

Abstract Sample:

Socio-Psychological Factors in EFL Learning: An Exploratory Study on Pre-University International Students in UniMAP

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Abstract

This paper reports a preliminary qualitative inquiry to collate, describe, and summarize individual learner indications of five socio-psychological learner factors that are prevalent among foreign students who are enrolled at the Intensive English Course (IEC) at Universiti Malaysia Perlis. This study is part of a series of quantitative and qualitative investigations that aims to determine the contextual factors that influence the effectiveness of the IEC Programme in enhancing the English language proficiency levels of the aforementioned pre-university students. The specific descriptive information obtained from this study individual learner variations are categorized according to four socio-psychological learner factors and one psycholinguistic factor. These factors made significant impact on the ease or difficulty of learning English as a foreign language. Analysis of the findings highlighted the importance of the attitude/s that language learners have towards the L2 and the motivation/s for desiring to gain proficiency in that L2. These factors seem to originate largely from the learner's socio-cultural frame of reference and personal circumstances. The nature and extent of first exposure to the L2, the learner's instructional-style preferences, and the influence of the L1 on L2 development also strongly influence the precision and the speed of second language acquisition (SLA). The findings of this paper will not only enhance the effectiveness of the IEC programme at UniMAP but also create awareness among the IEC instructors on the need to consider socio-psychological learner factors when it comes to enhancing their students' motivation levels and increase the foreign students' proficiency levels in English.

Keywords: Socio-Psychological Factors, Attitudes, Motivations, L1, L2, Instructional-Style Preferences