Relación entre factores personales y el desempeño académico de estudiantes universitarios en lengua extranjera

Personal factors that affect foreign language academic performance in university students

Relação entre fatores pessoais e desempenho acadêmico de estudantes universitários em língua estrangeira

Jiménez Rivas José Ramón
Universidad Autónoma de la Ciudad de México, México
ramon.jimenez@uacm.edu.mx
https://orcid.org/0000-0002-4367-7367

Morita Alexander Adelina
Universidad Autónoma de Querétaro, México
amorita@uaq.edu.mx
https://orcid.org/0000-0002-8722-233X

Resumen

Desde hace muchos años, los factores que afectan el desempeño académico han sido estudiados en el ámbito interescolar, local, estatal, nacional e internacional, tanto en instituciones públicas como privadas. Determinar cuál de ellos prevalecen en los estudiantes con mejores logros podría coadyuvar a una mejor enseñanza. Existen indagaciones enfocadas en cómo los factores personales influyen en el aprendizaje; sin embargo, hay poca literatura acerca de su impacto en el desempeño de lengua extanjera. Por tanto, este trabajo se centró en estudiar si algún factor personal (edad, género, o perfil de autodirección del estudiante) guardaba relación con el desempeño académico en la materia Lengua Extranjera, que pertenece al currículo del primer año de una universidad pública localizada al norte de la Ciudad de México. El estudio tuvo un enfoque cuantitativo y un diseño de investigación

transversal, descriptivo y correlacional. La muestra elegida por conveniencia estuvo conformada por 39 estudiantes de ambos sexos. El instrumento utilizado para medir el perfil de autodirección fue el cuestionario de indagación de perfil autodirigido. Dicho instrumento consiste en 50 ítems, con escala Likert de cinco puntos, y con confiabilidad de 0.90 en el índice alfa de Cronbach. Con los factores personales seleccionados, la edad de los estudiantes, mayoritariamente adultos jóvenes (mujeres, 24.3 años; hombres, 25.92 años) se encontró un coeficiente de correlación de Spearman $r_s = .101$, $p < .540$ N=39. Con el género (la muestra estuvo conformada por 66.7 % mujeres y 33.3 % hombres), la correlación de Pearson fue $r = -.387$, $p < .015$ N=39. Finalmente, pese a que los participantes tuvieron un muy buen perfil de autodirección, según el instrumento utilizado, la correlación indicó $r_s = -.054$, $p < .744$ N=39. A partir del análisis estadístico, se demostró que la interdependencia entre los mencionados factores personales y el desempeño académico es estadísticamente no significativa.

Palabras clave: diferencia individual, enseñanza de una segunda lengua, enseñanza superior, rendimiento escolar.

Abstract

Academic achievement has been studied for many years in both private and public educational institutions and in local, state, nationwide and international settings. Determining which factors foster academic achievement could enhance learning. There are several studies regarding how personal factors influence learning. Nevertheless, few studies deal with personal factors and academic achievement in foreign language learning. This study aimed to determine whether a personal factor such as age, genre or self-direction fosters language learning academic performance in first year college students. The research used a cuantitative, transversal, descriptive and correlational design. 39 students of a public university in northern Mexico City participated in the study. Most of the participants were young women (66.7% aged 24.3 on average). Self-directed profile was measured with the Profile Inquiry Self-direction Questionnaire. This tool consists of 50 five-point-Likert-scale items and its Cronbach's alpha equals 0.90. Statistical analysis showed that despite an overall adequate self-direction profile of the sample and the better grades of male students who in turn were older than their female counterparts, language learning academic performance and

personal factors, age (r_s= .101, p < .540 N=39); genre (r=-.387, *p* < .015 N=39) and self-direction profile (r_s=-.0540, *p* < .7440 N=39), had no correlation.

Keywords: individual differences, language instruction, higher education, student achievement.

Resumo

Por muitos anos, os fatores que afetam o desempenho acadêmico têm sido estudados nos níveis interescolar, local, estadual, nacional e internacional, tanto em instituições públicas como privadas. Determinar qual deles prevalece entre os alunos com melhor desempenho pode contribuir para um ensino melhor. Existem investigações focadas em como os fatores pessoais influenciam a aprendizagem; no entanto, há pouca literatura sobre seu impacto no desempenho de língua estrangeira. Portanto, este trabalho teve como objetivo estudar se algum fator pessoal (idade, gênero ou perfil de autodireção do aluno) estava relacionado ao desempenho acadêmico na disciplina Língua Estrangeira, que pertence ao currículo do primeiro ano de uma universidade pública localizada a norte de Cidade do México. O estudo teve abordagem quantitativa e delineamento de pesquisa transversal, descritiva e correlacional. A amostra escolhida por conveniência foi composta por 39 alunos de ambos os sexos. O instrumento utilizado para mensurar o perfil autodirigido foi o questionário de inquérito de perfil autodirigido. Esse instrumento é composto por 50 itens, com escala Likert de cinco pontos e confiabilidade de 0,90 no índice alfa de Cronbach. Com os fatores pessoais selecionados, a idade dos alunos, em sua maioria adultos jovens (mulheres, 24,3 anos; homens, 25,92 anos), encontrou-se um coeficiente de correlação de Spearman rs = 0,101, p <0,540 N = 39. Com o sexo (a amostra foi composta por 66,7% de mulheres e 33,3% de homens), a correlação de Pearson foi r = -. 387, p <.015 N = 39. Por fim, apesar dos participantes apresentarem um perfil de autodireção muito bom, dependendo do instrumento utilizado, a correlação indicou rs = - 0,054, p <0,744 N = 39. A partir da análise estatística, evidenciou-se que a interdependência entre os fatores pessoais citados e o desempenho acadêmico não é estatisticamente significativa.

Palavras-chave: diferença individual, ensino de segunda língua, ensino superior, desempenho escolar.

Introduction

Theorizing about the factors that affect the academic performance of students began last century, when Coleman (1966) studied in various schools in the US His finding: the school perpetuates the current state of society. For example, students who come from families with well-paid jobs and a quality education have a greater chance of obtaining a better job at the end of their studies (Atteberry and McEachin, 2020). At present, and after years of research on this topic, studies have evolved towards the search for a correlation that explains, beyond the school factor, how academic performance is affected by personal, family or contextual variables (Heredia and Calderón, 2014).

Most of these works have a transectional design (Brown, 2011; Cerda, Parra, López-Vargas and Sáiz, 2014; Yip, 2012; Zavala and Camacho, 2014), and few are based on longitudinal design (Cassidy, 2012; Escamilla and Heredia, 2019; Herrera, Camacho and Heredia, 2016). In addition, they relate one or two factors to academic performance in a school year, or with a single subject. For example, the self-direction profile measured with the instrument used in this study (Cipa +) has been associated with academic performance and with learning styles in music students (Herrera, Camacho & Heredia, 2016); with thinking skills in normal school students (Escamilla and Heredia, 2019) and with high school students (Villa and Zamudio, 2014).

In the field of teaching foreign languages in higher education, there are very few inquiries that relate personal factors to student performance. In this area, research shows different performance evaluation methods: dictations and multiple-choice exercises (Ferrari and Palladino, 2012); score on a text comprehension test (Lafontaine & De Serres, 2007); evaluation of four skills with emphasis on reading (Lafontaine, 2008), and final averages in the subject of foreign language and accumulated average (Brown, 2013). Likewise, the personal factors selected vary from one investigation to another: self-regulation profiles (Elvira-Valdés and Pujol, 2012); age, gender and previous achievement (Cassidy, 2012); gender and use of self-direction skills (Cerda et al., 2014); self-efficacy profile and learning strategies (Yip, 2012); motivation (Mohammadi, Moenikia and Zahed-Babelan, 2010), etc. The size of the selected samples also varies considerably: 780 high school students, and between 284 (Diab, 2006) and 30 (Brown, 2013) when it comes to university students.

According to the National Association of Universities and Institutions of Higher Education [Anuies] (2019), a large number of national universities have a language center,

media library or basic English or French course within their curricular or extracurricular plans that have the purpose of contributing to academic, work and / or professional performance. In fact, the accreditation of a foreign language has become an essential requirement in most of them for undergraduate and graduate degrees. It is important, then, to distinguish which factors affect performance in learning a foreign language.

For this reason, the present work focused on analyzing whether any personal variable of the students (eg, age, sex or self-direction profile) influences their academic performance in foreign language courses at a public university in the north of Mexico City. The question that led the present study was the following: is there a relationship between academic performance in the subject of a foreign language and factors such as gender, age or self-direction profile of students who are studying the first year of undergraduate studies at a public university?

Hypothesis

Personal factors such as age, gender or self-direction profile in first-year university students do not influence the academic performance of the foreign language subject.

Objectives

The general objective was to describe the relationship between academic performance in the subject of a foreign language and factors such as gender, age and / or self-direction profile of students who are studying the first year of their undergraduate degree at a public university. Likewise, the particular objectives were the following:

- Describe the personal factors present in students with the best average in foreign language courses.
- Describe the state of academic performance in foreign language courses at the aforementioned university.

Methodology

This study had a quantitative approach, and a cross-sectional, descriptive and correlational research design. The quantitative approach is characterized by structured observation; Its objective is to empirically, objectively and systematically test the relationship between variables through statistical methods (Hernández, Fernández & Baptista, 2014). In this case, a 50-item instrument was used, divided into five components with a five-point Likert scale. In addition, the academic performance, as well as the age and self-direction profile of the students are variables that can be quantified by means of numerical scales.

A descriptive design indicates that the variables are individually measured and documented. It is descriptive because a matrix was proposed that includes the data of each student to fully characterize them (age, sex, career, qualifications in the subject of a foreign language, etc.).

It is also a cross-sectional study because the data were collected at a single point in time (first semester of the current year). Finally, this research was of a correlational type because it attempted to describe the relationship between variables by means of two statistical methods: Pearson's correlation and Spearman's correlation.

Socio-demographic context

The study involved undergraduate undergraduate students from a public university on one of its campuses located north of Mexico City. Students belong to social strata ranging from low income to average economic position. The subject Foreign Language is taken during the first year of your undergraduate studies as a common core or basic cycle subject; however, many postpone these courses to take subjects in their specialty for higher semesters or higher cycle.

Population and sample

The sample was chosen for convenience, that is, based on opportunity, benefit and comfort (Cohen, 2018). It was selected in this way because only the data of students who had already taken the subject Foreign Language, who voluntarily decided to collaborate in the research and who were enrolled in the affiliation of the author of this work, were considered. The sample consisted of 39 undergraduate students (26 women and 13 men).

Participants

The 39 students in the sample belonged to one of the fifteen majors offered by the university; They are active students who had already passed the three courses of the subject Foreign Language in a semester prior to the study. The aforementioned sample was made up of 66.7% women and 33.3% men, whose ages ranged between 19 and 64 years.

An interesting fact, although not concurrent in the research question, is the disciplinary area of the participants: the majority (97.4%) belong to the area of humanities and social sciences (table 1).

Tabla 1. Caracterización de los participantes por carrera

Carrera	Frecuencia	Porcentaje
Arte y patrimonio cultural	6	15.4
Comunicación y cultura	10	25.6
Creación literaria	3	7.7
Ciencia política y administración urbana	6	15.4
Ciencias sociales	7	17.9
Filosofía e historia de las ideas	3	7.7
Historia y sociedad contemporánea	3	7.7
Ingeniería en sistemas electrónicos y telecomunicaciones	1	2.6
N	39	100

Fuente: Elaboración propia

Instruments

The variables used in this study are shown in Table 2.

Tabla 2. Definición de las variables de estudio e instrumentos para su medición

Variable	Definición conceptual	Definición operacional	Instrumento	Ítem
Género	Construcción social de supuestas diferencias biológicas entre hombres y mujeres: sus roles, ideas, creencias, representaciones, atribuciones, etc.	Femenino Masculino	Cuestionario	2
Edad	Cada uno de los periodos en que se considera dividida la vida humana.	Años	Cuestionario	13
Autodirección en el aprendizaje	Dimensión que se centra en una preferencia del estudiante de asumir responsabilidad en su aprendizaje.	Escala de calificación de 50 a 250 puntos, significando los valores más bajos en un mejor nivel de autodirección	CIPA+ versión 7	50
Desempeño académico	Nivel de conocimientos demostrado en un área o materia comparado con la norma de edad y nivel académico.	Escala numérica de 7 a 10	Base de datos proporcionada por la universidad	4

Fuente: Elaboración propia

Self-steering profile

The instrument used to measure the self-direction profile was the self-directed profile inquiry questionnaire (Cipa + version 7), designed in 2002 by Cázares (2008, cited by Cázares and Ponce, 2009). The rating scale of the test ranged from 50 to 250 points, the lower values of which indicate a better self-direction profile (Escamilla and Heredia, 2019, p. 18).

In this self-assessment questionnaire, the student rates observable behaviors with the frequency with which they perceive their occurrence. The items are randomly distributed for each component (a total of 50 statements). The Likert scale ranged from 1 to 5 (1 indicates the degree of highest affinity and 5 the lowest affinity). The questionnaire was divided into five components:

- Component 1: Planning and selection of strategies (10 items).
- Component 2: Self-regulation and motivation (14 items).
- Component 3: Independence and autonomy (10 items).

Revista Iberoamericana para la
Investigación y el Desarrollo Educativo
ISSN 2007 - 7467

- Component 4: Use of experience and critical awareness (9 items).
- Component 5: Interdependence and social value (7 items).

The Cipa + also determines "an integrated value of the five components on an inverse scale to the results that are determined as low, insufficient, moderate, very good and optimal" (Escamilla and Heredia, 2019, p.15). The Cipa + was chosen for several reasons, including its availability, having previously been used in similar studies and in student populations in Mexico and Latin America, the expert advice of one of its developers and its reliability of 0.90 in the alpha index of Cronbach (Cázares and Ponce, 2009); the instrument was adapted for its online application with Google forms.

Database provided by the university

The data that could characterize each of the students in the best possible way were requested: age, sex, career, qualifications in the subject Foreign Language of the Autonomous University of Mexico City (UACM, 2019).

To measure academic performance, the arithmetic average of the three foreign language semesters of each student was taken. These data were provided by the Coordination of school registration. The minimum passing grade is 7 and the maximum is 10. The races in which the participants are currently registered were also recorded.

Coding

The database was coded as shown in Table 3.

Tabla 3. Codificación de datos

Estudiante	Código	Registro
Edad		Directo
Sexo	1	Femenino
	2	Masculino
Desempeño		Promedio aritmético
Carrera	X	Nombre

Fuente: Elaboración propia

From the data coding, the statistical handling was done to see if there was a correlation between age, sex and / or self-direction profile with academic performance in the subject Foreign Language.

Results

As we had the complete instruments, we proceeded to the analysis via data tabulation and statistical management to find any correlation. The procedure was predominantly descriptive, that is, range, mean, median, mode, standard deviation, etc., in addition to correlation tests such as the Pearson and Spearman coefficients, without doing another more complex test, since the number of participants was modest (Okoye and Onokpaunu, 2020). These calculations were performed with the free access statistical computer program Jamovi (version 1.2.27).

The data obtained is presented as follows: first, the average age and grades in the subject of English. Second, the self-direction profile obtained from the use of the Cipa + instrument. Then the descriptive analysis of academic performance is exposed. Finally, the Pearson and Spearman correlations referring to age, sex and self-direction profile with academic performance are shown. Table 4 shows the averages of age and academic performance by gender.

Tabla 4. Promedio de la calificación de inglés diferenciado por el sexo de los estudiantes

Sexo	Frecuencia	Porcentaje	Promedio de edad (años)	Promedio de calificaciones (escala 0-10)
Femenino	26	66.7	24.30	8.03
Masculino	13	33.3	25.92	8.59
Total	39	100	X	X

Fuente: Elaboración propia

Pearson's coefficient was calculated assuming a linear behavior between two variables: one dichotomous (gender) and the other continuous (performance). However, the result shows us that there is no correlation between academic performance in the subject Foreign Language and the gender of the students (table 5).

Tabla 5. Correlación desempeño académico y género

Correlación de Pearson	Género
Coeficiente de correlación r	-.378
Significancia (bilateral)	< .015
N	39

Fuente: Elaboración propia

The results of the self-direction profile obtained are shown in tables 6 and 7. In table 6, the results are presented broken down by component.

Tabla 6. Análisis estadístico descriptivo de los cinco componentes del Cipa+

Cipa+	Rango	Mínimo	Máximo	Media	SD	Varianza
Componente 1	36	9	45	19.33	7.16	51.23
Componente 2	40	10	50	21.15	6.62	43.77
Componente 3	48	12	60	27.41	9.91	98.30
Componente 4	32	8	40	18.31	6.17	38.11
Componente 5	28	7	35	13.18	5.67	32.15
Total	200	50	250	99.38	33.06	1092.93

N = 39

Fuente: Elaboración propia

Table 7 shows that a high percentage of participants (89.7%) have a very good or optimal self-direction profile, considering the total score.

Tabla 7. Perfil de autodirección de los estudiantes de acuerdo con el puntaje total obtenido

Integrado de componentes Cipa+	Frecuencia	% de la muestra
Óptimo 50-90	16	41.0
Muy bueno 91-130	19	48.7
Moderado 131-170	2	5.1
Insuficiente 171-210	0	0.0
Bajo 211-250	2	5.1
N = 39		

Fuente: Elaboración propia

As mentioned above, the data on the grades obtained in the three Foreign Language courses were obtained from the School Registrar office. The arithmetic average of the aforementioned data was calculated, and these were used in the subsequent analysis. The results are presented in Table 8.

Tabla 8. Desempeño académico

Frecuencia	Promedio	Porcentaje
1	7.0	2.6
6	7.3	15.4
5	7.7	12.8
7	8.0	17.9
9	8.3	23.1
5	8.7	12.8
1	9.0	2.6
2	9.3	5.1
3	9.7	7.7
39	8.33	100
Mediana	8.33	
Moda	8.33	
Varianza	0.843	
Desviación estándar	0.918	

Fuente: Elaboración propia

Table 9 shows the Pearson correlation of the previous data.

Tabla 9. Correlación desempeño académico con edad

Correlación de Pearson	Edad
Coeficiente de correlación r	.196
Significancia (bilateral)	< .233
N	39

Table 10 shows the performance in the subject of English and the frequencies according to the age of each of the participants.

Tabla 10. Relación entre rendimiento académico y edad

	Edad												
Desempeño académico	19	20	21	22	23	24	25	26	27	28	33	63	64
7.0		1											
7.3	3					2	1						
7.7		1	1					1		1		1	
8.0		1	1	2	1		1		1				
8.3		1	1	2	2	1		1	1				
8.7	2	1	1						1				
9.0						1							
9.3						1					1		
9.7		1	1										1

When graphing this table, the dispersion of the data can be appreciated, which again shows the non-linear correlation between the performance and the age of the students. For simplicity, in Figure 1 the last two values corresponding to the ages of 63 and 64 years were omitted.

Figura 1. Dispersión de datos de edad y desempeño académico
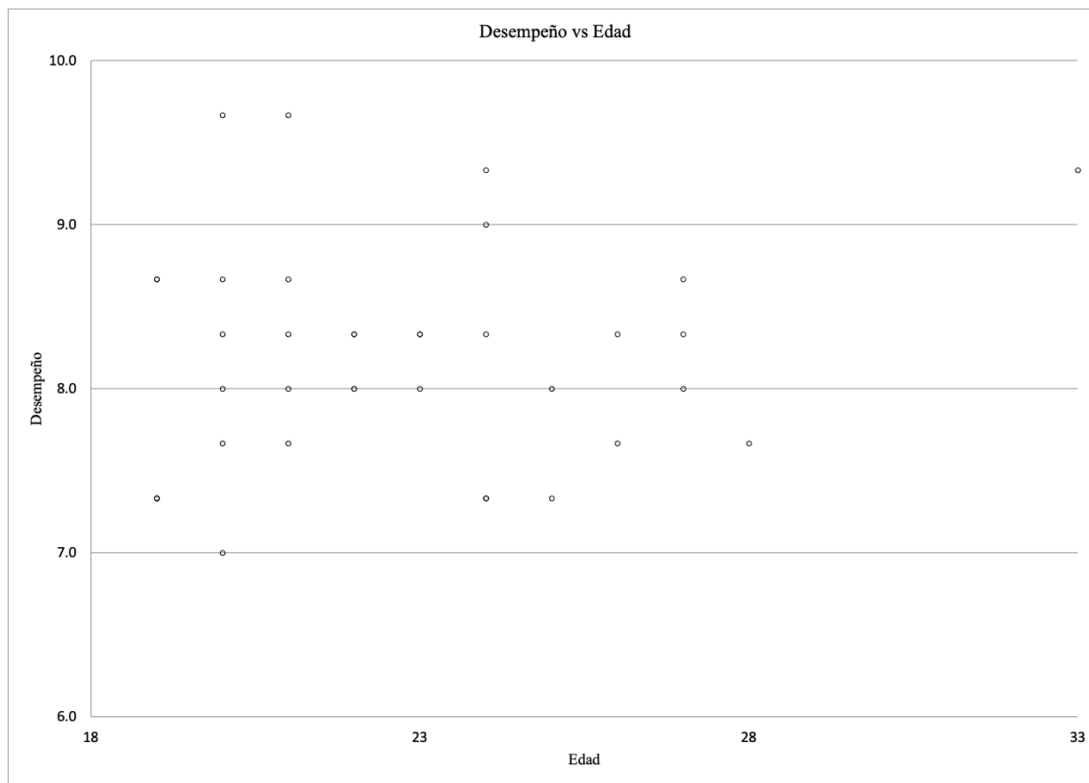
Fuente: Elaboración propia

The analysis of the graph shows a possible monotonic non-linear relationship with pairs of continuous variables, for which the Spearman correlation coefficient was also calculated. The results are shown in table 11.

Tabla 11. Correlación desempeño académico con edad

Correlación de Spearman	Edad
Coeficiente de correlación r_s	.010
Significancia (bilateral)	.540
N	39

Fuente: Elaboración propia

Table 12 shows the correlation coefficient between academic performance and self-direction profile.

Tabla 12. Correlación desempeño académico con perfil de autodirección (Cipa+)

Correlación de Spearman	Perfil autodirección
Coeficiente de correlación r_s	-.054
Significancia (bilateral)	.744
N	39

Fuente: Elaboración propia

Discussion

From the statistical analysis, the assiduity in the performance of the students is observed, since the measures of central tendency coincide in the same number. Likewise, the calculation of the standard deviation shows that this average varies by less than one percentage point, so it can be concluded that, in general, the performance of these students in the subjects English and Foreign Language was good.

From the descriptive analysis, it can be seen that the sample is mainly made up of young women under 25 years of age whose performance in English was slightly lower (6.97%) than their male counterpart. Nor is there a significant difference in terms of age in both groups (6.66%). Pearson's correlation (table 9) indicates that there is no linear interdependence in academic performance in the English subject with the age of the students. This agrees with what was found by Duque and Martínez (2014), who did not find a significant relationship with this variable.

Regarding gender and academic performance, the Spearman correlation was used because it is linked to the three basic criteria of use (Laerd Statistics, 2020), that is, two variables (one continuous and the other ordinal). Both variables represent observed pairs, and finally a monotonic relationship was assumed between the variables considered. As can be seen with the result (table 5), there is no correlation between academic performance and gender. This agrees with that indicated by Elvira-Valdés and Pujol (2012), who did not find significant differences for the gender variable.

Regarding the analysis of the self-direction profile and academic performance, the Spearman correlation calculation (table 12) —between the grades and the total Cipa +— did not show any relationship. This agrees with Herrera, Camacho and Heredia (2016), who did not find "a correlation with statistical significance between the self-direction profile and academic performance" (p. 15).

However, a higher incidence of the social factor is appreciated because component 5 (interdependence and social value) had the lowest score and variation than the other components. This coincides with the sociocultural theory, based on the work of Lev Vygotsky (cited by Schunk, 2012) and with the acculturation theory (Dixon et al., 2012), which state that context and social distance are very important in The learning.

According to the descriptor of component 5 of the Cipa + (Cázares and Ponce, 2009), the individual can undertake learning projects individually or through coupling with other people. In addition, it is easy for face-to-face and / or virtual collaborative work, either in pairs or in groups. They are also critical, defend their points of view, effectively verbalize their thoughts and acknowledge their contribution to society.

On the other hand, it is observed that component 3 has the highest score and standard deviation. This component is related to self-concept, self-critical reflection and the desire to achieve learning or personal goals, which would suggest a moderate lack of such characteristics in the participants.

From the results obtained, the null hypothesis that guided this work is confirmed, that is, the interdependence between academic performance and the selected personal factors (age, gender and self-direction profile) is statistically not significant.

In relation to the particular objectives, it was found that of the 39 students that made up the sample, those who had a better academic performance also shared several characteristics, such as age, the area of study (humanities and social sciences) and an adequate profile of self-direction.

For this reason, there are elements to think about the social factor and the sociocultural and acculturation theories, where the students, by belonging to the same area of knowledge for the most part, share a situation of equity, condition and / or assimilation among them, which is relevant in their learning process (Dixon et al., 2012).

For the case of the second particular objective raised, it was not possible to describe the state of academic performance in each of the variants of the language courses due to the small size of the sample.

On the other hand, the main limitation was obtaining the necessary data for a more rigorous analysis. This as a result of the insurmountable university bureaucracy reluctant to provide personal data under the pretext of data protection law. The possibility was raised that such data would be managed within the institution, and that only general figures would be provided to the researcher with a progression number as a control to return the results of the

questionnaire for the self-direction profile (Cipa +) to the study participants; However, it was impossible to convince the various bureaucratic instances of the feasibility and innocuousness of said operation.

Conclusions

This work is an exploratory study whose preliminary data constitute a first approach to determine if any personal factor (age, gender or student's self-direction profile) is related to academic performance in the subject Foreign Language, which belongs to the curriculum of the first year of a public university located in Mexico City. The analysis of the results indicates that, in the context in question, the academic performance in the subject Foreign Language and the personal factors of the students are statistically insignificant.

However, it is important that the institution apply a profile measurement instrument (self-regulation, self-direction, motivation, thinking skills, learning styles, etc.) to first-time students. Although there is criticism that these instruments are the result of self-evaluations where it is assumed that the student answers conscientiously and honestly (but that in reality he answers "one thing thinking about another", or perhaps thinking that his answer would be that of a "good student"), the truth is that the instruments offer descriptions of observable factors in the classroom that could give teachers additional information for the use of activities conducive to deeper and more effective learning.

In this sense, seeking answers to the questions about the influence of personal factors and academic performance, as well as its nature in formal academic contexts or how it influences the teaching-learning process, would contribute to transferring merely intuitive or stagnant practices, which would improve the learning at the university level, in general, and teaching foreign languages, in particular.

Future lines of research

The following recommendations are made with the purpose of offering researchers some scenarios for future work. The first is that this study be replicated with a larger sample, which includes active students from all schools that make up the multi-named university, together with data from graduate students and / or graduates. In this way, a deep analysis of the personal factors selected in this work can be developed, which would allow to definitively rule out said variables as factors that affect academic performance in the subject Foreign

Language. It would also be interesting to include other easily quantifiable aspects that could be evaluated, such as the socioeconomic profile (family factors) or some school variable (teaching practice), in addition to the type of foreign language studied (English or French).

Finally, another study could refer to the motivation of students to learn a foreign language, considering the result of "self-concept" (component 3 of the Cipa + self-direction profile) that involves self-critical reflection and the desire to achieve learning goals or personal, whose analysis showed a moderate lack of such characteristics in the participants. Although this study showed that age is not relevant in performance, perhaps it is as part of the self-concept that has when getting involved in the study of a foreign language at a basic level, that is; How does the motivation of a student (young adult) influence the learning of a foreign language?

References

Asociación Nacional de Universidades e Instituciones de Educación Superior [Anuies]. (2019). *Anuario estadístico de educación superior.* http://www.anuies.mx/informacion-y-servicios/informacion-estadistica-de-educacion-superior/anuario-estadistico-de-educacion-superior

Atteberry, A. C. y McEachin, A. J. (2020). Not Where You Start, but How Much You Grow: An Addendum to the Coleman Report. *Educational Researcher*, *49*(9). https://search.ebscohost.com/login.aspx?direct=true&db=eoah&AN=53756860&site=ehost-live

Brown, A. V. (2013). Understanding the Relationship Between Language Performance and University Course Grades. *Foreign Language Annals*, *46*(1), 80–87. https://doi.org/10.1111/flan.12014

Cázares, Y. y Ponce, M. (2009). *La medición de la autodirección; comparación de tres instrumentos OCLI, SDLRS y CIPA, para obtener el perfil de estudiantes en entornos virtuales*. X Congreso Nacional de Investigación Educativa. Consejo Mexicano de Investigación Educativa, A. C., Veracruz, México. http://www.comie.org.mx/congreso/memoriaelectronica/v10/pdf/area_tematica_07/ponencias/0459-F.pdf

Cassidy, S. (2012). Exploring individual differences as determining factors in student academic achievement in higher education. *Studies in Higher Education, 37*(7), 793–810. https://doi.org/10.1080/03075079.2010.545948

Cerda, C., Parra, J., López-Vargas, O. y Saiz, J. L. (2014). Género, autodirección del aprendizaje y desempeño académico en estudiantes de pedagogía. *Educación y Educadores,* *17*(1). http://educacionyeducadores.unisabana.edu.co/index.php/eye/article/view/3

Cohen, L. A. (2018). *Research methods in education*. (8a ed.). Nueva York, Estados Unidos: Routledge.

Coleman, J. S. (1966). *Equality of educational opportunity (COLEMAN) Study (EEOS).* http://doi.org/10.3886/ICPSR06389.v3

Diab, R. L. (2006). University students' beliefs about learning English and French in Lebanon. *System, 34*(1), 80–96. https://doi.org/10.1016/j.system.2005.06.014

Dixon, L. Q., Zhao, J., Shin, J.-Y., Wu, S., Su, J.-H., Burgess-Brigham, R. and Snow, C. (2012). What We Know About Second Language Acquisition: A Synthesis From Four Perspectives. *Review of Educational Research, 82*(1), 5–60. https://doi.org/10.3102/0034654311433587

Duque, C. y Martínez, K. G. (2014). Influencia de los estilos de aprendizaje en el rendimiento académico de los estudiantes de la Facultad de Enfermería de una institución universitaria. En Heredia, Y. y Camacho, D. F. (Comps.), *Factores que afectan el desempeño académico* (267-291). Monterrey, México: ITESM.

Elvira-Valdés, M. A. y Pujol, L. (2012). Autorregulación y rendimiento académico en la transición secundaria–universidad. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 10*(1), 367-378.

Escamilla, M. A. y Heredia, Y. (2019). Autodirección, habilidades de pensamiento y rendimiento académico en estudiantes normalistas. *Diálogos sobre Educación, 19*(10), 1-6. https://doi.org/10.32870/dse.v0i19.492

Ferrari, M. y Palladino, P. (2012). A Longitudinal Study of English as Foreign Language Learning: L1 Predictors in Italian Students. *Applied Cognitive Psychology, 26*(4), 616–625. https://doi.org/10.1002/acp.2839

Heredia, Y. y Calderón, I. (2014). Factores que afectan el desempeño académico. En Heredia, Y. y Camacho, D. F. (Comps.), *Factores que afectan el desempeño académico* (11-30). Monterrey, México: ITESM.

Hernández, R., Fernández, C. y Baptista, P. (2014). *Metodología de la investigación* (6a ed.). Ciudad de México, México: Mc Graw Hill. http://search.ebscohost.com/login.aspx?direct=true&db=cat02031a&AN=clase.CLA01000381473&lang=es&site=eds-live

Herrera, K. A., Camacho, D. M. y Heredia, Y. (2016). La relación entre estilos de aprendizaje, autodirección y el desempeño académico en estudiantes de música de una universidad mexicana. *Revista Electrónica Complutense de Investigación en Educación Musical, 13*, 1-19. http://dx.doi.org/10.5209/RECIEM.51493

Jamovi (1.2.27) (2020). [Computer Software]. The jamovi project. Sidney, Australia: The jamovi proyect. https://www.jamovi.org

Laerd Statistics (Ed.) (2020). *Spearman's correlation in SPSS*. https://statistics.laerd.com/premium/sroc/spearmans-rank-order-correlation-in-spss.php

Lafontaine, M. (2008). Validation de mesures d'attitude, de motivation et d'anxiété envers la lecture chez des universitaires francophones. *Canadian Journal of Applied Linguistics/Revue Canadienne de Linguistique Appliquée, 11*(2), 61–83.

Lafontaine, M. and De Serres, L. (2007). Élaboration et validation d'échelles d'attitudes envers la lecture en francais langue première, de motivation et d'anxiété envers la lecture en anglais langue seconde. *Revue canadienne des sciences du comportement, 39*(2), 92–109.

Mohammadi, M., Moenikia, M. y Zahed-Babelan, A. (2010). The relationship between motivational systems and second language learning. *Procedia - Social and Behavioral Sciences, 2*(2), 3258–3262. https://doi.org/10.1016/j.sbspro.2010.03.498

Okoye, K. R. E. y Onokpaunu, M. O. (2020). Relationship between Self-Esteem, Academic Procrastination and Test Anxiety with Academic Achievement of Post Graduate Diploma in Education (PGDE) Students in Delta State University, Abraka. *International Scholars Journal of Arts and Social Science Research*, *2*(3), 37–47.

Schunk, D. H. (2012). *Teorías del aprendizaje, una perspectiva educativa* (6a ed.). Ciudad de México, México: Pearson.

Universidad Autónoma de la Ciudad de México [Uacm]. (2019). *Informe de certificacón de lengua extranjera (2018- 2019)*. Ciudad de México, México: Uacm.

Villa, M. A. y Zamudio, N. (2014). Los perfiles de autodirección en alumnos de preparatoria con bajo y alto rendimiento académico. En Heredia, Y. y Camacho, D. F. (Comps.),

Factores que afectan el desempeño académico (197-218). Monterrey, México: ITESM.

Yip, M. C. W. (2012). Learning strategies and self-efficacy as predictors of academic performance: a preliminary study. *Quality in Higher Education, 18*(1), 23–34. https://doi.org/10.1080/13538322.2012.667263

Zavala, P. y Camacho, D. F. (2014). Aprendizaje autónomo y rendimiento académico en alumnos de bachillerato. En Heredia, Y. y Camacho, D. F. (Comps.), *Factores que afectan el desempeño académico* (133-160). Monterrey, México: ITESM.

Rol de Contribución	Autor (es)
Conceptualización	Jiménez Rivas José Ramón
Metodología	Jiménez Rivas José Ramón y Morita Alexander Adelina
Software	The jamovi Project
Validación	Morita Alexander Adelina
Análisis Formal	Jimenez Rivas José Ramón
Investigación	Jiménez Rivas José Ramón
Recursos	Universidad Autónoma de la Ciudad de México [Uacm]
Curación de datos	Jiménez Rivas José Ramón
Escritura - Preparación del borrador original	Jiménez Rivas José Ramón
Escritura - Revisión y edición	Jiménez Rivas José Ramón, Morita Alexander Adelina
Visualización	NO APLICA
Supervisión	Jiménez Rivas José Ramón
Administración de Proyectos	Jiménez Rivas José Ramón
Adquisición de fondos	Jiménez Rivas José Ramón