



**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA**

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**“A Case Study Exploring How Individual Differences, Social and  
Psychological Factors Affect a Group of Foreign Students  
At Benemérita Universidad Autónoma de Puebla”**

A Dissertation Submitted to the Faculty of Languages

For the Degree of

**LICENCIATURA EN ENSEÑANZA DEL INGLÉS**

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This thesis is dedicated to all people who supported me throughout the entire thesis process.

Firstly I dedicate this project to God my source of patience and strength. Secondly to my loved parents who have always been a constant source of support and encouragement and whose good example have taught me to work hard for the things that I aspire to achieve. It is also dedicated to my Brother and Sister for their support and their words of encouragement.

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## CHAPTER I

### 1.0 Introduction

Exchange programs are recognized to provide great opportunities to learn a languages and culture. According to Freed, “It has been assumed that the combination of immersion in the native speech community, combined with formal classroom learning, creates the best environment for learning a second language” (2015,p1). Each year thousands of students depart looking for education abroad experiences with the expectation of being “fluent” in the target languages living and studying in a natural context having a cultural exchange and enriching their global vision. During the SLA (Second Language Acquisition) process emerge different aspects affecting positively and negatively their learning process that is why it is important to explore and understand how second language acquisition works, for this reason it is important to establish the individual differences, social and psychological factors’ role on SLA, the analysis of each factor has the purpose of exploring its influence in the success or failure of second language acquisition. Second language acquisition process has been one of the most important and studied by linguists through time, Krashen (1985) pointed out that:

Second language acquisition is the product of a subconscious process very similar to the process children utilize when they acquire their first language. It requires meaningful interaction in the target language - natural communication in which speakers are concentrated not in the form of their utterances, but in the communicative act (p.1).

But the language acquisition is a complex process in which there are a lot of factors that interfere, these factors can be external, internal and individual differences. Many external factors



can be found as influential in the second language acquisition process, Ellis (1994a) stated that external factors relate to the environment in which learning takes place but this topic has been discussed as a controversial one due to the experts' different points of view:

Behaviorist theories of learning view external factors have central importance. Mentalist theories. However, emphasize the role played by the learner internal factors, crediting learners with a language acquisition device. Cognitive theories of language acquisition tend to be interactional in the sense that they emphasize the joint contribution of external and internal factors.

(Ellis, 1994b, p.24)

Regarding to internal socio-psychological factors. The same author explained:

It considers the role of social factors in L2 (Second Language) proficiency. Learners differ enormously in how quickly they learn an L2, in the type of proficiency they acquire (for example, conversational ability as opposed to literacy in the L2) and the ultimate level of proficiency they reach. In part of, these differences can be explained by reference to psychological factors such as language aptitude, learning style, and personality but they are socially determined (Ellis, 1994c, p.198).

## **1.1 Statement of the problem**

For second language acquisition (SLA) researchers, there are perhaps few contexts as potentially rich and complex as study abroad. “On the one hand, concentrated time enjoyed by learners in the host context would appear to facilitate significant gains. On the other hand, pre departure individual differences interact in complex ways and are affected by the study abroad context” (Churchill & DuFon, 2006, p.1)

It is a fact that the number of studies abroad programs increase day by day. The necessity of being in a connected world and human interaction in different languages makes hundreds of people go abroad to learn languages and many other things. When the students are in a total immersion context in a different country, language, and culture, they face different situations having an important impact in their SLA process. The Benemérita Universidad Autónoma de Puebla is one of the institutions that participate in exchange programs promoting academic and cultural interaction. Each year the faculty of languages and the CAALE receive a considerable number of foreign students who are looking for an improvement in their Spanish' level but there are many social and psychological situations and factors that affect their language acquisition, altering, directly and indirectly, their learning process. The lack of information and consciousness about this phenomenon have negative repercussions in the students SLA process holding back the development of students making it difficult or in some cases increasing the probability of desertion.

In response to this problem, this case study intends to explore this phenomenon in order to obtain valuable information for teachers and students to reduce the negative impact, and help

foreign students and people interested in teaching, learning and language acquisition to face in a better way the learning and acquisition process and succeed.

### **1.2 Significance of the study**

This research explores how individual differences and socio-psychological factors affect a group of foreign students in their second language acquisition process in a CAALE's group at Benemérita Universidad Autónoma de Puebla. At this stage in the research, the individual differences and socio-psychological factors are defined as some of the most important during the SLA successful achievement.

The significance of this study lies in the exploration of this phenomenon in order to obtain valuable information for teachers, researchers and students, filling some gaps that still remains in the wide field of SLA in order to reduce the negative impact and help students and people to succeed, giving useful and valuable data about the students' perceptions.

### **1.3 Purpose of the study**

The primary concern of this study is to explore how individual differences and socio-psychological factors affect the second language acquisition process of foreign students, in order to understand its effect in a positive or a negative way and giving a perspective about how students live and feel the process in this particular context, it will also provide useful information that can be used to reduce the negative effects of individual differences and socio-psychological factors in SLA.

## **1.4 Research Questions**

This dissertation addresses two main questions:

1. According to the students perceptions, how do some relevant socio-psychological factors and individual differences affect their second language acquisition process in an exchange group at BUAP?
2. In what frequency do these factors influence on exchange students' second language acquisition process?

## CHAPTER II

### **2.0 Literature Review: Introduction**

To have a better understanding of this study this chapter provides an overview of the theoretical framework that will provide important information regarding the factors involved in the second language acquisition process such as sociocultural factors , individual differences and the context influencing the SLA.

### **2.1 Second Language Acquisition**

This research mainly concerns about second language acquisition therefore, it is important to know the different theories and definitions that have emerged to explain this process. Different theories and definitions to explain what is SLA has emerged through time, even SLA is relatively new over time has been several discussions about what is considered as learning and what is considered as acquisition According to Saville-Troike (2006a) “Second Language Acquisition refers to both the study of individuals and groups who are learning a language subsequent to learning their first one as young children. And the process of learning and the process of learning that language” (p.2).

There are many aspects involved in the acquisition process, according to Klein (1990) a second language can be acquired as long as three basic aspects exist; the first one is the sufficient input a representative specimen of the language to be learned, the second one is the cognitive capacity to learn and the third must be a reason to apply this capacity. (p.220)

## **2.2 Language Acquisition vs. Language Learning**

Learning and acquisition concepts have been discussed by linguists through the time, due to the fact that there is a considerable variation in usage. Some relevant information about it can be found below.

In an academic point of view, Krashen (1981) said that there is a distinction between language learning and language acquisition, he argues that acquisition is developed in a natural environment in a context in which the target language is spoken, in this way the SLA process occurs through the meaningful interaction. He points out that acquisition is similar process children use when acquiring the first and second language. Following this predefined way of thinking Galasso (2002) suggests “Acquisition is a sub-conscious process identical in all the ways to the process children use in acquiring their first language, while learning is a conscious process that results in knowing about language ”(p.12).

The Success in the acquisition process has been related to many concepts and factors, According to Klein (1990) there are three components inevitably present in SLA process one of them is the input- a representative specimen of the language to learn, the second one is the cognitive capacity, and the last one is the motivation.

## **2.3 Acculturation**

The acculturation is one of the factors that will be taken in account in this research due to this one of the most influential factors when the learner studies or acquires a second language, this study is focus on the exploration related to the degree of the learners' acculturation and the degree in success in SLA. Culture is an important aspect on human's life due to it allows a right development and the interaction among individuals, in second language acquisition the cultural aspect is related to immersion, assimilation and integration of the learner into a new culture. According to the Shulman's hypothesis (1986a), Second language acquisition involves social and affective factors. The acculturation means the social and psychological integration of the learner with the target language.

Shumman's hypothesis (1986b) argues that the acculturation is determined by social and affective variables. In one side social variables are related to the interaction between two different groups, the first factor involves social dominance patterns, the second one involves three integration strategies: assimilation, preservation, and adaptation. Other social influential factors are enclosure, cohesiveness, congruence or similarity between cultures, attitude, and the last one intended length of residence in the target language area. Relating the affective or psychological factors he points language shock, cultural shock, motivation, and ego permeability as influential in the SLA process.

### **2.3.1 The process of acculturation**

The exchange of cultural features plays an important role in the SLA process, according to Berry (1992) “Acculturation has been defined as cultural change that results from continuous, first-hand contact between two distinct cultural groups” (p.2)

According to Schumann the success of acculturation depends on a large part on the socio-psychological distance “Schumann further states that any learner can be placed along a continuum ranging from social-psychological distance to social-psychological proximity with the speakers of the target language” (cited in Farhady, 1981, p169). It has a relationship with the learners’ perception of the place that they fit into the target language society. It can be concluded that the acculturation process can be totally different for each person and it can have a positive or negative impact depending on factors such as personal experiences in social interaction, the self- attitudes towards the culture of the target language and the disposition to respect and absorb new beliefs, values, and cultural traits

### **2.4 The context of second language acquisition.**

In this particular case it is important to know about the effects of acquiring a second language in an environment that are involved in the communicative and learning contexts. According to Collentine and Freed (2004), Studying abroad context works as a fusion communicative context in which students are exposed to academic and formal lessons and thus employ L2 in a learning context and also they develop their social interaction skills. The role of context in SLA is one of the most important due to its effects in the student acquisition, according to Saville-Troike (2006)



There are two levels of context that affect language learning: the micro social and the macro social: The micro social focus deals with the potential effects of different immediately surrounding circumstances, while the macro social focus relates SLA to broader cultural, political, and educational environments ( p 99.)

Context is considered as one of the most influential aspects in SLA development, though the time has been conducted many studies in order to explore how this aspect determines the acquisition success or fail.

Segalowitz and Freed 2004 (Cited in Pinar, 2016) studied the relationships between psychological and contextual factors and their impact on the development of oral expression. In their research, they analyzed oral production skills and cognitive abilities of forty students out of which eighteen studied Spanish for a semester at a university in the United States and twenty-two in Spain. The results of this research highlighted that the students of the study abroad program showed significant progress in speaking or oral fluency (p.85).

## **2.5 The role of individual learner differences in second language acquisition**

Many scholars and researchers agreed about the importance of individual differences and the strong relationship between them and the success in the second language acquisition process, According to Ellis (1994d), the individual learners' differences are strongly related to the degree of success of second language acquisition. Taking into account that each student is different; on the other hand Dörnyei, (2005) argues they are “enduring personal characteristics that are assumed to apply to everybody and on which people differ by degree”.

But what are the individual learner differences? This specific aspect has been discussed by many scholars through the time.

Ellis (1994e) points there are many features taken into account by researchers attached to individual differences as many ways to classify them, these are often vague and overlap in indeterminate ways:

Another problem, related to that of classifying learner variables is the choice of terms for labeling the different factors. Often there is not a clear distinction drawn in the use of terms like 'belief', 'attitude', 'state' and 'factor' (p.471)

## **2.6 Socio-psychological factors influencing SLA**

The role of social and psychological factors had proved to be important in the SLA process. Slameto as cited in Budianto (2011) states that those factors can be classified into two groups, namely internal and external factors, "The internal factor commonly involves the internal aspects of the learners such as physics, psychology, and anxiety, while external factor may cover any aspects out of the learner's point of view, such as environment, school, family" (p.1).

Generally, internal variables involve cognitive and affective factors many, scholars have listed the motivation, learners 'attitude towards the target language, risk-taking, anxiety, personality, extroversion e introversion, learning styles among others.

### **2.6.1 Motivation**

Motivation has been correlated with proficiency and success in the SLA process due to it acts support students to maintain their interest and helping them to overcome the difficulties. Ortega (2009) defines motivation in L2 learning as the desire to learn a second language followed by the effort to sustain the initiation. Brown (2000) said, “Motivation is an inner drive, impulse, emotion or desire that moves one to a particular action.” (p.152). Gardner, cited in Carrió-Pastor and Mestre (2013) said: “Motivation is composed of three elements; effort, (the time spent studying and the drive of the learner), desire (the learning to become proficient in the language) and effect (the emotional reactions of the learning towards studying)”. According to Gardner and Lambert cited in Sepora and Spideh (2012), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the intention of understanding a culture and its members. And instrumental motivation suggests and implies that a learner learns the language for practical reasons or with the aim of obtaining some benefits (p.232).

### **2.6.2 The role of Personality in SLA**

Richards and Schmidt (2002) define personality such as “ Those aspects of an individual’s behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others” (p.227).

The personality factor is an inherent part of human being, it allows the self-expression, that's why this aspect is crucial in the good development of second language acquisition process it implies the direction in which other aspects will be managed. As Brown cited in Haja Mohideen (2019) self-esteem, willingness to communicate, inhibition, risk-taking, anxiety, empathy,

extroversion/introversion and motivation as personality factors related to SLA. There are some beliefs about the relationship between extroverted and introverted personalities and second language acquisition (p.1).

Eysenck and Eysenck cited in Dewaele (2013a) pointed out “Extroverts are under-aroused and compensate for this by tending toward activities that involve greater sensory stimulation. Introverts are over-aroused and therefore try to avoid over-arousing situations”

Introverts and Extroverts perform in a different way in SLA, According to Lieberman & Rosenthal cited in Dewaele (2013b):

Extraverts have been found to be more stress resistant because of their lower levels of the neurotransmitter dopamine. Introverts, who have naturally higher levels of dopamine, suffer more from the extra dopamine released in stressful situations, which disturbs optimal innervation in the dorsolateral prefrontal cortex and impairs attentional and working-memory processes (p.3)

As a conclusion personality is a very important factor that influences directly the second language acquisition performance and affects the development of language skills (speaking, reading, writing and listening) giving positive or negative results.

### **2.6.3 Language Aptitude in SLA**

According to VanPattend and Benati (2010) Language, aptitude can be defined as a learner's propensity to learn an L2. There are many researchers who have given contributions to establish the role of attitude in SLA e.g (Carroll & Sapon, 1959; Carroll, 1981; Gardner & MacIntyre, 1992; Skehan 2002). Since Carrol & Sapon delved in the attitude study and how to measure it have emerged different points of view arguing about the existence of aptitude as a cognitive trait distinct from general intelligence

“Not everyone accepts that aptitude exists as a cognitive trait distinct from general intelligence, and there is disagreement as to what aptitude is conceptually, what types of language-related cognitive traits it involves, how much it determines L2 achievement, whether it is specific to the learning of non-primary languages or also bears some relation to first language acquisition and first language competence, and finally how much it is sensitive to environmental factors” (Moskovsky, Alshahrani, Ratcheva & Paolini,2015)

As a conclusion, aptitude is a competency or ability to do certain work, in SLA there are four related skills. Carrol 1891 pointed

“Phonetic coding: the ability to identify distinct sounds, to form an association between these sounds and the symbols representing them, and to retain these associations. Grammatical sensitivity: the ability to recognize the grammatical functions of words (or other linguistic entities) in sentence structure. Inductive language learning: the ability to infer or induce the rules governing a set of language material, given samples of language material that permit such inference. Rote

memory: the ability to learn an association between sounds and meanings rapidly and efficiently, and to retain these associations (Carroll, 1981, p. 105).

#### **2.6.4 Language attitude**

Middlebrook, cited in Roos (1990) mentioned “In social psychology an attitude is defined as 'an overall, learned, core disposition that guides a person's thoughts, feelings and actions toward specific others and objects” (p.25).

Gardner and Lambert cited in Ferrer 2013 argued that:

Second language learners’ feelings about a foreign language and its cultural values and living styles (attitudes) and their individual reasons for learning the language (motivation) are related to overall learning success and achievement with learning that foreign language. Most of the times the students who have a good attitude about their target language feel motivated and engaged in obtaining positive results in learning and language fluency.

#### **2.6.5 Anxiety factor in SLA**

When talking about learning, anxiety is one of the aspects to be considered however, it is not clear if it is caused by personality, emotional reactions to a situation or a combination of both (Gass & Selinker, 2008b, p.400). Most of the students have experienced anxiety at least once According to. The consequences of experiencing anxiety constantly can block or slow down the acquisition process. Some researchers propose that anxiety in certain levels could have a positive effects in the SLA process Paradowski, Dmoska and Czasak said:

“Certain levels of anxiety can motivate the student and improve her/his performance – anxious individuals can compensate for the increased cognitive demands and reduced processing effectiveness by expending more effort in the learning processes of anxiety are positive for the students”(2015, p35).

### **2.6.6 The role of risk-taking in the SLA process**

Brown (1994) cited in Serie (2013) points “Risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong”. After reading Brown’s affirmation we can understand why risk-taking is an important individual factor to succeed in SLA, most of the time the students who have the capacity to take on risk learn more than those who do not .Normally the students who take risks are sociable and participative, these characteristics allow them to overcome the fears and possible language barriers, having good results in SLA. According to Gass and Selinker “risk-taking is considered as a predictor of success in second language acquisition” (2008c, p.1).

### **2.7 Learning strategies and second language acquisition**

Learning strategies are tools that students use to improve an ability or learn something in a better way, Rubin (1987) defined strategies like behaviors, steps, or techniques that language learner apply to facilitate language learning (p.19).

There is two types of strategies, the meta-cognitive strategies, and the social-affective strategies. Metacognition allows people to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs

and then implementing the strategies (Hacker, 2009) some examples can be selective attention, self-evaluation, planning, problem identification, etc. On the other hand, social affective strategies are ones that promote the interaction and support of a learning community. O'Malley & Chamot's cited in Madrid (2000) argued that social- affective strategies involve interacting with someone to assist learning or using affective factors. According to them, socio-affective strategies are:

1. Questioning for clarification: Asking for an explanation, verification, rephrasing, or examples about the material; asking for clarification or verification about the task; posing questions to the self.
2. Cooperation: Working together with peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.
3. Self-talk: Reducing anxiety by using mental techniques that make one feel competent to do a learning task.
4. Self-reinforcement: Providing personal motivation by arranging rewards for oneself when a language learning activity has been successfully completed



The importance of the use of learning strategies is that it has been demonstrated to have a good impact on language learning and acquisition, it can be read in Martinez:

Some years later, Rubin & Wended (1987), Oxford (1989) and, Ellis and Sinclair (1989) maintain that once strategies which promote and facilitate learning have been identified, learners should be trained and taught in the use of those good strategies. This general principle should be handled with care. We believe that strategies can and should be taught, but learners possess their own set of strategies; we do not feel the need for imposing on them a particular strategy.

(Martinez, 1996, p.106)

## **2.8 Cultural Aspects in the SLA process**

Culture is an inherent aspect to the human being, social interaction promotes the exchange of values, beliefs, traditions, customs etc.it is necessary to have a healthy development. Cultural aspects in the SLA field are important and are closely related to communication when someone is able to understand and assimilate a culture will be able to have a better communication in a new language context. According to Sheeraz, Bahram and Israr “ The process of learning a second or foreign language not only requires an individual to practice linguistic forms but also necessitates to become familiar with the culture of the target language in order to interpret intercultural communication” (2015,p 2).

### **2.8.1 Cultural congruence and cultural shock**

Cultural aspect has to be with the social integration of the student into the target’s language culture, According to Schumman (1978) cited in Chizzo (2002) “ If the two cultures are similar,

social contact is potentially more likely giving an L2 learning is easily facilitated". It means that as much As the students feel comfortable with the cultural aspects of the target language like beliefs, traditions, values, traditions, and habits, this proximity will stimulate the student's interaction promoting a better development to his language skills. But what happens when the student is not able to adapt to the target language culture? As a result, the students are exposed to a negative cultural shock, According to Cambridge online dictionary (2018) culture shock is defined as a feeling of confusion felt by someone visiting a country or place that they do not know. In an SLA connotation 'Cultural shock' is the result of the student's impossibility to adapt to new culture habits, values, traditions, beliefs, it means that the non-development of acculturation process interferes in a negative way during the acquisition process, According to Renan :

When people fail to positively deal with the symptoms of culture shock, they are likely to become hostile to host nationals, preventing the development of new interpersonal relationships and denying themselves the very kind of support they so urgently need (2013,p.534).

### **2.8.2 Cultural distance and cultural congruence**

Culture is an integral part of the language, both have a close relationship due to the direct effects of culture in the SLA process.

"The concept of perceived cultural distance was introduced by Babiker et al. (1980) to account for the distress experienced by sojourners during the process of acculturation. These authors developed a cultural distance index which measures an individual difference of the perceived discrepancies between social and physical aspects of home and host culture environments" (Suanet &Van De Vijver, 2009, p.183).

Cultural distance is related to the student's perceptions about the differences between their cultures and the target language culture that means as much they feel identify with the social and psychological environment they will be able to acquire the target language. According to John Schumman (1976) learners will have greater difficulty acquiring a foreign language if the social distance between their native cultures and that of the language they are learning are considerable. On the other hand, if the target language culture and the student's culture is similar the acquisition development will be better.

## **2.9 Study Abroad Aspects**

It is commonly believed that studying abroad offers all the conditions to be successful in second language learning. There are some features to be considered when talking about studying abroad. According to Dwyer cited in Pinar (2016) the length of the stay and the living context has been listed as influential in this particular context (Pinar, 2016a, p. 89)

Dwyer (2004) noted that the length of stay could influence several aspects of the experience. According to this author, studying abroad for a whole year instead of one semester or several weeks allowed students to develop more confidence in their own linguistic knowledge, which could improve academic success. At the same time, long-term students had more options to interact with native speakers and create social networks, which meant more opportunities to practice the language, improve communicative competence, and develop tolerant attitudes toward other cultures (Pinar, 2016b, p.89)

Regarding the living context, there are different options that students can choose such as host families, living in students' residence. Living in shared bedrooms or living alone. This aspect can affect the student's development in a negative or positive way.

Allen, Dristas, & Mills (2006), in a study conducted among students of different languages who lived with host families, shared bedrooms, or residences of students, found that those who lived with host families showed much greater progress in acquiring the linguistic knowledge and the level of identification with the target culture than students who stayed in dormitories or student residences. Most of the times the results in the living context depend on the relationship between the students and the people who live with and the ability to adapt to new environments and situations (Pinar, 2016c, p.89).

Another important feature is the target's language level that students previously have to face the study abroad experience. Some theorists have promoted the idea that being able to converse and think in a foreign language gives the speaker special access to the manner in which native speakers might conceptualize and construe their reality (Hill & Mannheim, 1992). When students are able to communicate in a certain level they can feel more comfortable or less scared in the new context on the contrary if they do not have the certain level they could feel anxiety, nervousness or confusion when they interact with native speakers.

## CHAPTER III

### 3.0 Methodology: Introduction

This chapter is focused on the methodology used to carry out this research, this study described along with the participants, instruments, context, and procedures followed. It describes step- by- step how the data was collected, the procedure and limitations faced during the project.

### 3.1 Design of the Study

First of all, this research was carried out using a qualitative approach due to the nature of this case study. A case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Yin as cited in Zaidah (2017) defines the case study research method as “An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p.2).

### **3.2 Context**

Through the years the Benemérita Universidad Autónoma de Puebla (BUAP) has promoted international academic mobility programs that allow cultural and academic exchange among many students from Mexico and different countries around the world. With this aim in mind, the foreign language faculty offers to foreign students the opportunity to study the Spanish language in this institution.

This case study pretends to analyze and describe how social, psychological factors and individual differences affect the acquisition process of exchange students when they acquire Spanish in a mother tongue country. The case study participants were a group of seven students in seven levels of Spanish at CAALE of Benemérita Universidad Autónoma de Puebla. According to the information provided by the department of Spanish for foreigners, it was formally constituted in 2013 even though it has a history that goes back to 1992 under the coordination of the Mtra. Pilar Bonilla. In the current Management (2016-2020) the Department is in a consolidation process and it is linked with the Faculty of foreign languages, the Coordination of Continuing Education and the Department of International Development of the Benemérita Universidad Autónoma de Puebla.

The Benemérita Universidad Autónoma de Puebla has collaborative agreements with twenty-nine countries around the world offering educational programs for academic mobility. Each semester the university receives an average of twelve students, most of them coming from China, Japan, and South Korea. In this particular case, the research was carried out in a small group made up of 7 students in the seven-level of Spanish at CAALE at BUAP

### **3.3 Participants**

The participants of this study were seven members of a small group, studying the 7th level of Spanish language at CAALE at the Benemerita Universidad Autonoma de Puebla. The participants were from different nationalities among them two Korean Males, a German female, 4 Japanese people (three females and one male). The participants were round the age of 20 to 26 years old, all of them have been living Puebla City approximately two months previous to the research. The participants were selected taking into account their target language management, the size of the group and cultural variation, it means they are from different nationalities, all the factors mentioned were taken into account because it was considered it could enrich the study.

### **3.4 Instruments**

Brown (2001,p.6) argues that "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"

For this research two instruments were designed, a questionnaire, and a factor rating checklist, the questionnaire and the checklist that were designed after the literature review and focus on the research main objectives. they were designed based on 2 different tables retrieved from "The study of second language acquisition " by Ellis (1994) one of the tables contains the factors listed as influencing individual learners differences, this table is a compendium where Altman (1980), Skehan (1989), Larsen- Freeman & Long (1991) presents valuable information about the Individual differences affecting SLA. The second table was also retrieved from "The study of second language acquisition" by Ellis (1994) this table contains the factors affecting social and

psychological distance based on Shuman's Theory. Also it is important to mention that during the literature analysis some text and studies were reviewed for example "The New Handbook of Second Language Acquisition" by Jean-Marc Dewaele (2017) in chapter twenty six makes a review of the individual differences in the SLA process were some of the factors that are involved in this research are explained, showing that the previous information is still in use. The instruments that were used for this Research were mainly designed based on the two tables mentioned before.

The data collection instrument is a questionnaire with ten open questions designed to explore the students perceptions about individual differences and socio-psychological factors affecting their SLA process, participants were requested to comment on the relevance and importance of these factors based on their experience. Regarding the checklist ten statements were designed to know how frequently these factors affect students. Participants answered the instruments in the target language (Spanish).

### **3.5 Procedures**

First of all the procedure selection process was carried out taking into account different aspects like Spanish level, size of the group and culturally mixed group. Subsequently, the instruments were designed based on the literature review and in the purposes of this research. Secondly, the seven students were aware of the research purposes they were given some instructions about how to answer each one of the questions.

The procedure to carry out this study had a long process in the first phase, good rapport with the Director of Spanish are at CAALE was established to ask for permission to develop the research also to explain study objectives. Then the group was chosen taking into account different aspects



like Spanish level, size of the group and cultural aspects, finally an explanation about the study was given to the teacher's group and the participants asking them to be honest about their experience, feelings, and perceptions when giving their answers.

### **3.6 Data collection**

After the teacher's permission and an explanation to the participants started the data collection process, during the posterior 4 sessions (2 hours each one), the instruments were applied. Before the process started the participants were informed about their personal confidentiality in order to make them feel comfortable of giving clear and honest answers. After that, I asked the participants to feel free of asking if any doubt emerges during the questionnaire's application, then the instrument was given to them and answered in the CAALE classroom.

During the third and fourth sessions, the checklist was applied. After giving them the instrument I read each one of the sections in order to ensure the comprehension and ask for questions some students clarify their doubts when they manifest to be ready the checklist was answered. Subsequently, the information was analyzed.

### **3.7 Data analysis**

The data analysis was carried out examining the student's answers one by one, first it was analyzed the questionnaire data, it was interpreted and compiled, later the same procedure was done with the checklist. In the succeeding sections, the analysis is explained.

The information that was obtained during the case study research is explained mostly with a qualitative approach; even though the factor rating checklist allowed me to measure the frequency in which these factors affect students. For this reason it also includes some descriptive statistics graphics.

The questionnaire and the check-list data were read and re-read before making the interpretation and description. The questionnaire results describe the students' perceptions, opinions and feelings about how some socio-psychological factors and individual differences affect their own cases while the check- list focused on the frequency in which these factors affect the students' development. The information collected was interpreted, described and presented in the following chapter.

## CHAPTER IV

### 4.0 Results: Introduction

This chapter presents the data analysis and interpretation of the results, it is based on the results of the questionnaire and the factor rating checklist that were used as instruments during the research. Descriptive and qualitative analysis was used to analyze the questionnaire to identify how the individual learner differences and the socio-psychological factors affect international exchange students when acquiring Spanish as a second language. On the other hand, a quantitative approach was used to measure the incidence that the same factors exert on participants.

### 4.1 Motivation factor questionnaire results

Question number one and number two in the questionnaire were related to the motivation factor. Here the respondents were questioned about their perception of this factor in their own process.

*Table 1 The Influence Of Motivation Factor in SLA*

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<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Question Number 1		
	¿Crees que la motivación es un factor importante al adquirir una segunda lengua?	
	(Justifica tu respuesta explicando por qué si o por qué no)	
Participant number 1	<i>“Creo que si es importante me hace sentir bien, sentirse motivado a aprender una</i>	The answer shows that feeling motivated about learning a new language and

	<i>nueva lengua y una nueva cultura facilita las cosas para adaptarme”.</i>	culture, facilitates acquisition and acculturation process.
Participant number 2 German female, 24 years old	<i>“Por supuesto, en mi opinión es casi imposible aprender una segunda lengua sin alguna motivación”.</i>	The participant number two showed to have belief about motivation as a crucial factor to acquire a language.
Participant number 3 Korean male, 23 years old	<i>“En mi caso si es muy importante, pues cuando no me siento motivado siento que mi capacidad de aprender disminuye”.</i>	In this case the answer shows that motivation factor affects directly the respondent learning skills, having negative results when he is demotivated.
Participant number 4 Japanese female, 21 years old	<i>“Yo pienso que cuando hay motivos por los cuales aprender yo esfuerzo más y aunque sea difícil sigo intentando”.</i>	The participant affirms that motivation helps to keep trying even the obstacles. It can be taken as an example of the motivation positive effects.

Participant number 5 Korean male, 22 years old	<i>La motivación no es muy importante para mí a veces siento motivado y a veces quiero olvidar el español y regresar a casa”.</i>	This answer shows the effects of demotivation, in this case the respondent is not conscious about how the demotivation is having a negative effect on his SLA process.
Participant number 6 Japanese female , 20 years old	<i>“Creo que la motivación ayuda a aprender más fácil, tener motivos, metas y personas que te motivan a aprender hace todo mejor”.</i>	It can be observed that the participant perceives the motivation factor as a facilitator in the acquisition process.
Participant number 7 Japanese Male, 20 years old	<i>“Claro que si”.</i>	In this case, the respondent just affirms that motivation is an important factor.

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## 4.2 Demotivation factor questionnaire results

*Table 2 Demotivation Effects on SLA*

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Question number 2

¿Alguna vez te has sentido realmente desmotivado en cuanto al aprendizaje de tu lengua meta (español)? si es así, menciona que fue lo que te hizo sentir así y que consecuencias tuvo ese sentimiento de desmotivación en tu rendimiento o proceso de aprendizaje

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant number 1 Japanese female, 21 years old	<i>“Si, cuando empecé a aprender gramática me sentí desmotivado porque había mucha dificultad esto hizo que no sintiera ganas de ir a clase”</i>	The increase in the difficulty was the reason that made him feel demotivated, having a negative result in his mood.
Participant number 2 German female, 24 years old	<i>“Creo que aunque con frecuencia no era fácil nunca me he sentido tan desmotivada, siempre he encontrado apoyo en familia y amigos que me ayudan a</i>	The respondent pointed the importance of having someone that supports you and encourages you to continue learning.

*mantener mis ganas de aprender”.*

Participant number 3  
Korean male, 23 years old

*“Me he sentido desmotivado momentáneamente, cuando es así me impulso yo solo buscando motivación en mi interno”.*

This answer shows that having a good self-communication and connection have benefits on the motivation.

Participant number 4  
Japanese female, 21 years old

*“Una vez que me sentí demasiado desmotivada fue cuando un día no pude entender la clase me puse nerviosa todo era en español y no comprendía nada, los días posteriores estaba desanimada desmotivada y triste. Luego estude más pedí ayuda y todo mejoró”.*

According to the respondent, nervousness and the fact of misunderstanding generates demotivation but in this case the respondent asked for help and in this way could overcome this negative stage.

Participant number 5  
Korean male, 22 years old

*“Me sentí muy desmotivado al darme cuenta que mis competitiveness can have*

According to this answer

*compañeros europeos* negative effects affecting the  
*aprenden a un nivel más* motivation and making him  
*avanzado al mío me sentí* feel frustrated.  
*mal porque llevo dos años*  
*estudiando y ellos saben más*  
*que yo”.*

Participant number 6      *“Me pasó que tenía una clase* The respondent mentioned  
 Japanese female , 20 years old *de español con nivel de* the difficulty as an influential  
*dificultad grande y sentía q no* factor that demotivates him  
*avanzaba aún que me* here also it can be observed  
*esforzara era difícil ir cada* the importance of looking for  
*día y no mejorar, por suerte* help in order to overcome  
*un amigo me ayudo a* crisis.  
*comprender lo que no*  
*entendía”.*

Participant number 7      The respondent gives a very  
 Japanese Male, 20 years old      *“Nunca me ha pasado”.* short answer saying he has not  
 been in any situation that  
 makes him feel demotivated.



#### **4.2.1 Motivation and demotivation factors discussion**

The results of question number one the participants showed a high agreement on the motivation importance. The result of the question number one highlighted the positive effects of feeling motivated, showing the agreement among most of the participants about the motivation importance, revealing the participant's perception about this factor and its influence on their own processes. It can be observed that the subjects who reported to consider motivation as an important factor pointed that motivation facilitates learning due to it helps to overcome the obstacles when they are presented and it encourages them to continue learning.

On the other hand, it was possible to observe the demotivation effects in some of the respondents. For example the participant number three reported to feel that his learning skills decrease when he is demotivated affecting him in a negative way, another sample was the demotivation of the participant number five who said “Motivation is not important for me, sometimes I feel motivated and then I just want to forget Spanish language and go home” this kind of answer suggests that the respondent has a motivation issue but he is not conscious about it. In both cases, it showed that demotivation generates negative effects on the learning and acquisition process of these participants producing negative effects that can be from mild to severe.

Question number two revealed that most of the students have felt demotivated at least once, just one of the participants (participant number 7) claimed that he never felt demotivated. The causes that the respondents reported were the following: the increase in the difficulty level mentioned by two of the respondents as the main factor that caused demotivation to make them feel frustrated and affecting in a negative way. Another cause was the nervousness and the misunderstanding sensation as in the case of the participant number 6 who mentioned that the

pressure of being in a situation in which he could not understand what the teacher was explaining made him feel excessively demotivated producing nervousness. The next factor mentioned by one of the respondents was the competitiveness, the fact of realizing that some classmates learn in an easier and faster way causing him a negative feeling, giving as a result a demotivating sensation.

As a result of this question it was also obtained valuable information about how students face this situation, according to the respondents it can be said that the support of teachers and friends is a good tool that helps to overcome demotivation, it was mentioned the importance of looking for help in that moment of demotivation, also one of the respondents showed that having a strong inner motivation and a good connection with himself helped him to exceed this situation.

### 4.3 Anxiety factor role on SLA

The purpose of the question number is to know what is the influence that anxiety factor exerts on the second language acquisition process, how the participants perceive it and how they face anxiety situations. The results and the corresponding discussion are presented below.

*Table 3 Effects of Anxiety in SLA process*

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Question number 3

¿A lo largo de tu proceso de aprendizaje has vez experimentado ansiedad (nerviosismo, preocupación, tensión, frustración)? Si es así explica que situación te hizo sentir de esa forma y como te afectó eso.

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant number 1 Japanese female, 21 years old	<i>“Lo he experimentado varias veces pero recuerdo una en especial donde tenía examen y no podía recordar la gramática correcta, me sudaban las manos y me desesperaba, no recordar me afecto el ánimo y me sentí enojado”.</i>	The respondent’s answer shows that the reason that generates anxiety was the pressure of being evaluated and being not able to remember the information to answer the exam, having a negative result on his mood.

Participant number 2  
 German female, 24 years old

*“Me pasa con mucha frecuencia lo vivo a veces. Una vez una persona nativa de español hablaba muy rápido y no lograba comprender lo que decía el señor y me sentía nerviosa y avergonzada, me sentí tímida y no quería hablar con nativos por lo siguientes dos días”.*

In this case the respondent said even the anxiety is a frequent feeling when she was not able to understand a native speaker experienced a high anxiety level that affects her communication skills for a couple of days.

Participant number 3  
 Korean male, 23 years old

*“La vez más mala que me ocurrió así fue en una clase donde el profesor me pidió pasar frente a todos a escribir algo y yo o recordaba la correcta escritura el profesor se enojó y me dejó parado frente al salón mientras todos esperaban que yo escribiera, me sentí presionado y nervioso y no*

The respondent’s answer shows that the reason that generates anxiety, in this case, was the fact of being in a situation in which he felt exposed and vulnerable. It affects him in a negative way at that moment but he could overcome the situation.

*sabía qué hacer, pero pude superarlo en unos días estudiando más”.*

Participant number 4 Japanese female, 21 years old	<p><i>“Me ha pasado algunas veces la última vez fue cuando empecé a estudiar aquí y me sentía extraña cuando veía que los alumnos hablaban mucho en clase no ponían atención y hacían mucho ruido eso me provocaba no concentración y ansiedad en clase pero luego lo superé tuve paciencia y estudiaba también en casa además de en escuela”.</i></p>	<p>In this case, it can be observed that the reason for the anxiety was caused by the cultural differences between Mexican and Japanese culture. Fortunately, the respondent was able to adapt to a new environment.</p>
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Participant number 5 Korean male, 22 years old	<p><i>“La ansiedad es común cuando no puedo avanzar</i></p>	<p>Anxiety factor affected this participant in a regular way</p>
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*rápido o cuando me tardo en comprender un tema de estudio me siento desesperado y mal pero me trato de calmar y ser comprensivo conmigo*". due to it emerges each time that the respondent cannot achieve his own expectative about how fast he should learn but he also mentions he tries to be understanding with himself.

Participant number 6  
 Japanese female , 20 years old  
*"Las Cosas que me producen más ansiedad son los exámenes pero me siento mejor cuando veo los resultados y mi ansiedad desaparece"*. The respondent's answer points that the cause of anxiety in this case is the stress caused by the exams the fact of knowing that she is going to be evaluated.

Participant number 7  
 Japanese Male, 20 years old  
*"Soy tímido a veces y me siento nervioso al hablar español o tener contacto con grupos grandes de personas"*. In this case the reason of anxiety is the interaction with people.

### **4.3.1 Anxiety factor discussion**

The results obtained to the question number three showed that anxiety is an important emotional factor that has had an influence on the participants more than one time in different situations. According to the respondents, the main reasons that caused anxiety can vary. The fear of making mistakes was mentioned by two of the participants, one of them expressed that being in a situation in which he had to interact with native speakers made them feel anxious this fear is present in the classrooms and in the outside. Another factor that the respondents mentioned as a detonating factor of anxiety was the stress generated by exams and evaluations the respondent levels of anxiety increase during the exams. The next factor that was considered by one of the respondents was the cultural difference between the classroom environments of her native country (Japan) and the host country (México), she argued that she felt anxious when her teachers and classmates work and interact in a different way than in her country. Another factor causing anxiety was being in a situation in which the student feels vulnerable as an example one of the respondents described a negative experience when his teacher asked him to participate in front of the class and teacher started to pressure him to answer having a negative impact on the respondent self-confidence. According to the results obtained anxiety is a common factor affecting foreign students in the classroom and outside most of the time this factor had a negative effect on the respondents, the anxiety feeling in some cases can affect the students' confidence and communicative competence making difficult the socialization and adaptation into a new culture. Even its effects are transient, it could affect in different dimensions to students.

#### 4.4 Personality: introversion & extroversion factor

The purpose of question number four is to know the influence of the personality factor on the second language acquisition process. It is well-known that personality is a set of traits but in this case, it is focused on the introversion and extroversion features' influence on the respondents.

*Table 4 Introversion and Extroversion factors*

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Question number 4

¿De acuerdo a tu personalidad te consideras extrovertido o introvertido? Con base en tu respuesta describe cómo influye tu personalidad en tu proceso de aprendizaje de una segunda lengua

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant number 1 Japanese female, 21 years old	<i>“Me siento identificado como extrovertido, creo que eso me ayuda a mejorar el idioma español porque me gusta hablar con las personas así puedo aprender pronunciación y tener amigos nuevos”.</i>	According to the respondent's answer, being extroverted helps to improve the speaking skills and creates good relationships with others.
Participant number 2 German female, 24 years old	<i>“Soy una persona extrovertida la mayor parte del tiempo en mi país pero</i>	In this case the respondent needs to observe people in order to choose the ones who



*cuando voy a otro país como México donde no conozco, primero veo como es la gente y me acerco a los que me dan confianza, por el momento me ha ayudado a aclarar dudas sobre el idioma y a hacer amigas”* seems reliable and then interact with them. The respondent affirms that this strategy has helped her to clarify doubts about language and make friends.

Participant number 3  
 Korean male, 23 years old

*“Me siento introvertido casi todo el tiempo, me ayuda ser así porque tengo una buena organización de mi tiempo para leer y estudiar en casa y salir alguna vez a practicar español con nativos hablantes de español”.* According to the respondent being introverted allows him to have a good time organization to study at home and any time practicing what he learned with native speakers.

Participant number 4  
 Japanese female, 21 years old

*“Mi personalidad es extrovertida me gusta el contacto con los demás me ayuda a aprender sobre la cultura del idioma que aprendo y sirve poner”* The respondent points that extroversion makes the acculturation process easier; furthermore it helps to improve communicate competence.

*atención en la forma que hablan para conseguir hablar igual que ellos, tener amigas y amigos hace todo más fácil ”.*

Participant number 5  
Korean male, 22 years old

*“Me siento cómodo siendo extrovertido me ayuda cuando no entiendo algo pregunto a mis compañeros de clase y profesores, aprendo observando como actúa la gente que dice y cuando termino de observar puedo aplicarlo”.*

The respondent’s answer suggests that extroversion and observation are a good strategy used to improve learning and interaction skills that have positive results.

Participant number 6 Japanese  
female , 20 years old

*“Me gusta mantenerme en el medio de ambas cosas no soy muy extrovertida ni muy introvertida el equilibrio me ayuda a ser seria en mis estudios, en el salón no hablo fuera”.*

According to the respondent it is necessary to have a balance between extroversion and introversion allows the respondent to have a behavior according to the place and situation.

Participant number 7 Japanese Male, 20 years old	<i>“Me cuesta trabajo ser extrovertido, prefiero estudiar en libros y videos que puedo consultar cuando yo quiera y así solo tengo que hablar con algunas personas”.</i>	The respondent answer shows how this extroverted student prefers to avoid the interaction with people instead he prefers reading and make use of closer tools.
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#### **4.4.1 Personality: introversion and extroversion factors discussion**

According to the respondents' answers, introversion and extroversion play an important role in SLA. In this case four of the respondents said to be extroverted, two introverted and one of them said to have a balance of both according to the situation. Among the observation and analysis of this factor it was found that the extroverted students show an inclination to use the interaction with people as a learning strategy to clarify doubts, observe how they talk and act and imitate them especially when the acculturation process is starting, also they use observation to determine who can be a “good” or reliable person to interact and talk with. On the other side, introverted respondents have an inclination to use reading, writing and the use of technology as tools of learning. It suggests that extroverted and introverted could develop different skills at certain levels. It was also concluded that being in a different cultural context can affect the way in which the students show themselves to others at least during the beginning of the acculturation process so it

can be assumed that introversion issue could be connected to the length of exposure to the second language and how the students adapt to different situations during an immersion program like this case. The answer to question number four also suggests that introversion and extraversion are a part of the personality but this in its turn is closely related to other personality traits that can affect introversion or extroversion.

#### 4.5 Risk-taking factor questionnaire results

The purpose of question number five is to know what the role of risk-taking in SLA and how students deal with it. The results are presented in the following charts.

*Table 5 The Influence Of Risk-Taking Factor In SLA*

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Question number 5

¿Qué tan frecuentemente tomas riesgos (participar, interactuar, preguntar) en el salón de clase y fuera de él con el fin de desarrollar y mejorar tus habilidades de aprendizaje?

Menciona un ejemplo de cómo sueles hacerlo

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant 1 Japanese female, 21 years old	<i>“Lo hago de forma frecuente aun cuando siento miedo de cometer errores pero una vez que lo hago me hace sentir bien, como ejemplo puedo decir que participación en clase es importante me ayuda</i>	The respondent has the willingness to take risks in the classroom and outside, she recognizes the fact of that she is afraid of making mistakes but she is able to superimpose

	<p><i>a aprender más y corregir cuando estoy equivocada, fuera de la escuela me arriesgo a hablar con muchas personas”.</i></p>	<p>on it, what means she is a good risk taker.</p>
<p>Participant 2 German female, 24 years old</p>	<p><i>“No tomo riesgos tan frecuentemente, las veces que lo hago es principalmente en la escuela preguntando a los profesores cosas que no me han quedado claras y hablando con compañeros de clase pero fuera de la escuela me siento inhibida al hablar con nuevas personas y prefiero evitarlo”.</i></p>	<p>According to the respondent the reason why she does not take risks is because of the inhibition. However she takes the risk of asking for doubts. It could be observed that she has not total control of fear, anxiety and inhibition, but she is getting on the right track.</p>
<p>Participant 3 Korean male, 23 years old</p>	<p><i>“Es difícil para mí a tomar riesgos, lo hago pocas veces con personas cercanas pues me siento nervioso de cometer errores con la sintaxis del español”.</i></p>	<p>The respondent answer’ suggests that it is easier to take risks when the learner feels comfortable and confident, on the other hand, this answer points that being afraid with</p>

		the correct use of the target language is a reason to avoid risk-taking.
Participant 4 Japanese female, 21 years old	<i>“La mayor parte del tiempo tomo riesgos, sé que todos cometen errores y que se aprende de ellos también, estoy dispuesta a hablar con los demás aunque a veces me siento ansiosa cuando son personas con mucho conocimiento de la lengua pero aun así tomo riesgo”.</i>	In this case, the respondent can be classified as a risk-taker. This example shows how the willingness to learn helps to overcome the fear of making mistakes and helps to interact with others, it also shows that it is perceived the difficult task to talk with someone who is in a higher level than yours.
Participant 5 Korean male, 22 years old	<i>“Tomo riesgos cuando es necesario, me gusta participar en las discusiones de la clase para expresar mis puntos de vista y además cuando tengo algo que preguntar, es necesario tener las cosas claras para mejorar</i>	According to the respondent, risk-taking can be used as a strategy to clarify doubts and express points of view that helps to improve his target language skills.

*mi forma de hablar, escribir y entender español”.*

Participant 6  
Japanese female, 20 years old

*“Creo que tomo riesgos frecuentemente en el salón de clase aún que afuera no lo hago tanto, me siento mejor al hacerlo en un ambiente que me es más conocido”.*

This answer suggests to take risks become easier when the students or learners are in an environment that they perceive like comfortable, kind and familiar.

Participant number 7  
Japanese Male, 20 years old

*“Casi no tomo riesgos, la idea de parecer tonto me causa ansiedad y miedo alguna vez he visto que cuando alguien hace una pregunta que para los demás es obvia se quedan mirando y eso no me gusta”.*

In this case, the respondent tends to risks avoidance due to the fear of appearing fool and the increase in this anxiety level, so it can be assumed that the fact of being criticized and give too much importance to the other's opinion affect in a negative way to the self-stem factor and it impacts the capacity of risk-taking.

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#### **4.5.1 Risk-taking factor discussion**

As result of question number four three of the participants said to consider difficult to take risks and four of them answered that they took risks frequently. According to the answers given by the participants it points that risk-taking is an important factor to succeed in second language acquisition due to it promotes the development of the oral and interaction skills, it increases the tolerance of incorrectness, it works as a learning strategy that students use to clarify doubts and express points of view. It points to this factor is correlated with other individual differences like the self-esteem, motivation and introversion or extroversion. It can be observed that the participants who said take risks are also afraid to make mistakes but they have the willingness to try and they know that making mistakes is also a way to learn. Another interesting finding was that being in an environment that is perceived as kind and comfortable and free of judgments helps to motivate the ones who show more reluctant to take risks to dare to do it. On the other hand it was found that some of the reasons why the respondents don't take risks are mainly the fear of making mistakes and the worry of how they are seen by others, the sensation of feeling in a linguistic disadvantage talking and interacting with native speakers, teachers or classmates can be intimidating. It also was mentioned the inhibition and the increase of the anxiety levels as causes to avoid risk-taking. As a conclusion risk-taking has an important role in the second language acquisition and learning process that is correlated with other personality individual differences and its effects can vary depending on different variables. Most of the times it has a positive influence on language acquisition.



#### 4.6 Acculturation process results

The socio-cultural adaptation plays an important role in second language acquisition due to it can facilitate or hinder the process when studying a language in a different country. The purpose of question five is to determine the effects of cultural shock on exchange students in order to reduce its negative effects and explore the respondent's perceptions about it.

Table 5. *The Influence Of Acculturation Factor In SLA*

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Question number 5

¿Cómo ha sido tu proceso de aculturación (Integración Socio-psicológico con la cultura Mexicana) desde que llegaste a México hasta ahora? Describe tu experiencia

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant 1 Japanese female, 21 years old	<i>“Al principio me sentí muy nerviosa fue difícil adaptarme al lugar donde llegue a vivir y a la comida, además no entendía algunas palabras de lo que las personas decían por que hablan muy rápido pero me gusta ésta cultura”.</i>	According to the respondent the acculturation process is difficult in the beginning but it becomes easier through time and at the end it gets fluency in the process.
Participant 2 German female, 24 years old	<i>“Al inicio de ésta experiencia me costó trabajo adaptarme</i>	The respondent points out that the process was difficult in the

*me sentía incomoda por que las personas eran muy curiosas me hablaban todo el tiempo y eso es algo que no ocurre en mi país me sentía abrumada y eso dificultaba mi adaptación”.* beginning, she perceived the people attention as a disturbing experience, it can be perceived as the cultural difference that in this case affected to her in a negative way.

Participant 3

Korean male, 23 years old

*“No me resultó difícil adaptarme la gente es amigable y aún que hay diferencias entre mi cultura y la cultura mexicana me enfoqué en tomarlo con calma y vivir esta nueva experiencia y aprender cada día como funcionaban las cosas en la escuela y así integrarme más rápido a ésta cultura ”* In this case the respondent’s answer shows a facility to the adaptation process. He shows certain openness to a new culture helping him to integrate into the Mexican culture having a positive effect on this acculturation process.

Participant 4

Japanese female, 21 years old

*“Al principio fue difícil por que la cultura Mexicana es* According to the respondent’s answer when the acculturation

*completamente diferente pero poco a poco me acostumbré y ahora me siento cómodo siendo parte de ella, gracias a ello aprendo mucho y mejoro cada día”.* process goes on the right track this means that the subject who is experimenting the immersion into a new culture starts accepting the host culture costumes, habits lifestyle and the interaction with people can feel to be part of it, what is positive to the language acquisition.

Participant 5  
Korean male, 22 years old

*“Al principio fue difícil porque la cultura Mexicana es completamente diferente pero poco a poco me acostumbré y ahora me siento cómodo siendo parte de esta cultura, gracias a ello aprendo mucho y mejoro cada día.*

According to this answer the acculturation process needs a certain amount of time to be accepted depending on some factors such as cultural distance, personality etc.

Participant 6  
Japanese female, 20 years old

*“Ha sido un proceso complicado pero utilizo libros, música y cosas que me acerquen a la cultura mexicana para hacerlo más*

It can be observed that the use of some tools could help to understand a culture. This example shows that even the participant has not achieved

	<i>fácil, han pasado unos meses y aún estoy en el proceso”.</i>	the total adaptation into the Mexican culture she has the willingness and motivation to do it.
Participant number 7 Japanese Male, 20 years old	<i>“Me ha costado mucho trabajo el adaptarme aún no lo he conseguido totalmente”.</i>	In this case the respondent’s answer reflects that it can be more difficult for some students to achieve acculturation and integration to be adjusted to a new culture.

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#### **4.6.1 Acculturation process discussion**

As a result of question number four it was obtained a series of interesting data, first of all most of the participants said to perceive the beginning of this stage as a difficult period in which for different reasons they took some work to acculturate. According to the respondent’s answers it is a gradual period that may vary depending on each person. The results also suggest that the cultural distance can have an effect on the acculturation process due to it can generate an uncomfortable sensation such as in the case of participant number two, on the other side when existing cultural congruence it can have a positive effect on acculturation. It was also found that to have good attitude, influences acculturation and make easier the process of having the motivation and willingness to engage students. Finally, it was found the use of tools may support the process helping the person to understand culture and identify himself with some aspects to close him with

the target’s language culture. As a conclusion it showed that the comprehension of the target culture influences on the communicative competence allowing a better interaction, but it is also clear that the process is perceived by students as difficult at the beginning. It suggests once this critical period has been overcome, everything seems easier.

#### 4.7 Cultural distance and cultural congruence results

It is necessary to know the relationship of cultural aspects with the second language acquisition process that’s why the purpose of question number six pretends to know the role of cultural distance and cultural congruence in an immersion program.

*Table 6 The Role Of Cultural Distance and Cultural Congruence in SLA Process*

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Question number 6							
<p>¿Cuál es tu percepción acerca de las diferencias y similitudes culturales que hay entre tu cultura y la Mexicana, afectan éstas tu proceso de aprendizaje? (describe cuáles son tus percepciones y cuáles son los efectos que tienen en tu aprendizaje)</p>	<table border="1"> <thead> <tr> <th data-bbox="326 1304 467 1339"><u>Participant</u></th> <th data-bbox="760 1304 862 1339"><u>Answer</u></th> <th data-bbox="1073 1304 1377 1339"><u>Analysis of the Answer</u></th> </tr> </thead> <tr> <td data-bbox="203 1377 423 1556"> <p>Participant 1 Japanese female, 21 years old</p> </td> <td data-bbox="613 1377 1008 1850"> <p><i>“Como estudiante de intercambio al inicio experimenté sentirme extraño al notar grandes diferencias entre las dos culturas, sobretodo en la disciplina, enseñanza y puntualidad</i></p> </td> <td data-bbox="1036 1377 1421 1850"> <p>According to the respondent the fact of realizing that a considerable cultural distance between Mexican and Japanese cultures exist make him feel strange, but he mentioned that this feeling</p> </td> </tr> </table>	<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>	<p>Participant 1 Japanese female, 21 years old</p>	<p><i>“Como estudiante de intercambio al inicio experimenté sentirme extraño al notar grandes diferencias entre las dos culturas, sobretodo en la disciplina, enseñanza y puntualidad</i></p>	<p>According to the respondent the fact of realizing that a considerable cultural distance between Mexican and Japanese cultures exist make him feel strange, but he mentioned that this feeling</p>
<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>					
<p>Participant 1 Japanese female, 21 years old</p>	<p><i>“Como estudiante de intercambio al inicio experimenté sentirme extraño al notar grandes diferencias entre las dos culturas, sobretodo en la disciplina, enseñanza y puntualidad</i></p>	<p>According to the respondent the fact of realizing that a considerable cultural distance between Mexican and Japanese cultures exist make him feel strange, but he mentioned that this feeling</p>					

*después de un tiempo empecé a acostumbrarme* tends to be minimized through the time.

Participant 2  
German female, 24 years old

*“Me parece que mi cultura es muy diferente en muchos aspectos a la cultura Mexicana, la diferencia más grande es la falta de organización y disciplina de la cultura mexicana, eso es evidente dentro y fuera de la escuela pero la parte más difícil para mí fue la forma de interactuar y relacionarme ya que en mi cultura existe más esa barrera personal de privacidad”.*

This answer suggests that even the respondent considered that there are many aspects that she noticed the one that has more impact on her process was the way in which the people of both countries interact and how they establish their private space. It could be related to the personality and attitude aspects.

Participant 3  
Korean male, 23 years old

*“Definitivamente ambas culturas son diferentes lo que me sorprende es que en México todos interactúan de*

According to the respondent the way in which both societies interact is considered as a cultural difference even

*manera menos formal y más cercana. Creo que a pesar de que es una diferencia afectó en una forma positiva mi desarrollo y aprendizaje”.* though, it has had a positive impact on student development.

Participant 4

Japanese female, 21 years old

*“Creo que existen cosas que son muy diferentes como la unidad familiar que es más importante en México mientras q mi cultura es diferente eso sorprende al principio vivía con una familia mexicana y ellos trataban de hacerme parte pero yo lo sentía incómodo después aprendí como esto funciona aquí y me acostumbré. Algunas cosas similares que ayudaron a acostumbrarme fueron por ejemplo la amabilidad de las* The answer reports that the most perceived aspect was the family interaction, he manifested to feel uncomfortable when the Mexican family tried to integrate him into their circle, the respondent also said that the kindness is a common feature that joins both cultures.

*personas en las dos culturas  
existe pero en diferente  
manera”.*

Participant 5

Korean male, 22 years old

*“Me parece que las dos  
culturas son diferente entre sí  
pero al mismo tiempo  
comparten el respeto por sus  
tradiciones la amabilidad de  
las personas, en mi caso las  
diferencias me han  
sorprendido y otras no me  
gustan tato pero he aprendido  
mucho más bien me enfoco en  
las cosas buenas de ambas  
culturas y esto facilita mi  
estadía en mi intercambio en  
México aprendiendo español  
y cultura Mexicana”.*

This answer shows that the respondent found the cultural congruence and recognized the differences can help to assimilate in a better way a culture having positive effects on the acquisition process.

Participant 6

Japanese female, 20 years old

*“Las diferencias culturales  
han sido un factor importante  
que me ha ayudado en*

This participant points out that cultural distance and cultural congruence are present in her



*algunas veces y frenado otras,* process and sometimes it can  
*la cosa que me parece* play in favor or against her,  
*diferente y que me gusta más* however she focuses on the  
*es que las personas son muy* positive aspects to improve  
*relajadas en México todo es* her process.

*tomado sin tanta importancia*  
*en el trabajo y la escuela a*  
*diferencia de mi país donde el*  
*trabajo y la escuela son*  
*totalmente serios”.*

Participant number 7

Japanese Male, 20 years old

*“Me parece que hay* The respondent ensures to feel  
*diferencias bastante grandes* totally out of place, in this  
*a veces siento que no puedo* case the cultural distance  
*pertenecer a esta nueva* prevails, the resistance is  
*cultura me siento fuera de* extended and it can produce  
*lugar todo es lejano a mi”.* negative effects.

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#### **4.7.1 Cultural Distance and Cultural congruence Discussion**

Culture is a very deep term that involves many aspects like habits, customs, and creed economic and philosophical aspects, that is why cultural distance and the cultural congruence are two complex variables that can close or drive people away from the main purpose in this case to acquire a language.

According to the respondent's answers it can be concluded that cultural aspects are very important and influence the second language acquisition process, after reading the answers it was observed that there was a tendency to mention more the cultural differences than the cultural congruence aspects, just two of the participants mentioned the similarities between the target's language culture and their native culture. Some of the respondents agreed that the main cultural difference is the way of interaction of Mexican society that differs from their native countries, some other cultural differences were the informality and the nearness among the Mexican society members and the lack of discipline of Mexican people. One of the participants said that even the interaction was different in his country he perceives the differences as new things to learn and something positive to his development, it means that the perceptions of the student and the motivation can influence on the student's attitude. The attitude seems to be a factor that can close or lift students out of a new culture. On the other hand the cultural congruence was less mentioned by the participants just two of them mentioned this aspect, the participant number five said that the respect for traditions and the kindness are two things that Korean and Mexican culture have in common, the respondent argued that these similarities have helped him to have a better experience in the exchange program. Culture is an inherent part of language therefore it can be concluded that Cultural distance and cultural congruence are both implicit in SLA and its effects can affect

individuals in different degree depending on the individual attitude, personality and motivation. As an example the participant number six argued that sometimes he has been driven by the differences while other times they have stopped him following the same line. It could be observed that in some cases the students barriers are really strong like in the case of the participant number seven who said “Cultural differences are huge, I feel out of place” what reveals that definitely culture congruence and cultural distance can have positive or negative effects depending on each individual.

#### 4.8 The Role of Learning style In SLA

Cognitive aspects are of course important when we talk about language learning and acquisition that’s why the following two questions pretend to understand in a better way how this aspects influence the acquisition process, what are the most common strategies and cognitive styles used by the participants and what is their role in an exchange program context.

*Table 7 The Role Of Cognitive Styles In SLA*

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Question number 7

¿Cómo defines tu estilo cognitivo y como es que lo aplicas en el aprendizaje y adquisición del idioma español?

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant 1 Japanese female, 21 years old	<i>“Mi forma de adquirir nuevos conocimientos trato de combinar tanto lo teórico y lo práctico usando la</i>	According to the answer the participant uses a combination of visual, verbal and global (interaction and socialization)

*observación, integración a un grupo, memorización y también estudiando los aspectos más teóricos, desde que empecé a aprender español trato de acoplarme al sitio donde aprendo”.*

Participant 2  
 German female, 24 years old

*“Si lo pienso detenidamente puedo decir que mi forma de adquirir y procesar conocimiento es similar a como lo hago en mi país o aprendiendo otras cosas primero haciendo la parte teórica, repasando apuntes, leyendo estructurando información y luego pasando a la práctica”.*

Participant 3  
 Korean male, 23 years old

*“En mi propio estilo de aprendizaje del idioma español me gusta combinar la observación, la práctica e*

styles which help to integrate into the Mexican culture and learn Spanish, taking advantage of the immersion context.

According to the answer the respondent prefers to structure the information and then materialize it putting into practice, it means that she uses analytic and kinesthetic styles to improve her second language acquisition skills.

The respondent’s answer shows a tendency to a practical approach pointing that one of the exchange

*interacción con las personas* purposes is promoting  
*a mi alrededor ,creo que el* learning and language  
*estar en un programa de* acquisition through the  
*intercambio se trata* context and the social  
*precisamente de aprender* interaction.  
*mediante la socialización y*  
*practicar”*

Participant 4  
 Japanese female, 21 years old

“*El estilo que tengo consiste* The respondent shows an  
*en adaptarme a mi entorno de* inclination for a pragmatic  
*aprendizaje por una parte* approach and considering the  
*aprendiendo la parte teórica* adaptation as an important  
*en mis clases de español y* factor to achieve the target´  
*después poniéndolo en* language goals.  
*práctica con mis amigos*  
*nativos”.*

Participant 5 Korean male, 22 years old	<p><i>“En mi estilo trato primero observar y escuchar de forma quieta y atenta las expresiones de los nativos y así mejoro mi pronunciación, para la parte escrita tomo apuntes en el salón de clase y leo libros referentes a esos temas”.</i></p>	The respondent shows to use the auditory, visual styles to create a functional strategy making use of the context.
Participant 6 Japanese female, 20 years old	<p><i>“Siento la necesidad de comprender y analizar cada cosa antes de atreverme a la práctica, me gusta trabajar en forma individual”.</i></p>	According to the respondent, he has an analytic and individual style.
Participant number 7 Japanese Male, 20 years old	<p><i>“Trato de usar el mismo estilo que normalmente usaba en mi universidad cuando me daban lecciones de español trabajar de forma individual leer, responder ejercicios escritos, estudiar gramática, pero ya que estoy en un país donde hablan español me doy</i></p>	The participant shows an inclination for the Analytic and independent styles. He also mentioned to use the same way to learn than in his school in Japan, it could mean that there is a transfer of the learning style.

*cuenta de que es diferente a lo  
que aprendía y me cuesta  
trabajo comprender”.*

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#### **4.8.1 Use of learning styles on exchange students**

As a result of question number seven, were obtained some interesting data. First of all it has to be mentioned that all of the students reported to use more than one learning style in fact it was observed that each student join two or three different styles to design a particular one. In this case the Spanish students have a predilection for the kinesthetic, pragmatic, auditory and analytic learning styles. In this particular context the participants tended to mention that they look for knowledge on the outside context due to they considered the exchange program promotes the acquisition of culture and knowledge through the interaction and cohabitation creating natural environment that facilitates the target language acquisition, however it does not work for everyone in the same way as an example the respondent number seven mentioned to have some issues when his style was not successful. It was also reported by two of the respondents that it can occur a certain transfer of the strategies that they normally used to use in their countries before the exchange program, but it was also reported that the style can be change using complementary strategies to adapt to a new context. This fact can be used to say that the learning style structure can remain but it can be new strategies incorporated or modified for the learners in order to improve the learners' development. It was also observed that the respondents focused on talking about the speaking and listening skills as the more benefited in an exchange program.

#### 4.9 Respondents' perceptions about the factors affecting their SLA process

In order to have a better understanding of the topic the purpose of the following questions is to know the participant's perception about the influence of the previous factors in the exchange program context, their perspective about which factors they consider as more influential and important to make easier the language acquisition.

*Table 8. Respondent's Perception About Factors Influencing SLA in a Positive Way*

Question number 8		
	<u>Answer</u>	<u>Analysis of the Answer</u>
<p>¿Desde tu punto de vista cuáles factores antes mencionados consideras que han influenciado tu proceso de aprendizaje de una manera positiva ? (Describe desde tu experiencia personal cuáles son y explica por qué)</p>	<p><i>“Desde mi punto de vista el sentirse suficientemente motivado me ha ayudado además de estar dispuesta a aprender una nueva cultura y adaptarme a las situaciones que se presentan tanto en la escuela como fuera de ella”.</i></p>	<p>According to the respondent motivation, good attitude and willingness to adaptation are factors that have had positive effects on her SLA process</p>



Participant 2 German female, 24 years old	<p><i>“Los factores que más me han favorecido son principalmente el contexto, el hecho de poder combinar los conocimientos teóricos y gramaticales con la experiencia de poder practicar las cosas que aprendo en un contexto real, además de mantenerme firme en mis metas”.</i></p>	<p>The respondent considers as influential factors, the use of the context as a tool to practice and apply the knowledge acquired at school, the combination of formal academic environment with a natural acquisition environment as a positive influence on SLA process.</p>
Participant 3 Korean male, 23 years old	<p><i>“En mi opinión un factor que me ayuda es mantener una actitud positiva frente a las dificultades que se van presentando cada día y también mantener buenas relaciones con las personas en el salón y fuera de él aprovechando cada oportunidad para interactuar y mejorar.</i></p>	<p>The respondent pointed out the attitude and the interaction having good relationships at school and outside using the interaction as a strategy to improve.</p>

Participant 4 Japanese female, 21 years old	<p><i>“Un factor que me ha ayudado a superar las barreras que tenía al inicio del intercambio escolar ha sido mantenerme abierta y dispuesta a cometer errores y enfrentar las situaciones tensas, además de por supuesto estudiar duro”.</i></p>	<p>According to the respondent some factors that can help are the willingness to learn from mistakes and maintain a positive attitude, it can be assume that this is related to risk taking factor and the management of anxiety.</p>
Participant 5 Korean male, 22 years old	<p><i>“Los factores que son importantes para mí son la motivación, el esfuerzo y mantener fuerza de voluntad para lograr mi objetivo”.</i></p>	<p>According to the respondent the motivation and to have the will are helpful to acquire Spanish language.</p>
Participant 6 Japanese female, 20 years old	<p><i>“La oportunidad de tener en un solo lugar la instrucción académica y poder practicar en un contexto real rodeada la mayor parte del tiempo por el idioma que estoy aprendiendo me ha hecho bien”.</i></p>	<p>In this case the combination of a natural environment and a formal educational background was considered as influential in a positive way.</p>

Participant number 7 Japanese Male, 20 years old	<i>“Un factor que me ha ayudado es el interés que tengo por aprender y estar en la universidad mexicana estudiando con una persona nativa”.</i>	In addition to have interest on Spanish language, The respondent pointed out the fact of taking Spanish lessons with a native speaker as a factors that have a good effect on his SLA process.
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#### **4.9.1 Discussion: Respondents’ Perceptions Regarding Factors Affecting in a positive Way Their SLA Process**

According to the respondents’ answers the factors that they perceived as influential in a positive way are the context, because according to them it allows to have a natural acquisition environment and at the same time a formal instruction in the classroom promoting the opportunity to interact and practice what they learnt at school generating learning opportunities. Another factor considered as positive was motivation, according to them it helps to keep trying and help them to stay strong and focus to achieve the purpose of learning Spanish language. A positive attitude towards the culture, people and language, willingness to learn, face new experiences and learn from mistakes were also mentioned by the respondents as facilitators of second language acquisition. As consequence it can be assumed that the factors that involve emotions such as motivation, attitude, willingness, anxiety management are personality factors and individual

differences that need a certain balance and engagement to produce positive results. Another one that was also considered influential by one of the respondents was to have a good management of the anxiety levels and risk –taking. These answers have shown that the context and some factors related to individual differences and personality were the most mentioned as positive influential on SLA.

#### 4.9.2 Respondents’ Perceptions Regarding Factors Affecting In a Negative Way Their SLA Process

With the intention that obtaining valuable information that help to reduce negative effects the purpose of next question was to know the respondents’ perceptions about the factors that causes a negative impact on his learning and acquisition process as follows data and discussion are presented below.

*Table 9. Respondent’s Perception About Factors Influencing their SLA process in negative Way*

Question number 9

¿Desde tu percepción que factores dirías que han influenciado tu proceso de aprendizaje de una forma negativa ? (Describe desde tu experiencia personal cuáles son y explica por qué)

<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant 1 Japanese female, 21 years old	<i>“Un factor que me ha afectado en estos días es la ansiedad que me produce no comprender un tema a pesar</i>	In this case the factors that work against the student are the anxiety produce when he is not able to comprehend a

*de esforzarme y poner atención en clase, la dificultad va aumentando y hay cosas que no entiendo tan fácilmente, esto me hace sentir desmotivada”.* topic even he endeavored to understand. The factor number two was the demotivation produced as a result of the previous situation.

Participant 2

German female, 24 years old

*“Las cosas que me han afectado en forma negativa son el a veces no comprender la gramática o las estructuras sintácticas, cuando pasa esto me siento confundida, también el miedo por cometer errores”.* In regards to the factors that cause a negative impact on SLA the respondent pointed out that the linguistic comprehension issues generates a confusion sensation producing a negative feeling. Another factor mentioned by the respondent was the fear of making mistakes.

Participant 3

Korean male, 23 years old

*“En mi caso trato siempre de mantenerme con Buena actitud pero algunas veces no es así y me siento desmotivado* In this case the respondent said the main factors that affects him in a negative way are demotivation and

	<i>esto me afecta hasta que de nuevo recupero la buena actitud y motivación”.</i>	sometimes an unfavorable attitude, however, he said it is not usually common.
Participant 4 Japanese female, 21 years old	<i>“Lo que en ocasiones me afecta de forma negativa es el miedo a cometer errores al habla, me hace sentir insegura y a veces evito las situaciones donde yo tengo que hablar demasiado”.</i>	The respondent pointed out the fear of making mistakes as a negative factor she said this factor made her to avoid situations that make her feel unsure and vulnerable. It can be concluded that the fear of making mistakes has as an implicit fear of a poor communication.
Participant 5 Korean male, 22 years old	<i>“Creo que un factor que me afecta es la presión que siento al saber que voy a ser evaluado, es muy importante para mí el ámbito académico y me preocupa no hacer bien los exámenes, fuera del salón me vuelvo a sentir aliviado”.</i>	In this case the pressure of being evaluated has negative influence on the learning participant process. It was also mentioned that this fear is present as a result of the importance of maintaining good notes, the respondent

said once he is out of the classroom he feels comfortable.

Participant 6

Japanese female, 20 years old

*“Es muy negativo el sentimiento de fracaso que siento al no poder expresar mis ideas como en mi lengua nativa, eso me hace sentir molesta. Otro factor que me afecta negativamente es no comprender claramente una idea en su totalidad cuando se trata de temas complicados”.* According to the respondent she cannot express herself in the same way that in her mother tongue and this fact generates frustration and anger. The lack of vocabulary, grammar and syntax can affect the fluency of a conversation and the communication skills could be affected generating frustration and demotivation.

Participant number 7 Japanese

Male, 20 years old

*“Considero que la ansiedad cuando no comprendo algo me afectan seriamente”.* According to the respondent the factors that affect him in a negative way are: difficulty to adapt into the Mexican culture and anxiety.

#### **4.9.3 Discussion: Respondents' Perceptions Regarding Factors Affecting in a Negative Way Their SLA Process.**

As result of question number nine it was found that according to participants' perceptions the factors affecting them in a negative way can be emotional such as demotivation, frustration and anger, cognitive and linguistic complications like fear of evaluations, lack of enough vocabulary and knowledge that produces communication avoidance, fear of making mistakes, lack of comprehension of an specific topic in the classroom or regarding to school subjects, Also were mentioned some personality factors like attitude and finally were pointed out some difficulties on acculturation and culture shock issues.

All of the respondents mentioned at least two factors affecting them in a negative way. Anxiety and demotivation were the most mentioned factors followed by the fear of making mistakes, frustration, and pressure to be evaluated (exams), last but not least communication and Acculturation Issues were considered as negative to the second language acquisition development.



#### 4.10 Participants perceptions' about the effects of participating in an exchange program

The effects of participating in an exchange program in order to know what the impact to experience language acquisition and learning in a study abroad context were the effects that this experience produces on students.

*Table 10. Respondents' Perceptions about Exchange Program Effects*

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Question number 10		
Describe Detalladamente		
¿Qué efectos ha tenido en tu desarrollo tanto personal como académico (avances o retrocesos en tus habilidades lingüísticas) el participar en un programa de intercambio?		
<u>Participant</u>	<u>Answer</u>	<u>Analysis of the Answer</u>
Participant 1 Japanese female, 21 years old	Desde mi punto de vista los efectos de vivir esta experiencia son positivos por ejemplo he desarrollado la habilidad de entender y hablar más el idioma español, he aprendido aspectos culturales de México y ganado muchos amigos.	According to the respondent the exchange program positive effects showed an improvement in the listening and speaking skills, besides the learning of cultural aspects and also the experience gave her the opportunity to make good friends.

Participant 2 German female, 24 years old	Me ha dado mejores oportunidades de aprender y practicar lo aprendido, ha sido un reto que me permite crecer de forma personal y académica y salir de mi zona de confort me ha ayudado a trabajar la tolerancia, el respeto y superar obstáculos.	The respondent pointed out that the exchange program experience gives her a better learning opportunities. She said it is a challenging situation that promotes values development besides personal an academic growth.
Participant 3 Korean male, 23 years old	Estar en este programa de intercambio me ha permitido estar en un ambiente donde todo el tiempo estoy rodeado del idioma español eso significa aprender constantemente, escuchar leer y hablar en español de una forma real y natural, conocer y comprender la cultura y buenas personas que me hace bien.	On the respondent report, being in a total immersion helps him to learn inside and outside the classroom in a “natural” environment has positive effects on listening, speaking , reading and writing skills, also he pointed out it has positive effects on acculturation and the creation of social and significant relationships with people.

<p>Participant 4</p> <p>Japanese female, 21 years old</p>	<p>La experiencia de poder estudiar español en México ha cambiado mi forma de ver este país y lo que es un programa de intercambio antes de venir escuchaba muchos comentarios sobre México y sobre experiencias de otros que habían hecho intercambios, la realidad es distinta a lo que escuchaba no es todo bueno ni malo los efectos son enriquecedores en mi caso me ha ayudado a mejorar mis habilidades de habla, escritura, lectura pero además he madurado y aprendido a ser más crítico.</p>	<p>According to the participant the experience of studying abroad during the exchange program allowed her to demystify some beliefs about México and also about exchange programs, besides, she pointed out that the effects are not totally good or bad ones. She said, she could observe an improvement in listening, reading and speaking skills besides a personal growth and she learnt to be more critical.</p> <p>According to this answer It can be assumed that in addition to second language acquisition development effects, being in a challenging context promotes personal growing.</p>
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Participant 5 Korean male, 22 years old	He podido aprender cosas que no me enseñaban en la escuela de mi país cosas sobre cultura, frases típicas o dichos, ha mejorado mi forma de hablar.	The respondent pointed out the context of studying and living in Mexico he has learnt many cultural aspects that in his normal Spanish lessons did not learn. Another positive effect was an improvement on his speaking skills.
Participant 6 Japanese female, 20 years old	Los efectos que he observado me motivan a continuar aprendiendo, puedo notar que hablo con mayor facilidad que cuando llegue a español, he aprendido mucho vocabulario y disminuyó el estrés y miedo que me causaba al inicio hablar con nativos, me siento confiada y me siento orgullosa al ir superando retos.	On the participant' report positive effects works as a good motivation to keep learning. Improvement of communicative skills, vocabulary growth. And the reduction of fear of making mistakes and gain confidence are some of the effects mentioned by the respondent.
Participant number 7 Japanese Male, 20 years old	El intercambio escolar tiene buenos y malos efectos, los	The respondent had observed positive and negative

buenos son tener profesores	Effects, on the one hand he
nativos, ser más unido con	said to feel closer to other
compañeros japoneses que	Japanese students in the same
me ayudan cuando algo se	situation to him and also he
complica mucho y los malos	mentions as a positive effect
extrañar mi cultura mi casa.	to have as teacher native
	speakers, one the other hand
	he said a negative effect is to
	feel homesick.

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#### **4.10.1 Discussion: Participants perceptions' about the effects of participating in an exchange program**

Firstly as a result of question number ten, it was found that all of the students considered the positive effects are predominant than the negative ones, some of the respondents considered the exchange program as a challenging but they also affirm to feel pleased to face and overcome the challenging situations. The respondents had a tendency to mention the improvement of speaking and listening skills as the most notable positive effects, according to them the immersion context provides them better learning opportunities, allowing to learn and practice in a “natural” way, besides, it was mention as positive effect the possibility to enrich vocabulary, it means that the improvement of linguistic aspects and communicative skills were perceived as the most benefit with positive effects.

Secondly, the effects regarding to cultural aspects were mentioned by the respondents such as significantly beneficial due to the interaction and the fact of being experiencing Mexican culture and making contact with the people helps them to have a better understanding of the language and promoting the acculturation process, it was also perceive that the exchange program promotes the acquisition of cultural and academic knowledge that may not have been learnt in a “normal” class.

Thirdly it was mention that as a result of interaction and socialization the creation of positive relationships such as friendship and partnership that are beneficial as a support and motivation when is necessary. This kind of relationship can be with the native speakers in the outside context, among classmates or both, in this case it was observed that the respondent number seven specified to feel closer with his co-nationals while the others did not specified.

Fourthly it was mention the demystify of old beliefs as an effect of exchange program experience, in this case respondent number 4 mentioned that this experience allowed her to experience how works an exchange program and demystify beliefs about Mexico and his culture, as a result of this experience she said she learnt to be more critical.

Finally it was mention the decrease of the fear in making mistakes, the self- confidence growth and the motivation increase. As a conclusion it was observed that respondents perceive that exchange program experience provides positive effects to their academic and personal development.

#### 4.11 Check list results and discussion

This section presents the analysis and interpretation of data obtained from the check list titled “Escala en la que Afectan Las Diferencias Individuales y Los Factores Psico-Sociales a los Estudiantes de Intercambio”. In this phase a quantitative analysis of the data was used to know the scale in which some individual differences and socio-psychological factors influence second language acquisition of an exchange student’s group.

##### 4.11.1 Motivation Factor Scale Results

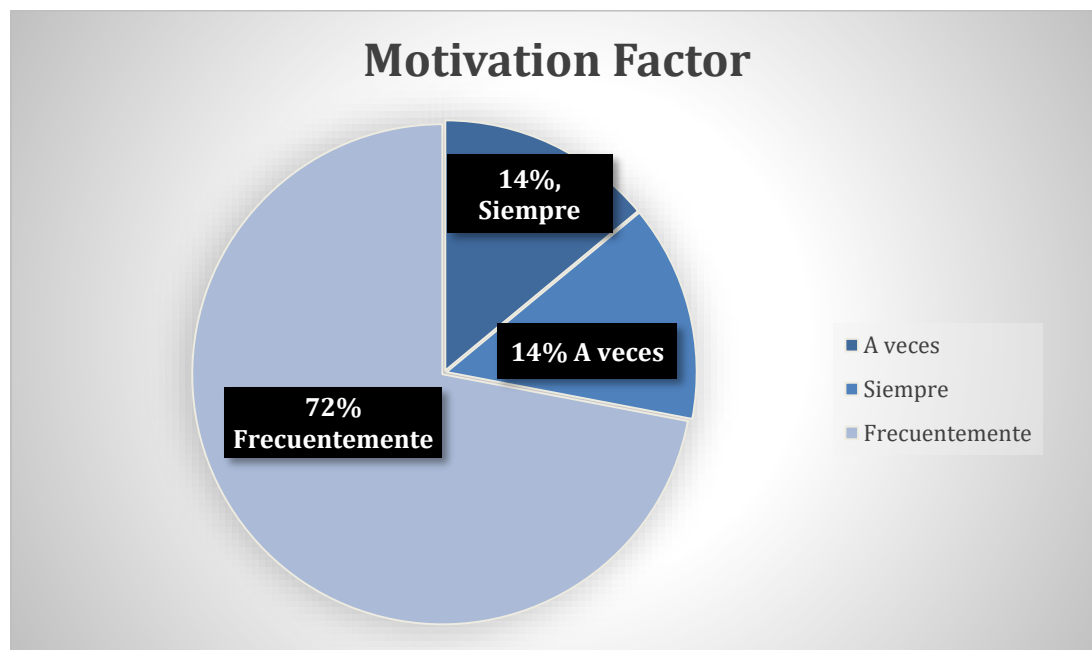


Figure 1. Motivation Scale Diagram of the Study

The result of the first statement “I feel Motivated, with a positive attitude and open to learn new things” showed that the 72 % of the students said to feel motivated frequently. According to many Scholars this factor is closely related to success in SLA to understand the success and failure. It was also observed that 14% of the student said feel motivated sometimes and the other 14% said

to feel motivated always. As a conclusion it can be said that most of the participants in the case study pointed out to feel frequently motivated.

#### 4.11.2 Demotivation Factor Scale Result

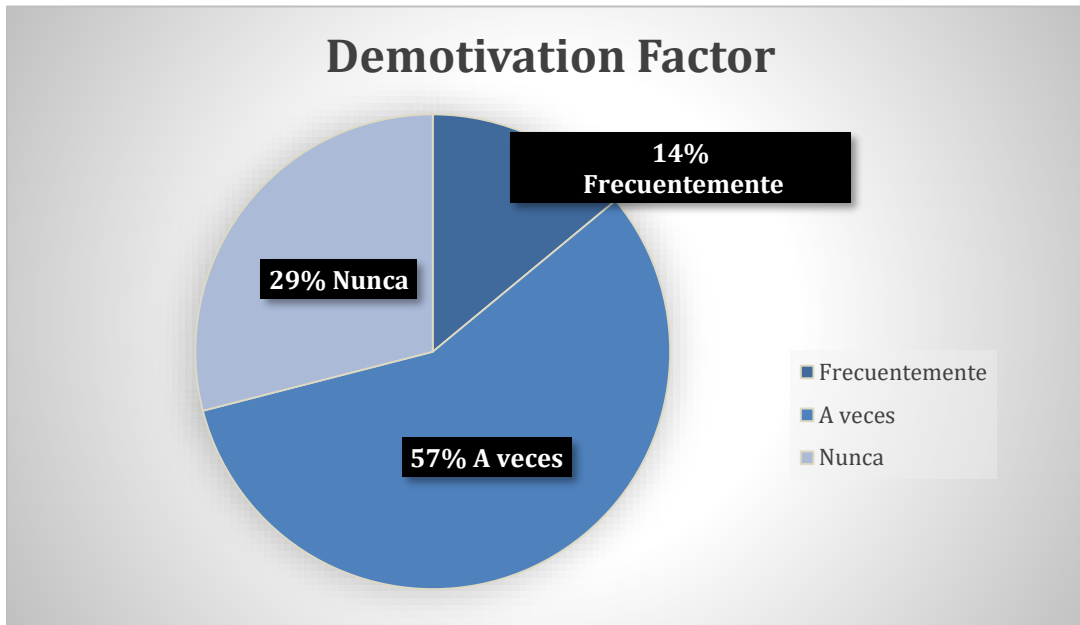
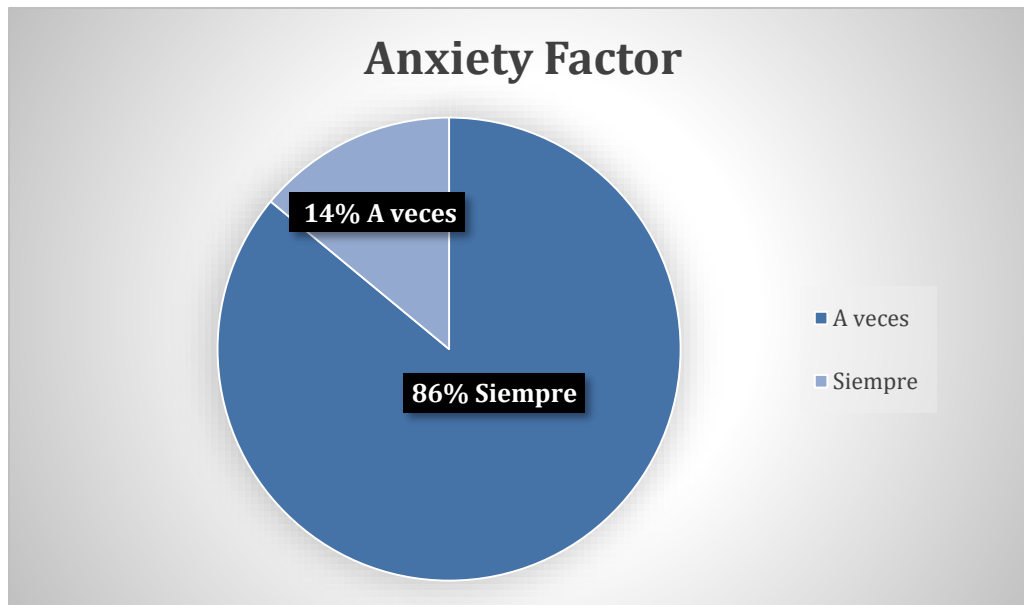


Figure 2. Demotivation Diagram Scale of the Study

According to the results obtained from the statement “ I feel demotivated and frustrated, I have difficulty to have a good attitude in an outside the classroom” the 57% of the respondents accepted to feel demotivated sometimes, while 29 % of the students said they never feel demotivated and the remaining 14 % said to feel demotivated frequently. It means that most of the students have felt demotivated in any point or situation, however is necessary to know the reasons and the length in which they started feeling demotivated in order to establish the effects due to it can be mild or severe.



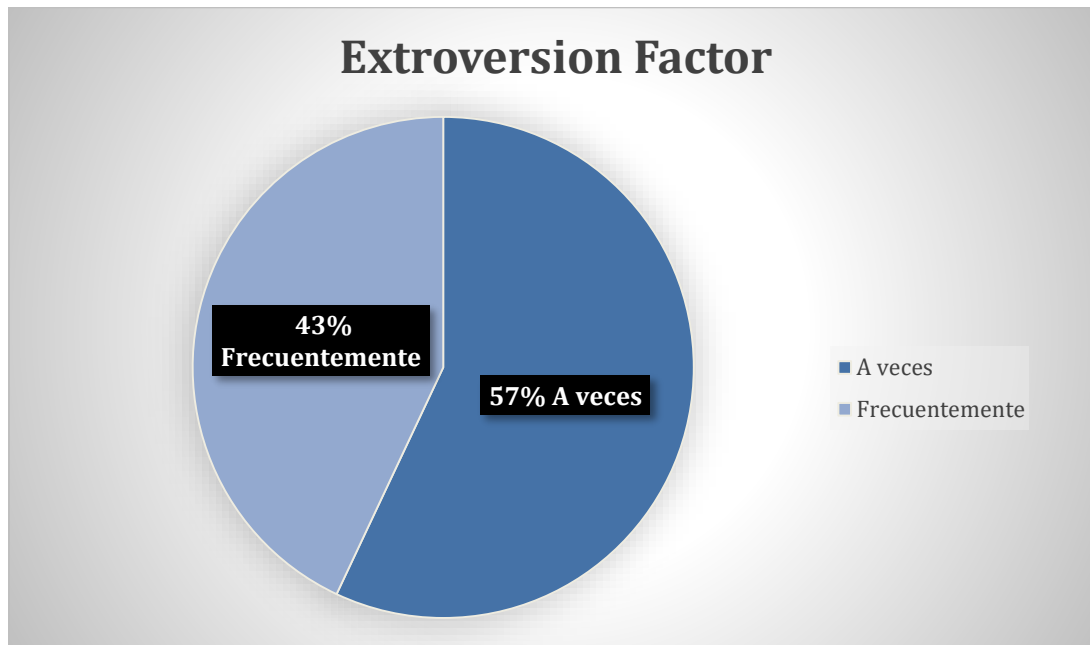
### 4.11.3 Anxiety factor scale results



*Figure 3. Anxiety Diagram Scale of the study*

The statement number three “I feel anxious, nervous, restless and uncomfortable inside and outside the classroom” showed that 86% of the respondents have experienced anxiety sometimes in or outside the classroom. And the remaining 14% said to feel anxious always. According to the results it can be assumed that Anxiety is very common factor influencing second language acquisition and it could stop the students’ progress. The causes of anxiety can be numerous and it is important to identify them in order to dismiss its effects. Due to it is an Emotional factor it can be related to other such as personality, motivation and attitude.

#### 4.11.4 Extroversion Factor Scale Results



*Figure 4. Extroversion Diagram of the Study*

The diagram Scale of the statement “I constantly participate in the classroom and outside of it and I interact easily with the people around me” revealed that 57 % of the respondents are frequently extroverted while the 43 % answered they do it sometimes. Based on the information it was observed that most of the students feel comfortable being extroverted what could be positive to create learning opportunities and improve communicative competence however being an individual difference and a personality factor it can be influenced by other ones such as mood, feelings etc.

#### 4.11.5 Introversion Factor Scale

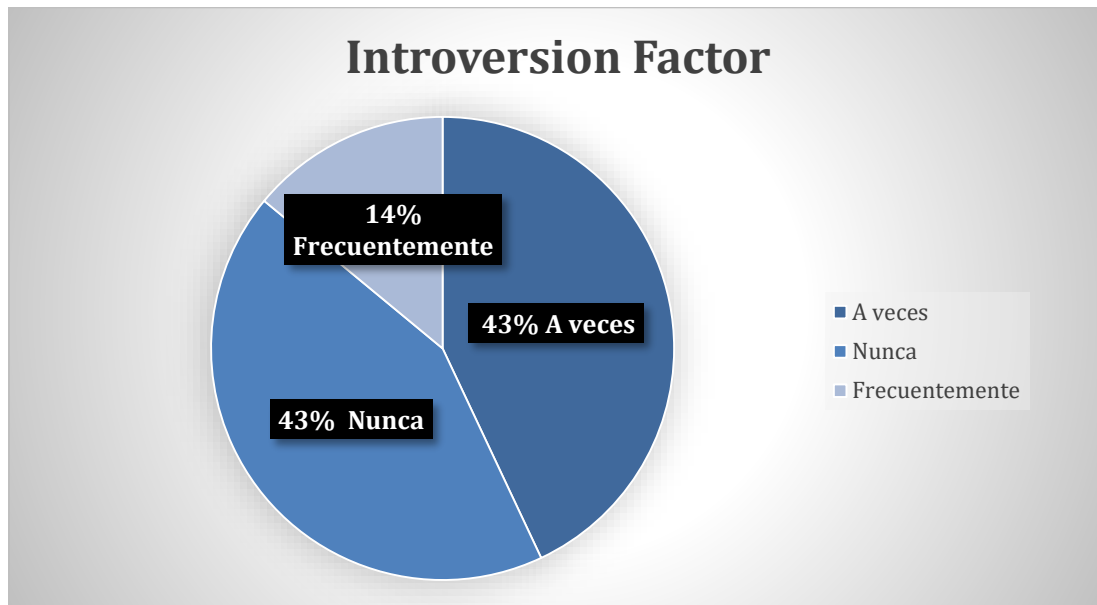
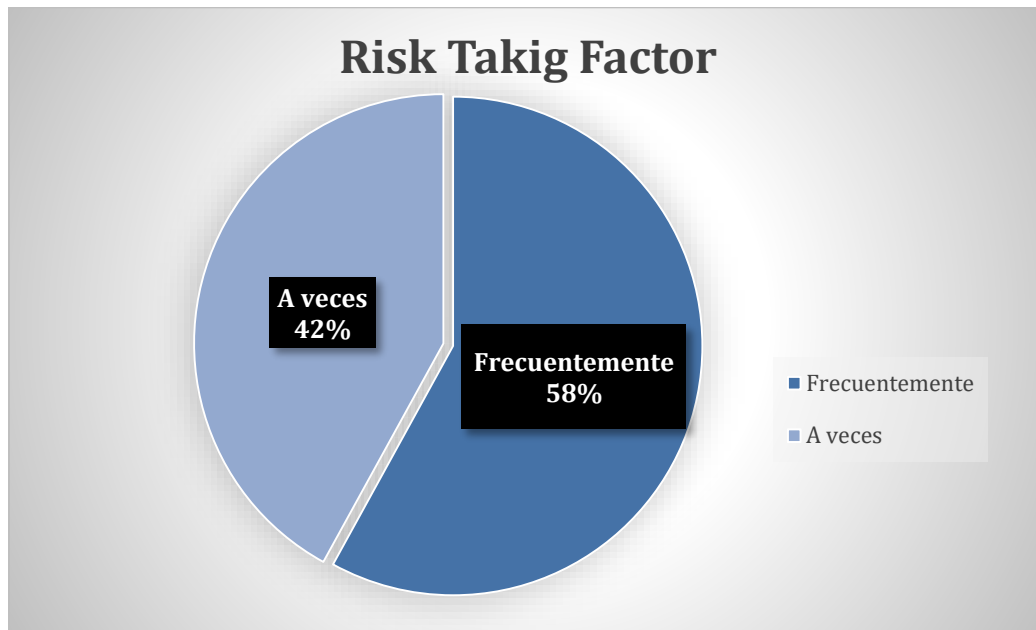


Figure 5. Introversion Diagram of the Study

The graphic early presented shows the scale in which introversion factor affects to the respondents of the study. As a result to the utterance number five: "I avoid situations in which I have to interact and talk with people around me and I prefer to study on my own" 43 % of the students said they sometimes avoid interaction, it means that they don't feel comfortable sometimes and prefer to be alone or to go unnoticed. Other 43% of the group said they never avoid interaction situations, it means that they feel comfortable studying with others and interacting with people while the remaining 14% said to feel an introvert mood frequently. After observing the Introversion Scale it can be concluded that most of students have feel in an introverted mood more than once, however, it is important mention that the personality is very complex and it is influenced by different variables, to determine if someone is introverted requires to know the person in a deep way.

#### 4.11.6 Risk-taking factor scale



*Figure 6. Risk-Taking Diagram of the Study*

Risk taking factor is normally related to successful learners due to it promotes social interaction and it denotes willingness to learn it is normally associated with behavior and personality. In this case the results of the study showed that all of the students said to take risks, the 58 % of the respondents said they sometimes take risks while 42% said to take risks frequently. These data suggests that the students have achieve to overcome their fears and inhibition or at least they try to do it helping to the rapid progress of SLA.

#### 4.11.7 Learning Strategies' Factor Scale

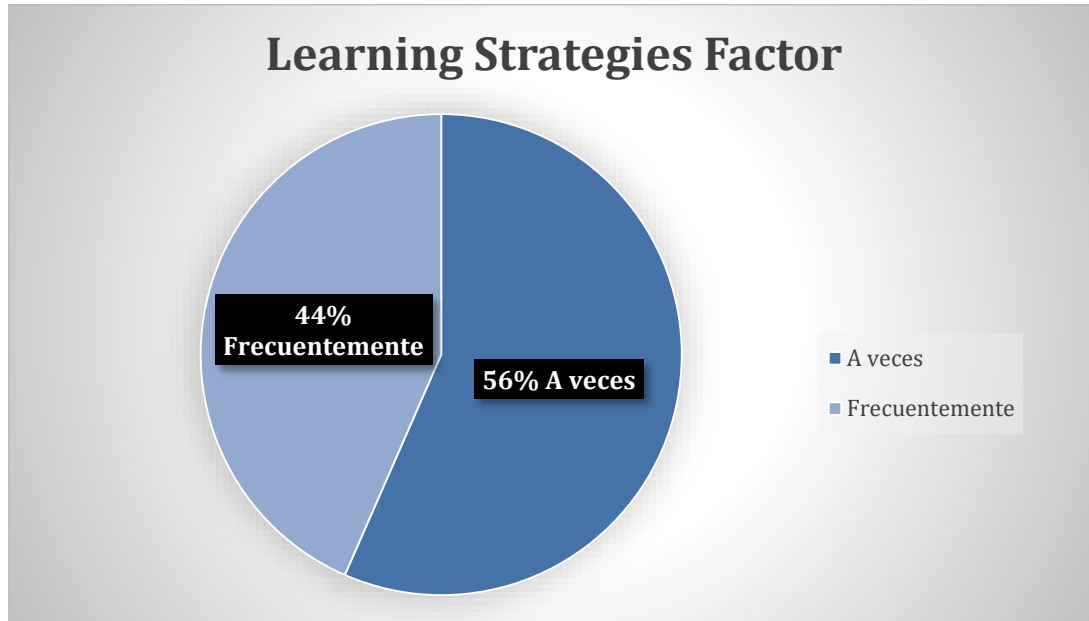
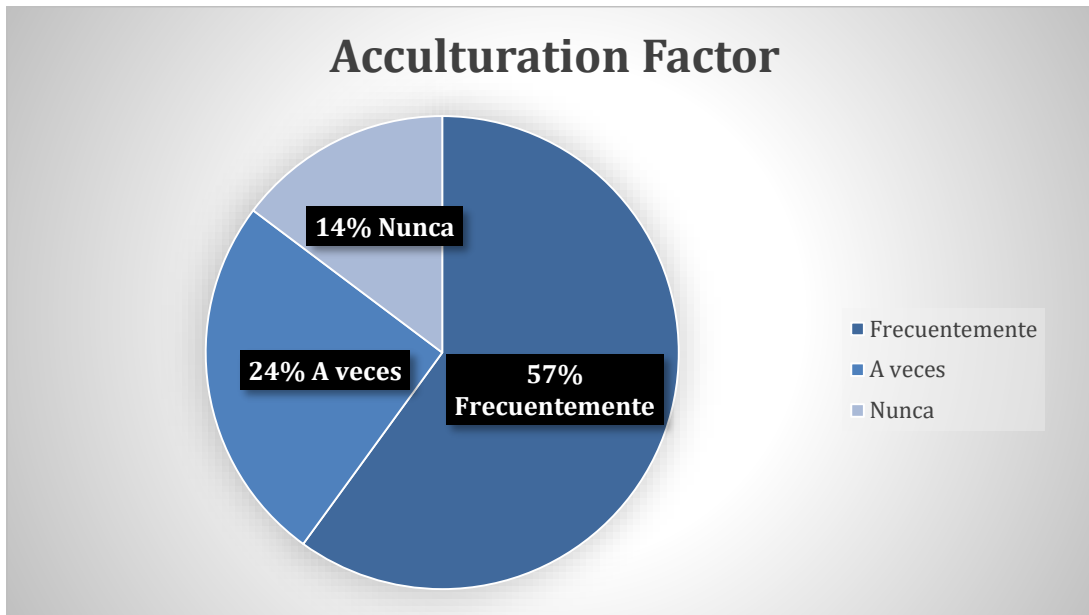


Figure 7. Learning Strategy Diagram of the Study

The use of learning strategies is an important aspect due to it can increase the students' second language development. As result of the seventh statement in the check-list "I put into practice some strategies to improve my Spanish level" the diagram scale shows that 56% of the respondents sometimes implement a learning strategy, while the 44% said they do it frequently. It means that all of the respondents tent to use a learning strategy to improve their language acquisition process which is a positive indicator of the students' commitment to themselves and its own acquisition process.

#### 4.11.8 Acculturation factor scale



*Figure 8. Acculturation Diagram of the Study*

The graphic previously presented shows the scale in which the respondents feel acculturated to Mexican culture. The statement number eight “I like Mexican culture and I feel part of it” gave as a result that 57 % of the students answered they have that feeling frequently, the 29% said sometimes and the remaining 14 % said never. Acculturation aspect results' showed that most of the students have achieved to acculturate or at least they have positive feeling regarding to cultural aspects which is positive to their language acquisition process. It also showed that 14% of the participants was not able to empathize with Mexican culture yet.

#### 4.11.9 Cultural adaptation issues scale

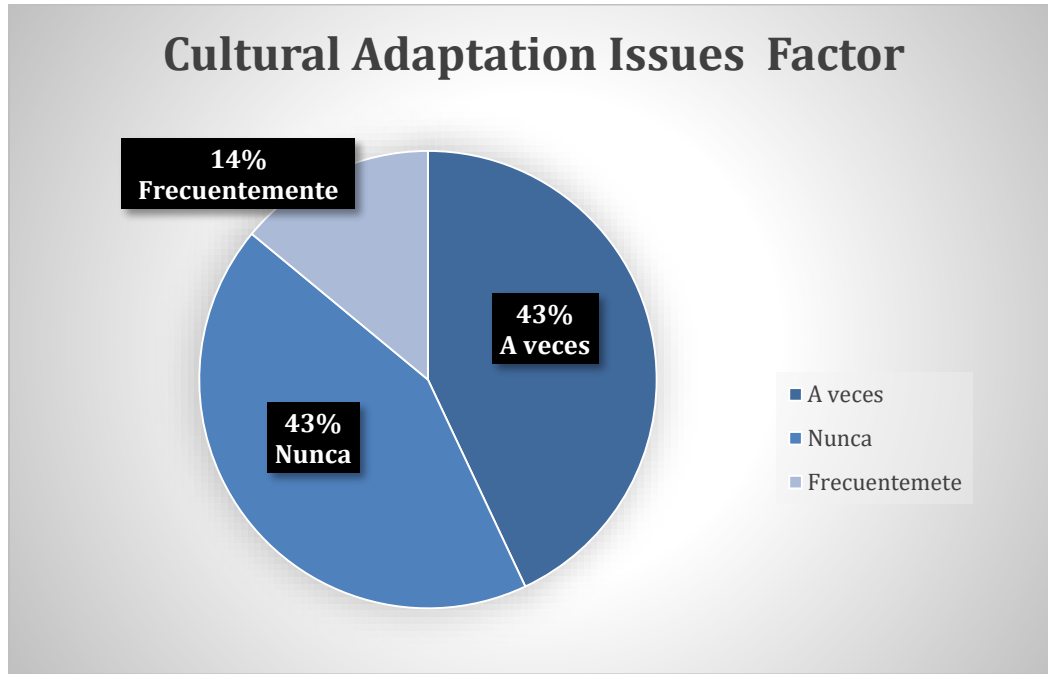
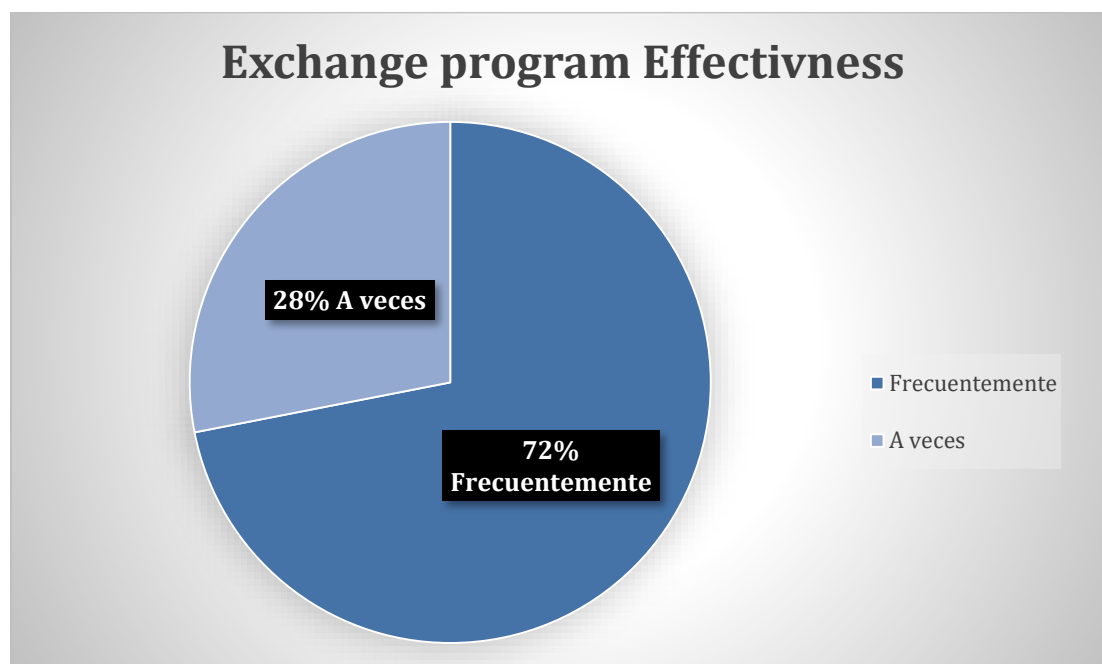


Figure 9. Cultural Adaptation Issues Diagram of the Study

According to the results of statement number nine “I feel uncomfortable with many aspects of Mexican culture and I perceive big differences between my culture and Mexican culture” 43% of the respondents answered never and also 43% replied sometimes, just 14 % said to feel uncomfortable frequently, it shows that cultural adaptation can be challenging and takes time and that it is a complex process in which cultural differences have to be respected even when they do not like them. Once that students understand the importance of the relationship between culture and communication the adaptation process goes in a better way and the cultural distance is reduced.

#### 4.11.10 Exchange Program Effectiveness Scale



*Figure 10. Exchange Program Effectiveness Diagram of the Study*

To know the student's perceptions about the effectiveness of participating in an exchange program the statement number ten was designed. The statement was the following "Participating in an school exchange has brought me many advantages and I am happy with the experience and knowledge acquired", it has as a result 72% of the respondents satisfied with the exchange program, 14% answers they feel satisfied frequently and just 14% said sometimes. This results showed that the most of them considered the exchange program enriching and fruitful for their second language acquisition process.



## **CHAPTER V**

### **5.0 Conclusions: Introduction to the Chapter**

In this chapter the conclusions of this dissertation alongside the answer to the research questions, implications, limitations, recommendations for further research are presented. First of all the purpose of the study will be described. In addition the answers to the research questions will be presented and explained. At the end the suggestions for further research will be provided.

### **5.1 Restatement of the Research Purpose**

The main purpose of this research was to explore how some individual differences and socio-psychological factors affect in a positive or negative way the second language acquisition process of a group of exchange students at the Benemérita Universidad Autónoma de Puebla and explore how these students perceive and live this process. The factors taken into account were: motivation, demotivation, anxiety, introversion, extroversion, cultural distance, and cultural congruence, risk-taking, learning strategies, acculturation and students perceptions about the effectiveness of the exchange program. The purpose was achieved through the analysis of two different instruments, a questionnaire and a check-list answered by students.

## 5.2 Answers to the research questions

In the chapter one of the present study were raised two research questions, they were answered after analyzing the data collected.

The first research question was:

*According to the students perceptions how do some relevant socio-psychological factors and individual differences affect their second language acquisition process in an exchange group at BUAP?*

As a result of this question it is necessary to explain that the data collected showed the participants perceptions about the following factors. The results after data analysis showed that the respondents perceive some factors as more important and influential than others. Motivation, risk-taking, extroversion were perceived such as the ones that have positive effects when they are practice regularly. Regarding to motivation all of the respondents said to perceive motivation as the most determinant factor to succeed in SLA, they considered that being motivated affects in a positive way the acquisition process encouraging to continue learning and helps to overcome the possible barrier. Then risk taking was evaluated as something that is difficult to achieve, the respondents mentioned that it takes time, but once it is reached, becomes easier and produces positive effects increasing the self-confidence.

On the other side the respondents also mention they perceived some factors such as negative for their language acquisition process, in this case anxiety, demotivation and some cultural issues to adapt to the Mexican culture were perceived as barriers that slow the SLA process.

Respondents pointed out that anxiety is more frequently at the beginning of the cultural exchange experience and it tends to diminish gradually over the time. According to the respondents anxiety can be produced by frustration of misunderstanding native speakers, to experience a stressful situation, fear of doing exams and fear for being evaluated among other reasons that have as a consequence to make more difficult the acquisition process. Regarding to demotivation factor the all of the respondents said to have experienced feel demotivated at least once during the cultural and academic exchange period, they also said that feeling demotivated have negative consequences on their sense of humor and make them feel vulnerable.

Regarding to Acculturation and cultural aspects there were different points of view, some of the respondents perceived the cultural aspects as an opportunity of learning and creating knowledge using the culture as a tool and a small part of the group (just two respondents) said to have difficulties to acculturate due to the big cultural distance between Mexican culture and their native culture. At the end most of the students manifested to feel interested in Mexican culture and some of them said to feel part of this culture.

Concerning to the perceptions about the effectiveness of the cultural exchange all of the respondents agreed that living this experience has been helpful and they said to notice a remarkable progress on their communicative skills, a big satisfaction, personal growth and self-confidence.

The second research question was answered making use of the gathered information collected through a check-list. The answer is presented below.

*2. In what frequency these factors influence on exchange students' second language Acquisition process?*

According to the data 72 % of the respondents said to feel constantly motivated. This answer confirms what the students said about the motivation importance based on the questionnaire results it can be observe congruence between the students answers in both instruments.

As a result of demotivation factor statement in the graphic it was obtained that the 57 % of the respondents accepted to feel demotivated sometimes, while the 29% said they never feel demotivated. On the other hand the first pointed out that most of the students said to feel motivated and recognized the negative effects of demotivation. In this case there is a narrow margin of difference between the answers of both instruments. It allowed to observe that even the students know the demotivation side effects they are not totally in control about the management of their feelings and perceptions adding also the fact that there are some other variables influencing on motivation and demotivation aspects. It can be concluded that demotivation is a natural feeling but it can affect students in different dimensions that is why it is important to identify it and as teachers or learners work to dismiss its effects.

The aspect number three was Anxiety, in this case the 86 % of the respondents have experienced anxiety sometimes, and the 14 % said to feel anxious frequently. This answer is totally congruent in both instruments.

Regarding to extroversion and introversion factors. Extroversion factor showed that 57 % of the respondents said to be extroverted most of the time, while 43% said they are extroverted sometimes. On the other side introversion 14 % of the respondents said to feel identify himself as introverted.

Risk taking showed that 58 % of the students take risks sometime while the 42% said to take risks constantly.

### **5.3 Limitations**

During the lapse of conducting this study some limitations were noted. First, the amount of the factors taken into account in the research made hard the process of data analysis and interpretation. This aspect could be improved reducing the amount of aspects to evaluate, focusing on a small group of factors or aspects. As a result of the first limitation it emerges a second one, some longitudinal effects taking a longer time than expected causing a process lengthening of the study.

### **5.4 Recommendations for Further Research**

The main objectives of this research were achieved satisfactorily, however at the end of the investigation emerge some valuable information that could be useful for future investigations. The first recommendation is related to the time factor and the magnitude of the research so it would be recommended to take into account the investigation dimensions and evaluate if the researcher have enough time to carry out the research. Another recommendation has to be with possible topics for future researches, during and after the investigation were observed certain interesting aspects, such as a possible correlation among personality, nationality and the student's perceptions. In this case

some of the students from Korea had many similarities in their answers regarding to cultural aspects and acculturation process. After that observation a search was carried out and it was found a very interesting theory called the 5 cultural dimensions by Hofstede, it is important to mention that this theory was not used in this research but without doubts is an interesting topic to be considered for future research on this theory and its application on education and second language acquisition.

Another interesting topic that emerged is about the length of the stay in an exchange program and the advances or setbacks that are produced in the four main students skills: listening, reading, writing and speaking and measure then since the beginning of the program until the end. Findings and limitations from this particular study opened the door to promising learning in the future.

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## Appendix A: Questionnaire

### Datos Del Participante

Instrucciones: Llena los espacios en blanco con tus datos personales.

Edad: \_\_\_\_\_ Nacionalidad: \_\_\_\_\_ Género: \_\_\_\_\_

A continuación responde detalladamente las siguientes preguntas expresando tus experiencias, sentimientos y percepciones.

1.-¿Crees que la motivación es un factor importante al adquirir una segunda lengua?

(Justifica tu respuesta explicando por qué si o por qué no).

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2.-¿Alguna vez te has sentido realmente desmotivado en cuanto al aprendizaje de tu lengua meta (español)? si es así, menciona que fue lo que te hizo sentir así y que consecuencias tuvo ese sentimiento de desmotivación en tu rendimiento o proceso de aprendizaje.

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3.-¿ A lo largo de tu proceso de aprendizaje has vez ansiedad (nerviosismo, preocupación,tensión,frustración)? Si es así explica que situación te hizo sentir de esa forma y como te afectó eso.

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4.-¿De acuerdo a tu personalidad te consideras extrovertido o introvertido? Con base en tu respuesta describe cómo influye tu personalidad en tu proceso de aprendizaje de una segunda lengua.

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5.-¿Qué tan frecuentemente tomas riesgos (participar,interactuar, preguntar) en el salón de clase y fuera de él con el fin de desarrollar y mejorar tus habilidades de aprendizaje ?

Menciona un ejemplo de cómo sueles hacerlo.

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6.- ¿Cuál es tu percepción acerca de las diferencias similitudes y diferencias culturales entre tu cultura y la cultura Mexicana, afectan éstas en una forma ya sea positiva o negativa tu proceso de aprendizaje? (describe cuáles son tus percepciones y cuáles son los efectos que tienen en tu aprendizaje).

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7.-¿Cómo defines tu estilo cognitivo y como es que lo aplicas en el aprendizaje y adquisición del idioma español?

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8.- ¿Desde tu punto de vista cuáles factores consideras que han influenciado tu proceso de aprendizaje de una manera positiva ? (Describe desde tu experiencia personal cuáles son y explica por qué)

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9.- ¿Desde tu percepción que factores dirías que han influenciado tu proceso de aprendizaje de una forma negativa ? (Describe desde tu experiencia personal cuáles son y explica por qué)

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10.-¿Qué efectos ha tenido en tu desarrollo tanto personal como académico (avances o retrocesos en tus habilidades lingüísticas) el participar en un programa de intercambio?

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### Appendix B: Rating Check-List

Lee detenidamente cada criterio y marca con una x la opción que describa mejor tu caso

Criterios	Siempre	Frecuentemente	A veces	Nunca
Me siento motivado, con una actitud positiva y abierto a aprender cosas nuevas				
Me siento desmotivado y frustrado, tengo dificultad para mantener una buena actitud dentro y fuera del salón				
Me siento ansioso, nervioso e incomodo dentro y fuera del salón de clases				
Participo constantemente dentro y fuera del salón de clase e interactúo facilmente con las personas a mi alrededor				

<b>Criterios</b>	<b>Siempre</b>	<b>Frecuentemente</b>	<b>A veces</b>	<b>Nunca</b>
Evito situaciones en las que tenga que interactuar y hablar con las personas a mi alrededor y prefiero estudiar solo por mí mismo.				
Tomo los riesgos necesarios participando en clase, interactuando con nativos hablantes y creando oportunidades para practicar y aprender.				
Pongo en práctica algunas estrategias para mejorar mi nivel de español				
Me he adaptado a la cultura Mexicana, me siento cómodo con la cultura , costumbres y estilo de vida.				

<b>Criterios</b>	<b>Siempre</b>	<b>Frecuentemente</b>	<b>A veces</b>	<b>Nunca</b>
Me he adaptado a la cultura Mexicana, me siento cómodo con la cultura , costumbres y estilo de vida.				
Participar en un intercambio escolar me ha dado muchas ventajas y estoy feliz con la experiencia y conocimiento obtenido				

## Tables

Table 1

*Factors listed as influencing individual learners' differences in language learning three surveys*

Altman (1980)	Skehan (1989)	Larsen-Freeman and Long (1991)
1. Age	1. Language aptitude	1 Age
2. Sex	2. Motivation	2.Socio- psychological factors
3. Previous experience with language learning	3. Language learning strategies	a motivation b attitude
4. Proficiency in native language	4. Cognitive and affective factors	3. Personality
5. Personality factors	a extroversion/introversion	a self-esteem
6. Language aptitude	b risk-taking	b extroversion
7. Attitudes and motivation	c intelligence	c anxiety
8. General intelligence (IQ)	d field independence	d risk- taking
9 Sense modality preference	e anxiety	e sensitivity to rejection
10. Sociological preference (e.g. learning with peers vs. learning with teacher)		f empathy
11. Cognitive styles		g inhibition
12. Learner strategies		h tolerance of ambiguity
		4 Cognitive style
		a field independence/dependence
		b category width
		c reflexivity /impulsivity
		d aural/visual
		e analytic/gestalt
		5 Hemisphere specialization
		6 Learning strategies
		7 Other factors e.g. memory, sex

Note. This table was taken from “The Study of Second Language Acquisition” (Ellis, 1994 p.472) it was used to identify and select some of the most relevant factors affecting SLA, some of the factors mentioned here were taking into account in this research.

Table 2

*Factors affecting social and psychological distance (based on Shumman 1985b)*

Factor	Description
Social distance	The L2 group can be politically, culturally, technically, or economically superior (dominant), inferior (subordinate) or equal.
1 Social dominance	
2 Integration pattern	The L2 group may assimilate (I.e. give up its own life style and values in favor of those of TL group), seek to preserve its life style and values or acculturate ( i.e. adopt life style and values of TL group while maintaining its own for intra- group use).
3 Enclosure	The L2 group may share the same social facilities (low enclosure) or may have different social facilities (high enclosure).
4 Cohesiveness	The L2 group is characterized by inter- group contacts (non cohesive).
5 Size	The L 2 group make constitute a numerical large or small group.
6 Culture congruence	The culture of the L2 may be similar or different to that of LT group.
7 Attitude	The L2 group and the TL group may hold positive or negative attitudes towards each other.
8 intended length of residence	The L2 group may intended to stay for a long time or a short time.
Psychological distance	
1 Language shock	The extent to which L2 learners fear they will look comic in speaking L2.
2 Culture shock	The extent to which L2 learners feel anxious and disorientated upon entering new culture.
3 Motivation	The extent to which L2 learners are interactively or instrumentally motivated to learn L2.
4 Ego permeability	The extent to which L2 learners perceive the L1 to have fixed or rigid on permeable and flexible boundaries and therefore the extent to which they are inhibited.

Note. This table was taken from “The Study of Second Language Acquisition” by (Ellis, 1994 p.232) this information was used to identify some most influential factors in SLA process and some of the factors were taken into account in this research.