

# PERSONALITY, MOTIVATION AND ACHIEVEMENT IN BILINGUAL SCHOOLS

## TRABAJO FIN DE GRADO



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## 1. INTRODUCTION

This is a descriptive research study about the sixth-grade primary school students' motivational factors in the English classroom. This topic is of great interest, because the students' motivation and personality factors can strongly influence their academic results. Due to the importance of today's languages, especially English, and the development of bilingual programmes in Spain it is necessary to know the students' motivational state and their capabilities in English. Results will be obtained by giving a questionnaire related to this topic to the students of a primary school in Granada. After consulting all the sources of information which are necessary to describe the framework of these concepts and the results obtained, some relevant conclusions will be drawn based on the research objectives and questions posed. In addition, some pedagogical implications and further investigations about the topic will be included. The project will have an appendix and bibliographical references.

## 2. THEORICAL FRAMEWORK

In the following work, we are going to describe and develop the personality factors, motivation and achievement according to several relevant authors.

### PERSONALITY FACTORS

In interpretations of the learning and learning, affective and personality factors have received much less attention.

Classroom observation would lend support to the view that there are certain personality characteristics which are helpful in successful language comprehension. It is sometimes said that extrovert students are more successful language learners than more introverted students. Next, I am going to talk about some qualities that have been found in the studies by Gardner and Lambert (1972).

Stern (1982) provides the following definitions of the personality traits that we have explored:

**Shyness:** tendency to withdraw from social interaction and be preoccupied with inner thoughts and feelings. It will be regarded as advantageous to the systematic study of a language.

**Extroversion:** tendency to be outgoing and interested in people and things in the environment. It will be an asset.

**Authoritarianism:** the authoritarian personality is ethnocentric, uncritical of authority figures, conforming, traditionalist, and prejudice-prone.

**Ethnocentrism:** is the tendency to view one's own community as superior and that of other groups as inferior.

**Machiavellianism:** is the individual's tendency to manipulate others.

**Anomie:** loss of an unconscious acceptance of society as it is, a concept which has been widened to express the feeling of dissatisfaction with one's role in society. The anomic individual is open to the demands of a different language and culture; is a positive predictor of language achievement.

**Persistence:** A persistent person is one that is not afraid of challenges; when they set a goal, they reach it even if it takes work and time. They therefore have consistent performance and are overall an optimistic and patient person. It is considered that persistence is an attitude and skill essential to success, but it requires time, the capacity to plan ahead, strategy development, technical skills, and professional knowledge.

**Participation:** it is defined as the degree of students' involvement in foreign language class.

**Empathy:** the willingness and capacity to identify with others. Empathy is connected to the integrative orientation and, negatively, to the concept of ethnocentrism and authoritarianism referred to above.

**Tolerance of ambiguity:** because of the constant state of disorientation, the second language learner has been described as someone who is regularly in situations that are ambiguous and confusing. Tolerance of ambiguity is a useful characteristic of a good language learner. It is defined as the tendency to perceive such situations as acceptable.

**Ambiguity:** According to Budner (1962), ambiguous situations are characterized by novelty, complexity, or insolubility.

**Anxiety:** It is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Horwitz, Horwitz and Cope, 1986:125)

## **MOTIVATION**

Motivation is usually defined as the set of processes which involve the arousal, direction, and sustaining of behaviour. When we employ the term "motivation", we

should be aware of its limitations and problems (cf. Madrid, 1999). For example, we cannot directly observe a person's motivation; all we can observe is that person's behaviour and the environment in which (s)he acts. Motivation is something inside the individual, and it acts reciprocally with the environment. In general, we consider that it stimulates, directs, and sustains behaviour. We can only describe individuals' behaviour with the help of certain instruments of control: direct observation, questionnaires, interviews, reactions to certain stimuli, etc. (Madrid & Pérez Cañado, 2001).

According to Gardner (1979), social contexts accounts for the attitudes and motivations of individual learners.

The social status of the second language in relation to the first language, ethno-linguistic group relations, economic or political factors, are likely to influence the motivation to learn a second language. Individual learner factors are influenced by the social context in relevant ways which must be kept in mind while interpreting learner behavior. Gardner sees a principal cause of more or less successful learning in both attitude and motivation.

### **ACHIEVEMENT**

Achievement could be defined as the results obtained in foreign language. The students' degree of achievement can be high or low in relation to their personality factors and motivation. Normally, when a student has a high degree of achievement, it is because the student is motivated, persistent, participates, and is tolerant of ambiguity.

### **3. RESEARCH PLAN**

Here, I am going to talk about the objectives of this project, the variables used in analysis, the intervention programme applied at the school, the data collection procedures, the population, and analysis of the data.

#### **3.1. Formulation of objectives:**

The general objective of this paper is to study the correlation between the students' perception of their personality traits and their motivation and academic performance in bilingual schools.

The specific objectives that I explore in this paper are the following:

- 1) To study the students' perception of their personality traits:

- Shyness
- Extroversion
- Authoritarianism
- Ethnocentrism
- Machiavellianism
- Anomie
- Persistence
- Participation
- Empathy
- Tolerance
- Ambiguity

- 2) To study the students' degree of motivation in the English class and its correlation with the previously mentioned personality characteristics.
- 3) To study the correlation between the students' degree of motivation, their academic performance, and their personality traits.

### **3.2. Identification and Description of Variables** implied in the objectives.

The factors involved in the previous aims are the following:

1. Perception of the students' **shyness**
2. Perception of their degree of **extroversion**.
3. Perception of their **authoritarianism**.
4. Perception of their **ethnocentrism**.
5. Perception of their **Machiavellianism**.
6. Perception of their **anomie**.
7. Perception of their **persistence**.
8. Perception of their degree of **participation**.
9. Perception of their **empathy**.
10. Perception of their **tolerance of ambiguity**.
11. Perception of their **ambiguity**.
12. Perception of their **anxiety**.
13. Students their **motivational** state.
14. Students academic **performance** in English.

### **3.3. Intervention programme:**

The intervention programme used by the teacher at the school Los Cármenes is based on constructivism and the continuous interaction between learners and their ideas. The teacher starts her class with a little dialogue between teacher and students where they begin to develop their ideas in a specific context.

When the learners' ideas are accepted by the teacher, the students have to write in their notebooks to connect their ideas with the opinions of other children.

All four skills should be utilized among the students but that is not the case with listening and reading skills; children only create written texts using previously expressed opinions.

The most developed idea in the English context is oral expression because the learning is centred on language acquisition through their opinions.

### **3.4.Procedures for Data Collection:**

To control the above fourteen variables the questionnaire of the Appendix 1 was applied extracted from Madrid (1999: 86-87) and Madrid y Pérez Cañado (2001: 321-364). It is a questionnaire that allows the obtainment of quantitative data following a Likert scale from 1 to 5 and qualitative data in relation to each variable, where students discuss and clarify the reasons that lead them to rate each item in a determinate way.

The test is one of the instruments of data collection more widely used in educational investigation. It is useful for exploring the students' opinions about personality traits, motivation, and achievement in the language classroom. Based on these reviews, we can find rules that are systematically repeated among respondents.

### **3.5.Population.**

The personality evaluation of achievement and motivation in foreign language class, was conducted with a group of the third cycle of Primary Education public school "Los Cármenes", namely, 6<sup>th</sup> grade. It is formed for 23 students which 11 are boys and 12 are girls that study the subject of English language. The study was performed during the 2014 school year, more concretely during the months of March and April.

### **3.6.Data analysis**

A quasi-experimental design has been adopted in this study. The participants were not assigned to the groups at random; instead, we have assumed an *ex-post facto*



research design. The variables considered have been obtained from the questionnaire administered to the participants, which have been described in the previous section and are illustrated in the Appendix. In addition, the qualitative nominal variables of grade and gender have been taken into consideration.

The treatment of general statistics is descriptive in relation to quantitative and qualitative variables. After this, some correlations and means comparisons are made by using the T-Test procedure.

Qualitative and quantitative values were determined by calculating the mean and standard variation.

#### 4. RESULTS AND DISCUSSION

Now, I am going to comment on the results and extract some conclusions based on the different tables.

The first table contains the mean assessment of personality factors in the bilingual group of students:

| <b>Descriptive Statistics (Personality factors)</b> |    |         |         |      |                |
|---|----|---------|---------|------|----------------|
| Personality factors                                 | N  | Minimum | Maximum | Mean | Std. Deviation |
| Shyness   | 23 | 1       | 5       | 2,39 | 1,03           |
| Extroversion  | 23 | 2       | 5       | 3,70 | 1,02           |
| Authoritarianism                                    | 23 | 1       | 5       | 2,04 | 1,18           |
| Ethnocentrism                                       | 23 | 1       | 4       | 1,70 | ,92            |
| Machiavellianism                                    | 23 | 1       | 5       | 1,39 | 1,03           |
| Anomie  | 23 | 1       | 3       | 1,74 | ,91            |
| Persistence   | 23 | 1       | 5       | 3,74 | 1,17           |
| Participation                                       | 23 | 1       | 5       | 3,48 | 1,53           |
| Empathy   | 23 | 1       | 5       | 3,22 | 1,38           |
| Tolerance   | 23 | 1       | 5       | 3,96 | 1,39           |
| Ambiguity   | 23 | 1       | 5       | 3,17 | 1,19           |
| Anxiety   | 23 | 1       | 5       | 2,17 | 1,46           |
| MOTIVATION  | 23 | 1       | 5       | 3,78 | 1,50           |
| ACHIEVEMENT   | 23 | 1       | 5       | 3,39 | 1,19           |

Most students in the bilingual group value extroversion, persistence, and tolerance, all with values between 3,70 y 4,00. Also it is important to highlight the motivation they have in the area of English. However, we can observe how the students respond with a minimum value to the personality traits such as ethnocentrism, Machiavellianism and anomie with values between 1,30 and 1,80 rating.

The comments and opinions of students are then shown with respect to the variables rated with the highest score:

- In relation to the second variable of extroversion, the students consider that they are extroverted because they like English and make friends.
- According to the seventh variable of persistence, the pupils indicate high levels of persistence because they really like learn new languages and because it will help them to find a job more easily.
- In relation to the 10<sup>th</sup> variable of tolerance children consider themselves to be tolerant because you have to respect all people and customs.
- With respect to the motivation section, in the 12<sup>th</sup> variable of interests and likes, the students indicate that they like foreign language and they strive to master it because they want to communicate with others.

### **Significant differences between boys and girls**

The second table represents the mean ratings of personality traits and achievement with reference to boys (identified with the number 1) and girls (identified with the number 2) of the bilingual group, that we used to determine if significant differences exist between boys and girls, by looking at the mean values.

If the mean value is high in the group of boys, this means there is a significant difference in favor of them and if the mean is high in the girls' group, the situation would be contrary, namely, the differences exist in favor of the girls.

| Personality factors | GENDER |         | N  | Mean        | Std. Deviation |
|---------------------|--------|---------|----|-------------|----------------|
|                     | 1=boys | 2=girls |    |             |                |
| Shyness             | 1      |         | 11 | 2,36        | 1,027          |
|                     | 2      |         | 12 | 2,42        | 1,084          |
| Extroversion        | 1      |         | 11 | 3,45        | ,934           |
|                     | 2      |         | 12 | <b>3,92</b> | 1,084          |
| Authoritarianism    | 1      |         | 11 | 1,64        | ,674           |
|                     | 2      |         | 12 | 2,42        | 1,443          |
| Ethnocentrism       | 1      |         | 11 | 1,64        | 1,027          |
|                     | 2      |         | 12 | 1,75        | ,866           |
| Machiavialism       | 1      |         | 11 | 1,36        | 1,206          |
|                     | 2      |         | 12 | 1,42        | ,900           |
| Anomie              | 1      |         | 11 | 1,64        | ,924           |
|                     | 2      |         | 12 | 1,83        | ,937           |
| Perseverance        | 1      |         | 11 | 3,36        | 1,027          |
|                     | 2      |         | 12 | <b>4,08</b> | 1,240          |
| Participation       | 1      |         | 11 | 3,00        | 1,414          |
|                     | 2      |         | 12 | <b>3,92</b> | 1,564          |
| Empathy             | 1      |         | 11 | 3,27        | 1,421          |
|                     | 2      |         | 12 | 3,17        | 1,403          |
| Tolerance           | 1      |         | 11 | 3,91        | 1,700          |
|                     | 2      |         | 12 | <b>4,00</b> | 1,128          |
| Ambiguity           | 1      |         | 11 | 3,18        | 1,250          |
|                     | 2      |         | 12 | 3,17        | 1,193          |
| Anxiety             | 1      |         | 11 | 2,18        | 1,328          |
|                     | 2      |         | 12 | 2,17        | 1,642          |
| MOTIVATION          | 1      |         | 11 | 3,55        | 1,508          |
|                     | 2      |         | 12 | <b>4,00</b> | 1,537          |
| ACHIEVEMENT         | 1      |         | 11 | 2,82        | ,982           |
|                     | 2      |         | 12 | <b>3,92</b> | 1,165          |

Gender: 1= boys; 2=girls

Significant differences in relation to the gender factor

| Personality factors | t      | Sig. |
|---------------------|--------|------|
| Shyness             | -,120  | ,905 |
| Extroversion        | -1,090 | ,288 |
| Authoritarianism    | -1,635 | ,117 |
| Ethnocentrism       | -,288  | ,776 |
| Machiavialism       | -,120  | ,905 |
| Anomie              | -,507  | ,618 |
| Perseverance        | -1,508 | ,147 |
| Participation       | -1,469 | ,157 |
| Empathy             | ,180   | ,859 |
| Tolerance           | -,152  | ,880 |
| Ambiguity           | ,030   | ,977 |
| Anxiety             | ,024   | ,981 |
| MOTIVATION          | -,715  | ,483 |
| ACHIEVEMENT         | -2,434 | ,024 |

We observe that there is a significant difference in achievement, with a **p** value lower than 0,05, which indicates that the girls have higher achievement than boys in English class.

In spite of this, the comparison between the measures obtained shows us that there are no significant differences between boys and girls regarding personality factors. In relation to extroversion, we can see that the boys are shyder than the girls in foreign classes. In addition we can observe how the boys have less perseverance and participation than the girls. Girls are more tolerant in foreign classes and have a high grade of motivation. However, we can see that the boys show more empathy, more ambiguity and have higher anxiety in foreign language class. All of these values contribute to the achievement level being higher for girls than for boys as state earlier.

**Correlation among variables**

It is also interesting to establish a correlation among the variables that we have controlled in this study to know the relationship between them. Our results show that there are highly significant correlations when the level the correlation coefficient is

between 0,5 and 1.

- The first correlation coefficient between Machiavelism and anxiety is 0,55, so that further intervention in others, increased anxiety occurs.

- In relation to perseverance, we observe that there are four levels of Pearson correlation: participation with a value of 0,70, tolerance with a value of 0,62, motivation with a value of 0,81 and finally, achievement with a value of 0,85. Thus, we can say that the correlation between perseverance and these four variables is very strong, above all in achievement in motivation. We can thus conclude that with more perseverance comes more motivation and higher achievement.

- In relation to participation, we observe three levels of correlation: persistence with a value of 0,70, motivation with a value of 0,77 and achievement with a value of 0,76, so the correlation existent is very strong. It should be noted that with persistence, students have higher participation as well as increased performance and motivation.

- With respect to tolerance, there are two levels of correlation: persistence with a value of 0,62 and achievement with a value of 0,52.

- In the variable of motivation we find three strong correlations: persistence with a value of 0,81, participation with a value of 0,77 and achievement with a value of 0,68. So it should be noted that with high motivation, students obtain better results, are more persistent, and participate more often.

- With respect to achievement, we find four correlations: persistence with a value of 0,85, participation 0,76, tolerance 0,52, and motivation 0,68. For these values we can say that the correlation coefficient suggests a strong relationship between higher performance and greater perseverance. In addition, students with higher performance have greater motivation to participate.

| Correlations between the variables   |         |     |       |      |      |       |       |       |        |      |       |      |       |       |      |
|--|---------|-----|-------|------|------|-------|-------|-------|--------|------|-------|------|-------|-------|------|
| * = Correlation is significant at the 0.05 level; ** = Correlation is significant at the 0.01 level. |         |     |       |      |      |       |       |       |        |      |       |      |       |       |      |
|  |         | shy | extr  | auth | ethn | Mach  | anom  | pers  | partic | empa | toler | amb  | anxi  | MOTIV | ACH  |
| Shyness  | Pearson | 1   | -,400 | ,097 | ,178 | -,065 | -,127 | -,024 | ,278   | ,001 | ,075  | ,274 | -,077 | ,145  | ,091 |
|  | Sig.    |     | ,059  | ,661 | ,417 | ,769  | ,562  | ,912  | ,199   | ,995 | ,733  | ,205 | ,727  | ,510  | ,679 |

|                  |          |       |       |       |       |        |       |        |        |       |        |       |        |        |        |
|------------------|----------|-------|-------|-------|-------|--------|-------|--------|--------|-------|--------|-------|--------|--------|--------|
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Extroversion     | Pearson  | -.400 | 1     | -.064 | ,186  | ,248   | ,252  | ,386   | ,155   | ,308  | ,405   | -.067 | -.085  | ,162   | ,326   |
|                  | Sig.     | ,059  |       | ,773  | ,395  | ,255   | ,246  | ,069   | ,479   | ,153  | ,055   | ,763  | ,701   | ,460   | ,129   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Authoritarianism | Pearson  | ,097  | -.064 | 1     | ,013  | ,319   | ,220  | ,302   | ,363   | ,327  | ,111   | -.166 | ,414*  | ,285   | ,372   |
|                  | Sig.     | ,661  | ,773  |       | ,955  | ,137   | ,313  | ,162   | ,089   | ,128  | ,614   | ,448  | ,050   | ,187   | ,081   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Ethnocentrism    | Pearson  | ,178  | ,186  | ,013  | 1     | ,463*  | ,063  | -.118  | ,171   | ,267  | -.151  | ,174  | ,141   | -.082  | ,153   |
|                  | Sig.     | ,417  | ,395  | ,955  |       | ,026   | ,775  | ,592   | ,435   | ,217  | ,491   | ,428  | ,521   | ,709   | ,485   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Machiavialism    | Pearson  | -.065 | ,248  | ,319  | ,463* | 1      | ,161  | -.211  | -.066  | ,448* | -.366  | ,053  | ,553** | -.147  | -.166  |
|                  | Sig.     | ,769  | ,255  | ,137  | ,026  |        | ,463  | ,333   | ,764   | ,032  | ,086   | ,810  | ,006   | ,502   | ,448   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Anomie           | Pearson  | -.127 | ,252  | ,220  | ,063  | ,161   | 1     | ,272   | ,255   | -.097 | ,275   | ,127  | -.236  | ,122   | ,388   |
|                  | Sig.     | ,562  | ,246  | ,313  | ,775  | ,463   |       | ,210   | ,241   | ,660  | ,204   | ,565  | ,279   | ,580   | ,067   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Perseverance     | Pearson  | -.024 | ,386  | ,302  | -.118 | -.211  | ,272  | 1      | ,702** | ,261  | ,629** | ,099  | -.289  | ,813** | ,851** |
|                  | Sig.     | ,912  | ,069  | ,162  | ,592  | ,333   | ,210  |        | ,000   | ,230  | ,001   | ,654  | ,181   | ,000   | ,000   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Participation    | Pearson  | ,278  | ,155  | ,363  | ,171  | -.066  | ,255  | ,702** | 1      | ,421* | ,307   | ,002  | -.221  | ,775** | ,761** |
|                  | Sig.     | ,199  | ,479  | ,089  | ,435  | ,764   | ,241  | ,000   |        | ,045  | ,154   | ,992  | ,312   | ,000   | ,000   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Empathy          | Pearson  | ,001  | ,308  | ,327  | ,267  | ,448*  | -.097 | ,261   | ,421*  | 1     | ,029   | -.079 | ,272   | ,461*  | ,277   |
|                  | Sig.     | ,995  | ,153  | ,128  | ,217  | ,032   | ,660  | ,230   | ,045   |       | ,897   | ,719  | ,209   | ,027   | ,202   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Tolerance        | Pearson  | ,075  | ,405  | ,111  | -.151 | -.366  | ,275  | ,629** | ,307   | ,029  | 1      | -.132 | -.329  | ,514*  | ,527** |
|                  | Sig.     | ,733  | ,055  | ,614  | ,491  | ,086   | ,204  | ,001   | ,154   | ,897  |        | ,549  | ,125   | ,012   | ,010   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Ambiguity        | Pearson  | ,274  | -.067 | -.166 | ,174  | ,053   | ,127  | ,099   | ,002   | -.079 | -.132  | 1     | -.252  | -.054  | ,173   |
|                  | Sig.     | ,205  | ,763  | ,448  | ,428  | ,810   | ,565  | ,654   | ,992   | ,719  | ,549   |       | ,246   | ,807   | ,430   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| Anxiety          | Pearson  | -.077 | -.085 | ,414* | ,141  | ,553** | -.236 | -.289  | -.221  | ,272  | -.329  | -.252 | 1      | -.373  | -.222  |
|                  | Sig.     | ,727  | ,701  | ,050  | ,521  | ,006   | ,279  | ,181   | ,312   | ,209  | ,125   | ,246  |        | ,079   | ,309   |
|                  | N        | 23    | 23    | 23    | 23    | 23     | 23    | 23     | 23     | 23    | 23     | 23    | 23     | 23     | 23     |
| MOTIVATION       | Pearson  | ,145  | ,162  | ,285  | -.082 | -.147  | ,122  | ,813** | ,775** | ,461* | ,514*  | -.054 | -.373  | 1      | ,680** |
|                  | Sig. (2- | ,510  | ,460  | ,187  | ,709  | ,502   | ,580  | ,000   | ,000   | ,027  | ,012   | ,807  | ,079   |        | ,000   |

|             |         |      |      |      |      |       |      |        |        |      |        |      |       |        |    |
|-------------|---------|------|------|------|------|-------|------|--------|--------|------|--------|------|-------|--------|----|
|             | N       | 23   | 23   | 23   | 23   | 23    | 23   | 23     | 23     | 23   | 23     | 23   | 23    | 23     | 23 |
| ACHIEVEMENT | Pearson | ,091 | ,326 | ,372 | ,153 | -,166 | ,388 | ,851** | ,761** | ,277 | ,527** | ,173 | -,222 | ,680** | 1  |
|             | Sig.    | ,679 | ,129 | ,081 | ,485 | ,448  | ,067 | ,000   | ,000   | ,202 | ,010   | ,430 | ,309  | ,000   |    |
|             | N       | 23   | 23   | 23   | 23   | 23    | 23   | 23     | 23     | 23   | 23     | 23   | 23    | 23     | 23 |

## 5. CONCLUSIONS

In this project we have explored the students' perception of the 12 personality traits and their relation to the students' motivation and achievement. More specifically, we have proposed the study of three specific objectives. Our results allow us to draw the following conclusions:

- 1) In relation to the **students' perception about their personality traits**, we can conclude the following:

The students feel a high level of agreement with personality traits like extroversion, persistence, participation, tolerance and motivation in the English area because they like to learn the language, meet new people, and have respect for all people and cultures. Additionally, they have a lower level of agreement with traits such as anomie, Machiavellianism, and ethnocentrism, arguing that their country and culture are not superior, but rather equal to others and they do not like to intervene in the affairs of others.

With respect to significant differences, we can say that none exist regarding personality traits. However, there is a significant difference in achievement with higher achievement in foreign language studies for girls than for boys.

However, this study is not representative because it only analyzes a group of 23 people; this is not sufficient. As a general hypothesis, we can say that girls have higher achievement than boys.

- 2) In relation to the **students' degree of motivation** in the English class, we can conclude that the students that are more motivated in English classes obtained better results. They are interested in foreign language, they like it and they are motivated because they want learn to communicate with other people and have

more opportunities for work in the future.

- 3) In connection with the correlation between the **students' degree of motivation**, their academic performance and perception of personality traits, we have shown that the students that are more persistent, that have high participation and tolerance in English class, obtained better results so, they have high achievement. In addition, we observed a strong correlation between motivation and performance, concluding that the students that have a high grade of motivation obtained better results than the students that not are motivated, so it is of interest to work these personality traits and instill motivation in students to obtain higher achievement.

Now we are going to talk about the different implications of this work in foreign language class.

## **6. PEDAGOGICAL IMPLICATIONS**

Now that we have analyzed the results and obtained the conclusions, we can say that there exists an obvious correlation between personality factors, motivation and performance, so it is of interest to study these factors in foreign language classes to improve the students' achievement. The teachers should know if their pupils are shy or extroverted, if they have a high level of participation and if they are persistent in their work, because knowing this will help them propose a series of activities that can motivate and increase performance.

As we know, the students are tired of routine and repetitive activities, they need new activities that catch their attention and motivate them, because as a language that is not their mother language, most of them feel disconnected and do not like to study it. So it is of interest to create activities that reinforce or increase the degree of interest of our pupils to study a foreign language. Given this correlation, teachers should implement changes in classroom activities and propose exercises that encourage all students such as games, songs, theater, oral presentations, and the use of handmade materials, etc. so that all students participate.



## 7. FURTHER INVESTIGATIONS

In this section we can say that in order to have an effective study, we would need to carry out future research to include a larger sample. For example, to take a sample of approximately 200 students and see if the results are similar or if there are significant differences.

In addition, it is of interest to complete the same study with a sample of students from other bilingual and monolingual schools to see if the data are similar or if there exists a large difference between the two.

## 8. APPENDICES

### M4. PERSONALITY, MOTIVATION AND PERFORMANCE

© Daniel Madrid (1999): *La investigación de los factores motivacionales en el aula de idiomas*. Granada: Grupo Editorial Universitario (p. 86-87) y Madrid, D. y Pérez Cañado, M. L. (2001): “Exploring the student’s motivation in the EFL class”, en E. García Sánchez (ed.): *Present and Future Trends in TEFL*. Universidad de Almería: Secretariado de publicaciones, pp. 321-364.

|               |                 |                    |             |
|---------------|-----------------|--------------------|-------------|
| School: ..... | Language: ..... |                    |             |
| Grade: .....  | Nº list: .....  | Sex: M .... F..... | Date: ..... |

### PERSONALITY

Show in that measure you think that occurs the following:

5 = *always*    4 = *often*    3 = *sometimes*    2 = *rarely*    1 = *never*

(.....) 1. In general, my way of being and behaving, I consider myself **shy** / timid and I am ashamed to speak before others.

¿Why? .....

(.....) 2. In language class and other life situations, in general, I’m usually open, sociable and **extrovert**.

¿Why? .....

(.....) 3. By my way of being and acting I consider myself **authoritarian**.

¿Why? .....

(.....) 4. I believe that my country and my **culture** are **superior** and better than all other.

¿Why? .....

(.....) 5. I would like **to intervene** in the affairs of others, steer and manipulate them as if they were mine.

¿Why? .....

(.....) 6. After to live in **Spain** all this years and to know our culture and operation of our society, the truth is that I am not satisfied, **I am not convinced** and, for that, I would like to live in other foreign country.

¿Why? .....

(.....) 7. Despite the difficulties of learning of a foreign language well, I dedicate him all the time that I can, I am **constant**, I strive to get the best results and I aspire to dominate him someday.

¿Why? .....

(.....) 8. I believe that I am always willing to participate in foreign language class, to represent dialogues and situations, to practice in pairs and to intervene at any time.

¿Why? .....

(.....) 9. By my way of being, I **identify** easily with other people although whether foreign, I understand immediately and I can easily adapt work, empathize with them and to understand their problems and concerns.

¿Why? .....

(.....) 10. From what I have read, viewed or heard about life, culture and customs of the natives which language I am studying, I have noticed that I accept, **I tolerate** and I understand easily their way of being and behaving, their traditions, values and attitudes.

¿Why? .....

(.....) 11. Sometimes, during the period of learning a foreign language misunderstanding situations occur, disorientation, confusion, **ambiguity**, frustration and anguish, before such situations I react with patient, tolerance, endurance and good sense of humour.

¿Why? .....

(.....) 12. In foreign language classes I feel nervous, tense, frightened, self-conscious, with state of **anxiety**.

¿Why? .....

## MOTIVATION

(.....) 13. The foreign language **interests** me, I **like** it and I am satisfied to learn it, therefore I strive to improve my level.

¿Why? .....

## PERFORMANCE

(.....) 14. My overall rating of foreign language is being:

5 = very good student (9-10)

4 = good student (7-8)

3 = average (5-6)

2 = poor student (3-4)

1 = very poor student (1-2)

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