

**MAYOR DE SAN ANDRES UNIVERSITY
SCHOOL OF HUMANITIES AND EDUCATION
SCIENCES
DEPARTMENT OF LINGUISTICS AND LANGUAGES**



THESIS

**FACTORS THAT ORIGINATE LANGUAGE ANXIETY
ON EFL LEARNERS IN L2 ORAL PRODUCTION: A
STUDY CARRIED OUT AT MAYOR DE SAN ANDRES
UNIVERSITY ON INTERMEDIATE LEVEL STUDENTS.**

A THESIS SUBMITTED FOR LICENCIATURA DEGREE

**APPLICANT: JIMENA TENORIO ALARCON
TUTOR: ELIZABETH ROJAS CANDIA, PhD**

**LA PAZ -BOLIVA
SEPTEMBER, 2013**

**UNIVERSIDAD MAYOR D E SAN ANDRES
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA
EDUCACION
CARRERA DE LINGUISTICA E IDIOMAS**

Tesis de grado:

**FACTORS THAT ORIGINATE LANGUAGE ANXIETY ON EFL
LEARNERS IN L2 ORAL PRODUCTION: A STUDY CARRIED
OUT AT MAYOR DE SAN ANDRES UNIVERSITY ON
INTERMEDIATE LEVEL STUDENTS.**

Presentada por: Jimena Tenorio Alarcón

Para optar el grado académico de “Licenciatura mención Inglés”

Nota numeral:.....

Nota literal:

Ha sido.....

Directora de la Carrera de lingüística e idiomas: Mgr. Virginia Coronado Conde

Tutor: Elizabeth Rojas Candia, Ph D

Tribunal: Lic. Roberto Quina

Tribunal: MSc. Javier Taborga Manrique

DEDICATION

This thesis is dedicated to God and all my Family

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation and gratitude to my tutor, Dr. Elizabeth Rojas Candia .This thesis would not have been completed without her expert advice and unfailing patience. I would like to express a special word of thanks to you for offering me encouragement in all the circumstances.

I would like to extend also my appreciation to my family, my parents Felix and Alicia, my sisters Marlene , Monica and my brother Luis Fernando for have given me their support throughout this time .

A special thanks to my dear Friends Dr. Sarah Castillo Camacho, Lic . Mary Elena Limachi and Lic.GladisLaura for their friendship, support, encouragement and assistance since the start of this thesis project.

I would like to thank professor; Lic. Roberto Quina for allowing me to observe his English classes.

Finally, I thank to my friends, I appreciate their kindness friendship and support.

TABLE OF CONTENTS

DEDICATION	
ACKNOWLEDGEMENTS	
TABLE OF CONTENTS	
ABSTRACT	

CHAPTER I INTRODUCTION

	PAGE
INTRODUCTION.....	1
1.1.BACKGROUND OF THE PROBLEM	3
1.2. RESEARCH QUESTIONS	6
1.3. BJECTIVES.....	7
1.3.1.GENERAL BJECTIVE.....	7
1.3.2. SPECIFIC OBJECTIVES.....	7
1.4. JUSTIFICATION.....	7
1.5. CONCEPTUAL DEFINITIONS TERMS.....	9
1.6.LIMITATIONS.....	13

CHAPTER II THEORETICAL FOUNDATIONS

2.1. PREVIOUS STUDIES ON LANGUAGE ANXIETY	15
2.2. THEORIES OF SECOND LANGUAGE ACQUISITION	16
2.2.1. THE STRUCTURAL LINGUISTICS THEORY.....	17
2.2.2. THE BEHAVIORIST THEORY.....	17
2.2.3. THE CREATIVE CONSTRUCTION THEORY	19
1).The acquisition learning hypothesis.....	19
2.)Themonitor hypothesis.....	20
3).Thenatural order hypothesis.....	21
4).The input hypothesis.....	21
5).The Affective Filter hypothesis.....	21
2.3.ANXIETY.....	22
2.3.1. FIRST LANGUAGE ANXIETY.....	22
2.3.2. SECOND /FOREIGN LANGUAGE ANXIETY.....	23
2.3.3. DEFINITIONS OF ANXIETY.....	23
2.3.4. CATEGORIES OF ANXIETY.....	24

2.3.5.LANGUAGE ANXIETY.....	24
2.3.6. COMPONENTS OF FOREIGN LANGUAGE ANXIETY	27
2.3.7. LANGUAGE ANXIETY ASSOCIATED WITH LEARNERS’ OWN SENSE OF ‘SELF’ AND ‘LANGUAGE CLASSROOM ENVIRONMENT’	30
2.3.7.1. Self- Concept.....	31
2.3.7.2. Self-Esteem	31
2.3.7.3. Self-Confidence.....	32
2.3.7.4.Learners’ Beliefs about Language Learning.....	32
2.3.7.5.Types of learners’ Beliefs.....	32
2.3.7.6. Instructors’ Beliefs.....	33
2.3.7.7. Classroom Procedures	33
2.4.POTENTIAL SOURCES OF LANGUAGE ANXIETY.....	33
a). Socio-psychological Issues of Language Anxiety.....	34
b). Learner/Instructor Beliefs on Language Learning and Teaching.....	35
c). Instructor-Learner Interactions/ Classroom Procedures.....	35
2.5.LANGUAGE ANXIETY AND LEARNING	36
2.6. LANGUAGE ANXIETY AND THE PPROCESS OF LEARNING	37
2.7. IMPACT OF LANGUAGE ANXIETY ON FOREIGN LANGUAGE LEARNING	38
2.8.ORAL PRODUCTION.....	39
2.8.1.OVERALL ORAL PRODUCTION.....	40
2.8.2. SUSTAINED MONOLOGUE: Describing experience.....	41
2.8.3. SUSTAINED MONOLOGUE: Putting a case.....	42
2.8.4. ADDRESSING AUDIENCES.....	42
2.9.PEAKING SKILL.....	44
2.9.1. A MODEL OF SPEAKING.....	44
a) onceptualizer.....	45
b)Formulator.....	45
2.10.OMPONENTS UNDERLYING SPEAKING EFFECTIVENESS.....	46
2.11.PEAKING ACTIVITIES.....	48
2.12.ORAL SKILLS AND INTERPRETATION.....	49
2.13.THE PROCESSES OF L2 PRODUCTION.....	50
2.14. COMMUNICATION IN THE CLASSROOM.....	50

CHAPTER III DESIGN OF THE RESEARCH

3. 1.TYPE OF RESEARCH.....	53
3.2. SCOPE OF THE RESEARCH	54
3.3. METHOD OF THE RESEARCH.....	54
3.3.1 OBSERVATION	54
3.3.2QUESTIONNAIRE	55
3.4.METHODOLOGICAL DESIGN.....	55

3.5. DATA GATHERING INSTRUMENTS	56
3.5.1 INSTRUMENT 1: OBSERVATION.....	56
3.5.2 INSTRUMENT 2: QUESTIONNAIRE.....	56
3.5.2.1 VALIDITY OF THE QUESTIONNAIRE	57
3.5.2.1.1 Content Validity	57
3.5.2.1.2 Face Validity	57
3.5.2.1.3 Construct Validity	58
3.5.3. INSTRUMENT 3: PILOT SURVEY.....	58
3.6. DESCRIPTION OF THE RESEARCH CONTEXT.....	62
3.7. POPULATION.....	63
3.8. DESCRIPTION OF THE PARTICIPANTS.....	63
3.9. SAMPLE SELECTION.....	64
3.10. VARIABLES.....	65
3.11. DATA ANALYSIS	65
3.11.1. CODIFICATION.....	65
3.11.2. THE GROUNDED THEORY	66
3.11.3. UNITS OF ANALYSIS	68
3.11.4. SUB -CATEGORIZATION	69
3.11.5. CATEGORIZATION.....	71
3.11.5.1. Categorization 1.....	71
3.11.5.1.1. Verbal Reactions.....	73
3.11.5.1.2. Emotional Reactions.	74
3.11.5.1.3. Physical Reactions	74
3.11.5.2. Categorization 2	74
3.11.6. THEMES	76
4. RESULTS OF THE CATEGORIZATION DEVELOPMENT	82

CHAPTER IV
INTERPRETATION: FROM DATA TO THEORY

4.1. QUALITATIVE INTERPRETATION FROM THE CLASS OBSERVATION.....	93
4.1.1. LINGUISTIC FACTORS	93
4.1.1.1. VOCABULARY.....	93
4.1.1.1.1. Vocabulary supporting.....	93
4.1.1.1.2. Code switching.....	96
4.1.1.1.3. Borrowing.....	96
4.1.1.1.4. Calque.....	97
4.1.1.1.5. Intersentential.....	97
4.1.1.2. GRAMMAR.....	97
4.1.1.2.1. Prepositions.....	98
4.1.1.2.2. Verb tense troubles.....	98
4.1.1.3. PRONUNCIATION.....	99

4.1.2. PSYCHOLOGICAL FACTOR.....	101
4.1.2.1.LACK OF CONFIDENCE.....	101
4.1.2.1.1Feeling under confident.....	101
4.1.3PEDAGOGICAL FACTOR.....	103
4.1.3.1.CLASSROOM ENVIRONMENT PRACTICES.....	103
4.1.3.1.1.Oral classroom activities.....	103
4.1.3.1.2. Fear of negative evaluation from the teacher.....	103
4.1.3.1.3. Fear of negative evaluation from their classmates.....	103
4.1.3.1.4 Corrections of mistakes	104
4.1.4.PSYCHOLOGICAL REACTIONS.....	104
4.1.4.1.CATEGORY 1: VERBAL REACTIONS.....	104
4.1.4.1.1 Pauses.....	104
4.1.4.1.2Speech disturbances.....	107
4.1.4.1.3Remaining silent.....	107
4.1.4.1.4Incomplete sentences.....	109
4.1.4.1.5Short utterances	110
4.1.4.2.CATEGORY 2: EMOTIONAL REACTIONS.....	112
4.1.4.2.1Difficulty in organizing their ideas.....	112
4.1.4.2.2 Difficulty in recalling information.....	114
4.1.4.3 CATEGORY 3: PHYSICAL REACTIONS.....	118
4.1.4.3.1Snapping fingers.....	118
4.1.4.3.2 Feeling ashamed.....	119
4.1.4.3.3Feeling tense.....	120
4.1.4.3. 4. Playing with a pencil.....	124
4.1.4.3.5 Biting lips.....	125
4.1.4.3.6 Cheeks Blushing.....	125
4.2.INTERPRETATION OF THE QUESTIONNAIRE.....	126
4.3. EMERGING HYPOTHESES.....	137
4.4. RELIABILITY AND VALIDITY OF THE RESEARCH.....	141

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS.....	144
5.2. RECOMMENDATIONS	148
BIBLIOGRAPHY.....	153
APPENDIX A Research instruments	158
APPENDIX B Data transcriptions	159
Class observation transcriptions.....	160
APPENDIX C Observation data analysis charts of each participant... ..	161
APPENDIX D Questionnaires to measure foreign language anxiety.....	162
APPENDIX E Samples of the pilot survey.....	163

TABLE OF CONTENTS

FIGURES

PAGE	
Figure 2.1 A structural view of language organization.....	17
Figure 2.2 Blue print of speaking process model.....	44
Figure2.3 Communicative competence components.....	47
Figure.2.4 A framework for understanding communication in second language classroom.....	51
Figure.2.5 Reduction of codes through complete codification process.....	66
Figure.2.6 Systematic Process Design.....	68

TABLES

Table 2.1.A model of the role of anxiety in the development process.....	37
--	----

CHARTS

Chart3.1 Students' answer, question 1. Pilot survey	59
Chart3.2 Students' answer, question 2. Pilot survey.....	59
Chart3.3 Students' answer, question 3. Pilot survey.....	60
Chart 3.4 Students' answer, question 4. Pilot.....	60
Chart3.5 Students' answer, question 5. Pilot survey.....	61
Chart 3.6 Students' answer, question 6. Pilot survey.	61
Chart 3.7 Categorization of units of analysis related to the 1 st objective: observation and questionnaire.....	82
Chart3.8 Related to the 2 nd objective: observation and questionnaire.....	86
Chart 3.9 Related to the 3 rd objective: observation and questionnaire	87
Chart 3.10 This chart is related to the 4 th objective: observation and questionnaire.....	89

Chart 4.1 <i>Tiempo de aprendizaje del idioma inglés de los alumnos del nivel intermedio</i>	12
4	
Chart 4.2 <i>Creencia de los estudiantes encuestados acerca de la facilidad de aprender el idioma inglés</i>	126
Chart 4.3 <i>Sentimientos, sensaciones percibidas por los estudiantes al momento de participar en las actividades orales en el curso de inglés</i>	127
7	
Chart 4.4 <i>Efectos de la sensación de ansiedad en la producción oral de la L2 en los estudiantes</i>	128
Chart 4.5 <i>Razones que causan en los estudiantes nerviosismo, ansiedad, tensión o preocupación al momento de hablar en la L2, tal el caso del inglés</i>	127
Chart 4.6 <i>Reacciones físicas identificadas o experimentadas por los alumnos, cuando les toca participar oralmente en la clase de inglés</i>	130
0	
Chart 4.7 <i>Reacciones emocionales de los alumnos cuando están nerviosos/as, ansiosos/as, tensos/as, o preocupados/as, al momento de participar oralmente en la clase de Inglés</i>	130
Chart 4.8 <i>Actividades orales que ponen nerviosos/as a los estudiantes al momento de hablar en la L2</i>	131
Chart 4.9 <i>Reacción de los alumnos/as al momento de la corrección de sus errores por los profesores/as, mientras hablaban en inglés</i>	132
Chart 4.10 <i>Momento de preferencia de los alumnos/as en la corrección de sus errores</i>	133
Chart 4.11 <i>Actitudes de los anteriores profesores al corregir los errores de los alumnos/as en los anteriores niveles del curso (1, 2,3) al momento de participar en la clase de inglés</i>	133

Chart 4.12 *Factores generales que impiden a los estudiantes participar en las clases de inglés y hablar, sin que se sientan presionados/as, nerviosos/as, incómodos/as, tensos/as*135

Chart 4.13 *Creencia de los estudiantes sobre los aspectos, factores que causan inseguridad y hace que se pongan: nerviosos/as, incómodos/as, tensos/a s o preocupados/as al momento de participar en las actividades orales de la clase de inglés*.....136

ABSTRACT

How do you feel when you are asked to speak in your English class? Most of the students would say that they feel nervous, because talking to the teacher or to their classmates makes them feel anxious. Learning a foreign language is different from learning other subjects, since learners must develop receptive skills (listening and reading) and productive skills (speaking and writing). Therefore, learning a foreign language is not an easy task because there are many factors that are involved in developing skills. Certainly, both skills are important; however, this research focuses on one of the productive skills, which is oral production. One factor that influences on oral production is the feeling of apprehension or nervousness, known as **foreign language anxiety**. When learners are unable to convey adequately their messages in oral production activities in the classroom, they may feel uncomfortable when speaking in English language. Consequently, they might develop foreign language anxiety. The present research investigated the factors that originate language anxiety in English oral production; how this language anxiety is expressed and its effects on students' oral production. In addition, the study was carried out at the department of linguistics and languages at Mayor de San Andrés University, and the participants were intermediate English students, whose first language is Spanish.

In order to fulfill the objectives of this study, the used instruments were: Classroom Observation and a Questionnaire. The findings indicated the factors that originate language anxiety were: linguistic (lack of vocabulary, grammar, pronunciation, etc), psychological (lack of self-confidence), and pedagogical (some classroom practices: oral activities, fear of negative evaluation). These factors impeded students to convey their messages and participate in oral production activities. Besides that, language anxiety was manifested throughout some psychological reactions: physical reactions verbal reactions, and emotional reactions.

Therefore, this research is organized into five chapters. Chapter one presents the background, the statement of the problem, the general and the specific objectives, justification, the conceptual definitions of terms and the limitations of the study. Chapter two focuses on the theoretical foundations that support the study. Chapter three describes the methodological design which deals with type and characteristics of the study, universe, sample selection, data gathering instruments and data analysis which is framed into descriptive and qualitative research. Chapter four is related to the interpretation of the results. Finally, chapter five is devoted to the conclusions and recommendations.

RESUMEN

Cómo se siente usted cuando su profesor le pide hablar en la clase de inglés? Muchos de los estudiantes afirmarían que se sienten nerviosos, ya que al conversar con su profesor o compañeros hace que se sientan ansiosos. Aprender un idioma extranjero es diferente en comparación al aprendizaje de otras materias ya que los aprendices deben desarrollar la destreza receptiva(destreza de comprensión auditiva - lectora) y la destreza productiva (destreza de producción oral -escrita). Por lo tanto, aprender un idioma no es una tarea fácil puesto que hay muchos factores que intervienen en el desarrollo de estas destrezas, tanto la destreza receptiva como la destreza productiva son importantes pero esta investigación se enfocará solamente en la destreza de producción oral. Uno de los factores que influyen en la producción oral es el sentimiento de aprehensión o nerviosismo, conocido como **ansiedad del lenguaje en una lengua extranjera**. Cuando los aprendices no pueden comunicar apropiadamente sus ideas en las actividades de producción oral de aula, ellos podrían sentirse incómodos al hablar en el idioma inglés. Es así que en este estudio se investigó los factores que originan la ansiedad del lenguaje en la producción oral del idioma inglés, el cómo se expresa la ansiedad y los efectos que causan en la producción oral, en particular de los estudiantes de la carrera de lingüística e idiomas del nivel intermedio (inglés IV) del idioma inglés de la universidad Mayor de San Andrés.

Por otro lado, para alcanzar los objetivos de este estudio se utilizaron los siguientes instrumentos: la observación en aula y el cuestionario, como instrumento de soporte. Los hallazgos que se generaron como producto de la investigación, mostraron que los factores que causan ansiedad del lenguaje son : el factor lingüístico, expresado a través de la falta de vocabulario , gramática , pronunciación; el factor psicológico, expresado a través de la falta de confianza del alumno para participar en clases; el factor pedagógico , expresado a través de algunas actividades orales en el aula , el miedo a la evaluación negativa tanto del profesor como de los compañeros del estudiante. Estos factores impidieron que los estudiantes comuniquen su mensaje y participen en las actividades orales del aula. Además, se observó que los estudiantes expresaban esta ansiedad de lenguaje a través de ciertas reacciones psicológicas como ser: reacciones físicas, verbales y emocionales.

Ampliamente, esta investigación está dividida en cinco capítulos: Capítulo primero presenta el problema y se formula las preguntas de investigación que guían el estudio. Capítulo segundo argumenta los fundamentos teóricos que sustentan la presente investigación. Capítulo tercero describe el diseño metodológico de la investigación y como se analizaron los datos bajo el criterio de la investigación cualitativa. Capítulo cuarto explica la interpretación de los resultados. Capítulo quinto señala conclusiones y recomendaciones.

CHAPTER I

INTRODUCTION

Learning a second language is a complex process since L2 (second language) learners must get across a new code, such as new structures, new sounds which they might have never heard and learned before. At the same time they must be able to manage the structures in an accurate way. Besides that, another aspect that learners must deal with is the emotional and social factors which are needed to interact successfully with their classmates in the classroom language or in a real context communication.

According to communicative language teaching approach that states a communicative classroom, learners are engaged in meaningful activities and they are asked to simulate situations such as: role plays, information gap activity, correction for content, etc. Those activities make students use the language productively and receptively, in varied contexts. In addition, “classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence” (Douglas, H. 2000, p.266). In other words, those simulated situations present a variety of language content and they are not just focused on a particular language structure. Therefore, the need to develop oral language has increased, because learning a language certainly involves being able to ‘speak’. That is to say, learners have to learn how to understand what others convey and try to speak out what they want to express. However, many learners may feel unable to speak in the second language. Learners sometimes might experience a feeling of nervousness, tension, which could make them have feelings of language anxiety.

Hence, the development of a second language is not only limited to learning syntax, phonology, semantics, but also there are many other variables that influence on language development; for instance, personality, motivation, affective factors such as affective filter, anxiety and others. The anxiety factor has been widely recognized for its significant impact on the L2 learners, that is, language anxiety affects the learners

“because it can interfere with the acquisition, retention and production of the new language” (MacIntyre & Gardner, 1991, p. 86, cited in Von Wörde, 2003, p.1).

Hilgrad and Atkinson (1971, cited in Sila, 2010, p.1) state that: “anxiety is commonly described as a state of apprehension, a vague fear that is indirectly associated with an object”, and it is also conceived as a distinct complex of self-perceptions, feelings, and behaviors related to the classroom language performance. On the other hand, second language acquisition researchers (Aida, 1994; Bailey, 1983; Crookall and Oxford, 1991; Ely, 1986; Horwitz, Horwitz, & Cope, 1986; Horwitz & Young, 1991; Ganschow & Sparks, 1996; Krashen, 1985b; MacIntyre, 1995; MacIntyre & Gardner, 1988, 1989, 1991, 1994; Muchnik & Wolfe, 1982; Price, 1988, 1991; Schlesinger, 1995; Trylong, 1987; von Wörde, 1998; Young, 1990, 1991, 1992, cited in von Wörde, 2003, p.1) have revealed that these feelings of anxiety may be an impediment to learn and speak a second language or a foreign language (MacIntyre & Gardner, 1991, p. 86, cited in von Wörde, 2003, p.1). In addition, “psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety” (Sila, 2010, p.83). Trait anxiety is “a more permanent predisposition to be anxious” (Scovel, 1978, cited in Brown, 2000, p. 151); state anxiety is “an apprehension experienced at a particular moment or event in time for example, taking exams” (Brown, 2000, p.151); situation-specific anxiety: language anxiety falls under the situation-specific anxiety, it is felt when one is required to use a foreign language, for example in class participation (Sila, 2010, p.83). Moreover, foreign language anxiety may also be related to the three types of anxiety seen in cases of performance: “communication apprehension, test anxiety, and fear of negative evaluation” (Sila, 2010, p.83). Communication apprehension is a type of shyness or fear about real or anticipated communication with other people; for instance, it might be felt when the students are asked to participate in the class and suddenly they feel a power surge (McCroskey’s, 1978 cited in Chan and Wu, 2004, p.291). Test anxiety, it occurs when students have not gotten a good performance on previous tests and this provokes a feeling of insecurity inside of them and as a result they develop fear of failing in academic evaluation environments. Fear of negative evaluation, which stems from an individual’s conviction of being evaluated negatively.

When English learners are performing in the target language, for instance, by being involved in various speaking activities such as oral presentations, debates, role plays which are normally encountered in a language class, some students are often anxious about their ability to speak in a foreign language, particularly in the above mentioned. Such oral situations lead to a type of anxiety, which is termed as communication apprehension or fear of negative evaluation (MacIntyre & Gardner, 1991: cited in Sila, 2010). On the other hand, an intermediate university student should be able to manage and self-control these feelings of tension, apprehension, nervousness and worry because they are supposed to be able to demonstrate what they have learned in the previous courses, however, it is evident not only for teachers but also for students that when it comes the time to speak, participate in oral activities, most of the learners limit themselves because they worry about making mistakes and they can not control these feelings either. Taking into account the above details, it is evident that this field is broad. That is the reason this research focuses only to language anxiety in English oral production activities.

Therefore, the present study investigates these factors that originate language anxiety in English oral production in classroom activities on intermediate English language learners of the department of Linguistics and Languages at Mayor de San Andrés University. Moreover, it describes different forms of anxiety which are manifested explicitly or evidently.

1.1. BACKGROUND OF THE PROBLEM

At Mayor de San Andrés University, in the Department of Linguistics and Languages, students are asked to choose one of the areas of specialization, such as English, French, Aymara, Quechua, or Spanish. Hence, before they take one area of specialty, they must complete four semesters of language courses, depending on what area they want to specialize in, except Spanish language. The present research focuses on those students who have been learning English at the department of Linguistics and Languages (English area), they are the subjects of this study.

During the process of learning English, students of the Department of Linguistics and Languages who have studied the language for two years (four

semesters) are expected to be competent in some areas of the target language, such as pronunciation, grammar, vocabulary, and language skills (reading, listening, writing, speaking) before taking the speciality English subjects, such as: syntax L2, morphology L2, semantics L2 and others. However, according to the personal experience of the researcher as a student of this Department, it has been seen that students showed weaknesses in some areas, as it is the case when they were encouraged to use the language while performing in oral tasks. In this regard, this problem might be due to many factors, such as, students' personality, habits which they may have not acquired since the first English language course or the teacher might have not emphasized on the speaking skill, and she /he might have focused more on the receptive skill in the previous fourth level.

Another personal experience of the researcher, first as a student in this Department and after as a teacher in a private institution, it has been observed in classes that most of the students do not often participate as volunteers neither when they are asked to work in pairs nor when they have to work in groups. This kind of behavior is very common since they think that if they speak or participate in the class, their classmates will laugh at them because of their pronunciation, the fear of negative evaluation from their teacher or the lack of confidence on their linguistic competence. This information was based on a survey which was carried out by the researcher in the Department of Linguistics and Languages. Before starting the research it has been considered important to ask the students of the 4th level to tell about those factors that impede English learners to participate in a given oral production task in the classroom. It is important to clarify that the survey was taken in order to have some information to support the problem of the research. (See appendix F, survey pag. 164).

As a result, the following statements are uttered by learners of the Department of Linguistics and Languages:

"I feel scared, my vocabulary is not long is short and I do not have words to say what I want to say".

"it is difficult to participate in classes because I am afraid ".

"I don't participate because I don't understand the activity".

These statements express how the students feel when they are asked to perform in the second language. From this information, one can see that most of the foreign language learners come across with many problems in developing the four skills, where particularly, the speaking skill is considered the hardest one for some students, perhaps because when it comes time to speak or interact, most of the learners claim to have a “mental block” or they just keep quiet.

Due to all this information, it is believed that, the intermediate level students of the Linguistics Department might have some difficulties when they are asked to participate in oral production activities in the English class. For instance, Tanveer (2007) carried out a research focusing on “factors that cause Language Anxiety ESL/EFL learners in learning speaking skill and the influence it casts on communication in the target language”, where he could see that students showed lack of participation in the classroom with strong rejection toward oral activities. Among the possible causes are: they feel worried, they feel less successful and they experience extensive nervousness when they speak in front of their peers and others. These factors are also expressed through some physical signs for example, they begin to sweat, get reddish, etc. Hence, experimenting these kinds of feelings of tension or nervousness is defined as “language anxiety” (1986, p.128, cited in Ohata, 2005, p.23).

Besides, there are some factors in language learning which affect the process of learning a second language; these are mainly intelligence, motivation, attitudes, anxiety, and others. Among them, anxiety stands out as one of the main influential factors for effective language learning and for effective oral language production. This anxiety problem is closely related to a psychological construct, linguistic competence and classroom environment. A psychological Construct consists of learners feel anxious while learning and particularly speaking in English within the classroom settings. Linguistic competence is “knowledge about language forms”. (Hymes 1967; Paulston 1974, cited in Brown, 2000, p.246); this means, learners have to develop “knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics and phonology” (Canale & Swain 1990:29, cited in Brown, 2000, p.247). Classroom Environment is related to some pedagogical practices; such as: error correction, role of teacher, classroom activities. This problem arises because

most of Linguistics and Language English learners do not know how to deal with this language anxiety problem. In addition, teachers should also be aware about these anxiety provoking factors in order to help students.

Consequently, this research is focused on those factors that originate language anxiety in English oral production on linguistics and language learners at UMSA and how their effects are reflected on the oral interaction activities in the classroom.

1.2. RESEARCH QUESTIONS

- What are the factors that originate language anxiety in English oral production on intermediate language learners of the department of Linguistics and Languages?
- Which are the factors –Psychological, Linguistic, Classroom Environment- that predominate most on intermediate level learners (English IV) of the department of Linguistics and Languages in the English oral production in the classroom setting?
- How is language anxiety manifested on intermediate level learners of the department of Linguistics and Languages in the English oral production in the classroom setting?

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

- To identify the most predominant factors that originate language anxiety in oral production activities and the effects on oral production of the language in a group of intermediate English level students at the Department of Linguistics and Languages, 2010.
- To determine the physical symptoms of language anxiety that Linguistics Language Students express when they are participating in oral production activities in the English language.

1.3.2. SPECIFIC OBJECTIVES

- To find out those factors, as perceived by students, that originate language anxiety when participating in English language in oral activities within the classroom.
- To analyze the effects of language classroom anxiety on language usage.
- To categorize the most predominant factors from the psychological, linguistic and classroom environment points of view.
- To describe the physical symptoms of language anxiety that Linguistics Language students experience when they are participating in English oral tasks.

1.4. JUSTIFICATION

This research is carried out at Mayor de San Andrés University in the department of Linguistics and Languages on intermediate level English students, who have studied English for 2 years. This research is significant in our context because of the following reasons:

First, from a theoretical point of view, as it has been said before, learning a second language centrally involves being able to “speak”. On the other hand, according to some researchers such as (Horwitz, Horwitz & Cope 1986; Young 1990; Price 1991, cited in von Wörde, 2003, p.12) this skill has been considered as one of the weakest and hardest to master for learners, and this can be seen clearly when they are involved in speaking tasks. In addition, some theories have been developed the issue of anxiety in the English language classroom. Thus, this research has been based on these theories in order to accomplish the aims of the research. Besides, it has been considered Krashen’s affective filter hypothesis, which has to do with affective factors such as motivation, self-confidence and anxiety (Brown, 2000, p. 51-152). In the same way, this study provides insights for foreign or second language pedagogy in order to make the classroom environment less stressful. Furthermore, it contributes to the psychological theory of the process of second language learning because the anxiety experience often presents behavioral manifestations such as snapping fingers, feeling tense and cheeks blushing, etc.

Second, the methodological justification is based on the stated objectives of this research. In order to achieve the stated objectives, it is applied a descriptive qualitative research method, because this study describes these factors: psychological, linguistics and classroom environment which cause language anxiety in a determined situation and a specific context; as it is the case on intermediate level learners of the department of linguistics, who are using the English language in the oral production activities in the classroom setting. Qualitative research, also called ethnography, mainly focuses on subjectivism, behavior of people. It is also related with context/culture, and this type of research inquires deeply into a phenomenon. Given that, it is not paramount to get numerical or statistical results.

Finally, the practical contribution of this research comes out of the approaches related to foreign language anxiety and the result of the classroom observation. Therefore, one reason to carry out this research is the desire to provide learners some strategies to alleviate and reduce their foreign language anxiety. In addition, the results and the information of this investigation is significant because, based on the results the researcher has developed a kind of questionnaire focused on those anxiety provoking factors upon participating in English oral production tasks in the classroom so that teachers could apply it to their students from the first or the second day of classes, in order to know and diagnose what are their conceptions toward oral production activities or speaking skill. Moreover, the results of this questionnaire let the teacher give their students some strategies on how to reduce anxiety behavior in English oral given tasks situations. For example, the teacher could advise learners how to try to relax when they are afraid of participating in oral productions activities in the class.

1.5. CONCEPTUAL DEFINITIONS OF TERMS

1. Psychological Factors, also known as **Cognitive factors**, this refers to how learners perceive the language learning process and their perception about themselves and how they should perform in any communicative event. “Any performance in L2 is likely to challenge and individual’s self- concept as a competent communicator, which may lead to reticence, self-consciousness, fear, or even panic. (Horwitz, Horwitz, and Cope; Young, 1986, p. 128, cited in Ohata, 2005).

Self-concept

The term self-concept is “the totality of an individual’s thoughts, perceptions, beliefs, attitudes and values, having reference to himself as object” (Laine, 1987:15, cited by Tanveer, 2007, p.15). This self-concept makes the distinction “between language anxiety and other forms of academic anxieties”; for example, those associated with mathematics or science (Horwitz et al., 1986, p.128, cited by Tanveer, 2007, p.15). This term self-concept and self- esteem is strongly linked with language anxiety.

Self-esteem

The term self-esteem is “a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves”, these can be expressed through ‘approval’ or ‘disapproval’ attitudes and it indicates if individuals believe themselves to be capable, significant, successful and worthy (Brown, 2000, p. 145). For instance, students with low self-esteem worry and care about what their classmates think, and this feeling has to do with anxiety, because learners with high level of self-esteem are less likely to be anxious than those with low self-esteem (Krashen, 1980, p.15 cited in Young, 1991, p.27 and Horwitz et al.1986, p. 129, cited by Tanveer, 2007, p.15).

Self-confidence

The term self-confidence means believe in one’s abilities, reliance on one’s self and one’s willingness to communicate. This self-confidence is considered to predispose some learners to seek and others to avoid English language oral production. According to MacIntyre, Dörnyei, Clement, and Noels (1998, cited by Brown, 2000, p.146) this term self-confidence is considered very significant in a foreign language.

2. Linguistic factors. This concept is used as a general term to characterize internal learners’ knowledge of English language. Besides that, according to a pilot survey held to the students of the department of linguistics, the most relevant reported features were: Pronunciation, grammar and vocabulary; then linguistic factors are narrowed to the following features:

Pronunciation

It is the act or manner of pronouncing words with reference to the production of sounds, the placing of stress, intonation (Webster's New world dictionary, 1968).

Grammar

It is that part of the study of language which deals with the forms and the structures of words (morphology) and with their customary arrangement in phrases and sentences (syntax). The system of word structures and word arrangements of a given language at a given time, a system of rules for speaking and writing in a given language, based on the study of its grammar. That is to say, one's manner of speaking or writing as judged by conventional grammatical rules (Webster's New world dictionary, 1968).

Vocabulary

All the words used by a particular person, class, profession, etc. Sometimes, all the words recognized and understood by a particular person, although not necessarily used by him (Webster's New world dictionary, 1968). There are various aspects of knowledge that are involved in knowing a word. These aspects of knowledge fit in three groups:

- a) Knowing the **form** of a word (its spelling, sound, and word parts)
- b) Knowing the **meaning** of a word (linking its form and meaning, knowing a concept for the word and what it can refer to, and knowing what other words of related meaning it can be associated with).
- c) Knowing **how a word is used** (the grammar of the word including parts of speech and the sentence patterns it fits in, collocates of the words ,and whether the world is formal or informal).

3. Classroom environment factors, Ohata (2005). The language classroom environment could become a highly anxiety –provoking for the students. Among the classroom facts, those are the following:

- Teacher's role
- Number of previous teachers
- Classroom management
- Correction of errors
- Classroom activities

Anxiety

-Anxiety, it derives from “*latinanxietas. 1.f. Estado de agitación, inquietud o zozobra del ánimo. 2. Pat. Angustia que suele acompañar a muchas enfermedades, en particular a ciertas neurosis...*”(Gándara and Fuertes, 1999, p.9).

-According to Gándara and Fuertes (1999, p.22,38) anxiety encompasses “nervousness, an uncomfortable emotional state in which one perceives feelings of insecurity, tension, shameness or fear looking ridiculous in front of the people”. On the other hand, anxiety and nervousness might be considered as two different forms, but anxiety is a broader term than nervousness, so the last one is an expression of anxiety too, because both derive from the same psychological state.

-Horwitz and Cope (1986, cited in Chan & Wu, 2004, p.289) share similar points of view with respect to anxiety. They define it as “a feeling of tension, apprehension, nervousness and worry, indirectly associated with the object; the word object refers to the acquisition of the second language”.

-Anxiety is one of the most frequent factors that impede language learning and performance too (Von Wörde, 2003, p.1).

-Anxiety is considered as a psychological construct which is defined as “a state of apprehension, a vague fear that is indirectly associated with an object” (Scovel, 1978, p.134, cited in Ohata, 2005, p. 4).

-Anxiety is generally seen as a psychological concept, defined “as a subjective feeling of tension, apprehension, nervousness, worry and tension accompanied by or associated with activation or arousal of the autonomic nervous system” (Spielberger, 1996, cited by Chan & Wu, 2004, p.1).

-Anxiety can be experienced at three types or categories in language learning (Sila, 2010, p.83):

a) Trait Anxiety. It is “a more permanent predisposition to be anxious”.

(Scovel,1978, cited in Brown, 2000, p.151). This general characteristic within a person’s general personality.

b) State Anxiety. It is an apprehension experienced in response to a particular anxiety-provoking event, for example, prior taking exams (Spielberger, 1983, cited in Horwitz, 2001, p.113, as cited in Tanveer, 2007, p.4).

c) Situation-Specific Anxiety.MacIntyre (1999, cited in Sila, 2010, p.83) “suggested a type of anxiety called situation- specific anxiety”. He observed that language

anxiety is a form of situation- specific anxiety, which is related to foreign language environment and it is felt when one is required to use a foreign language. For instance, class participation (Sila, 2010, p.83).

Language Anxiety

- Language anxiety is defined as fear or apprehension occurring when a learner is said to perform in the second language or foreign language (Gardener and MacIntyre, 1991d, cited in Chan & Wu, 2004, p.293).

- Foreign language anxiety is “a complex psychological construct, difficult to precisely define” (Trylong, 1987, cited in von Wörde,2003,p.2).

- Horwitz, Horwitz, and Cope (1986, cited in Sila, 210, p.83) stated the following three components of foreign language anxiety:

- 1) “Communication apprehension is a type of shyness characterized by fear of anxiety about communicating with people which is manifested through anxiety.
- 2) Test Anxiety refers to a type of performance anxiety stemming from a fear of failure, it occurs because students have developed a negative stereotype about tests, due to they have had poor performance in the previous test.
- 3) Fear of Negative Evaluation originates from an individual’s conviction of being evaluated negatively, leads to the individual to avoid others’ evaluations and evaluative situations. It may occur in any social evaluative situation, such as interviewing for a job or speaking in second or foreign language class”.

Oral Production

It refers to speaking activities, the language user produces an oral text which is received by an audience of one or more listeners. When learning a language, the oral text is done through speaking activities. For instance, activities such as: speeches at public meetings, commentaries, speaking from notes or visual aids (diagrams, pictures, charts, etc.), acting out a rehearsed role, speaking spontaneously, singing, and etc. In addition, it provides learners with opportunities to communicate in the language. Teachers and students at this point should concentrate on the meaning and

intelligibility of the utterance, not the grammatical correctness. With practice, grammar errors should disappear (Fernandez, 2008).

1.6. LIMITATIONS

Since anxiety has been considered as one of the affective factors in the process of second language learning, this factor traditionally has been differentiated into: trait anxiety, state anxiety, and situation-specific anxiety. According to Horwitz, and Cope (1996, cited in Chan Wu, 2004, p.291) foreign / second language anxiety belongs to situation-specific anxiety. Then this study is limited to the English language anxiety in speaking skill, mainly focused on oral production activities in the classroom as it was stated in the objectives of this research, anxiety could also be noticed in reading, writing, listening skills. However, the one which stands out more in learning a language is related to oral production activities. Considering that, this research is dealt with those psychological (cognitive), linguistic and classroom environment factors; which might impede English learners to participate in the oral production tasks.

In addition, this study does not take into account those cultural factors such as cultural differences (the learners do not learn in a foreign context, in other words, students do not interact with foreign classmates belonging to different countries), social status, gender and age. Although the last two variables have been asked in the questionnaire which was applied to the English learners but throughout the data analysis of both instruments (questionnaire and observation), it was found out that this information was directed to do a kind of contrasting data analysis, which in some way might deviate from the stated objectives in this research and from the descriptive data analysis too. Therefore, it has neither been processed nor analyzed (gender and age data).

Finally, this research has been catalogued as descriptive within the qualitative research and the subjects of the study were limited to students (male-female) of intermediate level in the department of linguistics and languages at Mayor de San Andrés University. On the other hand, in the line with the objectives of this study, the data has been collected using two instruments: Observation and questionnaire (both are detailed further in the instruments section) which have been applied to the

students and not to the teachers. However, it has been taken into account only students of the fourth English level of the English area specialization, from the second semester in 2010.

CHAPTER II

THEORETICAL FOUNDATIONS

This chapter provides all the theoretical bases related to the present research. In doing so, in the first section there is a review of previous research on language anxiety; second, there is a description of important theories related to second language acquisition in order to understand how languages are acquired and learned from different points of views; third, there are accounts of conceptual foundations of the construct of language anxiety and other concepts closely related with the research, which at the same time guided and supported this study.

2.1. PREVIOUS STUDIES ON LANGUAGE ANXIETY

One research about Language Anxiety is “*Relación entre la ansiedad y el proceso de aprendizaje de la pronunciación de una L2*” which was developed by Erika Valencia (2000) in La Paz, Bolivia. She studied the anxiety affective problem, which influences on the bad pronunciation of the last levels of French learners. She confirmed at the end of the study that their bad pronunciation had a direct relationship with anxiety; the higher degree of anxiety the higher pronunciation degree problems.

Heydi Robles (2005) in “**Language learning in a group of psychology students at Universidad del Norte Barranquilla Colombia**” focused on language learning anxiety related to speaking skill. In this study, she found out that the factors from the learning environment; for instance, personality, language aptitude, interest, study habits, previous learning experiences, classroom oral activities, and negative feeling towards English language produce high levels of anxiety.

Peniel Katalin (2006) in *foreign language classroom anxiety: a classroom perspective* investigated those causes stemming from the foreign language classroom across different foreign languages, among secondary school students who were learning two foreign languages simultaneously. This study revealed how the role of the teacher has an influential factor in inducing students' foreign language anxiety, because students are afraid of being corrected by the teacher.

MuhammadTanveer (2007) in “**Factors that Cause Language Anxiety for ESL/EFL Learners Speaking Skills and the Influence it casts on Communication in the target Language**”. In this research, he studied those factors causing language anxiety inside and outside of the classroom. This research is also done on the basis of psycholinguistic and cultural perspectives. The participants of the study belonged to a wide range of cultural and ethnic background, and ESL/SL practitioner’s teachers were part of this study too. The results that the researcher found out are: the psycholinguistic and cultural factors affect learners’ oral participation in the classroom activities; the feeling of anxiety becomes a stringer state when teachers evaluate them in a rude and humiliating way.

The previous studies demonstrated the existence of foreign language anxiety, the characteristics of these studies facilitate us to go on the right path in the long run of the research, and it is also useful to support the theoretical framework in order to investigate those factors that originate language anxiety in oral production classroom activities.

Now, it is presented a review of all the theoretical bases, which are closely related to this research study. In doing so, firstly it is considered second language acquisition and learning theories in order to understand how the process of second language learning takes place when students learn a foreign language, then it is exposed concepts in detail, such as: Anxiety, Second language anxiety as well as its components, and oral production too.

2.2. THEORIES OF SECOND LANGUAGE ACQUISITION

Second language Acquisition (SLA) is defined “as the way people learn a language other than their mother tongue inside or outside the classroom”. In addition this theory is incharge of studying the complex process how SLA occurs (Ellis, 2002, p.3).

There are important theories that explain the second language acquisition, which are exposed by different theorists.

2.2.1. THE STRUCTURAL LINGUISTICS THEORY

Johnson (2004, p.21) states that for this theory, oral language (speech) was more important than written language. In ancient times, the oral data was transcribed and analyzed according to a structural system in order to encode the meaning of the elements related among them. These elements are also called structural units, which are linked as a chain, level by level in order to make up a linguistic system. Thus, this system is structured, first on the base of phonetic level; it leads to phonological and it connects to morphological level, which leads to the syntactic level. These interrelated linguistic levels were considered as systems within systems.

Syntactic Level

(Phrases, clauses, sentences)

Morphological Level

(Morphemes)

Phonological Level

(Phonemes)

Phonetic Level

(Phonemes)

Figure 2.1 “A structural view of language organization” MarysiaJhonson, 2004, p.21.

As we can see above, in order to state a message, first we need to combine units and rules of the phones, phonemes, morphemes, phrases, clauses and sentences. This process can also be observed in L2 learners, since they start from the lower level system until to get the next structure level or higher level.

2.2.2. THE BEHAVIORIST THEORY

One of the best known proponents of this behavioristic theory was B.F. Skinner (1957), who used the term theory of verbal behavior; it was a continuation of ‘ his general theory of learning by operant conditioning’, it refers to “conditioning in which the organism (in this case, a human being) emits a response, or **operant** (a sentence or utterance), without necessarily observable stimuli: that operant is maintained (learned) by reinforcement” (Brown, 2000,p.22). And the other proponent was Pavlov; he states that there is “an association between a conditioned stimulus

and a response was repeatedly strengthened through the presentation of that stimulus with another, unconditioned one” (Omagio, 1986, p.25).

In accordance with the behaviorist theory, second language learning was viewed as the process of habit formation. This process first has to do with imitation, practice, reinforcement and habit formation. This theory accounts for all learning whether verbal or nonverbal, which takes place through the same underlined process. Learners receive Input from the speakers in their environment and as effect there is a response with the imitation. Finally, there is a positive reinforcement for their correct repetitions. Consequently, habits are formed because language development is considered as the acquisition of a set of habits, which is formed in the first language. The first language habits are transferred to new learning habits of the second language (Lado, 1957, cited in Jhonson, 2004, p.22). Therefore, the flow of task performing becomes sometimes difficult due to the transference of the first language learner’s habits so that new habits must be formed (Jhonson, 2004, p.22).

On the other hand, this psychological theory was linked to the contrastive analysis hypothesis (CAH). This hypothesis states that language transfer in some cases may be facilitative, when there are similarities between the mother tongue and the target language, the learners will acquire the target language structure with ease and it will be a positive transference, but when there are differences, the learner will have difficulty and it will be negative transference (Lightbown, 1996, p.23).

Since this study focuses on foreign language anxiety in learning a second language, the behaviorist theory must be taken into account because this theory states that in order to learn a second language successfully, it is necessary a positive reinforcement so that the verbal behavior could be repeated so many times that eventually become a habit. In other words, when the learner performs orally even making mistakes because of language anxiety or lack of knowledge in grammar, vocabulary, the teacher should always give a positive feedback that can be understood for the students as a positive reinforcement; with the objective to make students keep on using English language for communicating in any oral tasks in the classroom. That is to say, giving a positive reinforcement could lead students learn

the language by imitating and repeating what they hear without considering the mistakes made due to the anxiety they could feel.

2.2.3 THE CREATIVE CONSTRUCTION THEORY

The creative construction theory has been considered as one of the most relevant, because it has influenced a lot on second language teaching practice. In this theory it is claimed that learners ‘construct’ internal representations, as “mental pictures” of the second language. These internal representations are thought to develop in predictable stages until finishing the acquisition of the target language. One important issue about this theory is that learning process takes place naturally; learners must be exposed to L2 input, so that it is processed internally in a specific area of the brain designed for language. This means that learners may not need writing or speaking practice to acquire the language, what they need is hear samples of the language that they understand. The speaking skill and writing skill are seen as outcomes of learning process (Lightbown, 1996, p.26).

The creative construction theory was proposed by Stephen Krashen (1982). In a series of papers and books, he brought together an overall theory from different areas of his research findings. Five central hypotheses establish his monitor model (Lightbown, 1996, p.26-28).

1) The acquisition learning hypothesis

According to Krashen(cited in Lightbown, 1996, p.26-27)there are two ways in which adult learners know a second language: they may “acquire it” or “learn it”. Then, it is necessary to make a distinction between acquisition and learning.

- Acquisition is the product of subconscious process very similar to the process of first language development by which linguistic competence is developed as a result of using language in real communication.
- Learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language. It leads to grammatical and mechanical knowledge of the L2. Therefore, learned knowledge cannot be translated into acquired knowledge.

In addition, Krashen (cited in Lightbown, 1996, p.27)claims the L2 acquisition happens in much the same way as when children pick up their first language, with no conscious attention to the form of the language, since meaning is more important

than the form. Therefore, acquisition is considered as the most important process because only this acquired language is available for natural and fluent communication. However, learning a second language happens via a conscious process of studying and paying attention to form and error correction. Because of this, learning cannot turn into acquisition, for instance learners may know the rules but they do not succeed when applying the grammatical rules, by focusing more attention on what to say rather than how they are saying it, while other learners are quite fluent without ever having learned rules.

2) The monitor hypothesis

According to Krashen (cited in Lightbown, 1996, p.27) the acquisition system acts to initiate the speaker's utterances and it is also responsible for fluency and intuitive judgments about correctness. On the other hand, the system that is learned functions only as an editor or monitor, which is generated by means of acquired knowledge either before or after the occurrence of the *output*. Therefore, monitoring is used by learners. They tend to focus more on being corrected rather than what they have to say, so the monitor works in a planning, editing, and correcting function, and at the same time, this monitoring uses three required conditions: the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and she / he knows the rule. In the same way, Krashen has made a comparison between writing and speaking, then he assures that writing is more conducive than monitoring use, because it is well thought, ideas are more organized, fewer grammar errors, and time taking; whereas speaking is more natural. There may be grammar mistakes, with fewer chances for correction on what has been said, and little time to think or organize ideas.

The weakness of this hypothesis is that it is difficult to demonstrate evidence of "monitor" use because it is almost impossible to identify what has been produced by the acquired system and what is the result of monitor use. Krashen claims that anything which is produced spontaneously and naturally must have been acquired rather than learned.

3) The natural order hypothesis

This hypothesis states that the acquisition of grammatical rules of a language happens in a predictable stage or sequence. It means that "some rules are acquired early while others are acquired late" (Lightbown, 1996, p.27). Krashen (cited in

Lightbown, 1996, p.27-28) states that the '*natural order*' is not dependent from the order in which rules are taught. In addition, he also points out that the easiest rules to learn are not necessarily the first ones to be acquired; for instance, advanced learners fail to apply these rules in rapid conversation. Some evidences have showed that learners pass through similar order or stages in development of the target language acquisition.

4) The input hypothesis

Language acquisition takes place only by exposure to comprehensible *input*. So, comprehension and acquisition will occur only if the input contains forms and structures just beyond the learners present level of competence in the language, ensuring in this way that each learner receives some $i + 1$ input that is appropriate for his/her current stage of linguistic competence. Then comprehension and acquisition may occur. For example, if a learner is at a stage "i" then acquisition takes place when he/she is exposed to comprehensible input that belongs to level "i+1" (Krashen, cited in Lightbown, 1996, p.28).

5) The Affective Filter hypothesis

According to Krashen(cited in Lightbown, 1996, p.28) this hypothesis embodies a number of 'affective variables' which play a facilitative role in second language acquisition. Thus, he states that affective filter is an invisible barrier which does not allow learners acquire the target language even when input is available. This filter refers to the motives, needs, attitudes and emotional states such as motivation, sadness, boredom, self-confidence and anxiety; which make acquisition unavailable. A learner with high motivation, self-confidence, a good self-image and a low level of anxiety is better equipped for succeeding in second language acquisition, in contrast, a learner with low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' which prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up', it impedes language acquisition. Therefore, positive affect is necessary for acquisition to take place.

This theory proposed by Krashen is suitable for supporting this research since it takes into account learners' affective factor. As it was said, the more positive (in

terms of motivation, self-confidence, etc.) a learner is, the more she /he learns. In addition, in this last hypothesis, it has also been said that there is a “filter” that influences on second language acquisition. This filter is made up of factors such as: attitudes, motivation, self-confidence, and anxiety. In this way, these attitudes may influence in the oral L2 language performance when students are participating in the class. In fact, anxiety may cause some psychological manifestations such as giving short responses, nervous laughing, and avoidance responses. Consequently, these manifestations may affect the oral language production negatively, and this research attempts to describe them.

2.3. ANXIETY

Tanveer (2007, p.3) makes a distinction between first language anxiety and second foreign language anxiety.

2.3.1. FIRST LANGUAGE ANXIETY

Tanveer (2007, p.3) states that any speaking situations, especially in circumstances where it is demanded to give a speech in public, make the experience develop a provoked anxiety; this happens due to the fact that many people are afraid of facing the audience and not coordinating their ideas accurately, so they get ashamed, sweat and feel anxious. If this behavior is frequent in the speaker, it may become an anxiety disorder. On the other hand, the anxiety experienced when speaking in the first language might be tied to the second language anxiety as well, and it may get worse.

2.3.2. SECOND /FOREIGN LANGUAGE ANXIETY

Foreign language anxiety is now identified as an area of study related to anxiety studies in general, but at the same time, it is different from them. This area is more associated with speaking skill. Speaking in a second language seems to be more difficult than speaking in a first language, because learners may have problems in organizing their ideas about a given oral task, looking for suitable lexis, stating appropriate syntax structures, articulating a clear pronunciation and expressing them at the same time.

Anxiety has been found to interfere with many types of learning, but when it is associated with learning a “second language or foreign language anxiety. It is a

complex and multidimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al); 1999:217) and can be defined as “as subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (McIntyre & Gardener; 1994: cited in 199:217. (Tanveer, 2007, p. 4).

To sum up, language anxiety is an emotional state manifested through negative feelings, which is highly associated to cognitive system activation. Besides, it is conditioned to a particular language performance activity. Then, as language anxiety is considered as a complex phenomenon, it is necessary to develop some conceptual definitions of anxiety, categories of anxiety, language anxiety and components of foreign language anxiety.

2.3.3. DEFINITIONS OF ANXIETY

Language anxiety has been defined in a number of ways and it has been studied on different kinds of researches such as: correlational, ethnographic, and etc. Thus, in the following, those definitions are made in order to support the present research study.

- “Anxiety, it is a state of being uneasy, apprehensive, or worried about what may happen thought or thing that cause this” (Webster’s new dictionary,1968, p. 66).
- Anxiety, it derives from “Latin *anxietas*. 1.f. *Estado de agitación, inquietud o zozobra del ánimo*. 2.Pat. *Angustia que suele acompañar a muchas enfermedades, en particular a ciertas neurosis...*”(Gándara and Fuertes, 1999,p9).
- According to Gándara and Fuertes (1999, p.22,38) anxiety encompasses: “nervousness, an uncomfortable emotional state in which one perceives feeling of insecurity, tension, shameness or fear of looking ridiculous in front of the people”.

On the other hand, anxiety and nervousness might be considered as two different forms, but anxiety is a broader term than nervousness, so the last one is an expression of anxiety too, because both derive from the same psychological state .

- “Anxiety is commonly described as a state of apprehension, a vague fear that is indirectly associated with an object” (Hilgrad, Atkinson, & Atkinson, 1971, cited in Sila, 2010, p. 1).
- Horwitz and Cope (1986, cited in Chan & Wu, 2004, p.289) share similar points of view with respect to anxiety. They define it as a feeling of tension, apprehension, nervousness and worry, indirectly associated with the object; the word object refers to the acquisition of the second language.
- Researchers have stated that anxiety is one of the most frequent factors that blocks second language learners to learn the language and perform, when they are asked to interact orally in a language class. Besides that, Horwitz and Cope (1986 cited by Arnold, 1995 in Robles, 2005, p.61) state that anxiety is the feeling of tension apprehension, nervousness, and worry that is associated indirectly with the object; in other words, the word object refers to oral production and the acquisition of the second language.

2.3.4. CATEGORIES OF ANXIETY

From the psychology point of view, these three categories of anxiety are mentioned:

- **Trait anxiety** is relatively permanent behavior and part of his personality, unlike it might be seen as an aspect of personality, which requires therapy to overcome it (Scovel, 1978, cited in Ellis, 2008, p.691).
- **State anxiety** is considered a normal feeling, which is experienced at a particular moment in time, by responding to a particular anxiety-provoking stimulus, for example, prior to taking exams (Spielberger, 1983, cited in Ellis, 2008, p.691).
- **Situation-specific anxiety**, Ellis (2008, p.691) claims that it consists of a situation or event such as public speaking, examination or class participation. In addition, MacIntyre (1999, cited in Sila, 2010, p.1) states that foreign language anxiety is a situation-specific anxiety associated to context of language learning which is felt and experienced when one is required to use a foreign language. As it can be seen, this state is a feeling of apprehension that students experience when they are asked to use the language in a specific situation in which learners may not be or feel

proficient enough to perform in the language, for example when they are giving oral presentations, making conversations or any kind of oral tasks.

Robles (2005, p.61) states other two kinds of anxiety: **a harmful language anxiety and a helpful one.**

- **Harmful Anxiety**, this is known as a negative kind of anxiety which is called “debilitating anxiety” because Students’ performance is harmed in many ways; for instance, they decrease their oral participation in the class because of some reasons such as: worry, self-doubt, low motivation; then, these negative attitudes and beliefs make learners have a poor language learning and language performance.
- **Helpful Anxiety** This type of anxiety is so called because it keeps students alert. Some researchers, Horwitz & Schallert (1999, cited in Robles, 2005, p.61), claim that anxiety could be helpful only if the oral tasks are simple to develop, not for the difficult ones.

2.3.5. LANGUAGE ANXIETY

Language anxiety is independent from other types of anxiety, it encompasses a “Primary Notion” (Rod Ellis, 2008:691), and it has been distinguished two systems of emotions: ‘the sub cortical system’ and the ‘consciously evaluative system’ placed in the cerebral cortex; anxiety belongs to the former one. It establishes a psychological and automatic response to outside events and manifests itself in a specific time to communicate in the foreign language (MacIntyre, 2002 cited in Ellis, 2008, p.691).

In addition, Gardner and MacIntyre, who are considered as the main representatives in the study of anxiety, have defined language anxiety as fear of apprehension occurring when a learner is expected to perform in the second language (cited by Arnold, 1995 in Robles, 2005, p. 60).

On the other hand, Krinis (2007, p.1) has divided foreign language anxiety into 6 points:

1. Language anxiety can be defined as **a specific-situation anxiety** which is experienced by students only in a particular and specific situation, as it is in the process of learning and / or using a foreign or second language.

2. **A specific-situation anxiety** can be experienced in both L1 and L2; this anxiety arises from a specific-situation such as giving a speech, giving oral presentations, giving their opinions or performing conversations in the second language class, opposed to a **trait anxiety** which is a permanent part of a person's personality.
3. Horwitz, 1986 and Young 1990 say that: "We conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".
4. Furthermore, it is important to point out that anxiety could be both facilitating – a positive factor prompting people towards success – and debilitating – a negative factor, blocking or preventing people from success.
5. Speaking in the foreign / second language has been referred in the literature as the greatest source of anxiety, followed by listening, as opposed to reading and writing.
6. Broadly speaking, anxiety can have physical manifestations such as: feeling ashamed/embarrassed , snapping fingers ,etc, and emotional manifestation could lead, for example, to a difficulty of organizing ideas, the mind going blank, feeling under confident, these manifestations can differ with each individual. Explicitly, foreign/ second language anxiety has been described as having manifestations such as:
 - sweat
 - palpitations
 - nervous laughter
 - squirming
 - avoidance of eye contact
 - apprehension
 - worry
 - lack of concentration
 - forgetfulness
 - an appearance of indifference
 - 'freezing up' when called on to perform

- short answer responses avoidance behaviors such as missing class, postponing homework or studying, refusing to speak or remaining silent, and coming to class unprepared.

2.3.6. COMPONENTS OF FOREIGN LANGUAGE ANXIETY

Given that foreign language anxiety falls in the category of **situation-specific anxiety**, there are also three different components within foreign language anxiety which are seen in cases of performance: **communication apprehension, test anxiety, and fear of negative evaluation**(Horwitz, Horwitz, and Cope 1986, cited in Chan & Wu, 2004, p.291).

(a) Communication Apprehension (CA)

Broadly speaking, communication apprehension deals with a type of shyness, fear of getting into real communication with others, which is experienced when speaking in front of others. These feelings may vary from individual to individual, and from situation to situation. In addition, communication apprehension is characterized by fear or anxiety that is felt when participating in classes or when communicating with people, it may also stem from lack of confidence in their linguistic knowledge (Horwitz & Young, 1991, cited in AY Sila, 2010, p.83).

According to Daly (1991, p.5 cited in Tanveer, 2007, p.11) there are 5 explanations in the development of communication apprehension which can offer a clear understanding about what originates language anxiety for EFL/ESL learners:

- 1) He describes communication apprehension (CA) in terms of ‘genetic disposition explaining that this genetic legacy may contribute to one’s anxiety’.
- 2) He explains communication apprehension (CA) in terms of “reinforcement and punishment” when they are communicating. That is, if learners are reinforced negatively when they are speaking, the next time they will keep silent and they will not participate in an oral production tasks.
- 3) According to behaviorist learning methodology, this negative attitude towards learner’s mistakes or errors correction by the instructors, may reinforce learners’ fear of making mistakes when they are trying to participate in oral tasks.
- 4) On the other hand, Daly directs the attention on appropriate people’s early communication skill acquisition; for instance, learners who receive a positive

reinforcement since early experience of talking, they are more likely to be less apprehensive than those who receive less opportunities of communication and a negative feedback correction.

5) In this last perspective, Daly claims that if learners are exposed to appropriate social–interactive models of communication, they usually would feel less apprehension than those who have not been exposed to adequate or a few oral interaction activities. Consequently, these descriptions of the development of communication apprehension in learners result from nature or their surroundings.

Regarding to second/ foreign language anxiety, communication apprehension plays an important role, it is usually experienced by people who are apprehensive speaking in groups or in front of others and they are likely to behave in the same way or worst when speaking in a second language, and they also might feel that their oral participation is being monitored by the teacher and their classmates (Horwitz, 1986, Ptice1991, and Young 1990, cited in Tanveer, 2007, p.11). In addition, This kind of apprehension is also related to the learners' negative self-perceptions because they do not feel able to give oral presentations, give their personal point of view, perform in dialogues, work in groups, etc.

Consequently, it can be said that oral production is extremely important because when it comes time to speak learners at certain level are supposed to be able to manage the language and they should be able to perform in the language without having troubles, both in the language class or in a real communication. For instance, talking with their classmates or with a foreigner.

(b) Test Anxiety

It is another kind of apprehension but toward academic evaluation which is based on fear of failure. Test anxiety, according to Horwitz et al. (1986, cited in Tanveer, 2007, p.13), “refers to a type of performance anxiety stemming from a fear of failure”. In addition, it occurs when students have a poor performance in the previous tests and also when learners experience more language anxiety in highly evaluative situations. For instance, oral tests most of the time turn complicated because students are afraid of performing inadequately which makes them suffer stress and it turns into a short of state anxiety in the context

of academic performance evaluation . As described above, test anxiety is a kind of performance anxiety which originates from a fear of failure and test taking situations.

(C) Fear of Negative Evaluation.

It is defined as an apprehension about others' evaluations, distress over their negative evaluations and the expectations that others would be evaluating them negatively" (Watson, & Friend, 1969, cited in Chan & Wu, 2004, p.292). In comparison to test anxiety, which is limited to test-taking situations, fear of negative evaluation is more extensive than the first one, because it may take place in any social evaluation situation, such as interviewing for a job, speaking with a native speaker or speaking in foreign language class. (Horwitz et al, 1986, p.127, cited in Tanveer, 2007, p.3). Furthermore, this component is not just focused on teachers' evaluation but also the L2 learners who perceive others classmates' reaction toward his/her participation, which make the learners more susceptible and avoiding the participation in the foreign language classroom context. According to Aida (1994, cited in Chan & Wu, 2004, p.293), Students with fear of negative evaluation may take two positions: The first one, students may avoid participating in the oral activities by keeping quiet in the class and the second one is students may think of dropping out in order to reject anxiety situations. Students are tempted to make these kinds of decisions because they feel unable to make a proper social impression, when they are interacting in any kind of evaluative social situations, as described above.

In addition, fear of negative evaluation is closely related to communication apprehension, because when students are not sure enough of conveying their ideas clearly, immediately fear of negative evaluation comes to their minds by making them feel under confident about their inability to make a proper impression (MacIntyre and Gardner, 1991, cited in Chan & Wu, 2004, p.293).

Finally, Horwitz et al., (1986, p.127-128, cited in Tanveer, .2007, p.14) think that although these three components of anxiety seen in cases of performance: communication apprehension, test anxiety, and fear of negative evaluation give us a conceptual description, it is more than just the collection of these components. Then

foreign language is conceived as a distinct complex of self-perceptions, feelings, beliefs, and behaviors related to learning a language in the classroom.

2.3.7. LANGUAGE ANXIETY ASSOCIATED WITH LEARNERS' OWN SENSE

OF 'SELF' AND 'LANGUAGE CLASSROOM ENVIRONMENT'

All the above three components related to language anxiety are strongly linked with learners' sense of 'self' which is at risk of breaking down in certain situations such as: test taking, participating in any oral tasks, etc. This kind of interactions make students risk their sense of 'self' because they are exposed in front of their classmates and they are afraid of being mocked by them. Thus, learners develop certain attitudes, beliefs toward themselves and with their second language learning environment too, which will be developed broadly in the following.

2.3.7.1. Self-Concept

According to Horwitz et al., (1986, p. 128, cited in Tanveer, 2007, p. 14), it is believed that any performance in L2, for example talking in front of their classmates, is likely to challenge an individual's self-concept as a proficient or incompetent speaker, which may lead to embarrassment if they have not performed well. Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself /herself as object" (Laine, 1987,, p.15, cited in Tanveer, 2007, p.14). This self-concept constitutes the basis between language anxiety and other forms of academic anxieties. They postulated, "the importance of the difference between the 'truth' or 'actual' self".

2.3.7.2. Self-Esteem

Similarly, the term 'self-esteem' has been strongly associated with language anxiety. Therefore, self-esteem is viewing you as a competent and worthy person, and feeling good about yourself (Oxford, 1996). In addition, according to Brown (2000, p. 145) this term is defined as "a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves", these can be expressed through 'approval' or 'disapproval' attitudes and indicates if individuals believe themselves to be capable, significant, successful and worthy. For instance when students are performing in the second language, they should not feel bad with

themselves when they are doing the things wrongly. On the contrary, they should take risk to participate without being afraid of being evaluated negatively, but unfortunately a lot of students have low self-esteem, that is why they worry a lot about what the teacher and what their peers think. So, that is what causes language anxiety in them. As it can be seen, “Individuals who have high levels of self-esteem are less likely to be anxious than those who have low self-esteem” (Horwitz et al, 1986, p. 129, cited in Tanveer, 2007, p.15). In other words, a positive self-esteem protects learners from anxiety.

2.3.7.3. Self-Confidence

The term self-confidence is considered very significant in a foreign language by MacIntyre, Dörnyei, Clement, and Noels (1998, cited by Brown, 2000, p.146). It means believing in one’s abilities, reliance on one’s self and one’s willingness to communicate. This self-confidence is considered to predispose some learners to seek and others to avoid, English language oral production.

2.3.7.4. Learners’ Beliefs about Language Learning.

According to Housenfeld (1978, cited in Ellis, 2008, p.697) language learners construct ‘mini theories’ of second language learning. These theories are formed based on beliefs about language learning and performing in the second language. In addition, research on ‘language anxiety’ asserts: “certain beliefs about language learning also contribute to the students’ tension and frustration in the class” (Horwitz et al., 1986, p. 129, cited in Tanveer, 2007, p.15).

2.3.7.5. Types of learners’ Beliefs

Wenden has grouped the learners’ beliefs into three general categories (1986, 1987, p. cited in Ellis, 2008, p.699).

- 1) Use of language (for instance how important it is ‘learning in a natural way’).
- 2) Beliefs associated to learning about the language (for example the importance of learning grammar and vocabulary).
- 3) The importance of personal factors (for example beliefs about the feeling that facilitate or inhibit learning self-concept and aptitude for learning).

Besides that, Horwitz (1988, cited in Ohata, 2005, p.138), based on his research study, describes some beliefs which derive from the learner's unrealistic and sometimes erroneous ideas about language learning and performing on it as well. Thus, those beliefs are:

1. "Some learners pay too much attention to the correctness of their speech before saying anything.
2. Some believe that two years of language learning is enough to achieve fluency like a native speaker.
3. Some express that language learning mean how to translate from a second or foreign language L2 into their native langue L1.
4. Some others believe that it is not okay to guess new words by context.
5. Some believe that there a few talented people for language learning and just those gifted can learn a language.
6. Some put special attention to speaking with an excellent accent, almost like a native speaker."

2.3.7.6. Instructors' Beliefs

Similarly, like learner's beliefs, there has been found some instructor's beliefs that are related to language learning and language teaching which can also become a source of anxiety among L2 learners. Sometimes teacher's role does not always correspond to the student's needs or expectation. This happens when teachers believe that their role is to correct students' grammar or pronunciation mistakes. Therefore, this situation is what creates and develops language anxiety about their class performance (Gynan, 1989, cited Ohata, 2005, p. 27). Further, it has been reported that error corrections are necessary but the manner how instructor or teacher corrects them is essential, in order to avoid language anxiety and poor learners' performance.

2.3.7.7. Classroom Procedures

According to Gynan (1989, cited Ohata, 2005. P. 26) there are some classroom activities such as oral presentations or performing dialogues, which demand students to respond individually in front of the whole classmates, that is what make learners feel uncomfortable by provoking them language anxiety on their performance.

2.4. POTENTIAL SOURCES OF LANGUAGE ANXIETY

It has been identified some possible general sources of language anxiety, but it is important to bear in mind that those could vary depending up on the context of the research study. In relation to language anxiety, Young (1991, cited in Ohata, 2005, p.5) gives a list of potential sources of language anxiety; precisely some of them are associated with: the learner, some with the teacher, and others with the instructional practice. Thus, we have the following list:

1. “personal and interpersonal anxiety;
2. learner beliefs about language learning;
3. instructor beliefs about language teaching;
4. instructor-learner actions;
5. classroom procedures; and
6. language testing. ”

All the above sources of language anxiety have some coincidences among them; therefore, they are grouped into three categories to examine here :

- a. socio-psychological issues of language anxiety,**
- b. learner/instructor beliefs on language learning and teaching, and**
- c. instructor-learner interactions/ classroom procedures.**

a) Socio-psychological Issues of Language Anxiety

Personal and interpersonal aspects, the most common sources of language anxiety have been studied in conjunction with other social and psychological constructs such as self-esteem, competitiveness, group identity, or social discourse (Young, 1991; Price, 1991; Bailey, 1983; Horwitz, 1988, cited in Ohata, 2005, p. 5). Bailey (1983, cited in Ohata,2005, p.5) has claimed that language anxiety steams from the relationship between the learners’ competitiveness and self-esteem, because learners compare themselves with other learners in the classroom, this comparison may become a potential source of language anxiety. Besides that, Krashen (1981, Brown, 2000, p.151) has suggested that anxiety may arise according to one's degree of self-esteem. For example, people who have low self-esteem may worry about what their peers or friends think, they are afraid of being evaluated negatively. Thus, Leary (1982, p.2, cited in Ohata, 2005, p. 26) has stated that some of the performance

anxieties mentioned earlier might be categorized broadly into one psychological construct, “social anxiety”.

According to Leary, she explains social anxiety as "a type of anxiety that arises from the presence of interpersonal evaluation in real or imagined social settings". It means that an individual learner belongs to a particular target language group who should acquire the social aspects of the second language but if the learner has not reached to be part of a group membership, the student might experience social anxiety when interacting in target language group.

Another socio-psychological construct is called "existential anxiety", suggested by Rardin (cited in Ohata, 2005, p. 26) which means a more profound type of anxiety that is built in the language learning process. It "touches the core of one's self-identity, one's self-image" (Ohata, 2005, p.26).

b) Learner/Instructor Beliefs on Language Learning and Teaching.

According to Horwitz (1987a, cited in Ellis: 699) those beliefs are grouped into five general areas of beliefs:

- 1) The difficulty of language learning
- 2) Aptitude for language learning
- 3) The nature of language learning
- 4) Learning and communication strategies
- 5) Motivation and expectations

It is quite understandable that these beliefs perceived by learners can lead to anxiety in students, especially when their beliefs and reality clash. For example, if beginning learners believe that pronunciation is the single most important aspect of L2 learning, they will naturally get frustrated to find the reality of their imperfect speech even after a lot of practice. In this sense, learner beliefs can play another major role in forming language anxiety in students.

c) Instructor-Learner Interactions/ Classroom Procedures

Language anxiety in relation to language instructor, learner interaction shows that the students are more concerned about: How, When, What, How often, they are corrected while participating in oral classroom activities, thus the connection between anxiety and students behavior are closely related and play an important role

as well. (Terrell, 1991, Horwitz, 1988, cited in Ohata, 2005, p.27). In addition, Classroom procedures and the feeling of classroom environment determine if the atmosphere of language anxiety increases or decreases. Some classroom activities considered as potential source of anxiety are: being called abruptly by the teacher, oral presentations in front of their classmates, giving their opinions or other speaking classroom activities.

Language anxiety that students feel in their various L2 activities cannot be defined in a linear manner because it is a complex psychological phenomenon influenced by many different factors. (Skehan, 1989, cited in Ohata, 2005, p. 18). Thus, it seems to be more appropriate to investigate language anxiety from a variety of perspectives or approaches.

2.5. LANGUAGE ANXIETY AND LEARNING

After considering the above aspects related to language anxiety, such definitions, categories, components of foreign language, etc. It has been claimed that all of them are highly related among them, but on the other hand, there is a disagreement with this position. These different positions are pointed out by Ellis (2008, p.693), which are:

- 1) Anxiety facilitates language learning**
- 2) Anxiety has a negative impact on language learning**
- 3) Language anxiety is the result of difficulties with learning rather than the cause.**

Broadly speaking, there are a lot of researchers on language anxiety who have supported their positions from their own point of view, of course they have based on the results of their research studies; next, it is developed those points of view of these identified positions.

1) Anxiety facilitates language learning. Low levels of anxiety lead students make more effort, the resources of anxiety make motivation increase with plenty of benefits for learning. (Eysenk, 1979, cited in Ellis, 2008, p.694). Besides that, there are other similar positions adopted by Chastain (1975) who made a study in a group of audio-lingual French learners, where he reveals that learners with higher level of anxiety did best. In addition, Kleinnaann (1978, cited in Ellis, 2008, p.694) presented another evidence based on Spanish and Arabic speaking learners of English who

were reported as anxious learners, in this research he found out that learners responded positively to nervousness while speaking in English but they avoided using complex grammatical structures.

2) Anxiety has a negative impact on language learning. MacIntyre and Gardener (1991, cited in Ellis, 2008, p.694) identified that language anxiety was negatively and significantly correlated with L2 performance, and another research who found significant negative correlation was Woodrow (2006, cited in Ellis, 2008, p. 694) he claims that language anxiety affects negatively both in or out of class.

3) Language anxiety is the result of difficulties with learning rather than the cause. This issue has been strongly discussed; therefore, it become polemic and it is still being discussed whether anxiety is the cause of poor achievement or the result (Ellis, 2008, p. 695). There are many hypothesis which state that success in foreign language learning basically depends on language aptitude and student's anxiety which is the consequence of their learning difficulties (Ellis, 2008, p.695).

2.6. LANGUAGE ANXIETY AND THE PROCESS OF LEARNING

The following model is presented in order to show some hypothesis about how learners initially experience little anxiety (Ellis, 2008, p.695).

Stage	Type of anxiety	Effect on learning
Beginner state anxiety	Very little-restricted to	none
Post beginner develops if learner develops negative expectations based on bad learning experiences	Situation anxiety to be nervous and performs, poorly	Learner expects
Later and continued bad learning experiences result in increased anxiety .	poor performance performance	Continued poor

Table 2.1. A model of the role of anxiety in the development process (based on MacIntyre and Gardener (1991a: cited in Ellis, 2008, p.696).

MacIntyre and Gardener (1991a, Ellis, 2008, p.695) show that the relationship between anxiety and learning is moderated by the learner' stage of development and

by situation-specific learning experiences. Elkhnfai (2005, Ellis, 2008, p.6695) claims that it is possible that some learners reduce anxiety as they develop. In addition, the model also reveals that poor performance can be the cause as well as the result of anxiety. (Skehan 1989, cited in Ellis, 2005, p.695). According to them, anxiety seems to influence on different stages of the learning process, as it is in the INPUT stage (when learners get in contact for first time with the material) the PROCESSING stage (When they associate the new information with their previous knowledge). According to their research studies, both MacIntyre and Gardner claimed that “anxiety is related casually to language achievement through the effect it has in the learning processes”.

On the other hand, both researchers sustain that for this kind of research on language anxiety on L2 learner is not enough to collect data just through questionnaires but also it is needed to use other instruments such as diaries, observations, etc. Therefore, the studies on foreign language anxiety can not be examined in “purely qualitative terms but also it is needed to have a quantitative dimension as well” (Ellis, 2008, p. 696-697).

2.7.IMPACT OF LANGUAGE ANXIETY ON FOREIGN LANGUAGE LEARNING

Chan and Wu (2004, p.294-295) theorized that foreign language learning occurs into three stages: **input, processing, and output**. Thus, Anxiety may affect the ability of an individual to process information at each of the three stages.

1) **Input**. It is the first step of foreign language learning ‘language acquisition devise’ (LAD), anxiety at the inputstage (input anxiety) means that EFL learners experience this feeling of anxiety when they are faced for first time a new word or phrase in the L2, as a result this input anxiety leads to L2 learner to a miss comprehension of the message in the L2 listener, which makes them have unsuccessful communication (Tanveer, 2005, p.20).

2) **Processing**(processing anxiety) defined as “apprehension”, “students experience it when performing cognitive operations on new information” (Onwooebuzzie et al; 2000, p.476, cited in Tanveer, 2005, p.20). There are cognitive operations which perform in human brain. Similarly, these psychologists claim that learners have to fulfill two processes: Processing information, and Paying attention before producing any linguistic aspects by using cognitive sources;

besides that, they also claim that our brain has a limit of how much of information learners can store in at one time .

In addition, regarding speaking it is required more than one mental activity at one time, for instance learners have to be careful in choosing appropriate words then putting them into appropriate grammatical order; therefore, when performing in the target language L2 learners are demanded to make complex and spontaneous mental operations but if they fail it can lead to panic, fear reticence and self-consciousness.

3) Output (output anxiety) is the achievement of the two previous stages, it means learners are required to demonstrate their capacity or competence in the language, but while they are speaking they are interrupted by certain feelings of nervousness, fear, tension, etc which could make students hind their ability to speak in the target language (Tobias, cited in Tanver, 2005, p.23).

On the whole, it can said that language anxiety plays a significant role in the above three stages, but it may affect more at the output stage.

2.8. ORAL PRODUCTION

Oral production refers to speaking activities; the language user produces an oral text which is received by an audience of one or more listeners. (<http://cms.ac-martinique.fr/.../CEF-oralproduction-spokeninteraction>). Here, it is presented some examples of speaking activities:

- “Public address (information, instructions, etc.)
- Addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.).

They may involve, for example:

- Reading a written text aloud
- Speaking from notes, or from a written text or visual aids (diagrams, pictures, charts, etc.)
- Acting out a rehearsed role
- Speaking spontaneously
- Singing.

Illustrative scales are provided for:

- Overall spoken production

- Sustained monologue: describing experience
- Sustained monologue: putting a case (e.g. in debate)
- Public announcements
- Addressing audiences”.

2.8.1. OVERALL ORAL PRODUCTION

“Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points”.

“Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion”.

“Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail”.

“Can give clear, detailed descriptions and presentations on a different subjects related range of subjects relate to his/her field of interest, spreading out and supporting ideas with solid points of view and relevant examples”.

“Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, by presenting in a sequence of points”.

“Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. developing it in simple phrases and sentences linked into a sequence”.

“Can produce simple mainly isolated phrases about people and places”.

2.8.2. SUSTAINED MONOLOGUE: Describing experience

“Can give clear, smoothly flowing, elaborate and often memorable descriptions”.

“Can give clear, detailed descriptions of complex subjects”.

“Can give elaborated descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion”.

“Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest”.

“Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest”.

“Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points”.

“Can give detailed accounts of experiences, describing feelings and reactions”.

“Can relate details of unpredictable occurrences, e.g. an accident”.

“Can relate the plot of a book or film and describe his/her reactions”.

“Can describe dreams, hopes and ambitions”.

“Can describe events, real or imagined”.

“Can narrate a story”.

“Can tell a story or describe something in a simple list of points”.

“Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience”.

“Can give short, basic descriptions of events and activities”.

“Can describe plans and arrangements, habits and routines, past activities and personal experiences”.

“Can use simple descriptive language to make brief statements about and compare objects and possessions”.

“Can explain what he/she likes or dislikes about something”.

“Can describe his/her family, living conditions, educational background, present or most recent job”.

“Can describe people, places and possessions in simple terms”.

“Can describe him/herself, what he/she does and where he/she lives”.

2.8.3. SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)

“Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail”.

“Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples”.

“Can construct a chain of reasoned argument”.

“Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options”.

“Can develop an argument well enough to be followed without difficulty most of the time”.

“Can briefly give reasons and explanations for opinions, plans and actions”.

2.8.4. ADDRESSING AUDIENCES

“Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience’s needs”.

“Can handle difficult and even hostile questioning”.

“Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples”.

“Can handle interjections well, responding spontaneously and almost effortlessly”.

“Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail”.

“Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression”.

“Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options”.

“Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience”.

“Can take follow up questions, but may have to ask for repetition if the speech was rapid”.

“Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions”.

“Can cope with a limited number of straightforward follow up questions”.

“Can give a short, rehearsed, basic presentation on a familiar subject”.

“Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast”.

This kind of speaking activities let students use their creativity and imagination which at the same time make them improve their fluency. Besides that, learners have a nice environment in the classroom and also the intention of this kind of activities is to help students develop real communicative competence. In addition, Oral production is also closely related to speaking skill.

2.9. SPEAKING SKILL

Oral production is closely associated to speaking skill. Speaking is one of the most complex skills. This skill takes mental process; where the intentions, thoughts, feelings must be transformed into fluently articulated speech (Levelt, 1989, p.1). Therefore, it is developed some speaking theories, in order to understand this complex cognitive skill.

2.9.1. A MODEL OF SPEAKING

The following figure is termed by Levelt (1989, p.9) as a ‘Blue print’ of speaking process, this model has been produced with the purpose of exploring all the aspects of the speaking process. It represents the speaker as information processor.

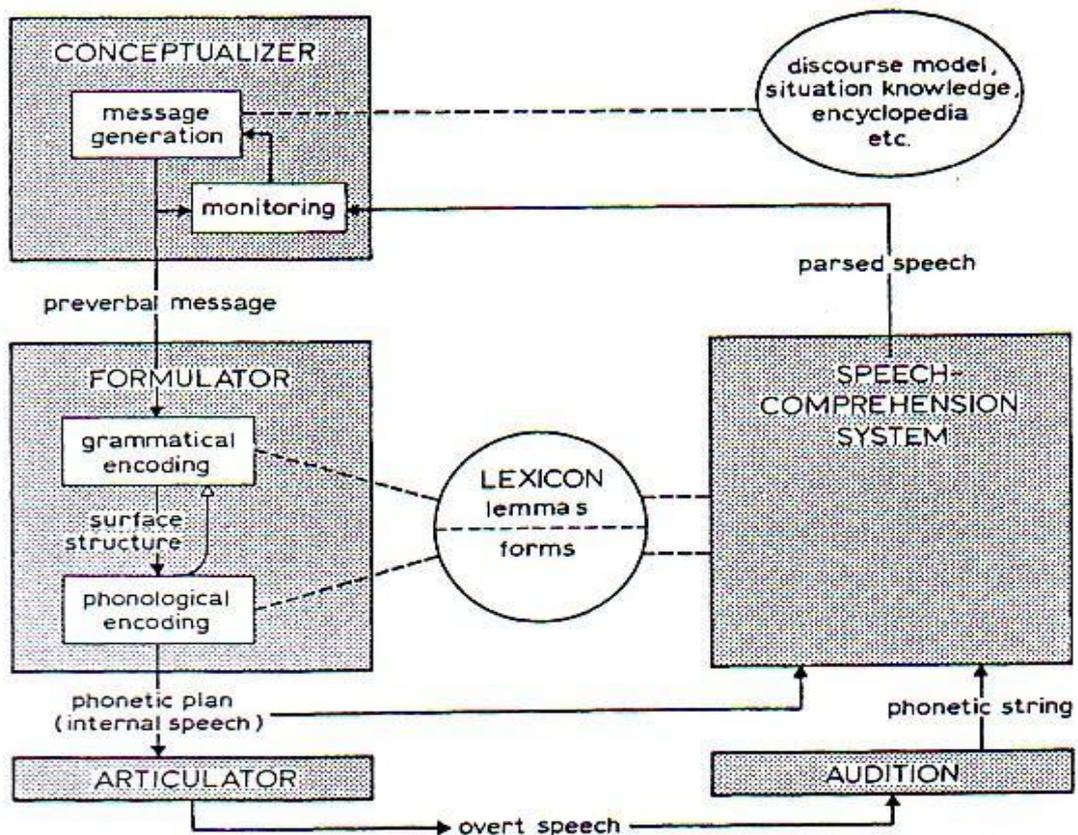


Figure 2.2 'Blue print' of speaking process model. Source Levelt (1989, p.9)

COMPONENTS IN THE SPEAKING PROCESS.

a) **Conceptualizer.** It involves focusing on the intension, choosing what kind of information is going to be conveyed and what the purpose of this information is before being said; then the product of conceptualizing will be called the pre-verbal message.

b) **Formulator.** It refers to produce the conceptual structure or messages into a linguistic structure, this process is composed by two steps:

- 1) Grammatical encoding. It deals with 'procedure for accessing lemmas and of syntactic building procedures' (levelt, 1989, p.11). The speaker's lemma information is stored in his mental lexicon. A lexical lemma contains the meaning or the sense that goes with the word.

2) Phonological encoding .This function of this step is built by a phonetic or articulatory plan for each word of the utterance. In other words, it is an internal representation of how our planned message should be articulated. The end of this steps becomes the input to the following process component: Articulator .This phonological encoding at the stage of input is composed by two components :

-*Articulator*, it is the accomplishment of the phonetic plan by the ‘respiration, laryngeal and the supra laryngeal systems’ (Levelt; 1989, p.12). In other words, the execution of the articualry plan is relatively independent of context, or it will vary according to the circumstances of articulation: this product of articulation is called overt speech.

- *Audition*, it is associated with self-monitoring, since the speaker is able to listen himself or herself; thus, the speaker has access to both his internal speech and his over speech. That means, she/he can understand / interpret his own utterances; of what is being uttered accomplishes the speaking processing components as well.

This background of this **model of speaking** describes the processes and the stages of language production from the linguistic point of view.

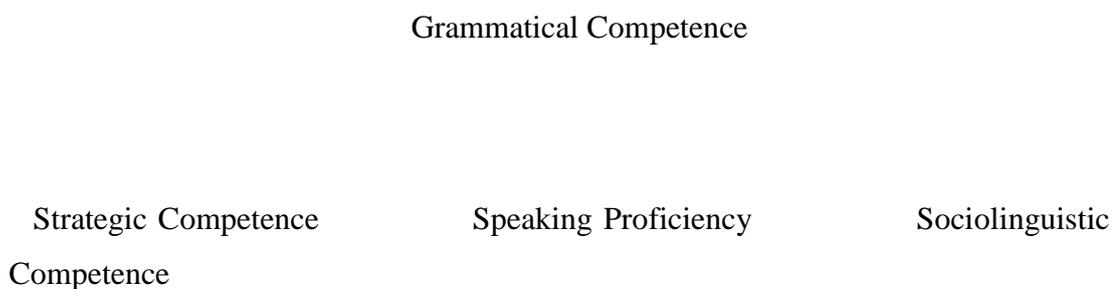
2.10. COMPONENTS UNDERLYING SPEAKING EFFECTIVENESS

According to Hymes (1971, cited in Shumin, 2002, p.206) for EFL learners is not enough the linguistic knowledge but also it is important to consider the cultural aspect. In other words learners not only should develop the linguistic knowledge but also they should develop the cultural knowledge in order to interact with others in different situations and relationships. Therefore his theory of communicative competence consists of “the interaction of grammatical; psycholinguistics, and probabilistic language components”. On the other hand, Canale and Swain (1980, cited in Shumin, 2002, p.206) based on Hymes`s theory proposed the following

components, which reflect the linguistic system and the functional aspects of communication.

- 1) **Grammatical Competence.** It means that EFL learners must have the knowledge of morphology, syntax, vocabulary, pronunciation of words, intonation, and stress.
- 2) **Discourse competence.** EFL learners are demanded to develop the competence in order to acquire a wide repertoire of structures and discourse markers to convey ideas, showing the relation of time, indicating the cohesion and coherence of what is being expressed (Scarcellaa& oxford, 1992, cited in Shumin, 2002, p.207).
- 3) **Sociolinguistic competence.**It consist of knowing what is expected socially and culturally by users of the target language; that means L2 learner must know how to behave appropriately in the realization of the speech acts, for instance how to ask questions, how to respond according to the talk. Thus, this sociolinguistic field helps learners how to make appropriate comments (Brown, 1994, p.238, cited in Shumin 2002, p.207).
- 4) **Strategic Competence.** According to Shemin (2002, p.208) this competence deals with knowing when and how to keep a conversation going, how to finish the conversation, how to clarify some communication breakdowns, and come up with problems of communications, in other words it is “ the way learners manipulate language in order to achieve communicative goals ”(Brown 1994, p.238, cited in Shemin ,2002, p. 208).

Here, it is presented in a chart the components that reflect the linguistic system and the functional aspects of communication.



Discourse Competence

Fig.2.3. Communicative competence components (Canale and Swain 1980). Source: Shemin , 2002, p. 208).

In short, as we have seen speaking encompasses many components. It implies making the right sounds, choosing the right words, constructing grammatically correct phrases. Speakers are also able to use the back ground knowledge and the linguistic knowledge to convey a meaningful message to the audience; speakers are also able to develop language competences.

In addition, Canale& Swain (1980 cited in Fernandez, 2008, p.), described the following speaking activities.

2.11. SPEAKING ACTIVITIES

When we are going to work on speaking, the types of chosen activities (performance, controlled/guided and creative or freer activities) depend on what we want learners to do (Prieto, 2007, p.79).

- a) **Performance activities** give students opportunities to communicate in the language. Teachers and students at this point are asked to concentrate on the meaning and intelligibility of the utterance, not the grammatical the grammatical correctness, with practice grammar errors should disappear.
- b) **Controlled activities**, such as repetition practice or set sentences prompted by picture or word cues are expected to improve the accurate use of words, structures and pronunciation
- c) **Guided activities** include model dialogues which students can change to talk about themselves and to communicate their own needs and ideas.

In controlled and guided activities the aim is to focus on accuracy, and the teacher makes it clear from feedback that accuracy is important. The suggested controlled practices could be: Find Someone Who, questionnaires, information gap, and etc.

d) **Creative or freer activities** are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where the specific language focus is less relevant. Some activities for freer practice are:

interaction or information gap, role-plays, simulations, discussions and games. These activities were combined with cooperative techniques to motivate students to use and improve their English. In addition, Shimin (2002, p.209) suggested the following activities, which allows eliciting spoken-language production.

- 1) Aural : Oral activities, material being used should motivate students and also should be carefully selected, for instance, this materials should be: news , sports on the radio or by written form , the students should be given a task in order to motivate them to speak.
- 2) Visual: Oral activities, the exposure to varied audiovisual material such as : films, video tapes and soap operas, they can provide different registers, accent, intonations, rhythms and stresses, thus while watching students can distinguish levels of formality, similarly they can notice about the nonverbal behavior and verbal behavior which at the same time will help them to communicate naturally (Carrasquillo,1994, p.140,cited in Shimin,2002, p.209).
- 3) Material-aided: Oral activities, it refers to the use of appropriate reading materials such as cartoon strips, which allow student to give an oral summary, similarly, or can be used brochures, this will help learners deal with real situations that they possibly will encounter in the future.
- 4) Culture awareness: Oral activities should include cultural aspects of the target language; for instance, speaker make an apology, the activities should be task oriented activities, such as dialogues, role plays, etc. These kinds of activities are necessary in order to make students experience thinking in a given situation and getting confidence in performing in the language.

2.12. ORAL SKILLS AND INTERPRETATION

Interaction skills deals with making decisions about communication, for instance what to say, how to say it, and whether to develop it, in according to the speaker's intentions, while keeping the interaction with others. Our notions of what is right or wrong now depends on such things as what we have decided to say, how well we have performed, what our intentions are, and what kinds of relations we want to establish or maintain with our interlocutors.

In spoken interaction, we are expected to have observable effects. According to Brown and Yule (1983, cited in Fernandez, 2008, p.3) they distinguished two types of speaking turns: “short speaking turns” and “long speaking turns”. The former is the more common, in this case, the wording and the subject matter tend to be worked out as the speaking proceeds. The differences in form reflect the differences in decision-making on the part of the speaker. The latter is described as more prepared, such as an after dinner speech or a talk on the radio. The combination of those theories gave clear strategies to use with the students, according to their needs, in order to improve their oral production.

2.13. THE PROCESSES OF L2 PRODUCTION

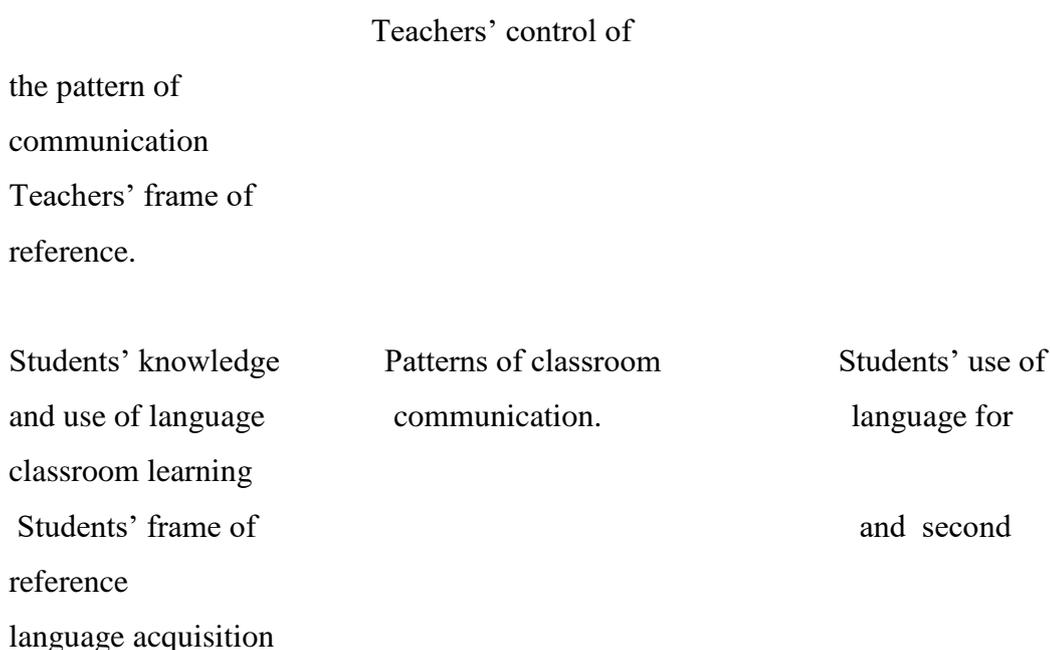
According to Roger Gilabert Guerrero (2004, cited in Fernandez, 2008, p.2) these processes of L2 production can be defined or explained in the same way as the ones of L1 production. However, there are some particularities to L2 production that makes it different from L1 speech. In the first place, the L2 system is not as complete as the L1 system, so L2 speakers could find some difficulties restoring the words or structures that they need. This sometimes has consequences for production, since normally a number of problem-solving mechanisms are applied. As Dörnyei and Kormos (1998, cited in Fernandez, 2008, p.6) claim that learners use some mechanisms to compensate their lack of lexical, morphological, or phonological knowledge of the L2; other mechanisms try to solve problems with processing time pressure, such as ‘uhming’ and ‘erring’ during pauses; and mechanisms that intend to correct errors that learners notice in their own speech. Secondly, automaticity cannot be taken for granted in L2 production, processes that have been automatized in L1 production need to be serially processed when speaking a second or foreign language. When speakers encounter with problems during oral production, they have to come up into a serial mode of processing in order to solve them. The effects of the lack of automaticity in the L2 are obvious when fluency and speech errors are noticed. In the third place, traces of the L1 can be transferred in L2 speech. Whether intentional or not, code-switching is a typical feature of L2 production which is more common with low level speakers and less with higher level ones.

2.14 COMMUNICATION IN THE CLASSROOM

There is a framework in order to understand communication in second language classrooms. Douglas Barnes (1976, cited in Jhonson 1995, p.7) characterizes the patterns of classroom communication into a model; moreover, he agrees that teachers and students interpret classroom activities through their own frames of reference, and these frames are interpreted in different ways from the students and teachers point of view. Therefore, Barnes claims that “classroom learning is a negotiation between teachers and students; it is a sort of give- and take”. Thus, classroom communication is analyzed not only on what actually happens in second language classroom, but also on what teacher and students bring to second language classroom, how that happens, and what occurs there (Jhonson, 1995, p.7).

Here, we present the framework for figuring out communication in second language classroom. This frame is adapted from Barne’s original model. The box at the left describes how students process and use the language, both their native and what they have acquired of the L2 language, this help them to understand the world around them, participate in social interactions and organize their learning. This knowledge is acquired within the linguistic, social and cultural contexts of their own real life experiences; thus, the below frame shows us how students use the language to make sense of an interaction with the people around them (Jhonson, 1995, p.7).

Understanding Communication in Second Language



Students' perception

of the patterns of
communication
Students' frame of
reference

Fig.2.4. A framework for understanding communication in second language classroom (Douglas Barnes 1976, cited in Jhonson, 1995:7).

Thus, the point to be considered as important in this framework is the patterns of shared understanding of how, when, where, with whom second language is used while students are participating orally. In the pattern, we can see that some of them are continually conducted and reconstructed by teachers and by the students as they interpret and respond to what teachers say and do. In addition, teachers' frames reference are presented by professional and practical knowledge that shape students' communication behavior within the classroom context, and students frame of reference are shaped based on the norms and expectations they hold about themselves and their communication behavior which is based on their previous classroom experiences. Finally the box, at the right the patterns established between teacher and students, can work for a better use of language and get opportunities to master in the language until achieving the acquisition of the second language (Johnson, 1995, p.9).

In sum, this chapter has reviewed the previous research which in some way is related to the present research, and has presented the literature on the theoretical contentions of theories of second language acquisition, first /second language anxiety; hence, it also has described the types of anxiety seen in cases of performance: **communication apprehension, test anxiety, and fear of negative evaluation**. The chapter has also discussed those cognitive factors associated with learners' self-esteem, how anxiety is manifested in the EFL learners, language instructors' beliefs and classroom procedures with relation to language anxiety. In the final section of this chapter, it has been explored the speaking skill, processes of L2 production and oral production issues.

CHAPTER III

DESIGN OF THE RESEARCH

This chapter describes and explains the design of the present research. Firstly, it describes the type of research, scope, method, methodological design, description of the research context, population and sample. Secondly, it deals with the description of the data analysis and the codification process. Finally, it presents a summary of the results of both instruments used to gather data.

3.1. TYPE OF RESEARCH

This study is fundamentally a **qualitative research** since the study intends to capture and describe the diverse factors that cause language anxiety while speaking, and how these factors are manifested in students within a natural context (classroom environment) and from learners' perspectives.

In qualitative research, broadly speaking, the findings of the research can not be put into numerical analysis or quantified because qualitative research uses a naturalistic approach that seeks to "describe and interpret cultural behavior, communicative behavior of a group" (Johnson, 1992, cited in Chaudron, 2000, p. 167).

Furthermore, in this type of research no variables are manipulated, the researcher just observes, describes and understands the real events. The data of these events are collected through observations, and questionnaire. The theory, the results and conclusions of the research are developed and analyzed according to the data (Hernandez, Fernandez and Baptista, 2006, p.8-9).

On the other hand, it is worth mentioning that the present research also takes into account the quantitative research. The process of this type of research is carried out thoroughly according to established rules which are characteristic of quantitative research. For instance, the data analysis and its interpretation must be done throughout statistical methods and its results allow the researcher to prove some hypothesis and theories which are stated in the theoretical frame (Hernandez, et al., 2006, p.5-6). In this research it has been done a quantitative analysis too, but only

with the purpose of supporting the data gathered from the observation, since this research is mainly qualitative.

3.2. SCOPE OF THE RESEARCH

Considering the problem and the research questions, the scope of the present research is descriptive. According to Hernandez et al., (2006, p.102-103) this type of study seeks to detail how a particular phenomenon manifests, and it specifies what properties and characteristics a group of people or community have. In addition, descriptive studies measure and collect data of the studied variables in a real context. Consequently, in language anxiety psychological and linguistic factors are independent variables. These variables cannot be manipulated intentionally to produce changes because they are not part of an experimental study. Furthermore, these variables can be observed in real classroom context, as it is the case when intermediate English learners participate in oral production activities in the classroom.

3.3. METHOD OF THE RESEARCH

For this study, it has been employed the qualitative method. This approach generally focuses on the group and also studies the phenomenon in a real context-specific setting, and the researcher provides a description and explains what the group of people does in their natural context, (Chaudron, 2000, p.166-167). In addition, the objective of the present research is to describe and understand those factors that cause language anxiety while students are participating in oral production tasks and the ways these factors are manifested in students within an English language classroom environment and also from learners' point of view.

Therefore, two methods of data collection were applied: observation and a questionnaire, the last was applied in order to support the observed data. Next both instruments are explained.

3.3.1. OBSERVATION

According to Mason (1996, cited in Dornyei, 2007, p.175) observation is a “method of generating data which involves the researcher, immersing her/himself in a research setting”. In this method of data collection, the researcher observes the natural environment. It is important to collect observational data because what

people say is not always what they do. This technique is typically carried out on qualitative research.

Hernandez et al., (2006, p.596) claim that the role of the observer is as a moderate participant, because the observer participates in some activities but not in all of them. In addition, Ellis (1990, cited in Nunan, pag.93) states that the observation instrument allows us to understand how the “social events” of the language classroom are enacted.

Besides that, it can be identified different types of observations but it depends on the degree of structure. For instance, there are structured observations where the researcher utilizes a detailed check list or rating scale (Dornyei, 2007, p.175).

3.3.2. QUESTIONNAIRE

This technique is typically applied on quantitative research, the questionnaire is another method used in order to gather more information for the research. According to David Nunan (1992, P.143) questionnaires belong to the survey elicitation technique, in other words, survey data is collected through questionnaires or interviews. In addition, “the purpose of a survey is generally to obtain a snapshot of conditions, attitudes and /or events at a single point in time” (Nunan, 1992, p.140). Besides that, the survey typically comes in the form of a questionnaire; this is the most common method of collecting data on attitudes, opinions, beliefs, motivations, reactions toward learning and classroom activities. Brown (2001, cited in Mackey and Gass, 2010, p.92).

3.4. METHODOLOGICAL DESIGN

The study design of the present research is catalogued within **ethnographic case-study** (non-experimental transactional descriptive). This kind of design is in charge of describing, analyzing and interpreting a specific group of people (a small or big quantity of people) in a determined context (Alvarez-Gayou, 2003, cited in Hernandez et al., 2006, p.697). This design can be defined as “*estudios que al utilizar los procesos de la investigación cuantitativa, cualitativa o mixta; analizan profundamente una unidad para responder al planteamiento del problema, probar hipótesis y desarrollar una teoría*”. (Hernandez et al., 2006, p.224). In other words, in this ethnographic design the researcher observes the members’ behavior,

interaction of the studied group, and he/she joins gradually in the group to collect the data through different methods; for instance, interviews, observations and documents, etc. This data is collected from a specific group, place and at a fixed period of time, then all the gathered data is analyzed and described.

3.5. DATA GATHERING INSTRUMENTS

In order to achieve the objectives of this study, it has been used two instruments: Observation and Questionnaire. On the other hand, there was another third instrument which has been applied when starting this research study. It was called piloting survey.

3.5.1. INSTRUMENT 1: OBSERVATION

According to the nature of the present research (qualitative-ethnographic), the observation was done only with two intermediate English courses out of the four ones (A-B-C-D). The average time of observed classes was for almost two months, four days a week.

Regarding the observation sheet, as it has been mentioned, there is no a standard structured form for registering the observed data, but in order to gather data in an organized way, and two sheets were used. One sheet is called “students oral production class observation sheet”, used for taking notes about students’ anxious behaviors in oral production tasks, and the other sheet is called “guide line observation for English learners”.The observation was structured based on this general guideline which facilitated the data gathering as much as possible by focusing on the specific points to be observed (see the two sheets in appendix A,p.158).

3.5.2. INSTRUMENT 2: QUESTIONNAIRE

This technique is applied in this research because it is intended to find the factors that students think cause anxiety on them and the way they react while they are participating in oral tasks in the class. The items of the questionnaire were structured based on the literature review and observation classroom data.The questions consisted of 13 closed questions; these questions had to do with situations where students faced oral activities in the classroom and they chose the options which showed how they reacted in each situation (See the instrument in appendix A, p.158).

3.5.2.1. VALIDITY OF THE QUESTIONNAIRE

According to the literature review about validity, Creswell and Miller (200, cited in cited in Golafshani, 2003, p.602) suggest that “the validity is affected by the researcher’s perception of validity and his/her choice of paradigm assumption”. That is to say that most of the researchers develop their own concepts of validity and often generate or adopt what they consider to be more appropriate terms (Davies and Dodd, 2002; Lincoln and Guba, 1985; Mishler, 2000; Seale, 1999; Stenbacka, 2001; cited in Golafshani, 2003, p.602). Thus, the questionnaire was designed considering the previous literature review and also it was built under the parameters of content validity, face validity and construct validity.

3.5.2.1.1. Content Validity

- The questionnaire measures what is intended to find about the phenomenon. In other words, the questionnaire finds the factors that students think may cause their anxiety while they are participating orally in the English language class.
- The questionnaire has been piloted with ten students who belonged to the fourth level English class at the department of linguistic and languages, they answered the questions without any difficulty; then, we applied the same questionnaires to the sample of the population .

3.5.2.1.2. Face Validity

- It is closely related to the notion of content validity; it refers to the familiarity of our instrument to the students. Regarding with our study, the students of fourth level, they were already familiar with the questionnaire because they had been said that taking the questionnaire was part of this research study and also they were explained about language anxiety factors in oral production activities in the EFL classroom.

3.5.2.1.3 Construct Validity

- It deals with the “degree to which the research adequately captures the construct of interest” (Mackey & Grass, 2010,

p.108). Thus, the construct validity of our research can be enhanced in the following way:

- The questionnaire has construct validity because it was designed based on the theory of langue anxiety and also it was based on the FLECAS questionnaire to measure foreign langue anxiety (see appendix D, p.162), we took only the questions related to the speaking skill.
- The 13 questions of the questionnaire are in Spanish in order to ensure the students understand clearly all the given situations so that it can be collected reliable answers.

3.5.3. INSTRUMENT 3: PILOT SURVEY

This survey instrument has been applied to 10 intermediate students of the fourth English level; although, there were 15 students but the rest did not want to collaborate. This survey was taken at the department of linguistics and languages, in April, 2010. They were asked to answer 6 open questions, and all the questions were related to students` reaction or behavior when they are asked to participate in oral activities in the English language class. The objective of taking this survey was to have a quick snap shot in order to know why some English learners do not participate in oral tasks frequently. Besides that, it was necessary to confirm if the problem of the investigation existed on this intermediate English language learners. Finally, the gathered results confirmed that there were certain factors which impede learners to participate in oral activities. Therefore, the present reasearch was considered important to carry out (see the survey in appendix F, p.164)

On the other hand, the results of this survey helped to trace better the panorama of the present research. Besides, it was also useful for guiding the observation and for designing the questionnaire (instrument two). Additionally, below it is presented the analysis of the results of the taken survey.

Q1. Students' feelings when performing or speaking in the classroom		
Student/s	Sample answer	Possible reasons
3	Felt nervous, cant speak	Need to learn a lot of words

3	Felt nervous	It is not easy to talk They have vocabulary problems
1	Felt bad	Pronunciation Problems
1	Felt strange	English is an strange language
1	Felt stressed	Student is shy
1	Felt very good	It is easy

Chart 3.1 Students' answer, question 1. Pilot survey

Q2. Students' feelings when giving a short talk or presentation in front of the whole class.		
Student/s	Sample answer	Possible reasons
2	Felt scared	Limited vocabulary
2	Felt a little nervous	
3	Felt bad	
2	Felt normal	Had some ideas, study
4	Felt stressed	Student is shy
1	Felt very good	It is easy

Chart 3.2 Students' answer, question 2. Pilot survey

Q3. Students' opinion about participating in English	
Student/s	Sample answer
2	Good
2	They can not express their opinions
1	The problem is my self, not my teacher
1	I don't know
3	It is difficult to participate

1	did not answered
---	------------------

Chart 3.3 Students' answer, question 3. Pilot survey

Q4. Students' reasons for not participating in their English class	
Student/s	Sample answer
2	For my vocabulary
3	My vocabulary is short
1	First is nervousness, Pronunciation
1	I often participate , I don't participate when I understand
1	I don't like to give my opinions
1	I am late, my classmate laughed at me
1	My grammar is not good

Chart 3.4 Students' answer, question 4. Pilot survey

Q5. Students' opinion about teachers' attitude when correcting students' mistakes	
Student/s	Sample answer
2	Liked correcting their mistakes, teacher corrects calmly and patiently.
2	Felt so so
3	Did not like.
1	I don't know
1	Some times
1	Did not answered

Chart 3.5 Students’ answer, question 5. Pilot survey

Q6. Activities that students like doing in the classroom	
Student/s	Sample answer
2	Do grammar exercises
2	Play games
3	Sing songs
1	Grammar expositions
1	Sometimes
1	Table games, games at the white board

Chart 3.6 Students’ answer, question 6. Pilot survey

As it is observed in the above charts, the students gave a general description about how they felt when participating in oral activities, and also they mentioned those possible factors that might not let them to participate. For instance, some of them said they felt nervous, bad, stressed, scared. Among the possible factors that may impede them to participate according to the charts are: vocabulary, grammar, pronunciation, and personality factors.

3.6. DESCRIPTION OF THE RESEARCH CONTEXT

The main objective of the Linguistics and Languages Department, according to the “Pensum”, is to enable students to have Communicative and Linguistic competence in one of the four areas: English, French, Aymara and Quechua. Thus, by the end of the career, students of the English area should have solid knowledge of the language and be competent enough in the four skills (reading, writing, listening and speaking) and when students are on intermediate English level as it the case of this research, it is expected that they should be able to interact with their classmates easily and also participate in any oral production activities in the language classroom.

Regarding the text-book they are working with, teachers are using four books: Level I=In Contact I, Level II= In Contact II, Level III= on target I, Level IV= on target II; the topics of the books are varied according to the level of the course.

The Linguistics and Languages Department is located in “Casa Montes building” on 6 de Agosto Avenue. The classrooms are at the back of the building, two classrooms for English languages, there are 3 classrooms on the 9th floor and two on the 13th floor at the Monoblock building. In addition, the observation was carried out in two classrooms at Montes Building classrooms.

The classrooms are quite acceptable for holding 20 students, they are rectangular in shape. There are also individual desks, facing the board. Most of the classrooms have enough space to rearrange the desks so that students can form groups or work in face to face position. The classrooms have a TV frame, with no use, because there is no a DVD player. It has a white board. Some of the individual desks are wooden made and some of them are plastic made. There are some didactical pictures hung on the walls, for example written English sayings.

3.7. POPULATION

Population or universe is used as synonyms, since both are the whole of the units of analysis (people, communities, situations, events) which have many features in common (Hernandez et al., 2006, p.236-240). Then, this research took as the population, the students of Linguistics and Language Department (English area) at “Mayor de San Andres” University who took the IV level of the English course, which means intermediate level students. The population size comprised 4 parallels: Level IV A = 15 students, Level IV B = 19 students, Level IV C = 15 students, Level IV D = 21 students. The reason for choosing this population for the present research was because they were the last English level (as stated in the study program) and these students should be able to use the language when communicating their ideas by using the four skills: writing, speaking, listening and reading. In addition, after finishing this level they have to take the subjects of the L2 English area program.

3.8. DESCRIPTION OF THE PARTICIPANTS

According to the study plan of the Linguistics and Languages Department, the fourth level of English course is part of the fourth semester of “*Plan Común*”. Later, they go to the “English area” to continue mastering the English language. These students took a regular English class, which means one and a half-hour per day, from Monday to Thursday. The complete English course is divided into four levels and lasts four semesters. These levels are:

Level I (basic or elementary level). Book: In contact one 1

Level II (high elementary level). Book: In contact one 2

Level III (pre intermediate level). Book: On target 1

Level IV (intermediate level). Book: On target 2.

In addition, the students were male and female who were between 20 and 28 years old, all of them had Spanish language as their mother tongue. Besides that, in the present research, they were identified in the observation fiches as Student 1, student 2, students 3.etc, to keep their identity.

3.9. SAMPLE SELECTION

Keeping in mind that the scope of this research is descriptive and mainly has a qualitative approach characteristic, the sample of this study is comprised by two parallels from a population of four. The students belonged to the fourth English language level, who were registered in the second semester of the year 2010. All of them were studying Linguistics and Languages at Mayor de San Andrés University. As it is known, samples for qualitative research do not have to be necessarily big. Thereby, for this sample it has been chosen two parallels: Level IV B = 19 students, Level IV D = 21 students, which makes a sample size of 40 students. This size of sample was chosen because they were considered as the most appropriate to gather the data for this study. Besides that, this sample was chosen according to characteristics of the qualitative research. This kind of sample is characteristic of “ethnography”, which at the same time is inside the qualitative research. The purpose of the qualitative-ethnography research is to make an investigation of a particular phenomenon study, that is, the subjects in their natural environment.

The type of sample selection which was applied to this study is called “case- type sample”, *muestra de casostipo* (Hernandez et al., 2006, p.566). This is a type of sample which comes from non-probabilistic sample, and it is applied mainly by

qualitative research. It is about studying a phenomenon, as it is the case in this study, “factors that originate language anxiety in the oral production activities”. In addition, according to Marshall(1996, p.522-525) this type of sample is called “Purposive sampling” and it is one of the most common sampling strategies because the sample size and participants are chosen according to the research questions, the resources and time available, as well as the objectives of the study.

However, it is necessary to point out that the characterization of the unit of analysis of the population and sample (students observed) were not carried out under quantitative approach parameters; even though, it has been applied a questionnaire to the students. As it has been said before, the quantitative approach is secondary to the qualitative (observation), the number of the the sample was not based on any formulas. Therefore, it is nonprobabilistic.

3.10. VARIABLES

As it was said before, in this kind of descriptive research, the variables of age and gender are not taken into account since what is wanted is just show the real manifestation of the studied phenomenon, that is to say, those factors that originate language anxiety on the intermediate English learners.

3.11. DATA ANALYSIS

In the processing of gathering the data in the classroom, observations were transcribed into fiches, which showed the behavior of the students while they were participating in oral production tasks. On the other hand, for the data analysis, the observation data was analyzed following the qualitative research characteristics in which this research was based on. The data was sorted into units of analysis, and then these units of data were assigned into Subcategories, Categories and Themes. This process was done through inductive analysis and constant comparison of the units. Finally, all these data were examined through the codification process and the grounded theory which were used as guides.

3.11.1. CODIFICATION

Coding qualitative data deals with identifying patterns which emerge from the data collected, thus the initial process is known as ‘open coding’. As a result of this

process, it emerges categories, which later are classified in order to put them together into categories, subcategories, themes, etc. (Mackey & Grass, 2010, p.221). In addition, according to Hernandez et al., (2006, p.635) codification implies identifying units of analysis and finding similarities and differences. Hence, forming emerging categories, these allow us to form categories, subcategories, and themes. After getting the emerging hypothesis, it is built a theory. The units of analysis are segments of gathered data that carry on meanings expressed by the participants. In addition, Hernandez uses the following figure:

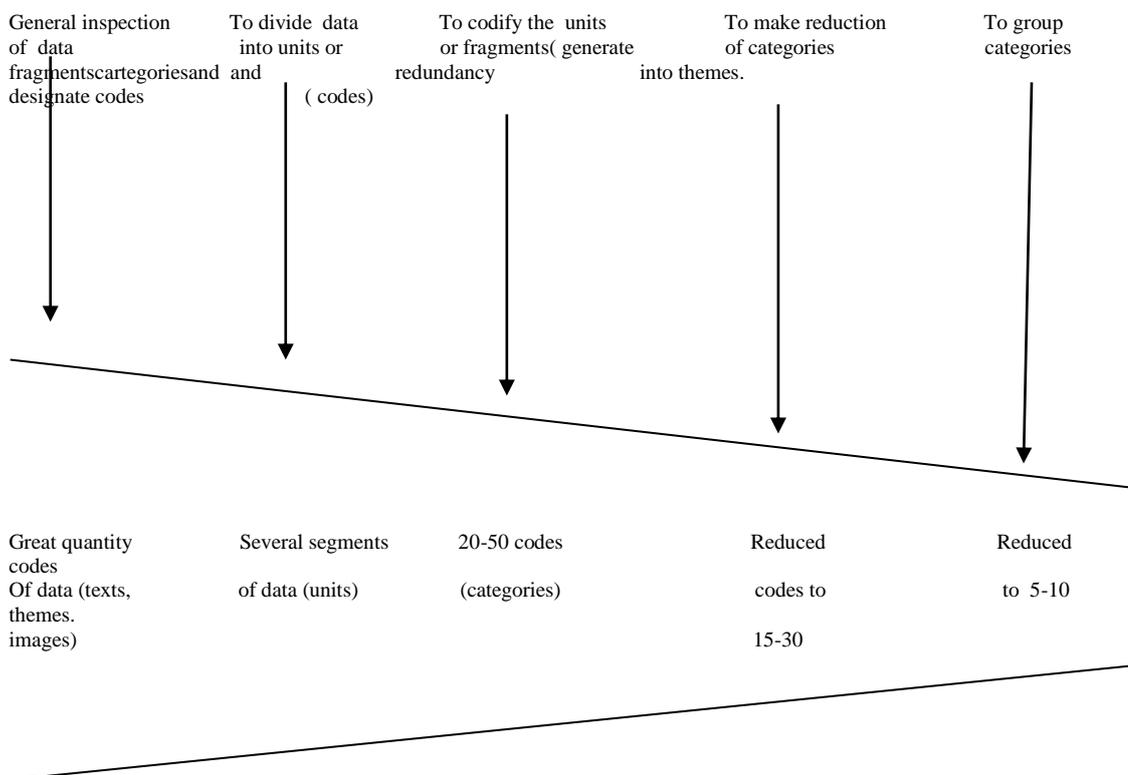


Fig.2.5 Reduction of codes through complete codification process.Hernandéz, et al., 2006, p.653.

Furthermore, the above figure is an outline which allows us to see the steps that it must be followed in order to codify correctly all the data gathered in the classroom observations. Creswell (2005, p. 238, cited in Hernandez et al., 2006, p.652) claims that this figure helps to visualize what to do after the process of data gathering has finished, and how to systematize all the raw data gathered. Concerning to our research, it has been decided to codify the data gathered first into units of analysis,

second it has been categorized them, third it has been subcategorized them, and finally it has been grouped them into themes.

3.11.2. THE GROUNDED THEORY

The grounded theory was proposed by Glaser and Straus. This theory involves developing a theory based on the data that has been gathered and analyzed. The aim of this grounded theory is to examine data from multiple points of view in order to reach at a more complete analysis about the phenomenon that is being studied (Mackey & Grass, 2010, p.129).

The term ‘grounded theory’ is very common in the qualitative research. It is a set of flexible analytic guidelines that allows the researcher to build a theory based on the data analysis and conceptual development. Therefore, this theory is seen as a specific analytic approach (Dey, 2004, cited in Dornyei, 2007, p.257). Besides that, according to Dornyei (2007, p.257) two basic criteria are known in this theory:

- a) The data analysis follows the specific sequential *coding system* recommended by the grounded theory as an end-product of the research.
- b) The analysis produces some theories as an end-product of the research.

In addition, the “grounded theory design” uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. The primary objective of grounded theory is expanding upon an explanation of a phenomenon by identifying the key elements of that phenomenon, and then categorizing the relationships of those elements to the context and process of the experiment. In other words, the goal is to go from the general to the specific without losing the sight of what makes the subject of a study unique. (www.essortment.com/grounded-theory-21638.html).

Having in mind the nature of this research, it was applied the systematic grounded theory design, which is characterized by applying some steps to analyze the gathered data. In this sense those steps were: First, the data gathered is broken into chunks, which could be a phrase level, a sentence, each of these segments were assigned a category level, depending on the research study this category could be descriptive or interpretative (*‘open coding/codification’*); second, it is made a connection between categories, and the relationship between these categories

allows to “integrate them in to more encompassing concepts that subsumes general categories” (Dornyei, 2007, p.260). This step is called ‘*coding /codification*’.

On the other hand, this process of interrelationship between categories form the third step, which is called ‘*selective coding*’, at this stage the researcher needs to select a ‘core category’ and put it into ‘explanatory concept’ (Richards, 2003, cited in Dornyei, 2007, p.260). At this step the researcher makes a high level of analysis and abstraction in order to subsume other categories and select central concept for elaborating a new theory based on the data gathered which has been explored during the two previous steps (Dornyei, 2007, p. 261).

Therefore, based on Straus and Cobin (1940 and 1991, cited in Hernandez et al., 2006, p.688). It has been developed the following chart in order to have a picture of the analytical stage of the data analysis.

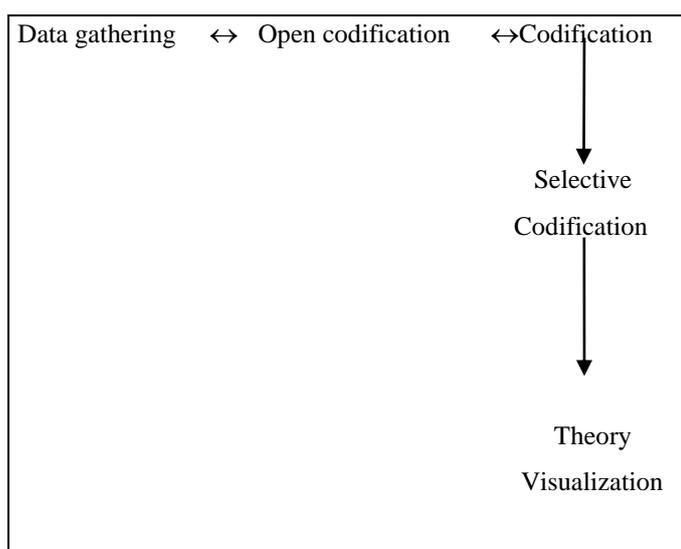


Fig.2.6 Systematic Process Design. Hernandez et al, 2006, p.688.

The data analysis of this research was done by identifying the units of analysis, then sub-categorizing and grouping them into themes. Besides that, this data analysis was also developed based on the theoretical frame work of the present research.

3.11.3. UNITS OF ANALYSIS

The data from the classroom observation was reduced into units of analysis, which were transcribed from the observation fiches and then they were processed

into charts where it is described how students behaved and reacted when they were asked to do oral tasks.

Here, there is a sample of the units of analysis which are extracted from the observation data analysis charts; for more examples see appendix C, p.161.

UNITS OF ANALYSIS
<i>Fiche 30</i>
S.3 : Her intonation was very plain, he had some speech disturbances and he also had some vocabulary trouble. She said : “.....may be you make more friends , you can have <u>reuniones</u> ”.
<i>Fiche 11</i>
S.1. “.....so so is not exacted,.....I don’t know...(pause)....(laughs)”.
<i>Fiche 19</i>
S.3 : He got some vocabulary trouble and interrupted his speech by asking for supporting vocabulary. He said “she was the most scientist, how do you say <u>siglo</u> ”.
<i>Fiche 29</i>
S.6: He just said : “ I don’t know ” . He avoided speaking , he looked tense.
<i>Fiche 35</i>
S.5 : She confused when giving her ideas, she uttered an incomplete sentence. Then teacher tried to help her, but she was still lost then she stopped speaking , she also felt frustrated about herself : (teacher asked “ do you think you will ever be in a big trouble ?”) student answer : “ this opportunity don’t present me (pause) I could be because..... eh, ah....”.

3.11.4. SUB CATEGORIZATION

This sub categorization came out of the units of analysis; thus these units were codified by giving them a subcategory, which is intended to show and provide samples of students’ behavior and reactions, such as: remaining silent, pausing, feeling ashamed, and so on.

Here, there is a sample provided of the unit of analysis that exemplify the subcategories found in this study, for more examples of each sub categorization see appendix C,p.161

SUB CATEGORY	UNITS OF ANALYSIS
<p>Remaining Silent</p> <p>Pauses</p> <p>Feeling ashamed</p> <p>Playing with a pencil</p> <p>Could not organize her/his ideas (difficulty at organizing ideas)</p> <p>Difficulty in recalling information</p>	<p style="text-align: center;">Fiche 32</p> <p>S.3 : She remained silent, she just said one incomplete sentence, she didn't know what else to say, he felt disappointed about himself. He said " eh... (silent) I think the person eh,... the killer might be Morrison ... yes.. Morrison because he is</p> <p style="text-align: center;">Fiche 1</p> <p>S.1. "Child prodigies is when children have eh.....(pause)abilities..... ".</p> <p style="text-align: center;">Fiche 19</p> <p>S.5 : He used a non appropriate vocabulary word, he misused a word. He said " If I had my way , I would no <i>distribute</i> our natural resources". (teacher corrects : <i>delivering</i> our natural resources). He also looked nervous and ashamed.</p> <p style="text-align: center;">Fiche 4</p> <p>S.6: While he was speaking she played with her pencil and she repeated last words of her sentences in order to say the next sentence. She said "I forgot his name, he talked to the people...people who don't have fingers, he can write with his feet, he can cook ... cook he can swim.... This person is admirable".</p> <p style="text-align: center;">Fiche 35</p> <p>S.5 : She confused when giving her ideas, she uttered an incomplete sentence. Then teacher tried to help her, but she was still lost then she stopped speaking , she also felt frustrated about herself : (teacher asked " do you think you will ever be in a big trouble ?") student answer : " this opportunity don't present me(pause) I could be because..... eh, ah...."</p> <p style="text-align: center;">Fiche 3</p> <p>S.2 : She tried to remember something from the text, at first she felt uncomfortable then she started telling some incomplete sentences and also mixed some verb tenses which later was corrected by the teacher, this student her ideas seemed went on.She said : " He won the first award, Bobby ...eh. (pause).... Professors teach him (T corrects " thought") I don't remember (ashamed, smiling).....,He was champion , and later he was considered (laughs)...eh...ah (laughs).. ".</p>

	<p>Fiche 5</p> <p>S.8. He couldn't organize very well his ideas, it was very difficult to speak for him, as result he uttered incomplete sentences , he felt nervous because he forgot the information then teacher helped him to complete his sentences , but at the same time teacher asked him a question, he couldn't understand it, so he translated. He looked very nervous and frustrated even though teacher corrected him kindly. He said "I think Albert Einstein,, he is American ...eh.. .(pauses)...he invented(pause)I don't know, (teacher completed his sentence, "atomic bomb") teacher asked: "at what age?"<u>en quietempo</u>?.....eh....may be young".</p>
--	---

3.11.5. CATEGORIZATION

This categorization section has been divided into two parts: firstly is showed the manifestations of language anxiety when participating in the oral tasks. Secondly, this categorization is done in order to show the factors that originate language anxiety.

3.11.5.1. Categorization 1

After sorting the students' reactions into sub-categories, which provided meaningful descriptions related to how foreign language anxiety is manifested in an anxiety provoking situation, for the categorization step, these reactions were placed into three groups: **verbal, emotional and physical reactions.**

A sample was provided for each category and examples of sub-categories and units of analysis, which were built from the categories; for more examples of each category see appendix C, p.161

CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
Verbal reactions	Pauses before completing the idea	<p>Fiche 1</p> <p>S.1. “Child prodigies is when children have eh....(pause)abilities..... ”.</p>
	Remaining Silent	<p>Fiche 32</p> <p>S.3 : She remained silent, she just said one incomplete sentence, she didn’t know what else to say, he felt disappointed about himself. He said “ eh... (silent) I think the person eh,... the killer might be Morrison ... yes.. Morrison because he is....”.</p>
Emotional reactions	Could not organize her/his ideas (difficulty at organizing ideas	<p>Fiche 35</p> <p>S.5 : She confused when giving her ideas, she uttered an incomplete sentence. Then teacher tried to help her, but she was still lost then she stopped speaking , she also felt frustrated about herself : (teacher asked “ do you think you will ever be in a big trouble ?”) student answer : “ this opportunity don’t present me(pause) I could be because..... eh, ah.”</p>
	Difficulty in recalling information	<p>Fiche 3</p> <p>S.2: She tried to remember something from the text, at first she felt uncomfortable then she started telling some incomplete sentences and also mixed some verb tenses which later was corrected by the teacher, this student her ideas seemed went on.She said : “ He won the first award, Bobby ...eh. (pause).... Professors teach him (T corrects “ thought”) I don’t remember (ashamed, smiling)....,He was champion , and later he was considered (laughs)...eh...ah (laughs).. ”.</p>
		<p>Fiche 3</p> <p>S.1. She gave her reporting quite good but at times she seemed to forget some information, also she made a lot of pauses and repeated some words some times . She said : “ John Stuart was a child prodigy eh..eh(pause)...when she was twelve.....(pause) write his first soap opera... ah!! He was a chess player, and (pause) that’s all... ” .</p>
Physical reactions		Fiche.19

	<p>Feeling ashamed</p> <p>Snapping fingers</p> <p>Playing with a pencil</p>	<p>S.5 : He used a non appropriate vocabulary word, he misused a word. He said “ If I had my way , I would no <i>distribute</i> our natural resources, (teacher corrects : <i>delivering</i> our natural resources). He also looked nervous and ashamed.</p> <p>Fiche 1 S.2.“ Their advantages is they...(pause)....(snapping fingers) these children go to the university at early age”.</p> <p>Fiche 4 S.6 :While he was speaking she played with her pencil and she repeated last words of her sentences in order to say the next sentence . She said “I forgot his name, he talked to the people...people who don’t have fingers, he can write with his feet, he can cook ... cook he can swim.... This person is admirable”.</p>
--	---	--

3.10.5.1.1. Verbal Reactions is concerned with “output”, that is what one wants to say and how one sounds, for instance, speech disturbances (hesitations, fillers), speaking in short phrases (short utterances, one or two sentences), etc.

3.11.5.1.2. Emotional Reactions. It is related to those feelings that are experienced when they are asked to speak and they realize that they are in a serious problem,

because they might feel unable to speak in the English language; for instance, they have difficulty in recalling information or they cannot concentrate.

3.11.5.1.3. Physical Reactions. It deals with the way students behave and react while they are experiencing anxiety in given oral tasks. For instance, Feeling ashamed, playing with a pencil and snapping fingers.

3.11.5.2. Categorization 2

This second categorization is done in order to describe what originates language anxiety when students are asked to participate in oral tasks in the classroom. Besides that, it is showed in the sub-category how each category is manifested. Thus, these categories were placed into three groups: **vocabulary, grammar, and pronunciation.**

CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
Vocabulary	Need of vocabulary support	<p>Fiche 4 S.7: "I redabout Japanese children ..their ..eh (she forgot the word), teacher how do you say <u>cerebro</u>? , eh.... Their cerebro ...ok brain.... Is developed, they can..(pause) to start to produce or building things ..eh... televisions, radios, cell phones. etc. "</p>
	Code switching	<p>Fiche.7 S.2. "...it's correct<u>mientras</u> (teacher says "while") eh... how do you say <u>crecer</u>?Ok..is growing but his <u>conduct</u> (teacher says " behavior") behavior change.</p>
Grammar	Verb tenses	<p>Fiche 1 S.3. "I study mathematics physics <u>pero</u> I don't like".</p>
	Prepositions	<p>Fiche 37 S.3 : " He had a plan he think (teacher corrects "thought ") he made aeh in a paper the dates of him as run away this way he said that it was a good idea....el, ah I don't remember more". He could not stop shaking his fingers.</p> <p>Fiche 15 S.5.".....is <i>depends of</i> the occasion eh....(pause)....or person..... <u>una fiesta</u> (teacher</p>

On the other hand, the verbal, physical and emotional reactions were placed into the psychological reactions theme.

A Sample is provided for each theme that was grouped in two factors that cause language anxiety: Linguistic and Psychological. In addition, the other sample is provided to show **how language anxiety is manifested**.

THEME	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
LINGUISTIC FACTORS	Vocabulary	Vocabulary supporting	<p>Fiche 4</p> <p>S.7: “I redabout Japanese children ..their ..eh (she forgot the word), teacher how do you say <u>cerebro</u>? , eh.... Their cerebro ...ok brain.... Is developed, they can..(pause) to start to produce or building things ..eh... televisions, radios, cell phones. etc. ”</p>
		Code switching	<p>Fiche 15</p> <p>S.5. “is depends of the occasion eh...(pause)...or person.... <u>una fiesta</u> (teacher corrects “party”) in a party is friendly, sociable is depends of the occasion”.</p>
	Grammar	Verb tenses	<p>Fiche 57</p> <p>S.1 : She had trouble with verb tense, she referred to the past by using present structure, instead of “ could ” she used “can” and also she had trouble with regular past ed verbs.</p>
		Prepositions	<p>Fiche 19</p> <p>S.3 : He got some vocabulary trouble and interrupted his speech by asking for supporting vocabulary. He said “she was the most scientist, how do you say <u>siglo</u>”.</p>
	Pronunciation	Not clear pronunciation	Fiche 15

		<p style="text-align: center;">Weak intonation</p>	<p>S.5. “.....is <i>depends of</i>the occasion eh...(pause)...or person..... <u>una fiesta</u> (teacher corrects“party”) in a party is friendly, sociable is depends of the occasion”.</p> <p>Fiche 40 S.9: Her participation was ok, she got some grammar mistakes but the idea was understandable.</p> <p style="text-align: center;">Fiche 31</p> <p>She did a pronunciation mistake “punish” she reads as it is spelled. She said “in the case of the policeman I feel respectful because they take care community,... (pause) el..., in some case may be nervous if I make a mistake, he can <u>p</u>unish me ”.</p> <p>Fiche 29 Group 1. S.1 : He sounded very nervous and lack of ideas also his pronunciation was unclear , it was quite difficult to understand him.</p> <p>Fiche 29 Group 2.S.2: Her voice was trembling while she was speaking and she could not speak clearly.</p> <p>Fiche 37 S.5: “first I have a student role,</p> <p>I have a role is I have a role of touristic guide sometimes”. His sentences were not connected, he just said single sentences, he had a very serious attitude and his intonation was very weak and flat. (flat and weak intonation)</p>
--	--	--	--

<p>PSYCHOLOGICAL FACTOR</p>	<p>Lack of self-confidence</p>	<p>Feeling under confident</p>	<p>Fiche 20 Group 4. S.4: She had some pronunciation mistakes and also she looked ashamed, her voice sounded very soft.</p> <p>Fiche 42 S. 2: She didn't feel so confident about what she was saying, and then she asked for vocabulary help to the teacher, after that she apologized for not being able to keep on talking. She said : " how do you say<u>vela</u>..." sorry teacher I cant".</p> <p>Fiche 3 5 S.2 : She sounded not self-confident about reading her dialogue, she stated broken sentences and teacher had to support her by correcting her mistakes and completing her broken sentences. She said:</p> <p>" A: Do youthink...eh... oh do you think...(pause) do you will learn more languages?"</p> <p>" B:...(pause) no, I am not sure, I cant learn more languages"... (teacher corrects her " I am not sure that I will learn more languages"). It seemed her ideas went out, so teacher had to encourage her to make her finish her sentences.</p> <p>Fiche 10 S.6:She had difficulty at organizing her ideas, she felt uncomfortable and ashamed because she was not self confident about what to answer or say, her answer was not supported very well, she</p>
-----------------------------	--------------------------------	--------------------------------	---

			also hesitated and paused.“ ...eh..em., color because ..(pause)..is specific and questions is general”.
--	--	--	--

PSYCHOLOGICAL REACTIONS

THEME	CATEGORY	SUB-CATEGORY	UNITS OF ANALYSIS
	Verbal reactions	<p>Pauses Before completing the idea</p> <p>Speech disturbances</p> <p>Remaining Silent</p> <p>Incomplete sentences</p>	<p>Fiche 2 Group2. SB. “I don’t remember(pause).....Boby played at school ..eh..eh was champion in ..(pause).....1972 ”.</p> <p>Fiche 37 S.2 : “ He had a plan he think (teacher corrects “ teacher corrects “ thought ”) he made a eh in a paper the dates of him as run away this way he said that it was a good idea..... eh, ah I don’t remember more, (fingers shaking , hesitations) ”. He was a little nervous, some of is sentences don’t have sense, he couldn’t stopped shaking his fingers (hesitations).</p> <p>Fiche 32 S.3: She remained silent, she just said one incomplete sentence, she didn’t know what else to say, he felt disappointed about himself. He said “ eh.... (silent) I think the person eh,... the killer might be Morrison ... yes.. Morrison because he is happy for that ... eh.. I don’t know....”.</p> <p>Fiche 5 S.8. “I think Albert Einstein,, he is American eh...(pauses)...he invented.....(pause)I don’t know, (teacher completed his sentence, “atomic bomb”) teacher asked: “at what age?”</p>

	Emotional reactions	<p>Refusing to talk (I don't know)</p> <p>Short utterances</p> <p>Could not organize her/his ideas (difficulty at organizing ideas)</p>	<p>.....<u>en</u> <u>quetiempo</u>?.....eh....may be young”.</p> <p>Fiche.22 Pair 2 .S.B.4 : He didn't want to answer , he looked tense and ashamed he was moving his fingers and finally he denied to answer, he kept silent and he said “ I don't know ”.</p> <p>Fiche.7. S.1. “...a little because it depends the situation .(teacher asked: “what do you mean?””).</p> <p>Fiche 35 S.5: She confused when giving her ideas, she uttered an incomplete sentence. Then teacher tried to help her, but she was still lost then she stopped speaking, she also felt frustrated about herself : (teacher asked “ do you think you will ever be in a big trouble ?”) student answer : “ this opportunity don't present me(pause) I could be because..... eh, ah....”</p> <p>Fiche 5 S.8. He couldn't organize very well his ideas, it was very difficult to speak for him, as result he uttered incomplete sentences , he felt nervous because he forgot the information then teacher helped him to complete his sentences , but at the same time teacher asked him a question... He said “I think Albert Einstein,, he is American ...eh.. .(pauses)...he invented....(pause).....I don't know, (teacher completed his sentence,“atomic bomb”) teacher asked: “at what age?”<u>en</u> <u>quetiempo</u>?.....eh....may be young”.</p>
--	---------------------	--	---

		<p>Difficulty in Recalling information</p> <p>Refusing to talk (I don't know)</p> <p>Short utterances</p> <p>Snapping fingers</p> <p>Feeling ashamed</p> <p>Playing with a pencil</p>	<p>Fiche 3</p> <p>S.2 : She tried to remember something from the text, at first she felt uncomfortable then she started telling some incomplete sentences and also mixed some verb tenses which later was corrected by the teacher, this student her ideas seemed went on. She said : “ He won the first award, Bobby ...eh. (pause)... Professors teach him (T corrects “ thought”) I don't remember (ashamed, smiling)....He was champion , and later he was considered (laughs)...eh...ah (laughs).. ”.</p> <p>Fiche.22</p> <p>Pair 2 .S.B.4 : He didn't want to answer , he looked tense and ashamed he was moving his fingers and finally he denied to answer, he kept silent and he said “ I don't know ”.</p> <p>Fiche.7</p> <p>S.1. “...a little because it depends the situation .(teacher asked: “what do you mean?”)”.</p> <p>Fiche 1</p> <p>S.2. “ Their advantages is they.....(pause).....(snapping fingers) these children go to the university at early age ”.</p> <p>Fiche 2</p> <p>Group 1.S.C. She didn't remember the information, she had to look back the text, she gave a short report , by telling short utterances, she felt ashamed and sad with her classmates, and she said “my memory is not good”.</p> <p>Fiche.4</p> <p>S.6: While he was speaking she played with her pencil and she</p>
Physical reactions			

			repeated last words of her sentences in order to say the next sentence. She said: "I forgot his name, he talked to the people...people who doesn't have fingers, he can write with his feet, he can cook ... cook he can swim.... This person is admirable".
--	--	--	--

4. RESULTS OF THE CATEGORIZATION DEVELOPMENT

The units of analysis were categorized by applying the codification process. Therefore, it has emerged the following subcategories and categories, which answered the stated objectives and research questions as they are shown in the forward charts and diagrams. The charts explain and show how the units of analysis were codified. In addition, the units of analysis were structured from the observation fiches and questionnaire, but only some samples were used. For more samples see appendix C, p.161.

The chart 1 shows the factor that originates language anxiety while students were interacting orally; these factors are: **Linguistic factors, psychological factors and pedagogical factors.**

Chart 3.7. Categorization of units of analysis related to the 1st objective: observation and questionnaire.

Factors that originate language anxiety when participating in the English language in oral activities within the classroom.

1 st OBJECTIVE	THEME	CATEGORY	SUB-CATE-GORY	UNITS OF ANALYSIS	INSTRU-MENTS
Factors that originate Language Anxiety in oral production	Linguistic Factors	Vocabulary	Vocabulary supporting Code	Fiche 4 S.7: "I redabout Japanese children ..their ..eh (she forgot the word), teacher how do you say <u>cerebro</u> ? , eh.... Their cerebro ...ok brain.... Is developed, they can..(pause) to start to produce or building things ..eh... televisions, radios, cell phones. etc. "	O B S E
				Fiche 15	

activities		Grammar	switching	<p>S.5. “is depends of the occasion eh....(pause)...or person... <i>una fiesta</i> teacher corrects “party”) in a party is friendly, sociable is depends of the occasion”.</p> <p>Fiche 57</p> <p>S.1 : She had trouble with verb tense, she referred to the past by using present structure, instead of “ could ” she used “can” and also she had trouble with regular past ed verbs.</p> <p>Fiche 15</p> <p>S.5. “is depends of the occasion eh....(pause)...or person..... <i>una fiesta</i> (teacher corrects“party”) in a party is friendly, sociable is depends of the occasion”.</p> <p>Fiche 40</p> <p>S.9: Her participation was ok, she got some grammar mistakes but the idea was understandable. She did a pronunciation mistake “punish” she reads as it is spelled. She said “in the case of the policeman I feel respectful because they take care community,... (pause) el...., in some case may be nervous if I make a mistake, he can <u>p</u>nish me ”.</p> <p>Fiche 29</p> <p>Group 1. S.1 : He sounded very nervous and lack of ideas also his pronunciation was unclear , it was quite difficult to understand him.</p> <p>Fiche 29</p> <p>Group 2.S.2: Her voice was trembling while she was speaking and she could not speak clearly.</p> <p>Fiche 37</p> <p>S.5: “first I have a student role, I have a role is I have a role of touristic guide sometimes” His sentences were not connected, he just said single sentences, he</p>	R V A T I O N
		Pronuncia- tion	Not clear pronuncia- tion		

			Weak intonation	<p>had a very serious attitude and his intonation was very weak and flat.(flat and weak intonation).</p> <p>Fiche 20 Group 4. S.4: She had some pronunciation mistakes and also she looked ashamed, her voice sounded very soft.</p> <p>Fiche 42 S. 2: She didn't feel so confident about what she was saying, and then she asked for vocabulary help to the teacher, after that she apologized for not being able to keep on talking. She said : " how do you say<u>vela</u>...? sorry teacher I cant".</p> <p>Fiche 35 S.2 : She sounded not self-confident about reading her dialogue, she stated broken sentences and teacher had to support her by correcting her mistakes and completing her broken sentences. She said: " A: Do you ...think...eh... oh do you think...(pause) do you will learn more languages?". " B: ..(pause) no, I am not sure, I cant learn more languages"..(teacher corrects her " I am not sure that I will learn more languages"). It seemed her ideas went out, so teacher had to encourage her to make her finish her sentences.</p>	
	Psychological Factors	Lack of self-confidence	Feeling under confident		
	Pedagogical Factors		Oral Classroom Activities	Oral presentations	
				Giving opinions	
				Making dialogues and conversations	

			<p>Fear of Negative Evaluation From the Teacher</p> <p>Fear of Negative Evaluation From their classmates</p> <p>Mistakes corrections</p>	<p>Students think teacher will criticize them</p> <p>Students do not want to be laughed at them by their classmates.</p> <p>Students feel frustrated when the teacher corrects their mistakes before they had time to completely formulate a response</p>	<p>Q</p> <p>U</p> <p>E</p> <p>S</p> <p>T</p> <p>I</p> <p>O</p> <p>N</p> <p>A</p> <p>I</p> <p>R</p> <p>E</p>
--	--	--	--	---	---

Chart 3.8. Related to the 2nd objective: observation and questionnaire

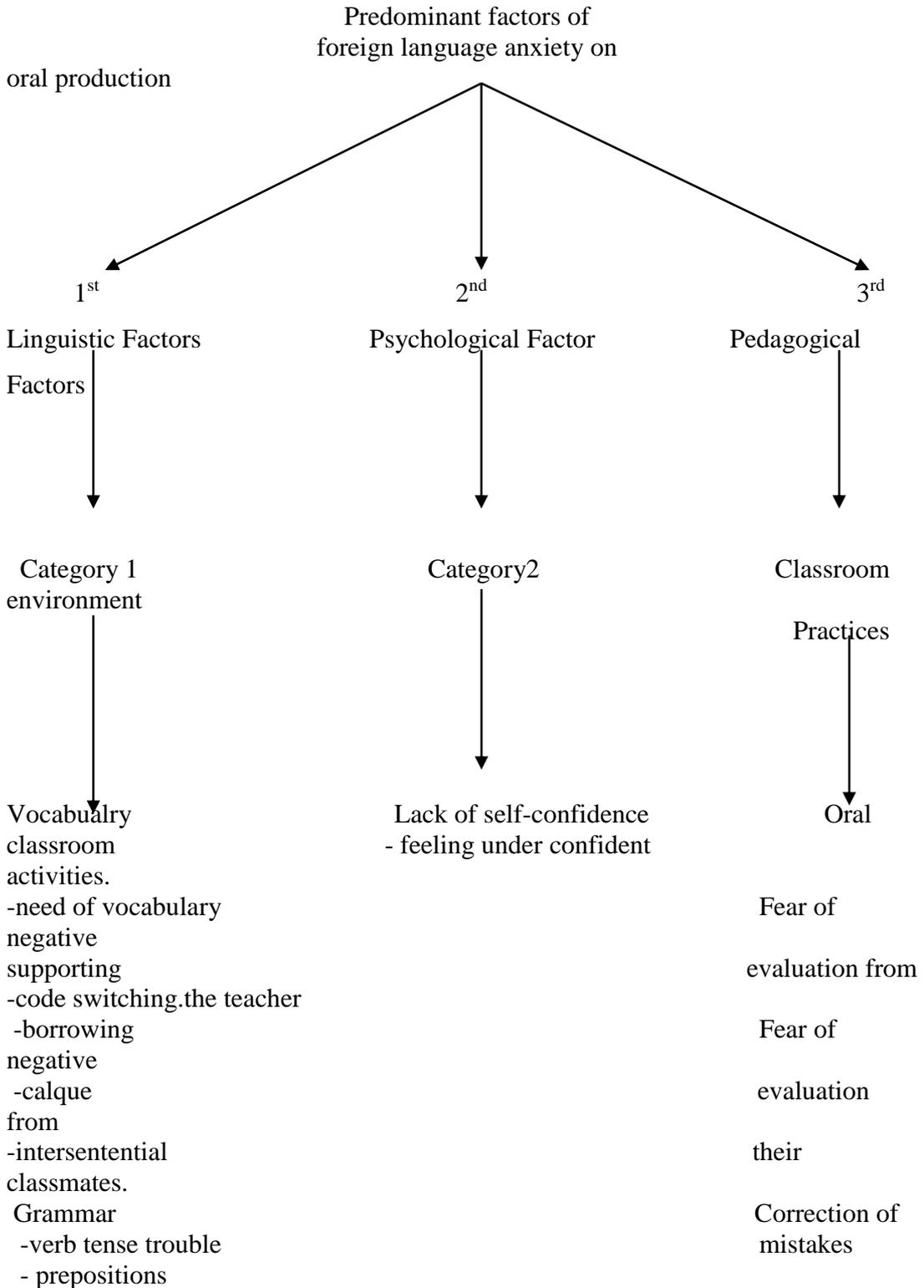
The effects of English language anxiety on language use

In this diagram, it is observed the factors that cause language anxiety which are expressed through different manifestations and the negative effects that cause on the students` oral production language fluency and in their self – esteem.

Main factors causing language anxiety	Category	Manifestation of the causes	Effects of the foreign language anxiety on the oral production activities
Linguistic Factors	Vocabulary	-Vocabulary supporting - code switching	
	Grammar	- Verb tenses - Prepositions	• Poor oral language fluency due to these linguistic deficits , they can not keep on talking and supporting their ideas
	Pronunciation	- Not clear pronunciation	
Psychological Factor	Lack of confidence	- Feeling under confident	• Losing their positive self- image reinforces learners` lack of confidence which make them behave in a certain way.
Pedagogical Factors		-Oral classroom activities -Fear of Negative evaluation from their teacher / their classmates -Correction of mistakes	

Chart 3.9. Related to the 3rd objective: observation and questionnaire

The most predominant factors from the linguistic psychological and classroom points of view.



Pronunciation
 -not clear pronunciation
 -week pronunciation

The most predominant factors were ranked based on the results of the observation data analysis charts, see appendix C, p.161 and the questionnaire; appendix A, p.158 (from questions 12 and 13). It is worth mentioning that the second factor is quite near the first factor, it means that both factors seem to be as the main causes of foreign language anxiety in oral production activities. However, the linguistic factor was the main cause of language anxiety.

Chart 3.10. This chart is related to the 4th objective: observation and questionnaire

Physical symptoms of language anxiety that learners express when they are participating in oral production activities in the English language.

THEME	CATEGORY	SUBCATEGORY	UNITS OF ANALYSIS
Psychological reactions	Physical Reactions	Snapping fingers Feeling ashamed Feeling tense Playing with a	<p style="text-align: center;">Fiche 1</p> <p>S.2. “ Their advantages is they.....(pause).....(snapping fingers) these children go to the university at early age. ”</p> <p style="text-align: center;">Fiche 2</p> <p>Group 1.S.C. She didn’t remember the information, she had to look back the text, she gave a short report , by telling short utterances, she felt ashamed and sad with her classmates, and she said “my memory is not good”.</p> <p style="text-align: center;">Fiche 14</p> <p>S.2. “ (laughs).....(kept silent)..(teacher encouraged him to give his pint of view)...I think it `s good way , but taking questions are better Eh.... Because you can ask about friends..... ”.</p> <p>S.3 : He couldn’t say anything, he seemed he was afraid to say something because he looked tense. He is not self-confident, when he was starting to say something he was doubtful about what to say because he was still thinking how to say it, in other words he had a lot of difficulty to come up with ideas and express them.</p> <p style="text-align: center;">Fiche 4</p>

		<p>pencil</p> <p>Biting lips</p> <p>Difficulty in organizing their ideas</p> <p>Difficulty in recalling information</p> <p>Pauses Before completing the idea</p> <p>Speech</p>	<p>S.6: While he was speaking she played with her pencil and she repeated last words of her sentences in order to say the next sentence. She said “I forgot his name, he talked to the people...people who don’t have fingers, he can write with his feet, he can cook ... cook he can swim.... This person is admirable”.</p> <p>Fiche 51</p> <p>Pair2. SB : While he was thinking of what to say he was biting his lips then he started giving his opinion about this method of analysis; he also had some grammar trouble specially with verb tenses and connecting his ideas</p> <p>Fiche 2</p> <p>Group2. SB : She gave two or three sentences, some of them where incomplete, he couldn’t concentrate and also he made some pauses .He said : “I don’t remember(pause).....Boby played at school ..eh..eh was champion in ..(pause).....1972 ”.</p> <p>Fiche.3</p> <p>S.1. She gave her reporting quite good but at times she seemed to forget some information, also she made a lot of pauses and repeated some words some times . She said : “ John Stuart was a child prodigy eh..eh(pause)...when she was twelve..... ,...(pause) write his first soap opera... ah!! He was a chess player, and (pause) that’s all... ”</p> <p>Fiche.3 5</p> <p>S.2 : She sounded not self-confident about reading her dialogue, she stated broken sentences and teacher had to support her by correcting her mistakes and completing her broken sentences. She said: “A: Do youthink...eh... oh do you think...(pause) do you will learn more languages?” “B: ..(pause) no, I am not sure, I cant learn more languages”..(teacher corrects her “ I am not sure that I will learn more languages”). It seemed her ideas went out, so teacher had to encourage her to make her finish her sentences.</p> <p>Fiche 2</p> <p>Group2. SB. “I don’t remember(pause).....Boby played at school ..eh..eh was champion in ..(pause).....1972 ”.</p>
Emotional Reactions			
Verbal reactions			

		disturbances	<p>Fiche 37</p> <p>S.2 : “ He had a plan he think (teacher corrects “ teacher corrects “ thought ”) he made a eh in a paper the dates of him as run away this way he said that it was a good idea..... eh, ah I don’t remember more, (fingers shaking , hesitations) ”. He was a little nervous, some of is sentences don’t have sense, he couldn’t stopped shaking his fingers. (hesitations).</p>
		Remaining Silent	<p>Fiche 32</p> <p>S.3 : She remained silent, she just said one incomplete sentence, she didn’t know what else to say, he felt disappointed about himself. He said “ eh.... (silent) I think the person eh,... the killer might be Morrison ... yes.. Morrison because he is happy for that ... eh.. I don’t know....”.</p>
		Incomplete sentences	<p>Fiche 5</p> <p>S.8. “I think Albert Einstein,, he is American ...eh....(pauses)...he invented....(pause)I don’t know, (teacher completed his sentence, “atomic bomb”) teacher asked: “at what age?”<i>en quietempo?</i>.....eh.....may be young”.</p>
		Refusing to talk (I don’t know)	<p>Fiche 22</p> <p>Pair 2 .S.B.4 : He didn’t want to answer, he looked tense, ashamed he was moving his fingers and finally he denied to answer, he kept silent and he said “ I don’t know ”.</p>
		Short utterances	<p>Fiche7</p> <p>S.1. “...a little because it depends the situation .(teacher asked: “what do you mean?”)”. </p>

In the backward charts, they have been structured according to the objectives of the present research and also it has been shown how the units of analysis of the observations and questionnaires were codified.

In sum, from the above all data analysis of the observation and questionnaire, it can be concluded that the factors that originate language anxiety in the oral production activities are: the **linguistic factor**, which was categorized into vocabulary, grammar and pronunciation, the **psychological factor** which was categorized into lack of self-confidence and the **pedagogical factor** which was

categorize into oral Classroom Activities (oral presentations, giving opinions, making conversations), fear of negative evaluation from the teacher and fear of negative evaluation from their classmates (negative classroom experiences), correction of mistakes (students feel more nervous and makes them lose their focus).

On the other hand, due to the nature of this research, we think that the results of the observation and the questionnaire are difficult to compare since the first is qualitative and the second quantitative, this last was carried out just to support the observation. However, it has been seen that the linguistic factor is the most relevant among the others.

Now that it was elaborated the data analysis charts of the observations which were done in the language class, the qualitative interpretation and quantitative interpretation is analyzed and described in the following section.

CHAPTER IV

I N T E R P R E T A T I O N : F R O M D A T A T O T H E O R Y

This chapter presents the interpretation of the data obtained in the observation and the questionnaire. Thus, first, the qualitative interpretation of the class observation is described and the factors which were found as origin of oral production language anxiety. Besides that, it is also described the different students' reactions when they were under an anxiety situation. Second, the questionnaire is interpreted according to the realistic or mixed design (qualitative-ethnographic research range). It was possible to obtain numerical results, which were also obtained with the purpose of reinforcing the main results of the observed data. Finally, the validity and reliability for a scientific research is provided.

Therefore, the data has revealed the following factors originating language anxiety related to oral production activities in the English language classroom and the psychological reactions.

4.1. QUALITATIVE INTERPRETATION OF THE CLASS OBSERVATION

4.1.1. LINGUISTIC FACTORS

4.1.1.1. VOCABULARY. As observed in the below examples most of the students showed some linguistic weaknesses, which did not let them keep on speaking in English, then they had to ask for teacher's vocabulary help or resort to Spanish (code switching). It was found that these vocabulary difficulties made students opt to react as it is described next.

4.1.1.1.1. Vocabulary supporting. One of the limitations showed by intermediate English language learners was the vocabulary. In other words, students got in trouble when they needed to remember or retrieve vocabulary items, especially when they were participating in oral tasks. Here are some examples of the observed participants in the classroom.

Fiche 4

S.7: "I read about Japanese children ...their .eh (she forgot the word), teacher how do you say cerebro? , eh...."

Their cerebro ...ok brain.... Is developed, they can...(pause) to start to produce or building things ..eh... televisions, radios, cell phones. etc. ”

Fiche 7

S.2: “...it’s correct *mientras* (teacher says “while”) eh... how do you say *crecer*? ¿ Ok...is growing but his *conduct* (teacher says “behavior”) .

Fiche 9

S.2: “ I am easy going , friendly eh,(pause)...teacher how do you say *alegre* (teacher says “enthusiastic”),ok I am enthusiastic”.

Fiche 19

S.3 : He got some vocabulary trouble and interrupted his speech by asking for supporting vocabulary. He said “she was the most scientist, how do you say *siglo* ”.

Fiche 29

S.3 : His opinion was quite good but his vocabulary was quite weak, he said : “ how do you say *preciso* ” (teacher : “skillful”).

S.5 : She was lack of vocabulary, She said : “ How do you say *asistente, anudar*” (teacher : “ assistant and tight”) When she was explaining ,she was making some abrupt hands movements.

Fiche 20

Group .3 .S.3: He got vocabulary trouble and he could not concentrate on what he was telling or reporting.

Fiche 21

S.3 : He had vocabulary trouble , she just paraphrased her idea because she did not have the right word to express her idea, and teacher helped to use the right word. She said “ may be bad experience but at the same time funny experiences” .(teacher supported her “embarrassing situations?”) yes teacher”.

S.4 : He could not express his ideas, he looked very nervous and also he got vocabulary trouble.

Fiche 36

S.6 : He could not organize his ideas when giving his answer, he seemed tense and just gave a short sentence which did not have any sense, then she asked for vocabulary help, finally he vowed his face and did not say anything else.(Teacher asked: “ do you think you will have more than 5 children?”) Student replied “ I am not sure I have children, I am not sure I might have children , is my ..(Pause, teacher how do you say crier *niños*?)”.

Fiche 38

S.4: “Huck started to change but in the last chapter he was honest, how do you say *pudor* ? (teacher: “ ashamed”). She had some vocabulary trouble, her voice was very soft ”.

Fiche 42

S. 1: While she was talking asked for vocabulary help to the teacher, and then she realized she could not keep on talking, so she stopped. She asked: “how do you say *rescate, interesante*....”.

S. 2 : She did not feel so confident about what she was saying, then she asked for vocabulary help to the teacher , after that she apologized for not being able to keep on talking. She said : “ how do you say*vela*...” sorry teacher I cant ”.

Fiche 52

Pair.3.S1: She laughed at this method of analysis and she said: “I disagree with this eh... (pause)... teacher how do you say *tonto* (teacher: “silly”) ok it is very silly ” she did not want to talk more about it, it seemed she found it irrelevant and also her vocabulary background was weak .

Fiche 45

Pair 1 SA: She talked and asked questions about free-time activities. He felt quite comfortable when asking questions but when giving her answers she stated short utterances and also she was lack of vocabulary to express her free-time activities.

Pair 2 SA: She asked very simple questions related to the topic in fact her questions were not so elaborated, she uttered very simple question and when giving her responses was the same.

Fiche 48

Pair.1.S. A : She was playing with her pencil and she wanted to avoid giving his opinion, she mixed English and Spanish, it seemed she had not enough vocabulary to express her ideas.

Fiche 52

Pair.3.S1: She laughed at this method of analysis and she said : “ I disagree with this eh... (pause)...” teacher how do you say *tonto* (teacher: “silly”) ok it is very silly ” she did not want to talk more about it, it seemed she found it irrelevant and also her vocabulary background was weak .

Pair.3.S2 : She was in a better attitude, she said it was interesting she wanted to explain more but her vocabulary was very basic and when she did not get the appropriate word, she asked for help to the teacher, every time she asked for vocabulary help she felt ashamed then she did switching Spanish.

Fiche 55

S.1 : She did it regular, while she was explaining her partner`s personality she couldn`t state long sentences so she had to pause many times because she didn`t remember some vocabulary; she also was looking at the ceiling .

“How do you say.....?” As it can be observed this phrase was very common in the students’ oral interventions. It showed clearly that many words did not come out when they were required to speak spontaneously. Such difficulty impeded students to convey their ideas fluently. Certainly, it has been observed that students felt ashamed when they asked for teachers’ vocabulary support or help. Due to this, students noticed they did not have enough vocabulary knowledge. Therefore, they could not organize their ideas and state longer sentences, because of their vocabulary weakness. Besides, while they were speaking some of the students realized they had this kind of vocabulary trouble and then they got frightened for not being able to overcome with this situation.

4.1.1.1.2. Code switching. It occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. It has been observed in the students, the following types of code switching.

4.1.1.1.2.1. Borrowing. It is the use of a word from another language which demonstrates morphological, phonological adaptation to the matrix language, in this case Spanish. Here are some examples from the observed fiches.

Fiche 1
S.3. “I study mathematics physics <i>pero</i> I don’t like”.
Fiche 7
S.2. “...it’s correct <i>mientras</i> (teacher says “while”) eh... how do you say <i>crecer?</i> ¿ ok..is growing but his <i>conduct</i> (teacher says “ behavior”) behavior change.
Fiche 15
S.5. “is depends of the occasion eh...(pause)...or person..... <i>una fiesta</i> (teacher corrects “party”) in a party is friendly, sociable is depends of the occasion”.
Fiche 38
S.5 : “ In part of the story I liked money is not their money, so money recollect for the people <i>actuacion</i> ”. (teacher corrects :performance) . She had a short term memory, her ideas went on, she had vocabulary trouble, she transferred some Spanish words into English.
Fiche 40
S.6 : Her participation was poor, because she gave a short answer and she switched a Spanish word, then she said “ the parents is a person who gives <i>ordenes</i> ” (teacher corrects “orders”).
Fiche 30

S.3 : Her intonation was very plain, he had some speech disturbances and he also had some vocabulary trouble. She said: “.....maybe you make more friends, you can have *reuniones*”.

Fiche 48

Pair.1.S. A : She was playing with her pencil and she wanted to avoid giving his opinion, she *mixed English and Spanish* , it seemed she hadn't enough vocabulary to express herself .

Fiche 49

GR1.S .A: She did not know the correct adjectives to describe her personality then she used Spanglish, for instance she said: “ I am *enojon* and sometimes lazy... and not friendly” she looked relaxed while she was telling her classmate, it seemed she did not mind mixing Spanish and English.

Fiche 52

Pair 3.S2: She Was in a better attitude, she said it was interesting she wanted to explain more but her vocabulary was very basic and when she didn't get the appropriate word ,she asked for help to the teacher, every time she asked for vocabulary help, she felt ashamed then she decided to mix or use Spanish words.

Fiche 54

S.7 : She confused with her ideas, she could not keep on talking, then she stopped in order to reorganize her ideas and she shifted a Spanish word, she looked nervous because she was moving her fingers by playing with the pencil.

4.1.1.1.2.2. Calque. It is a literal translation from an expression from another language.

Fiche 7

S.2. “....it's correct *mientras* (teacher says “while”) eh... how do you say *crecer?* ¿ ok..is growing but his *conduct* (teacher says “ behavior”) behavior change.

4.1.1.1.2.3. Intersentential. It is switching at the sentence level.

Fiche 2

Group2. S.A. “*Mozart era un musico no? , no digo* he was a Composer and he speak foreign languages eh ...ah.. *que mas*” .

Code switching was one of the causes of language anxiety in oral production. When the participants were producing the language, they showed a linguistic weakness which did not allow them to continue speaking in English, they had to resort to Spanish. For instance, some participants borrowed a word as cited in the

above examples, some of them translated literally which is known as “calque” and some of the participants started their oral participation by stating a sentence in Spanish then switched in to English.

4.1.1.2. GRAMMAR. This aspect has been found as another intervening language anxiety factor. The observed intermediate language learners had some grammar weaknesses. Thus, they expressed the following difficulties or grammar troubles when they were interacting orally in the classroom activities.

4.1.1.2.1. Prepositions. Here are examples:

Fiche 15

S.5. “is *depends of* the occasion eh...(pause)....or person..... una fiesta (teacher corrects” party”) in a party is friendly, sociable is depends of the occasion”.

As it can be seen the preposition “**of**” is not appropriate, the correct preposition is “**on**”, it is depends on.

4.1.1.2.2. Verb tenses trouble. When the students participated orally, they tended to make a lot of verb tense mistakes, which later were corrected by the teacher. As it is described in the following examples:

Fiche 18

S.8 : His sentences was too short, he did not support his idea, he had verb tenses troubles then teacher corrected him (t. corrects are).

Fiche 38

S.2: He mixed verb tenses, in some sentences he used simple past, it was difficult to understand him because there was no a sequence about what he was saying.

Fiche 35

S.3: He could not answer the question, in fact he gave an incomplete sentence, he got in trouble with grammar and he just remained silent. Teacher asks: "do you think you will ever travel to Europe?" student answers "well it is possible I travel (teacher repeats the question) well I am not at all sure that I will travel to Europe, but I don't travel to Spain because I don't like me".

Fiche 46

Pair 3.SA: She sounded not self-confident when asking questions her classmates, she had some trouble with the auxiliaries do-does in WH questions and verb tenses too. She looked very nervous while she was asking questions and giving her responses. She was paying with a pencil and also she was shaking her legs.

Fiche 57

S.1 : She had trouble with verb tense, she referred to the past by using present structure, instead of "could " she used "can" and also she had trouble with regular past **ed** verbs.

Fiche 61

S.1 : He had trouble with past tense verbs, while he was speaking he couldn't make the difference instead of using past , he used simple present tense when referring to the past.

These verb tenses difficulties caused them to have a poor participation because the messages in their sentences were not clear. In fact, we did not know if they were talking about the past, present or future. This grammar trouble might give the impression that students were not capable communicators in the English language, since these difficulties impeded learners' fluency.

4.1.1.3. PRONUNCIATION. The issue of pronunciation is very important because it has an immediate effect on language interaction. Thus, for intermediate English language learners, it was often hard and stressful to pronounce correctly. This difficulty made the issue of pronunciation anxiety flourish. Here, it is stated some examples of their pronunciation mistakes and troubles.

Fiche 5

S.9. "I know young boy, his father is a military and he is Bolivian, he made a robot..... eh... I think he will go to USA ..eh....ah.... is it ok..... The pronunciation publish ?...."

Fiche17

S.6: She laughed, she was nervous, she moved her fingers while she was talking... she did many pauses, he had some pronunciation troubles and it was difficult for her to organize her ideas.

Fiche 20

Group 4. S.4: She had some pronunciation mistakes and also she looked ashamed, her voice sounded very soft.

Fiche 22

Pair 3 S.A.6: She answered the questions but they were very simple, not elaborated and also he got in trouble by pronouncing some words.

Fiche 27

Pair 4. They did quite good, the steps of the preparation, but they were still weak at pronunciation.

Fiche 29

Group 1. S.1 : He sounded very nervous and lack of ideas also his pronunciation was unclear , it was quite difficult to understand him.

Fiche 30

S.6: She did quite good but her pronunciation was very unnatural, it was very Spanish accent pronunciation.

Fiche 29

Group 2.S.2: Her voice was trembling while she was speaking and she could not speak clearly.

Fiche 40

S.9: Her participation was ok, she got some grammar mistakes but the idea was understandable. She did a pronunciation mistake "punish" she reads as it is spelled. She said "in the case of the policeman I feel respectful because they take care community,... (pause) el..., in some case may be nervous if I make a mistake, he can pnish me ".

Fiche 41

A=S.1 : She got a pronunciation trouble, for example she could not pronounce " encourage", she has a poor memory recall because she read all, so she could not apply the technique.(teacher advised her not to read too much) .

A=S .3 : She has a regular memory recall, she was very careful about pronunciation but at the end she made a pronunciation mistake, she couldn't pronounce " humor" she felt ashamed for doing this mistake .

Fiche 37

S.5: "first I have a student role, I have a role is I have a role of touristic guide sometimes" His sentences were not connected, he just said single sentences, he had a very serious attitude and his intonation was very weak and flat. (flat and weak intonation)

Fiche 39

S.4 : Her mind went blank when she was to give her answer, she gave a short answer, her tone of voice was plain, she sounded like a robot, she did not use any intonation, her sentences were not structure clearly then

teacher tried to fix her sentences. She said: “the principle is direct for the teacher” teacher corrects “principle directs the teacher”.(flat pronunciation).

Fiche 49

Group 1 SC: He could not concentrate and use the cues for describing his personality, he just improvised by using other words instead of the cues, but anyway he had some speech disturbances like hesitations and some mispronunciations.

Fiche 50

Group 3.SC: He tended to monitor his ideas before speaking then it made him sound like a robot, his pronunciation and intonation were not natural at all

Fiche 53

S.4: When giving his opinion his voice was trembling and it seemed he had a lump in his throat he looked tense and his voice was tense, there was no intonation.

Concerning to the kinds of reactions of pronunciation factor, Linguistics students of English language also were worried about their pronunciation. Consequently, it was observed they tended to interrupt themselves to ask the teacher if the pronunciation of a certain word was **ok**, as it was showed in the above first example. In addition, the common manifestations of this factor were: they got in trouble easily in pronouncing the regular and irregular simple past tense verbs, they did not stress correctly on the words, etc. Therefore, they did not sound natural, they also had flat intonation and weak pronunciation. For instance, the word “**punish**” was pronounced as it is spelled, or “**humor**” which also was pronounced like in Spanish. Then this difficulty makes students have weak pronunciation, a poor accent and feel under confident about their pronunciation.

4.1.2. PSYCHOLOGICAL FACTOR

4.1.2.1. LACK OF SELF-CONFIDENCE. It acted as a psychological barrier, based on the data of this study, as it is shown in the below charts, it was found that some of the students kept negative thoughts about themselves, which led students to have a relatively poor oral participation in the class, because of the existence of this beliefs. They were disturbed to convey what they wanted to say. In addition, some of the most common reaction of this factor from the students was: feeling under confident.

4.1.2.1.1. Feeling under-confident. This reaction acts as an impediment for the students’ oral participation. This made learners hold negative thoughts about

themselves and impeded them to feel comfortable when participating orally in the classroom activities. Here, there are some examples of this reaction.

Fiche 7

S.1: She did not feel self-confident enough to improve her answer, she just gave an incomplete answer, then teacher tried to encourage her to give more arguments, but he stopped speaking. Teacher asks “do you agree with his advice?”, student replied “...a little because it depends the situation ...”(teacher asked: “what do you mean?”)”.

Fiche 10

S.6: She had difficulty at organizing her ideas, she felt uncomfortable and ashamed because she was not self-confident about what to answer or say, her answer was not supported very well, and she also hesitated and paused. “...eh..em., color because. ..(pause)..is specific and questions is general”

Fiche 14

S.3: He could not say anything; he seemed he was afraid to say something because he looked tense. He was not self-confident, when he was starting to say something he was doubtful about what to say because he was still thinking how to say it, in other words he had a lot of difficulty to come up with ideas and express them.

Fiche 20

Group1.S. 2: When she reported their Utopia plan he looked unselfconfident and also got pronunciation trouble, but the group gave good ideas.

Fiche 28

S.1: She did not feel enough self-confident to give the difference between English and Spanish, but she tried although she could not form complete and accurate sentences, her voice sounded very weak and also while she was shaking her feet.

S.3: She did not want to participate and she just said: “I don’t know” at the beginning she was about to tell something but then she felt unselfconfident so she denied to speak.

Fiche 42

S. 2: She did not feel so confident about what she was saying, and then she asked for vocabulary help to the teacher, after that she apologized for not being able to keep on talking. She said : “how do you sayvela...” sorry teacher I cant ”.

Fiche 45

Pair 1 SB: He did not feel comfortable and self-confident when asking question in fact he did not have enough ideas o ask questions and when answering questions he tended to stutter because he was nervous and also his voice was very soft, he either could not state long sentences and he gave short responses.

Fiche 46

Pair 3.SA: She sounded not self-confident when asking questions her classmates, she some trouble with the auxiliaries do-does in WH questions and verb tenses too. She looked very nervous while she was asking questions and giving her responses. She was paying with a pencil and also she was shaking her legs.

Fiche 49

Group2.SA: While their classmate were talking, she was not participating with them, she was busy looking it up in the dictionary, then when she participated she described herself accurately but she still looked unselfconfident about what she was telling.

Fiche 55

S.3 : She reported about his partner's personality and while she was speaking she had some grammar trouble, then when she forgot something she tended to snap her fingers, she wanted to say more things but she did not feel enough confident to keep on talking, she was afraid of forgetting some information again then she said "that's it".

Fiche56

S.3: At first he had some trouble with the first part if the drilling conversation but then his classmates encouraged him to continue talking, he is a shy student so he didn't feel enough self-confident.

Fiche 61

S.2: She said: "I don't know" she looked unselfconfident and she either was paying attention to the activity.

S.3 : He was confused with his ideas and he was unsure what to say, he tried to explain why he say " yes" but he gave up and finally he did not say anything else, he was also playing with a pencil while trying to speak .

As it is seen in the examples, students did not feel sure about themselves when participating in the oral tasks , sometimes they got in trouble with some grammar points which they did not feel able to come up with. They were dominated by their fears and they preferred to leave their utterances without completing them, even though teachers tried to encourage them to finish. For example they said: "that's it", it seems they behaved in this way because they worried about being the worst.

4.1.3. PEDAGOGICAL FACTOR

4.1.3.1. CLASSROOM ENVIRONMENT PRACTICES

This type of factor came out from the analysis of the questionnaire. The students pointed out some specific classroom environment practices. Students expressed that there were certain activities, attitudes from teachers and classmates that made them feel anxious when they were asked to participate in the oral tasks. On the other hand, teachers' opinion and methodological practices were not taken into account in the research; since only students' behavior and opinion were analyzed (observation fiches, questionnaire) and described while they were participating in the oral production tasks.

4.1.3.1.1. Oral classroom activities. Students were asked about the activities that made them feel nervous and tense. The majority expressed that oral presentations were the main source of their nervousness. Then, it was followed by giving their opinions. Besides that, there were other activities (making conversations and working in groups or speaking with their classmates) but with less frequency.

4.1.3.1.2. Fear of negative evaluation from the teacher. Students were asked about the reasons that made them feel nervous, tense and worried, when they were speaking in the English language. Among the choices they pointed out were: *the idea of being evaluated negatively by my teachers; the idea of being evaluated negatively by my classmates; not knowing about the topics being discussed; “my vocabulary is poor”*. Among these choices, most of the students have expressed that the idea of being evaluated negatively by their teachers made them have this type of fear.

4.1.3.1.3. Fear of negative evaluation from their classmates. Another source of feeling language anxiety that students pointed out was the idea of being evaluated negatively by their classmates. While students are speaking in English language they face themselves with this kind of feelings toward their classmates too.

4.1.3.1.4. Corrections of mistakes. Regarding to this point, the majority of the students agreed that they got nervous when they were corrected by the teacher in front of their classmates. Considering this, students expressed that they would like to be corrected right after they have finished talking, individually or after everybody has finished talking and few students reported that they would like to be corrected while they were talking. This view suggests that this technique of correcting mistakes should make students believe that they are not speaking well the language, and then it will only increase their anxiety for the next time.

4.1.4. PSYCHOLOGICAL REACTIONS

After identifying the factors that originate language anxiety on the students, it has also been observed some psychological reactions that were experienced by the students, when they were participating in oral production tasks.

4.1.4.1. CATEGORY 1: VERBAL REACTIONS

4.1.4.1.1. Pauses (before completing the idea). With regard to pauses, it was observed that students had difficulty to express their ideas while participating in oral production activities; such as, individual participation, pair or group participation. Thus, the participants frequently made pauses when they were speaking. Consequently, they went through language anxiety, and this made them pause or stop speaking while participating in the oral tasks. Therefore, their participation became weak because of their pauses which did not allow them to finish expressing their

ideas accurately. For instance, some students were used to say “I don’t know”, “I don’t remember”. Here are some examples:

Fiche 2
Group2. SB. “I don’t remember(pause).....Bobby played at school ..eh..eh was champion in ..(pause).....1972”.
Fiche 5
S.8. “I think Albert Einstein,, he is American ...eh....(pauses)...he invented.....(pause)I don’t know, (teacher completed his sentence, “atomic bomb”) teacher asked: “at what age?” <i>en quietempo?</i>eh....may be young.

These kinds of pauses were very common: **At the beginning, In the middle** of the stated sentences.

-At the beginning. The following are examples of students’ pauses when participating orally in the class.

Fiche 2
Group2. SB. “I don’t remember(pause).....Baby played at school ..eh..eh was champion in ..(pause).....1972 ”.
Fiche 4
S.5. “Diego Alonzo eh.....(pause) was born in 1983, when she was 5 years old(pause) earn no!!! earned the little of the Spanish Mozart. His family moved..... Ah!! Eh! To united states to go a special school for gifted children.....eh.. ”.
Fiche 10
S.4. “I agreeeh(pause).....I tried to care my friendsI try to help them That’s it” S.6. “...eh,..em....color because..(pause).....is specific and questions is general”.
Fiche 11
S.1. “.....so so is not exacted,.....I don’t know...(pause)....(laughs)” S.2. “...am eh,..(pause....(silent)..”.
Fiche 39
S.3 : He was unable to organize his ideas, then he gave a weak answer, he got nervous, he was lack of ideas, he stated incomplete sentences and finally he looked frustrated and also made some pauses. He said: “ the husband (teacher asks “ why?”) um.... Eh ..(pause) ...eh... (pause) because (pause)because the husband is a men ”.

As observed, students made pauses at the beginning of their utterances. Some of them tended to say: “I don’t remember” or they just stopped talking. They reacted in this way because it seemed their background knowledge was poor on the topics that were being discussed, they knew what they were going to say, but instantly they forgot what they had been planning to say; as it is said, they had it on the tip of their tongues.

- **In the middle.** The following are examples of students' pauses when participating orally in class.

Fiche 1

S.1. "Child prodigies is when children have eh.....(pause)abilities.....".

S.2. " Their advantages is they.....(pause).....(snapping fingers) these children go to the university at early age. "

Fiche 3

S.1. " John Stuart was a child prodigy eh..eh(pause)...when she was twelve ,(pause) write his first soap opera... ah!! He was a chess player, and (pause) that's all... "

Fiche 4

S.5. "Diego Alonzo eh.....(pause) was born in 1983,when she was 5 years old(pause) earn no!!! earned the little of the Spanish Mozart. His family moved..... Ah!! Eh! To united states to go a special school for gifted children.....eh..".

S.7. " Ired about Japanese children, their.....(pause).eh".

Fiche 5

S.8. "I think Albert Einstein,, he is American ...eh.....(pauses)...he invented.....(pause)I don't know, (teacher completed his sentence, "atomic bomb") teacher asked: "at what age?"en quietiempo?.....eh....may be young".

Fiche 9

S.2. " I am easy going , friendly eh,(pause)....teacher how do you say alegre (teacher says "enthusiastic"),ok I am enthusiastic".

Fiche 10

S.5. "I like to be with my family ..(pause).....eh,...I reliable..(pause)....sometimes I feel alone or bored".

Fiche 15

S.5. "is depends of the occasion eh....(pause)....or person.... una fiesta (teacher corrects "party") in a party is friendly, sociable is depends of the occasion" .

Fiche 32

S.1: She gave incomplete sentence, it seemed she didn't remember what she red, she kept silent after a pause, she tried to say more things, at the same teacher reinforced her sentences in order to make them more sense. She said : " they were special , they thought eh ..(pause) the different.. (incomplete thought ... (I don't remember) but the old man was a thief...." .(Teacher reinforced her sentence) .

Fiche 33

S.4: She was asked to describe Jessica's coworkers' personality. She tried to do her best, but it was hard for her to report what agreed in her group, so she said " I eh..... think we wouldn't like to enjoy working with them because eh.....ah....(pause) all of them are suspects..... (pause)..... ehah may be with Martines".

Fiche 37

S.1 : " I think he say he is a fired And he needs money to pay money but he is a liar that he is a pirate, and and. she wants to recaud for help to poor people " . She felt pressured, she made some pauses, she also had some vocabulary trouble i.e "recaud" this word is inappropriate in this sentence.

Fiche 38

S. 6 : " we talk about Huck, we are agree Eh...ah.... The king was naked.....(pause) another part is Huck stole back money , he hit the money abajo ,(teacher corrects "under") the died person (teacher corrects " the death person"). She felt uncomfortable while she was reporting, her pronunciation was wrong.(the word hi , she should use and say hide) she didn't use the appropriate adjective so

teacher had to help her.

Fiche 39

S.1: He got some grammar trouble, his speech was very slow, he could not give a complete idea for example, he said: “for me is the husband is.... (pause)... he order the house and the father give money, work.....(pause) that is all”.

As it is shown in the above examples, most of the students had trouble keeping on talking and finishing what they wanted to say. Some of the stated utterances were reinforced by the teacher in order to make them have sense or complete student`s ideas because they left their sentences as incomplete.

4.1.4.1.2. Speech disturbances. It is associated with hesitations, fillers, and etc. Some participants reacted by using some hesitations, when they could not state their speech fluently. For instance, they said: ah.....eh....am....., as it is shown in the following examples:

Fiche 37

S.2 : “ He had a plan he think (teacher corrects “ teacher corrects “ thought ”) he made a eh in a paper the dates of him as runaway this way he said that it was a good idea..... eh, ah I don’tremember more, (fingers shaking , hesitations) ”. He was a little nervous, some of is sentences don’t have sense; he could not stopped shaking his fingers (hesitations).

Fiche 45

Pair 2. SB: He had some speech disturbances, for instance he had some mispronunciation mistakes and hesitation. He asked good questions but his responses were not very well supported he had difficulty in organizing his ideas.

Fiche 49

Group 1 SC: He could not concentrate and use the cues for describing his personality, he just improvised by using other words instead of the cues, but anyway he had some speech disturbances like hesitations and some mispronunciations.

4.1.4.1.3. Remaining silent. This kind of reaction has been very common, as can be seen in the following examples:

Fiche 11

S.2: He kept silent, then teacher asked again (teacher “what is your zodiac sign?”)
He felt unable to say nothing, he, he looked.

Fiche 14

S.2. “(laughs)..... (kept silent) (teacher encouraged him to give his point of view) I think it is a good way, but taking questions are better ...eh... because you can ask about friends”

Fiche 32

S.1: She gave incomplete sentence, it seemed she did not remember what she red, she kept silent after a pause, she tried to say more things, at the same teacher reinforced her sentences in order to make them more sense. She said: “they were special, they thought eh ..(pause) the different.. (incomplete thought ... (I don’t remember) but the old man was a thief....” (teacher reinforced her sentence) ” .

Fiche 32

S.3 : She remained silent, she just said one incomplete sentence, she did not know what else to say, he felt disappointed about himself. He said “eh.... (silent) I think the person eh,... the killer might be Morrison ... yes.. Morrison because he is happy for that ... eh.. I don’t know....”.

Fiche 43

S. 6 : She could not structure his sentence, then teacher asked her to try again, she kept silent, again teacher asked her to repeat because she spoke slowly and softly.

Fiche 44

S.2: She remained silent, she just gave a short utterance opinion and also she felt nervous because she had difficulty in organizing her ideas then she just stopped.

Fiche 48

Pair2 SB: She remained silent, she did not want to give an opinion but teacher encouraged her to speak, she just tried to give a short sentence.

Fiche 51

Pair 2 S.A: He said that he agreed with this method but he didn’t want to support more it seemed his ideas or his mind went blank and he just remained silent.

This reaction influenced on students’ oral production negatively, because while they were talking, they suddenly stopped conveying their ideas. It seemed that they did not know what to say, and then they had difficulty in organizing their ideas. They could not either state their sentences accurately then they preferred to remain silent. However, teachers tried to encourage them to keep on talking by reinforcing participants’ utterances and asking them to repeat their utterances so that they could organize better their ideas and go on talking. In this way, most of the students reacted positively toward teachers’ help and the rest had the opposite attitude when they were encouraged to participate, and then they just said few things then stopped speaking.

4.1.4.1.4. Incomplete sentences. Regarding this reaction, students have found difficulty to state complete ideas when performing in oral tasks. Here are examples of the participants:

Fiche 2

Group2. SB. "I don't remember..(pause)....Bobby played at school..eh..eh was champion in (pause)...1972".

Fiche 3

S.2. "He won the first award, Bobby ...eh. (pause)...Professors teach him (T corrects " thought") I don't remember (ashamed, smiling)....,He was champion , and later he was considered (laughs)...eh...ah (laughs)..".

S.3. "His sister learned him....eh..... (teacher corrects him) ("thought him") that `s it".

Fiche 4

S.4. "H e won the first award, he awards the youngest ...(pause).....".

Fiche 5

S.8. "I think Albert Einstein,, he is American ...eh....(pauses)...he invented.....(pause)I don't know, (teacher completed his sentence, "atomic bomb") teacher asked: "at what age?".....*en quietempo?*.....eh....may be young".

Fiche 34

S.2 : She sounded not self confident about reading her dialogue , she stated broken sentences and teacher had to support her by correcting her mistakes and completing her broken sentences. She said "A: do you think eh.. oh do you think... (pause) you will learn more languages?".

Fiche 35

S.3: He could not answer the question, in fact he gave an incomplete sentence, he got in trouble with grammar and he just remained silent. T asks " do you will ever win the lottery ?"), Student answers " I might if I buy eh ... (pause)" the".

S.5: She confused when giving her ideas, she uttered an incomplete sentence. Then teacher tried to help her, but she was still lost then she stopped speaking , she also felt frustrated about herself : (teacher asked " do you think you will ever be in a big trouble ?") Student answer: "this opportunity don't present me (pause) I could be because..... eh, ah...."

Fiche 38

S. 3: He used a lot fillers, his sentences were not complete, so it was nonsense.

Fiche 39

S.3: He was unable to organize his ideas, then she gave a weak answer, he got nervous, he was lack of ideas, he stated incomplete sentences and finally he looked frustrated and also made some pauses. He said "the husband (teacher asks " why" ?) um..! ..eh! ..(pause)....eh ..(pause)because... (pause because the husband is a men)".

S.5 : He could not support his opinions about teacher's role in class, his utterances were not complete and meaningful. While he was talking he was snapping his fingers. He said: "the teacher is who... pause who, who count the notes, the teacher can be powerful, and they can be more powerful".

Fiche 41

B=S. 6: He could not give a complete answer, he used fillers, paused, his cheeks were blushing. He said "she would like him eh... (pause) to buy a new house" (fillers).

Fiche 53

S.3 : She sounded calm, but she could not structure very well at the beginning her sentences then teacher encouraged her to continue by asking her to explain more, she was calm at the beginning but at the end she felt uncomfortable and she was

shaking her legs. She said: “well it depends(pause) it depends of the circumstances eh... that may be if some one wants to read, the palm..... reading doesn't say the truth” .

Fiche 57

S.3: He could not organize his ideas therefore he couldn't state a complete sentence then teacher had to help him in completing his sentences, he looked nervous, he was biting his lips while he was speaking.

In this regard, it revealed that participants in oral production tasks are used to stating a lot of incomplete sentences, which in most cases do not have any sense, so it can be assumed that they just participated by participating. However, there were other intervening issues, such as grammar weaknesses, lack of concentration to organize their ideas, feelings of shame, etc. These sensations made students feel nervous and confused when they were speaking, so they left their ideas without stating a complete thought.

4.1.4.1.5. Short utterances. Most of the participants' interventions were not very well supported. This kind of reaction was frequent while they were expressing their ideas among their partners or individually. Here are examples of their short interventions.

Fiche 6

S.1: “ Shirley had been shown this talent at early age”.

Fiche 7

S.1: “ ...a little because it depends the situation ..(teacher asked: “what do you mean?”)”.

Fiche 8

S.5: He could not organize his ideas, from the beginning he gave a short improvised sentence. He felt tense, nervous his speech melody changed sometimes.

Fiche 9

S.1: “ ..Quite patient friendly, I am quite (silent).....eh I don't like to talk a lot”

S.2 :“ I am easy going , friendly eh,(pause)....teacher how do you say *alegre* (teacher says “enthusiastic”),ok I am Enthusiastic.

Fiche10

S.4: “I agreeeh (pause).....I tried to care my friendsI try to help them That's it.

Fiche 14

S.1: “It's a good way to show our personality.....”

Fiche 23

S.1: She looked nervous because while she was giving her opinion, she was playing with her pencil. She could not concentrate; therefore she just gave a short and a single utterance.

S.2: He had a kind of trouble at organizing his ideas then he also said a short utterance and with teacher help.

Fiche 26

S.1 : He looked tense while he was speaking his voice changed, and he just did a simple sentence and he didn't develop more his answer.

Fiche30

S.4 : He got nervous and could not concentrate and organize his ideas then he just uttered a short simple sentence.

Fiche 33

S. 5 : She spoke very soft, she could not report to the class. She just gave a short sentence then she felt tense, and snapped her fingers. She said: "she was an aggressive person, inefficient... (pause) evil, she was not (snapping her fingers) a good worker.

Fiche 36

S.6 : He could not organize his ideas when giving his answer, he seemed tense and just gave a short sentence which didn't have any sense, then she asked for vocabulary help finally he vowed his face and didn't say anything else. (teacher asked "do you think you will have more than 5 children?"), student answered: "I am not sure I have children, I am not sure I might have children, is my ..(pause, teacher how do you say crier niños?)".

S. 7: she stated another short sentence, but without using the grammar structure that is being practiced so teacher asked her to repeat but using Could/ May / Might. Then she tried again but her sentences were still incomplete. She said: "Pater's assistant get kill his wife.....(teacher asks "what is get kill ?").... And it is possible too but there is a witness... (teacher asks her to repeat but using Might/ could) Might peter his assistant.. Eh..".

Fiche 39

S.1: He got some grammar trouble, his speech was very slow, he could not give a complete idea for example, he said: "for me is the husband because husband is (pause) he order the house and the father give money, work...

(pause) that is all "

S.4 : Her mind went blank when she was to give her answer, she gave a short answer, her tone of voice was plain, she sounded like a robot, she didn't use any intonation, her sentences wasn't structure clearly then teacher tried to fix her sentences. She said "the principle is direct *for the teacher (teacher corrects "principle directs the teacher")*.

Fiche 40

S.7 : He did not elaborate his answer, he just gave one short utterance, his mind went blank he says "I think the brother is who helps her sister".

Fiche 44

S.2: She remained silent, she just gave a short utterance opinion and also she felt nervous because she had difficulty in organizing her ideas then she just stopped.

Fiche 45

Pair 1 SA: She talked and asked questions about free-tome activities. He felt quite comfortable when asking questions but when giving her answers she stated short utterances and also she was lack of vocabulary to express her free-tome activities.

Pair 1 SB: He did not feel comfortable and self-confident when asking question in fact he did not have enough ideas o ask questions and when answering questions he tended to stutter because he was nervous and also his voice was very soft, he either could not state long sentences and he gave short responses.

Fiche 48

Pair 2.S.A: He spoke very soft, he just gave a short response and also she felt tense, and she had trouble when asking questions.

Pair 2.S.B : She remained silent, she didn't want to give any opinion but teacher encouraged her to speak she just tried to give a short sentence .

Fiche 49

Group1 S.B : He described his personality in a simple way, he just stated a short utterances and he was not interested in talking about himself in front of the group.

Fiche 55

S.1 : She did it regular, while she was explaining her partner's personality she could not state long sentences so she had to pause many times because she didn't remember some vocabulary; she also was looking at the ceiling .

As it is observed, the participants expressed their ideas in short sentences and they did not try to elaborate longer utterances, in most of the cases they just improvised and then they said whatever it came to their minds. As a matter of fact, their utterances sounded loose because neither there were supported ideas nor there were use of connectors and their final word was "that's it". The reason to adopt this kind of reaction might be due to getting nervous; they had a kind of trouble organizing their ideas, vocabulary weakness and lack of background knowledge about certain topics of the book.

4.1.4.2. CATEGORY 2 EMOTIONAL REACTIONS

4.1.4.2.1. Difficulty in organizing their ideas. One of the most common reactions that a student experienced while speaking in the English language was the difficulty of organizing their ideas to convey fluently and accurately. The following are the examples, which came from the classroom observation.

Fiche 2

Group2. SB: She gave two or three sentences, some of them were incomplete, he could not concentrate and also he made some pauses. He said: "I don't remember(pause).....Boby played at school ..eh..eh was champion in ..(pause).....1972 ”.

Fiche 17

S.2: S.2: She felt nervous and she could not organize her ideas fast, she looked tense when she was giving her statement. She said: "if I had my way I could change myeh...my personality”.

S.4: She could not organize very well her ideas, and then it was difficult for her to express her statement. Mainly she got vocabulary and grammar trouble.

S.6: She laughed, she was nervous, she moved her fingers while she was talking, she did many pauses, he had some pronunciation trouble and it was difficult for her to organize her ideas.

Fiche 23

S.2: He had a kind of trouble at organizing his ideas then he also she said a short utterance and with teacher help.

Fiche 35

S.5: She confused when giving her ideas, she uttered an incomplete sentence. Then teacher tried to help her, but she was still lost, then she stopped speaking, she also felt frustrated about herself: (teacher asked "do you think you will ever be in a big trouble?") student answer: "this opportunity don't present me(pause) I could be because..... eh, ah...."

Fiche 36

S.6: He could not organize his ideas when giving his answer, he seemed tense and just gave a short sentence which did not have any sense, then she asked for vocabulary help finally he vowed

Fiche 39

S.2: She got nervous because she did not know how to organize her ideas, then she paused in order to structure her sentence, teacher also supported her by correcting her sentences. She said: "I don't agree I think both are important(pause) etc, and sometimes the wife is who take care" (teacher corrects "the wife is who take care").

S. 3: He was unable to organize his ideas then she gave a weak answer, he got nervous, he was lack of ideas, he stated incomplete sentences and finally he looked frustrated and also made some pauses. He said "the husband (teacher asks "why?") un! eh! (pause..... eh...(pause) because the husband is a man").

Fiche 40

S. 10: He gave a nonsense sentence, he could not organize his ideas, his sentence was not structure well, he said whatever in order to answer. He said "the doctor feel respectful may be nervous".

Fiche 44

S.2: She remained silent, she just gave a short utterance opinion and also she felt nervous because she had difficulty in organizing her ideas then she just stopped.

Fiche 45

Pair 2. SB: He had some speech disturbances, for instance he had some mispronunciation mistakes and hesitation. He asked good questions but his responses were not very well supported, he had difficulty in organizing his ideas.

Fiche 46

Pair 3.SB: She had poor memory recall because she asked her classmate to repeat the question twice, it was hard for her to organize her ideas when asking questions and giving her responses, while she was speaking she looked like having a lump in his throat.

Fiche 57

S.3: He could not organize his ideas therefore he could not state a complete sentence then teacher had to help him in completing his sentences, he looked nervous, he was biting his lips while he was speaking.

As observed above, the majority of the students had trouble organizing their thoughts. It seemed their ideas were mixed up in their minds and as a result of this they also experienced the other feelings, such as: getting nervous, having a lump in their throats, biting lips, feeling ashamed or having some pronunciation trouble, or grammar trouble, which influenced badly their oral production participation because they could not concentrate on what they were saying and how they were structuring their statements.

4.1.4.2.2. Difficulty in recalling information. In this regard, it has been found that it was difficult for some students to hold their ideas and say them successfully, since when they were speaking they suddenly got lost on what they were saying, and it seemed they could not remember what they were planning to say. In addition, this behavior was also very common when they were asked to report orally a given text or some classmates' personal interests. For instance, here are examples of this reaction in the students.

Fiche 2

Group 1.S.C. She did not remember the information, she had to look back the text, she gave a short report , by telling short utterances, she felt ashamed and sad with her classmates, and she said “my memory is not good”.

Fiche 3

S.1. She gave her reporting quite good but at times she seemed to forget some information, also she made a lot of pauses and repeated some words some times . She said : “ John Stuart was a child prodigy eh..eh(pause)...when she was twelve..... ,...(pause) write his first soap opera... ah!! He was a chess player, and (pause) that’s all... ”.

S.2 : She tried to remember something from the text, at first she felt uncomfortable then she started telling some incomplete sentences and also mixed some verb tenses which later was corrected by the teacher, her ideas seemed went on. She said: “He won the first award, Bobby ...eh. (pause)... Professors teach him (Teacher: corrects “ thought”) I don’t remember (ashamed, smiling)....,He was champion , and later he was considered (laughs)...eh...ah (laughs) ”.

Fiche 5

S.8. He could not organize very well his ideas, it was very difficult to speak for him, as result he uttered incomplete sentences , he felt nervous because he forgot the information then teacher helped him to complete his sentences , but at the same time teacher asked him a question, he could not understand it, so he translated. He looked very nervous and frustrated even though teacher corrected him kindly. He said “I think Albert Einstein,, he is American ...eh.. .(pauses)...he invented(pause)I don’t know, (teacher completed his sentence, “atomic bomb”) teacher asked: “at what age?”en quietiempo?.....eh....may be young”.

Fiche 26

Group 4 : They said they were not ready , they did not remember very well the steps of the trick.

Fiche 26

S .2 : She looked relaxed and comfortable but she could not develop her answer , she seemed her ideas went on. She said: “I saw in China, there is a famous show, they change their mask fast, I don’t know it is something interesting”.

Fiche 26

S .2 : She looked relaxed and comfortable but she could not develop her answer , she seemed her ideas went on. She said: “I saw in China, there is a famous show, they change their mask fast, I don’t know it is something interesting”.

Fiche 35

S.2: She sounded not self-confident about reading her dialogue; she stated broken sentences and teacher had to support her by correcting her mistakes and completing her broken sentences. She said:

“ A: Do youThink...eh... oh do you think...(pause) do you will learn more languages?”.

“ B: ..(pause) no, I am not sure, I can't learn more languages”..(teacher corrects: “ I am not sure that I will learn more languages”). It seemed her ideas went out, so teacher had to encourage her *Fiche.3 8*.

S.5 : “ In part of the story I liked money is not their money , so money recollect for the people *actuacion*” (teacher corrects: “performance”) .She had a short term memory, her ideas went on, she had vocabulary trouble, she transferred some Spanish words in to English.

Fiche 35

S.4 : She has poor memory recall, the teacher had to repeat the question in order to answer it. She also made some grammar mistakes because she could not concentrate on what she was saying. Teacher asks: “ Do you think you will ever travel to Europe?”, student answer “ well it is possible I travel (teacher repeats the question) well I am not at all sure that I `ll travel to Europe but I do not travel to Spain because I don't like me”.

Fiche 37

S.2 : “ He had a plan he think (teacher corrects “ teacher corrects “ thought ”) he made a eh in a paper the dates of him as runaway this way he said that it was a good idea..... eh, ah I don't remember more, (fingers shaking , hesitations) ”. He was a little nervous, some of his sentences don't have sense, and he could not stop shaking his fingers.

Fiche 41

A=S.1 : She got a pronunciation trouble, for example she could not pronounce “ encourage”, she has a poor memory recall because she read all so she could not apply the technique.(teacher advised her not to read to much) .

Fiche 41

B=S.4 : He has a poor memory recall, he felt nervous, he used a lot of fillers and pauses while he was speaking, in fact he could not repeat the complete sentence.

Fiche 43

S.5: He got confused of past perfect, his ideas went out, he also felt uncomfortable and his cheeks got reddish .

Fiche 44

S.5: He felt quite uncomfortable because at the beginning he looked as his mind went blank but then he could express his opinion even though he still had some pronunciation trouble.

Fiche 44

S.4 : S.4 : She has poor memory recall, she could not remember the color description personality she felt nervous and stopped talking.

Fiche 46

Pair 3.SB : She had poor memory recall because she asked her classmate to repeat the question twice, it was hard for her to organize her ideas when asking questions and giving her responses, while she was speaking she looked like having a lump in his throat .

Fiche 48

Pair3.S.A: He had a poor memory recall because he could not concentrate and remember what he has just red to correct the wrong statement, he also looked embarrassed and then he looked back the text and he cold says something.

Pair3.S.B: He said that he did not remember and just stopped speaking or finding wrong description.

Fiche 51

Pair2. SA: He said that he agreed with this method but he didn't want to support more, it seemed his ideas or his mind went blank and he just remained silent.

Fiche 57

S.4: He avoided speaking or giving his example, he looked nervous and it seemed his ideas went out, then he said: "my parents...(pause)....eh waited me, (teacher corrects : my parents were waiting for me)".

This behavior impeded students had a fluent oral participation because when they were reporting given information, they made a pause in their speech, then they went back to what they were saying, and also it affected their self-confidence because they looked ashamed. As they could not remember the information, it made them feel like having a short term memory.

On the other hand, some of the students seemed learners could not remember what they were planning to say, in fact, it seemed they forgot what they were going to say and they accepted not having a good memory. This behavior was very common when they were asked to report orally a given text or some classmates' personal interests. Here are more examples.

Fiche 2

Group 1.S.C. She did not remember the information, she had to look back the text, she gave a short report , by telling short utterances, she felt ashamed and sad with her classmates, and she said "my memory is not good".

Fiche 3

S.1. She gave her reporting quite good but at times she seemed to forget some information, also she made a lot of pauses and repeated some words some times . She said : " John Stuart was a child prodigy eh..eh(pause)...when she was twelve..... ,(pause) write his first soap opera... ah!! He was a chess player, and (pause) that's all... ".

S.2 : She tried to remember something from the text, at first she felt uncomfortable then she started telling some incomplete sentences and also mixed some verb tenses which later was corrected by the teacher, this student her ideas seemed went on. She said : " He won the first award, Boby ...eh. (pause).... Professors teach him (Teacher corrects: " thought") I don't remember (ashamed, smiling)....,He was champion , and later he was considered (laughs)...eh...ah (laughs).. ".

Fiche 5

S.8. He could not organize very well his ideas, it was very difficult to speak for him, as result he uttered incomplete sentences , he felt nervous because he forgot the information then teacher helped him to complete his sentences , but at the same time teacher asked him a question, he could not understand it, so he translated. He looked very nervous and frustrated even though teacher corrected him kindly. He said "I think Albert Einstein,, he is American ...eh.. (pauses)...he invented(pause)I don't know, (teacher completed his sentence, "atomic bomb") teacher asked: "at what age?"en quetiempo?.....eh....may be young".

Fiche 26

Group 4 : They said they were not ready , they did not remember very well the steps of the trick .

Fiche 27

Pair 2 : They were regular, both of them were weak at vocabulary even though they had enough time to prepare it. One of them had poor memory recall.

Fiche 35

S.4 : She has poor memory recall, the teacher had to repeat the question in order to answer it. She also made some grammar mistakes because she could not concentrate on what she was saying. Teacher asks: "Do you think you will ever travel to Europe?", student answer "well it is possible I travel (teacher repeats the question) well I am not at all sure that I'll travel to Europe but I do not travel to Spain because I don't like me".

Fiche 37

S.2 : "He had a plan he think (teacher corrects " teacher corrects " thought ") he made a eh in a paper the dates of him as run away this way he said that it was a good idea..... eh, ah I don't remember more, (fingers shaking , hesitations) ". He was a little nervous, some of his sentences don't have sense, and he could not stop shaking his fingers.

Fiche 41

A=S.1 : She got a pronunciation trouble, for example she could not pronounce "encourage", she has a poor memory recall because she read all so she could not apply the technique.(teacher advised her not to read to much) .

Fiche 41

B=S.4 : He has a poor memory recall, he felt nervous, he used a lot of fillers and pauses while he was speaking, in fact he could not repeat the complete sentence.

Fiche 44

S.4 : S.4 : She has poor memory recall, she could not remember the color description personality she felt nervous and stopped talking.

Fiche 46

Pair 3.SB : She had poor memory recall because she asked her classmate to repeat the question twice, it was hard for her to organize her ideas when asking questions and giving her responses, while she was speaking she looked like having a lump in his throat .

Fiche 48

Pair3.S.A: He had a poor memory recall because he could not concentrate and remember what he has just read to correct the wrong statement, he also looked embarrassed and then he looked back the text and he cold says something.

Pair3.S.B: He said that he did not remember and just stopped speaking or finding wrong description.

In addition, this kind of reaction also affected the fluency of the message because when they were reporting given information they had to make a pause in their speech , then they went back to what they were saying.

4.1.4.3. CATEGORY 3 PHYSICAL REACTIONS

4.1.4.3.1. Snapping fingers.One of the ways that intermediate English language learners manifested their anxiety was by bringing the fingers together to make a sudden sharp cracking or clicking sound. The following examples are from the classroom observation.

Fiche 1

S.2. " Their advantages is they.....(pause).....(snapping fingers) these children go to the university at early age ".

Fiche 2

Group 1. S.A. When she was reporting, she could not organize his ideas she was snapping her fingers finally she gave a short utterance.

Fiche 21

S.1: when she reported her voice sounded trembling, she did not use any intonation; she was also snapping her fingers. The idea of the reported paragraph was not clear.

Fiche 33

S.5 : She spoke very soft, she could not report to the class. She just gave a short sentence then she felt tense, and snapped her fingers. She said: “she was an aggressive person, inefficient.. (pause) evil, she was not (snapping her fingers) a good worker”.

Fiche3 7

S.3 : “ Jim was about catch a slave then it didn’t true ”. He could not structure the simple past tense; he was also snapping his fingers.

Fiche 3 9

S. 5: He could not support his opinions about teacher’s role in class; his utterances were not complete and meaningful. While he was talking, he was snapping his fingers .He said “the teacher is who... (pause) who, who count the notes, the teacher can be powerful, they can be more powerful” .

Fiche 48

Pair 1.S.B: He had trouble with the pronunciation of regular verbs and simple present tense, she felt quite nervous and he was snapping her fingers while she was speaking.

Fiche 55

S.3 : She reported about his partner’s personality and while she was speaking she had some grammar trouble, then when she forgot something she tended to snap her fingers, she wanted to say more things but she did not feel enough confident to keep on talking, she was afraid of forgetting some information again then she said “that’s it”.

It was also observed that the participants behaved in this way because while they were speaking they felt tense, nervous and worried for not being able to keep on talking. In addition, snapping fingers was used as a way to recall some information they wanted to convey, but it did not work because it made them realize that they were not able to support their ideas, and finally they stopped speaking.

4.1.4.3.2. Feeling ashamed. This reaction turned up in the participants when they felt embarrassed and guilty because of their wrong performance in the oral tasks. Here are examples.

Fiche 2

Group 1.S.C. She did not remember the information, she had to look back the text, she gave a short report, by telling short utterances, she felt ashamed and sad with her classmates, and she said “my memory is not good”.

Fiche 2

Group2. SB. “I don’t remember(pause).....Bobby played at school ..eh..eh was champion in ..(pause).....1972”.

Fiche 10

S.6: She had difficulty at organizing her ideas, she felt uncomfortable and ashamed because she was not self-confident about what to answer or say, her answer was not supported very well, she also hesitated and paused. “ ...eh..em., color because ..(pause)..is specific and questions is general”.

Fiche 26

Group 1: They looked embarrassed and they didn’t want to perform.

Fiche 19

S.5 : He used a non-appropriate vocabulary word, he misused a word. He said “If I had my way, I would no *distribute* our natural resources, (teacher corrects : *delivering* our natural resources). He also looked nervous and ashamed.

Fiche20

Group 4. S.4: She had some pronunciation mistakes and also she looked ashamed, her voice sounded very soft.

Fiche 22

Pair 2 .S.B.4 : He did not want to answer , he looked tense and ashamed he was moving his fingers and finally he denied to answer, he kept silent and he said “ I don’t know ”.

Fiche26

S.3.He felt ashamed and he did not know what to say, he spoke very slow and his intonation was weak.

Fiche 41

A=S.3: “She has a regular memory recall, she was very careful about pronunciation but at the end she made a pronunciation mistake, she couldn’t pronounce “humor”. She felt ashamed for doing this mistake”.

Fiche 42

S. 4: She started to explain what it was about it, but her voice was so soft that even teacher did not listen to her and when she was asked to repeat it, she just said I do not remember more and she also looked ashamed then she stopped speaking.

Fiche 43

S. 7 : He did quite good although while he was speaking he also was laughing and playing with his pencil but then he felt ashamed because he made a grammatical mistake of regular verb, instead of went he said goed then he stopped speaking .

Fiche44

S. 3 : He gave a nonsense opinion because his ideas about zodiac sign were not clear it was hard for him to structure a sentence he stuttered a lot then he felt ashamed.

Fiche 48

Pair3.SA : He had a poor memory recall because he could not concentrate and remember what he has just read to correct the wrong statement, he also looked embarrassed and then he looked back the text and he could say something.

Certainly, this is an obvious sign that students were experiencing anxiety, because they were blushing, rubbing the palms of their hands then this behavior was what made them feel ashamed and embarrassed in front of their classmates and their teachers when they were participating in oral tasks. Besides that, they were also less enthusiastic or willing to speak; less eye contact .That is why some participants preferred to say: “my memory is not good” and “I don’t know” in order not to continue talking.

4.1.4.3 Feeling tense.Such feeling is characterized either by showing emotional and nervous strain, restless, agitation, etc. For instance, some participants felt more anxious after realizing they were undergoing through this tension and nervousness. Thus, below, it is showed examples of the participants performing in oral tasks.

Fiche 2

Group 2. S.A: She gave her reporting by switching Spanish and English “Mozart era un musico no? nodigo he was a composer and he speak foreign languageseh..ahque mas (she felt tense then she added) ah he had a lot of abilities ”.

Fiche 4

S.7. “ Ired about Japanese children, their.....(pause).eh”.

Fiche 8

S.5: He could not organize his ideas from the beginning then he gave then he gave a short improvised sentence. He felt tense, nervous, his speech melody changed at times.

Fiche 14

S.2. “ (laughs).....(kept silent)..(Teacher encouraged him to give his pint of view)...I think it `s good way , but taking questions are better Eh.... Because you can ask about friends..... ”.

S.3: He could not say anything; he seemed he was afraid of saying something because he looked tense. He is not self-confident, when he was starting to say something he was doubtful about what to say because he was still thinking how to say it, in other words he had a lot of difficulty to come up with ideas and express them.

Fiche 5

S.8. He could not organize very well his ideas, it was very difficult to speak for him, as result he uttered incomplete sentences , he felt nervous because he forgot the information then teacher helped him to complete his sentences, but at the same time teacher asked him a question, he could not understand it, so he translated. He looked very nervous and frustrated even though teacher corrected him kindly. He said “I think Albert Einstein,, he is American ...eh.. .(pauses)...he invented(Pause)I don’t know, (teacher completed his sentence, “atomic bomb”) teacher asked: “at what age?”en quietiempo?.....eh.....may be young”.

Fiche17

S.2: She felt nervous and she could not organize her ideas fast, she looked tense when she was giving her statement .She said: “if I had my way I could change myeh...my personality”.

S.6: She laughed, she was nervous, she moved her fingers while she was talking... she did many pauses, he had some pronunciation trouble and it was difficult for her to organize her ideas.

Fiche 18

S.7: He had difficulty by using a verb and as a result he could not make up a sentence, then he was also nervous, he didn’t use any intonation, his speech was plain. He said: “I think... (pause)”. (Teacher encourages and clarifies that bring up is a verb).... You should bring up.....

Fiche 19

S.5: He used a non appropriate vocabulary word, he misused a word. He said “If I had my way, I would no **distribute** our natural resources, (teacher corrects: *delivering* our natural resources). He also looked nervous and ashamed.

Fiche21

S.4: He could not express his ideas, he looked very nervous and also he got vocabulary trouble.

Fiche 22

Pair 3. S.A.5: He asked very short questions, he looked nervous and he had some changes in his voice, he could not concentrate on their ideas.

Fiche 22

Pair 2 .S.B.4 : He did not want to answer , he looked tense and ashamed he was moving his fingers and finally he denied to answer, he kept silent and he said “ I don’t know ”.

Fiche 26

S.1: He looked tense, while he was speaking his voice changed, and he just said a simple sentence and he didn't develop more answer.

Fiche 27

Pair 1: When they were reporting, they sounded very robotic, they did not use the correct intonation, one of them was very nervous, and he felt uncomfortable.

Fiche 27

Pair 3: They did not remember the steps of their preparation; finally they just laughed and stopped talking.

Fiche 28

S.2. He sounded very nervous while he was trying to give the differences, at times he confused the information of differences he wanted to share, as a result of this, he stopped speaking and he looked ashamed and also his cheeks were burning.

Fiche 29

Group1 S.1: He sounded very nervous and lack of ideas, also his pronunciation was unclear, it was quite difficult to understand him.

S.5: She was lack of vocabulary, She said: "How do you say asistente, anudar" (teacher: "assistant and tight") When she was explaining it making some abrupt hands movements.

S.6: He just said: "I don't know" . He avoided speaking, he looked tense.

S.8: While he was giving his opinion, he looked nervous and also laughed, also she had vocabulary trouble. So he just uttered a simple opinion.

Fiche 30

S.2: While he was speaking he looked nervous and he moved his pencil and his opinion was not very well supported, he could not concentrate, then he remained silent.

S.4: He got nervous and could not concentrate and organize his ideas then he just uttered a short simple sentence.

S.7: She was very nervous while she was speaking and also she was moving her legs abruptly.

Fiche 33

S .5 : She spoke very soft, she could not report to the class. She just gave a short sentence then she felt tense, and snapped her fingers. She said: "she was an aggressive person, inefficient.. (pause) evil, she was not (snapping her fingers) a good worker".

Fiche 34

S.1 : His reading was not complete, he felt tense, his pronunciation was not very clear and his voice sounded weak, He also got some grammar trouble so teacher had to correct him) He said " A: Do you think you have ever be famous? " "B: I am no at all sure that I 'll is famous because it is more trouble" (teacher corrects him "more is not necessary").

Fiche 36

S.6: He could not organize his ideas when giving his answer, he seemed tense and just gave a short sentence which did not have any sense, then she asked for vocabulary help finally he vowed his face and did not say anything else. (teacher asked: " do you think you will have more than 5 children?"), student answered: " I am not sure I have children, I am not sure I might have children, is my ..(pause, teacher how do you say crier niños?)".

Fiche 37

S.2 : “ He had a plan he think (teacher corrects “ teacher corrects “ thought ”) he made a eh in a paper the dates of him as run away this way he said that it was a good idea..... eh, ah I don't remember more, (fingers shaking , hesitations) ”. He was a little nervous, some of is sentences don't have sense; he could not stopped shaking his fingers. (hesitations)

S. 4: “In the morning I clean my room, in the afternoon I am a student and in the evening I study sometimes.....”(She felt nervous and her cheeks burnt).

Fiche 39

S.2: She got nervous because she did not know how to organize her ideas then she paused in order to structure her sentence, teacher also supported her by correcting her sentences. She said: “ I don't agree I think both are important(pause) etc, and sometimes the wife is who take care ” (teacher corrects: “ the wife is who take care”).

S. 3: He was unable to organize his ideas then she gave a weak answer, he got nervous , he was lack of ideas, he stated incomplete sentences and finally he looked frustrated and also made some pauses. He said: “the husband (teacher asks: “ why”?) un! eh! (pause..... eh...(pause) because the husband is a men) ”.

Fiche 40

S.8: He seemed a little nervous, while he was moving his fingers in an exaggerate way. He stated a complete sentence but his speech sounded plain like a robot. He said: “in my case my sister is older but my father give me power because brother have more personality power.....”.

Fiche 57

S.4: He avoided speaking or giving his example, he looked nervous and it seemed his ideas went out, then he said: “ my parents...(pause)....eh waited me, (teacher corrects : my parents were waiting for me) ”.

The above examples have showed that for the intermediate English language learners, it was not easy to control their feelings of tension and nervousness as it is showed in the examples, students usually experienced such feelings. Therefore, it was difficult for them to go on talking because they could not organize their ideas, recall information and they could not concentrate on what they were saying. Moreover, their speech was plain. At times, it seemed they had a lump in their throat or they had a slight stutter, so it was hard to understand what they were saying. Other symptoms were, they looked nervous and they were laughing and perspiring. Consequently, these manifestations led the intermediate English language learners to have anxious behavior in the oral tasks.

4.1.4.3. 4. Playing with a pencil. Learners' anxiety while speaking in English language was also manifested through this sign, which was playing with a pencil, it indicated that the participants did not feel comfortable enough by talking and they did not have self-control about their body movements either. This behavior impeded

them to express their ideas fluently, because they were playing with a pencil. Here are examples of this physical reaction.

Fiche 23

S.1: She looked nervous because while she was giving her opinion, she was playing with her pencil. She could not concentrate; therefore she just gave a short and a single utterance.

Fiche 30

S.2: While he was speaking he looked nervous and he moved his pencil and his opinion was not very well supported, he could not concentrate, then he remained silent.

Fiche 4

S.6: While he was speaking she played with her pencil and she repeated last words of her sentences in order to say the next sentence. She said: "I forgot his name, he talked to the people...people who don't have fingers, he can write with his feet, he can cook ... cook he can swim.... This person is admirable".

Fiche 43

S. 7 : He did quite good although while he was speaking he also was laughing and playing with is pencil but then he felt ashamed because he made a grammatical mistake of regular verb, instead of went he said goed then he stopped speaking .

Fiche 46

Pair 3.SA: She sounded not self-confident when asking questions her classmates, she had some trouble with the auxiliary's do-does in WH questions and verb tenses too. She looked very nervous while she was asking questions and giving her responses. She was playing with a pencil and also she was shaking her legs.

Fiche 48

Pair.1.S. A: She was playing with her pencil and she wanted to avoid giving his opinion, she mixed English and Spanish, it seemed she did not enough vocabulary to express herself.

Fiche 54

S.7: She confused with her ideas, she could not keep on talking, then she stopped in order to reorganize her ideas and she shifted a Spanish word, she looked nervous because she was moving her fingers by playing with the pencil.

Fiche 61

S.3: He was confused with his ideas and he was unsure what to say, he tried to explain why he said "yes" but he gave up and finally he did not say anything else, he was also playing with a pencil while trying to speak.

4.1.4.3.5. Biting lips. Some of the participants showed their anxiety by biting their lips meanwhile they were thinking how to keep on talking. Here are some of the observed examples in the classroom language.

Fiche 42

S.3 : She tried to explain the meaning of intelligence quotient; although, she made many pauses b she did not know how to say some words, at the same time she had some facial changes expressions, for instance she was biting her lips and moving her eyes from one side to the other side .

Fiche 51

Pair2. SB : While he was thinking of what to say he was biting his lips then he started giving his opinion about this method of analysis; he also had some grammar trouble specially with verb tenses and connecting his ideas.

Fiche 57

S.3 : He could not organize his ideas therefore he could not state a complete sentence, then teacher had to help him in completing his sentences, he looked nervous, he was biting his lips while he was speaking.

4.1.4.3.6. Cheeks Blushing. This reaction was also common among the intermediate English language learners while participating in oral production activities. This sign of cheeks blushing made them feel uncomfortable because their face got reddish. As a result, they could not continue participating because they had the feeling that they had been observed by their classmates and then they just stopped speaking. Here are some examples.

Fiche 22

Pair1.S.A.1: He sounded unnatural with the questions .he asked his partner, his questions were not creative. In addition he made a lot of grammatical mistakes, especially with WH questions, he also looked uncomfortable and his cheeks were burning.

Fiche 28

S.2. He sounded very nervous while he was trying to give the differences, at times he confused the information o differences he wanted to share , as a result of this , he stopped speaking and he looked ashamed and also his cheeks were burning.

Fiche 37

S. 4 : “ In the morning I clean my room, in the afternoon I am a student and in the evening I study sometimes.....”(She felt nervous and her cheeks burnt).

Fiche 41

B=S. 6 : He could not give a complete answer, he used fillers, paused, his cheeks were burning. He said “she would like him...eh.... (pause) to buy a new house”.

Fiche 43

S.5: He got confused of past perfect, his ideas went out, he also felt uncomfortable and his cheeks were reddish.

4.2. INTERPRETATION OF THE QUESTIONNAIRE

In this section, it is described the quantitative analysis. This description is based on each student's answer related to each one of the questions stated in the questionnaire. Students' answers from the questionnaire were expressed in percentages and the correspondent graphics are showed too. The students' answers revealed the following interesting information, about language anxiety in the English class.

Chart 4.1

Tiempo de aprendizaje del idioma inglés de los alumnos del nivel intermedio de la carrera de lingüística e idiomas

ANSWER	POPULATION	PERCENTAGE
2 AÑOS	16	40%
3 AÑOS	14	35%
OTROS	10	25%
TOTAL	40	100%

Question shows that 40% of the students had spent 2 years studying English, 35% had taken English courses before entering to the university. They have scored 3 years because all the students were in the 2nd year of their career and the other 25% answered others (*otros*), which indicated that these students have been studying for less than 2 years or more than 3 years.

Chart 4.2

Creencia de los estudiantes encuestados acerca de la facilidad de aprender el idioma inglés

ANSWER	POPULATION	PERCENTAGE
SI	21	53%
NO	19	47%
OTROS	0	0%
TOTAL	40	100%

Question 2 denotes similar levels of percentages in the students' answers; however, in the graphic 2 it is showed little difference. Learning foreign language seemed to be difficult for 53% of the students and almost half of them 47% considered that it is easy to learn English.

Chart 4. 3

Sentimientos, sensaciones percibidas por los estudiantes al momento de participar en las actividades orales en el curso de inglés.

ANSWER	POPULATION	PERCENTAGE
<i>NERVIOSO/A</i>	24	60%
<i>ASUSTADO/A</i>	1	3%
<i>TRANQUILO/A</i>	8	20%
<i>TENSO/A</i>	5	12%
<i>OTROS</i>	2	5%
<i>TOTAL</i>	40	100%

Question 3 reveals that 60% of the students got nervous when speaking in the English language class. Some of the reasons of why they felt in this way are described in what they wrote in the questionnaire, which are the following:

- “I forgot the meaning of some words”
- “*Creo que voy a equivocarme*”
- “*Tengo miedo a equivocarme y decir la pronunciación incorrecta*”
- “*Todos te ven y te califican*”.
- “*Cuando hablo se me olvidan algunas palabras y no puedo continuar*”
- “*Me falta vocabulario*”.
- “*Siento que otros se van a reír de mi*”.
- “*No puedo explicarlo, con los nervios olvido gran parte de lo aprendido*”.
- “*No puedo ordenar rápido mis ideas*”.
- “*Primero pienso en español y luego en Inglés*”.
- “*Tardo en conectar las ideas*”.
- “*Por el teachero a veces porque no comprendí bien el tema*”.
- “*Por mis fallas*”.
- “*Pienso que me equivoco y todos me miran*”.

In addition the 20% of the students felt quiet (*tranquilo/a*) here are some reasons that they stated in the questionnaire.

- “*Creo que puedo responder bien a la pregunta, sin errores*”.
- “*Si llegara a equivocarme, estoy aprendiendo*”.
- “*Porque tome un curso de oratoria*”.
- “*Sé de lo que se trata*”.
- “*Supongo que tengo base para expresarme en Inglés*”.
- “*Porque el teacher nos da esa confianza de expresarnos sin tener miedo a equivocarnos*”.
- “*Porque tengo buen conocimiento del idioma*”.

The other 12% of the students said they felt tense (*tenso*) while participating in oral activities. The reason that they mentioned in the questionnaire are the following:

- “*La presión*”.
- “*Puedo equivocarme*”.
- “*pienso que pudo errar al participar*”.
- “*Tengo miedo a no decir lo que en realidad quiero decir*”.
- “*Es difícil concentrarse en aprender y desempeñar actividades en Inglés*”.

The last 5% of the students chose the option others (*otros*) their reasons are unknown.

In sum, it is paramount to refer to this question because in this research it has been stated that students of this level faced language anxiety while speaking or participating in oral tasks in the English language classroom. According to the results of the questionnaire, it has been seen that not all of the students who participated in oral tasks activities felt anxious. Nevertheless, the 60% of the students expressed feeling nervous, 12% felt tense and the 3% felt scared or afraid of participating in this oral tasks. In contrast, the 20% expressed feeling quiet or calmed. It means that most of the students experienced this language anxiety feeling which encompasses feeling nervous, tense, scared or afraid.

Chart 4.4

Efectos de la sensación de ansiedad en la producción oral de la L2 en los estudiantes

ANSWER	POPULATION	PERCENTAGE
<i>DIGO TODO LO QUE PIENSO</i>	10	25%
<i>DOY UNA RESPUESTA INCOMPLETA</i>	20	50%
<i>DIGO ALGO SOLO POR CONTESTAR</i>	2	5%
<i>ME QUEDO CALLADO/A</i>	5	12%
<i>OTROS</i>	3	8%
<i>TOTAL</i>	40	100%

Question 4 is linked to the previous question, students pointed out how these feelings were experienced by them, it affected in the quality of their oral performance. So, the 50% of the students said that they gave an incomplete answer;

and the 25% expressed their ideas without having trouble; 12% said they just kept silent (*me quedocallado*); 8% said others (*otros*), for instance they said :“*Resumomis ideas*”, “*Trato de resumir lo quequierodecir.*”

On the other hand, the other 5% participated just for participating, for example a student said “*digoalgo solo porcontestar*”, and it can be claimed that they did not really care about their participation.

Chart 4.5

Razones que causan en los estudiantes nerviosismo, ansiedad, tensión o preocupación al momento de hablar en la L2, tal el caso del inglés

ANSWER	POPULATION	PERCENTAGE
<i>LA IDEA DE SENTIRME EVALUADO/A NEGATIVAMENTE POR MI PROFESOR/A.</i>	9	23%
<i>LA IDEA DE SENTIRME EVALUADO/A NEGATIVAMENTE POR MIS COMPAÑEROS/AS.</i>	4	10%
<i>DESCONOCIMIENTO DEL TEMA QUE SE ESTA HABLANDO.</i>	6	15%
<i>MI VOCABULARIO ES POBRE.</i>	15	37%
<i>OTROS</i>	6	15%
<i>TOTAL</i>	40	100%

Question 5 shows that 37% of the students indicated that the reasons that made them feel nervous, tense, worried in oral performance, were due to their poor vocabulary (*mi vocabularioes pobre*); whereas 23% of them were afraid of being corrected by the teacher; so they have chosen (*la idea de sentirmeevaluado /a negativamentepor mi professor/a*) ; the other 15% of the students said that they did not know about the topic which was being discussed (*desconocimiento del temaque se estahablando*), similarly the other 15% said others (*otros*) and finally the last 10% of the rest said they were afraid of being evaluated by their classmates negatively or being laughed at them while speaking in, (*la idea de sentirmeevaluadonegativamentepormiscompañeros*).

Chart 4.6

Reacciones físicas identificadas o experimentadas por los alumnos, cuando les toca participar oralmente en la clase de inglés.

ANSWER	POPULATION	PERCENTAGE
<i>JUEGO CON LÁPIZ</i>	11	28%
<i>ME PONGO COLORADADO/A</i>	10	25%
<i>TIEMBLO</i>	7	18%
<i>HAGO DIFERENTES GESTOS</i>	8	19%
<i>TRANSPIRO</i>	4	10%
<i>TOTAL</i>	40	100%

Question 6 demonstrates that the most common physical reactions that were highlighted in students' answers were: playing with a pencil (*juego con lápiz*) which is represented by the 28%; then the 25% of the students got reddish (*me pongocolorada/o*); then the 18% of the students pointed out that they trembled (*tiemblo*), and the other 19% of the students expressed their physical reaction by making different gestures (*hagodiferentesgestos*); finally the 10% of the students perspired (*transpiro*).

Chart 4.7

Reacciones emocionales de los alumnos cuando están nerviosos/as, ansiosos/as, tensos/as, o preocupados/as, al momento de participar oralmente en la clase de Inglés

ANSWER	POPULATION	PERCENTAGE
<i>NO TENGO IDEA DE LO QUE VOY A DECIR</i>	1	2%
<i>NO PUEDO CONCENTRARME</i>	24	60%
<i>ME QUEDO CALLADO/A Y NO RESPONDO NADA</i>	11	28%
<i>BUSCO UNA SOLUCION DE INMEDIATO</i>	3	8%
<i>OTROS</i>	1	2%
<i>TOTAL</i>	40	100%

Question 7 says that the emotional reactions that were highlighted by 60% of the students were lack of concentration (*no puedo concentrarme*), they felt nervous, tense and worried, the other 28% said they preferred to keep silent. According to this answer, it can be assumed that this reaction was due to the fact that they were afraid that the others would judge them negatively so they showed reticence. Just 8% of them said they tried to come up with an immediate solution (*buscouna solución de inmediato*) in order to keep on talking; on the other hand, 2% of the students said they had no idea about what to answer, (*no tengo idea de lo que voy a decir*) when they were under this anxiety situation, and the same amount 2% of the students marked others (*otros*). As we can see this emotional reaction could relate to many anxiety provoking situations, as it is described above.

Chart 4. 8

Actividades orales que ponen nerviosos/as a los estudiantes al momento de hablar en la L2.

ANSWER	POPULATION	PERCENTAGE
<i>PRESENTACIONES ORALES</i>	24	60%
<i>DAR MIS OPINIONES</i>	6	15%
<i>AL REALIZAR CONVERSACIONES O DIALOGOS</i>	4	10%
<i>TRABAJAR EN GRUPOS Y HABLAR EN GRUPO</i>	1	2%
<i>OTROS</i>	5	13%
<i>TOTAL</i>	40	100%

Question 8 indicates that 60% of the students felt nervous in the oral presentation activities (*presentaciones orales*), it seemed to be intimidating for the students speaking in front of their classmates, because they had to control their fears, tension, and nervousness. Furthermore, they had to give a speech which must be understandable to convey successfully. These pieces of data showed that these students had low self esteem. The other 15% of them said that they experienced this feeling of nervousness when they were asked to give their opinions (*darmisopiniones*). This might indicate they do not have enough background knowledge about the topics that are being discussed. In addition, 13% of the students marked others (*otros*); then 10% said it made them feel more anxious when they

were making up and performing in conversations or dialogues (*al realizar conversaciones o dialogos*), finally 2% of the students felt more nervous when they were working and speaking in groups.

Chart 4. 9

Reacción de los alumnos/as al momento de la corrección de sus errores por los profesores/as, mientras hablaban en inglés.

ANSWER	POPULATION	PERCENTAGE
<i>ME PONGO NERVIOSO/A</i>	21	52%
<i>ME DESCONCENTRO Y NO HABLO MAS</i>	4	10%
<i>NO ME INCOMODA</i>	9	23%
<i>NO ME MOLESTA</i>	0	0%
<i>OTROS</i>	6	15%
<i>TOTAL</i>	40	100%

Question 9 shows that 52% of the students said that they got nervous (*me pongonerviosa*) when teachers corrected them every time a mistake is made then 23% of the students claimed that they did not feel uncomfortable (*no me incomoda*), when they were interrupted and corrected by the teacher; on one hand, 15% of the them indicated others (*otros*), finally 10% said that they lost their concentration and stopped speaking (*me desconcentro y no hablomás*). The teachers' role in correcting students' mistakes is determinant for not causing anxiety.

Chart 4. 10

Momento de preferencia de los alumnos/as en la corrección de sus errores

ANSWER	POPULATION	PERCENTAGE
<i>DURANTE TU PARTICIPACION ORAL.</i>	6	15%
<i>INMEDIATAMENTE DESPUES DE LA PARTICIPACION ORAL.</i>	16	40%
<i>EN FORMA GENERAL DESPUES DE TODAS LAS INTERVENCIONES.</i>	5	12%
<i>EN FORMA INDIVIDUAL</i>	13	33%
<i>OTROS</i>	0	0%
<i>TOTAL</i>	40	100%

Question reveals that 40% of the students would like to be corrected by the teacher just after their oral participation (*inmediatamente después de la participación oral*), so that they could have a feedback about their participation and improve for the next time, 33% would like to be corrected individually after they have finished speaking or at the end of the class. Thus, they would not feel ashamed in front of their classmates, the 15% of them would like to be corrected while they are speaking (*durante tu participación oral*) and 12% of the students would like to be corrected in general after all oral intervention, without being named in front of the class.

Chart 4.11

Actitudes de los anteriores profesores al corregir los errores de los alumnos/as en los anteriores niveles del curso (1, 2,3) al momento de participar en la clase de inglés.

LEVEL 1

ANSWER	POPULATION	PERCENTAGE
<i>CONDESCENDIENTE</i>	15	38%
<i>INTIMIDANTE</i>	6	15%
<i>ME HACE SENTIR UN/A TONTO/A</i>	5	12%
<i>ME ASUSTABA CUANDO ME CORREGIA</i>	8	20%
<i>OTROS</i>	6	15%
<i>TOTAL</i>	40	100%

In question 11, the results have been divided in to three levels, which represent the previous courses they have passed, in order to have a background of their previous teachers' attitude toward correcting students' mistakes while they were participating orally in class.

In level 1, 38% of the students said that their teachers were kind (*condescendiente*) at correcting their mistakes, 20% said they were scared by the teacher while correcting them, 15% said that teachers intimidated them when correcting their mistakes (*intimidante*) in the same way, the other 15% said others (*otros*) and the rest 12% said the teacher made them feel foolish (*me hacian sentir un/a tonto/a*).

LEVEL 2

ANSWER	POPULATION	PERCENTAGE
<i>CONDESCENDIENTE</i>	8	20%
<i>INTIMIDANTE</i>	11	28%
<i>ME HACE SENTIR UN/A TONTO/A</i>	9	23%
<i>ME ASUSTABA CUANDO ME CORREGIA</i>	7	17%
<i>OTROS</i>	5	12%
<i>TOTAL</i>	40	100%

In level 2, 28% of the students said that their teachers intimidated them when teachers corrected their mistakes, 23% made them feel like a foolish, 20% of them said their teacher was kind when their mistakes were corrected, but 17% claimed that teachers had a scaring attitude when they corrected student`s mistakes, and finally 12% said others (*otros*).

LEVEL 3

ASNWER	POPULATION	PERCENTAGE
<i>CONDESCENDIENTE</i>	5	13%
<i>INTIMIDANTE</i>	14	35%
<i>ME HACE SENTIR UN/A TONTO/A</i>	5	12%
<i>ME ASUSTABA CUANDO ME CORREGIA</i>	8	20%
<i>OTROS</i>	8	20%
<i>TOTAL</i>	40	100%

In level 3, 35% of the students said that their teachers behaved intimidating when they were corrected, 20% of them said they were scared by their teachers when the students were corrected their mistakes and the other 20% said others (*otros*) which are unknown responses. In addition the 13% said that their teachers were kind when they were corrected, and finally the other 12% of the students said that the teacher made them feel foolish when they were corrected .

Chart 4-12

Factores generales que impiden a los estudiantes participar en las clases de inglés y hablar, sin que se sientan presionados/as, nerviosos/as, incómodos/as, tensos/as o preocupados/as.

ANSWER	POPULATION	PERCENTAGE
<i>FACTORES AFECTIVOS/FACTORES DE PERSONALIDAD</i>	10	25%
<i>FACTORES DE MANEJO DEL IDIOMA, TAL EL CASO DEL INGLÉS</i>	21	53%
<i>LAS DIFERENTES ACTIVIDADES ORALES</i>	9	22%
<i>TOTAL</i>	40	100%

Question 12 shows that 53% of the students said that the factor that impeded them to participate in oral activities in the classroom is the factor of the knowledge about the language (*factores de manejo del idioma*). It can be assumed that this factor has to do with linguistic knowledge and communication competence in the English language; 25% of the students argued that the affective and personality factors did not allow them to participate freely without feeling under pressure, nervous, tense, worried and finally the other 22% of the students claimed that what impeded them to participate in classes was the different oral activities, because they made them feel tense, nervous or uncomfortable while they were performing these activities.

Chart 4.13

Creencia de los estudiantes sobre los aspectos, factores que causan inseguridad y hace que se pongan: nerviosos/as, incómodos/as, tensos/as o preocupados/as al momento de participar en las actividades orales de la clase de inglés.

ANSWER	POPULATION	PERCENTAGE
<i>PRONUNCIACIÓN</i>	4	10%
<i>GRAMÁTICA</i>	10	25%
<i>VOCABULARIO</i>	24	60%
<i>OTROS</i>	2	5%
<i>TOTAL</i>	40	100%

Question 13 indicates that 60% of the students said that the factor that made them feel insecure nervous, worried, tense, uncomfortable was due to vocabulary factor. It is clear that the vocabulary is like the key to open their mind and mouth to express their ideas freely; that is why it was very hard for them to state their utterances; the 25% was the grammar factor, which impeded students to structure their sentences in an accurate way; The weak knowledge in grammar was another factor because when students realized they could not put the words together and use verb tenses appropriately either, this, made feel them so frustrated, because they had the same trouble every time they wanted to participate in oral activities, and the other 10% of the students said that the pronunciation caused them insecurity while they were speaking, because they did not feel self - confident enough about how they were pronouncing the words, for instance one of them stated that the spelling of some English words were the same but the pronunciation was different or because of their nervousness they said they forgot the pronunciation of some words. Their pronunciation was also another factor which was determinant for them; since, when they listened to the teacher or a native speaker they felt frustrated and intimidated because they realized they have not acquired the correct pronunciation. Finally, the 5% stated others (*otros*), which have not been mentioned by the students.

4.3. EMERGING HYPOTHESES

Here, we can establish the following emerging hypotheses that are based on analysis and on interpretation of the results.

H1: The factors that originate language anxiety in the classroom speaking activities on intermediate English language learners of Linguistics are attributable to linguistic, psychological and classroom environment factors.

The results of the data analysis from the classroom observation and from the questionnaire indicated the following factors causing language anxiety:

LINGUISTIC FACTORS.

VOCABULARY. Throughout the observations and the students' responses in the questionnaire, it has been found that the greatest trouble while participating in oral production activities is the lack of vocabulary. Thus, when they were asked to speak and support their ideas the words did not come out. In order to deal with this

difficulty, it has been found that the common phrase students tended to use is “how do you say?” This helps students to keep on speaking. On the other hand, there were students who just stopped speaking when they realized they did not know the words they wanted to use in their utterances.

GRAMMAR. This has been found to be the second aspect that intermediate linguistics EFL learners find difficult when they speak in the foreign language. For instance, the learners faced difficulties with prepositions, and verb tenses, such as: the simple present tense, simple past tense and future, etc.

PRONUNCIATION. The issue of pronunciation has been found to be the third barrier that made intermediate linguistics English learners feel anxious. Some of the students faced difficulties in pronouncing regular and irregular simple past verb forms, they did not stress correctly and sometimes their intonation sounded very plain.

PSYCHOLOGICAL FACTOR.

The second factor that caused language anxiety in students was the psychological factor. This has to do with their self-confidence which has to do with willingness to participate in oral production activities. Hence, it has been observed in the language classroom the following psychological factor:

LACK OF SELF-CONFIDENCE. While participating in oral tasks some anxious students looked not enough confident, it seemed they felt unable to participate, then the student apologized the teacher for not being able to keep on talking. Such negative perception blocked the student in the language performance. In addition, in the questionnaire (question 12), students have pointed out the following:

Affective and personality factors. Students stated that these factors impeded them to participate freely without feeling under pressure, nervous, tense or worried. Such feelings may lead students to lose their positive self-perceptions and consequently it may affect their self-esteem. In addition, these affective and personality factors may provoke on the students feelings of frustration or anger toward their own poor oral participation in class.

On the other hand, this factor is associated with Krashen’s affective filter hypothesis. This hypothesis embodies a number of affective variables, such as: the

motives, needs attitudes and emotional states of the students. For instance: motivation, sadness, boredom, self-confidence and anxiety, which make acquisition unavailable. A learner with high motivation, self-confidence, a good self- image and a low level of anxiety is better equipped for success not only in oral performances but also in second language acquisition. In contrast, a learner with low motivation, low self-esteem and debilitating anxiety can combine to raise the affective filter and form a mental block that impedes both the language performance and acquisition.

CLASSROOM ENVIRONMENT FACTOR

Finally, the other factor is the classroom environment. According to the results of the questionnaire, students expressed the following activities which made them feel nervous when speaking:

THE SPEAKING ACTIVITIES: the other anxiety –provoking factor related to the classroom was: oral presentations, giving opinions or making conversations or dialogues. Most of the participants agreed that these activities made the classroom environment more formal and stressful by causing them language anxiety.

AFRAID OF MAKING MISTAKES. The students manifested that they were also afraid of making mistakes or appearing awkward, foolish or incompetent for the eyes of their classmates and their teachers.

FEAR OF NEGATIVE EVALUATION FROM THE TEACHER AND STUDENTS. The participants were sensitive to both peer and teacher evaluation of their speaking; such feelings of apprehension may induce students have this fear of negative evaluation from the teacher and students as well. Some students expressed they felt more nervous or uncomfortable and they lost their concentration and finally stopped speaking.

H2: The linguistic factor is the most predominant in comparison to the psychological factor and the classroom environment factor, while the students are participating in oral production activities in the English language classroom.

As stated by the results of the questionnaire and the observation charts, the linguistic factor has been found out to be as the most predominant, because it has been observed that while students were participating in oral tasks, they faced a lot of linguistic difficulties such as vocabulary, grammar and pronunciation. Concerning the second factor, the psychological factor has been observed as another source of language anxiety in the classroom activities. It has been observed that this factor emerged more due to the linguistic difficulties rather than past language learning experiences. It was also found out that the psychological factor was bounded to the linguistic factor because when students realized they did not know a word, how to structure long sentences and pronounce a word correctly, these seemed to threaten students' self-confidence. Therefore, they felt embarrassed when their teacher and classmates watched and listen to their English oral participation.

Finally, the classroom environment factor was ranked in last place. It has been found out that some classroom activities named as anxiety provoking were: talking in front of their classmates, giving oral presentations, giving their opinions and performing dialogues. In addition; another factor was the teachers' attitude toward correcting students' mistakes. For instance, some students expressed feeling frustrated, when the teacher corrected their mistakes before they had time to formulate completely a response; therefore, they preferred to be corrected after they had finished their oral participation or to be corrected individually just between the teacher and the student, after the class had finished .

H.3: The effects of English language anxiety are varied. One of them is that it interferes directly with the development of second oral language fluency, the participants used simpler grammatical constructions and the other is that it affects to the learners' self-confidence in oral production.

From the analysis of both sources, it has been found out that foreign language anxiety affected students' oral production participation negatively. It has been observed that students felt unable to keep on talking due to their linguistic deficiencies, such as: lack of vocabulary, grammar and mispronunciation of a word, which impeded them to use the language fluently and accurately. It has been also found that language anxiety affected learners' self- perception, beliefs or feelings. For instance, when they had these kinds of feelings, they did not perform very well in

the English language. Consequently, they started feeling tense, nervous or worried, and finally they avoided or stopped speaking the next time.

H.4: The physical manifestations of language anxiety that intermediate English language learners of the department of Linguistics expressed when they were participating in oral language production tasks were: snapping fingers, feeling ashamed, feeling tense, and playing with a pencil, biting lips, cheeks blushing, making different facial gestures and perspiring.

During all the data collection process, it was possible to observe all these above physical reactions, but some of them were indicated by the students in the questionnaire. These reactions were often projected when they were under anxiety provoking situations, such as: oral presentations, oral performance in the class, giving their opinions, making conversations or dialogues, and working in groups

On the other hand, these physical reactions were categorized within the psychological factor.

4. 4. RELIABILITY AND VALIDITY OF THE RESEARCH

The reliability and validity of the results of the findings of the research is ensured by the process that is required in order to do a qualitative research. Some researchers state that: "Since there can be no validity without reliability, a demonstration of the validity is sufficient to establish the reliability" (Davies & Dodd, 2002; Lincoln & Guba, 1985; Mishler, 2000; Seale, 1999; Stenbacka, 2001, cited in Golafashani 2003, p.602).

In addition, to develop reliability and validity, some suggestions were taken from Hernández et al ., (2006, p.438-442). In so doing, the population for this research was the intermediate English courses. These students were observed during a period of two months, which meant an average of 40 English classes that lasted one and a half hours each in both the morning and the afternoon schedule. In order to make the research more reliable, it has been described the different elements that encompass this research: description of the population, sample, research instruments (observation and questionnaire), data gathering phase, characteristics of the research, units of analysis and emerging categories and results.

As in the data collecting phase of both instruments and the data analysis phase, the two faces have been done as objective and exhaustive as possible. From the observation sessions, it has been written down in quotation marks some extracts of students' verbal intervention, what each one said, and from the questionnaire, the questions were elaborated based on the objectives of the research, students had to score about the different factors that cause students language anxiety, the way they felt and their different reactions while they were participating in oral class.

On the other hand, the instruments were used in order to get a desired and specific data according to the pre-established objectives. In addition, it has also been presented the data gathered from fiches into charts. These charts described each student's behavior when they were under an anxiety situation. Finally this data has been codified into themes, categories and subcategories and units of analysis. Besides that, the questionnaire was analyzed quantitatively. The last instrument was applied in order to make more supportive with the findings of the observation data results.

In relation to validity, Golafashani (2003, p.602) states that the validity or trust worthiness can be maximized, then more credible and defensible result may lead to generalizability. On the other hand, Salkind (1997, p.37, cited in Bashir) suggests researchers should ask themselves whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure. Therefore, in this research, it has been done the observation by following carefully the stated objectives in this research and the questionnaire has been designed based on the same objectives too. Furthermore, this questionnaire was piloted in a group of students of the same established level. In this regard, the data collection of this research was gathered from the natural development of the oral tasks in the classroom. The researcher of the present study has stayed in the research field and observed students' oral performance and how they experienced language anxiety when students were asked to participate orally. It is also important to mention that the researcher has not affected or influenced the classes' development because the observer presented just as a student and participated in the class activities as a regular student and not as a researcher. Only the teachers knew students had been observed. Besides, it has been applied the other research instrument, which was a

questionnaire. Finally, the data from the questionnaires and observation fiches were analyzed, codified and interpreted.

In sum, the research has validity and reliability because it has been applied two instruments: the observation and the questionnaire, both allowed the researcher to ensure that the results were meaningful because it reflected the factors that caused language anxiety and how it affected in the oral production language. The data of observations and questionnaires were collected based on the objectives of the research.

After completing the components and phases that constitute this research, the final phase is conclusions and recommendations.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the statement of thoughts based on the data analysis and interpretation. The conclusions and some recommendations are provided. All of them come out of the analysis and the results of the study.

5.1. CONCLUSIONS

This study focused on those factors that originate language anxiety in oral production activities at the department of linguistics and languages and their effects in the oral production in intermediate English level students, at Mayor de San Andrés University. This language anxiety phenomenon has been explored mainly through a qualitative procedure (observation) and quantitative (questionnaire); the last one was considered as a secondary procedure, because it has been applied to support the observation data. The collected data of the class observation and the questionnaires provided a descriptive analysis to address the research questions. In addition, according to the results of both instruments, it has been found out that most of the students have faced feelings of nervousness, tension, fear. For instance, the questionnaire results revealed that 75% of the students felt language anxiety and the 20% expressed feeling quiet while participating in the oral tasks and finally the 5% stated others which were not mentioned by the students. This language anxiety affected the quality of their English oral production. Therefore, based on the descriptive analysis of those factors that originate language anxiety some conclusions are drawn as follows.

First, the factor that originates foreign language anxiety is the linguistic factor, within this is: vocabulary, grammar and pronunciation. Besides that, these impeded the fluency of students' oral performance. Therefore, the linguistic factor has been seen and observed as one of the major obstacles in achieving the desired oral performance in the English language.

Secondly, the psychological factor has been found to be as another source of language anxiety too, both factors are quite near each other according to the results of the data analysis, but linguistic factors highlight between them. Hence, it has been found out two factors related to this psychological factor: The lack of self-confidence, affective and personality factors. This indicated that students were

influenced by these negative self-perceptions, since it has been observed that learners did not feel capable in conveying their message. In accordance with this, students may tend to lose their self- confidence. Therefore, they faced difficulties when practicing speaking skills (output) in the classroom activities or any communicative situation.

Thirdly, another factor that may originate language anxiety is the pedagogical factor which has been found out in the questionnaire. Students expressed that there were certain classroom environment practices that made them feel language anxiety when they were said to practice in oral tasks. For instance, they mentioned the following: oral classroom activities, fear of negative evaluation from the teacher, fear of negative evaluation from their classmates, correction of mistakes. In addition, it might be assumed that the mentioned classroom practices could lead to communication apprehension with classmates and teacher. This makes learners feel anxious when teachers make corrections while they are speaking. For instance, some students had fear of negative evaluation because when they were being corrected it seemed they were giving an unfavorable impression to others. Therefore, they preferred to be corrected after they finish talking or at the end of the class.

Furthermore, the findings of the present study showed that language anxiety expressed by students while participating in oral production tasks in the classroom had several negative effects on the oral language performance and in the process of language learning too. More specifically, learners suffered from a fear of speaking, making mistakes and forgetting vocabulary, etc. In addition, the findings of the study demonstrated that anxiety prevented English language learners from using correct vocabulary, making or using long sentence structures, pronunciation, and it also affected their self- perception, beliefs or feelings and self- esteem while they were speaking. Besides, it interfered with students' oral language fluency and accuracy.

Finally, this research has coped with second language anxiety in the oral production classroom tasks, and those factors that caused in the students this feeling of language classroom anxiety. This situation led us to conduct the present research and state four objectives, which all of them were accomplished throughout all the process of researching. In addition, all the components and phases were built up based on the gathered data. For doing so, next it is presented how it has been

achieved the objectives and the emerging hypothesis, which have emerged from all the data analysis phase.

Objective 1:

To find out those factors, as perceived by students, that originates language anxiety when participating in the English language in oral activities within the classroom.

In order to achieve this objective, data has been collected through the observation classroom oral activities and students were also asked to answer a questionnaire where they had to answer how they felt in each presented situations. This objective has been achieved as it is showed in the below emerging hypothesis:

- The factors that cause language anxiety in the classroom speaking activities on intermediate English language learners are attributed to linguistic, psychological, and classroom environment.

Objective 2:

To analyze the effects of English language classroom anxiety on language use.

It has been investigated the effects of English language anxiety on language use in the students through the classroom observations, and based on this data it has been observed that experimenting language anxiety made some students have different troubles and feelings which impeded them having a successful oral production participation. Thus, these troubles and feelings originated the following effects, which are described in the below emerging hypothesis:

- Language anxiety affects on students' oral language fluency because when they have some grammar, vocabulary, pronunciation trouble, they cannot keep on talking or in some cases they pause while they are speaking. Consequently, this also affects students' self-perception, beliefs about learning English, and also their

self-esteem might be harmed because when they get embarrassed in front of the teacher and their classmates they felt ashamed and they think they can lose their teacher's and classmates' respect.

Objective 3:

To categorize the most predominant factors from the psychological, linguistic and classroom environment points of view.

To accomplish this objective, the factors have been categorized based on the interpretation of the data analysis from the classroom observations and from the questionnaire. The analysis of both instruments provided the most predominant factor in the oral English language production, as it is presented in this emerging hypothesis.

- The most predominant factor that causes language anxiety is the linguistic factor, where the participants showed vocabulary, grammar and pronunciation difficulties when they were speaking in the L2.

Objective 4:

To describe the physical symptoms of language anxiety that Linguistics Language Students express when they are participating in English oral production tasks.

During the whole time of data collecting phase and analysis phase from the observation and the questionnaire, it has been found out that students expressed their language anxiety through some physical reactions which are described in the below emerging hypothesis.

- Language anxiety is also manifested on the students through the following physical reactions: Snapping fingers, feeling tense, playing with a pencil, biting lips, cheeks blushing, making different facial gestures, and perspiring.

On the other hand, besides the above physical reactions, it has been also identified two additional reactions: verbal reactions, which are expressed by pauses, speech disturbances, remaining silent, incomplete sentences, short utterances; emotional reactions which are expressed by having difficulty in organizing their ideas and difficulty in recalling information.

5.2. RECOMMENDATIONS

One important aspect at this point is that the present study did not focus on specific elements such as the oral activities that may cause language anxiety while Linguistic students are participating in the English class. Therefore, the study has focused only on those general factors that originate language anxiety. Since anxiety is an abstract psychological phenomenon where students or people can only observe behavior or recognize signs of anxiety because we do not know what is going on in a language learners' mind (cognition) or the language learners feelings (affective or emotional state). Despite the fact that language anxiety is abstract, the researcher has intended to observe students' behavior and ask them how they felt when they were under language anxiety situations, while they were performing on oral production tasks in the classroom.

Therefore, based on the findings of the research the following recommendations are stated below:

1) Teachers' awareness of foreign language anxiety

In the analysis of the questionnaire taken to the group of intermediate English level students, there was a question related to their previous teacher's attitude, from the levels 1, 2, 3, towards correcting their mistakes while they were performing orally in the class. In this sense, the researcher wanted to know how students were influenced by their previous teachers' attitude to the present. Therefore, this question did not include the teacher's attitude from the current level 4. According to the students' answers, they said that they felt intimidated by their teachers since they

were corrected and those corrections made them feel foolish. Therefore, as a first step in reducing foreign language anxiety, it is necessary to increase teachers' awareness about this problem because in the data analysis it has been observed that this psychological phenomenon affected students' oral production language. One way of increasing awareness might be: offering workshops for teachers on foreign language anxiety. The workshops could present some suggestions for alleviating anxiety as well as clarify causes and explain the negative effects.

In addition, teachers might also become familiar with the two instruments: the foreign language classroom anxiety scale (FLCAS) and the oral production language classroom anxiety (OPLCA). The first instrument measures the level of foreign language anxiety in the following skills: Listening, Speaking and test taking situations; this is a 33- item self-report instrument scored on the basis of a Likert scale. Students respond to statements regarding their reactions to foreign / second language classes. Possible scores on the FLCAS range from 32 to 165, the higher the score, the higher the anxiety level. In addition, the second one was designed based on the classroom observations and the results of the questionnaires of this research (in order to measure the anxiety level in speaking, see appendix D, p.162. This questionnaire has similar characteristics to the FLCAS (foreign language classroom anxiety scale) in terms of form but in terms of content it is different because the second questionnaire is directed to measure just the level of foreign language anxiety in performing oral tasks activities in the classroom. After getting the scores, the teacher can have a better background of students' language anxiety level, then teachers might understand better the many ways in which students experience oral performance language anxiety. Both instruments have similar purposes but one is (FLCAS) more for measuring foreign language anxiety in general , that is to say the four skills and the other one (OPLCA) is only for measuring the speaking skill.

Recommendations suggested by this study are that teachers strive:

- Get to know the students that anxiety affects while they are performing oral activities. Those common reactions are feeling nervous or tense. Thus, teachers and students deal with anxiety explicitly and openly as a normal human feeling.

- Get the students to feel more relaxed by reducing fear of being ridiculed and taking away the feeling that the others are all smarter and more confident.
- Be sensitive to students' fears and insecurities and help them confront those insecurities. Teachers should encourage students to have confidence to make mistakes in order to acquire communicative skills.
- Ensure that students are provided friendly, informal, supportive environments in order to provoke participation in classroom discussions. This can be done by teachers' friendly, helpful and cooperative behavior, making students feel comfortable when speaking in the class.
- Monitor these activities that enhance their language anxiety in order to encourage students to feel successful in using English, and they should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the oral tasks successfully.

2) Strategies to cope with English language learners' language anxiety

According to the results, most of the students seem not to be aware of their language anxiety while speaking and as a result they do not know about the strategies they can employ when they are under a language anxiety situation either. Hauck and Hurd (2005) offered a list of ten strategies:

1. "Use positive self-talk (e.g. I can do it; it doesn't matter if I make mistakes; others make mistakes)".
2. "Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes".

3. “Imagine that when I am speaking in front of others, it is just a friendly informal chat”
4. “Tell myself when I speak that it won't take long”.
5. “Give myself a reward or treat when I do well”.
6. “Be aware of physical signs of stress that might affect my language learning”.
7. “Write down my feelings in a day or notebook”.
8. “Share my worries with other students”.
9. “Let my teacher know that I am anxious”.
10. “Use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc”.

In fact, these strategies will be very helpful for students to reduce their anxiety and build their confidence and self –esteem in using English.

In sum, it is important that English teachers and English learners recognize that anxiety might be harmful for students' language oral production. Therefore, teachers should assist them to overcome their feelings of unease and discomfort in order to reduce these feelings of language anxiety in the oral production tasks and make the classroom have a good communicative environment.

Finally, the recommendations were made based on the findings of this study, but it is also important to remark that language teachers could find different ways of reducing language anxiety based up on their personal observation, according to their context. This study offers a number of strategies for teachers and students in order to cope with the potentially pervasive and detrimental effect on oral production language. In addition, it is posited that an apt utilization of these strategies by language teachers and students may help them reduce foreign language anxiety and can potentially increase students' confidence to learn and particularly to speak the English language in the classroom. That is why during this process of the research it has been focused on students' reactions when they were under the language anxiety situations, those factors that originate language anxiety and its effects on oral production activities.

Therefore, further research should be conducted to explore more about language anxiety in the English language classroom; but at this time, one is suggested from the teachers' point of view, in order to explore teachers' beliefs and perceptions about oral production language anxiety in a diversity of classes of different levels. For instance, beginners intermediate and advanced. Besides that, it would be interesting also to research broadly about what pedagogical factors, such as: oral activities, teachers' overcorrection, class organization and others that might provoke on students language anxiety. On the other hand, it would be worthy to broaden this research from the students' point of view in order to keep on searching about the activities that make them feel comfortable when they are asked to participate in oral activities. Additionally, another area of research might be: learners' variables such as language learning aptitude, age, beliefs, gender, learning styles, personality factors.

BIBLIOGRAPHY

- Andrade, M. & Keneth, W. (2009). Foreign Language Learning Anxiety in Japanese EFL University Classes. Recuperated on August 3rd, 2011, from <http://www.jrc.sophia.ac.jp/courses/pdf/ver2901.pdf>
- Barragan, R. (2001). *Formulación de proyectos de investigación* (2nd ed). LaPaz Bolivia: Editorial Offset Boliviana.
- Bashir, M. (2008). Reliability and validity of qualitative and operational research, 4(1), p35-45. Recuperated on July 23rd, 2011, from <http://ppjsor.com/index.php/pisor/article/download/59/30>
- Chan, Y. & Wu, G. (2004). A study of foreign Language Anxiety Of EFL Elementary School Students in Taipei Country. *Journal of National Taipei Teachers College*, 17 (2), 287-320. Recuperated on July 23rd, 2011, from <http://academic.ntue.edu.tw/zfiles/7/.../17-2-12.pdf>
- Chaudron, C. (2000). Contrasting aprochesresearch to classroom research: qualitative and quantitative analysis of language learning. *Second language studies*, 195(1), 7. Reprinted with the permission of Craig Chaudron and working papers in second language studies.
- Davinson, L. (2002). Grounded Theory. Recuperated on August 4th, 2011, from <http://www.essortment.com/grounded-theory-21638>.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford University Press.
- Douglas, H. (2000). *Principles of Language Learning and Teaching* (Fourth edition). New York: Addison Wesley Longman, Inc.

Ellis, R. (2008). *The Study of Second Language Acquisition*. New York: Oxford University Press.

Ellis, R. (2008). *Second Language Acquisition*. New York: Oxford University Press.

Ellis, R. (2002). *Second Language Acquisition*. New York: Oxford University Press.

Ellis, R. (1995). *Instructed Second Language Acquisition : Learning in the Classroom*. Oxford UK & New York: Blackwell Publishers Inc.

Fernández, Sesma, G. (2008). Improving Oral Production In Adults EFL Students At Language Center Of UAGC-TIJUANA. Recuperated on August 15th, 2010, from

<http://>

iomas.tij.uabc.mx/.../Academic_Event_Georgina_improving_oral_production.doc

Facultad de Comunicación. (nd). Guía para citas y referencias

bibliográficas. Recuperated on November 15th, 2012,

from ww4.ujaen.es/~emilioml/doctorado/guia_rapida_de_citas_apa.pdf

Guerrero, N. (2008). *Niveles de Ansiedad y Autoestima*. Tesis de grado de Psicología. Universidad Mayor de San Andrés. Facultad de Ciencias de la Educación. La Paz. Bolivia.

Guerrero, G. (2004). *Task complexity and L2 narrative oral production*. Tesis doctoral. Universidad de Barcelona. Departamento de Filología Inglesa y Alemana. Barcelona. España. Recuperated on November 8th, 2012, from [http:// www.tdr.cesca.es/TESIS_UB/AVAILABLE/TDX.../00.CHAPTER_0.pdf](http://www.tdr.cesca.es/TESIS_UB/AVAILABLE/TDX.../00.CHAPTER_0.pdf)

Golasfshani, N. (2003). Understanding Reliability and Validity in Qualitative Research. *The qualitative report* ,8 (4), 597-607. Recuperated on July 31, 2011, from [hhh://www.nova.edu/sss/QR/QR8/golafshani.pdf](http://www.nova.edu/sss/QR/QR8/golafshani.pdf)

Harmer, J. (1998) *How to teach English* .United Sttates: Addison Wesley Longman

Hernández, Sampieri, R., Fernandez, Collado, C., Baptista, Lucio, P., (2006) *Metodología de la Investigación*. (4^a ed) . Mexico DF: McGraw-Hill Interamericana.

Hinkel, Eli. (2011). *Hand Book Of Research In Second Language Teaching And Learning*. New York and London: Routledge Taylor & Francis Group.

Johnson, K. (1995). *Understanding Communication in Second Language Classrooms*. New York: Cambridge University Press.

Johnson, M. (2004). *A Philosophy of Second Language Acquisition*. London: Yale University Press.

Krinis, A. (2007). Foreign language anxiety. Recuperated 1st May, 2010, from <http://www.Gradworks.umi.com/3504535pdf>.

Lightbown, Patsy. (1996). *How languages are learned*. Oxford University Press.

Levelt, W. (1989). *Speaking*. United States of América : Massachusetts Institute of technology.

Marshall, M. (1996). *Sampling for qualitative research*, 13 (6), Great Britain: Oxford University Press.

Mackey, A., Gass, S. (2010) *Second Language Research* New York: Routledge Taylor & Francis Group .

Mitford, M.(Ed.) (1968). *Webster`s New World Dictionary of the American Language: English-English*. United States of America: The World Publishing Company.

Nunan, D. (1992). *Research Methods in Language Teaching*. New York : Cambridge University Press.

Ohata, Kota. (2005) Potencial sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students in the U.S. 9 (3). Recuperated on June 27th , 2010, from <http://www.tesl-ej.org/ej35/a3.pdf>

Omaggio.A. (1986).*Teaching Language in Context*. Boston, Massachusetts: Heinle Publishers, Inc.

Prieto, Castillo, C. (2007). Improving eleventh graders' oral production in English class through cooperative learning strategies, (8), 75-90. Recuperated on March 31st, 2011, from <http://www.revistas.unal.edu.co/index.php/profiele/article/download/.../11469>

Piniel, K.(nd). Foreign language anxiety : A classroom Perspective. Recuperated on May 8th, 2010, from <http://www.pte.hu/uprt/dl.php>

Robles, Heydi. (2005). Language Learning Anxiety in a Group of Psychology student at Universidad del Norte. *Zona Próxima Revista del Instituto de Estudios Superiores en Educación Universidad del Norte* (6), 58-81. Recuperated on May 10th, 2010 from http://www.cirueelo.ininorte.edu.co/pdf/zona_proxima/6/4_language_learninganxiety.pdf

Rollin, N. (Ed) (1996). *Oxford Dictionary: Español-English, English-Español*. United States of America: Oxford University Press ., New York

Sejas, E. (1989). *Guía para Trabajos de Investigación*. (3rd ed). LaPaz-Bolivia: Editorial Juventud.

Sila, A. (2010). Young Adolescents Students` Foreign Anxiety in Relation to Language Skills at Different Levels. *The Journal of International Social Research*.3 (11), 83-91. Recuperated on March 31st, 2011 from http://www.sosyalastimalar.com/cilt3/sayi11pdf/ay_sila.pdf

Tanveer, M. (2007) Investigation of Factors that Cause Language Anxiety for ESL/EFL Learners Speaking Skills and the Influence it Casts on Communication in

the Target Language. Recuperated on May 1st, 2010 Form [http://www.asian-efl-journal.com/thesis M Tamveer.pdf](http://www.asian-efl-journal.com/thesis%20M%20Tamveer.pdf)

Universidad de Piura. Biblioteca Central. Area de Procesos Técnicos (2011). Guía para la elaboración y presentación de trabajos de investigación, según el estilo APA (American Psychological Association). Piura, Perú. Recuperated on July 25th, 2012, from <http://www.biblioteca.udep.edu.pe/.../Guia-ElabCitas-y-ref-Estilo-APA.pdf>

Von, Würde, R. (2003) Students` perspectives on Foreign Language Anxiety. *Inquiry*.8 (1) Recuperated on May 10th, 2010 Form <http://www.vccaedu.org/inquiry/inquiry-spring2003/i-81-worde.html>

Valencia, E. (2000). *Relación entre la Ansiedad y el Proceso de Aprendizaje de la Pronunciación de una L2*. Tesis de Grado de Lingüística. Universidad Mayor de San Andrés. Facultad de Ciencias de la Educación. La Paz. Bolivia.

APPENDIX “A”

RESEARCH INSTRUMENTS

STUDENTS' ORAL PRODUCTION CLASS OBSERVATION SHEET

PARTICIPANTS :
LEVEL:
SCHEDULE:
PLACE:

DATE:
MATERIAL:

TYPES OF SPEAKING ACTIVITIES	STUDENTS' INTER-ACTION	DESCRIPTION OF STUDENTS' REACTION IN ORAL PRODUCTION TASKS	CLASSROOM ARRANGEMENT	TOPIC

Guideline Observation for English Learners

1. *BODILY REACTIONS.*

-
-
-
-
-
-

2. *EMOTIONAL REACTIONS.*

-
-
-
-
-
-

3. *EXPRESSIVE REACTIONS.*

-
-
-
-
-
-

4. *VERBAL REACTIONS .*

-
-
-
-
-

CUESTIONARIO

Nivel: _____ Edad: _____ Sexo: F
M

1. ¿Hace cuánto tiempo estas aprendiendo Inglés?

- a) 2 años b) 3 años c) otros _____

2. ¿Crees que aprender el idioma Inglés es fácil?

- a) Si b) No

3. ¿Cómo te sientes cuando participas en las actividades orales en el curso de inglés?

- a) Nervioso/a b) asustado/a c) tranquilo/a d) tenso e) otros _____

Por qué? _____

4. ¿Cómo afecta esta sensación en el rendimiento de tu producción oral de la L2?

- a) Digo todo lo que pienso b) doy una respuesta incompleta c) digo algo solo por
d) Me quedo callado/a e) otros _____

contestar

5. ¿En tu opinión, cuáles son las razones que te causan nerviosismo, ansiedad, tensión o preocupación al momento de hablar en la L2, tal el caso del inglés?

- a) La idea de sentirme evaluado/a negativamente por mi profesor/a.
b) La idea de sentirme evaluado/a negativamente por mis compañeros/as de clase.
c) Desconocimiento del tema que se está hablando.
d) Mi vocabulario es pobre
e) otros _____

6. ¿Cuáles son tus reacciones físicas que identificas o experimentas cuando te toca participar oralmente en la clase de Inglés? (pon una X con las que te identifiques más).

___ Transpiro ___ me pongo colorado/a ___ mi corazón palpita más rápido

___ se hace un nudo en la garganta ___ tiemblo ___ Sonrío ___ hago diferentes gestos faciales ___ juego con el lápiz ___ hago chasquidos con los dedos ___ me rasco la cabeza

Otro/a reacción física _____

7. ¿Cuáles son tus reacciones emocionales cuando estas nervioso/a, ansioso/a, tenso/a, o preocupado/a al momento de participar oralmente en la clase de Inglés?

- a) No tengo idea de lo que voy a decir. b) no puedo concentrarme. c) me quedo callado y no respondo nada. d) busco una solución de inmediato e) otro/a reacción emocional _____

8. ¿En la clase, en cuál de estas actividades te pones más nervioso/a al momento de hablar en la L2?

- a) Presentaciones orales b) dar mis opiniones c) al realizar conversaciones
o
d) trabajar en grupos y hablar en el grupo e) otros _____ diálogos

9. ¿Cómo te sientes cuando tu profesor/a corrige tus errores mientras estás hablando en inglés?

- a) Me pongo más nervioso/ b) me desconcentro y ya no hablo más c) no me molesta, no me gusta la forma en que me corrige e) otros _____
d) me molesta, no me gusta la forma en que me corrige e) otros _____
incomoda

10. ¿Cuándo prefieres que te corrija tu profesor/a:...?

- a) Durante tu participación oral b) inmediatamente después de la participación oral
c) en forma general después de todas las intervenciones d) en forma individual, al final de la clase e) otros _____

11. ¿Cuál era la actitud de tus anteriores profesores/as al corregir tus errores cuando te tocaba participar oralmente en la clase de inglés? (escoge un adjetivo para cada nivel).

Nivel I

- a) Condescendiente
b) Intimidante
c) Me hacía sentir un /a tonto/a
d) Me asustaba cuando me corregía
corregía
e) Otros _____

Nivel II

- a) Condescendiente
b) Intimidante
c) Me hacía sentir un /a tonto/a
d) Me asustaba cuando me
e) Otros _____

Nivel III

- a) Condescendiente
b) Intimidante
c) Me hacía sentir un /a tonto/a
d) Me asustaba cuando me corregía
e) Otros _____

12. ¿En general, cuál de estos tres aspectos o factores crees que te impiden participar en las clases de inglés y hablar sin que te sientas presionado/a, nervioso/a, incomodo/a, tenso/a o preocupado/a?

- a) Factores afectivos/ factores de personalidad.
b) Factores de manejo del idioma, tal el caso del inglés, por ejemplo gramática, vocabulario, pronunciación.
c) Las diferentes actividades orales que se llevan a cabo en el aula y la forma de interactuar del o de la profesor/a de inglés con los alumnos/as.

13. ¿Cuál de estos tres aspectos o factores crees que te causan inseguridad y hace que te pongas, nervioso/a, incomodo/a, tenso/a o preocupado/a al momento de participar en las actividades orales de la clase de inglés? Por qué? Menciona algunos ejemplos.

- a) Pronunciación b) Gramática c) Vocabulario d)
Otros _____

Por qué?

APPENDIX “B”

DATA TRANSCRIPTIONS

CLASS OBSERVATION TRANSCRIPTIONS

STUDENTS' ORAL PRODUCTION CLASS OBSERVATION SHEET

(FICHES)

APPENDIX “C”

OBSERVATION DATA ANALYSIS CHARTS OF EACH PARTICIPANT

APPENDIX “D”
QUESTIONNAIRES TO
MEASURE
LANGAUGE ANXIETY
QUESTIONNAIRE 1:FLECAS
QUESTIONNAIRE 2: OPLCA

QUESTIONNAIRE 1

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS) (Horwitz, Horwitz & Cope 1986) the application of this questionnaire is for the four skills

SA= Strongly agree

A= Agree

N= Neither agree nor disagree

D= Disagree

SD= Strongly disagree

Choose with the statement that you identify most

- | | | |
|--|----|---|
| 1. I never feel quite sure of myself when I am speaking in my foreign language class. | SA | A |
| N D SD | | |
| 2. I <i>don't</i> worry about making mistakes in language class. | SA | A |
| N D SD | | |
| 3. I tremble when I know that I'm going to be called on in language class. | SA | A |
| N D SD | | |
| 4. It frightens me when I don't understand what the teacher is saying in the foreign language. | SA | A |
| N D SD | | |
| 5. It wouldn't bother me at all to take more foreign language classes. | SA | A |
| N D SD | | |
| 6. During language class, I find myself thinking about things that have nothing to do with the course. | SA | A |
| N D SD | | |
| 7. I keep thinking that the other students are better at languages than I am. | SA | A |
| N D SD | | |
| 8. I am usually at ease during tests in my language class. | SA | A |
| N D SD | | |
| 9. I start to panic when I have to speak without preparation in language class. | SA | A |
| N D SD | | |
| 10. I worry about the consequences of failing my foreign language class. | SA | A |
| N D SD | | |
| 11. I don't understand why some people get so upset over foreign language classes. | SA | A |
| N D SD | | |
| 12. In language class, I can get so nervous I forget things I know. | SA | A |
| N D SD | | |
| 13. It embarrasses me to volunteer answers in my language class. | SA | A |
| N D SD | | |
| 14. I would <i>not</i> be nervous speaking the foreign language with native speakers. | SA | A |
| N D SD | | |
| 15. I get upset when I don't understand what the teacher is correcting. | SA | A |
| N D SD | | |
| 16. Even If I am well prepared for language class, I feel anxious about it. | SA | A |
| N D SD | | |
| 17. I often feel like not going to my language class. | SA | A |
| N D SD | | |
| 18. I feel confident when I speak in foreign language class. | SA | A |
| N D SD | | |
| 19. I am afraid that my language teacher is ready to correct every mistake I make. | SA | A |
| N D SD | | |
| 20. I can feel my heart pounding when I'm going to be called on in language class. | SA | A |
| N D SD | | |

21. The more I study for a language test, the more confused I get.	SA	A
N D SD		
22. I <i>don't</i> feel pressure to prepare very well for language class.	SA	A
N D SD		
23. I always feel that the other students speak the foreign language better than I do.	SA	A
N D SD		
24. I feel very self-conscious about speaking the foreign language in front of other students.	SA	A
N D SD		
25. Language class moves so quickly I worry about getting left behind.	SA	A
N D SD		
26. I feel more tense and nervous in my language class than in my other classes.	SA	A
N D SD		
27. I get nervous and confused when I am speaking in my language class.	SA	A
N D SD		
28. When I'm on my way to language class, I feel very sure and relaxed.	SA	A
N D SD		
29. I get nervous when I don't understand every word the language teacher says.	SA	A
N D SD		
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	SA	A
N D SD		
31. I am afraid that the other students will laugh at me when I speak the foreign language.	SA	A
N D SD		
32. I would probably feel comfortable around native speakers of the foreign language.	SA	A
N D SD		
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	SA	A
N D SD		

1 For administration purposes this sequence should be repeated after each item for students to mark their personal point of agreement.

2 In the wording of the items the term "lenguajextranjera" can be replaced with the specific name of any L2 being studied

CUESTIONARIO 1

SPANISH VERSION OF THE FLECAS (Horwitz, Horwitz & Cope 1986), la aplicación de este cuestionario es para las cuatro destrezas.

MA= Estoy muy de acuerdo

A= Estoy de acuerdo

NA/ND= No estoy de acuerdo ni en desacuerdo

D= Estoy en desacuerdo

MD= Estoy muy en desacuerdo

- | | |
|--|------------|
| 1. Nunca me siento muy seguro de mí mismo cuando hablo en la clase de lengua Extranjera | MA A |
| NA/ND D MD | |
| 2. <i>No</i> me preocupa el cometer errores en la clase de lengua extranjera. | MA A |
| NA/ND D MD | |
| 3. Tiemblo cuando sé que me van a llamar en la clase de lengua extranjera. | MA A |
| NA/ND D MD | |
| 4. Me da miedo cuando no comprendo lo que el profesor está diciendo en la lengua extranjera. | MA A |
| NA/ND D MD | |
| 5. No me importaría en absoluto recibir más clases de lengua extranjera. | MA A |
| NA/ND D MD | |
| 6. Durante la clase de lengua extranjera, me doy cuenta de que pienso en cosas que no tienen nada que ver con la clase | MA A |
| NA/ND D MD | |
| 7. Continuamente pienso que a mis compañeros se les dan mejor las lenguas extranjeras que a mí. | MA A |
| NA/ND D MD | |
| 8. Normalmente estoy relajado durante los exámenes en la clase de lengua extranjera. | MA A |
| NA/ND D MD | |
| 9. Me entra pánico cuando tengo que hablar en la clase de lengua extranjera sin haberme preparado antes. | MA A |
| NA/ND D MD | |
| 10. Me preocupan las consecuencias de suspender la asignatura de lengua extranjera. | MA A |
| NA/ND D MD | |
| 11. No comprendo por qué razón alguna gente se preocupan tanto por las clases de lengua extranjera. | MA A |
| NA/ND D MD | |
| 12. En la clase de lengua extranjera puedo ponerme tan nervioso que llegue a olvidar las cosas que sé. | MA A |
| NA/ND D MD | |
| 13. Me da vergüenza contestar de modo voluntario en la clase de lengua extranjera. | MA A NA/ND |
| D MD | |
| 14. <i>No</i> me pondría nervioso hablando la lengua extranjera con hablantes nativos. | MA A NA/ND |
| D MD | |
| 15. Me inquieto cuando no comprendo lo que el profesor está corrigiendo. | MA A NA/ND |
| D MD | |
| 16. Me preocupo por la clase de lengua extranjera incluso si estoy bien preparado para la misma. | MA A NA/ND |
| D MD | |
| 17. A menudo me apetece no asistir a la clase de lengua extranjera. | MA A NA/ND |
| D MD | |
| 18. Me siento seguro de mí mismo cuando hablo en la clase de lengua extranjera. | MA A NA/ND |
| D MD | |

19. Me produce temor que el profesor de lengua extranjera esté pendiente de corregir cada error que cometo.	MA A NA/ND
D MD	
20. Se me acelera el corazón cuando mi intervención va a ser solicitada en la clase de lengua extranjera.	MA A NA/ND
D MD	
21. Cuanto más estudio para un examen de lengua extranjera, más me confundo.	MA A NA/ND
D MD	
22. <i>No</i> siento la presión de tener que prepararme muy bien para la clase de lengua extranjera	MA A NA/ND D
MD	
23. Siempre tengo la sensación de que los demás alumnos hablan la lengua extranjera mejor que yo.	MA A NA/ND D
MD	
24. Me preocupo mucho de lo que los demás piensan de mí cuando hablo la lengua extranjera frente de otros estudiantes.	MA A NA/ND D
MD	
25. La clase de lengua extranjera va tan deprisa que me preocupa quedarme atrás.	MA A NA/ND D
MD	
26. Me siento más tenso y nervioso en la clase de lengua extranjera que en las otras clases.	MA A NA/ND D
MD	
27. Me pongo nervioso y me confundo cuando hablo en la clase de lengua extranjera.	MA A NA/ND D
MD	
28. Mientras voy a la clase de lengua extranjera me siento muy seguro y relajado.	MA A NA/ND D
MD	
29. Me pongo nervioso cuando no entiendo cada una de las palabras que dice el profesor.	MA A NA/ND D
MD	
30. Me siento agobiado por el número de reglas que tienes que aprender para poder hablar la lengua extranjera.	MA A NA/ND D
MD	
31. Temo que los otros alumnos se rían de mí cuando hablo la lengua extranjera.	MA A NA/ND D
MD	
32. Probablemente me sentiría cómodo entre hablantes nativos de la lengua extranjera.	MA A NA/ND D
MD	
33. Me pongo nervioso cuando el profesor de lengua extranjera me hace preguntas que no he preparado de antemano.	MA A NA/ND D
MD	

CUESTIONARIO 2

Versión Modificada del cuestionario "ForeignLanguageClassroomAnxietyScale (FLECAS). (Horwitz, Horwitz & Cope 1986), la aplicación es solo para la destreza oral"

MA= Estoy muy de acuerdo
 A= Estoy de acuerdo
 NA/ND= No estoy de acuerdo ni en desacuerdo
 D= Estoy en desacuerdo
 MD= Estoy muy en desacuerdo

- | | | |
|---|----|---|
| 1. Nunca me siento muy seguro de mí mismo cuando hablo en la clase de inglés | MA | A |
| NA/ND D MD | | |
| 2. No me preocupa el cometer errores en la clase de inglés | MA | A |
| NA/ND D MD | | |
| 3. Tiemblo cuando sé que el profesor de inglés me llamará para pedir mi opinión sobre un tema | MA | A |
| NA/ND D MD | | |
| 4. Me da miedo cuando no comprendo lo que el profesor está diciendo en el idioma inglés. | MA | A |
| NA/ND D MD | | |
| 5. Me da pánico cuando tengo que hablar en la clase de inglés sin haberme preparado previamente | MA | A |
| NA/ND D MD | | |
| 6. Continuamente pienso que a mis compañeros se les escucha hablar mejor el inglés que a mí. | MA | A |
| NA/ND D MD | | |
| 7. Me entra pánico cuando tengo que hablar en la clase de inglés sin haberme preparado antes. | MA | A |
| NA/ND D MD | | |
| 8. Me gustaría que mi profesor sea menos brusco al corregir mis errores al momento de mi intervención oral en la clase de inglés. | MA | A |
| NA/ND D MD | | |
| 9. Me preocupa cometer errores gramaticales cuando estoy hablando en inglés | MA | A |
| NA/ND D MD | | |
| 10. En la clase de inglés, me pongo tan nervioso/a que me olvido las reglas gramaticales que sé. | MA | A |
| NA/ND D MD | | |
| 11. En la clase de lengua extranjera puedo ponerme tan nervioso que llego a olvidar las cosas que quiero decir. | MA | A |
| NA/ND D MD | | |
| 12. Me da vergüenza contestar de modo voluntario en la clase de inglés. | MA | A |
| NA/ND D MD | | |
| 13. No me pondría nervioso hablando en inglés con hablantes nativos. | MA | A |
| NA/ND D MD | | |
| 14. Me siento seguro de mí mismo cuando hablo en la clase de inglés. | MA | A |
| NA/ND D MD | | |
| 15. Me produce temor que el profesor de inglés esté pendiente de corregir cada error que cometo | MA | A |
| NA/ND D MD | | |
| 16. Se me acelera el corazón cuando mi intervención va a ser solicitada en la clase inglés. | MA | A |
| NA/ND D MD | | |
| 17. Siempre tengo la sensación de que mis compañeros hablan el inglés mejor que yo. | MA | A |
| NA/ND D MD | | |
| 18. Me preocupo mucho de lo que piensan los demás de mí, cuando doy una exposición en inglés frente de mis compañeros. | MA | A |
| NA/ND D MD | | |

19. Me siento más tenso y nervioso en la clase de inglés que en las otras clases.	MA	A
NA/ND D MD		
20. Me pongo nervioso y me confundo cuando hablo en la clase de inglés.	MA	A
NA/ND D MD		
21. Me pongo nervioso cuando no entiendo cada una de las palabras que dice el profesor.	MA	A
NA/ND D MD		
22. Me siento agobiado por el número de reglas que tengo que aprender para poder hablar el idioma inglés.	MA	A
NA/ND D MD		
23. Temo que los otros alumnos se rían de mí cuando hablo en inglés.	MA	A
NA/ND D MD		
24. Probablemente me sentiría cómodo entre hablantes nativos de la lengua extranjera.	MA	A
NA/ND D MD		
25. Me pongo nervioso cuando el profesor de inglés me hace preguntas que no he preparado de antemano.	MA	A
NA/ND D MD		
26. Me preocupa cometer errores de pronunciación cuando estoy hablando en inglés.	MA	A
NA/ND D MD		
27. Me causan nerviosismo, ansiedad, tensión y preocupación al momento de hablar en inglés.	MA	A
NA/ND D MD		
28. Cuando me toca participar oralmente en la clase de inglés, por los nervios hago diferentes gestos faciales.	MA	A
NA/ND D MD		
29. Cuando me toca participar oralmente en la clase de inglés juego con el lápiz u otros objetos.	MA	A
NA/ND D MD		
30. Me pongo nervioso/a, ansioso/a, tenso/a, o preocupado/a al momento de participar oralmente en la clase de Inglés y no tengo idea de lo que voy a decir.	MA	A
NA/ND D MD		
31. Al momento de participar oralmente en la clase de inglés, me pongo nervioso/a, ansioso/a, tenso/a, o preocupado/a y me quedo callado/a sin responder nada.	MA	A
NA/ND D MD		
32. Prefiero que el/la profesor/a me corrija mis errores en forma individual, al final de la clase.	MA	A
NA/ND D MD		
33. Prefiero que el/la profesor/a me corrija durante mi participación oral.	MA	A
NA/ND D MD		

FLA is measured by the Foreign Language Classroom Anxiety (FLECAS). This is a 33-item self report instrument scored on the basis of a Likert scale. Students respond to statements regarding their reactions to foreign /second language classes. Possible scores on the FLECAS range from 33 to 165. The higher the anxiety level.(Krinis, 2007)

ENGLISH VERSION OF THE FLCAS (Horwitz,Horwitz& Cope 1986)

Table of Likert scale

CHOICES	SCORES
SA= Strongly agree	5 Points
A= Agree	4 Points
N= Neither agree nor disagree	3 Points
D= Disagree	2 Points
SD= Strongly disagree	1 Points

SPANISH VERSION OF THE FLCAS (Horwitz,Horwitz& Cope 1986)

Table of Likert scale

CHOICES	SCORES
MA= Estoy muy de acuerdo	5 Puntos
A= Estoy de acuerdo	4 Puntos
NA/ND= No estoy de acuerdo ni en desacuerdo	3 Puntos
D= Estoy en desacuerdo	2 Puntos
MD= Estoy muy en desacuerdo	1 Puntos

APPENDIX “E”

SAMPLE OF THE PILOT SURVEY