

Anxiety

EFFECT OF ANXIETY ON THE LOW MASTERY OF ENGLISH

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ABSTRACT

Taking into account the language teaching/language learning process we can realize that the affective factors play an important role in the EFL educational process. As an aim of our research was to determine how anxiety influences while learning a foreign language. The participants were observed and they were asked to answer a personal interview and the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz and Cope (1986). Results in our research project showed that learners experienced high levels of harmful anxiety depending on the kinds of activities that they were expected to carry out. Decreasing levels of anxiety is not easy but teachers and learners should work together in order to create a non threatening learning environment where learning process can really be meaningful.

RESUMEN

Teniendo en cuenta el proceso de enseñanza y aprendizaje de un idioma podemos darnos cuenta que los factores afectivos juegan un rol importante en el proceso educativo del Inglés como una lengua extranjera. Un logro de nuestra investigación fue determinar como la ansiedad influye en el aprendizaje de una lengua extranjera. Los participantes fueron observados y se les solicitó contestar una entrevista personal y la Escala para medir la ansiedad en el aprendizaje de una lengua extranjera (FLCAS) diseñada por Horwitz & Cope (1986). Los resultados de nuestro proyecto de investigación mostraron que los estudiantes experimentaban altos grados de ansiedad dañina dependiendo de las clases de actividades que ellos debían desarrollar. El disminuir los niveles de ansiedad no es sencillo, sin embargo profesores y estudiantes deben trabajar unidos para crear un ambiente de aprendizaje no amenazante donde el proceso de aprendizaje pueda ser realmente significativo.

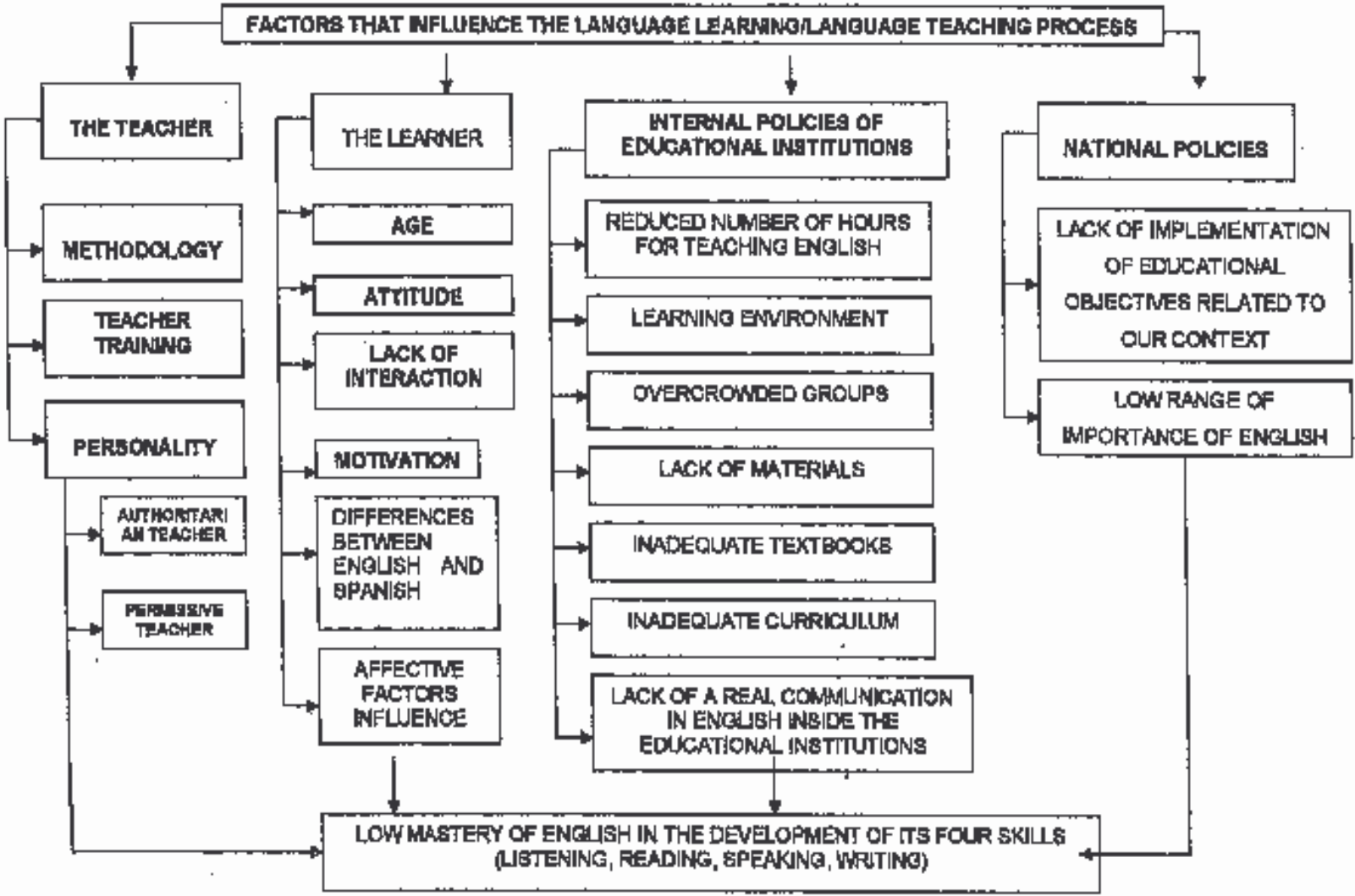
The Research Problem

Problem Description

This first chapter of our research is presented in order to provide readers with all the relevant information about the problem description, the problem statement, the purpose and objectives, the significance of the research, the delimitations of the problem, and the situations that can limit the research.

According to Bastidas (2003), the language learning/language teaching process of English as a foreign language can be positively or negatively influenced by many factors that include aspects related to the teacher, the learner, the internal policies of educational institutions, and the national policies. It would be useful to change some of these aspects in order to offer learners an effective model both of teaching and of learning which should be focused on their needs and expectations. All these changes should provide learners with the necessary possibilities to develop equally the four skills of a language. Taking into account this research problem, we tend to discover the causes for the low mastery of English showed by high-school learners inside the educational institutions. Furthermore, according to Arnold and Brown quoted by Arnold (1999), the affective side of the learners plays a fundamental role in the learning process of a foreign language. Among the most outstanding affective factors influencing this process, anxiety is mainly perceived in learners. For this reason, our research intends to show the importance of the affective side into the classrooms.

Analysis of the Problem



Significance (analysis of the problem)

The language learning/language teaching process of a foreign language is really complex and extensive. According to Bastidas (2002), Oviedo (1980) and our experience obtained as high-school students some years ago, we realized there were some common problems inside the educational institutions in Pasto and Ipiales. These difficulties of the language learning/language teaching process have dealt with aspects related to teachers, learners, internal policies of educational institutions, and national policies.

The teacher. According to Bastidas (2002), Oviedo (1980) and our experience obtained as high-school students some years ago among the aspects related to the teacher, we can find (a) the teachers' methodology is not frequently the most adequate in the class development due to the fact that teachers almost always make use of traditional teaching methods like Grammar Translation Method which has been strongly criticized on its theoretical foundations and its practical results because it does not develop widely the four skills (listening, reading, speaking, and writing) in the learning process of English as a foreign language, (b) the lack of an adequate teacher training which can be observed in the low mastery of English showed by teachers inside the classrooms, (c) two kinds of teachers can be observed inside the educational institutions. On the one hand, the authoritarian teachers who intend to carry out their classes in a very strict way which is so prejudicial for learners because they can just become passive receivers of knowledge. This situation impedes the development of creativity and interest in the language learning process. On the other hand, the permissive teachers who make learners have excessive freedom inside the classrooms

to do what they want to do affecting also the language learning process, and (d) learners' personalities and learning styles are not frequently taken into account by teachers due to the fact that teachers teach in a so general manner without considering the learners' needs and interests. This situation can be reflected on the slow development of the learning process and the lack of interest in learning English showed by some learners.

The learner. According to Oviedo (1980) among the aspects related to the learner, one can find (a) age as one of the factors that influences the learning process of a foreign language. High-school learners' age oscillates between 11 and 19 years old, the intermediate stage between being a child and being an adult, that is, the adolescence in which learners search their personal identity, feel pressure of peers, and have psychological and physical changes. For these reasons, it is more difficult for teachers to design and develop their classes. It is also important to mention that adult learners do not seem to have the same ability as children for acquiring fluency and naturalness in spoken language; (b) learner's attitude in the language learning process is commonly passive due to the fact that they are not interested in improving the knowledge they receive in their English classes. Moreover, these classes sometimes make learners feel apathy because they consider there are not any real opportunities to practice English in our context; (c) the spoken language is the least developed inside the classroom as a result of the lack of interaction between teachers and learners because teachers prefer to develop their classes in Spanish leaving the oral communication in English aside; (d) the lack of intrinsic motivation showed by learners in their learning process presents a low level because learners do not wish actually to learn English as a result of that the

meaningful learning is not carried out. In contrast, the extrinsic motivation level showed by learners is high because they just study English lessons in order to get good grades and get ahead in the school year; and (e) the enormous differences between English and Spanish related to their writing system and pronunciation and the lack of reinforcement outside the classroom are two outstanding aspects influencing the low level of progress in the learning process.

The internal policies of educational institutions. Among the aspects related to the internal policies of educational institutions, we can find (a) the reduced number of hours (in some educational institutions three hours per week) dedicated to English teaching is not sufficient to learn all the aspects related to foreign language and the lack of English practice outside makes it difficult for learners to development the four skills of any language; (b) the classrooms are frequently uncomfortable and small places. They are intended for about 45 learners learning a foreign language which requires some conditions as a reduced number of learners and a comfortable building in order to provide learners with a personalized education; (c) the lack of adequate materials like videos, cassettes, language laboratories, television sets, video cassette recorders, tape recorders, and specialized textbooks for teaching English as a foreign language does not permit a meaningful learning of this language. For instance, many of the textbooks are designed for learners of English as a second language presenting ambitious objectives without taking into account the real needs of Colombian learners who need to be taught using propitious materials for a foreign language context of education; (d) many of the educational institutions have an inadequate curriculum due to the fact that teachers and textbooks are changed every school year; however, the same topics are

taught year after year what causes learners' demotivation and boredom. This situation makes English a monotonous subject matter; (e) fluency in the foreign language is affected because educational institutions do not offer learners real opportunities of communication which can be reflected in the learners' anxiety and mastery of English; and (f) many of the teachers do not take into account the affective side (anxiety, self-esteem, empathy, attitude, emotions and so on) of the learners in the development of their classes where it is more important to pay attention at academic aspects of learning process of English as a foreign language.

National policies. According to Oviedo (1980), The Ministry of National Education is the main organization that takes charge of the language learning/language teaching process. According to this organization, high-school learners should be able to pass a great deal of courses where English classes are scheduled in an isolated way. Despite maintaining English in a low range of importance, it is expected that learners develop the four skills of the language completely, examine the nature or structure of both our own culture and the foreign one in order to understand them in a total way. So, learners are expected to be as native speakers which is impossible to be accomplished because of the reduced number of hours dedicated to English and the real situation lived inside the classrooms.

According to Galeano (1986) the instructional aims in Colombian high-schools intend to achieve that learners are able to use their knowledge in order to understand, speak, write, and read using English as a second language as a tool of daily communication, after they graduate. Moreover, learners are expected to comprehend

and interpret information related to general or even specialized writings by means of translation or direct comprehension of these writings.

The General Law of Education for Colombia (1994) states that there are some articles related to English teaching as a foreign language:

Artículo 21 "Con la educación básica en el ciclo de primaria se espera alcanzar los siguientes objetivos: La adquisición de elementos de conversación y de lectura al menos en una lengua extranjera." (p. 18)

Artículo 22 "Con la educación secundaria se espera desarrollar: -la comprensión y capacidad de expresarse en una lengua extranjera." (p.20)

Although, these objectives are established in a positive way, it is so different to put them in practice due to the fact that they are so advanced and they do not take into account the Colombian learners' needs and interests. Many educational reforms for Colombia have been carried out considering the political changes from other countries in which Colombia should be involved in because of economical and political reasons.

Problem Statement

How does anxiety affect the learning process of English as a foreign language in the development of its four skills (listening, reading, speaking, and writing), taking into account its incidence on the low mastery of English presented by Antonio Nariño high-school learners at 10th and 11th courses in Pasto?

Problem Evaluation

According to some outstanding aspects considered in the problem evaluation, it can be stated that:

1. Our research problem can be considered relevant because it is related to a real situation frequently presented in educational institutions from Pasto which needs possible suggestions that collaborate to overcome this problem.

2. Our research problem can be considered researchable because by means of an indirect and collaborative class observation, we can collect some data that help us to clarify all the factors involved in our research problem. Moreover, the implementation of the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz and Cope (1986), and the use of personal interviews will help to collect data.

3. Our research can be considered feasible because (a) there is sufficient time to carry out our research considering the development of the class observation, the FLCAS implementation, and personal interviews; (b) we count on indispensable sources to develop our research such as notebooks, tape recorders, cassettes, and the sufficient money to cover transport and other diverse expenses; and (c) it is essential that administrators, teachers and learners have conscience about the importance of our research problem in order to count on their sincere participation and collaboration.

Objectives

General Objective

To determine the level of language anxiety that affects the learning process of English as a foreign language in order to describe its incidence on the low mastery of English in the development of its four skills (listening, reading, speaking, and writing) presented by Antonio Nariño high-school learners from 10th and 11th- grades in Pasto.

Specific Objectives

1. To identify what kind of anxiety (harmful or helpful anxiety) is mainly presented by learners inside the classroom.
2. To identify the different kinds of situations in which learners present a high level of anxiety.

Significance

We consider our research important because the influence of affective factors on language learning success or failure has not been studied in a detailed way in our city, being this research field worthy of attention and so decisive as other more systematic ones involved in learning process of English as a foreign language. Furthermore, it is relevant to mention that the study of the affective side of the learner is important in order to improve the relationship between both teachers and learners and among learners having as two main objectives: (a) Learners learn English in a meaningful way, and (b) they also learn how to deal with aspects related to their personal development, self-acceptance, and acceptance by others inside and outside the classroom.

We consider that our research will be useful for researchers, educational authorities, teachers, and learners due to the fact that our research involves the practical study of an outstanding problem in the learning process of English as a foreign language that still persists.

Delimitations and Limitations

Delimitations

Conceptual delimitation

1. Oral communicative competence: According to Lightbown and Spada (1999), communicative competence is “the ability to use language in a variety of settings, taking into account relationships between speakers and differences in situations. The term has sometimes been interpreted as the ability to convey messages in spite of a lack of grammatical accuracy.” (p.172)

2. Language learning: According to Lightbown and Spada (1999), "this term is a general one which simply refers to a learner's developing knowledge of the target language. In Stephen Krashen's terms; however, "learning" is contrasted with "acquisition", and is described as a "conscious" process which occurs when the learner's objective is to learn about the language itself, rather than to understand messages which are conveyed through the language." (p.177)

3. Anxiety: According to Sarason (1988) quoted by Deutsch (2004), "anxiety is a basic human emotion consisting of fear and uncertainty." Furthermore, according to Deutsch (2004), "anxiety has good and bad sides. On one hand, it helps avoid dangerous events that can be life threatening. On the other hand, it causes people freeze as they avoid non-dangerous situations."

Population. This research will be carried out with learners of 10th and 11th-grades at Antonio Nariño high-school, their ages are about fifteen and twenty-two years of age. It is also relevant to mention that this high-school is a public educational institution; therefore, learners belong to the middle social class.

Geographical delimitation. This research takes place in a public high-school near the center of Pasto, in "Obrero" neighborhood and near the former market "Obrero" which belongs to middle social class.

Limitations

1. The lack of sincere collaboration of learners in the data collection would be prejudicial for our research findings.
2. The reduced numbers of hours per week dedicated to English teaching could impede to carry out a more detailed profoundness of our research problem.

3. 10th and 11th-grade learners generally have short-term academic priorities like ICSES Exams which could influence their lack of collaboration in our research.

In this chapter, the researchers have showed some relevant aspects about the problem such as the problem description, the problem statement, the purpose and objectives, the significance of the research, the delimitations of the problem, and the situations that can limit the research. Researchers hope that this chapter is a good overview of the research study and that it provides a good basis for the next chapter related to the literature review.

Literature Review

Right after the problem chapter about the origins of the problem and the purposes of the research, the second chapter of our research is presented in order to provide readers with all the relevant information about Second Language Acquisition theories, a description of variables that interfere in the language learning/language teaching process, and affective factors, specially, the most pervasive one that obstructs the learning process: Anxiety.

Second Language Acquisition Theories

Ellis (1985) states the following:

“Second Language Acquisition is not intended to contrast with foreign language acquisition. SLA is used as a general term that embraces both untutored (and “naturalistic”) acquisition and tutored (or “classroom”) acquisition. It is, however, an open question whether the way in which acquisition proceeds in these different situations is the same or different” (p. 5).

Nunan (2001) quoted by Carter & Nunan (2001) states that

“The term second language acquisition refers to the processes through which someone acquires one or more second or foreign languages” (p. 87).

Acquisition can be observed in two different contexts: in the naturalistic context and in the classroom settings, in which both the product and the process are considered as relevant in the acquisition process. The product is related to the language that learners use in the acquisition process, while the process is related to the mental process and the factors involved in this process. It is important to say that this discipline (SLA) had its origins in contrastive studies which were charged of analyzing the similarities and differences between languages. These studies were mainly based on the contrastive analysis hypothesis in which the influences of the first language on the acquisition of the second language are established. These influences can be explained in terms of the

negative and the positive transferences in the acquisition process. The positive transference when there are similarities between the native tongue of the learners and the second language they are learning; so that, language learning is facilitated. On the other hand, when there are differences between the native tongue and the second language, a negative transfer can occur. So learners are predisposed to make errors and the learning process is affected.

In the 1960s, linguists and teachers began to study the specific language that learners use to communicate in the foreign language. Many studies about learner's errors have been carried out in order to obtain data about the processes and strategies around the second language acquisition. One of the most important studies was developed by Corder (1967) quoted by Carter & Nunan (2001) in which errors were understood as a normal part of the learning process. Other outcomes showed by these studies were (a) the contrastive analysis hypothesis has not forecasted many of the errors learners make in the learning process, (b) errors were conceived as systematic, (c) and competence in the foreign language was developed in stages in which learners seemed to move.

In the early 1970s, Dulay and Burt (1973-1974) quoted by Nunan (2001) carried out a study called "morpheme order" in order to determine whether learners follow a sequence when they acquire the grammar of a target language. It was found out that learners' errors can not be directly related to their first language performance, and although there are similarities between the native tongue of the learner and the second language they can also make errors. So the L2 acquisition equals L1 acquisition hypothesis emerged as a counterpart to contrastive analysis hypothesis. This new

hypothesis was proposed by Dulay and Burt in 1974 in which it was expected that errors made by learners of a second language were similar to the errors made by learners who were learning the same language as their native tongue because the second language acquisition process occurs in the same way that the first language acquisition process does in which learners organize the L2 speech that they hear and make generalizations about its structure.

Krashen (1980) quoted by Nunan (2001) found that there are two important mental processes in second language acquisition: conscious learning and subconscious acquisition. This latter refers to facilitating the grammatical rules at a subconscious level that can only take place in the context, while the conscious learning process refers to learners are able to memorize grammatical rules and to avoid making errors. According to Krashen quoted by Nunan (2001) a learning process can not become an acquisition process because they are completely independent. On the other hand, comprehension is a key element for Krashen in language learning because when learners understand a message in the target language they will be able to internalize the structures involved in the message. This situation is related to the comprehensible input hypothesis proposed by Krashen.

Other researchers have proposed different kinds of tasks in order to facilitate second language acquisition. Among them, one of the most recognized researchers is Long. According to Long (1981) quoted by Nunan (2001), two-way tasks are more suitable than one-way tasks in order to promote interaction inside the classroom because the first ones make learners participate equally in the activities proposed by the teacher.

Doughty and Pica (1986) quoted by Nunan (2001) state that information exchange tasks contributed to generate a modified interaction which refers to the situation when learners make their acts of speech more comprehensible in order to reach a better understanding from the listeners. This study was mainly influenced by the comprehensible input hypothesis above mentioned.

In the 1990s, the second language acquisition process has been related not only with social and interpersonal dimensions, but also with psychological dimensions, the importance of both input and output has been underlined, and the acquisition has been considered as an organic process rather than a linear process.

Martin's study (1996) quoted by Nunan (2001) about the influence of some kinds of tasks on the negotiation of meaning has underlined two important aspects: (a) The negotiation of meaning can be increased by the implementation of task variables and (b) the complexity of the learning environment and the difficulty of separating both psychological and linguistic factors from social and interpersonal ones.

All these aspects have served as key guides in order to restructure curricula syllabi, teacher methodologies, and activities in the teaching field. So learners can build a meaningful learning with teachers' help.

After giving a general description of second language acquisition we consider important to mention different outstanding aspects about each one of the theories that have influenced second language acquisition. Behaviorism, Innatism, Connectionism, and Interactionism can be underlined among these theories.

Behaviorism

Williams & Burden (1997) state that Behaviorism is a psychological theory which has its origins in the Positivist school. By means of this theory, some early behaviorists intended to explain the language learning process in terms of a kind of conditioning related to a stimulus-response chain. However, the modern Behaviorism is mainly related to Skinner (1957) quoted by Williams & Burden (1997) who intended to explain human behavior by means of observable terms. So, according to him the learning process was considered as the result of environmental rather than genetic factors. Skinner also established both the notion of operants and the importance of reinforcement in language learning. These two aspects permit experts explain learning process in terms of operant conditioning which refers to the stimulus-response-reinforcement. This latter is mainly related to both encouragement for correct responses and corrective feedback on learners' errors in order to form good habits and avoid forming bad habits.

Skinner (1957) quoted by Williams & Burden (1997) stated that the instruction on the educational field could be meaningfully improved by means of the implementation of four simple statements. He proposed that:

- (a) Teachers should make explicitly clear what is to be taught; (b) tasks should be broken down into small, sequential steps; (c) students should be encouraged to work at their own pace by means of individualized learning programmes; (d) learning should be "programmed" by incorporating the above procedures and providing immediate

positive reinforcement based on nearly as possible on 100 per cent success. (pp. 9-10)

Language is seen as behavior to be taught in which learners are provided with some tasks in small steps (stimuli) which they should answer (responses). This situation is followed by reinforcement provided by the teacher. The main role of the teacher is just to help learners to develop good language habits especially by means of drills and memorization. So, the learners are considered as passive in the language learning process, their cognitive processes around language learning are not considered as relevant, the making of errors is considered as prejudicial in the learning process and the lack of interaction in order to negotiate for meaning is outstanding.

Innatism

The innatist theory emerges as the counter part to Behaviorism because of its numerous limitations; some of them were above mentioned; therefore, Innatism theory of language learning is concerned the way in which the human mind thinks and learns.

Chomsky (1965,1980) quoted by Ellis (1986) stated that language acquisition is mainly the outcome of mental mechanisms that are specifically linguistic in which it can be specified the Language Acquisition Device that contains a knowledge of linguistic universals which are innate and provide children with a starting point in order to acquire the language grammar they are exposed to.

Chomsky (1965) quoted by Lightbown and Spada (1999) stated that Innatism is based on the Principle of Universal Grammar Hypothesis which “permits all children to acquire the language of their environment during a critical period in their development” (p. 36). The Critical Period Hypothesis refers to a time during early childhood,

approximately the first decade of life, when language can be acquired natively. Language learned after this period invariably exhibits non-native features. However, Chomsky has not established detailed announcements about the outcomes of this theory in the second language learning process. From the development of the Universal Grammar Hypothesis, onwards, many controversies have emerged around the learning process. Some linguists have stated that the Universal Grammar influences on the understanding of the second language acquisition process. On the other hand, others have stated that although it influences the understanding of first language acquisition, it can not be used to understand the acquisition of a second language in learners who have already passed the Critical Period for language acquisition. In this theory, error correction and metalinguistic information are not essential for second language learners without precise training. Researchers who study Universal Grammar only consider learners' competence but not learners' performance.

In the innatist theory, another important contribution was made by Krashen: "monitor model." This theory proposed by Stephen Krashen (1982) quoted by Lightbown & Spada (1999) was fundamental in all areas of second language teaching research. Krashen presents 5 hypotheses for developing his theory:

The acquisition-learning hypothesis

The monitor hypothesis

The natural order hypothesis

The input hypothesis

The affective filter hypothesis

The acquisition-learning hypothesis. This hypothesis is the most important of all the hypothesis presented by Krashen. It refers to the difference between acquisition and learning, the first one is an unconscious process, that is, it is similar to the language that is acquired by the children. And the learning refers to a conscious process. For Krashen, learning is less important than acquisition because when people learn a language these people cannot totally develop their fluency in the communication. Besides, learning's process cannot become an acquisition process due to the fact that when people learn a language, they worry about the grammatical rules and do not pay attention to how they are expressing their ideas, while when people acquire a language, their ideas are more fluent. Exactly the same example can be seen when speakers can be fluent without having learnt the rules, while other ones can know the rules but not succeed to apply them.

The monitor hypothesis. In the monitor hypothesis, it is so important to take into account the relationship between the acquired system and the learned system. This latter performs the role of the editor that makes changes and polishes what the acquired system has produced. While the acquired system is closely related to the speaker utterance initiator and is charged of fluency and correctness. For Krashen, the role of the monitor is or should be related to studying language errors, being used only to correct deviations from normal speech and to give speech a more polished appearance. The monitor hypothesis mainly acts when the second language learners have sufficient time at their disposal, they focus on language form or think about correctness and they know the grammatical rules, that is, the monitor is usually carried out when learner practice writing rather than they practice speaking.

The natural order hypothesis. The natural order hypothesis is based on research findings which suggested that the acquisition of grammatical structures follows a natural order which is predictable. For a given language some grammatical structures tend to be acquired early while others late. Morpheme studies have served as the basis for this hypothesis.

The input hypothesis. The input hypothesis is Krashen's attempt to explain how learners acquire a second language by means of the exposure to the comprehensible input. According to this hypothesis, the learners improve and progress along the natural order when they receive second language input that is one step beyond their current stage of linguistic competence. It is called by Krashen "i+1"

The affective filter hypothesis. The affective filter hypothesis embodies Krashen's point of view that a number of affective variables play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental barrier that prevents comprehensible input from being used for acquisition. In other words, when the filter is up, it impedes language acquisition. On the other hand, positive affect is necessary but not sufficient on its own, for acquisition to take place.

Russell, C. S. (n.d.), the affective filter hypothesis is the second one after the input hypothesis that English teachers should consider because of its importance in the learning process.

Schoepp, K. (2001) establishes that the affective filter hypothesis developed by Krashen (1982) is basically an explanation of how the affective factors, presented by learners, relate in the learning process, providing teachers with a detailed reason to why some learners learn and others do not.

Russell, C. S. (n.d.), affirms that the affective filter hypothesis establishes that a learners' acquisition of a second language is closely related to their attitude toward acquiring it. This situation can be influenced by many factors as societal opinion of the language classroom experience, nervousness, and learners' self-esteem. For this reason, English teachers should create a comfortable classroom atmosphere that provides learners with a low affective filter to permit language acquisition to occur.

Schoepp, K. (2001) establishes that some of the best ways teachers have to create a non-threatening atmosphere is to weaken the affective filter by means of the use of songs inside the classrooms.

Russell, C. S. (n.d.), affirms that it is also fundamental that teachers have a positive attitude when learners make mistakes because correcting learners can be harmful for their development. Instead of correcting learners' mistakes, teachers should provide learners with a certain kind of modeling to be emulated by them, so that, learners are able to correct their mistakes by themselves.

Although, the theory of Krashen was a main influence to the development Communicative Language Teaching (CLT), it has been criticized because it cannot be tested in empirical research.

*Recent Psychological Theories.**Connectionism*

Ney and Pearson (1990) state that connectionism is also named Parallel Distributed Processing because it comes out of the computing sciences using such terms as connection weights and parallel processing elements whose main proponents are James McClelland and David Rumelhart. It can be difficult for language teachers to understand the connectionist theory because of the complexity of the computing field. However, some aspects of this theory can be familiar for them due to the fact that connectionism comes from the behaviorist era. According to Fodor and Pylyshyn quoted by Ney and Pearson (1990), learning can be carried out by means of “networks” (mental connections) in the learner’s mind, modifying the wrong information that learners have acquired with certain kinds of feedback.

According to Lightbown and Spada (1999), in contrast to innatists, connectionists state that the ability to learn in the human being is only innate, but not any linguistic structures can be learnt innately. Connectionists are also interested in the role of the environment as the means of learning a language. In this theory, learners develop their knowledge of language which they are exposed to by means of hearing some parts of this language, that is, learners build mental connections among the language elements that learners are acquiring from the environment. These mental connections can become stronger when learners have the opportunity to practice them. On the other hand, these mental connections can become weak when there are not any opportunities for experiencing them together. Another fundamental characteristic is that connectionists consider the input as the main source of linguistic knowledge.

Chomsky quoted by Ney and Pearson (1990) stated that connectionism, because of its origins, can not be a real description of human psychology or language. Moreover, he stated that:

People who are involved in some practical activity such as teaching languages, translation or

building bridges should probably keep an eye on what is happening in the sciences.

But they

probably should not take it too seriously, because the capacity to carry out practical activities

without much conscious awareness of what you are doing is usually far more advanced than

scientific knowledge. (para. 4)

The Interactionist Position

Interactionist theorists maintain that Second Language Acquisition takes place through conversational interaction. Long (1983) quoted by Shannon (2005) started his researches agreeing with Krashen's comprehensible input hypothesis who stated that a type of input called "i+1", where the "i" represents the current level of the learner's knowledge and the "+1" represents an input which is slightly above this level, would promote language learning. Interactionist theorists as Long consider the comprehensible input hypothesis, but they mainly focus on how input is made comprehensible. Therefore, the interaction hypothesis developed by Long emerged as an answer to this uncertainty. By means of this theory, Long states that input becomes comprehensible thanks to modified interaction or negotiation of meaning in which the

modified input that learners are exposed to and the way in which other speakers interact in conversations with learners take a fundamental role.

The main followers of interactionism are Evelyn Hatch (1992), Teresa Pica (1994), and Michael Long (1983). According to them, interaction is the most important aspect for learning a language. According to Michael Long quoted by Lightbown and Spada (1999), comprehensible input is useful for acquiring a language. Furthermore, this idea is focused on how input should be made comprehensible for learning a language. Learners should also have the opportunity to interact with others due to the fact that learners feel supported by other people (native speakers), but when learners communicate with native speakers, there is an interactional modification, that is, native people speak in an understandable way to express their ideas in a comprehensible way (comprehension checks, clarification requests, and self-repetition or paraphrase) so that learners understand what native speakers say.

Ellis (1994) quoted by Shannon (2005) states that learners are able to produce both output modifications and improved output in response to such interactional clarifications as clarification requests.

Some researchers have discovered that adjustments in the communication help to understand the ideas expressed by the people.

Finally, Shannon (2005) establishes that negotiation of meaning and pushed output are expected to have the following effects on Second Language Acquisition:

- (a) It helps to promote communication,
- (b) it facilitates learning as it helps noticing a “gap” between received input and the learner’s output,
- (c) it enables learners to receive feedback through direct and indirect evidence Recall of the relevant item

will be enhanced, (d) it helps acquisition at least where vocabulary is concerned, (e) clarification requests facilitate learners to produce output modifications, and (f) pushing learners to produce more comprehensible output may have a long-term effect. (para. 34)

Description of Variables that Interfere in the Language Learning/Language Teaching process,

Stevens (1977) makes a contrast between acquisition and learning. The first term refers to learning a language without help of a teacher, that is, an unconscious process of learning. While, the second term refers to learning a language with a teacher's help, that is, a conscious process of learning.

Brown (1987) states that learning is a complex term to be defined. However, he mentions some characteristics about learning such as:

Learning is acquisition or "getting".

Learning is retention of information or skill.

Retention implies storage systems, memory, and cognitive organization.

Learning involves active, conscious focus on acting upon events outside or inside the organism.

Learning is relatively permanent, but subject to forgetting.

Learning involves some form of practice, perhaps reinforced practice.

Learning is a change in behaviour (p. 6).

Stevens (1977) considers the language learning / language teaching as a process that should be seen as a set of closely related elements for education. He also makes a

difference among factors that influence learners, teachers, teaching-learning conditions, and goals proposed about learning a language.

As any process, the language learning/language teaching process takes into account some elements such as:

1. "Policy and aims
2. Administration and organization
3. Relevant professional disciplines
4. Choice of language learning/language teaching types
5. Teacher training
6. Approach
7. Pedagogy, methodology, instruction, teaching
8. Syllabus design
9. Materials construction
10. Constraints on language learning process/language teaching achievement
11. The learner, and
12. Evaluation" (p. 14).

1. Policy and aims

This aspect takes into account the community needs in order to provide an organized implementation and main teaching facilities to learn a second language.

Besides, Stern (1987) states that this first element refers to the community needs making education have a social character and all the aspects related to governmental policies around of the English teaching as a target language

2. Administration and organization

Stevens (1977) states that this aspect has to do with all the financial resources that government should invest on education including aspects as buying books for students, paying teachers, and remodeling schools. Everything has to focus on a common and social good.

Stern (1987) states also that this second element refers to the financial and administrative aspects that are necessary to perform the learning process.

3. Relevant professional disciplines

Stevens (1977) states that this aspect has to deal with the influence those autonomous disciplines as education, linguistics, psychology, social theory, sociolinguistics, and psycholinguistics has on language learning/language teaching process. As a result of this situation, it has emerged a contradiction between two groups of experts. The first one states that linguistics theory should only influence language learning/language teaching process. On the other hand, the second one states that although the language learning/language teaching process has been influenced by some disciplines, it is an autonomous process of both linguistics and psychology. In this moment, applied linguistics appears as the solution between these opinions which are in apparent discussion.

4. Choice of language learning/language teaching types

Stevens (1977) states that the language learning/language teaching process is determined by six important aspects such as pupil age, stage of proficiency, educational aims, learner involvement, language of instruction status, and target language status.

Pupil age. It is a commonly cited determinant factor in the language learning/language teaching process because teachers should account the learners' age (young children, adolescents, and adults) in order to provide them with the best teaching according to each kind of learning in which they are involved in.

Stage of proficiency. The stage of proficiency that each of the learners has obtained plays an important role on the type of learning they develop. First of all, the learner only depends on the teacher for learning (teacher-centre stage).

Instructional aims and educational aims. Galeano (1986) considers it is important to make a difference between instructional aims and educational aims in the educational field. The instructional aims point out the knowledge, skills, and accuracy that learners should learn from the teacher when they begin their studies inside an educational institution. On the other hand, the educational aims intend to encourage learners in order to learn all the aspects that are involved in the learning process of a foreign language, to increase the learners' cultural experiences by means of readings in order to provide them with a wide vision of the world, understand the cultural differences and interests between our community and the foreign community.

Stevens (1977) states that educational aims are closely related to the learner purposes to learn a different language. In some cases, when children learn a language, their mental and emotional developments are also considered into language learning/language teaching process. Contrary to adolescents whose main purpose is just to get a vast knowledge of the language. On the other hand, the adults only base their learning on vocational purposes.

Learner involvement. In this aspect, the intrinsic motivation of learners plays a fundamental role in learning process. That is, a motivated learner learns in an easier way than a demotivated learner does. So the teacher should consider these factors in order to accommodate his/her form of teaching.

Oviedo (1990) states that the learners' attitudes depend on motivation they present, if they only presents extrinsic motivation , their attitudes language learning process will be passive because their main aim in the learning process is just to get a good grade in order to pass the course. So, this situation makes teachers feel demotivated; therefore, these attitude will be pessimistic and negative about their learners progress in learning . so a vicious circle is developed between learners and teachers.

Although, it would be ideal that learners present both intrinsic and extrinsic motivation, some researches have demonstrated that their attitude in the learning process is totally negative because they almost never feel their progress in the foreign language learning. This situation is partially true; however, it is unjust because the fact is that learners are insecure in order to develop productive skills (both speaking and writing). The cause of this situation is the lack of real communication that learners experience in high-schools, that is, there is not a close link between cognoscenti-affective and linguistic aspects of the foreign language.

Language of instruction status. This aspect considers the means of instruction as primordial in the language learning/language teaching process because each one of the forms of instruction (use of the native tongue, the foreign language or another language) affect in different way the learning and teaching process.

Target language status. A distinction between foreign language and second language should be done in the educational field. Since, a second language is considered as an official language in its community and is also mainly related to language teaching. Opposed to a foreign language that is not considered as official in the community but is also mainly related to language learning.

Oviedo (19990) states that knowing a language refers to internalizing a particular linguistic system in order to intercommunicate adequately and creatively in different circumstances.

1. Mother tongue refers to the language that is acquired in the early stage of life in a natural way. In this process, there is a close link between the children and the context where they are involved in.

2. Second language refers to the language that is learned after acquiring the mother tongue in order to communicate daily. This kind of language takes place where one speaks this language (the case of immigrants who travel to another country) and also in bilingual educative institutions where such factors as pupil age, the level of academic studies, the intensity of hours dedicated to communicate, the formal instruction in the language are considered as relevant in the language learning/language teaching process.

3. Foreign language refers to the language that is learned in a place where it is not used to communicate daily. This kind of language is only used in particular circumstances.

For this reason the learners do not establish a close link between cognoscenti-affective aspects and the foreign language. This link only occurs by means of translation from the foreign language to the native language or vice versa. So the learners' fluency

is developed in a lower rank in the foreign language context than in the second language context.

In Colombia, the learning process of a language is inside the third group, that is, inside the foreign language rank.

5. Teacher training

Stevens (1977) states that first of all, teacher training should be focused on the context where teachers will practice their profession. Secondly, a good training course for teachers needs to take into account three important components about skills information, and theory.

(a) The skill component includes the knowledge of the language, teaching techniques, and classroom activities; (b) the information component includes information about education, syllabus, materials, and nature of the language; and (c) the theory component includes relevant theoretical information about educational psychology, philosophy, linguistics, and so on.

For all these aspects, the teacher training is fundamental to the language learning/language teaching process.

Galeano (1986) states that teacher training should include such aspects as the command of the language, methodology, syllabus design theoretical findings from linguistics, psychology, and sociology. The English teachers should teach in an encouraging and objective way and they also should mainly have a positive attitude towards the foreign language, the cultural aspects about this language and the people who use this language to communicate. For working as a teacher in a high-school, it is not necessary to be bilingual. However, it is very important to be able to express ideas

in a fluent way about daily life aspects, to understand the spoken language, to understand authentic reading materials in the foreign language, and to write without making errors in the language. Moreover, an excellent English teacher should be well-informed about relevant themes about sociology, linguistics, psycholinguistics, and methodology. Furthermore, an English teacher should frequently assist to English seminars, and should have a closely contact with the university in order to be always well-informed about aspects around the language.

Oviedo (1990) states that when a language is learned in its own context (the mother tongue) people are always learning the language with each other. When a second language is learned, teachers and native speakers are involved in the language learning. Interaction with native speakers gives people actual opportunities of learning. So the role of the teachers becomes less influential. The foreign language learning process is totally different since the learners are at the mercy of some teachers who have influence on it. So, the interaction and reinforcement are the learners' responsibility.

6. Approach

Stevens (1977) states that this aspect embodies a set of correlative assumptions dealing with the nature of language, the nature of learning, and the conditions for second language or foreign language learning.

7. Pedagogy, methodology, instruction, teaching

These four terms are closely related among them due to the fact that pedagogy in a very general way refers to studying the teaching methods which are widely explained inside of the methodology field. At the same time, instruction embodies knowing and

understanding the different kinds of methods what will be practice in teaching by a professional. All of these aspects should be focus on the learners' needs and the context where these four aspects take place.

Brown (1987) states that one of the first methods that have emerged in the teaching field was Grammar Translation Method based on reading, writing activities, and translation until arriving to methods such as Communicative Language Teaching which intend to give students basis to communicate genuinely, spontaneously, and meaningfully. Methods as the CLT emphasize aspects such as the importance of self-esteem, of negotiation of meaning, of the development of strategies to succeed in language learning and of the communication. CLT or similar methods also take into account the individuality of both each teacher, and learner and the fact of that each learner-teacher relationship is unique.

8. Syllabus design

Stevens (1977) states that syllabus design refers to a set of items to be taught taking into account the audience and the schedule time. The first purpose of the creation of a syllabus is to reach all the goals at the end of the course. Moreover, two aspects are mainly considered in syllabus design: the selection of themes, its grading, and materials of instruction. Through-out history, the syllabus design choice has changed, for example, from syllabuses based on grammar, vocabulary, and phonology to situational syllabuses, until arriving to a new era of notional or semantic syllabuses. Some of the reasons why the implementation of syllabus design in education has given an important value to teachers are due to the fact that it gives major organization and status to the language learning/language teaching process. It is also important to

mention that a syllabus should be realistic and relevant. However, in some developing countries the syllabuses have been frequently developed by “experts” from North America or even from Europe. Nowadays, this situation is changing.

Galeano (1986) states that the teachers should previously plan their syllabi in order to organize aims, materials, content, methodology, and evaluation taking into account the learners’ needs and characteristics, and their previous knowledge of English.

9. Materials constructions

Stevens (1977) states that a teacher should dispose of a great deal of materials which help to provide learners with relevant activities for language learning/language teaching process. These materials need to be realistic, that is, they should be usable and understandable; relevant, that is, materials should be created according to learners’ characteristics; interesting; encouraging, that is, they should make learners feel their progress; and finally, compatible with the methodology that teachers use inside the classroom.

Although, materials are important for the language learning/language teaching process, some countries do not have enough educational budgets to access to a wide range of materials.

10. Constraints on language learning/language teaching process

Stevens (1977) states that this aspect describes some difficulties presented in the language learning/language teaching process. Such as, total quantity of instruction, intensity of instruction, various impediments to learning and teaching, and quality of the teacher.

Total quantity of instruction. It is important to have enough available time for learning a language because it is a complex process. However, not much time has to be directed to a specific fact of learning because the language learning/language teaching process could stem. In spite of this assertion, the teacher can not predict how much time a learner needs to acknowledge something due to the fact that measurements of this kind are not really possible; but, they could have a valuable consideration on the language learning/language teaching process.

Intensity of instruction. This aspect refers to the numbers of hours in which a language class should take place. When the schedule time includes many hours of instruction per week, the learning will increase meaningfully and vice versa. In this aspect, it is also important to take into account factors like: fatigue that could be experienced by teachers and learners when a long time of learning is established in school colleges or universities.

Various impediments to teaching. Some of the main aspects that one take into account in the language learning and learning teaching process are: overcrowding, noise, distraction, fatigue, and examination neurosis. These aspects diminish the language learning and learning teaching process, so teachers should take them away in order to facilitate and increase the learning.

The quality of the teacher. Teachers can present either positive or negative qualities which influence on the language learning and language teaching process. The author describes some characteristics about poor teachers such as: not showing an encouraging personality, not showing a correct knowledge and mastery of the language that he is teaching, and not showing any strong sense of vocation as a teacher.

Contrary to an excellent teacher who has all the characteristics above mentioned, and he also is capable to improve the learners' progress, and to create his own materials for teaching. However, all these constraints can become key aspects to effectiveness for the language learning and language teaching process if they are focused on a positive way.

Stern (1987) states that the number of hours disposed to teach the foreign language, the quality of teaching, and other constraints such as boredom, overcrowded classrooms, and unpleasant sounds that can affect the teaching/learning process.

11. The learner

Stevens (1977) states that the learners are considered as the focus of language learning and language teaching process because all of them have the same intellectual capacities to learn a language in spite of the personal variables which can be reflected on the desire for learning and the general conditions that learners experience.

12. Evaluation

Stevens (1977) states that there are many kinds and levels of evaluation some kinds of evaluations such as tests, exams, and examinations which have the same purpose: checking the learners' progress in the learning of a language. Moreover, the examinations are also used with administrative purposes.

Stern (1987) states that this last element refers to the all aspects related to evaluation, assessment, and testing, so that, teachers can realize their learners' progress in the learning process.

Stevens (1977) states that all the aspects mentioned in this model have just one end: persuading teachers and others to develop theoretical studies about the educational field.

Finally, Stern (1987) states that it is important to say that there is not any pre-established model in the educational field; but, each model is developed according to a specific purpose.

Affective Factors

Where does the Importance of Affective Factors in Teaching Come From?

Further Schools of Thought in Psychology: Humanism and Social Interactionism

According to Kaplan (1990) quoted by Williams & Burden (1997) educational psychology refers to the implication of psychology into education recognizing that there is a great difference between both learning and education. Learning is a part of the educational process; however, the learning process would be really meaningful, it should include aspects of the learners' life, interests, and context if not, the learning process could be considered as just instructional. Some of the approaches related to educational psychology are the positivist school, cognitive psychology, and humanistic approaches. This latter aspect includes aspects about humanism and social interactionism.

Humanistic approaches consider as relevant all the internal aspects of the learners such as thoughts, feelings, and emotions in order to understand the human learning in its totality.

Erikson (1963) quoted by Williams & Burden (1997) states that there are eight stages from birth to old age that every person experiences. If this set of precepts is

experienced with other people, it could be easier for people to pass to another stage without turning back. The early infancy refers to the stage where children begin to discover the world with their parents' help. By the age of two or three, children set a feeling of self-competence what can help them to develop a main attitude of "I can do it". The third stage refers to establishing a sense of initiative in children; however, when parents punish them, children develop a sense of unhappiness which inhibits their sense of initiative. In this stage, feelings of inferiority can be developed when children are usually compared with their peers. Adolescence is the stage where personal searched developing confusions or anti-social behaviours. So, an outstanding role of the teacher is to provide learners with the sense of personal identity by means of encouraging them to make decisions for themselves. Adolescents who have already established a strong sense of personal identity will be able to develop some aspects such as personal autonomy, initiative, and close personal relationships. In the last stages, people could have a sense of integrity or despair according to the way in which the person has developed his/her early stages.

Erikson' work has been significant to teachers because it permits to understand the learners' learning and to develop it as an integrated set of aspects and not as isolated aspects. This work also permits teachers to help their learners to affront their internal changes in their daily life. Moreover, the emotions and feelings are so relevant to educational field due to the fact that education not only does refer to transmitting knowledge, but it also refers to taking into account affective factors of learners.

Maslow (1968-1970) quoted by Williams & Burden (1997) states that there are two categories of needs that learners have: deficiency needs and being needs which are

important in the language learning process. The deficiency needs are related to learners' psychological or biological balance such as food, water, sleep, the absence of suffering, security, belonging, and self-esteem. On the other hand, the being needs are related to the fulfilment of individual potential including cognitive and aesthetic development, and the attainment of self-evaluation. This latter aspect refers to the choice of aspects that learners want to learn. Moreover, it is essential to mention that these two kinds of needs require different environments to be developed.

Maslow's work has helped teachers understand (a) that some children have problems with their learning process because their basic needs are not completely satisfied at home or in the classroom, (b) the importance of establishing a secure environment that is propitious for learning making learners feel relaxed, (c) the learners have to be encouraged to think about their learning, (d) punishments should be avoided when learners are different or creative, and (e) classroom activities should be interesting and encourage the curiosity in order to help learners realize their potentialities, All these aspects have served for those who intend to impose a strict framework on the content and process in the syllabus design.

Rogers (1969) quoted by Williams & Burden (1997) states that every person has natural conditions for learning; he suggests that meaningful learning can only take place when the learners' needs and their active participation are included in the learning process. Moreover, he states that if self-evaluation is encouraged and external criticisms are kept in a low level, aspects as independence, creativity, and self-reliance can be developed in the learning process. Finally, Rogers claimed that establishing a

relationship between teachers and learners is only possible whether teachers convey warmth and empathy to learners.

Hamachek (1977) quoted by Williams & Burden (1997) states that there are many implications of the humanistic approach on education. For instance: (a) Developing a sense of personal identity should be considered as essential in learning, (b) the individual learner's needs are considered as important inside the classroom; so, they should be identified, (c) learners should decide about the subject matter content that they are interesting in learning by means of teachers' orientations, (d) curriculum content should not be designed in a rigid way, and (e) teachers should understand that learners are different and avoid comparing them.

It is also important to take into account that humanistic approaches have influenced on English language teaching methodology due to the fact that some teaching methods were based on their principles such as the silent way, suggestopedia, and communicative language learning.

Affective Factors

Shumin (1997) states that the affective aspects of the learners play an essential role in the language learning success or failure. Some of the affective factors related to second language or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. Anxiety is sometimes related to feelings of uneasiness, frustration, self-doubt, and apprehension.

Teachers should daily deal with different learners and different forms of affective factors influencing their learning process; so, teachers should be flexible and

understand these differences in order to guide learners towards meaningful learning of the foreign or second language.

Bley-Vroman (1989) states that affective factors as personality, socialization, motivation, attitudes, or likes do not affect the learning of the first language due to the fact that learners have already internalized the aspects of linguistic competence and socio-cultural factors behind the first language. However, this situation is totally different in the acquisition of a foreign language due to the fact that learners should study a different language from theirs considering cultural aspects and so on. Gardner's and Lambert's works have demonstrated that strong correlations exist between affective factors and proficiency in the foreign language learning process.

Affect in Language Learning: a Map of the Terrain

Arnold and Brown quoted by Arnold (1999), state that the term affect is closely related to aspects of learners' emotional side. The term affect also considers aspects of emotion, feeling, mood or attitude which influence the learners' behavior. Many of us usually make errors talking about emotions and feelings. So it is important to clarify these terms and their influence. According to Damasio (1994) quoted by Arnold and Brown (1999), there is a main difference between feelings and emotions. This latter term refers to the changes showed by the human body as a response to a positive or negative situation. On the other hand, the term feeling refers to the perception of these changes. Arnold and Brown quoted by Arnold (1999), state that the affective side of the learner is so relevant for language learning for at least two reasons: first of all, paying attention to affective aspects can lead to more effective language learning helping learners control such negative emotions as anxiety, fear, stress, anger, or depression.

On the other hand, stimulating positive emotions such as self-esteem, motivation or empathy can facilitate the learning process. Another reason for paying attention to affect in the language classroom is related to educating learners as whole people. In other words, not only should the educational process take into account the cognitive side of learners, but it should also consider their affective side.

Nowadays, important fields as psychology, psycholinguistics, sociolinguistics, education, and neuroscience are focused on the relevance of collaborative learning on both foreign and second language teaching.

Chamot quoted by Arnold and Brown (1999) states that collaborative learning can help to develop one of the kinds of intelligences proposed by Gardner: interpersonal intelligence, with this new view of the language learning has also emerged a new view of the language teachers, that is, they should know about the language, the methodology, and the emotional side of the learners.

Sartre, (1956) quoted by Arnold and Brown (1999) stated that there are three areas for the teacher development: having, being, and doing. Having refers to the knowledge and the resources that teachers have available, doing refers to the teachers' skills and abilities to build learning opportunities, and being refers to the teachers' personal qualities, vision, and sense of mission.

Arnold and Brown quoted by Arnold (1999) state that the influence of affect in educational contexts attained great importance with the development of humanistic psychology in the 1960s which emphasized the need to link the cognitive and the affective side of learners in order to educate the whole person, so that, the language learning is enriched. Some of the methods that have taken into account the affective

part of the learners are: Suggestopedia, Silent Way, Community Language Learning, and Total Physical Response.

Curriculum design has also emerged in order to include the affective side of the learners in teaching. Nowadays, one speaks about a learner-centred language curriculum that considers affect in many ways. For instance: participation in the decision-making process gives learners possibilities to develop their whole potential. Besides, in the language context, learners learn aspects related to responsibility, negotiation skills, and self-evaluation which permit to increase the learners' self-esteem and self-awareness because learners learn when they are influenced by their feelings, but not when they are anxious or stressed.

It is also important to consider two perspectives in which affect relates to second language acquisition that are related to the learner seen as an individual and as a participant in a socio-cultural situation. First of all, the individual factors are closely related to internal factors that are involved in the learner's personality. So the way learners feel about themselves and their capabilities can facilitate or impede their learning. Some of these factors that are relevant for second language learning are anxiety, inhibition, extroversion-introversion, self-esteem, and learner styles.

1. Anxiety is the most outstanding affective factor that impedes the learning process. This factor is closely related to such negative feelings as uneasiness, frustration, self-doubt, apprehension, and tension. Heron (1989) quoted by Arnold and Brown (1999) states that there is an existential anxiety which has three main elements: "acceptance anxiety. Will I be accepted, liked, wanted? Orientation anxiety. Will I understand what is

going on?... performance anxiety. Will I be able to do what I have come to learn?"

(chap. 1).

It is not clear enough how anxiety influences the learning process because it cannot be determined why learners feel anxious inside the classroom. Perhaps, its origins can be related to distress of the past and personal pain of the childhood (archaic anxiety) which can affect the learner' learning process. On the other hand, the teacher's methodology can also generate anxiety, for instance, the grammar-translation method is broadly related to anxiety decrease inside the classroom because learners are not expected to communicate in the foreign or second language. However, the new methods emphasized both aspects of the importance communication and the importance of considering affect in the teaching/learning process. According to Eysenck (1979) quoted by Arnold and Brown (1999), anxiety is a vicious circle because it makes learners nervous and afraid; so, this situation contributes to poor performance of the language learning.-

2. Inhibition almost always occurs when adult learners learn a language. So, they are not able to participate freely in the learning process or to take risks in front of their peers because they feel embarrassed. Moreover, inhibition frequently begins when children start realizing that they are different from others and start forming their affective personal characteristics. When learners feel inhibited when they pronounce the language and they use it in order to communicate in an oral way, teachers play a fundamental role because they should create a safe atmosphere that stimulates learners' self-confidence, and encourage them to try to discover all the aspects of the target language.

3. Extroversion and introversion: extroversion is commonly related to active learners who always participate inside the classroom and therefore; they are considered as better language learners. While introversion is commonly related to passive, reserved, and self-restrained learners who always keep in silent; therefore, they are considered as least apt language learners. However, extroversion is actually associated with the learners' need to receive ego enhancement, self-esteem, and a sense of wholeness from peers and teachers. While introversion is related to the degree that learners derive this sense from within themselves. So, success or failure in the learning process can not be only determined by the influence of the introversion or the extroversion; but, what it is true is that some activities help learners develop one of these factors.

4. Self-esteem refers to the learners' self-evaluation. It has its origins in the early childhood, the time when learners acquire their beliefs, attitudes, and memories experiences and ideas that will affect their growing.

Heyde (1979) quoted by Arnold and Brown (1999) stated that there are three levels of self-esteem: "global or general self-esteem, situational self-esteem which refers to one's appraisals of oneself in specific situations, such as education or work, and task self-esteem which has to do with particular tasks in a specific situation.

Waltz and Bleuer (1992) quoted by Arnold and Brown (1999), state that when the self-esteem is promoted inside the classroom, learners learn the language in a more meaningful way.

5. Finally, learner styles refer to different ways in which learners learn. Among them, we can find the kinesthetic, visual, auditory, musical, and others. Teachers should know

and consider their learner styles in order to provide them with different kinds of activities to promote all these aspects.

On the other hand, the relational factors such as empathy, classroom transactions, and cross-cultural processes are also aspects involved in learning a new language. Since, not only are the cognitive and the affective side of the learner considered as relevant, but the learner's community is also so important in the learning process.

Hogan (1969) quoted by Arnold and Brown (1999) stated that:

1. Empathy refers to the process of "putting yourself into someone else's shoes." That is, understanding the cultural differences that every learner has and trying to relate to others. It is important to mention that for promoting empathy among learners, teachers should have clear their own feelings and ideas about empathy.

2. Bailey (1996) quoted by Arnold and Brown (1999) states that classroom transactions refer to the way classroom is organized, that is, its social structure which is developed from communal interactions among course participants (teachers, learners, and other learners.) In this whole of people, the affective part of relationships can broadly affect the direction and result of experience what can be observed in the new teaching methods, in which interaction between learners and teachers is important in order to promote the communication. In contrast to ancient methods as grammar-translation method that was only focused on grammar rules and translations. It is important to mention that facilitation plays an outstanding role in the interaction because teachers should provide learners with opportunities to relate and communicate.

Heron (1989) quoted by Arnold and Brown (1999) stated that there are three types of facilitation: the hierarchical mode, the cooperative mode, and the autonomous mode.

In the first one, teachers are presented as people charged of making decisions in the learning process. In the cooperative mode, teachers are seen as people who share some power and decision-making with the learners in order to guide them until becoming self-directing.

In the autonomous mode, teachers do not interfere in the decision-making; learners should build the interaction and relationship inside the classroom.

Moreover, facilitation also refers to the implementation of group dynamics which can be considered as the combination of mental emotional and physical energy in the class group. Besides, group dynamics should be organized in order to manage learners' emotional states, supporting positive ones and looking for solutions to reduce the negative ones, focusing on the personal growth of learners.

3. Kachru (1992) quoted by Arnold and Brown (1999) states that cross cultural processes refer to the contrasts between foreign and second language learning. Teachers should consider these differences when they plan their classes in order to provide learners with real opportunities to know all these aspects of the target language. Second language learning frequently is related to emotional difficulties produced by confrontation between two different cultures. So learners are not only involved in aspects of the target language but also in cultural aspects. These aspects are related to ideas, beliefs, and customs, skills, arts and so on giving learners a context of cognitive and affective behaviour in which are included aspects about biological and psychological needs of the learners.

Finally, another point of view about acculturation is presented by Schumann (1986) quoted by Arnold and Brown (1999), in which he defines this term as “ the social and

psychological integration of the learner with the target language group” and states that learners learn the language in a more complete way at the same level that they acculturate. Although, the cross-cultural processes is important in the language learning process, the majority of learners feel the consequences of culture shock such as: anxiety, estrangement, anger, hostility, indecision, frustration, unhappiness, sadness, loneliness, homesickness, and even physical illness which are mentioned by Brown (1994) quoted by Arnold and Brown (1999).

Anxiety: the Most Pervasive Affective Factor that Obstructs the Learning Process

Anxiety and the Language Learner: New Insights

Oxford (n.d.) quoted by Arnold (1999) states that the anxiety effects vary from one learner to another, so that, it can not be determined how learners react in the presence of a threatening situation. Some learners present anxiety as a short time episode in their lives, while others feel anxious for a long time. That is, anxiety may become a personal characteristic rather than a state.

Anxiety can be harmful or helpful: (a) Harmful anxiety can affect the language learning process in two different ways: indirectly (promoting feelings of worry and self-doubt) and directly (reducing participation and creating overt avoidance of the language.) Harmful anxiety can also be related to demotivation, negative attitudes and beliefs, and language performance problems. According to Gardner and MacIntyre (1993) quoted by Oxford (n.d.), some research studies have demonstrated the negative correlation of anxiety with the following aspects: grading, testing about proficiency, speaking and writing tasks, lack of self-confidence, and low self-esteem, and (b) helpful anxiety is mainly related to making learners pay attention to the language classes.

Horwitz (1990) quoted by Oxford (n.d.) states that anxiety is useful when learners are expected to develop easy tasks, but not when these ones are complex. For instance, proficiency tests of four skills. Hadley quoted by Oxford (n.d.) states that a certain sort of tension, what she preferred to call attention, may be necessary for language learning.

Correlates of language anxiety. Among the correlates of language anxiety are self-esteem, tolerance of ambiguity, risk-taking, competitiveness, social anxiety, test anxiety, identity and culture shock, beliefs, classroom activities and methods, instructor-learner interaction, and ways to identify language anxiety.

1. Self-esteem refers to a self-judgment that is based on learners' confidence on themselves. Scarcella and Oxford (1992) quoted by Oxford (n.d.) state that learners who have a high self-esteem can control anxiety in a better way than learners who have a low self-esteem. This situation can also be reflected on the success or failure of learners in the learning process.

2. Chapelle and Roberts (1986) quoted by Oxford (n.d.) state that tolerance of ambiguity refers to the understanding of difficult situations. For instance, different kinds of meanings, referents, and pronunciation can be considered as ambiguous aspects in the second language learning process. It is important to say that learners who tolerate some levels of confusion about the target language are expected to persist during a large amount of time in the language learning process. In some cases, learners who feel anxious by the language ambiguities do not continue their language learning process.

3. Oxford and Brown (1994) quoted by Oxford (n.d.) states that risk-taking can be related to situations when learners are anxious about the difficult aspects of the

language learning, they almost never take risk in order to use the target language.

However, it is so relevant for learners to take some kind of moderate risks due to the fact that learners have to realize that making errors is a part of the learning process. On the other hand, Ely (1986) quoted by Oxford (n.d.) states that learning environment also plays an important role in risk-taking because an environment where learners are often criticized by their peers makes them feel inhibited. Finally, learners need to practice the language by means of risk-taking; because, the lack of risk taking makes learners' language development become impeded.

4. Bailey (1983) quoted by Oxford (n.d.) competitiveness can be explained by means of the next situation: some competitive learners can easily become anxious because some learners are just interested in comparing themselves to others. Scarcella and Oxford (1992) quoted by Oxford (n.d.) state that another aspect that influences the learners' competitiveness is the learners' culture. For instance, some learners who belong to competitive cultures can benefit positively from this situation. In contrast to, other learners who can become anxious and frustrated by means of the implementation of activities in which competitiveness is involved in.

5. Leary (1983) quoted by Oxford (n.d.) states that the social anxiety is closely related to such aspects as speech anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety, and communication apprehension. Aida (1994) and Mc Croskey (1984) quoted by Oxford (n.d.) states that the presence of personal evaluation can be considered as one of the causes of social anxiety. Learners who are mainly interested in others' evaluation of them tend to isolate, avoid taking part in conversations, keep

silent, respond only when necessary and so on, in order to avoid becoming anxious or criticized.

6. Sarrason (1984) quoted by Oxford (n.d.) states that test anxiety refers to the learners' emotional trend that appears when learners are worried about a low language performance on any kind of tests. Moreover, test anxiety is one of the parts of social anxiety, that is, some kind of tension that occurs when learners are expected to communicate in the target language. Although, this kind of anxiety can also emerge in non-communicative situations.

7. Adler (1987) quoted by Oxford (n.d.) states that culture shock refers to a feeling of anxiety learners experience when they are completely exposed to a new culture.

Among its symptoms can be found emotional regression, physical illness, panic, anger, hopelessness, self-pity, lack of confidence, indecision, sadness, alienation, deception, reduced personality, and glorification of one's own native culture. However, since a positive point of view, culture shock can be an opportunity to interchange ideas, knowledge and cultural aspects which can help learners develop a more complete learning.

Young (1992) quoted by Oxford (n.d.) states that when learners are not enough involved in all the aspects of the target language (cultural aspects) can become anxious. Not unlike, if learners are too involved in the target language culture, this situation can also promote anxiety. So, it is indispensable that learners have balanced perspective of the target culture and their own identity, that is, their own culture.

8. Horwitz (1988) quoted by Oxford (n.d.) stated that many learners feel anxious because of the language beliefs such as: learners should be able to speak accurately,

language learning is mainly related to translation from English learners can be fluent only in two years. Some people would learn a target language easier than others. All these beliefs have caused anxiety inside the classroom.

9. Koch and Terrel (1991) quoted by Oxford (n.d.) state that it was founded all the activities and tests related to oral communication in front of the class can make learners feel anxious. According to Horwitz and Young (1991) quoted by Oxford (n.d.) however, for some language learners, writing, listening and reading activities can also cause fear.

10. Saminy and Rardin (1994) quoted by Oxford (n.d.) teaching methods can also contribute to diminish and foster learners' anxiety. For instance, communicative language teaching is expected to reduce language anxiety in many learners.

11. Oxford, Erhman and Lavine (1991) quoted by Oxford (n.d.) the instructor-learner interaction problem also contributes to increase language anxiety, for instance, when learners' errors are severely corrected by instructors because learners feel embarrassed in front of their peers.

12. Finally, Horwitz (1986) quoted by Oxford (n.d.) states that the most recommended test to identify the learners' degree of anxiety is called "Foreign Language Classroom Anxiety Scale" (FLCAS), this kind of test takes into account three related anxieties: communication apprehension, test anxiety, and fear of negative evaluation. However, instructors can realize about learners' anxiety without using any kind of test like FLCAS. Furthermore, it is important to consider that cultures are different; therefore, anxious behavior in one culture can be normal in another one.

According to Oxford (n.d.), there are some aspects that serve to detect the language anxiety such as: (a) "-General avoidance: "forgetting" the answer, showing

carelessness, cutting class, coming late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simplest questions; (b) physical actions: squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds or intonation of the target language even after repeated practice; (c) physical symptoms: complaining about a headache, experiencing tight muscles, feeling unexplained pain or tension in any part of the body; and (d) other signs which might reflect language anxiety, depending on the culture: over studying, perfectionism, social avoidance, conversational withdrawal, lack of eye contact, hostility, monosyllabic, or noncommittal responses, image protection or masking behaviors (exaggerated smiling, laughing, nodding, joking), failing to interrupt when it would be natural to do so, excessive competitiveness, excessive self-effacement and self-criticism.” (chap.4).

Oxford (n.d.) quoted by Arnold (1999) after having explained some implications of anxiety in language learning; it is important for teachers begin to reduce their learners' needs and their culture. For these reasons, some suggestions have been done for teachers in order to diminish language anxiety such as:

- “-Help students understand the language anxiety episodes can be transient and do not inevitably develop into a lasting problem.
- Boost the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
- Encourage moderate risk-taking and tolerance ambiguity in a comfortable, non-

threatening environment.

- Reduce the competition present in the classroom.
- Be very clear about classroom goals and help students develop strategies to meet those goals.
- Give students permission to use the language with less than perfect performance.
- Encourage students to relax through music, laughter or games.
- Use fair tests with unambiguous, familiar item types.
- Help students realistically assess their performance.
- Give rewards that are meaningful to students and that help support language use.
- Provide activities that address varied learning styles and strategies in the classroom.
- Enable students to recognize symptoms of anxiety and identify anxiety-maintaining beliefs.
- Help students practice positive self-talk (self-encouragement) and cognitive “reframing” of negative or irrational ideas.” (chap. 4).

By means of the use of these suggestions, teachers can provide learners with opportunities to understand the language anxiety and succeed in the language learning process.

The Method

Right after the literature review chapter about the difficulties around the learning process of English as a foreign language, the third chapter of our research is presented in order to provide readers with all the information about the design, participants, the setting, the sample, the procedures, the validation criteria, and the instruments applied to collect the data.

Design

Calvache (2005) states that the qualitative research includes different characteristics such as: being holistic, environmental or contextual, inductive or dialectical, pluralistic or relative, and its involvement of the object of the research. Besides, qualitative research involves fieldwork in which the researchers physically go to the people, setting, site, or institutions to observe or record behavior in its natural setting. Therefore, the researchers will choose this kind of research due to the fact that it is descriptive in that the researchers are interested in the process, meaning, and understanding gained through participants' opinions. So, on the one hand, our study is based on the qualitative research which takes into consideration the personal, non-structured interview in order to obtain a set of more completed information from learners about affectivity, influencing the learning process of English as foreign language inside the classroom. So, learners can freely express their ideas without feeling neither fair nor group pressure.

Bloland (1992) states that the quantitative research tries to find causes and relationships demonstrated statistically, a theoretical perspective, logical positivism, which is related to facts, predictions, and causation and not the subjective nature of the

groups or individuals of interests in the research. Moreover, this kind of research employs deductive logic, moving from general to specific aspects. The researchers will choose this kind of research because the implementation of the Foreign Language Classroom Anxiety Scale will give us data that will need to be reduced to numerical indices in order to be analyzed in a reliable way. So, on the other hand, our study is based on the quantitative research which takes into consideration the descriptive type. That is, we intend to describe in a systematic way all the characteristics about the real situation inside the classroom as far as the affective side of the learners in the learning process of English as a foreign language due to the fact that this fundamental part of the learners can influence the success or failure in the learning process. In this particular case, our study intends to describe the level of anxiety showed by learners by means of the Foreign Language Classroom Anxiety Scale designed by Horwitz and Cope (1986).

Participants, Setting and Sample

Participants

This research will be carried out with learners enrolled in 10th and 11th-grades (one classroom for 10th-grade and one for 11th-grade.) It is important to say that there are 15 learners for each group. Moreover. These learners belong to the middle social class and they are between fifteen and twenty-two years of age.

Setting

This research will take place in a public high-school which is located in the central part of Pasto, in “Obrero” neighborhood, near the former market “Obrero”. This

educational institution belongs to the middle social class. Besides, English is taught as a foreign language by both female and male English high-school teachers.

Sample

Considering that there are 15 learners for each group, the whole population will take part in this research project.

Procedure

Variables

In our research, the independent variable refers to the influence of affective factors on the learning process of English as a foreign language. In this case, the language anxiety range showed by learners inside the classroom. Therefore, the independent variable influences directly the dependent variable that refers to the low mastery of English in the development of its four skills (listening, reading, speaking, and writing.) It is also important to mention an intervenient variable which helps readers understand the correlation between these two variables. The intervenient variable refers to the learning environment and the relationship showed between both teacher- learners and learner- learner inside the classroom in the learning process of English.

Data collection

In order to develop our research, we have chosen three techniques of data collection: observation technique, interviews, and a recognized scale to measure the level of anxiety showed by learners in the learning process of English as a foreign language. These three instruments will be broadly explained below.

Observation. Calvache (2005) states that the indirect and collaborative class observation is the most propitious tool to describe and to check the real learning

environment, the relationship between both teacher- learner and learner- learner, and the level of consideration of the affective side of learners in the learning process of English as a foreign language. It is also important to say that by means of this kind of observation, we are only involved in the language learning/ language teaching process of English with learners from 10th and 11th-grades at a public high-school in Pasto during our research development (artificial observation.) So, we can give evidence of the relevant aspects (attitudes, values, behaviors, and so on) experienced inside the classroom. Moreover, the observation is non-structured because we intend to collect data in a general, detailed, and spontaneous way from the real situation inside the classroom.

Interview. Calvache (2005) states that the interview is another fundamental instrument to achieve the objectives of our research because this kind of instruments serves as a means to gather relevant information related to our research problem. Besides, the information obtained through an interview is more meaningful than the information gathered by means of written answer because interviewers can also realize all the gestures, facial expressions, and tone of voice that would give us a broad description about learners and our research problem. The most propitious kind of interview to develop our research also takes into account the personal and non-structured interview due to the fact that this interview will be carried out in an individual way by means of a set of pre-established questions which can be formulated in a different order. Moreover, it is important to say that learners can freely answer these questions.

Scale. In this case, the most suitable and complete kind of scale that will help us measure the level of anxiety showed by learners of the foreign language classroom is ,taking in consideration other research studies, the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz and Cope (1986). Horwitz (1986) quoted by Wörde (2003) stated that three main types of anxiety such as communication apprehension, test anxiety, and fear of negative evaluation can provide us with a highly reliable measure in this field. So, as a form of developing our research, we decided to replicate the 33-item Foreign Language Classroom Anxiety Scale (FLCAS) in order to examine the degree of anxiety at a public high-school in Pasto. This scale will be translated into Spanish and adapted to high-school learners who will be asked to respond on a 5-item Likert Scale ranging from 1 (“strongly disagree”) to 5 (“strongly agree”.) Finally, it is important to mention that nowadays, the FLCAS is the most frequently score used, often shortened or adapted in many research studies concerned with similar purposes.

Description of the Procedure

In order to carry out our research about the incidence of the learners’ affective side on the low mastery of English in the development of its four skills (listening, reading, speaking, and writing) at a public high-school in Pasto, the researchers will implement the next steps: first of all, the principal and English teachers will be asked for permission and collaboration to observe the development of the English classes in the tenth and eleventh grades at this educational institution in order to give a broad description of the learners and the learning environment. Then, the population of learners will be provided

with a general explanation about our research, and the Foreign Language Classroom Anxiety Scale designed by Horwitz and Cope (1986).

Moreover, they will be also asked for their sincere collaboration, so that, the scale will be applied. If learners have some difficulties for understanding the FLCAS, some directions and vocabulary explanations will be given in Spanish. Moreover, in an attempt to gain a wider picture of learners' reactions, they will be informed that there will not be correct answers and they will be asked not to think deeply before they respond.

The same learners who collaborated in the development of the FLCAS will be asked for participating in a personal interview which will be developed in eleven days with the participation of four learners per day, approximately, 30 minutes each one.

Finally, it is important to say that more detailed information about the instruments related to the data collection process have already been mentioned and this information will be taken in consideration for their application.

Validation Criteria

According to Wallace (1988), in order to provide our techniques of collecting data such as the indirect and collaborative class observation, the personal interview, and the Foreign Language Classroom Anxiety Scale (FLCAS) with characteristics of validity, and reliability (the triangulation procedure will be carried out in order to increase and give more support to the reliability of the techniques); these techniques will be proved with a sample of 30 learners by means of the pilot study. This proof will be done in order to compare outcomes; therefore, if the outcomes are similar, it would mean that the techniques above mentioned are reliable to be used in the data collection process. In contrast to, if the outcomes obtained are quite different, it would mean that the

techniques need to be reformulated or be adapted taking in consideration the learners' needs in order to deeply emphasize our research problem. To avoid this situation, all the questions related to the interviews will be written in a clear and an easy way, so that, learners can understand all the questions. Finally, the Foreign Language Classroom Anxiety Scale (FLCAS) has already been broadly used; therefore, it is recognized in many contexts. So, we are secure enough that the FLCAS will be useful to develop our research.

Pilot Study

The pilot study intends to determine the validity, reliability, the learners' reactions, and the average time that learners will spend in the development of the personal interview and the scale. This latter will be translated into Spanish and adapted to high-school learners. During the pilot study, 30 interviews and models of the FLCAS will be planned and applied to the same numbers of learners who belong to another public high-school in Pasto and who are enrolled in 10th and 11th-grades.

By means of this pilot study, we will also be able to (a) find out whether the application of the personal interviews and the FLCAS will be easy to understand and answer and (b) to determine the learners' reactions during the application of these two instruments of the data collection process in order to make corrections, if necessary. For instance, it would be useful to use a Foreign Language Classroom Anxiety Scale (FLCAS) version in Spanish due to the fact that the misunderstanding of its items could pose serious problems to obtaining reliable and valid results.

Data Analysis

Calvache (2005) states that the data analysis underlines the main findings related to both the research problem and the objectives (both main one and specific ones). The interpretation of data analysis shows us if the research fulfills or not the research hypotheses. Our study will take into account the two types of research: qualitative and quantitative. On the one hand, making a good data analysis in the qualitative research includes some steps that the researchers will have to carry out, such as: (a) Data organization, (b) identification of the main ideas to be classified, (c) finding categories and subcategories, (d) analyzing some data, (e) final interpretation of data. On the other hand, making a good data analysis in the quantitative research includes other steps that researchers will have to carry out, such as: (a) Defining all the variables or criteria to order the data obtained from the data collection, (b) transferring data to tables to permit a clearer observation and systematic processing, (c) defining the statistical tools and the computer program to be used in the data processing, (d) storing the data on the computer, (e) processing the data, and (f) printing the findings.

Ethical Issues

In this part of our research, firstly, some letters will be sent to the main authorities of the educational institutions such as the principal, the chairman of the English department, classroom directors, and English teachers of 10th and 11th-grades in order to ask for permission and collaboration to carry out our research. Secondly, learners and English teachers will be told that their participation in our research will have not negative consequences for them. On the contrary, their participation will be fundamental for us in order to collect the data that help us to describe and explain all the aspects

around our research problem. Thirdly, the name of the educational institution will be reserved in order to avoid affecting its prestige. Fourthly, the researchers will report the final findings of the research to the administrators, teachers, and learners who will participate voluntarily in this research. Finally, the researchers will maintain the principles and the necessary confidentiality of the research.

In this chapter, researchers have showed some relevant aspects about the method such as the design, the participants, the setting, the sample, the procedure, the validation criteria, and the techniques applied to collect the data. Researchers hope that this chapter is a good continuance of the two first ones and that it provides a good basis for the next chapter related to the data analysis.

Results

Right after the method chapter about relevant information of the research design, participants, the setting, the sample, the procedures, the validation criteria, and the needed instruments to collect the data. The fourth chapter of our research is presented in order to provide readers with all the information about the analysis and outcomes of each one of the research instruments such as observation, interview and the Foreign Language Classroom Anxiety Scale designed by Horwitz and Cope (1986).

Class Observation Analysis

The implementation of class observation is intended to help us clarify if the answers obtained in the interviews completed by the English teacher and the students and the scale only completed by the students match the actual procedure of the English class taking into account the effect of anxiety on it.

Next, it can be seen the characteristics of the audience chosen and the most relevant findings that have been collected by means of the observation kept by the researchers.

Schedule

ANTONIO NARIÑO EDUCATIONAL INSTITUTION

10th Course	
Monday	7:55-8:50
Thursday	10:15-11:05
Friday	7:55-8:50

Students

ANTONIO NARIÑO EDUCATIONAL INSTITUTION

10th Course	
Number:	15
Age average:	15-18
F	M
7	8

**ANTONIO NARIÑO
EDUCATIONAL INSTITUTION**

11th Course
 Monday 7:00-7:55
 Tuesday 7:00-7:55
 Thursday 7:00-7:55

**ANTONIO NARIÑO
EDUCATIONAL INSTITUTION**

11th Course
 Number: 15
 Age average: 16-22
 F M
 6 9

Teacher's methodology. Teacher makes use of the traditional method named "Grammar Translation". English classes are focused on learning the rules of grammar and their application in translation from English into Spanish. So that vocabulary is also learned through direct translation from the native language. Very little teaching is done in English. In some cases, when teacher speaks in English learners do not understand anything; they only observe themselves trying to guess what teacher says. This situation is one of the evidences that demonstrates anxiety is presented inside the classroom. Moreover, it can be appreciated that no class time is allocated to allow learners to produce their own sentences, and even less time is spent on oral practice. Learners just are expected to repeat the sentences or little paragraphs provided by the teacher without taking into account a real contextualization of the grammar. So, the lack of interaction, pronunciation and oral practices make learners feel anxious even when they have to repeat these little sentences or paragraphs. Besides, English class is not motivating, teacher does not show any kind of creativity in order to teach and develop interesting and dynamic classes, so, students do not have any opportunity for manipulating, operating, exploring something new, they always develop the same activities. It is also important to mention that teacher does not use any kind of audio-visual materials in order to involve students in actual listening exercises. Finally, English

teacher uses the class for doing activities that are not related to the subject for instance: making some students take care of the building of the educational institution including: (a) watering the plants, (b) cutting the grass, (c) washing the dishes at the scholar restaurant, (d) picking up the garbage and (e) designing cards.

Relationship between teacher /learner and learner/learner. Teacher is a very authoritarian person. She wants to control everything inside the classroom where learners do not have any possibility to participate in a free way. Teacher almost never has a positive attitude when learners make a mistake because she corrects them in a harmful way making students joke among them. So when another learner has to participate he or she feels nervous, anxious and cannot answer the question accurately. Learners almost always feel apprehension and fear to contradict teacher when she makes a mistake while developing the class. They prefer to keep silent even when they have the correct answer.

On the other hand, teacher does not take into account the learners' problems for instance when they forget their notebooks even if the learners state that they are able to answer a written multiple choice questionnaire on the board. Teacher does not consider these aspects; she only takes into account learners' difficulties if they have any kind of health problem.

Teacher does not understand the differences among learners because she always makes comparison between good and bad learners provoking an environment that is not appropriated to promote meaningful learning. Even, English teacher has divided the classroom into two learners groups: the first one is formed by learners who get excellent grades and the second one is formed by learners who get bad grades. Teacher always

states that learners who have bad grades have to demonstrate her they master the foreign language taking into account the four skills

However, it is important to mention that learners are so friendly and they help among them when they are not under teacher's supervision. Finally, it can be observed that the whole atmosphere inside the classroom is not the most propitious one for motivating students to learn English. On the contrary, it is a constraint in the mastery of the four skills that are involved in the learning of a foreign language.

Interviews Analysis

This instrument of data collection is intended to reveal more reliable data about the actual situation presented inside the classroom. However, teacher does not allow us to record neither her interview nor student's interview. So, the interview is applied in a written way. Although, it is important to say that learners develop the interviews without the teacher's supervision, so that they express freely their feelings and commentaries about the teacher and the English class.

Teacher's interview. Teacher interviewed is the same one for tenth and eleventh courses.

1. For how long have you been working as an English teacher?

Teacher establishes that she has been working as an English teacher for eighteen years now.

2. Do you think that the learners' affective side is as relevant as the cognitive side in the learning process?

Teacher doubts about the learners' affective side refers to. She considers that if the students like the subject, they work and learn in a better way.

3. What are the main learners' reactions when they are exposed to an English class?

She affirms that the main learner's reactions are nervousness and shrinks of laughter.

4. What is your own definition of anxiety?

Teacher assumes not having a clear concept of what anxiety means. She relates the term with learners' uncontrollable feeling or emotions.

5. Do you think that the levels of anxiety vary according to the subject which learners are exposed to?

She considers that the level of anxiety is lower in the other subjects than in English because those subjects are carried out in Spanish.

6. What are the specific situations that make learners feel anxious?

She thinks that two major situations that make learners feel anxious are both ignoring the vocabulary when they have to develop any class of exercise and speaking in English.

7. How do you keep control of these situations?

She states that if the learners feel anxious she speaks with them making them repeat the activity.

8. Do you think that anxiety can contribute in the learning process? Why?

She affirms that if students feel less anxious they learn and work with pleasure.

9. In your opinion, what are the feelings that are related to anxiety?

Nowadays, students keep cool at all time, but when they have to work or develop any activity in English they always feel anxious.

10. Does anxiety influence the mastery of English? Why?

Teacher has problems trying to answer adequately. Her answer is incomplete and incoherent.

Learners' interviews. 30 students take part in the interview.

Below it can be seen a chart containing similarities and differences in the answers provided by 10th and 11th courses learners

1. Are the English classes interesting for you? Why?

Tenth course learners' answers.

Most learners agree on the idea that English classes are so interesting because they consider that it is important to travel abroad, to get good jobs and to become important people in the society. However, they experience some constraints such as teacher's explanations are not enough good. Likewise, teacher's attitude is criticized by students saying that she is very strict at all time. Moreover, speaking and pronunciation in the foreign language are a bit difficult for them. Two (2) learners have little interest of learning English because of the teacher's methodology. Just one student is not

Eleventh course learners' answers.

Half of learners state that English classes are not interesting for them, because of many reasons such as learners do not like teachers' methodology, learners do not understand anything, English is not useful for any thing, English classes are so bored and incomprehensible, the English teacher is so strict, and authoritarian. The another half of learners state that English classes are sometimes interesting for them because of two main reasons such as some English topics are not easy to understand and there is no an actual practice of English in the learners' contexts. Just two (2) learners state that

interested in learning English because the learner states that not to understand any topic taught by the teacher.

English classes are interesting for them because they want to speak English fluently.

2. Are English classes carried out by means of the target language or mother tongue?

Tenth course learners' answers.

Most learners states that English classes are developed in both the foreign language and the native language. Teacher makes use of English, classes become so difficult, so that, translation is used as a way of solution for this situation. Three (3) learners state that English classes are developed just in Spanish. Finally two (2) learners state that the classes are developed in the foreign language.

Eleventh course learners' answers.

Most learners state that English classes are developed in both the foreign language and the native language. Teacher makes use of English, classes become so difficult and monotonous so that, translation is used as a way of solution for this situation. One (1) learner states that English classes are developed just in Spanish. Finally, one (1) learner states that the classes are developed in the foreign language.

3. What feelings or emotions are felt in the development of English classes?

Tenth course learners' answers.

According to learners' answers, it can be seen that most of the feelings and

Eleventh course learners' answers.

Most of the learners feel negative feelings and emotions such as boredom, anger,

emotions experienced inside the classroom are negative such as boredom, anguish, fear, despair, freezing, bad mood, laziness, a crying need, nervous, unconcern, sadness, discouragement low self esteem, apprehension, oppression, broken down and fatigue, . Just few learners feel happiness, confidence, and satisfaction when they take part in the English classes.

laziness, discouragement, stress, anguish, uneasiness, inhibition apathy, repulsion, despair, disappointment, sadness, peer's pressure, low self esteem, apprehension, and unconcern when they take part in the English classes. Learners also state that these negative feelings or emotions directly affect their attitude in the other classes because the English classes are almost always carried out in the first hours. Just few learners feel interest, happiness, and courage to learn English. Four (4) learners state that they do not feel any kind of feeling or emotion while they are involved in the English classes.

4. How can you describe the relationship between teacher /learner and learner/learner in the English classes? Does this situation affect your learning process?

Tenth course learners' answers.

Half of learners consider that the relationship between teacher and learner is good because English teacher is sometimes disposed to give learners other

Eleventh course learners' answers.

Just three (3) learners think that the relationship between teacher and learner is good because of the teacher's demands for the English classes.

opportunities when they fail a test or an exercise. On the other hand, another half of learners states that the relationship between teacher and learner is so bad and difficult because English teacher never considers the feelings of the learners inside the classroom. Moreover, they state that English teacher is strict in everything they do.

As for the relationship between learner and learner in the English classes, all the learners state that the relationship among them is excellent because they help among themselves.

Besides, they can talk about everything without any kind of inhibition. Finally, most of learners think that these situations affect their learning process because teacher does not give them a confidence atmosphere.

Most of the learners think that the relationship between teacher and learner is bad because the classroom environment is influenced by negative situations such as lack of confidence, lack of respect, lack of interest apprehension, humiliation of being criticized in public, authoritarianism, and strictness.

As for the relationship between learner and learner in the English classes, most of the learners state that the relationship among them is excellent because they help among themselves. Furthermore, they always work in group in order to carry out English activities.

Just one (1) learner states that the relationship among them is bad. Finally, few learners think that these situations affect their learning process because teacher does not give them a confidence atmosphere

5. Does the English teacher take into account your feelings or emotions when she carries out the classes?

Tenth course learners' answers.

Some learners state that English teacher takes into account their feelings or emotions inside the classroom in the next aspects: sickness, support when learners do not understand any activity, and teacher's collaboration and interest when learners need that in any moment. Some learners state that English teacher does not take into account their feelings or emotions inside the classroom because English teacher makes learners feel restless and upset in the English classes. By means of the learners' answers, it can be seen that teacher takes reprisal against the learners such as making them leave the classroom, making them feel embarrassed among them, and making them lower their intrinsic motivation affecting the learning process of English. Two (2) learners do not feel anything

Eleventh course learners' answers.

Three (3) learners state that English teacher takes into account their feelings or emotions inside the classroom in the next aspects: English teacher sometimes gives learners opportunities when they have problems and she tries to encourage them. Almost all of the learners state that English teacher does not take into account their feelings or emotions inside the classroom because of the next reasons: (a) she makes learners feel upset, (b) she discriminates, humiliates, and makes negative comparisons among the learners, (c) she does not take into account the learners' privacy, (d) she is so an authoritarian and closed mind person, (e) she offends and ridicules learners, and (f) she never takes into account the learners' problem in the English classes.

about this question.

6. What is your definition of anxiety?

Tenth course learners' answers.

Most of learners relate the term anxiety to a group of negative feelings and emotions such as nervousness, despair, worry, and fear that affect the low performance in the English classes. Just few learners relate the term anxiety to a certain longing for doing something in the future.

Eleventh course learners' answers.

All the learners relate the term anxiety to a group of negative feelings and emotions such as despair, doubt, fear, anguish, anger, nervousness, tiredness, stress, stomach ache, forgetfulness, insecurity, shyness, and perturbation which affect the low performance in the English classes.

7. What situations make you feel more anxious in the English classes?

Tenth course learners' answers.

The most outstanding situations that provoke anxiety in the English classes are: taking oral and written tests, answering questions on the board, completing multiple choice formats, exposing simple sentences, translating some phrases, pronouncing sentences, writing short paragraphs, reading some passages, and getting bad grades. Two (2) learners do not

Eleventh course learners' answers.

The most outstanding situations that provoke anxiety in the English classes are: doing homework, giving personal opinion, not being ready to answer any question, getting bad grades, pronouncing some sentences, taking oral and written tests, reading some paragraphs or tests, carrying out exercises, answering questions on the board, and not understanding what

understand the question.

teacher says in English. Only two (2)

learners state that any kind of activity

make feel them anxious.

8 What are your reactions or teacher's reactions taking into account the situations above mentioned?

Tenth course learners' answers.

According to the answers, teacher's reactions can be related to give learners bad grades, in spite of learners do not understand what they are expected to do, teacher's demands learners study more and translate more texts.

In some cases, teacher's reactions depend basically on learners' reactions. Furthermore, English teacher also gives another explanation about the topic that is difficult for learners. Just two (2) learners do not understand the question.

Learners' reactions are related to bad mood, lack of tolerance when teacher corrects in an unpleasant way in front of the group, nervousness, despair, and

Eleventh course learners' answers.

According to the answers, teacher's reactions can be related to negative feelings such as anger, disappointment, humiliation, threat, and astonishment.

Furthermore, English teacher's reactions are related to complaining with learners' parents, pushing learners too hard, making learners get bad grades, using negative expressions when talking about learners, being more authoritarian, strict and bad tempered. Moreover, English teacher sometimes correct the learners mistakes changing the work groups or making learners work by himself/herself. Just one (1) learner does not understand the question.

perturbation.

All the learners' reactions are related to regret, suffering, insecurity, lack of comprehension, uneasiness, low self esteem, resentment, and lack of interest.

9. Do you think that methodological changes done by the English teacher can help you to decrease the negative feelings or emotions above mentioned?

Tenth course learners' answers.

Most of learners state that changing in the English class can help them to reduce all the negative feelings about the English classes. For instance, appreciating the English classes, paying attention, not feeling nervous, learning in a meaningful way, improving the academic performance. For doing that, it is important to consider that English teacher and learners have to work together in order to correct mistakes so that English teacher has to be more comprehensive, to understand the learners' problems and feelings, to support learners when they have problems.

Eleventh course learners' answers.

Most of learners state that changing in the English class can help them to improve their work environment, to show interest in the English class, to learn in a meaningful way, to encourage learners, respect the learners' differences, to give adequate feedback, to avoid grading everything inside and outside the classroom, to listen to learners' problems, to avoid comparing learners among themselves. For doing that, it is important to consider the next aspects: English teacher changes her attitude towards the learners, improves the way how she teaches, and implements dynamic activities.

Four (4) learners do not understand the question.

Just four (4) learners think that teacher's methodology is appropriated; there is not any thing to be changed.

10. Would you like to take extra English classes in order to improve your English performance?

Tenth course learners' answers.

Almost all of the learners state that it is so important to take extra English classes because of many reasons such as improving their academic performance, learning more about the four skill of English, demonstrating that they can learn with ease, avoiding discussions with the English teacher, and get high scores in the ICFES examination. Just two (2) learners state that they have enough knowledge about the subject.

Eleventh course learners' answers.

Most of learners state that it is important to take English classes because of many reasons such as passing the English resit, facilitating the study of English, demonstrating learners are able to learn the grammatical rules. Three (3) learners state that taking English classes is not interesting for them because English language is so difficult and complicated. Furthermore, one (1) learner states that three hours per week dedicated to English classes are much time to do that.

Foreign Language Classroom Anxiety Scale (FLCAS) Analysis

The implementation of this instrument is used in order to give more support to our research project because it is one of the most comprehensive and valid instruments that are available for measuring the anxiety which is directly associated to the specific context of the foreign language classroom. On the other hand, the scale has demonstrated satisfactory reliability. Therefore, it is also applied to the learners of both 10th and 11th courses.

Answers options	
SA	Strongly Agree
A	Agree
N	Neither Agree nor Disagree
D	Disagree
SD	Strongly Disagree

The first item presented in the FLCAS is:

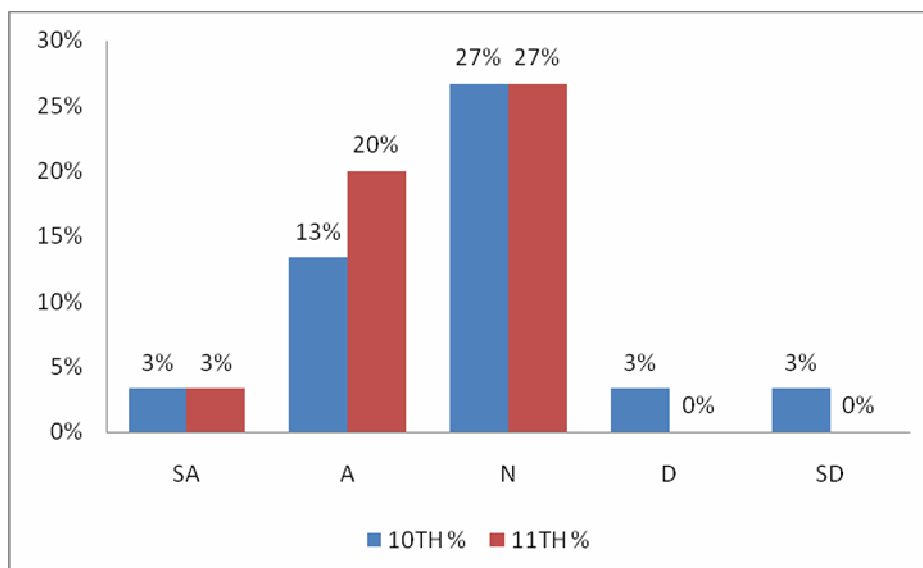
1. I never feel quite sure of myself when I am speaking in my foreign language class.

Table 4.1.

Feeling of Insecurity while speaking in English

	10TH	10TH %	11TH	11TH %	%
SA	1	3%	1	3%	7%
A	4	13%	6	20%	33%
N	8	27%	8	27%	53%
D	1	3%	0	0%	3%
SD	1	3%	0	0%	3%
					100%

Figure 4.1.

Feeling of Insecurity while speaking in English

Taking into account the level of insecurity that learners feel when they speak using the foreign language, the figure 4.1 shows that 3% of the learners of both 10th and 11th courses always feel insecure when they speak in English, attaining a low level of insecurity. Moreover, 13% of learners of 10th course and 20% of learners of 11th course feel almost always insecure. In contrast to, 27% of learners of both 10th and 11th courses learners who feel indecisive about this statement. That is, they feel sometimes insecure when they are expected to speak in English. On the other hand 3% of learners of 10th course almost never feel insecure. Likewise, another 3 % of learners of 10th course never feel insecure when they speak English. That is, they always feel secure while speaking in the foreign language. It can be seen that any learner of 11th course feel sure being involved in speaking tasks. In the same way, it can be seen that 53% of

the population sometimes is insecure while speaking in English without considering the course which they are enrolled in.

2. I do not worry about making mistakes in language class.

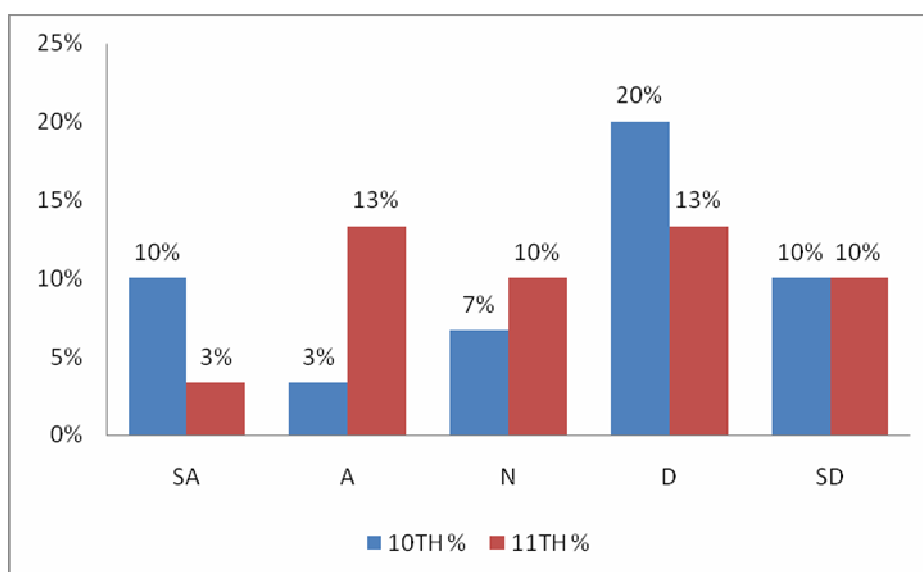
Table 4.2.

Worry about Making Mistakes

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	1	3%	13%
A	1	3%	4	13%	17%
N	2	7%	3	10%	17%
D	6	20%	4	13%	33%
SD	3	10%	3	10%	20%
			30		100%

Figure 4.2.

Worry about Making Mistakes



Taking into account the level of worry at making errors in the English class, the figure 4.2 shows that 10% of learners of 10th course and 3% of learners of 11th course are never worried about making mistakes. Moreover, 3% of learners of 10th course and

13% of learners of 11th course are almost never worried about making mistakes. It is also important to say that 7% of learners of 10th course and 10% of learners of 11th course are sometimes worried about making mistakes. In contrast to, 20% of learners of 10th course and 13% of learners of 11th course are almost always worried about making mistakes. Likewise, 10% of learners of both 10th course and 11th course are always worried about making mistakes. So that, it is demonstrated that the 10th course feels more worry than 11th course, talking about making mistakes.

3. I tremble when I know I am going to be called in language class.

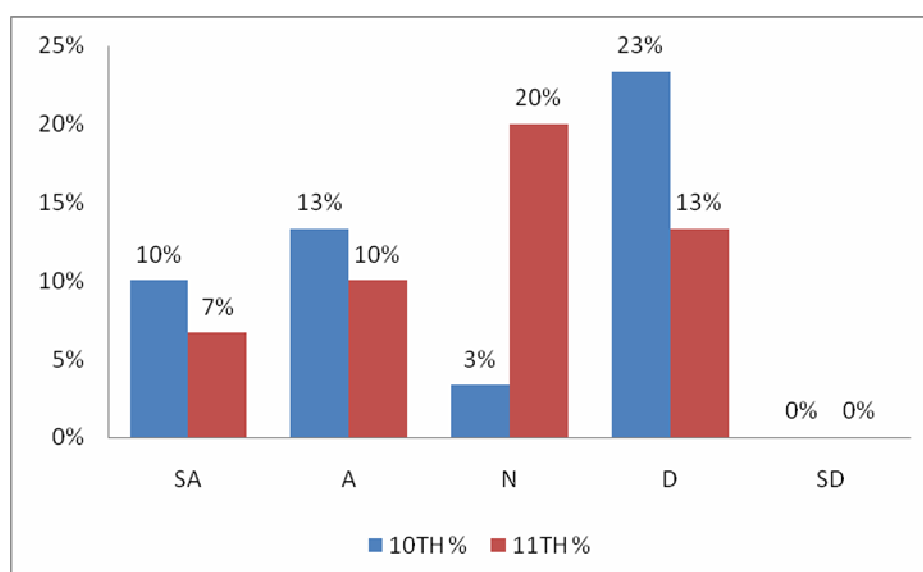
Table 4.3.

Trembling

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	2	7%	17%
A	4	13%	3	10%	23%
N	1	3%	6	20%	23%
D	7	23%	4	13%	37%
SD	0	0%	0	0%	0%
			30		100%

Figure 4.3.

Trembling



Taking into account the level of trembling while being asked to participate in the English class, the figure 4.3 shows that 10% of learners of 10th course and 7% of learners of 11th course are always worried about being expected to participate in the English class. Moreover, 13% of learners of 10th course and 10% of learners of 11th course are almost always worried about participating in the English class. It is also important to mention that 3% of learners of 10th course and 20% of learners of 11th course are sometimes worried about being involved in the English class. In contrast to, 23% of learners of 10th course and 13% of learners of 11th course are almost never worried about taking part in the English class. None of the learners who are enrolled in 10th and 11th courses are never worried about participating in the English classes.

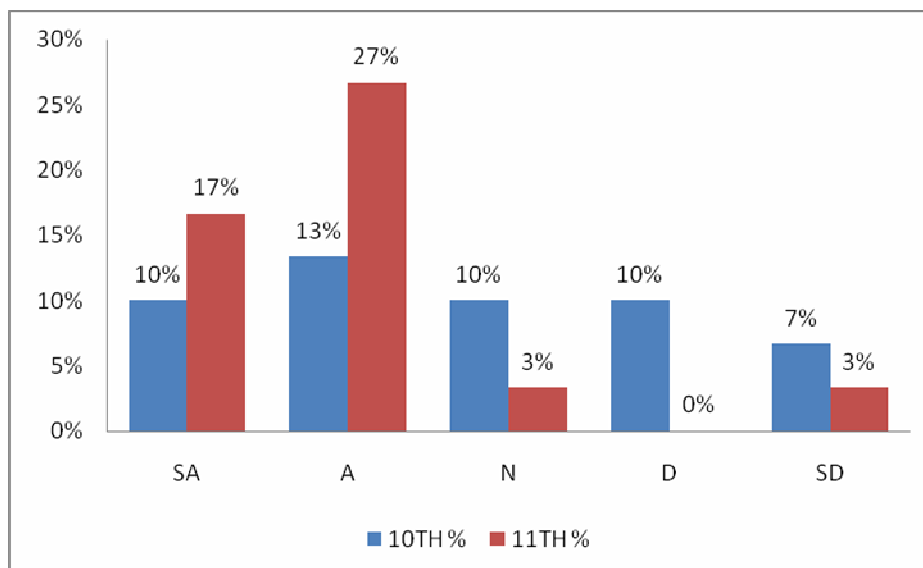
4. It frightens me when I do not understand what the teacher is saying in the foreign language.

Table 4.4

Fright

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	5	17%	27%
A	4	13%	8	27%	40%
N	3	10%	1	3%	13%
D	3	10%	0	0%	10%
SD	2	7%	1	3%	10%
			30		100%

Figure 4.4

Fright

Taking into account the level of fright while misunderstanding what teacher says in the English class, the figure 4.4 shows that 10% of learners of 10th course and 17% of learners of 11th course are always frightened about the lack of comprehension in the English class. Moreover, 13% of learners of 10th course and 27% of learners of 11th course are almost always afraid about that. It is also important to mention that 10% of learners of 10th course and 3% of learners of 11th course are sometimes frightened about not to understand what teacher says in English. In contrast to, 10% of learners of 10th course and any learner of 11th course are almost never afraid about this situation. Only, 7% of learners of 10th course and 3% of learners of 11th course are never frightened while misunderstanding what teacher says in English. That is to say, 44% of learners of 11th course are more afraid about this situation than 23% of learners of 10th

course. Moreover, just 17% of learners of 10th course and 3% of learners of 11th course are never frightened while misunderstanding what teacher says in English.

5. It would not bother me at all to take more foreign language classes.

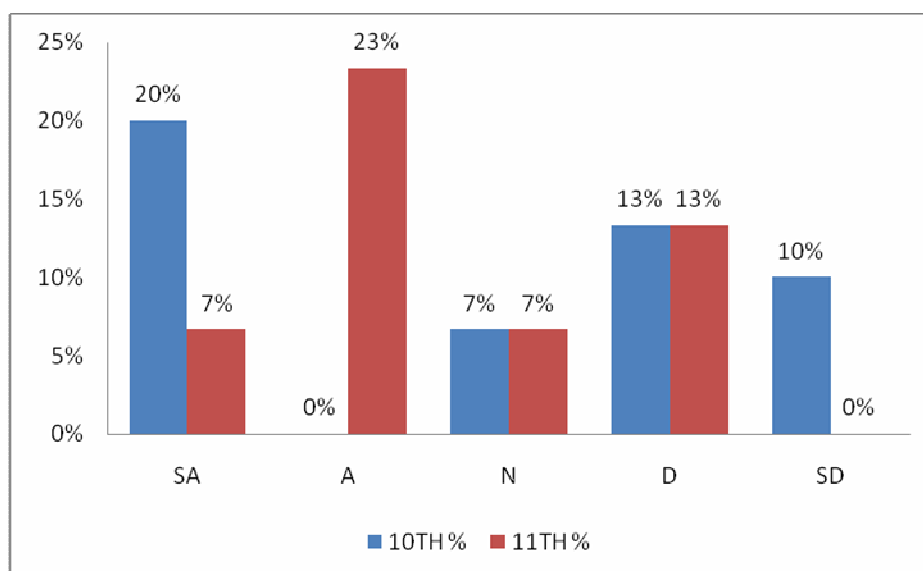
Table 4.5.

Extra English Classes

	10TH	10TH %	11TH	11TH %	%
SA	6	20%	2	7%	27%
A	0	0%	7	23%	23%
N	2	7%	2	7%	13%
D	4	13%	4	13%	27%
SD	3	10%	0	0%	10%
			30		100%

Figure 4.5

Extra English Classes



Taking into account the level of interest to take extra English classes, the figure 4.5 shows that 20% of learners of 10th course and 7% of learners of 11th course are always concerned with taking extra English class. Besides, while 23% of learners of 11th course

are almost always interested to take extra English classes, any of the learners of 10th have not chosen this answer option. It is also important to mention that 7% of learners of both 10th and 11th courses are insecure in taking English classes. Another parallel level of answers is observed with 13% of learners of both 10th and 11th courses in this statement. In the last answer option, 10% of learners of 10th course are never concerned with taking extra English classes and none of the learners of 11th course choose this answer option.

In other words, the figure 4.5 shows that 20% of learners of 10th course are totally agree in taking extra English classes and 23% of learners of 11th course are also disposed to do the same activity.

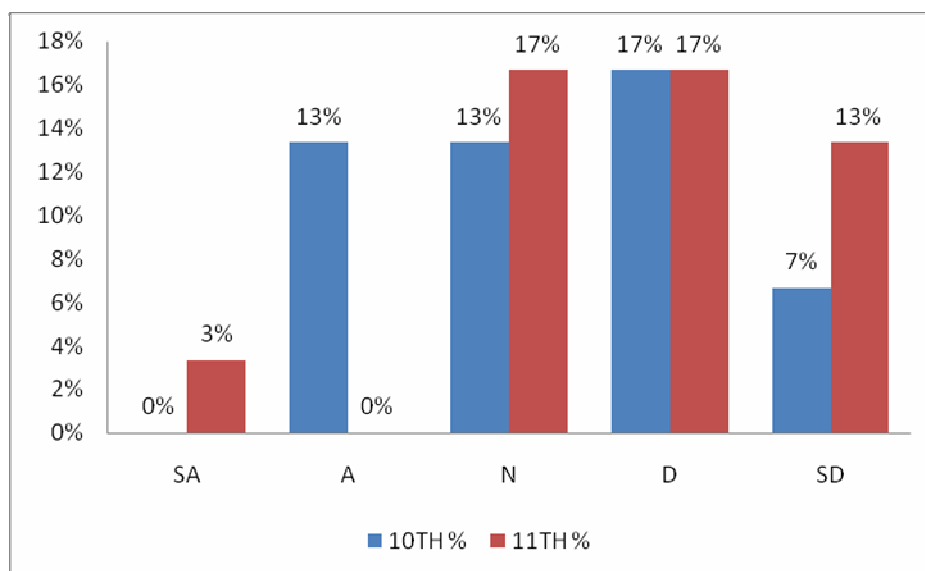
6. During language class, I find myself thinking about things that have nothing to do with the course.

Table 4.6.

Distraction

	10TH	10TH %	11TH	11TH %	%
SA	0	0%	1	3%	3%
A	4	13%	0	0%	13%
N	4	13%	5	17%	30%
D	5	17%	5	17%	33%
SD	2	7%	4	13%	20%
			30		100%

Figure 4.6.

Distraction

Taking into account the level of distraction during the English class, the figure 4.6 shows that any of the learners of 10th course and just 3% of learners of 11th course always think about things that have nothing to do with the English classes. Besides, while 13% of learners of 10th course and any of the learners of the 11th course almost always think things that are not related to English classes. It is also important to mention that 13% of learners of 10th course and 17% of learners of 11th course are sometimes thinking things that have not to do with the English classes. A parallel level of answers is observed with 17% of learners of both 10th and 11th courses who almost never distract from the English classes. Likewise, 7% of learners of 10th course and 13% of the learners of 11th course never distract inside the classroom.

In other words, more of the half of the population is always paying attention to the English classes. Just 16% of the population is unable to pay attention to English teacher because they are worried or thinking about something else.

7. I keep thinking that the other students are better at the languages than I am.

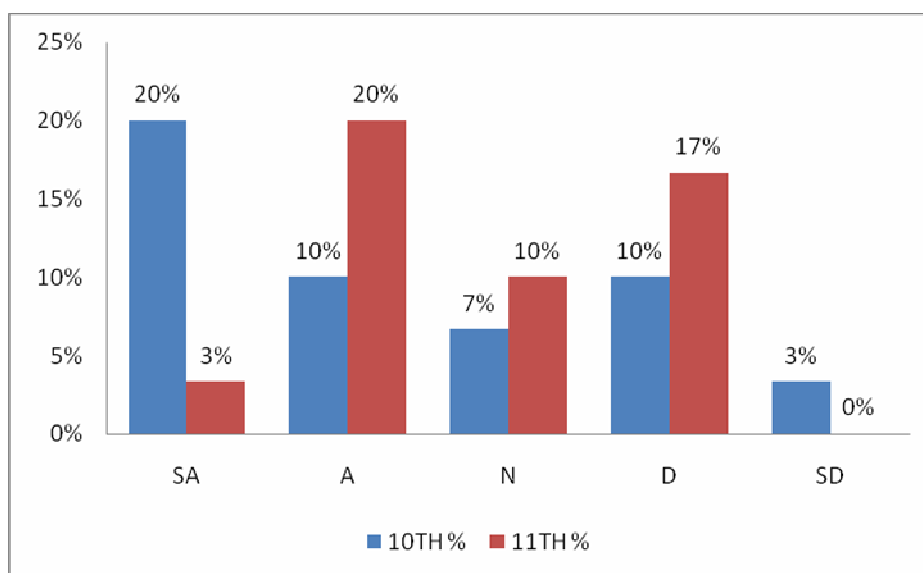
Table 4.7.

Sense of Inferiority

	10TH	10TH %	11TH	11TH %	%
SA	6	20%	1	3%	23%
A	3	10%	6	20%	30%
N	2	7%	3	10%	17%
D	3	10%	5	17%	27%
SD	1	3%	0	0%	3%
			30		100%

Figure 4.7

Sense of Inferiority



Taking into account the sense of inferiority than learners experience among themselves in the English class, the figure 4.7 shows that 20 % of the learners of 10th

course and 3% of learners of 11th course always think that their classmate are better than them. Likewise, 10% of learners of 10th course and 20% of the learners of the 11th course almost always think the same about them. Furthermore, 7% of learners of 10th course and 10% of learners of 11th course sometimes compare among themselves. In contrast to 10% of the learners of 10th course and 17% of the learners of 11th who almost never state that their classmates are similar to them. Likewise, just 3% of learners of 10th course and none of the learners of 11th course make comparisons among themselves.

In other words, more of the half of the population always feels a high sense of comparison and inferiority.

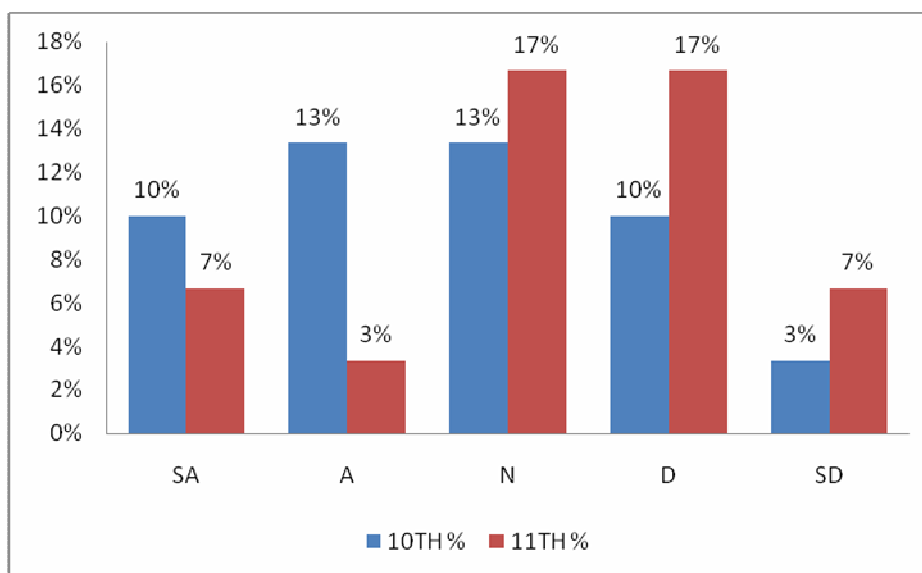
8. I am usually at ease during tests in my language class.

Table 4.8.

Relaxation during English Tests

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	2	7%	17%
A	4	13%	1	3%	17%
N	4	13%	5	17%	30%
D	3	10%	5	17%	27%
SD	1	3%	2	7%	10%
			30		100%

Figure 4.8.

Relaxation during English Tests

Taking into account the learners' level of relaxation during English tests, the figure 4.8 shows that 10 % of the learners of 10th course and 7% of learners of 11th course are always relaxed while taking tests. Likewise, 13% of learners of 10th course and 3% of the learners of the 11th course are almost always relaxed in taking tests. Furthermore, 13% of learners of 10th course and 17% of learners of 11th course are sometimes restless while taking tests in the English classes. On the contrary, 10% of the learners of 10th course and 17% of the learners of 11th are almost never at ease during tests in the language class. In the same way, 3% of learners of 10th course and 7% of the learners of 11th course are never at ease during tests in the English classes.

In other words, learners of 11th course are less relaxed than learners of 10th course when they are expected to take a test in the foreign language.

9. I start to panic when I have to speak without preparation in language class.

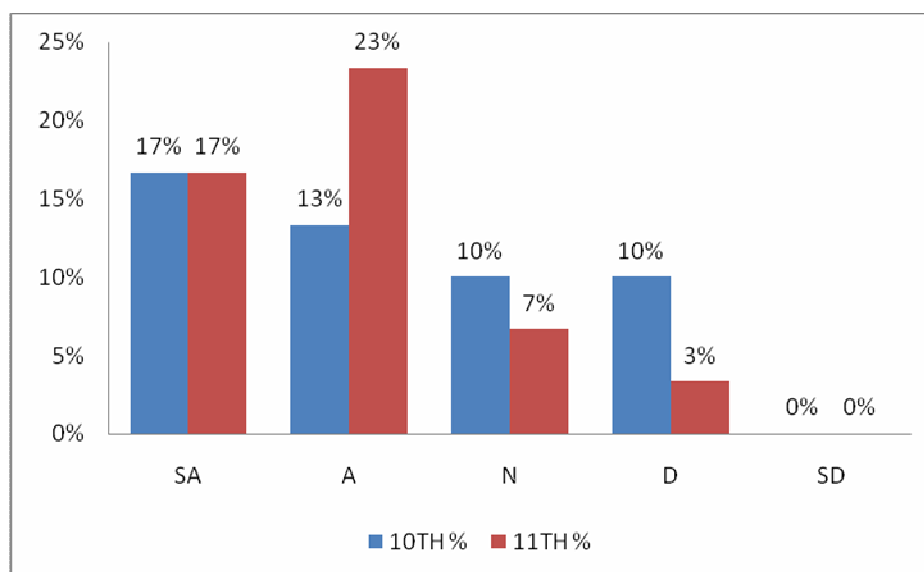
Table 4.9.

Panic

	10TH	10TH %	11TH	11TH %	%
SA	5	17%	5	17%	33%
A	4	13%	7	23%	37%
N	3	10%	2	7%	17%
D	3	10%	1	3%	13%
SD	0	0%	0	0%	0%
			30		100%

Figure 4.9.

Panic



Taking into account the level of panic showed by learners while speaking in English without preparation, the figure 4.9 shows that 17 % of the learners of both 10th and 11th courses always feel panic-stricken about speaking without preparation in a way that prevents them from thinking clearly. Also 13% of learners of 10th course and 23% of learners of 11th course almost always feel panic that cannot be controlled when they have to speak without any kind of preparation. On the contrary, 10% of learners of 10th

course and 7% of the learners of the 11th course sometimes panic when they are not prepared for speaking tasks in advance. Besides, 10% of learners of 10th course and 3% of learners of 11th course are almost never feel panic while speaking in English without getting ready for that. None of the learners of both 10th and 11th courses have chosen this option answer.

In other words, 70% of the population feels panic when they are asked to speak in English without preparation.

10. I worry about the consequences of failing my foreign language class.

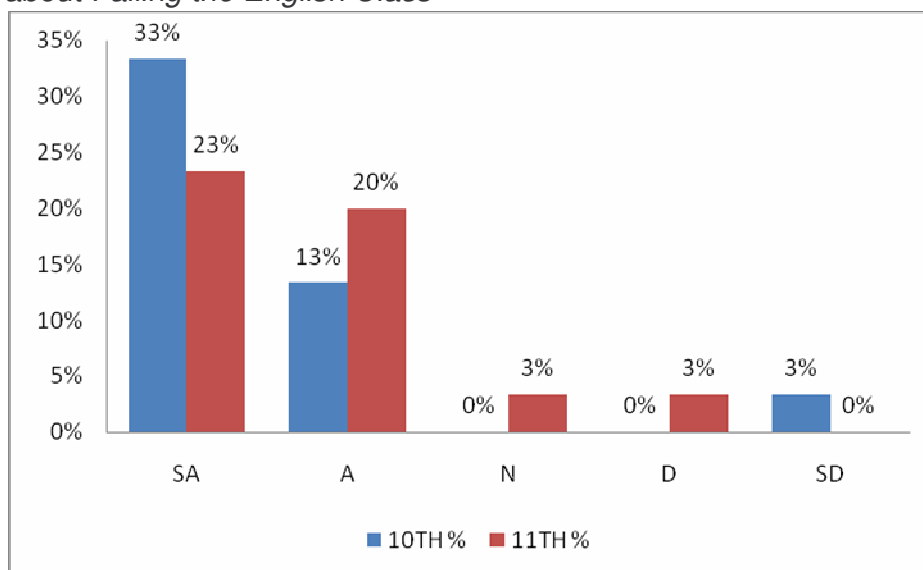
Table 4.10.

Worry about Failing the English Class

	10TH	10TH %	11TH	11TH %	%
SA	10	33%	7	23%	57%
A	4	13%	6	20%	33%
N	0	0%	1	3%	3%
D	0	0%	1	3%	3%
SD	1	3%	0	0%	3%
			30		100%

Figure 4.10.

Worry about Failing the English Class



Taking into account the level of worry about failing the English class the figure 4.10 shows that 33% of the learners of 10th course and 23% of learners of 11th course always become extremely anxious about the consequences of failing English. It is also demonstrated by 13% of learners of 10th course and 20% of learners of 11th course who state that almost always feel worried about failing the English classes. Only 3% of learners of 11th course sometimes bothers about he problems that they could have if they do not pass the foreign language class. It can be concluded that 3% of learners of both 10th and 11th are not worried about this situation.

In other words, there is a high level of worry about not achieving good performance in the English classes; it is demonstrated by 89% of the population who agree with this statement.

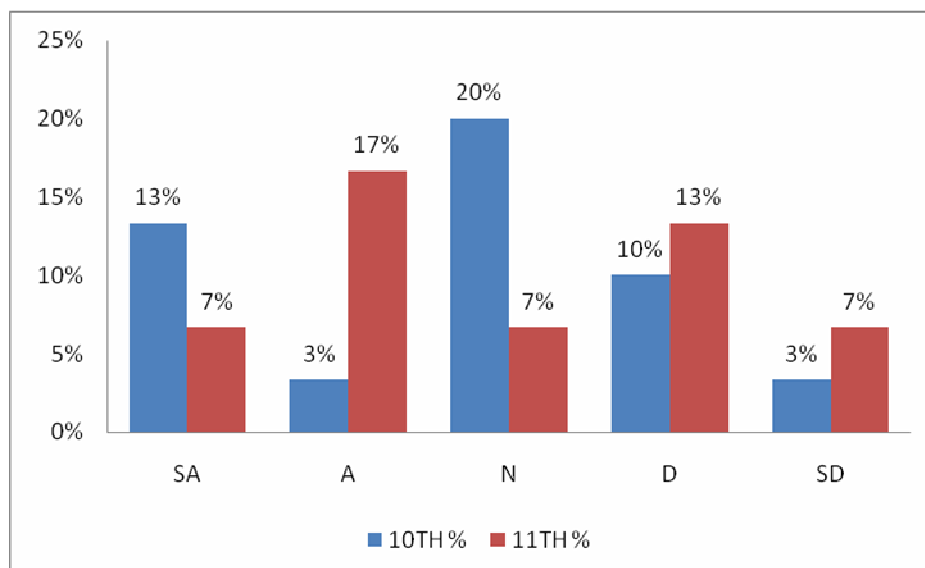
11. I do not understand why some people get so upset over foreign language classes.

Table 4.11.

Worry about English Classes

	10TH	10TH %	11TH	11TH %	%
SA	4	13%	2	7%	20%
A	1	3%	5	17%	20%
N	6	20%	2	7%	27%
D	3	10%	4	13%	23%
SD	1	3%	2	7%	10%
			30		100%

Figure 4.11.

Worry about English Classes

Taking into account the level of upset in English classes showed by learners, the figure 4.11 shows that 13% of the learners of 10th course and 7% of learners of 11th course never understand why some learners feel upset about the foreign language class. Furthermore, 3% of learners of 10th course and 17% of learners of 11th course almost never think of this situation. On the other hand, 20 % of learners of 10th course and 7% of the learners of the 11th course sometimes understand why some people get so upset over foreign language classes. To this statement, 10% of learners of 10th course and 13% of learners of 11th course almost always realize about worry inside the classroom. Furthermore, 3% of the learners of 10th course and 7% of learners of 11th course always demonstrate interest about the English classes.

12. In language class, I can get so nervous, I forget things I know.

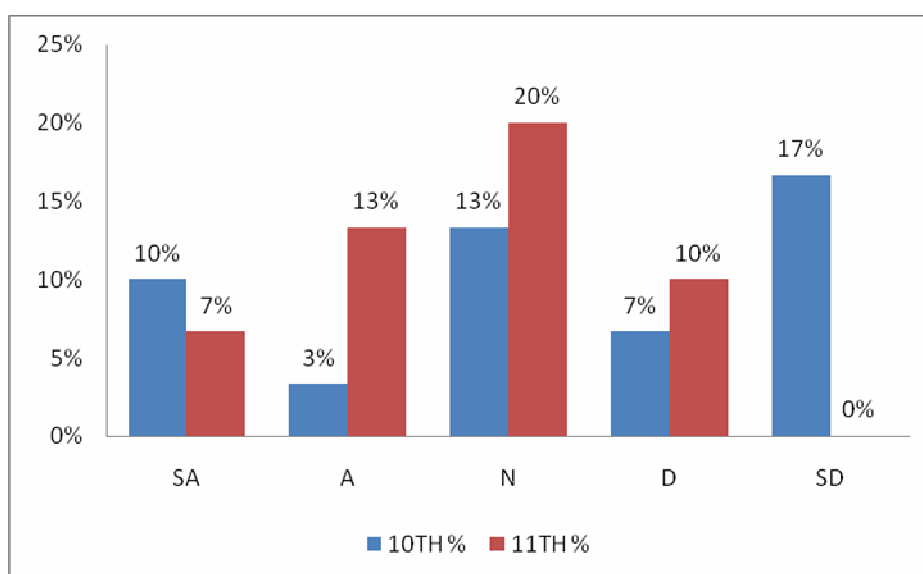
Table 4.12.

Nervousness

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	2	7%	17%
A	1	3%	4	13%	17%
N	4	13%	6	20%	33%
D	2	7%	3	10%	17%
SD	5	17%	0	0%	17%
			30		100%

Figure 4.12.

Nervousness



Taking into account the level of nervousness as a factor that makes learners forget everything they know, the figure 4.12 shows that 10% of the learners of 10th course and 7% of learners of 11th course always get so nervous in English classes, so that, they forget all they know. Moreover, 3% of learners of 10th course and 13% of learners of 11th course are almost always nervous about this situation. A great deal of learners

sometimes feels nervous when they forget something they know in the English classes. It is demonstrated by 13% of learners of 10th course and 20% of the learners of the 11th course who have chosen this option. On the other hand, 7% of learners of 10th course and 10% of learners of 11th course almost never feel tense so that, they do not forget the things that they have learned in the English classes. Likewise, 17% of the learners of 10th course never feel worried about this situation.

13. It embarrasses me to volunteer answers in my language class.

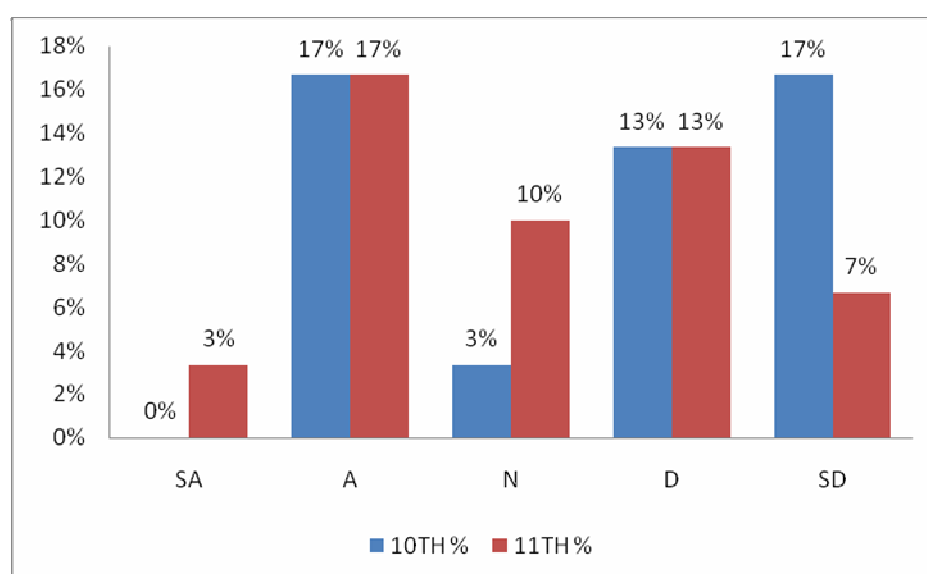
Table 4.13.

Embarrassment

	10TH	10TH %	11TH	11TH %	%
SA	0	0%	1	3%	3%
A	5	17%	5	17%	33%
N	1	3%	3	10%	13%
D	4	13%	4	13%	27%
SD	5	17%	2	7%	23%
			30		100%

Figure 4.13.

Embarrassment



Taking into account the level of embarrassment that learners experience when they are expected to participate in a free way, the figure 4.13 shows that only 3% of the learners of 11th course always feel awkward while participating freely in the English classes. Moreover, 17% of learners of both 10th and 11th courses almost always feel ashamed about this same situation. It can also be seen that 3% of learners of 10th course and 10% of the learners of the 11th course sometimes feel shy especially in an oral task. In contrast to, 13% of learners of both 10th and 11th courses almost never embarrass to volunteer answers in the language class. Likewise, 17% of the learners of 10th course and 7% of learners of 11th course never experience embarrassment while participating in English classes.

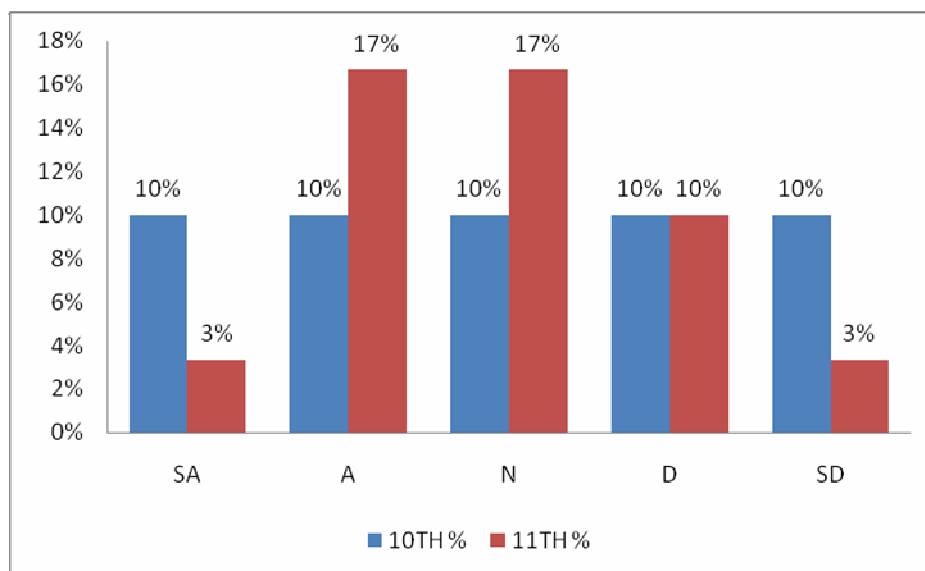
14. I would not be nervous speaking the foreign language with my teacher.

Table 4.14.

Nervousness while Talking with English teacher

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	1	3%	13%
A	3	10%	5	17%	27%
N	3	10%	5	17%	27%
D	3	10%	3	10%	20%
SD	3	10%	1	3%	13%
			30		100%

Figure 4.14.

Nervousness while Talking with English teacher

Taking into account the level of nervousness while talking with English teacher, the figure 4.14 shows that there is a parallel average of 10% of the learners of 10th course for each one of the answer options. So that, the opinion about talking with English teacher is so varied. In regard to 11th course, it can be seen that a 3% of learners never feel nervous when they are expected to communicate orally with English teacher. Likewise, 17% of learners are almost never afraid of this situation. Also 17% of learners sometimes feel nervous when they have to take part in a conversation with the foreign language teacher. In contrast to 10% of learners who are almost always feel scared about this statement. Likewise, 3% of learners always feel frightened about talking to the English teacher making use of the foreign language.

15. I get upset when I do not understand what the teacher is correcting.

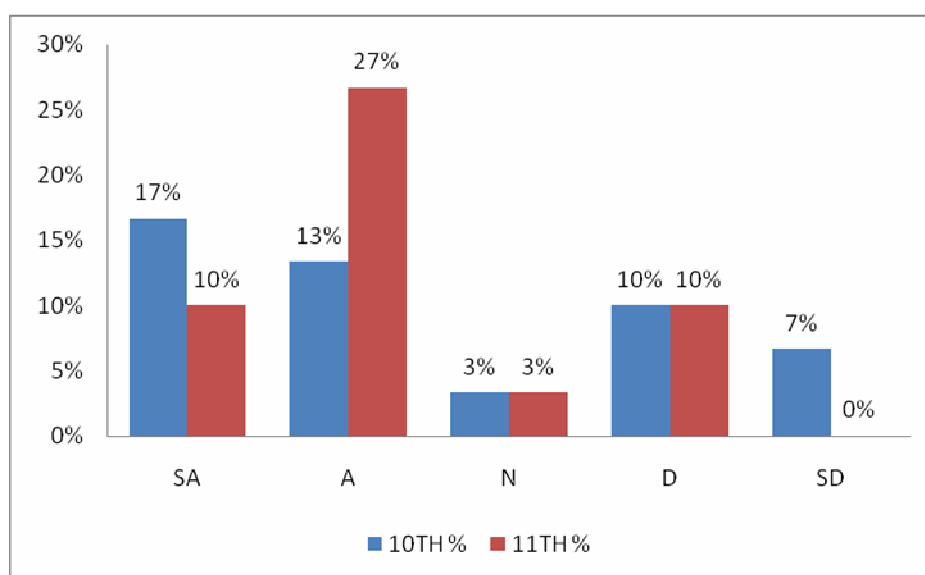
Table 4.15.

Nervousness while Teacher Corrects my Mistakes

	10TH	10TH %	11TH	11TH %	%
SA	5	17%	3	10%	27%
A	4	13%	8	27%	40%
N	1	3%	1	3%	7%
D	3	10%	3	10%	20%
SD	2	7%	0	0%	7%
			30		100%

Figure 4.15.

Nervousness while Teacher Corrects my Mistakes



Taking into account the level of nervousness while teacher corrects the learners' mistakes, the figure 4.15 shows that 17% of the learners of 10th course and a 10% of the learners of the 11th course always get upset when they do not understand what teacher is correcting. Likewise, 13% of learners of 10th course and 27% of the learners of the 11th course almost always distress when teacher correct them. It can also be seen that there is a low average of learners of both 10th and 11th courses who

sometimes can be affected about this situation. It is reflected by 3% of learners of each course. On the contrary, 10% of learners of both 10th and 11th courses almost never upset about correctness. Likewise, only 7% of learners of 10th course never get upset about this situation.

In other words, 67% of population gets upset when do not understand what the teacher is correcting in English.

16. Even if I am well prepared for language class, I feel anxious about it.

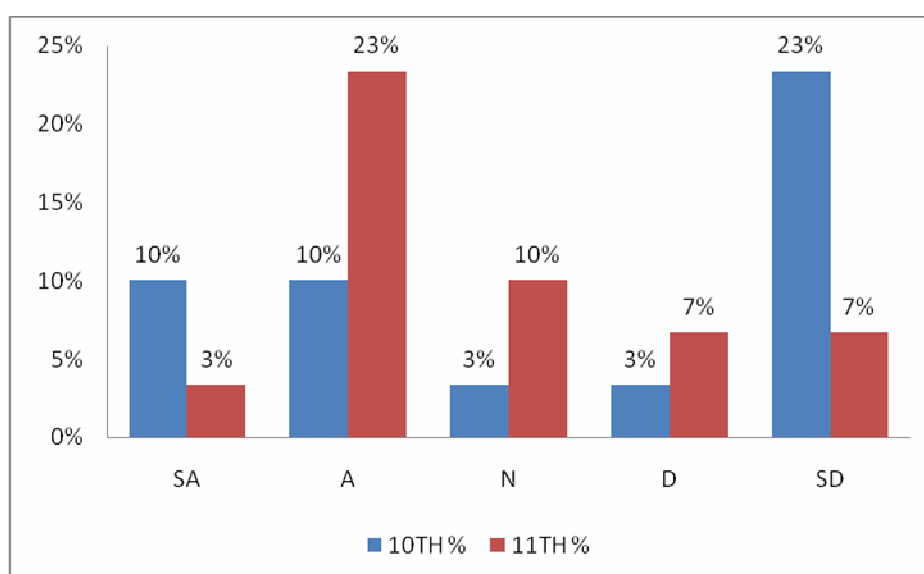
Table 4.16.

Lack of Confidence

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	1	3%	13%
A	3	10%	7	23%	33%
N	1	3%	3	10%	13%
D	1	3%	2	7%	10%
SD	7	23%	2	7%	30%
			30		100%

Figure 4.16.

Lack of Confidence



Taking into account the level of lack of confidence even if learners are well prepared to perform the English class, the figure 4.16 shows that 10% of the learners of 10th course and 3% of the learners of the 11th course always feel anxious while taking part in the English classes even if they are able deal with any kind of situation. In the same way, 10% of the learners of 10th course and 23% of the learners of the 11th course almost always experience the same in this situation. Besides, it can be seen that 3% of the learners of 10th course and 10% of the learners of the 11th course sometimes upset; although, they are going to English classes with a good preparation. On the contrary, 3% of the learners of 10th course and 7% of the learners of the 11th course almost never bother even if they are prepared for the English classes. In the same way, 23% of the learners of 10th course and 7% of the learners of the 11th course never feel anxious regarding to this situation.

In other words, 11th course experience a high level of lack confidence while considering the performance in the foreign language classes.

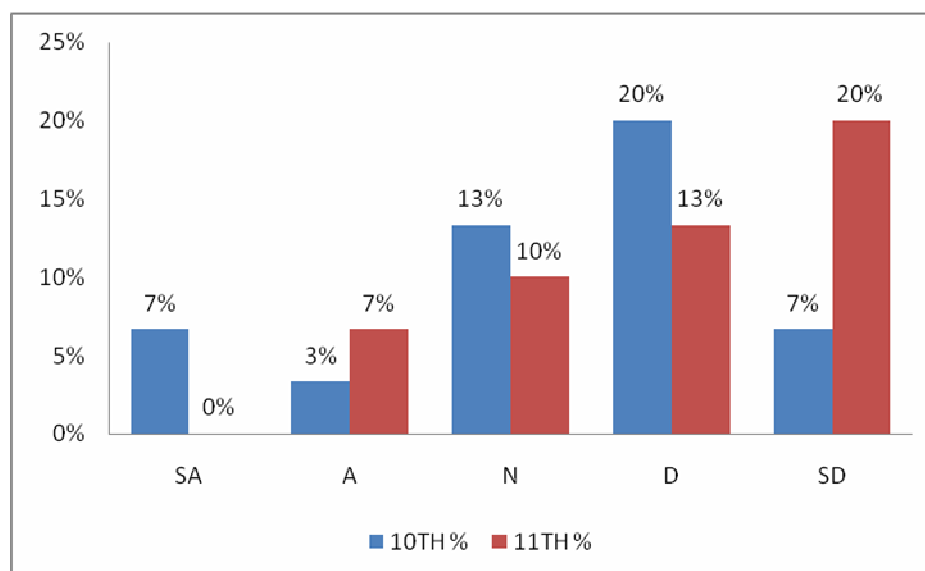
17. I often feel like not going to my language class.

Table 4.17.

Upset for Going to English Classes

	10TH	10TH %	11TH	11TH %	%
SA	2	7%	0	0%	7%
A	1	3%	2	7%	10%
N	4	13%	3	10%	23%
D	6	20%	4	13%	33%
SD	2	7%	6	20%	27%
			30		100%

Figure 4.17.

Upset for Going to English Classes

Taking into account the level of upset for going to English classes, the figure 4.17 shows that just 7% of the learners of 10th course are never willing to go to English classes at all time. In the same way, 3% of the learners of the 10th course and 7% of the learners of the 11th course almost never want to go to English classes. To this statement, 13% of the learners of 10th course and 10% of the learners of 11th course rarely want to attend the English classes. In contrast to, 20% of the learners of the 10th course and 13% of the learners of the 11th course who are almost always disposed to go to foreign language classes. Likewise, 7% of the learners of 10th course and 20% of the learners of the 11th course are always enthusiastic for attending English classes.

18. I feel confident when I speak in foreign language class.

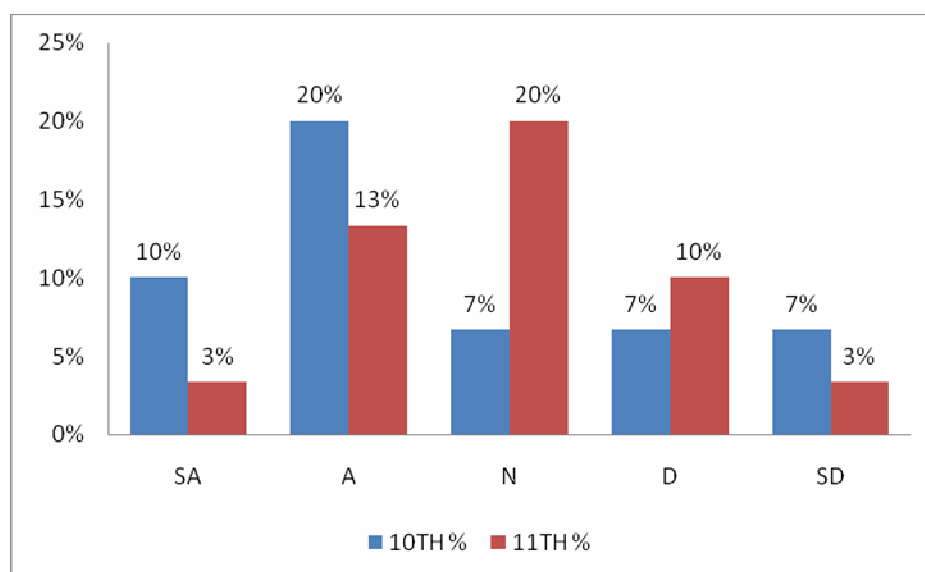
Table 4.18.

Confidence

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	1	3%	13%
A	6	20%	4	13%	33%
N	2	7%	6	20%	27%
D	2	7%	3	10%	17%
SD	2	7%	1	3%	10%
			30		100%

Figure 4.18.

Confidence



Taking into account the level of confidence while being asked to speak in English, the figure 4.18 shows that 10% of the learners of 10th course and 3% of the learners of the 11th course always believe in their own ability to speak in English and be successful. Likewise, 20% of the learners of the 10th course and 13% of the learners of the 11th course are almost always confident in the same situation. Furthermore, 7% of the

learners of 10th course and 20% state that they sometimes feel sure about speaking in the foreign language. In contrast to, 7% of the learners of 10th course and 10% of the learners of the 11th course almost never feel confident when they speak in foreign language class. Furthermore, it can be seen that 7% of the learners of 10th course and 3% of the learners of the 11th course are never willing to do that.

19. I am afraid that my language teacher is ready to correct every mistake I made.

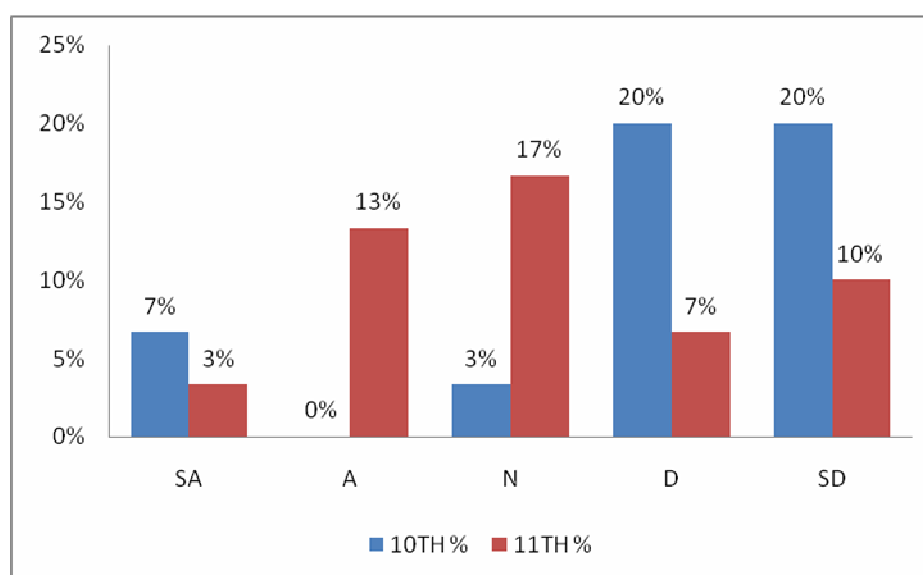
Table 4.19.

Worry about Correcting Mistakes

	10TH	10TH %	11TH	11TH %	%
SA	2	7%	1	3%	10%
A	0	0%	4	13%	13%
N	1	3%	5	17%	20%
D	6	20%	2	7%	27%
SD	6	20%	3	10%	30%
			30		100%

Figure 4.19.

Worry about Correcting Mistakes



Taking into account the level of worry about correcting mistakes the figure 4.19 shows that 7% of the learners of 10th course and 3% of the learners of the 11th course are always afraid when English teacher corrects every mistake they make. Furthermore, only 13% of learners of 11th course are almost always frightened by the same situation. In addition, 3% of the learners of 10th course and 17% of the learners of the 11th course are sometimes fearful for correctness by English teacher. In contrast to, 20% of the learners of 10th course and 7% of the learners of the 11th course almost never feel pressure for the correction of their mistakes. In a similar way, 20% of the learners of 10th course and 10% of the learners of the 11th course never feel affected by this situation.

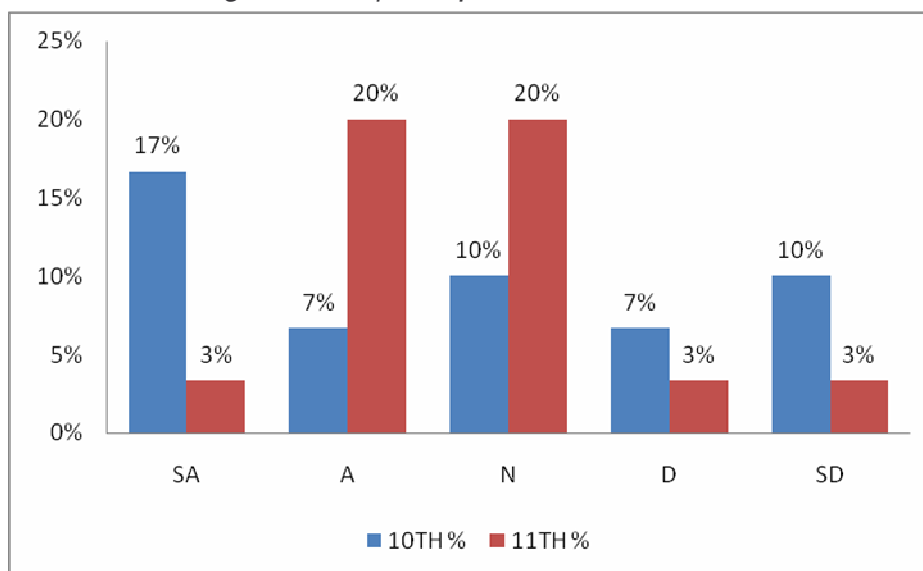
20. I can feel my heart pounding when I am going to be called in language class.

Table 4.20.

Heart Beats while being asked to participate

	10TH	10TH %	11TH	11TH %	%
SA	5	17%	1	3%	20%
A	2	7%	6	20%	27%
N	3	10%	6	20%	30%
D	2	7%	1	3%	10%
SD	3	10%	1	3%	13%
			30		100%

Figure 4.20.

Heart Beats while being asked to participate

Taking into account the level of beats of the heart while learners are asked to participate during the English classes, the figure 4.20 shows that 17% of the learners of 10th course and 3% of the learners of the 11th course always feel their hearts quickly beat when they have to take part in speaking tasks in the foreign language class. The same, 7% of the learners of 10th course and 20% of the learners of the 11th course almost always experience a similar situation. 10% of the learners of 10th course and 20% of the learners of the 11th course sometimes perceive this physical reaction when they have to be involved in a conversation in English. Proving the opposite, 7% of the learners of 10th course and 3% of the learners of the 11th course are almost never affected by this kind of reactions of nervousness. Furthermore, 10% of the learners of 10th course and 3% of the learners of the 11th course never feel several beats of the heart when they are going to be called in language class.

21. The more I study for a language test, the more confused I get.

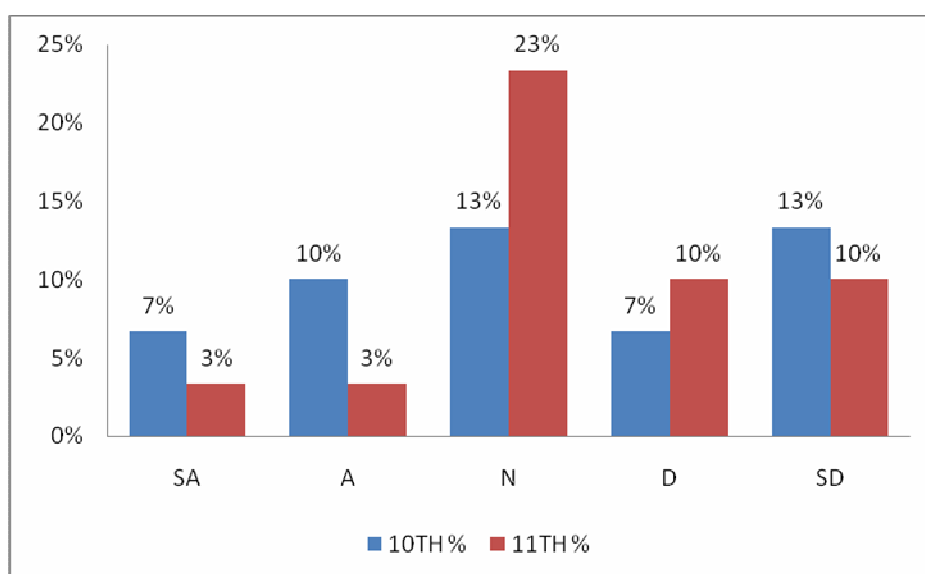
Table 4.21.

Confusion while Taking a Test

	10TH	10TH %	11TH	11TH %	%
SA	2	7%	1	3%	10%
A	3	10%	1	3%	13%
N	4	13%	7	23%	37%
D	2	7%	3	10%	17%
SD	4	13%	3	10%	23%
			30		100%

Figure 4.21.

Confusion while Taking a Test



Taking into account the level of confusion while taking a test, the figure 4.21 shows that 7% of the learners of 10th course and 3% of the learners of the 11th course always feel uncertain about taking a test even they have studied in advance. In a similar way, 10% of the learners of 10th course and 3% of the learners of 11th course almost always feel doubts about their capabilities for an English test. Moreover, 13% of the learners of

10th course and 23% of the learners of 11th course sometimes feel insecure regarding to this situation. On the contrary, 7% of the learners of 10th course and 10% of the learners of the 11th course almost never feel confused while taking an English test. Similarly, 13% of the learners of 10th course and 10% of the learners of the 11th course never worry about the same situation.

22. I do not feel pressure to prepare very well for language class.

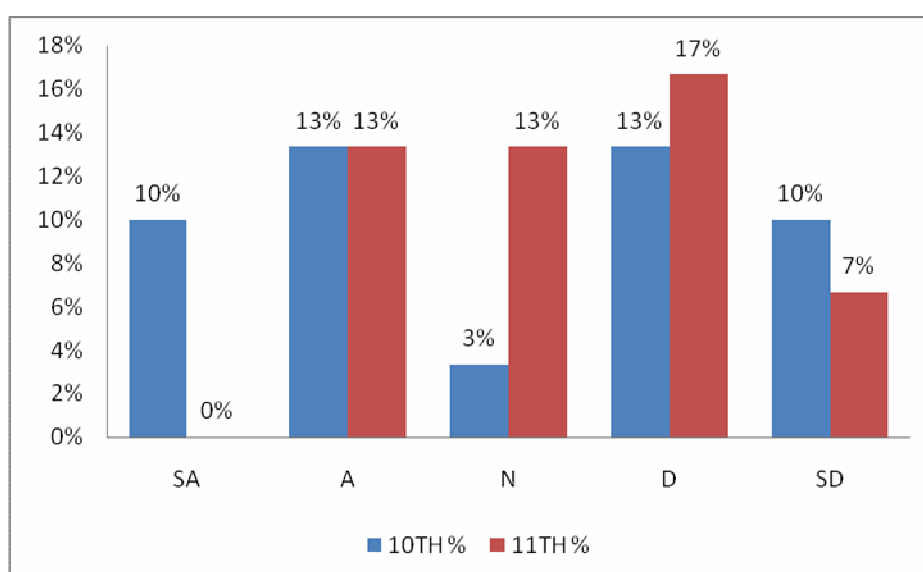
Table 4.22.

Unconcern while Preparing English Classes

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	0	0%	10%
A	4	13%	4	13%	27%
N	1	3%	4	13%	17%
D	4	13%	5	17%	30%
SD	3	10%	2	7%	17%
			30		100%

Figure 4.22.

Unconcern while Preparing English Classes



Taking into account the level of unconcern while preparing English classes, the figure 4.22 shows that only 10% of the learners of 10th course never worry about making themselves ready to succeed in English classes. In addition, a parallel level of the answers is related to 13% of the learners of both 10th and 11th courses almost never ready themselves for English classes. Moreover, 3% of the learners of 10th course and 13% of the learners of 11th course sometimes feel pressure to prepare very well for the English classes. Proving the opposite, 13% of the learners of 10th course and 17% of the learners of 11th course almost always are concerned with preparing English classes. Similarly, 10% of the learners of 10th course and 7% of the learners of 11th course always get ready for attending foreign language classes.

In other words, almost half of the population is willing to prepare English classes in advance.

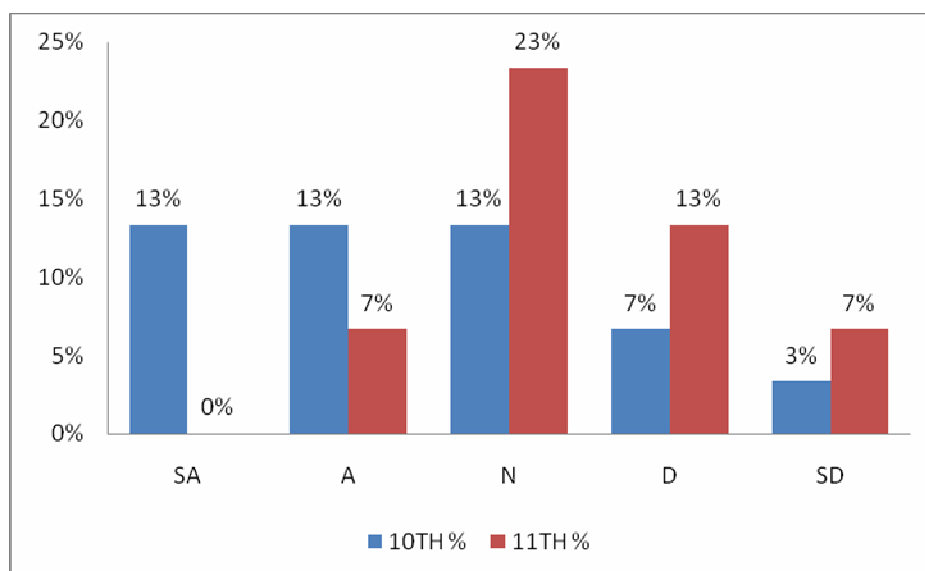
23. I always feel that the other students speak the foreign language better than I do.

Table 4.23.

Sense of Inferiority while Speaking

	10TH	10TH %	11TH	11TH %	%
SA	4	13%	0	0%	13%
A	4	13%	2	7%	20%
N	4	13%	7	23%	37%
D	2	7%	4	13%	20%
SD	1	3%	2	7%	10%
			30		100%

Figure 4.23.

Sense of Inferiority while Speaking

Taking into account the level of inferiority while speaking English, the figure 4.23 shows that only 13% of the learners of 10th course always feel that they have a poor self image among the other learners while communicating in English. Moreover, 13% of the learners of 10th course and 7% of the learners of 11th course almost always feel that the other students speak the foreign language better than they do. Additionally, 13% of the learners of 10th course and 23% of the learners of 11th course sometimes have opposed feelings about this situation. In contrast to, 7% of the learners of 10th course and 13% of the learners of 11th course almost never have a sense of self-deprecating talking about the speaking skill. Likewise, 3% of the learners of 10th course and 7% of the learners of 11th course never feel a sense of inferiority about the performance in speaking.

24. I feel very self-conscious about speaking the foreign language in front of the other students.

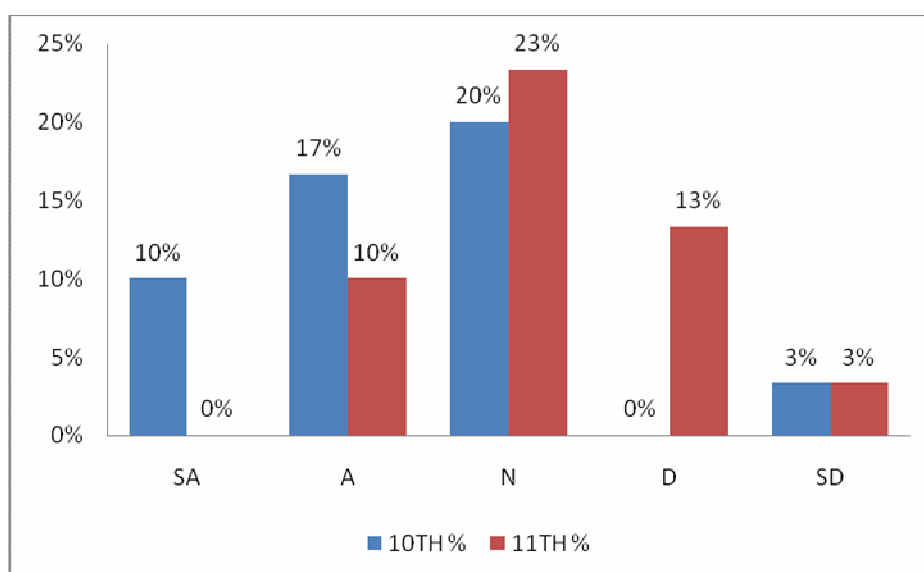
Table 4.24.

Self-Conscience while Speaking in front of Others

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	0	0%	10%
A	5	17%	3	10%	27%
N	6	20%	7	23%	43%
D	0	0%	4	13%	13%
SD	1	3%	1	3%	7%
			30		100%

Figure 4.24.

Self-Conscience while Speaking in front of Others



Taking into account the level of the self-conscience while speaking in front of others, the figure 4.24 shows that only 10% of the learners of 10th course feel self-confidence while speaking in public. It is also important to say that 17% of the learners of 10th course and 10% of the learners of 11th course almost always feel self-confident to this

situation. Furthermore, 20% of the learners of 10th course and 23% of the learners of 11th course sometimes have confidence in their knowledge while speaking in English. In contrast to, only 13% of the learners of 11th course frequently lose confidence when they carry out speaking tasks. Also, 3% of the learners of both 10th and 11th courses suffer from a lack of confidence in this situation.

25. Language class moves so quickly I worry about getting left behind.

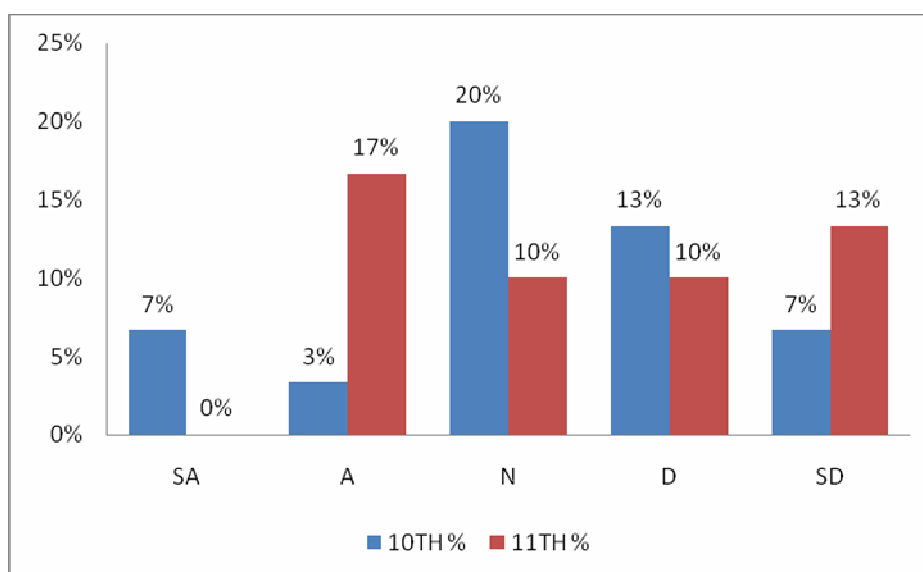
Table 4.25.

Making Less Progress in Language Class because of lack of Time.

	10TH	10TH %	11TH	11TH %	%
SA	2	7%	0	0%	7%
A	1	3%	5	17%	20%
N	6	20%	3	10%	30%
D	4	13%	3	10%	23%
SD	2	7%	4	13%	20%
			30		100%

Figure 4.25.

Making Less Progress in Language Class because of Lack of Time.



Taking into account the level of progress in English classes because of lack time, the figure 4.25 shows that only 7% of the learners of 10th course think that they fail to make enough progress in the English classes at the right time. In a similar way, 3% of the learners of 10th course and 17% of the learners of 11th course almost always think that their progress is not enough good too. It is also important to say that 20% of the learners of 10th course and 10% of the learners of 11th course sometimes worry about getting left behind when the English classes move so quickly. In contrast to, 13% of the learners of 10th course and 10% of the learners of 11th course almost never are concerned with this situation. Moreover, 7% of the learners of 10th course and 13% of the learners of 11th course are indifferent about this situation.

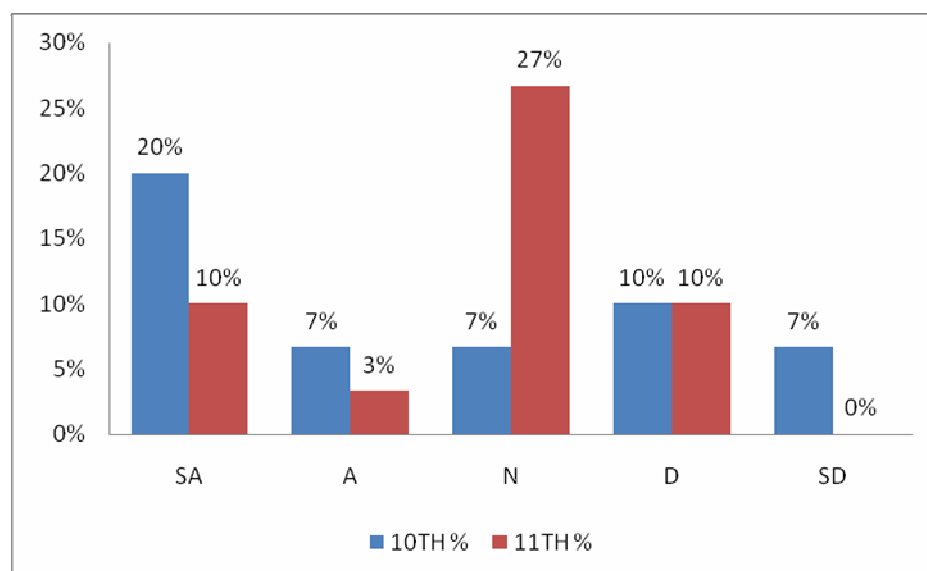
26. I feel more tense and nervous in my language class than in my other classes.

Table 4.26.

Feelings of Tension and Nervousness in English Class than Others

	10TH	10TH %	11TH	11TH %	%
SA	6	20%	3	10%	30%
A	2	7%	1	3%	10%
N	2	7%	8	27%	33%
D	3	10%	3	10%	20%
SD	2	7%	0	0%	7%
			30		100%

Figure 4.26.

Feelings of Tension and Nervousness in English Class than Others

Taking into account the level of tension and nervousness in English class rather than the others, the figure 4.26 shows that 20% of the learners of 10th course and 10% of the learners of 11th course always feel anxious and stressed in the English classes that make it impossible to relax. Likewise, 7% of the learners of 10th course and 3% of the learners of 11th course almost always feel a higher level of tension and nervousness in the English class than the others. However, 34% of the learners, taking into account both 10 and 11th courses feel nervous and anxious in some cases. By contrast, a parallel level of this answer option is observed by 10% of the learners of both 10th and 11th courses. So that, it can be seen that 20% of the learners almost never feel more worried in the English classes than the others. Similarly, just a 7% of the learners of 10th course never feel tense in the foreign language classes, that is to say, the other classes are not influenced by the English classes.

27. I get nervous and confused when I am speaking in my language class

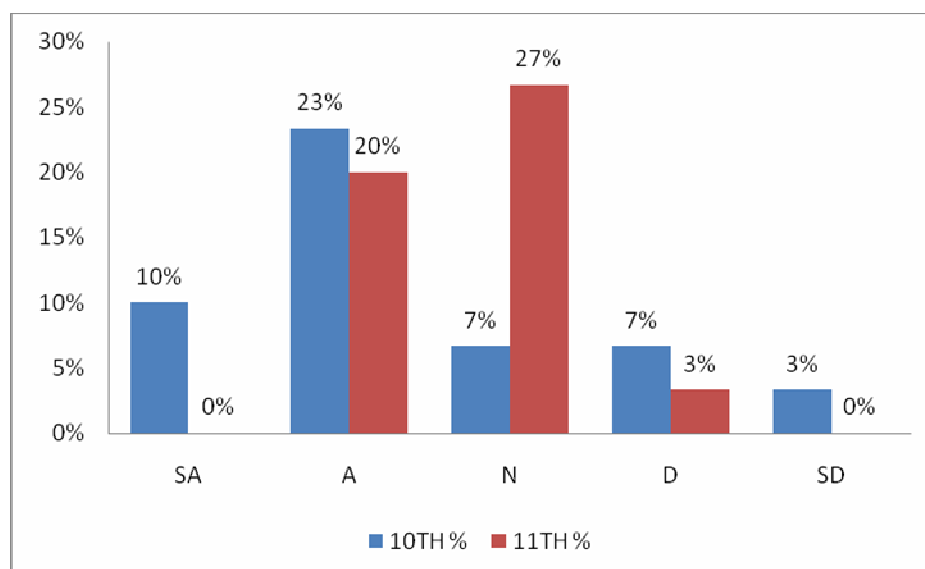
Table 4.27.

Feelings of Nervousness and Confusion while Speaking

	10TH	10TH %	11TH	11TH %	%
SA	3	10%	0	0%	10%
A	7	23%	6	20%	43%
N	2	7%	8	27%	33%
D	2	7%	1	3%	10%
SD	1	3%	0	0%	3%
			30		100%

Figure 4.27.

Feelings of Nervousness and Confusion while Speaking



Taking into account the level of nervousness and confusion while speaking in English, the figure 4.27 shows that just 10% of the learners of 10th course always feel unable to think clearly and communicate in English. Similarly, a high percentage of learners almost always have a great state of uncertainty about speaking in English, taking into account both 10th and 11th courses. Moreover, a feeling of embarrassment is

sometimes experienced by 7% of the learners of 10th course and 27% of the learners of 11th course. In contrast to, 7% of the learners of 10th course and 3% of the learners of 11th course almost never are affected in a negative way while speaking English. Furthermore, just 3% of the learners of 10th course never get neither nervous nor and confused when they speak in the language class.

28. When I am on my way to language class, I feel very sure and relaxed

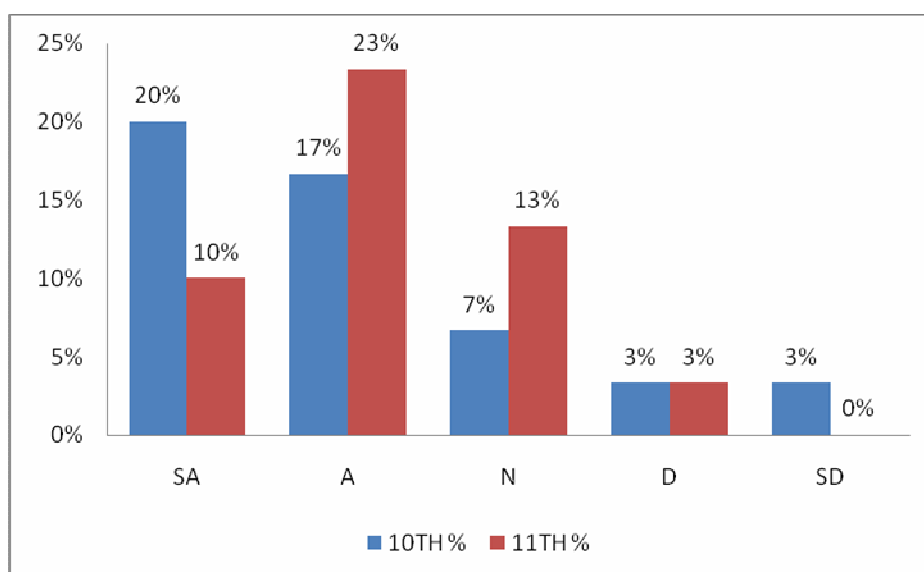
TABLE 28

Feelings of confidence and relaxation

	10TH	10TH %	11TH	11TH %	%
SA	6	20%	3	10%	30%
A	5	17%	7	23%	40%
N	2	7%	4	13%	20%
D	1	3%	1	3%	7%
SD	1	3%	0	0%	3%
			30		100%

Figure 4.28.

Feelings of confidence and relaxation



Taking into account the level of confidence and relaxation, the figure 4.28 shows that a high percentage of learners are always self-confidence and relaxed when they are on their way to English classes, that is to say 70% of population taking into account both 10th and 11th courses experience tranquility during the English classes when they do not have any kind of constraint inside the classroom. Moreover, 7% of the learners of 10th course and 13% of the learners of 11th course become calmer and less worried in the English classes. In contrast to, just 9% of the learners of the population never relax inside the classroom when they carry out English activities.

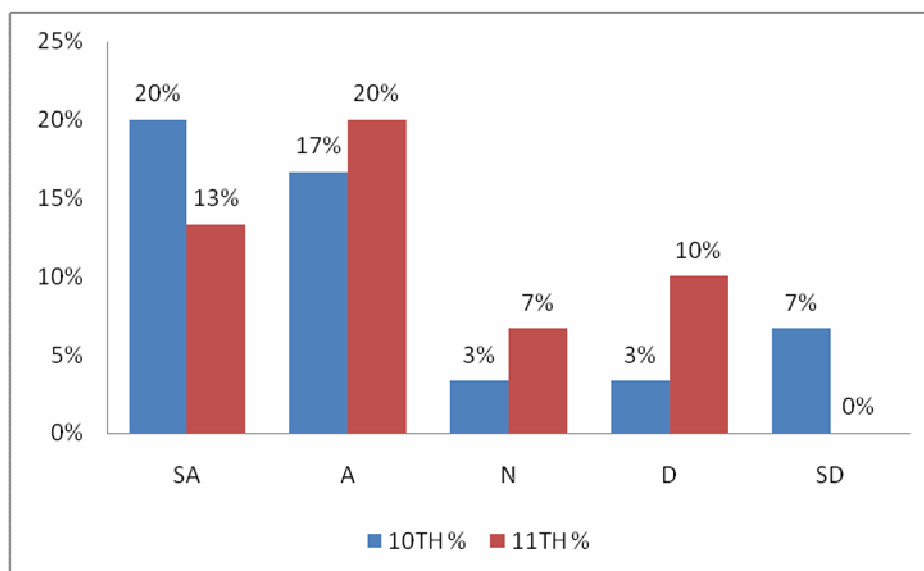
29. I get nervous when I do not understand any word the language teacher says.

TABLE 29

Feeling of Nervousness while presenting some misunderstandings

	10TH	10TH %	11TH	11TH %	%
SA	6	20%	4	13%	33%
A	5	17%	6	20%	37%
N	1	3%	2	7%	10%
D	1	3%	3	10%	13%
SD	2	7%	0	0%	7%
			30		100%

Figure 4.29.

Feeling of Nervousness while presenting some misunderstandings

Taking into account the level of nervousness while presenting some, the figure 4.29 shows that 37% of the learners of 10th course and 33% of the learners of 11th course always feel really nervous when they do not comprehend any of the words said by the English teacher. In other words, 70% of the population always feels anxious in this situation.

On the other hand, 3% of the learners of 10th course and 7% of the learners of 11th course sometimes feel afraid about misunderstanding what teacher says. Furthermore, 20% of the population always remains calm and peaceful even if they do not understand what teacher is explaining in English.

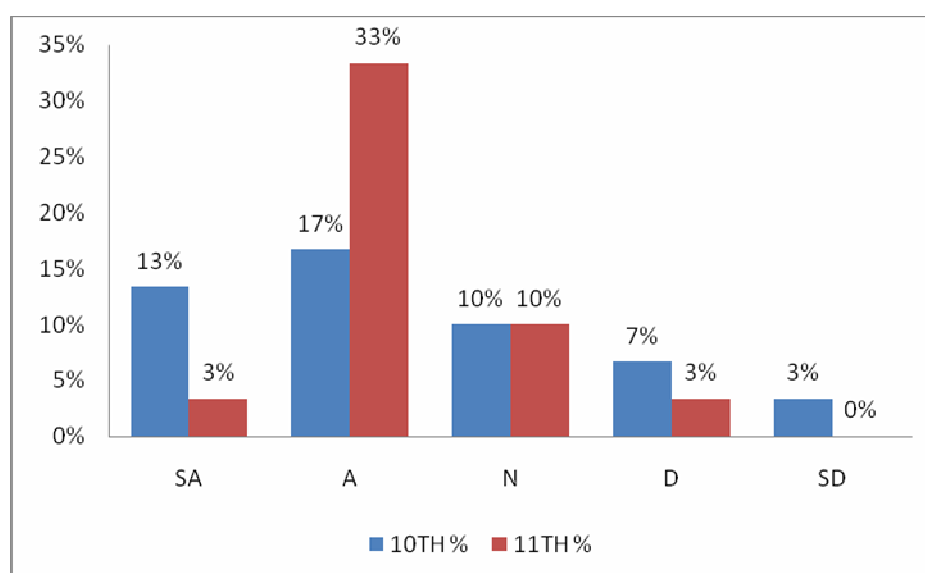
30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.

Table 4.30.

Feeling of Worry for Learning such Many Rules while Speaking

	10TH	10TH %	11TH	11TH %	%
SA	4	13%	1	3%	17%
A	5	17%	10	33%	50%
N	3	10%	3	10%	20%
D	2	7%	1	3%	10%
SD	1	3%	0	0%	3%
			30		100%

Figure 4.30.

Feeling of Worry for Learning such Many Rules while Speaking

Taking into account the level of worry for learning such many rules while speaking, the figure 4.30 shows that 30% of the learners of 10th course and 36% of the learners of 11th course are always overwhelmed by feelings of worry and anguish because of the great deal of grammatical rules they have to learn in order to master the foreign language. In other words, 66% of the population experiences this situation. Furthermore, it can be observed that a parallel level of this answer option is presented

by 10% of learners of both 10th and 11th courses who sometimes think that it is so difficult for them to learn all the rules involved in learning a language. In contrast to, 13% of the learners of the population who are always indifferent about this situation.

31. I am afraid that the others students will laugh at me when I speak the foreign language.

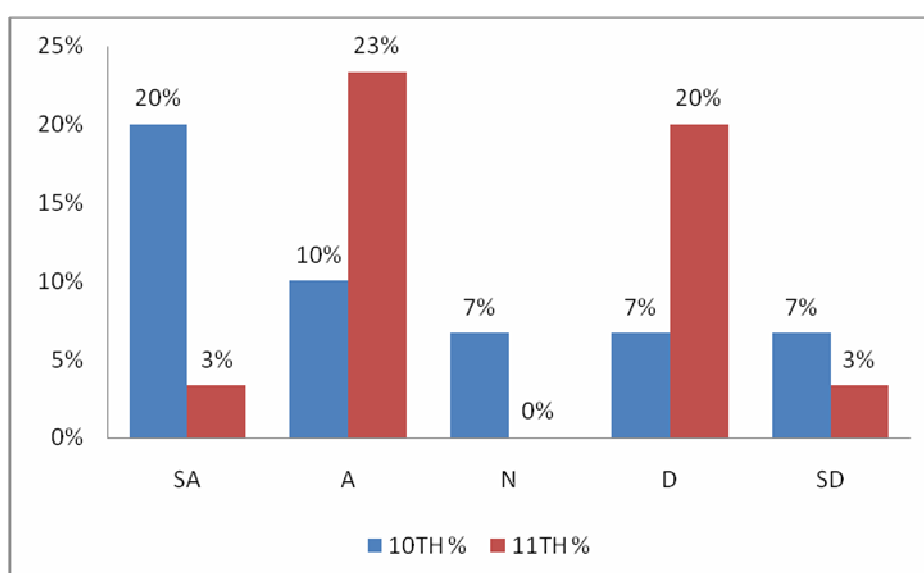
Table 4.31.

Feeling of Fear about Looking Ridiculous while Speaking.

	10TH	10TH %	11TH	11TH %	%
SA	6	20%	1	3%	23%
A	3	10%	7	23%	33%
N	2	7%	0	0%	7%
D	2	7%	6	20%	27%
SD	2	7%	1	3%	10%
			30		100%

Figure 4.31.

Feeling of Fear about Looking Ridiculous while Speaking.



Taking into account the level of fear about looking ridiculous while speaking, the figure 4.31 shows that 30% of the learners of 10th course and 26% of the learners of 11th course are always fearful that the others students will laugh at them while speaking the foreign language. Besides, just 7% of the learners of 10th course are sometimes frightened while making mistakes and the others mock at them. On the contrary, 7% of the learners of 10th course and 20% of the learners of 11th course almost never take into account if other learners mock at them while speaking. In addition, 7% of the learners of 10th course and 3% of the learners of 11th course never experience any negative feeling or emotions when classmates ridicule them while speaking English in public.

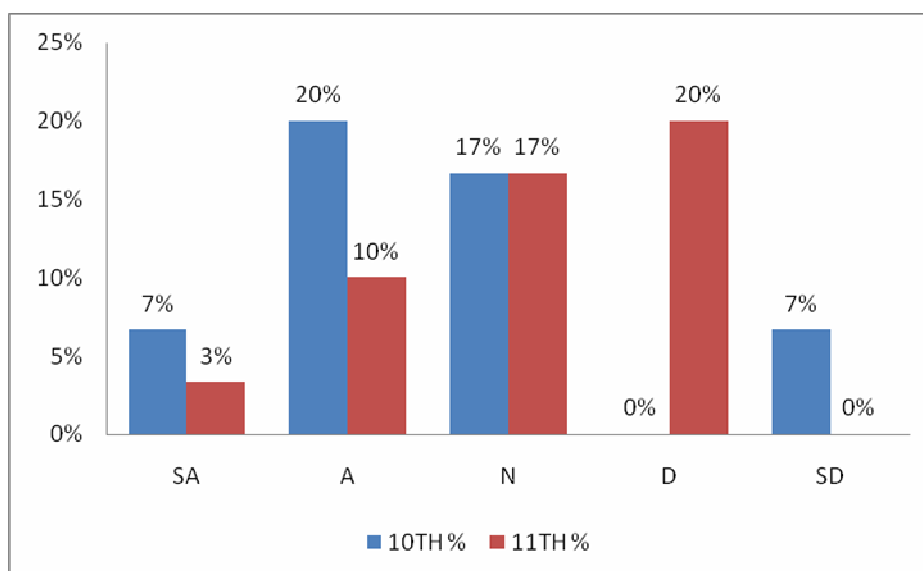
32. I would probably feel comfortable around the native speakers of the foreign language.

Table 4.32.

Feeling of Comfort while Speaking with Native Speakers

	10TH	10TH %	11TH	11TH %	%
SA	2	7%	1	3%	10%
A	6	20%	3	10%	30%
N	5	17%	5	17%	33%
D	0	0%	6	20%	20%
SD	2	7%	0	0%	7%
			30		100%

Figure 4.32.

Feeling of Comfort while Speaking with Native Speakers

Taking into account the level of comfort while speaking with native speakers, the figure 4.32 shows that 27% of the learners of 10th course and 13% of the learners of 11th course probably feel relaxed while communicating with native speakers. It also can be seen that a parallel of this answer option is presented by 17% of the learners of both 10th and 11th courses who are insecure of being interacting with native speakers in the foreign language. On contrast, 20% of the learners of 11th course and 7% of the learners of 10th course would never feel comfortable talking with native speakers of English.

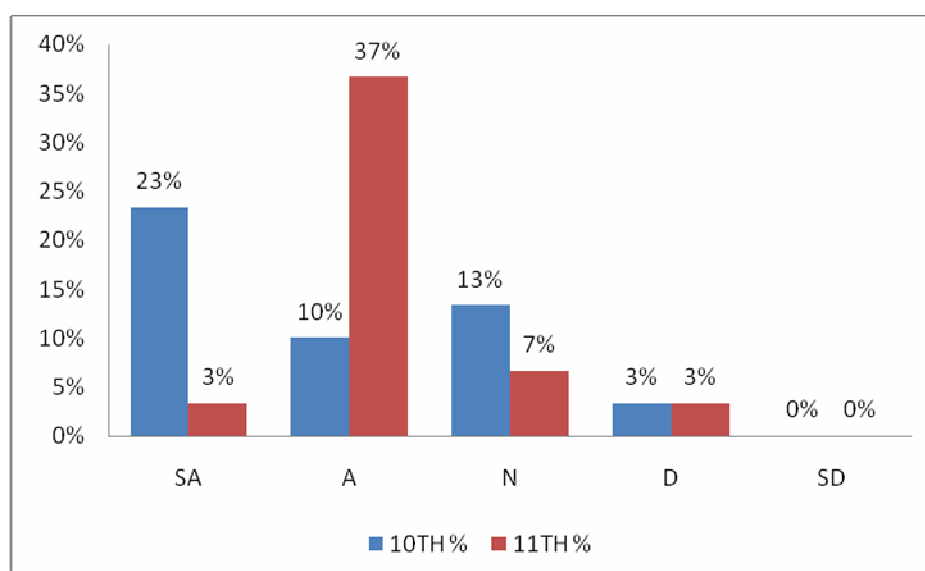
33. I get nervous when the language teacher asks questions which I have not prepared in advance.

Table 4.33.

Feeling of Nervousness while Being Asked to Answer Sudden Questions

	10TH	10TH %	11TH	11TH %	%
SA	7	23%	1	3%	27%
A	3	10%	11	37%	47%
N	4	13%	2	7%	20%
D	1	3%	1	3%	7%
SD	0	0%	0	0%	0%
			30		100%

Figure 4.33.

Feeling of Nervousness while Being Asked to Answer Sudden Questions

Taking into account the level of nervousness while being asked to answer sudden questions, the figure 4.33 shows that 33% of the learners of 10th course and 40% of the learners of 11th course are always uneasy when they are expected to answer question that have not prepared in advance. Furthermore, 13% of the learners of 10th course and 7% of the learners of 11th course sometimes feel fearful about this situation. In contrast

to, just 3% of the learners of both 10th and 11th courses almost never get nervous when the language teacher asks questions which they have not prepared in advance.

In short, taking into account the results showed by each one of the 33 figures above explained, it can clearly be seen that the level of anxiety felt by the learners of 10th and 11th courses is almost parallel. So, for obtaining a more detailed information the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz (1986) has been divided into four parts: speaking anxiety, listening anxiety, test anxiety and general anxiety.

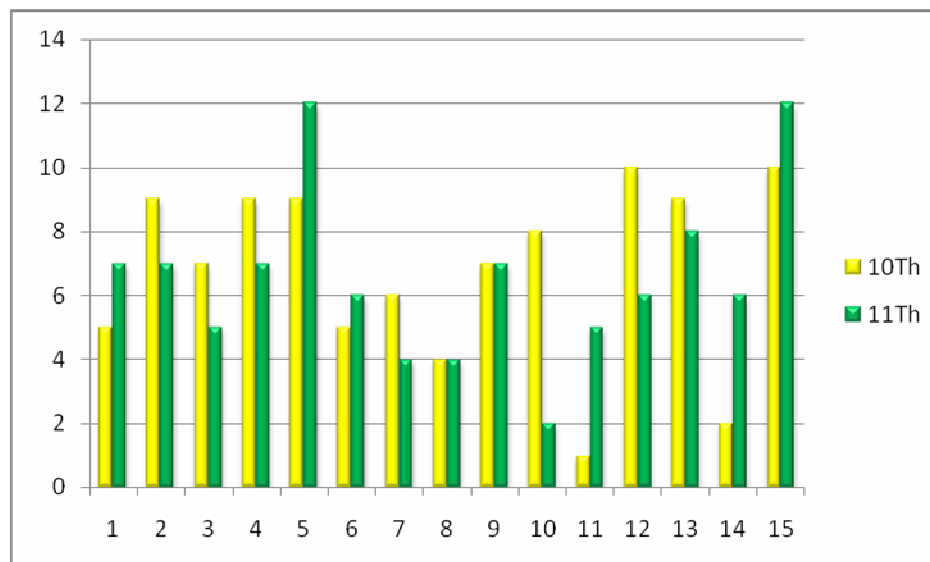
Speaking Anxiety

Table 4.34.

Communication apprehension

Question	Position in the bar chart	Answer option	10Th	11Th
1	1	SA/A	5	7
2	2	D/SD	9	7
3	3	SA/A	7	5
7	4	SA/A	9	7
9	5	SA/A	9	12
13	6	SA/A	5	6
14	7	D/SD	6	4
18	8	D/SD	4	4
20	9	SA/A	7	7
23	10	SA/A	8	2
24	11	D/SD	1	5
27	12	SA/A	10	6
31	13	SA/A	9	8
32	14	D/SD	2	6
33	15	SA/A	10	12

Figure 4.34

Communication apprehension

Taking into account the communication apprehension, the figure 4.34 shows that the highest level of incidence of anxiety on the low mastery of speaking in English presented by the learners of 10th course is reflected in the question number 27 in which ten (10) learners state that they are strongly agree and agree while feeling fearful and confused when they speak in English. On the other hand, the learners of 11th course feel more anxious in the questions number nine (9) stating that twelve (12) learners always panick when they are expected to speak in English without any preparation before taking English classes. Similarly, in the question number thirty-three (33), twelve (12) learners always feel nervous when English teacher asks questions which they do not have prepared in advance.

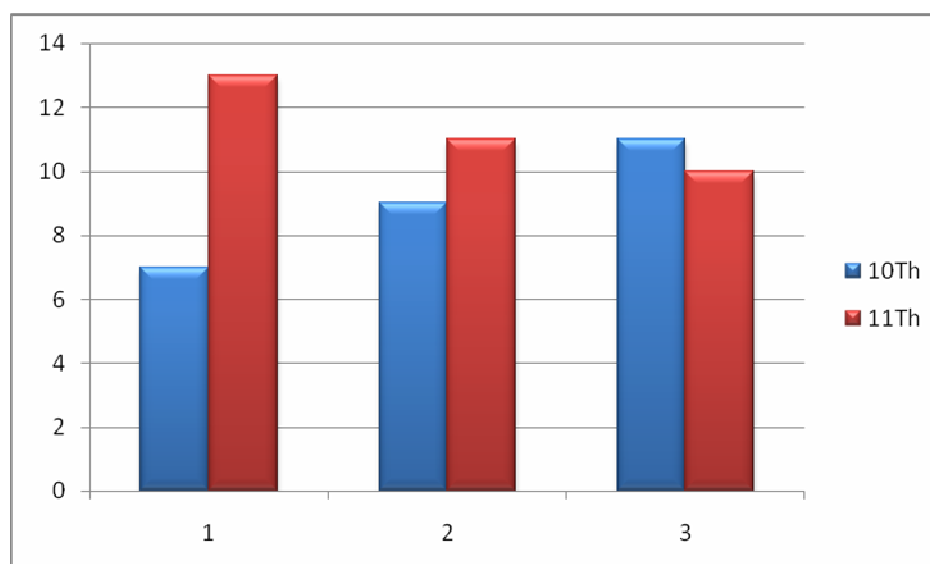
Listening Anxiety

Table 4.35

Listening apprehension

Question	Position in the bar chart	Answer option	10Th	11Th
4	1	SA/A	7	13
15	2	SA/A	9	11
29	3	SA/A	11	10

Figure 4.35

Listening apprehension

Taking into account the listening apprehension, the figure 4.35 shows that the highest level of incidence of anxiety on the low mastery of listening in English presented by the learners of 10th course is reflected in the question number 29 in which eleven (11) learners state that they are strongly agree and agree while feeling nervous about misunderstanding any of the words that English teacher says using the foreign language. Regarding to, the learners of 11th course, thirteen (13) learners feel fearful

when they do not comprehend what teacher says in the foreign language which is expressed in the question number four (4).

Answering in an affirmative way to these questions, it can be seen that learners of both 10th and 11th courses cannot distinguish different sounds, therefore experiencing difficulties with listening comprehension.

Test Anxiety

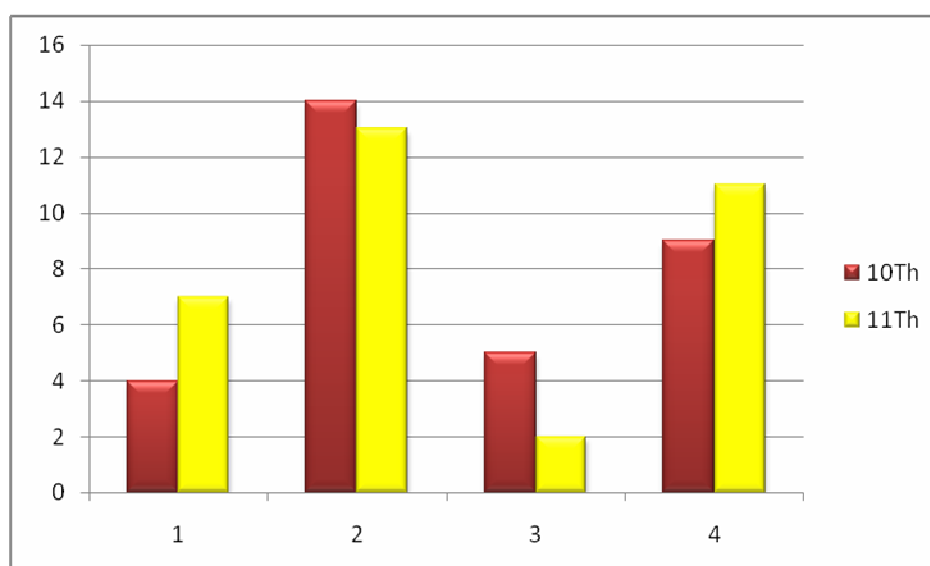
Table 4.36

Evaluation apprehension

Question	Position in the bar chart	Answer option	10Th	11Th
8	1	D/SD	4	7
10	2	SA/A	14	13
21	3	SA/A	5	2
30	4	SA/A	9	11

Figure 4.36.

Evaluation apprehension



Taking into account the evaluation apprehension, the figure 4.36 shows that the highest level of incidence of anxiety on the low mastery of tests in English presented by the learners of 10th course is reflected in the question number 10 in which fourteen (14) learners state that they are strongly agree and agree in the worry that they feel about the consequences of failing in the foreign language class Regarding to, the learners of 11th course, thirteen (13) learners feel the same about this situation.

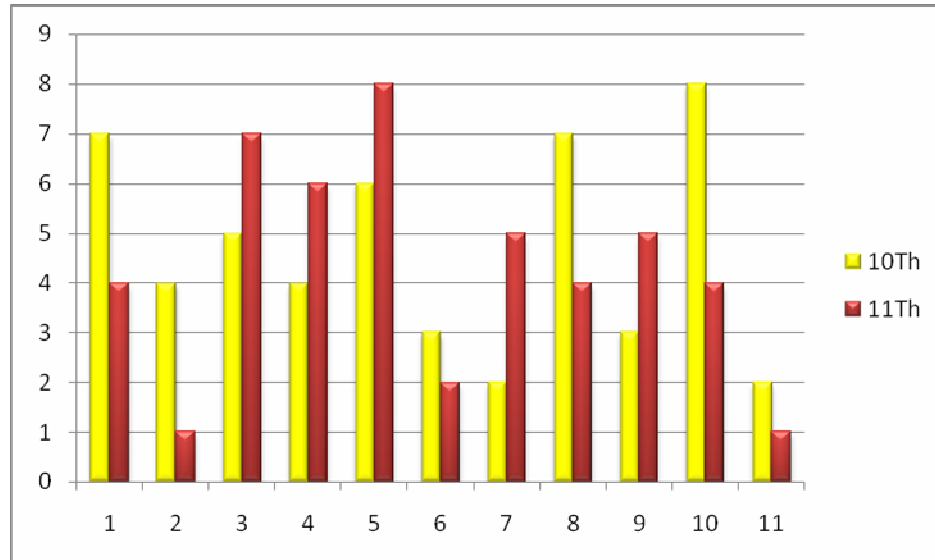
General Anxiety

Table 4. 37.

General apprehension

Question	Position in the bar chart	Answer option	10Th	11Th
5	1	D/SD	7	4
6	2	SA/A	4	1
11	3	SA/A	5	7
12	4	SA/A	4	6
16	5	SA/A	6	8
17	6	SA/A	3	2
19	7	SA/A	2	5
22	8	SA/A	7	4
25	9	SA/A	3	5
26	10	SA/A	8	4
28	11	D/SD	2	1

Figure 4.37.

General apprehension

Taking into account the general apprehension, the figure 4.37 shows that the highest level of incidence of general anxiety in English presented by the learners of 10th course is reflected in the question number 26 in which fourteen (8) learners state that they are strongly agree and agree about being less calm and more worried in English classes than the other classes. Regarding to, the learners of 11th course, eight (8) learners feel worried and nervous in English classes even if they are well prepared. which is expressed in the question number sixteen (16).

General Overview

This table represents the general incidence of anxiety in the learners of both 10th and 11th courses taken as a whole population, considering the five answer options such as Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree and also the 33 items that compose the Foreign Language Classroom Anxiety Scale designed by Horwitz (1986)

Table 4.38.

Incidence of anxiety

	SA		A		N		D		SD	
1	2	7%	10	33%	16	53%	1	3%	1	3%
2	4	13%	5	17%	5	17%	10	33%	6	20%
3	5	17%	7	23%	7	23%	11	37%	0	0%
4	8	27%	12	40%	4	13%	3	10%	3	10%
5	8	27%	7	23%	4	13%	8	27%	3	10%
6	1	3%	4	13%	9	30%	10	33%	6	20%
7	7	23%	9	30%	5	17%	8	27%	1	3%
8	5	17%	5	17%	9	30%	8	27%	3	10%
9	10	33%	11	37%	5	17%	4	13%	0	0%
10	17	57%	10	33%	1	3%	1	3%	1	3%
11	6	20%	6	20%	8	27%	7	23%	3	10%
12	5	17%	5	17%	10	33%	5	17%	5	17%
13	1	3%	10	33%	4	13%	8	27%	7	23%
14	4	13%	8	27%	8	27%	6	20%	4	13%
15	8	27%	12	40%	2	7%	6	20%	2	7%
16	4	13%	10	33%	4	13%	3	10%	9	30%
17	2	7%	3	10%	7	23%	10	33%	8	27%
18	4	13%	10	33%	8	27%	5	17%	3	10%
19	3	10%	4	13%	6	20%	8	27%	9	30%
20	6	20%	8	27%	9	30%	3	10%	4	13%
21	3	10%	4	13%	11	37%	5	17%	7	23%
22	3	10%	8	27%	5	17%	9	30%	5	17%
23	4	13%	6	20%	11	37%	6	20%	3	10%
24	3	10%	8	27%	13	43%	4	13%	2	7%
25	2	7%	6	20%	9	30%	7	23%	6	20%
26	9	30%	3	10%	10	33%	6	20%	2	7%
27	3	10%	13	43%	10	33%	3	10%	1	3%
28	9	30%	12	40%	6	20%	2	7%	1	3%
29	10	33%	11	37%	3	10%	4	13%	2	7%
30	5	17%	15	50%	6	20%	3	10%	1	3%
31	7	23%	10	33%	2	7%	8	27%	3	10%
32	3	10%	9	30%	10	33%	6	20%	2	7%
33	8	27%	14	47%	6	20%	2	7%	0	0%

After making the classroom observation, personal interviews, and administering the translated Foreign Language Classroom Anxiety Scale (FLCAS) to the group of 30 learners, the resulting data reveal interesting information about the anxiety levels of this group of learners.

In other words, the data obtained by means of the indirect classroom observation have revealed that harmful anxiety is mainly felt by learners of both 10th and 11th courses. According to Oxford (n.d.) quoted by Arnold (1999), this kind of anxiety can affect learners in two different ways: directly or indirectly.

The group of the learners who takes part in our research project experiences both kinds of harmful anxiety due to the fact that they almost always feel worried, fearful, and doubtful inside the classroom, causing a low level of learners' participation, feelings of demotivation and poor self-image among the learners. All these situations are also promoted by English teacher when she insists on correcting learners' mistakes in an abrupt way, on comparing learners' weaknesses but never highlighting learners' strengths as learners state clearly in the interviews in question number 3 about what feelings or emotions they feel in the development of English classes and in the question number 4 about how they can describe the relationship between teacher /learner and learner/learner in the English classes and if this situation affects their learning process.

So, it can be seen that a threatening atmosphere negatively affect the learners' free involvement and concern in the foreign language classes which is demonstrated by the question number 10 of the Foreign Language Classroom Anxiety Scale (FLCAS) in which 89% of learners state that they are only worried about the consequences of failing

the foreign language classes. So, it can be concluded that learners are only interested in getting good grades in the English classes.

Likewise, it can be demonstrated by means of the use of interviews and observations that the academic activities in which learners feel more anxious are (a) reading texts aloud, (b) giving short answers about grammar, (c) pronouncing some sentences, (d) writing on the whiteboard, (e) taking oral and written tests, (f) completing multiple choice formats (g) writing short paragraphs, and (h) translating some phrases.

In addition, learners state that their reactions to these situations are related to regret, suffering, insecurity, lack of comprehension, uneasiness, low self esteem, resentment, and lack of interest for the English class.

Besides, the thematic relationships among the different items of the scale have allowed us to organize the presentation of the resulting data in four groups regarding their relationship with the following different sub-topics of Foreign Language Classroom anxiety: speaking anxiety, listening anxiety, test anxiety and general anxiety reactions towards the foreign language classroom as stated by Horwitz (1986) quoted by Deutsch (2004).

Taking into account the data obtained by the administration of the Scale, several items revealed that there is a considerable level of concern over foreign Language lessons in general, both outside and inside the classroom. For instance, 53% of the learners of 11th course actually said that they feel distress about the foreign language class even when they were well prepared for it (item 16). Besides, 53% of the learners of 10th course state that they feel fearful in the English class rather than the others (item 26);

Taking into account the Listening anxiety reactions, it can be seen that learners feel a high level of anxiety, since 73% of the learners of 10th course get so nervous when they do not understand every word language teacher says (item 29). Likewise, 86% of the learners of 11th course state that they frighten when they do not understand what the teacher is saying in the foreign language (item 4).

Taking into account the Speaking anxiety reactions, it can be appreciated similar levels of communication anxiety for both courses. Since 66% of the learners of 10th course get so nervous and confused when they are expected to speak in English (item 27). In a similar way, 66% of the learners of 10th course state that they get anxious when the language teacher asks questions which they have not prepare in advance (item 33). On the other hand, 80% of the learners of 11th course state that they panic when they have to speak without preparation in language class (item 9). Similarly, 80% of the learners of 11th course state that they panic when they have to speak without preparation in language class (item 9). Similarly, 80% of the learners of 11th course state that they get anxious when the language teacher asks questions which they have not prepare in advance (item 33).

Nonetheless, the most critical level of classroom anxiety is exhibited by those items related to the phenomenon of test anxiety. As we can see in item 10, 93% of the learners of 10th course and 86% of the learners of 11th course state that they worry about the consequences of failing the subject.

After administering the scale, the interview, and making the observation, we realized that all the data collection instruments were reliable giving us valuable information for our research project.

In this chapter, researchers have showed some relevant aspects about the results such as giving an instrument report and data analysis in order to accomplish the objectives of our research project. Researchers hope that this chapter is a good continuance of the three first ones and that it provides a good basis for the next chapter related to the conclusions and pedagogical recommendations.

Conclusions and Pedagogical Recommendations

Right after the results chapter about the analysis and the interpretations of the previous data expressed by the learners at 10th and 11th courses at Antonio Nariño High School which were gathered by means of the research instruments such as observation, interview and the Foreign Language Classroom Anxiety Scale designed by Horwitz and Cope (1986), the fifth chapter of our research is presented in order to provide readers with all the information about most meaningful conclusions and pedagogical implications about our research project.

Conclusions

After analyzing the data collected the following conclusions can be drawn:

The data collected help us to realize all the factors involved in increasing the level of anxiety among the participants of our research project while taking part of foreign language classes. So that, it can be stated that the predominant kind of anxiety felt by learners is harmful or debilitating anxiety due to the fact that they are always involved in a threatening atmosphere of learning mainly caused by the English teacher and her intimidating attitude to the learners affecting negatively the language learning process. Moreover, it is important to say that learners provided examples of how anxiety can lead to frustration and even anger.

Levels of anxiety are increased for different situations or events related to reading texts aloud; giving short answers about grammar, pronouncing some sentences; writing on the whiteboard; taking oral and written tests; completing multiple choice formats; writing short paragraphs; and translating some phrases. Similarly, these situations are

linked with negative error correctness, low self acceptance, low self esteem, low self efficacy, low risk taking, and no competitiveness.

According to the Foreign Language Classroom Anxiety Scale designed by Horwitz (1986), the outcomes showed by the participants of our research feel more anxious when they have to take written or oral tests (test anxiety); when they are expected to speak in the foreign language (speaking anxiety); when they do not understand commands, instructions, and teacher's explanations (listening anxiety). Finally, the lower level of anxiety is related to general anxiety.

Although, the relationship teacher/ learners always shows discrimination and authoritarianism, the relationship among learners is friendly, collaborative, and confident.

In short, the findings of our research project allow us to confirm that anxiety can negatively affect the language learning process in many ways and that decreasing anxiety seems to enhance language acquisition, learners self-esteem, motivation, and so on.

Pedagogical Recommendations

After having done this research project it can be concluded that this research can constitute a relevant reference for future researches about anxiety.

In addition, the following pedagogical implications are suggested not only for teachers and learners at Antonio Nariño High School (were this research project took place) but also for training and professional language teachers who are interested in reducing the level of anxiety inside the classroom.

Teacher should create a low stress, friendly, and supportive learning environment which will influence the reduction of the high level of anxiety. As stated by Pine and Boy (1977) quoted by Williams and Burden (1997)

“Effective teachers create learning atmospheres which are cognitively and affectively expanding; learning atmospheres which enable the learner to become a more adequate and knowledgeable person.” (p.62)

Besides, a humanistic and effective teacher has to be as a model and a guide for his/her learners. For instance, the language teacher has to convey feelings of self confidence, self esteem, respect, solidarity and so on making learners increase these feelings too.

Furthermore, teacher has to take into account the affective side of the learners, being sensitive to learners' fears and insecurities and help them to confront these situations due to the fact that education not only does refer to transmitting knowledge, but it also refers to taking into account the learners' feelings and emotions.

Teacher should use non threatening methods of error correctness on contrary teacher should be patient and tolerant and offer learners words of encouragement without compare learners among them. These situations are intended to increase the risk-taking, self confidence, self esteem and motivation in the foreign language classes reducing the speaking anxiety.

According to Williams and Burden (1997) a teacher also needs to consider the different learner styles inside the classroom, that is to say he or she has to design a variety of language learning activities that are meaningful for all the learners. A teacher also should consider help learners to find out the best learning strategies, in ways that

are useful to them, to foster to discover their own styles and transform their weakness into strengths in the learning process.

When learners seem not to understand teacher's explanations or information (readings), he/she should speak more slowly, paraphrase, repeat some word or even phrases if learners ask for that in order to reduce listening anxiety.

Teacher should design oral or written tests with familiar item types, assessing topics taught inside the classroom and making unambiguous questions in order to reduce test anxiety. Moreover, teacher should give learners enough time so that learners are well prepared to take a test.

English classes should be creative providing learners with games, songs, easy videos, role plays in order to foster learners to relax inside the classroom.

By means of these suggestions, teachers can provide learners with some effective options to deal with language anxiety, reducing its negative effects on language learning before becoming extremely prejudicial for learners.

Not only the teacher plays an outstanding role in the learning process but also are the learners who build their own knowledge. So that, they have to be conscious of the responsibility in the learning process of learning a foreign language.

In this chapter, researchers have showed some relevant aspects about conclusion and suggestions to be considered in the future.

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Appendix A
Class Observation

Educational institution: _____

Researchers: _____

Grade: _____

Situation: _____

Date: _____ Hour: _____

Observation

Comments

Appendix B

Teacher Interview

1. For how long have you been working as an English teacher?
2. Do you think that the learners' affective side is as relevant as the cognitive side in the learning process?
3. What are the main learners' reactions when they are exposed to an English class?
4. What is your own definition of anxiety?
5. Do you think that the levels of anxiety vary according to the subject which learners are exposed to?
6. What are the specific situations that make learners feel anxious?
7. How do you keep control of these situations?
8. Do you think that anxiety can contribute in the learning process? Why?
9. In your opinion, what are the feelings that are related to anxiety?
10. Does anxiety influence the mastery of English? Why?

Appendix C

Entrevista Estudiantil

Sexo: M ____ F ____

Edad:

Grado:

1. ¿Las clases de inglés generan interés en usted? ¿Por qué?
2. ¿Las clases de inglés son dictadas directamente en la lengua extranjera ó se hace uso de su lengua materna?
3. ¿Qué sentimientos ó emociones generan en usted las clases de inglés?
4. ¿Cómo es la relación profesor-estudiante, estudiante-estudiante en las clases de inglés? ¿Ésta situación afecta su proceso de aprendizaje?
5. ¿El profesor del área de inglés tiene en cuenta sus sentimientos ó emociones en el desarrollo de la clase?
6. ¿Cuál es su definición de ansiedad?
7. ¿Cuáles son las principales situaciones en la clase de inglés que generan mayor grado de ansiedad en usted?
8. ¿Cuáles son sus reacciones ó las reacciones del profesor frente a éstas situaciones?
9. ¿Cree usted que cambios en la metodología del profesor ayudaría a la disminución de estos sentimientos ó emociones negativas?
10. ¿Le gustaría tomar clases de inglés extras para mejorar su rendimiento en la materia?

Appendix D

Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz & Cope 1986)

SA= Strongly Agree

A= Agree

N= Neither Agree nor Disagree

D= Disagree

SD= Strongly Disagree

	No	TD	DA	I	ED	TED
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1					
2. I do not worry about making mistakes in language class.	2					
3. I tremble when I know I am going to be called in language class.	3					
4. It frightens me when I do not understand what the teacher is saying in the foreign language.	4					
5. It would not bother me at all to take more foreign language classes.	5					
6. During language class, I find myself thinking about things that have nothing to do with the course.	6					
7. I keep thinking that the other students are better at the languages than I am.	7					
8. I am usually at ease during tests in my language class.	8					
9. I start to panic when I have to speak without preparation in language class.	9					

	No	TD	DA	I	ED	TED
10. I worry about the consequences of failing my foreign language class.	10					
11. I do not understand why some people get so upset over foreign language classes.	11					
12. In language class, I can get so nervous, I forget things I know.	12					
13. It embarrasses me to volunteer answers in my language class.	13					
14. I would not be nervous speaking the foreign language with native speakers.	14					
15. I get upset when I do not understand what the teacher is correcting.	15					
16. Even if I am well prepared for language class, I feel anxious about it.	16					
17. I often feel like not going to my language class.	17					
18. I feel confident when I speak in foreign language class.	18					
19. I am afraid that my language teacher is ready to correct every mistake I made.	19					
20. I can feel my heart pounding when I am going to be called in language class.	20					
21. The more I study for a language test, the more confused I get.	21					
22. I do not feel pressure to prepare very well for language class.	22					
23. I always feel that the other students speak the foreign language better than I do.	23					
24. I feel very self-conscious about speaking the foreign language in front of other students.	24					

	No	TD	DA	I	ED	TED
25. Language class moves so quickly I worry about getting left behind.	25					
26. I feel more tense and nervous in my language class than in my other classes.	26					
27. I get nervous and confused when I am speaking in my language class.	27					
28. When I am on my way to language class, I feel very sure and relaxed.	28					
29. I get nervous when I do not understand every word the language teacher says.	29					
30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language.	30					
31. I am afraid that the other students will laugh at me when I speak the foreign language.	31					
32. I would probably feel comfortable around native speakers of the foreign language.	32					
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	33					

Taken from Ortega, A. M. (n.d.). *Measuring language anxiety perceived by Spanish University students of English*. Abstract retrieved

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Appendix E

Versión en Español de la Escala Diseñada por Horwitz & Cope (1986) FLCAS

Colegio:

Grado: 10___ 11___

Sexo: M___ F___

Objetivo

Determinar el nivel de ansiedad mostrado por los estudiantes de los grados décimo y once en la clase de lengua extranjera.

Indicaciones

1. Lea cuidadosamente cada uno de los 33 enunciados, señale con una X la casilla que mas se aproxime a su opinión y/o experiencia, no deje ninguna casilla en blanco, ni marque dos ó más casillas para el mismo enunciado.
2. Por favor responda con seriedad y sinceridad a cada uno de los enunciados de esta escala, ya que de usted depende que los resultados de nuestra investigación sean confiables.
3. Las respuestas que usted brinde a cada uno de los enunciados deben ser resultado de su opinión y/o experiencia. Por lo tanto no hay respuestas correctas ó incorrectas, pues nuestro objetivo es conocer precisamente sus experiencias acerca de la ansiedad en la clase de lengua extranjera.
4. Muchas gracias de antemano por su valiosa colaboración.

Presentamos a usted la siguiente escala que consta de 33 enunciados y una casilla con cinco posibles respuestas. Recuerde marcar una sola casilla por enunciado.

TD= Totalmente de Acuerdo

DA= De Acuerdo

I= Inseguro

ED= En Desacuerdo

TED= Totalmente en Desacuerdo

	No	TD	DA	I	ED	TED
1. Me siento inseguro cuando hablo en las clases de lengua extranjera.	1					
2. No me preocupa cometer errores en la clase de lengua extranjera.	2					
3. Tiemblo cuando sé que debo participar en la clase de lengua extranjera.	3					
4. Siento temor cuando no comprendo lo que el profesor dice en la lengua extranjera.	4					
5. No me molestaría en absoluto recibir clases extras de lengua extranjera.	5					
6. Durante la clase de lengua extranjera, pienso en cosas que no tienen que ver con la clase	6					
7. Continuamente pienso que mis compañeros son mejores que yo en la clase de lengua extranjera.	7					

	No	TD	DA	I	ED	TED
8. Normalmente estoy relajado durante los exámenes de lengua extranjera.	8					
9. Siento pánico cuando tengo que hablar en la clase de lengua extranjera sin haberme preparado antes.	9					
10. Me preocupan las consecuencias de bajar mi rendimiento académico ó perder la asignatura de lengua extranjera.	10					
11. No comprendo porque razón algunas personas se preocupan tanto por las clases de lengua extranjera.	11					
12. En la clase de lengua extranjera puedo estar tan nervioso que olvido totalmente las cosas que sé.	12					
13. Siento vergüenza de contestar voluntariamente en la clase de lengua extranjera.	13					
14. No me pondría nervioso hablando en la lengua extranjera con mi profesor.	14					
15. Me siento nervioso cuando no entiendo lo que el profesor corrige.	15					
16. Aunque esté bien preparado para la clase de lengua extranjera me siento nervioso para la misma.	16					
17. Con frecuencia siento indisposición para asistir a la clase de lengua extranjera.	17					
18. Me siento seguro de mi mismo cuando hablo en la clase de lengua extranjera.	18					
19. Me produce temor que el profesor de lengua extranjera corrija cada error que cometo.	19					

	No	TD	DA	I	ED	TED
20. Siento que mi corazón palpita aceleradamente cuando mi profesor me pide participar en la clase de lengua extranjera.	20					
21. Cuanto más estudio, para un examen de lengua extranjera, más me confundo.	21					
22. No me preocupa prepararme bien para la clase de lengua extranjera.	22					
23. Siempre tengo la sensación de que los demás estudiantes hablan la lengua extranjera mejor que yo.	23					
24. Cuando me expreso en la lengua extranjera frente a otros estudiantes, soy muy conciente de lo que digo.	24					
25. El tiempo en la clase de lengua extranjera pasa muy rápido y temo atrasarme.	25					
26. Me siento más tenso y nervioso en la clase de lengua extranjera que en las otras clases.	26					
27. Me siento nervioso y me confundo cuando hablo en la clase de lengua extranjera.	27					
28. Cuando estoy a gusto en la clase de lengua extranjera, me siento muy seguro y relajado.	28					
29. Me siento nervioso cuando no entiendo ninguna de las palabras que dice el profesor en la clase de lengua extranjera.	29					
30. Me siento preocupado por el número de reglas gramaticales que debo aprender para poder hablar la lengua extranjera.	30					

	No	TD	DA	I	ED	TED
31. Siento temor a que los otros estudiantes se rían de mí cuando hablo la lengua extranjera.	31					
32. Probablemente me sentiría cómodo entre hablantes nativos de la lengua extranjera.	32					
33. Me siento nervioso cuando el profesor de lengua extranjera me hace preguntas acerca de temas que no he preparado de antemano.	33					

Adapted from Ortega, A. M. (n.d.). *Measuring language anxiety perceived by Spanish University students of English*. Abstract

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