

Affective variables and gender in SLA in primary education

Marta del Pozo Beamud | Universidad de Castilla-La Mancha (España)

marta.pozobeamud@uclm.es

Over the past decade, numerous studies have been carried out regarding affective variables in SLA. However, it has been shown that these variables should not be analysed in isolation. Factors such as gender, for example, should also be taken into consideration. This study looks at the importance of gender in relation to affective variables in primary students (M: 11.5). The results are consistent with previous studies, in that female respondents were shown to outperform their male counterparts in terms of affective variables (L2 motivation, L2 anxiety, L2 selves).

Keywords: *affective variables, gender, primary education.*

Las variables afectivas y el género en SLA en educación primaria

Numerosos autores han estudiado el papel de las variables afectivas en el área de adquisición y enseñanza de lenguas en la última década. No obstante, se ha demostrado que estas variables no deben analizarse de forma aislada, sino que se deben tener en cuenta factores como el género. Este trabajo indaga en la importancia del género en relación con las variables afectivas en alumnos de primaria (M: 11,5). Los resultados son consistentes con estudios previos, los cuales demostraron que las participantes encuestadas superan a sus homólogos masculinos en términos de variables afectivas (motivación/ansiedad/yo en L2).

Palabras clave: *Variables afectivas, género, educación primaria.*



Recibido: 10/11/2022 | Aceptado: 02/12/2022

TO CITE
THIS ARTICLE:

del Pozo Beamud, M. (2022). Affective variables and gender in SLA in primary education. *Lenguaje y textos*, 56, 25-37. <https://doi.org/10.4995/lyt.2022.18820>

1. Introduction

Gender differences are most apparent when learning a second or a foreign language. These differences are not only manifested in the strictly academic sphere but also transcend the field of affective variables within the process of language learning (Ryan, 2009: 35). To date, numerous studies have suggested that females are more motivated than their male counterparts with regard to language learning (Baker & MacIntyre, 2000; Dörnyei, Csizér & Németh, 2006; Kisaau, 2006; Martinović & Sorić, 2018; Merisuo-Storm, 2007; Mori & Gobel, 2006; Pasaltou-Joycey, Vrettou, Penderi, 2017). Furthermore, it has been proven that there are also gender differences regarding L2 anxiety (Aydin, Harputlu, Celik, Ustuk at Guzel, 2017; Park & French, 2013) and the L2 selves (Azaarnoosh & Birjandi, 2012; Dogan, 2017; Kim & Kim, 2011; Martinovic, 2018; Yashima, Nishida & Mizumoto, 2017).

With these previous studies as a reference, the main objective of this study was to analyse whether gender differences exist between students of primary education in a language immersion programme in relation to motivation, anxiety and the selves. The rationale behind the study is that the results of the present study could shed light on this lesser studied age group, thereby making a useful contribution to the existing body of literature on the relationship between affective variables and gender.

2. L2 motivation, L2 anxiety and the L2 selves

The history of L2 motivation is relatively recent (González Mujico & Lasagabaster, 2019) since it began to be understood as a fundamental part of the learning process in

the 1960s (Dörnyei & Ushioda: 2011, p. 39). One of the most relevant theories is that of Self-determination. Its greatest contribution is that of the continuum ranging from amotivation to intrinsic motivation, through extrinsic motivation (Ryan & Deci, 2002, p. 5). Extrinsic motivation is governed by external factors (Deci & Ryan, 2000), whilst intrinsic motivation is related to an individual's genuine interest in a specific activity (Deci & Ryan, 2000, p. 233).

In a similar vein, L2 anxiety is also a growing concept in the area of applied linguistics since the 1970s (Barcelos, 2015, p. 306). According to Gardner (2010, p. 90): 'It is a type of situational anxiety related to learning and using a second language'. There are three types of anxiety: communicative apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1991, p. 30). Communicative apprehension appears when the learner has to communicate orally in groups, in pairs, or in public, or when he hears or learns an oral message (Horwitz et al., 1991, p. 30). Test anxiety is experienced by overly perfectionist learners with unrealistic goals (Horwitz et al., 1991, p. 30). Fear of negative evaluation could be considered even worse than test anxiety. While test anxiety only appears when the learner faces tests, fear of negative evaluation goes further and appears when the learner undergoes any kind of assessment (Horwitz et al., 1991, p. 31). Authors such as Criado and Mengual (2017, p. 20,30), have demonstrated, both through quantitative and qualitative analyses, the importance that this fear of negative evaluation has for secondary school students aged between 15 and 18.

The L2 selves were introduced in SLA through the L2 Motivational Self System

(Dörnyei, 2005). This system comprises three constructs: the L2 self, the ought-to L2 self and the L2 learning experience (Dörnyei, p. 2005: 105). The ideal self is related to the attributes that someone would like to possess in relation to learning a second language (Dörnyei, 2005, p. 105). The ought-to self does not refer to the qualities that someone would like to have, but to the qualities that someone feels they should have (Dörnyei, 2005, p. 105). Finally, the learning experience is integrated by the learner's own experience and by the elements of the learning context of the learner (Dörnyei, 2005, p. 106).

2.1. L2 motivation and gender

Traditionally, women have been more inclined to be associated with humanities and men more with science. Today, this situation has changed considerably although, in the case of second or foreign language learning, female learners appear to be more motivated than their male counterparts in terms of learning such languages worldwide in primary, secondary and tertiary education (Baker & MacIntyre, 2000; Dörnyei, Csizér & Németh, 2006; Kisaau, 2006; Martinović & Sorić, 2018; Merisuo-Storm, 2007; Mori & Gobel, 2006 Pasaltou-Joycey, Vretou, Penderi, 2017; Hwa & Peck, 2017).

Kissau (2006, p. 415), reflecting on the results of her own study and in an attempt to find an explanation for this phenomenon, blames society for 'feminising' the learning of a language and therefore, its culture, in addition to branding male apprentices as unmanly for having an interest in such learning. In the words of Kissau (2006, p. 15): 'Boys reported being less interested in learning about French culture

because society has made it clear that that is more of a female concern'.

Thus, male informants often show higher levels of instrumental motivation at all educational levels while female informants show more integrative motivation (de la Morena Taboada, Sánchez Burón, Fernández Martín, 2011, p. 28). In other words, if males were willing to learn a language, the underlying reasons would be instrumental since language is perceived as a means to an end. Females, on the other hand, would have a different perspective and would approach language learning as something more integrated with their selves. If, instead of measuring instrumental and integrative motivation, we focus on extrinsic and intrinsic motivation, a clear advantage of female students over males regarding L2 motivation is also found. Fernández-Fontecha (2014, p. 39) expressed this idea in the following terms:

[...] Most boys and girls mainly thought that learning English as a foreign language was necessary, important, or useful, and boys in particular perceived the foreign language as more necessary, important, or useful than nice, attractive, pleasant, or interesting. Girls found English more attractive, pleasant, interesting, or nicer than boys did.

2.2. L2 anxiety and gender

The relationship between L2 anxiety and gender is not as straightforward as it is for L2 motivation and gender since studies show mixed results. In Turkey, with primary and secondary participants, Aydin et al. (2017) discovered that female informants were more motivated than their male counterparts. Similarly, Park and French in Korea (2013, p. 465, 468) discovered that

female university students showed greater signs of anxiety than men. However, no significant differences were found in Malaysia, Pakistan and Yemen respectively at university/tertiary levels (Gopang, Bughio & Pathan, 2018; Razak, Yassin & Maasum, 2017; Yih, Chin & Ling, 2018).

2.3. L2 selves and gender

Concerning the L2 selves, previous literature also shows mixed results. Dogan (2017), in Turkey, found gender differences regarding the selves at a state university. As with motivation, male respondents seemed to be driven by more external factors (ought-to self) (Azaarnoosh & Birjandi, 2012, p. 580), unlike female respondents, who were driven by more personal and internal interests (ideal self) (Kim and Kim, 2011, p. 66). These results are in line with those of Yashima et al. (2017) in Japan among university students, but not consistent with those of Martinovic (2018), who, in Croatia, found that male university students showed greater levels of the ideal self. Authors such as Henry and Cliffordson (2013, p. 278, 285) found no gender differences when examining the perception of the ideal self among their secondary education participants ($M= 15.5$) in Sweden.

As seen, the results presented in this review of the literature show mixed results regarding the relationship between affective variables and gender mainly in secondary and tertiary contexts. The main aim of this study, therefore, was to shed light on this relationship in primary education, a pivotal stage in the academic lives of individuals in both cognitive and affective contexts. Nonetheless, the results obtained may not be as reliable as with older participants

because of younger students' relative lack of both cognitive and affective maturity.

3. Method

3.1. Participants

The number of participants was 420. These were sixth grade children (11.5), who took part in a one-week language immersion programme at the CRIEC (Rural Center for Educational Innovation in Cuenca) in the academic year 2018/2019. Both public and private primary schools can apply to take part in this programme. Our participants were all pupils who participated in the immersion programme that year. The children engage in a wide variety of activities such as workshops, watching films in English, performing plays in English, to name but a few.

Spanish informants comprised 79% of the total number of participants and Spanish is their first language. The majority of participants attend bilingual schools (59.4%) and 54,2 % were male participants. It is noteworthy that a high percentage of participants live in rural areas with most of their parents in professions related to the agricultural sector.

3.2. Methodology

The instrument used (see appendix) was adapted from other questionnaires in order to make it more appropriate and comprehensible for students of primary education (see Csizér & Kormos, 2009; Gardner, 2010; Horwitz, 1983; Ryan, 2009; Taguchi, Magid & Papi, 2009). This instrument is of a quantitative nature and consists of twenty questions (Likert Scale 5) and four constructs (extrinsic motivation, intrinsic motivation, L2 anxiety and the L2 selves. In addition,

there are six ethnographic questions which attempt to identify participants' socio-economic backgrounds.

This instrument was submitted to a committee of experts for scrutiny in October 2017. The committee was made up of a psycho-pedagogue, an expert in methodology, an expert in language learning and two primary teachers. The committee followed a validation guide, evaluating the questions in the questionnaire one by one in order to determine if they were relevant, pertinent and appropriate for sixth grade children. Its internal consistency is 0.71.

Participants and their families were informed about the research project by the teachers at the CRIEC and by the researchers and they were able to ask about any queries they had. As participants were minors, parents were requested to complete a consent form created by the researchers of the project. Upon completion of the consent forms, the original questionnaire (in Spanish) was administered by the teachers at the CRIEC twice (T1 and T2) to look at the effect that the immersion programme had on the participants' affective variables, which was the aim of the previous work. In the present study, only results at T1 were analysed.

3.3. Analyses and results

Descriptive statistical analyses have been presented reflecting aspects such as the number of participants, the mean, median, mode, standard deviation, variance or asymmetry in each variable. Descriptive statistical analyses offer detailed information on the results obtained in each of the variables analysed. The total number of participants was 420. Our aim had been to

count on around 1,000 participants, which is approximately the number attending the CRIEC during an academic year. However, for reasons beyond our control, the sample was reduced to 420 students, a number still large enough to analyse and obtain robust results. In previous quantitative studies in Spain, North America and Asia, the number of respondents did not exceed 341 (García Sánchez and Cruz Vargas 2013; Shaaban and Ghaith 2000).

It is worth noting that the participants obtained the highest means in item 8 "I do my homework when my teacher asks me to" (extrinsic motivation construct) and in item 18 "In the future, I will need to improve my spoken English." (selves construct), indicating the importance for participants in this group to do the tasks assigned by the teacher, in addition to having a good level of oral English for the future. On the other hand, respondents achieved the lowest averages in item 2 "I am not keen on participating in class because I do not want to make mistakes." (anxiety construct) and in item 12 "I like watching films in English." (intrinsic motivation construct).

A one-way ANOVA was chosen to answer our research question as to whether female participants outperform their male counterparts in all affective variables (motivation, anxiety and the selves). Prior to conducting the ANOVA analysis, a factor analysis was carried out with the aim of reducing the 20 items of the questionnaire to a smaller number of factors. The results obtained were positive since four factors emerged that coincided with the four constructs proposed (extrinsic motivation, intrinsic motivation, L2 anxiety and the L2 selves).

As we can see in Table 1, the results indicate that female students achieved a higher mean in all the categories, suggesting that they are more motivated and have a greater sense of the self than their counterparts, but they are also shown to be more anxious. Nonetheless, as shown in the table, results are only significant in the case of intrinsic motivation and the selves, indicating then that females are more intrinsically motivated and have a greater sense of the second language self. The results obtained are in line with numerous authors, since all of them identify a clear advantage of the female participants in the case of motivation (Baker & MacIntyre, 2000; Dörnyei, Csizér & Németh, 2006; Kisaau, 2006; Martinović & Sorić, 2018; Merisuo-Storm, 2007; Mori & Gobel, 2006; Pasaltou-Joycey, Vrettou, Penderi, 2017; Hwa & Peck, 2017). In a study by Dörnyei et al. in Hungary (2006: 645, 650, 1026, 1048, 1049, 1050), with participants

of 13.5 years, female informants were more motivated than their male counterparts since girls obtained higher means than their male counterparts in most of the variables related to motivation. In the case of anxiety, these results are similar to those of Aydin et al. (2017) and Park and French (2013, p. 465, 468), who, in their Korean study (with participants $M= 21$) discovered that female university students were more anxious than their male counterparts when learning English as a foreign language. However, our results are not consistent with those of Matsuda and Gobel (2004), who found no gender differences among university participants in their study.

Finally, in the case of selves, the results in relation to the ideal self coincide with those presented by Kim and Kim (2011, p. 66), who concluded that adolescent girls have a greater predisposition to act guided by their ideal self than their male peers. Our

Table 1. Anova results (original).

Ext.	Inter-groups	,025	1	,025	,038	,845
Mot.	Total	505,242	760			
Int.	Inter-groups	32,478	1	32,478	36,887	,000
Mot.	Intra-groups	677,092	769	,880		
	Total	709,570	770			
L2	Inter-groups	1,190	1	1,190	1,175	,279
anx.	Intra-groups	770,877	761	1,013		
	Total	772,067	762			
L2	Inter-groups	12,339	1	12,339	20,600	,000
selves	Intra-groups	455,818	761	,599		
	Total	468,157	762			

results are also consistent with those of Yashima et al. (2017) with undergraduate Japanese students.

Consequently, the main findings demonstrate that female pupils are more motivated to learn a foreign language than their male counterparts, but they also appear to be more anxious. This may be a reflection of a common notion that second or foreign languages are more of a “female subject” and that students might have internalised this subconsciously (Kissau, 2006).

What is more, at this stage of their lives, students of primary education have a strong sense of differentiation in terms of what it is to be a boy or a girl in terms of interests, hobbies or free time activities, for instance. This would certainly translate with regard to the learning process since, as previously stated, girls are more inclined to have a greater interest in languages in comparison to their male counterparts.

4. Conclusions

As has been demonstrated, our study has yielded similar results to those of previous studies and thereby serves to contribute to the existing body of literature on this subject indicating that female learners outperform their male counterparts regarding affective variables. These results indicate that the role played by the affective variables is crucial. Furthermore, light has been shed on the lesser studied group, that of students of primary education.

At this stage, pupils undergo many developmental changes, including cognitive and emotional, so it is most advisable to investigate the factors that help shape students' attitudes towards learning languages.

This study is not without its limitations and the results should be interpreted with caution since only half of the results were statistically significant. It is also acknowledged that most studies of affective variables focus on adolescents or adults, whose levels of emotional and cognitive maturity are generally higher. Nonetheless, it can be considered useful to ascertain the opinion of primary school children regarding affective variables before they reach secondary school or university, to be able to draw pertinent conclusions and take certain pedagogical measures that favour the process of language learning.

Other qualitative instruments could have been adopted, such as follow-up interviews with students. Not only are broader and more substantial responses obtained than with quantitative methods, but in addition, the behaviour of the interviewee can also yield data of great interest for research (see Ushioda, 2012).

As for future research, carrying out a longitudinal study to observe the evolution of gender differences over the years would be most appropriate since affective variables fluctuate over time (Busse & Walter, 2013; Sylvén & Ohlander, 2014; Waninge et al., 2014). Transitioning to adolescence entails fundamental changes that would be most useful to analyse.

Age is yet another factor that should be taken into account (MacIntyre et al., 2002) and it would be appropriate to adapt the questionnaire for different age groups and replicate this study among adolescents and/or adults to verify whether age is decisive when it comes to affective factors.

The study could also be replicated in other centers and/or language immersion programmes in different parts of Spain

and different countries, thus enabling a useful comparison of results. A greater understanding of the impact that immersion programmes have on affective variables could be achieved and it could be determined whether there are areas and/or countries where these programs are more/less motivating. The relationship between socio-economic factors and the affective variables could also be examined (Doiz, Lasagabaster and Sierra, 2014, p. 213).

Lastly, attention must be drawn to the pedagogical implications of this study. We have demonstrated the importance that affective variables have in the process of learning a foreign language. By focusing only on aspects such as intelligence, a fundamental component of the human being, the affective part, is overlooked. As teachers, we should try to encourage and maintain the motivation of our students through interesting, appropriate and challenging tasks.

Thus, student-centered approaches are most advisable (Lirola, 2005, p. 33). Likewise, as teachers we should be aware of the negative effect of anxiety on the learning process, when a student's performance is negative, there is a tendency to assume that this is the case because of some lack of innate ability or effort. The most plausible explanation is that students might be

experiencing anxiety. Identifying the symptoms of students suffering from anxiety and striving to minimise the negative impact that this may have on the learning process is crucial, not only on the part of teachers but also on the part of other members of the educational community. Strategies such as laughter or deep breathing appear to be most helpful for reducing anxiety, for example (Clavel & Martí, 2008, p. 358).

It has also been verified that there are gender differences that situate female participants above male participants with regard to affective variables. Thus, starting in the primary classroom, teachers should try to reduce this gap in order to prevent it from increasing over the years, promoting equality by trying to diminish the notion that languages are 'for girls'. To date, numerous studies have shown that females are more motivated to learn foreign languages than their male counterparts (Ryan, 2009, p. 135). To overcome such differences, authors such as Wucherer and Reiterer (2018) have suggested paying attention to differences in the effects of both personality and motivation.

On a final note, if teachers worldwide were made more aware of these gender differences, then work might be done on male learners' attitudes towards and perception of language learning.

References

- AZARNOOSH, M. & BIRJANDI, P. (2012). Junior high school students' L2 motivational self system: Any gender differences? *World Applied Sciences Journal*, 20(4), 577-584.
- AYDIN, S. et al. (2017). Age, gender and grade effect on foreign language anxiety among children. *TEFLIN Journal*, 28(2), 133-154. <https://doi.org/10.15639/teflinjournal.v28i2/133-154>
- BAKER, S. C. & MACINTYRE, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, 50(S1), 65-96. <https://doi.org/10.1111/0023-8333.00119>
- BARCELOS, A. M. F. (2015) Unveiling the relationship between language learning beliefs, emotions and identities. *Studies in Second Language Learning and Teaching*, 5(2), 301-325. <https://doi.org/10.14746/ssl.2015.5.2.6>

- BUSSE, V., & WALTER, C. (2013). Foreign language learning motivation in higher education: A longitudinal study of motivational changes and their causes. *The Modern Language Journal*, 97(2),435–456. <https://doi.org/10.1111/j.1540-4781.2013.12004.x>
- CLAVEL, B., & MARTÍ, M. D. M. (2008). Second Language Acquisition. In M. Fuster and A. Sánchez, pp. 331-365.
- CRiado, R., & MENGUAL, Y. (2017). Anxiety and EFL speaking in Spanish compulsory and non-compulsory secondary education: A mixed-method study. *Miscelánea: A Journal of English and American Studies*, 55, 33-35. https://doi.org/10.26754/ojs_misc/mj.20176813
- CSIZÉR, K., & KORMOS, J. (2009). Learning experiences, selves and motivated learning behaviour: A comparative analysis of structural models for Hungarian secondary and university learners of English. In Z. Dörnyei & E. Ushioda, (Eds.), *Motivation, language identity and the L2 self*, pp-98-119. Bristol: Multilingual Matters. <https://doi.org/10.21832/9781847691293-006>
- DECI, E. L. & RYAN, R.M. (2000). The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behaviour. *Psychological Inquiry*, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01
- DE LA MORENA TABOADA, M. S., BURÓN, A., & POVEDA FERNÁNDEZ, M. (2017). Diferencias en los niveles de motivación por sexo, curso y tipo de centro educativo en el aprendizaje estratégico de la lengua extranjera. *Arbor*, 187(Extra_3), 225-230. <https://doi.org/10.3989/arbor.2011.Extra-3n3149>
- DOGAN, G. (2017). The effect of gender and L2 proficiency on learners' motivational dispositions and vision. *International Journal of Language Academy*, 5(3), 66-83. <https://doi.org/10.18033/ijla.3585>
- DOIZ, A., LASAGABASTER, D., & SIERRA, J. M. (2014) "CLIL and motivation: The effect of individual and contextual variables". *The Language Learning Journal*, 42(2), 209-224. <https://doi.org/10.1080/09571736.2014.889508>
- DÖRNYEI, Z.(2005). *The psychology of the language learner: Individual differences in second language acquisition*, New Jersey: Lawrence Erlbaum.
- DÖRNYEI, Z., C. KATA, & NÉMETH, N (2016). *Motivation, language attitudes and globalisation: A Hungarian perspective*, Bristol: Multilingual Matters.
- DÖRNYEI Z., & USHIODA, E. (2011). *Teaching and researching motivation* (2nd edition). London: Pearson.
- FERNÁNDEZ-FONTECHA, A. (2014). Motivation and gender effect in receptive vocabulary learning: An exploratory analysis in CLIL primary education. *Latin American Journal of Content & Language Integrated Learning*, 7(2), pp. 27-49. <https://doi.org/10.5294/laclil.2014.7.2.2>
- GARCÍA SÁNCHEZ, M. E., & CRUZVARGAS, M. L. (2013). Factores motivacionales extrínsecos e intrínsecos en el aula de inglés: análisis empírico. *Porta Linguarum*, 19, 275-297.
- GARDNER, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*, Peter Lang Publishing.
- GONZALEZ MUJICO, F., & LASAGABASTER, D. (2019). Enhancing L2 Motivation and English Proficiency through Technology. *Complutense Journal of English Studies*, 27, 59-78. <https://doi.org/10.5209/cjes.62990>
- GOPANG, I, BUX, B., FALAZ A., & PATHAN, H. (2018), Investigating foreign language learning anxiety among students learning English in a public sector university, Pakistan. *MOJES: Malaysian Online Journal of Educational Sciences*, 3 (4), 7-37.
- HENRY, A., & CLIFFORDSON, C. (2013). Motivation, gender, and possible selves. *Language Learning*, 63(2), 271-295. <https://doi.org/10.1111/lang.12009>
- HORWITZ, E. K. (1983). *Foreign language classroom anxiety scale*. [Database record]. APA PsycTests. <https://doi.org/10.1037/t60328-000>

- HORWITZ, E. K., HORWITZ, M. B. & COPE, J. A. (1991). Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 27-36). Upper Saddle River, NJ: Prentice-Hall.
- HWA, S. P. & PECK, W. K. (2017). Gender differences in speaking anxiety among English as a second language learners in a Malaysian tertiary context. *International Journal for Studies on Children, Women, Elderly and Disabled*, 2(6), 108-117.
- KIM, Y.K. & KIM, T.Y. (2011). Gender differences in Korean secondary school students' learning styles and L2 motivation. *Foreign Languages Education*, 8(2), 51-71.
- KISSAU, S. (2006). Gender differences in motivation to learn French. *Canadian Modern Language Review*, 62(3), 401-422. <https://doi.org/10.3138/cmlr.62.3.401>
- MACINTYRE, P. D., BAKER, S. C., CLÉMENT, R., & DONOVAN, L. A. (2008). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning*, 52(3), 537-564. <https://doi.org/10.1111/1467-9922.00194>
- MARTÍNEZ LIROLA, M. (2005). *¿Qué relación guarda la motivación con los problemas de disciplina durante la adolescencia en los programas de educación bilingüe en EE.UU.?* *Porta Linguarum*, 3, 21-34. <https://doi.org/10.30827/Digibug.29118>
- MARTINOVIC, A. (2018). The L2 motivational self system. *Jezikoslovlje*, 19 (1), 133-157.
- MARTINOVIC, A., & SORIC, I. (2018). The L2 motivational self system, L2 interest, and L2 anxiety: A study of motivation and gender differences in the Croatian context. *ExELL*, 6(1), 37-56. <https://doi.org/10.2478/exell-2019-0005>
- MATSUDA, S., & GOBEL, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 3(1), 21-36. <https://doi.org/10.1016/j.system.2003.08.002>
- MERISUO-STORM, T. (2007). Pupils' attitudes towards foreign-language learning and the development of literacy skills in bilingual education. *Teaching and Teacher Education*, 23(2), 226-235. <https://doi.org/10.1016/j.tate.2006.04.024>
- MORI, S., & GOBEL, P. (2006). Motivation and gender in the Japanese EFL classroom. *System*, 34(2), 194-210. <https://doi.org/10.1016/j.system.2005.11.002>
- PARK, G. P., & FRENCH, B. F. (2013). Gender differences in the Foreign Language Classroom Anxiety Scale. *System*, 41(2), 462-471. <https://doi.org/10.1016/j.system.2013.04.001>
- PSALTOU-JOYCEY, A., VRETTOU, A., & PENDERI, E. (2017). L2 motivation of Greek young learners and adolescents. *Selected papers on theoretical and applied linguistics*, 22, 416-431.
- RAZAK, N. A., YASSIN, A. A., & MAASUM, T. N. R. B. T. (2017). Effect of Foreign Language Anxiety on Gender and Academic Achievement among Yemeni University EFL Students. *English Language Teaching*, 10(2), 73-85. <https://doi.org/10.5539/elt.v10n2p73>
- RYAN, S. (2009). Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English". In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* pp. (120-143). Bristol: Multilingual Matters. <https://doi.org/10.21832/9781847691293-007>
- RYAN, RICHARD M. & DECI, EDWARD L. (2002). An overview of self-determination theory: An organismic dialectical perspective. In E. L. Deci & Richard M. Ryan (Eds.), *Handbook of self-determination research*, p. 3-33. Rochester: University of Rochester Press.
- SHAABAN, K. A. & GHAITH, G. (2000). Student motivation to learn English as a foreign language". *Foreign Language Annals*, 33(6), 632-644. <https://doi.org/10.1111/j.1944-9720.2000.tb00932.x>

- SHERAFATI, S. & GHAFOURNIA, N. (2019). The Relationship among L2 Motivational Self-system, Reading Comprehension Ability, and Gender: A Study of EFL Learners in Iran. *The Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 7(2), 29-45.
- SYLVÉN, L. K. & OHLANDER, S. (2014). The CLISS project: Receptive vocabulary proficiency in CLIL and non-CLIL groups. *Moderna Språk*, 108(2), 81-119. <https://doi.org/10.58221/mosp.v108i2.8002>
- TAGUCHI, T., MAGID M., & PAPI, M. (2009). The L2 motivational self system among Japanese, Chinese and Iranian learners of English: A comparative study. In Z. Dörnyei & E. Ushioda (Eds), *Motivation, language anxiety and the L2 self*, pp. 66-79. Bristol: Multilingual Matters. <https://doi.org/10.21832/9781847691293-005>
- USHIODA, E. (2012). Motivation: L2 learning as a special case? In S. Mercer, S. Ryan, & M. Williams, *Psychology for language learning* pp. 58-73. London: Palgrave MacMillan. https://doi.org/10.1057/9781137032829_5
- WANINGE, F., DÖRNYEI, Z. & DE BOT, K. (2014). Motivational dynamics in language learning: Change, stability, and context. *The Modern Language Journal*, 98(3), 704-723. <https://doi.org/10.1111/modl.12118>
- WUCHERER, B. V. & REITERER, S. M. (2006). Language is a girlie thing, isn't it? A psycholinguistic exploration of the L2 gender gap. *International Journal of Bilingual Education and Bilingualism*, 21(1), 118-134. <https://doi.org/10.1080/13670050.2016.1142499>
- YASHIMA, T., NISHIDA, R., & MIZUMOTO, A. (2017). Influence of learner beliefs and gender on the motivating power of L2 selves. *The Modern Language Journal*, 101(4), 691-711.
- YIH, Y. J., CHIN, V., & LING, T. H. (2018). The role of gender in English language learning anxiety among tertiary students". *e-Academia Journal*, 6(2).

Appendix -The questionnaire



**Departamento de Filología Moderna.
Facultad de Educación, CUENCA**

Contesta a las siguientes preguntas personales. *(Answer the following questions.)*

Sexo (Sex: MF): M F

Colegio (School):

¿Es bilingüe? Sí No *(Is it bilingual? Yes No)*

Algún miembro de tu familia habla inglés? Sí No *(Does any member of you family speak English? Yes No)*

Profesión del padre: *(Father's job:)*

Profesión de la madre: *(Mother's job:)*

Contesta a las siguientes preguntas sobre el INGLÉS EN TU COLEGIO. Para cada pregunta elige uno de los siguientes emoticonos. :-D-Totalmente de acuerdo; 😊-De acuerdo; 😐-Ni de acuerdo ni en desacuerdo; ☹️-En desacuerdo; >:(-Totalmente en desacuerdo.

(Answer the following questions about ENGLISH IN YOUR SCHOOL. For each question choose one of the following emoticons.): -D-Totally agree; 😊 -Agree; 😐-Neither agree nor disagree; ☹️-Disagree; >:(- Strongly disagree.

- | | |
|---|--|
| <p>1. Me gustaría viajar a un país donde se hable inglés para poder aprenderlo.
<i>(I would like to travel to a country where English is spoken in order to learn it.)</i>
:-D 😊 😐 ☹️ <:(</p> | <p>3. Estudio inglés porque quiero sacar buenas notas.
<i>(I study English because I want to get good grades.)</i>
:-D 😊 😐 ☹️ <:(</p> |
| <p>2. Me cuesta participar en clase de inglés porque tengo miedo a cometer errores.
<i>(I find it hard to participate in English class because I am afraid of making mistakes.)</i>
:-D 😊 😐 ☹️ <:(</p> | <p>4. En el futuro necesitaré que mi nivel de inglés escrito sea mejor.
<i>(In the future I will need my level of written English to be better.)</i>
:-D 😊 😐 ☹️ <:(</p> |

5. En el futuro me gustaría hablar mejor en inglés.
(In the future I would like to speak better in English.)
:-D 😊 😊 😊 <:(
6. Tengo interés en hablar inglés fuera del colegio.
(I am interested in speaking English outside of school.)
:-D 😊 😊 😊 <:(
7. En el futuro me gustaría escribir mejor en inglés.
(In the future I would like to write better in English.)
:-D 😊 😊 😊 <:(
8. Hago las tareas de inglés cuando me las manda el profesor.
(I do my English homework when my teacher tells me to.)
:-D 😊 😊 😊 <:(
9. Me pone nervioso hablar inglés en clase.
(It makes me nervous to speak English in class.)
:-D 😊 😊 😊 <:(
10. Me pongo nervioso al empezar la clase de inglés.
(I get nervous when my English class starts.)
:-D 😊 😊 😊 <:(
11. Me gusta saber cosas sobre los países donde se habla inglés.
(I like to know things about the countries where English is spoken.)
:-D 😊 😊 😊 <:(
12. Me gusta ver películas en inglés.
(I like to watch films in English.)
:-D 😊 😊 😊 <:(
13. Estudio inglés para que mis padres estén orgullosos de mí.
(I study English so that my parents are proud of me.)
:-D 😊 😊 😊 <:(
14. Cuando hablo inglés en clase tengo miedo de que mis compañeros se rían de mí.
(When I speak English in class I'm afraid that my classmates laugh at me.)
:-D 😊 😊 😊 <:(
15. En el futuro quiero entender mejor el inglés.
(In the future I want to understand English better.)
:-D 😊 😊 😊 <:(
16. Me gustaría saber inglés para comunicarme con personas que lo hablan.
(I would like to know English to communicate with people who speak it.)
:-D 😊 😊 😊 <:(
17. Salir a la pizarra en clase de inglés me causa preocupación.
(Going out to the board in English class causes me concern.)
:-D 😊 😊 😊 <:(
18. Tener un buen nivel de inglés oral es importante para mi futuro.
(Having a good level of oral English is important for my future.)
:-D 😊 😊 😊 <:(
19. Estudio inglés para que mis profesores estén orgullosos de mí.
(I study English so that my teachers are proud of me.)
:-D 😊 😊 😊 <:(
20. Pienso que el inglés es una lengua muy importante.
(I think that English is a very important language.)
:-D 😊 😊 😊 <:(