



Some Predictors of Taiwanese EFL College Students' English Performance and Academic Achievement

Cheng Hsueh-yu¹, Hou Yen-ju², Hou Yi-an, Chung Wei-yu³

E-mail: hycheng@mt.au.edu.tw

¹ Aletheia University (Taiwan), ² Shu Zen College of Medicine and Management (Taiwan),

³ Kaomei College of Healthcare and Management (Taiwan)

Abstract

The study aims to investigate some predictors of Taiwanese EFL college students' English performance and academic achievement. Participants are 44 English major students in a private university in south Taiwan. The research instruments include students' college entrance exam scores, an English proficiency test (CEF B1), and a series of questionnaire dealing with students' motivation/attitude (Gardner, 1985), belief (Howitz, 1986), anxiety (Horwitz, et al, 1983), language learning strategy (Oxford, 1990), perceptual learning style preference (Reid, 1984), and multiple intelligences (Gardner, 1983). Available data are analyzed by using descriptive and inferential statistics with SPSS 15. The findings will provide teachers and educators with more understanding about Taiwanese EFL college students' individual differences and take it into consideration when designing curriculum, instruction, and assessment so as to provide more potential ways for a balanced attention on diverse learners to an individualized effective learning environment.