendix C). Moreover, the impact of self-esteem on learning is positive as they consider they will get an acceptable final grade and reach a good English level at the end of the major (see Appendix D). In addition,

when talking in front of the class, mispronouncing words and for oral evaluations, language anxiety influences students' learning negatively (see Appendix E). Though all of them influence students' English learning, they may affect them positively or negatively to a weak extent depending on students' English level and activities.

6.2 Identification of any limitation

As other studies, this one had some limitations throughout the investigation. First of all, there was a lack of sources since most of them were carried out such a long time ago, which could not be taken into account. Second, most books and journals were not for free due to the lack of money, they could not be bought. Third, some other books seemed to contain relevant information regarding to this study, but they did not; thus, they were not taken into consideration at time of writing the literature review chapter. At the time of field search, teachers were not willing to allow researchers neither to administer the survey in their class nor provide students' grades; it made difficult the process of gathering information, which was an important stage at this point. Forth, some respondents did not read instructions as a result they provided wrong and not completed information; on the other hand, some of them did not answer certain questions. Fifth, in order to analyze the collected data, SPSS 17 software was used for the statistical procedures, which was not easy as researchers were not familiar with it. Finally, all those limitations delayed them but they did not stop this research; on the other hand, those made researchers work harder to carry out this investigation.

6.3 Recommendation and justification for further research

The findings also provided some information which can be useful for students as well as teachers; however, there is still a need for further research for investigating these variables deeply. Although this study found out a little bit more about motivation, self-esteem and language anxiety influence on English language learning, some other researches should be carried out in order to get a better picture about the previous variables. This does not mean that the aim for the investigation will be the same; on the contrary, it may study other affective variables which could be different from motivation, self-esteem, and language anxiety. As they were already studied in this research, it can take place in another place or another sample. Besides, it is necessary to take into account any type of source, which is useful for further studies, if possible as not all of them are available for free. If possible, more instruments should be taken into consideration depending on the perspective. Moreover, researchers should take their time to administer their instruments, and to ask for permission to do it. Before analyzing results, they must be familiar to SPSS or any other software for statistical procedures. In fact, it is necessary to overcome as many limitations as possible in order to improve the sources, research method, methodology, statistical procedures and so on.

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APPENDICES

Appendix A

Universidad de El Salvador
Facultad de Ciencias y Humanidades
Departamento de Idiomas Extranjeros

Administrado a: estudiantes de Inglés Intermedio Intensivo I del Departamento de Idiomas Extranjeros de la Facultad de Ciencias y Humanidades de la Universidad de El Salvador.

Objetivo: Explorar como la motivación, la autoestima y la ansiedad influyen ya sea positiva o negativamente en el proceso del aprendizaje del idioma inglés de los estudiantes.

Investigadores: Eveling Cecilia Cerón
Evelyn Yanette Ramírez Gutiérrez
Karen Abigail Rivera López
Dina Eunise Arias Zepeda

Instrucciones: Marque con una "X" el espacio según corresponda su información y complete si es necesario.

Sexo: Femenino: ____ Masculino: ____

Fecha: _____

Edad: 17-21 ____ 22-25 ____ 26-30 ____ 31+ ____

¿Asistió a algún curso de inglés antes de ingresar a la universidad? Si: ____ No: ____

Si su respuesta es sí, conteste a las siguientes preguntas:

¿Dónde? _____

¿Qué nivel? _____

Instrucciones: Marque con una “X” una opción por pregunta y proporcione la información requerida.

Motivación

1. ¿Para qué le será útil aprender inglés?

Para su profesión

Viajar al extranjero

Ser un trabajador más calificado

Obtener una beca

2. ¿Disfruta hablar inglés fuera del salón de clases?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

3. ¿Se aburre durante las clases de inglés?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

4. ¿Participa voluntariamente en las actividades del salón de clases cuando tiene oportunidad?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

5. ¿En que tipo de actividad en inglés esta más interesado en participar?

Oral Auditiva Lectura Escrita

¿Por qué? _____

6. ¿Con que frecuencia escucha música en inglés?

Siempre A veces Rara vez Nunca

¿Por qué? _____

7. ¿Qué clase de material le gusta leer en inglés?

Revistas Libros Artículos Periódicos

¿Por qué? _____

8. ¿Qué haría si reprobara un examen?

Estudiar en grupo Tomar clases de refuerzo

No darle importancia Rendirse

¿Por qué? _____

Autoestima

1. ¿En cuál de las siguientes habilidades se siente más seguro?

Oral Auditiva Lectura Escrita

¿Por qué? _____

2. ¿Con quién se siente más cómodo al practicar en inglés?

Hablantes nativos

Profesores

Compañeros

Amigos

¿Por qué? _____

3. ¿Con que frecuencia prefiere evaluaciones escritas en lugar de orales?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

4. ¿Con que frecuencia considera que sus compañeros son mejores que usted aprendiendo inglés?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

5. ¿Se siente avergonzado cuando alguien corrige sus errores?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

6. ¿Siente temor al preguntar en su clase de inglés?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

7. ¿Al finalizar el ciclo, cuál considera que serán su nota en la materia de inglés?

10 – 9

8 – 7

6 – 5

4 – 0

8. Al final de su carrera, ¿Qué nivel de inglés considera que habrá alcanzado?

Superior

Avanzado

Intermedio

Básico

Alto

Alto

Alto

Medio

Medio

Medio

Bajo

Bajo

Bajo

Ansiedad

1. ¿En cuál actividad se pone más nervioso?

Oral

Auditiva

Lectura

Escrita

¿Por qué? _____

2. ¿Cómo se siente durante las actividades de audio?

Relajado

Preocupado

Asustado

Estresado

¿Por qué? _____

3. ¿Se frustra cuando no entiende las instrucciones en inglés?

Siempre

A veces

Rara vez

Nunca

¿Por qué? _____

4. ¿Se pone nervioso cuando no ha practicado lo suficiente para una presentación oral?

Siempre A veces Rara vez Nunca

¿Por qué? _____

5. ¿Siente temor ante evaluaciones escritas?

Siempre A veces Rara vez Nunca

¿Por qué? _____

6. ¿Se siente relajado cuando tiene que participar frente a la clase?

Siempre A veces Rara vez Nunca

¿Por qué? _____

7. ¿Se siente bajo presión porque su pronunciación no es tan buena para comunicarse?

Siempre A veces Rara vez Nunca

¿Por qué? _____

8. ¿Se estresa cuando el profesor le pregunta y no sabe la respuesta?

Siempre A veces Rara vez Nunca

¿Por qué? _____

Appendix B

**University of El Salvador
School of Arts and Sciences
Foreign Languages Department**

Administer to: Intermediate Intensive English I students of the Foreign Languages Department, School of Arts and Sciences, University of El Salvador.

Aim: to explore how motivation, self-esteem, and language anxiety influence positively or negatively students' English language learning process.

Researchers: Eveling Cecilia Cerón
Evelyn Yanette Ramírez Gutiérrez
Karen Abigail Rivera López
Dina Eunise Arias Zepeda

Directions: Write an "X" in the blank that belongs to your personal information and complete it when it is required.

Sex: Female: _____ Male: _____

Date: _____

How old are you? 17-21 ____ 22-25 ____ 26-30 ____ 31+ ____

Did you take any English course before coming to the university? Yes: ___ No: ___

In case, your answer is yes, complete the following questions.

Where did you take that course? _____

What level did you reach? _____

Directions: Answer the following questions by checking one choice or providing the required information when necessary.

Motivation

1. What do you think learning English will be helpful for..?

Future career

Traveling abroad

Being a more qualified job candidate

Getting a scholarship

2. Do you enjoy speaking English outside the classroom?

Always

Sometimes

Rarely

Never

Why? _____

3. Do you get bored during English classes?

Always

Sometimes

Rarely

Never

Why? _____

4. Are you willing to participate in classroom activities when you are required to?

Always

Sometimes

Rarely

Never

Why? _____

5. In which English activities, are you more interested in participating?

Listening Reading Writing Speaking

Why? _____

6. How often do you listen to music in English?

Always Sometimes Rarely Never

Why? _____

7. What kind of material do you like to read in English?

Magazines Books Articles Newspaper

Why? _____

8. What would you do if you failed an exam?

Study as a group Take tutor class

Do not care Give up

Why? _____

Self-esteem

1. Which of the following language skills do you feel more confident with?

Reading Speaking Writing Listening

Why? _____

2. Who do you feel more comfortable practicing English with?

Native speakers Teachers

Classmates Friends

Why? _____

3. Do you prefer written evaluations instead of oral ones?

Always Sometimes Rarely Never

Why? _____

4. How often do you consider your classmates are better at learning English than you?

Always Sometimes Rarely Never

Why? _____

5. Do you feel embarrassed when someone corrects your mistakes?

Always Sometimes Rarely Never

Why? _____

6. Do you feel afraid of asking questions in your English classes?

Always Sometimes Rarely Never

Why? _____

7. Which grades do you think you will get at the end of this course?

10 – 9 8 – 7 6 – 5 4 – 0

8. At the end of the major, which English level do you think you will achieve?

Superior

Advanced

Intermediate

Basic

high

high

high

mid

mid

mid

low

low

low

Language anxiety

1. During which activities, do you get more nervous? Check one choice.

Speaking

Reading

Writing

Listening

Why? _____

2. How do you feel when being exposed to listening exercises?

Relaxed

Comfortable

Frightened

Stressed

Why? _____

3. Do you get frustrated when you do not understand instructions?

Always

Sometimes

Rarely

Never

Why? _____

4. Do you get nervous when you have not practiced enough for an oral presentation?

Always

Sometimes

Rarely

Never

Why? _____

5. Are you afraid of taking written tests?

Always Sometimes Rarely Never

Why? _____

6. Do you feel relaxed when writing on the board in front of the class?

Always Sometimes Rarely Never

Why? _____

7. Do you feel under pressure because your pronunciation is not good enough to communicate?

Always Sometimes Rarely Never

Why? _____

8. Do you get stressed when the teacher asks a question and you do not know the answer?

Always Sometimes Rarely Never

Why? _____

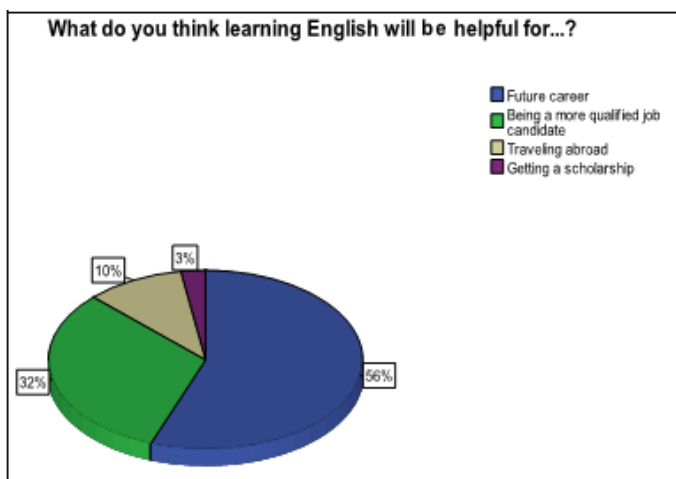
Appendix C

Motivation

3.1 Frequency and Pie Chart.

What do you think learning English will be helpful for...?

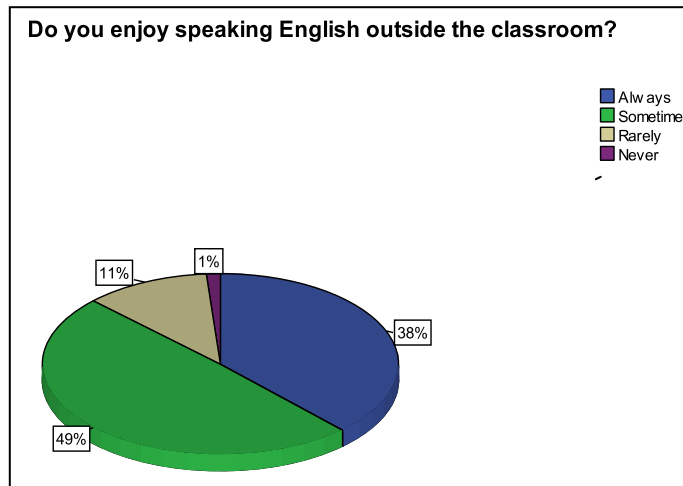
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Future career	44	55.0	55.7	55.7
Being a more qualified job candidate	25	31.3	31.6	87.3
Traveling abroad	8	10.0	10.1	97.5
Getting a scholarship	2	2.5	2.5	100.0
Total	79	98.8	100.0	
Missing				
System	1	1.3		
Total	80	100.0		



3.2 Frequency and Pie Chart.

Do you enjoy speaking English outside the classroom?

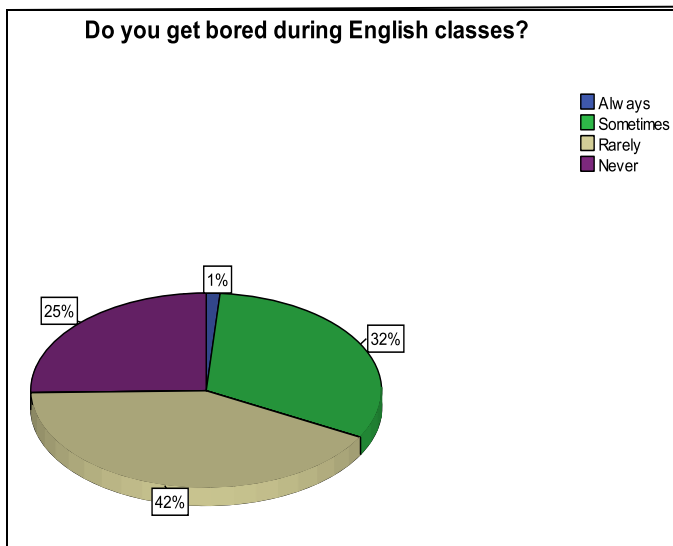
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	30	37.5	38.0	38.0
	Sometimes	39	48.8	49.4	87.3
	Rarely	9	11.3	11.4	98.7
	Never	1	1.3	1.3	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



3.3 Frequency and Pie Chart.

Do you get bored during English classes?

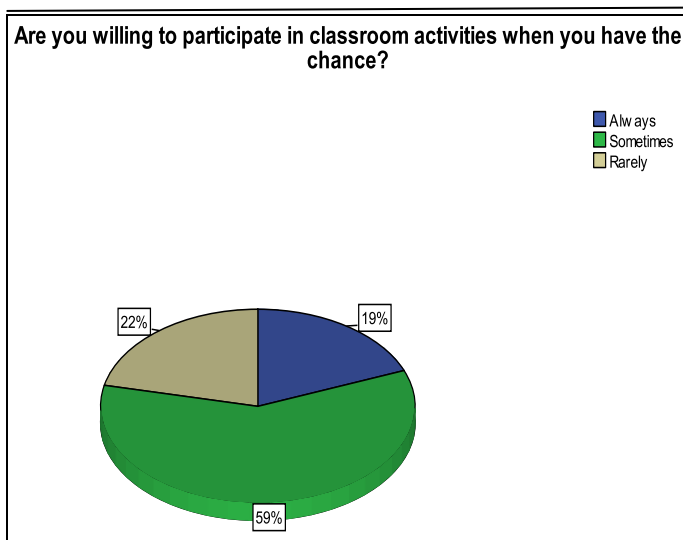
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	1.3	1.3	1.3
	Sometimes	25	31.3	31.6	32.9
	Rarely	33	41.3	41.8	74.7
	Never	20	25.0	25.3	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



3.4 Frequency and Pie Chart.

Are you willing to participate in classroom activities when you have the chance?

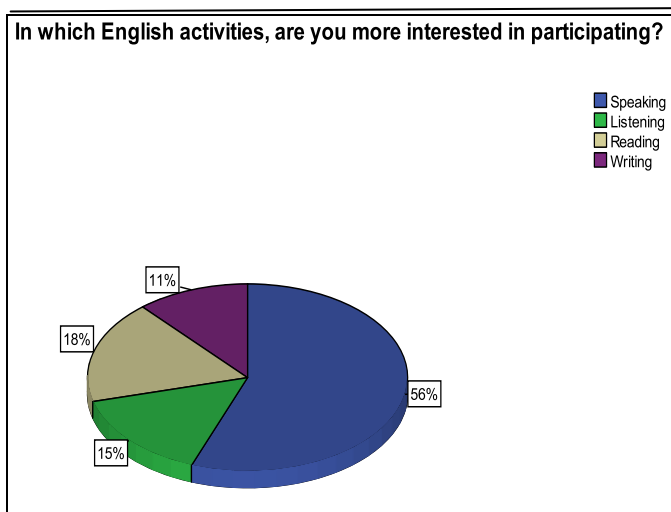
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	15	18.8	19.0	19.0
	Sometimes	47	58.8	59.5	78.5
	Rarely	17	21.3	21.5	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



3.5 Frequency and Pie Chart.

In which English activities, are you more interested in participating?

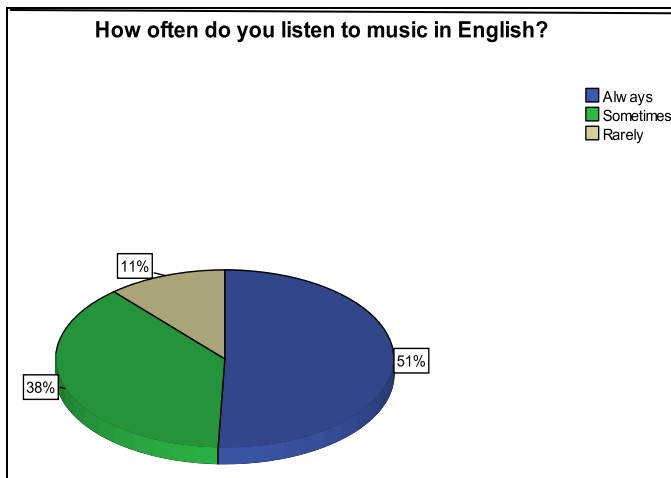
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Speaking	44	55.0	55.7	55.7
	Listening	12	15.0	15.2	70.9
	Reading	14	17.5	17.7	88.6
	Writing	9	11.3	11.4	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



3.6 Frequency and Pie Chart.

How often do you listen to music in English?

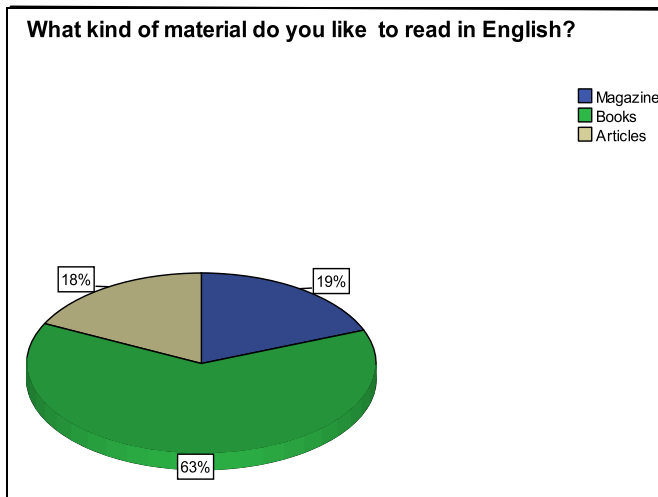
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	40	50.0	50.6	50.6
	Sometimes	30	37.5	38.0	88.6
	Rarely	9	11.3	11.4	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



3.7 Frequency and Pie Chart.

What kind of material do you like to read in English?

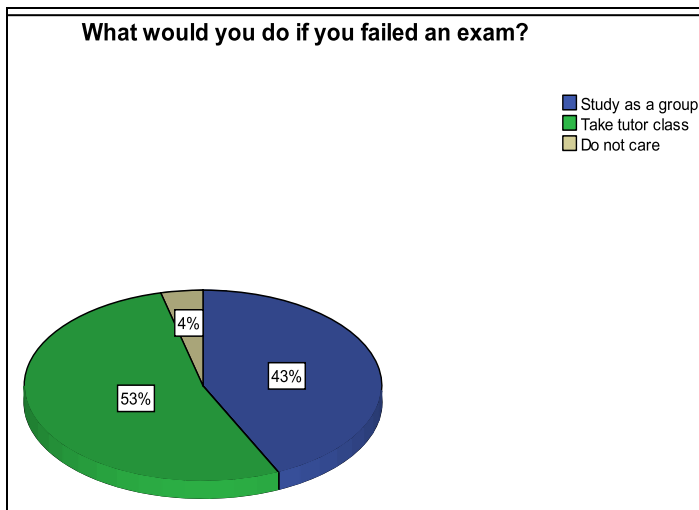
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Magazine	15	18.8	19.0	19.0
	Books	50	62.5	63.3	82.3
	Articles	14	17.5	17.7	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



3.8 Frequency and Pie Chart.

What would you do if you failed an exam?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Study as a group	34	42.5	43.0	43.0
Take tutor class	42	52.5	53.2	96.2
Do not care	3	3.8	3.8	100.0
Total	79	98.8	100.0	
Missing System	1	1.3		
Total	80	100.0		



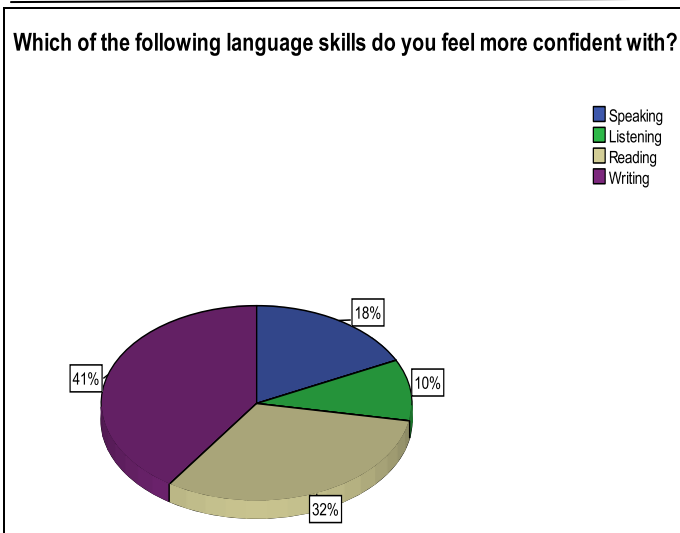
Appendix D

Self-esteem

4.1 Frequency and Pie Charts.

Which of the following language skills do you feel more confident with?

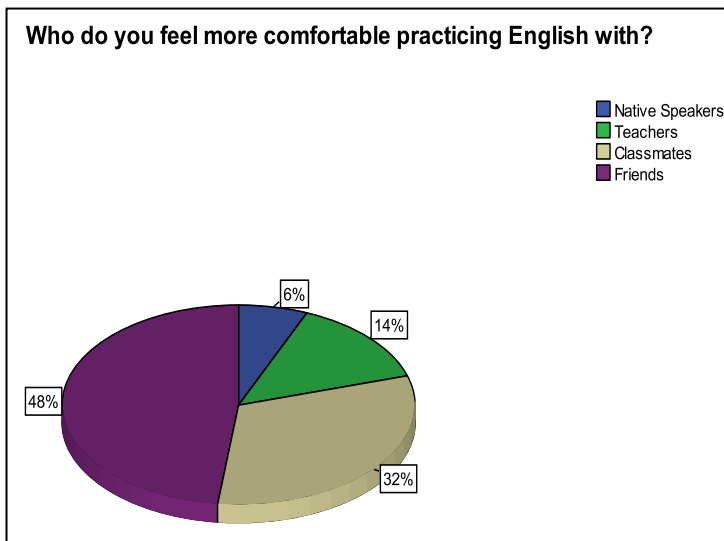
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Speaking	14	17.5	17.7	17.7
	Listening	8	10.0	10.1	27.8
	Reading	25	31.3	31.6	59.5
	Writing	32	40.0	40.5	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.2 Frequency and Pie Chart.

Who do you feel more comfortable practicing English with?

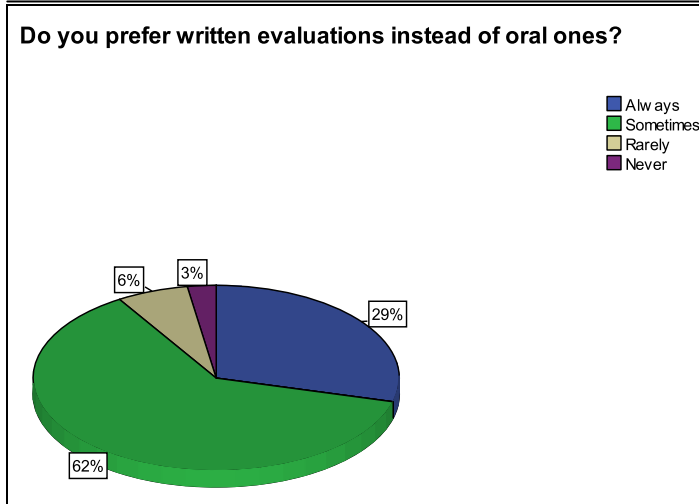
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Native Speakers	5	6.3	6.3	6.3
	Teachers	11	13.8	13.9	20.3
	Classmates	25	31.3	31.6	51.9
	Friends	38	47.5	48.1	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.3 Frequency and Pie Chart.

Do you prefer written evaluations instead of oral ones?

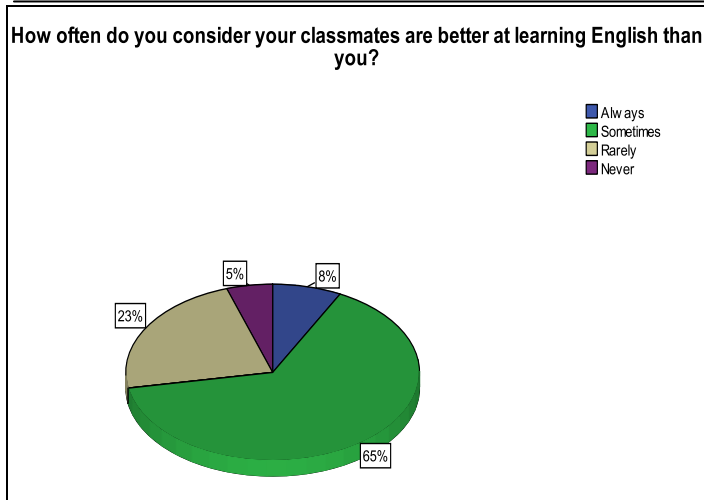
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	23	28.8	29.1	29.1
	Sometimes	49	61.3	62.0	91.1
	Rarely	5	6.3	6.3	97.5
	Never	2	2.5	2.5	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.4 Frequency and Pie Chart.

How often do you consider your classmates are better at learning English than you?

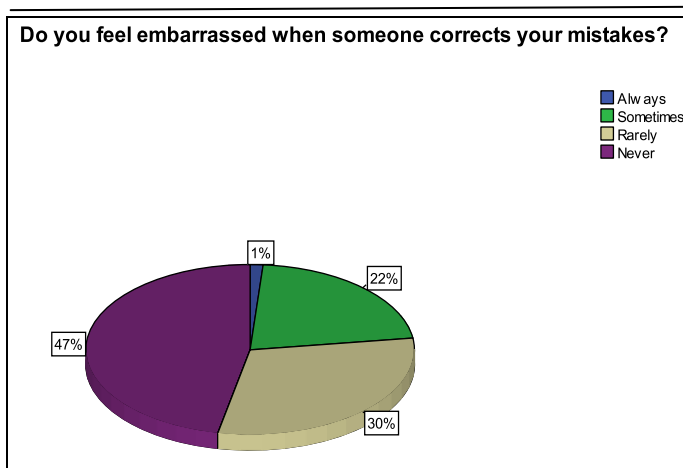
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	6	7.5	7.6	7.6
	Sometimes	51	63.8	64.6	72.2
	Rarely	18	22.5	22.8	94.9
	Never	4	5.0	5.1	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.5 Frequency and Pie Chart.

Do you feel embarrassed when someone corrects your mistakes?

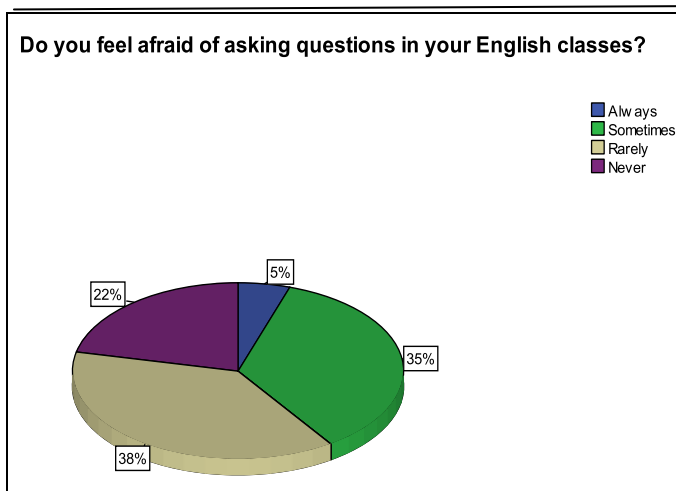
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	1.3	1.3	1.3
	Sometimes	17	21.3	21.5	22.8
	Rarely	24	30.0	30.4	53.2
	Never	37	46.3	46.8	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.6 Frequency and Pie Chart.

Do you feel afraid of asking questions in your English classes?

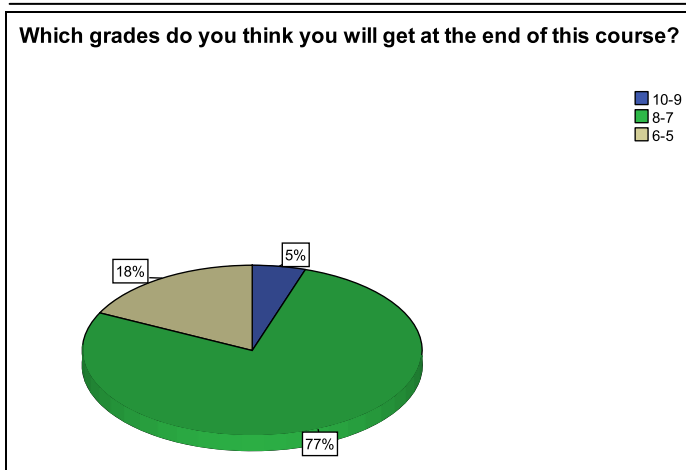
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	4	5.0	5.1	5.1
	Sometimes	28	35.0	35.4	40.5
	Rarely	30	37.5	38.0	78.5
	Never	17	21.3	21.5	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.7 Frequency and Pie Chart.

Which grades do you think you will get at the end of this course?

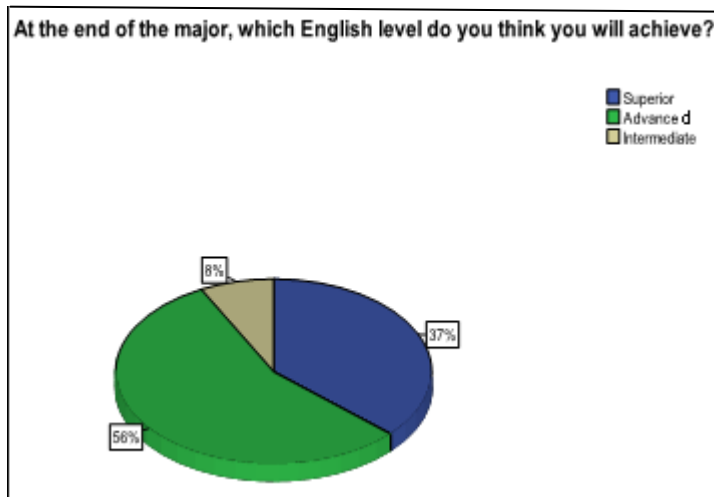
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-9	4	5.0	5.1	5.1
	8-7	61	76.3	77.2	82.3
	6-5	14	17.5	17.7	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



4.8 Frequency and Pie Chart.

At the end of the major, which English level do you think you will achieve?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Superior	29	36.3	36.7	36.7
	Advanced	44	55.0	55.7	92.4
	Intermediate	6	7.5	7.6	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



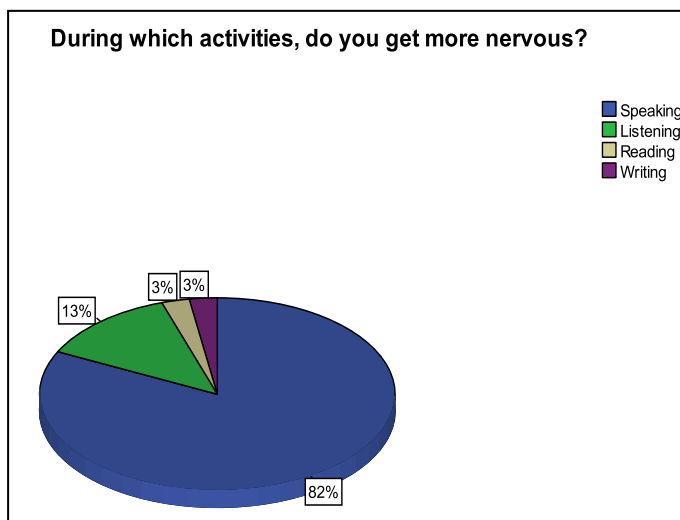
Appendix E

Language anxiety

5.1 Frequency and Pie Chart.

During which activities, do you get more nervous?

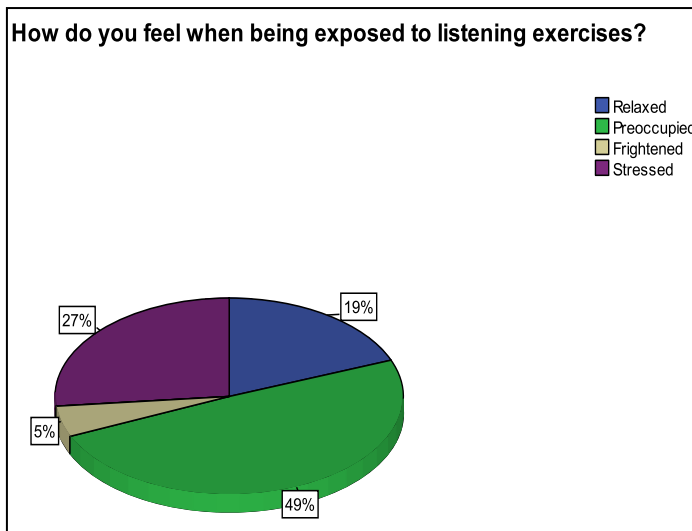
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Speaking	65	81.3	82.3	82.3
	Listening	10	12.5	12.7	94.9
	Reading	2	2.5	2.5	97.5
	Writing	2	2.5	2.5	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.2 Frequency and Pie Chart.

How do you feel when being exposed to listening exercises?

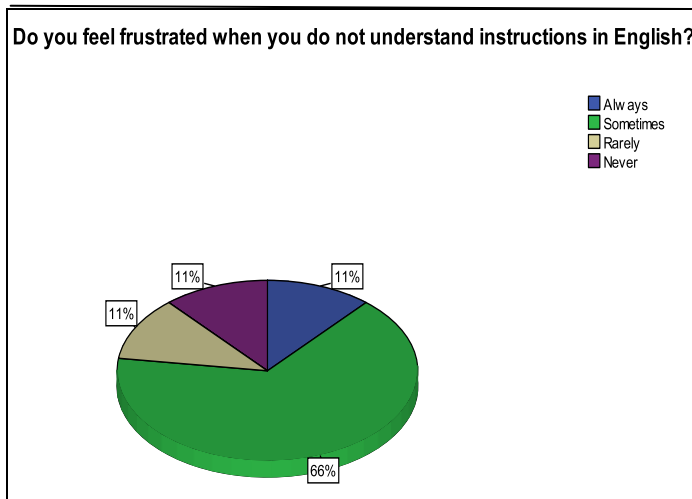
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relaxed	15	18.8	19.0	19.0
	Preoccupied	39	48.8	49.4	68.4
	Frightened	4	5.0	5.1	73.4
	Stressed	21	26.3	26.6	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.3 Frequency and Pie Chart.

Do you feel frustrated when you do not understand instructions in English?

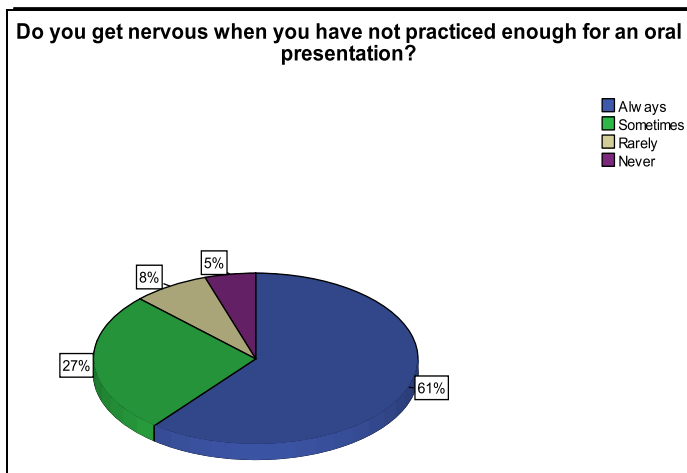
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	11.3	11.4	11.4
	Sometimes	52	65.0	65.8	77.2
	Rarely	9	11.3	11.4	88.6
	Never	9	11.3	11.4	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.4 Frequency and Pie Chart.

Do you get nervous when you have not practiced enough for an oral presentation?

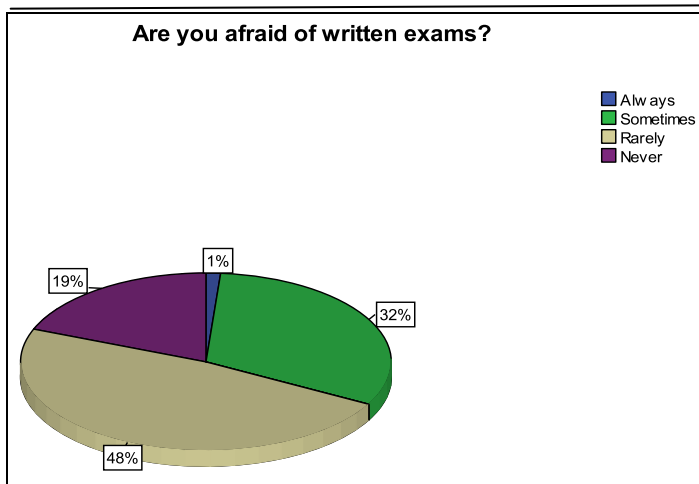
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	48	60.0	60.8	60.8
	Sometimes	21	26.3	26.6	87.3
	Rarely	6	7.5	7.6	94.9
	Never	4	5.0	5.1	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.5 Frequency and Pie Chart.

Are you afraid of written exams?

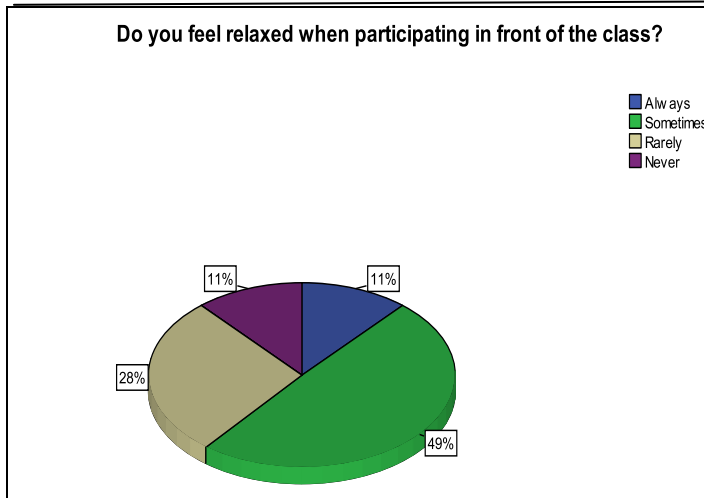
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	1	1.3	1.3	1.3
	Sometimes	25	31.3	31.6	32.9
	Rarely	38	47.5	48.1	81.0
	Never	15	18.8	19.0	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.6 Frequency and Pie Chart.

Do you feel relaxed when participating in front of the class?

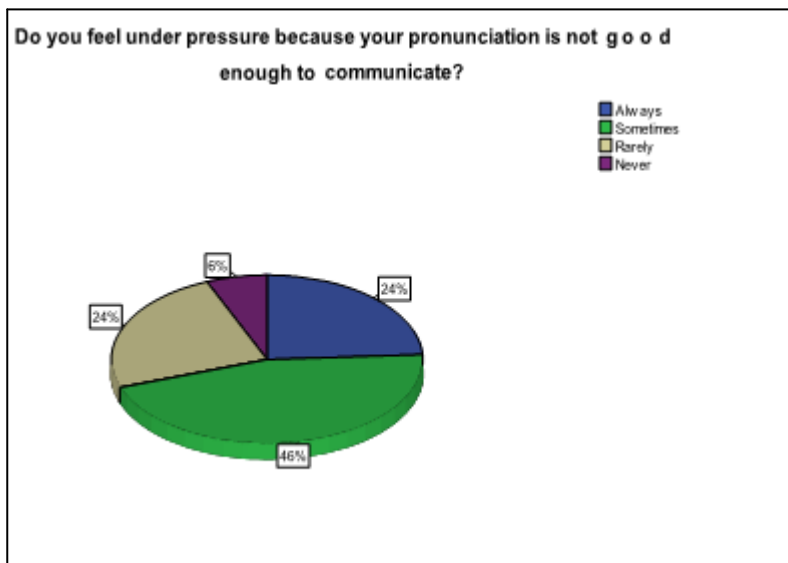
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	9	11.3	11.4	11.4
	Sometimes	39	48.8	49.4	60.8
	Rarely	22	27.5	27.8	88.6
	Never	9	11.3	11.4	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.7 Frequency and Pie Chart.

Do you feel under pressure because your pronunciation is not good enough to communicate?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	19	23.8	24.1	24.1
	Sometimes	36	45.0	45.6	69.6
	Rarely	19	23.8	24.1	93.7
	Never	5	6.3	6.3	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		



5.8 Frequency and Pie Chart.

Do you get stressed when the teacher asks a question and you do not know the answer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.3	16.5	16.5
	Sometimes	37	46.3	46.8	63.3
	Rarely	19	23.8	24.1	87.3
	Never	10	12.5	12.7	100.0
	Total	79	98.8	100.0	
Missing	System	1	1.3		
Total		80	100.0		

