Bibliographie Annotée

**MacIntyre, P. D., Baker, S. D., Clément, R., & Donovan, L. A. (2003). Sex and age effects**

**on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning*, *53*, 137-166. http://dx.doi.org/10.1111/1467-9922.00226**

***Mots clefs*:** Attitude, Anxiety, Willingness to communicate, Motivation, Junior High French

Immersion, Boys

***Objectif de l’article*:**

The objective of this study is to determine the “effects of language, sex, and grade on willingness to communicate (WTC), anxiety, perceived communication competence, and frequency of communication in French and on attitude/motivation” (MacIntyre, Baker, Clément, & Donovan, 2003, p. 138) in junior high students in eastern Canada. Correlation between the factors was also noted through multifactorial analysis.

**Résumé:**

In a detailed literature review the authors note studies that indicate the importance of individual psychological and physical factors on learning in an L2 classroom, specifically gender and age, willingness to communicate (WTC), anxiety, self-efficacy, and motivation. Many results are found, but this annotation will focus only on those relevant to differences that correlate to gender.

This study covered grades 7 through 9, a typical middle school group or break between elementary and high school across Canada. This is notably the age group that presents the most problems with boys. Interestingly enough, MacIntyre et al. (2003) found that boys did not show any changes in anxiety level nor in willingness to communicate throughout these three grades, whereas girls decrease in anxiety and increase in willingness to communicate as they enter grade 9. This correlates with theories of girls maturing at a younger age than boys (MacIntyre et al., 2003). With regards to motivation results showed that age is a more significant factor than sex (MacIntyre et al., 2003).

A particularly interesting finding is that perceived competence declines significantly in grade 8, beginning to increase again in grade 9. This correlates negatively with anxiety, which is elevated in grade 8 and begins to diminish in 9. These correlations could indicate that grade 8 is a crucial year for focusing on these aspects. MacIntyre et al. (2003), surmise that the correlation between anxiety and all of the other factors indicates further study into the possibility that a focus on decreasing anxiety may positively affect the other factors.

**Méthodologie:**

This was a multivariable qualitative study of the “effects of language, sex, and grade on willingness to communicate (WTC), anxiety, perceived communication competence, and frequency of communication in French and on attitude/motivation” (MacIntyre, Baker, Clément, & Donovan, 2003, p. 136) on junior high French immersion students. A questionnaire was given to 268 students, 188 female and 96 males. Ages ranged from 11 to 16 years with a median age of 13. A continuous rating scale of 0 – 100% was used to measure willingness to communicate, perceived competence, communication apprehension and language anxiety, and Integrativeness. A seven point Likert scale was used to measure communication frequency and attitude/motivation.

Data was analyzed with *Tukey’s honestly significant test* (Q) with a type I error threshold of p < 0.05. Data was treated in a multifactorial design, and analyzed through or MANOVA.

**Pertinence pour les objectifs d’études que vous avez choisis:**

This study is pertinent to my study in that it surveyed adolescents in grade 7, 8, and 9 in French immersion in Canada, looking at factors that correlate to motivation to learn French. The study dealt with girls and boys as separate independent variables, thereby giving data that can be specifically attributed to boys. The fact that some of the dependent variables did not differ between boys and girls does not affect the purpose of my study; I am seeking information on how to motivate boys (whether it be the same or different that information related to girls). The results that grade 8 is a critical year for anxiety and perceived competence is an important piece of evidence for my study.

References

MacIntyre, P. D., Baker, S. D., Clément, R., & Donovan, L. A. (2003). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language Learning*, *53*, 137-166. http://dx.doi.org/10.1111/1467-9922.00226