STUDENTS' ENGAGEMENT AND ANXIETY TO ENGLISH AUTHENTIC MATERIALS IN EFL CLASSROOM

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Abstract

Research is needed on how individual difference factors such as engagement and anxiety to English authentic materials in EFL classroom. This is particularly important as there is evidence to suggest that L2 anxiety is prevalent among EFL learners, and that engagement, intertwined with motivation, is highly influenced by learning environments typically experienced by students. English as a foreign language (EFL) education across academic levels has been historically characterized as text-centered. Such teaching and learning, often focused on grammatical rather than on communicative skills, has often produced English learners unable to communicate meaningfully in the target language. Over the past two decades, great efforts have been made in higher education to remedy this situation and to support students' career aspirations in the era of international exchange. Examples of such efforts include making English listening and speaking (ELS) courses a regular feature in the EFL curriculum and including assessments of communicative skills (listening in particular) into the national college-level standardized tests of English proficiency. These important curricular and assessment changes lead to the increased motivation and effort among EFL students to enhance their communicative competencies; the resistance and reluctance to advance ELS competencies, however, still persist. Grounded in the social-dynamic framework perceiving language learning to be an interactive process involving motivation, cognition, and affection, in the present study we explore the relationships between (de)motivation and learning considering the influences of second language (L2) anxiety and engagement, two cognitive and affective factors central to our study.

Key words: English as a Foreign Language (EFL), Authentic Material, Academic Speaking Skill

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