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Foreign language anxiety in Spanish adult learners of English
and teachers' anxiety-reducing strategies.



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Abstract

This study investigated foreign language anxiety (FLA) in adult learners of a B2 Level (according to CEFR) at the official language school in Elche (EOI). The study was conducted in two stages. In the first stage, the students ($n = 66$) were administered the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz & Cope (1986). In the second stage, the students' teachers ($n = 3$) were interviewed to discover their level of awareness regarding affective factors influencing the language learning process and the strategies used to reduce FLA. As a pseudo-longitudinal or dynamic approach research, statistical analyses were used to evaluate the findings and to relate them with the information taken from the interviews. Results show that teachers' usage of anxiety-reducing strategies, together with learners' self-concept managing, help anxious learners. In the last part, anxiety-reducing strategies for EFL classes are provided to support EFL teachers.

Keywords: Foreign Language Classroom Anxiety, Anxiety-reducing strategies, Second Language Learning, Acquisition, Affective Factors, Language Anxiety.

Resumen

Este estudio investiga la ansiedad de lengua extranjera en aprendices adultos del nivel B2 (según el MCER) de la escuela oficial de idiomas de Elche (EOI). El estudio se llevó a cabo en dos fases. En la primera, se administró a los aprendices ($n=66$) la escala de ansiedad en la clase de lengua extranjera (FLCAS) diseñada por Horwitz, Horwitz y Cope (1986). En la segunda fase, los profesores de dichos aprendices ($n=3$) fueron entrevistados para descubrir su nivel de consciencia en referencia a los factores afectivos que influyen en el proceso de aprendizaje de la lengua y para conocer las estrategias utilizadas para reducir la ansiedad de la lengua extranjera. Al ser un estudio cuasi-longitudinal, o una investigación con un enfoque dinámico, los análisis estadísticos han sido utilizados para evaluar los resultados de la investigación y para relacionarlos con la información extraída de las entrevistas. Los resultados muestran que si los profesores utilizan estrategias para reducir la ansiedad, conjuntamente con el concepto de sí mismos por parte de los estudiantes, ayuda a aquellos que sufren ansiedad. En la última parte de este estudio se ofrecen estrategias para reducir la ansiedad en la clase de Inglés como lengua extranjera (EFL). Este trabajo busca ser útil para profesores de Inglés como lengua extranjera.

Palabras clave: Ansiedad en la Clase de Lengua Extranjera, Estrategias para Reducir la Ansiedad, Adquisición, Aprendizaje de Segundas Lenguas, Factores Afectivos, Ansiedad Lingüística.

Abbreviations used in the text

LA	Language Anxiety
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
EOI	Escuela oficial de idiomas (Official Language School)
SPSS	Statistical Package for the Social Sciences
CEFR	Common European Framework of Reference (or MCER)
EFL	English as a Foreign Language
CELTA	Certificate in English Language Teaching to Adults
DELTA	Diploma of Teaching English to Speakers of other Languages
CAP	Curso de Adaptación Pedagógica (Pedagogical-adapted training course)
CEFIRE	Centre de formació, innovació i recursos per al professorat

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Part I

1. Introduction

Foreign Language Anxiety (FLA) is an increasingly important issue in language learning that has been studied for over forty years. Researchers have found the causes and effects on learners by carrying out different studies, including cross-sectional and longitudinal studies, with samples from primary, secondary and university educational levels. But what happens with adults? Are they expected to know how to deal with FLA or to overcome it by themselves?

In this Master's Thesis, my aim is to prove that FLA can be found in adults. FLA will depend on various factors, such as context, teacher, methodology and age of onset. The initial hypothesis is that adult learners at the Official Language School (EOI) located in Elche, are possibly suffering a specific type of FLA that is related to certification exams. Although this centre offers annual courses, it is believed that the most anxiety-provoking activity has to do with facing the final exam. Within this event, which tests the four linguistic skills, oral expression is estimated to show the highest levels of FLA on adult learners.

The present study has three parts, beginning with the empirical studies related to FLA and its primary sources that are presented within the theoretical framework. As an introduction to the topic, a general overview on affective factors is displayed to subsequently delve into the unique nature of FLA according to leading experts in the field. Some of the mentioned ones set the grounds for FLA research, such as Horwitz, Horwitz and Cope (1986), whereas others, such as MacIntyre, Dörnyei or Oxford, have provided *New Insights into Language Anxiety* (Gkonou, Daubney & Dewaele, eds. 2017).

The second and third parts of this study deal with the research itself, which is divided in two stages. In the first stage of this master's thesis I will explain the study conducted, that included the Scale for measuring FLA (FLCAS, Horwitz, Horwitz & Cope, 1986). It is a 33-item Likert-like scale that measures the main –but not only– components of FLA, being communication apprehension, test anxiety and fear of negative evaluation.

The second stage of this study will include the interviews made to the teachers of the selected sample, the groups of B2 level at the EOI. The interviews to the teachers are

thoroughly considered in the analysis of the results of the first stage. To this end, the research questions that have been the pillars under which this study rests are these:

First stage (named here Part II: Foreign Language Classroom Anxiety on Adult Learners of English):

- Do students of the *Escuela Oficial de Idiomas* (EOI) suffer language anxiety?
- And if so, what type?

Second stage (named here Part II: Foreign Language Anxiety: Teachers' perspective):

- Are teachers aware of affective factors, such as anxiety, in their students/classrooms?
- Are teachers using strategies/tools/approaches to alleviate students' anxiety?

An exploration of anxiety-reducing strategies used by these teachers and gathered from the literature review is presented at the end.

2. Affective factors in Foreign/Second Language Learning

Affective factors are quickly becoming a key component in the teaching of languages, especially in second or foreign language learning and acquisition. Research on the field of affective variables began forty years ago and they came to stay. There were two major motives for their coming into existence. The first one is that attention to affective factors prompts language learning effectiveness. It can help to overcome problems caused by negative emotions, as well as “stimulating positive emotional factors (...) facilitates the language learning process” (Arnold & Brown, 1999, p.2). Secondly, affect will reach beyond the educational scope, meaning that it is possible to teach the language content and educate the learners for their satisfactory inclusion into society. The language content and language teaching will be enhanced by “educating learners affectively” (Arnold & Brown, 1999, p.3). If we take a look into Gardner's (1995, p.4) multiple intelligences theory, we can find that the interpersonal intelligence of individuals, understood as the ability to understand and respond effectively to others, will be greatly affected by the learners' ability to manage the affective factors.

The affective factors can be described as the “feeling or emotional reactions about the language, about the people who speak the language, or about the culture where that language is spoken” (Gass & Selinker, 2008, p.398). The factors that are identified among the characteristics that individuals possess are divided into two types: individual factors and relational factors (Arnold & Brown, 1999, p.8-22).

Among the individual factors are inhibition, self-esteem, introversion and extroversion, and motivation (i.e., integrative and instrumental/intrinsic and extrinsic). They are directly linked to the individual's characteristics such as personality or learning styles. Among the relational factors are empathy, classroom transactions and cross-cultural processes, such as attitude towards a group or groups, situation and context, or cultural background.

In the case of anxiety, Scovel (1978) conceives it as the second most influential factor, after motivation, affecting the learning process and Arnold & Brown (1999) say it is the one that most “pervasively obstructs the learning process” (p.8). In this study, I am going to focus

on the affective factor of anxiety, specifically Language Anxiety (henceforth, LA), that is going to be here introduced.

3. General Anxiety

According to the Longman Dictionary (2005, p.49), anxiety is “an uncomfortable feeling in the mind usually caused by the fear or expectation that something bad will happen. It is related to be worried and frightened by or for someone or something.” Another way of saying it is that it is “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz, Horwitz & Cope, 1986, p.125). These two general descriptions are otherwise related to language anxiety, although the symptoms experienced by individuals suffering each might look alike. According to MacIntyre (2017), the word anxiety:

typically refers to a negative emotional state with feelings of unpleasant tension and a sense of pressure to remove the source of anxiety or escape the situation. Anxiety can be associated with phobias such as fear of spiders or public speaking. (p.12).

Psychologists are used to hearing people explaining anxiety. There are different types, such as feeling anxious when driving a car, that could be associated with a phobia, or facing a job interview, when one is being judged. Within each type, there are different degrees. When a person feels nervous, restless, anxious, they can hyperventilate, sweat, tremble or shiver, also they can be unable to concentrate. In terms of a language learning context, anxiety can also contribute to other language learning problems, such as inappropriate learner silence management, that affects the student and teacher's emotions, and there will be a need of emotional regulation to counteract the negative effects of affective factors (Smith & King, 2018). These “three emotional factors [embarrassment, fear, and anxiety] have a particularly strong effect on student behaviour” (Smith & King, 2018, p.325).

Although this is a general view, anxiety is an increasingly important area in applied linguistics. Let us see the specific concept of language anxiety, the research on the field and its types and categories in the following sections.

4. Foreign Language Anxiety

Whilst the definition of LA remains to be clarified, much has been said about its characteristics. Empirical studies revealed that the definition of FLA revolves around the description given by Horwitz, Horwitz and Cope (1986): FLA is “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (p.128). Scovel (1978) argued that:

the research into the relationship of anxiety to foreign language learning has provided mixed and confusing results, immediately suggesting that anxiety itself is neither a simple nor well-understood psychological construct and that it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition. (p.132)

It also can be defined as a fear of facing a situation in which the learner has to perform in the L2. When it refers to foreign and second language learning, anxiety is one of the main causes as well as effects on the learners' performance (Arnold, 2011). According to Saito & Samimy (1996, p.240), Young (1991, p.427) and Javid (2014, p.185), when a student has anxiety in the language classroom, it affects their overall performance and can make students feel nervous, insecure and afraid. It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension and it can impoverish their attention span, the interactions between student-student and student-teacher, it can drive the students to commit more errors and, in some cases, to end up abandoning the course, dropping out or not taking the final exam.

When anxiety is present in the classroom, there is a “down-spiraling effect” (Arnold, 1999, p.9). Anxiety makes learners feel nervous and afraid, and thus contributes to poor performance: this, in turn, creates more anxiety and even worse performance “[...] fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry. Worry wastes energy that should be used on memory and processing on a type of thinking” (Eysenck 1979, as cited in Arnold, 1999). Krashen (1985) stated in his affective filter hypothesis that

high anxiety interferes in the input received by the learner and stops it from reaching the language acquisition device (p.81).

Some researchers, such as Arnold & Brown (1999, p.1-24), Oxford (1999, p.58-67) or Şimşek & Dörnyei (2017, p.51-68), have found a variety of categorizations and characteristics of LA. The first one is that it can be perceived by the individual on his or her own performance and it can be associated with a relational or social context. There are many variables involved in this first characteristic, such as identity, culture shock, beliefs, classroom methodologies, interactions (student-student and teacher-student), etcetera (Oxford, 1999, p.177)¹.

The second and third facets present dichotomies and can be applied to general anxiety as well as to LA. According to Spielberger (1983, p.4-6), anxiety can be distinguished between two types that existed also in the foreign language classroom, which are state and trait anxiety. Horwitz et al., (1986) and MacIntyre (1995, 1999) stated that LA is “in fact unique to L2 learning itself, and therefore situation-specific anxiety” whereas, in previous research, LA was believed to be a transference from general anxiety. State anxiety refers to “the onset of anxiety at particular moments” (Horwitz, 2017, p.31) and is a transitional condition of feeling anxious, i.e. when a student has to perform in the language and has a fear for this particular situation. This particular type of anxiety is strictly concerning one event or situation. Nevertheless, when a student steadily suffers state anxiety and associates it with language performance on an ongoing basis, state anxiety becomes a *trait*, having “pervasive effects on language learning and language performance” (Oxford, 1999, p.60). This dichotomy has been the main approach in researching FLA. This classification of trait-state anxiety can be confused with *situation-specific anxiety*. Unlike state anxiety, that it is in a specific moment, situation-specific anxiety is “an individual's tendency to be anxious in specific situations” and is “only applied to a limited range of settings” (Horwitz, 2017, p.32).

A third characteristic, and a more controversial one, exists to divide language anxiety into: “facilitating, a helpful anxiety leading to greater attention, effort and performance, or debilitating, that is, a downward spiral of negative thoughts and feelings, leading to diminished attention and poorer performance” (Gkonou, Daubney & Dewaele, 2017, p.5).

¹ To know all the variables found, see Oxford, (1999) p.177 in Arnold; Dewaele, (2017), p.74 in Gkonou, Daubney & Dewaele.

Researchers did not question the negative or debilitating aspects of language anxiety in the FL classroom. Some of these are seen in the individuals' opinions of themselves: self-doubting, reducing participation or even avoiding the language (Oxford, 1999, p.60). However, studies have given a new insight into how facilitating anxiety can positively affect the learning of a second language, albeit there is a multiplicity of views. Scovel (1978, as cited in Oxford, 1999, p.61) said that it is good for “keeping students alert” as if a certain amount of tension might be useful for language learning. However, the majority of researchers cannot conceive LA as positive (MacIntyre, 2017; Oxford, 1999) and it is advisable not to confuse it with the mentioned amount of *tension*. The distinctions between debilitating and facilitating anxiety are not so grounded as the trait and state are in the research field of language anxiety. What is ascertained are the causes and effects of LA in three main areas presented in the following section.

5. Causes and effects of Foreign Language Anxiety

It is a fact that FLA will have its causes in the academic, cognitive and social areas and it will have as well as its own effects on the learner's general performance.

The language classroom is an inherently face-threatening environment because learners are required to take continuous risks as they need to communicate using a severely restricted language code. An established norm of tolerance ensures that students will not be embarrassed or criticised if they make a mistake.

Dörnyei & Ushioda (2011, p.112-113).

FLA usually appears in testing situations when learners are being examined and they are in need to be accurate in the use of the language. They tend to become forgetful and they have difficulties producing the FL. Another common report of learners is after having taken a test when they realize they knew the correct answer, or if they realize they make errors during the test -i.e. orally- it might raise anxiety (Horwitz *et al.* 1986, p.125). The two Tables found in MacIntyre (2017, p.17&21) with the academic, cognitive and social causes and effects serve to exhibit what lays behind FLA. To have a clearer distinction, Tables 1 and 2 have been divided into the first three categories, with the causes and effects of each.

Table 1 is concerned with the academic causes and effects. It can be understood in two directions since anxiety becomes both a cause and an effect on the language learning process. As can be seen, some of the elements of the causes are stressing the environment that can be found in the FL classroom, where learners' individual characteristics will be distorted by the situation (i.e., environment, teacher feedback, self-perception, methodology, etcetera).

Table 1. Academic causes and effects, adapted from MacIntyre (2017, p.17&21).

Causes	Errors in pronunciation. Unrealistic learner beliefs. Instructors who intimidate their students with harsh and/or embarrassing error correction in front of other students. Methods of testing.
Effects	Lowered grades and poor academic achievement. Impaired performance on tests. Affected achievement in second languages. Decreased self-perception of second language competence. Lower result scores on measures of actual language competence. ‘Overstudying’ - increased effort at learning resulting in lower levels of achievement than expected.

Table 2 gathers the cognitive causes and effects of FLA. One of the most noticeable remarks extracted from the table is that FLA is interfering in the three stages of learning: input, processing and output. Notwithstanding its effect on memory, will make learners be forgetful and to create difficulties in the learning process. Besides, researchers have corroborated that FLA will affect the four linguistic skills: reading, listening, writing and speaking. According to MacIntyre (2017, p.18): “reading itself has the potential to be anxiety-arousing, especially with unfamiliar cultural references and writing scripts” and he continues “listening also poses difficulties as the speed of native language speech can be overwhelming for novice learners”.

Table 2. Cognitive causes and effects, adapted from MacIntyre (2017, p.17&21).

<p>Causes</p>	<p>Fear of losing one’s sense of identity. Biased perceptions of proficiency. Personality traits and/or shyness. Low self-esteem.</p>
<p>Effects</p>	<p>Increased self-related cognition (thoughts of failure, performance worry, self--deprecating thoughts). Interferes with cognitive performance at any and all three stages of learning: input, processing and output. At the input stage, anxiety acts like a filter preventing information from getting into the cognitive processing system. During the processing stage, speed and accuracy of learning can be influenced. At the output stage, the quality of second language communication can be affected by disrupting the retrieval of information. Affected time required to recognise words, ability to hold words in short-term memory, memory for grammar rules, ability to translate a paragraph, memory for new vocabulary items, time required to complete a test of vocabulary, retrieval of vocabulary from long-term memory, ability to repeat items in native language (L1) and second language (L2), ability to speak with an L2 accent, complexity of sentences spoken and fluency of speech. Students require more time to intake information and more time to achieve the same result as a student not experiencing language anxiety. A nervous student risks performing more poorly than a relaxed one.</p>

Table 3, the social causes and effects of FLA, shows the relation of the individual anxious learner with themselves and others. The learners suffering FLA will fear being judged by the teacher and other students, they will not be accurate in their interactions and this will create misunderstandings. In conversations, these interventions will be reduced as the anxious non-native speaker will feel less participative when using the L2.

Table 3. Social causes and effects, adapted from MacIntyre (2017, p.17&21).

Causes	Fear of being laughed at, being embarrassed and making a fool of oneself. A poor-quality accent. Misunderstanding communication or using incorrect words Cultural gaffes. Competitiveness. Frequency and quality of contact with native speakers.
Effects	Reduced linguistic self-confidence, a motivating influence for the language learner. In an environment where the second language is predominantly spoken, students experience higher apprehension in their native language. Anxious learners do not communicate as often as more relaxed learners.

These tables show the link between affective factors, cognitive factors and methodologies employed, and the social, academic and cognitive causes and effects that can be found in the FL classroom. FL teachers and learners should take into consideration these sensitive issues and address them with seriousness in the classroom. Researchers in the field have designed numerous instruments to measure FLA. In the next section, some of them will be introduced to the reader.

6. Measurement of Foreign Language Anxiety

LA was initially measured based on psychological criteria. Researchers needed to define the items that were normally ascribed to general anxiety and afterwards apply them to LA. Scovel (1978) focused on self-reported experiences of anxiety and by observing behavioural actions of people's performance when anxious. These measures were taken from psychology and “had little to do with language itself (MacIntyre,2017, p.12)”. Alpert and Haber (1960) designed two scales to measure anxiety, each measuring the already mentioned types: debilitating anxiety and facilitating anxiety. But the scales were proven “not to be correlating (median $r=-.37$)” (MacIntyre,2017, p.13). There were other scales, such as the Fear of Negative Evaluation Scale (FNES) by Watson & Friend (1969), the Test Anxiety Scale (TAS) by Sarason (1978), and the Personal Report of Communication Apprehension (PRCA) by McCroskey (1978) that led to the creation of others that would specialise in language anxiety.

Keeping chronological order, the State-Trait Inventory Scale created by Spielberger was designed in 1983, followed by Gardner's (1985), Horwitz's et al.(1986), and others. In the case of Gardner's Attitude Motivation Test Battery (AMTB)(1985), the scale included the socio-educational model of motivation, that was not about anxiety in itself but it proved that anxiety interferes with motivation to learn a language. Gardner also designed the French Classroom Anxiety and French Use Anxiety Scales. Once it was proven that “anxiety negatively affects performance in the second language” (MacIntyre & Gardner, 1991, p.103), research on the field adopted a more specialised approach (MacIntyre, 2017, p.14).

From this point onwards, FNES, TAS, and PRCA were compared to the one designed by Horwitz, Horwitz and Cope (1986) called Foreign Language Classroom Anxiety Scale (FLCAS), the most used instrument by far.

Although all of these studies were cross-sectional and mainly quantitative in design (tests, questionnaires, and scales), most recent researchers are using a “dynamic approach” (MacIntyre, 2017, p.23) and are carrying out longitudinal studies with pre-tests and post-tests alongside to adding other variables through demographic questions to the already existing scales towards creating a FLA profile. Only one instrument, a five-item scale designed by Gardner, Clement, Smythe, and Smythe (1979), was relevant to FLA but it was restricted in scope.

New studies are including variables such as age, gender, mother tongue (L1), age of onset in learning FL, the typological distance between L1 and FL, among others (Dewaele, 2017). The internal structure and characteristics of the one designed by Horwitz et al. (1986), named FLCAS, will be explained in the next section.

6.1. Foreign Language Classroom Anxiety Scale

Since the emergence of the FLCAS, which can be found in Appendix 1, as an instrument for measuring Foreign Language Classroom Anxiety (FLCA), lots of researchers have conducted empirical studies using it to find diverse variables (Aida, 1994; Elkhafaifi, 2005; Cheng *et al.*, 1999; Horwitz *et al.*, 1986; Saito *et al.*, 1999). The lines of research fluctuate from measuring the LA, in a general sense, on a specific skill (listening, writing, speaking, reading and interaction), to a more particular (individual) one, such as psychological

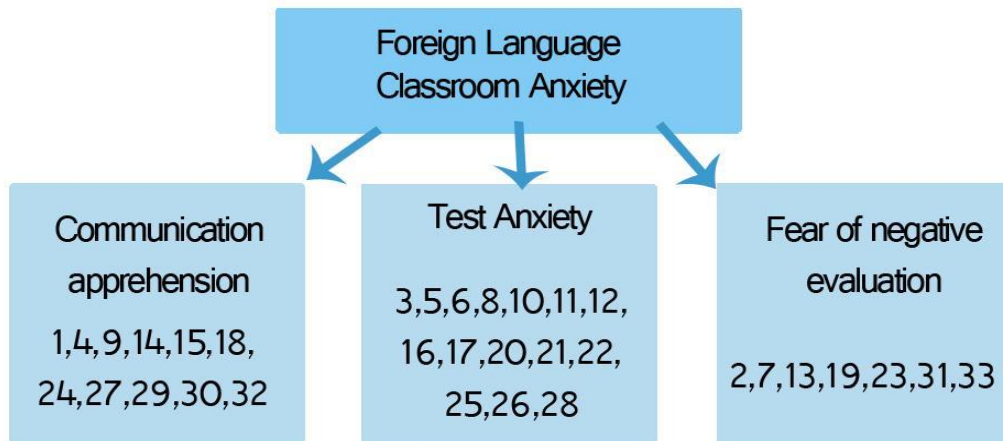
variables. Besides, the context of these studies is vast, having tested French as SL in Canadian students, Spanish as FL in Americans, English as FL in Spaniards, Japanese, Saudi Arabians, etcetera. Several studies have corroborated the reliability of FLCAS, showing an internal consistency of .93 in Alpha Cronbach (Horwitz, 2017, p. 36; Cronbach, 1951).

Although the test measures three types of anxiety, these do not exclusively define language anxiety, that stands on its own and it could take place in any setting related to language performance. There were some researchers that believed what composes LA was communication apprehension, test anxiety and fear of negative evaluation. Although these three are the foreign language performance anxieties involved in the FLCAS, they are not exclusive nor the only components of LA and they exist independently from each other. E.K. Horwitz (2017) needed to clarify it *On the Misreading of Horwitz, Horwitz and Cope (1986) and the Need to Balance Anxiety Research and the Experiences of Anxious Language Learners*. Since the publication of FLCAS, other researchers (i.e., Young, 1991, p.427) found six general sources of LA: the learner's personal (1) and interpersonal (2) anxiety as well as their beliefs about the language (3); the teacher's beliefs about the language teaching(4), instructor-learner interactions(5) and the instructional practice (6), meaning the classroom procedures and language testing.

These three components (communication apprehension, test anxiety and fear of negative evaluation) are not the only ones that can be measured in FLCAS, but they have been proven to be the most “fit” ones. The original model scales the 33 items as shown in Figure 1. The performance-oriented model has a Likert-like scale graded from 1 (Strongly Agree) to 5 (Strongly Disagree). The minimum score for the theoretical range that can be obtained in FLCAS is 33 and the maximum 165. The 33 items are sentences in which the three language performance anxieties are reflected, such as (item 7) *I keep thinking that the other students are better at languages than I am*, or (item 12) *In language class, I can get so nervous I forget things I know*.

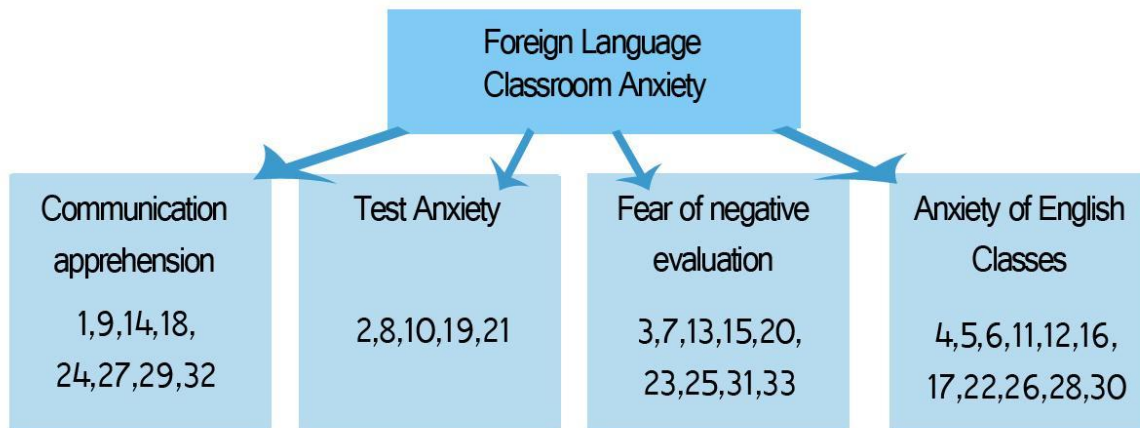
The two figures below show the distribution of the thirty-three items of the FLCAS according to each of the models used. The first figure shows the model used to measure Foreign Language Classroom Anxiety whereas the second one includes a fourth category, *Anxiety of English Classes*, and was employed with high school students (Zhao *et al.*, 2013).

Figure 1. FLCAS three-factor model.



This second distribution of the items (See Figure 2) was tested by Cao (2011) in his *Comparison of two models of Foreign Language Anxiety*. The findings show that the three-factor model proved to be the best fit for observations. For the purpose of this study, the four-factor model will be discarded.

Figure 2. FLCAS four-factor model.



Taking the three-factor model for the present study, the three distinctive categories can be defined as follows:

1) Communication Apprehension. This first factor of the three involved in FLCAS refers to the shyness experienced during oral communication. It appears in the mother tongue

as being frightened to speak in public spaces and it can be transferred to the FL, where the repertoire to produce the language is limited to the level of the learner and conditioned by its characteristics. In communication apprehension, the learner wonders whether their interlocutors are judging them when/while communicating. This fear can be linked to the variable of perfectionism (Gregersen & Horwitz, 2002) when learners focus more on not making errors than in improving the language. Communicatively apprehensive people will circumvent communication by avoiding to take part in interactions or even “cutting class to avoid anxiety situations, causing them to be left behind” (Aida, 1994).

2) Test Anxiety. This type is the most common in the FL classroom since the form of evaluation is frequently through tests and quizzes. It refers to the “unrealistic demands on themselves (learners) and (they) feel that anything less than a perfect test performance is a failure” (Horwitz et al. 1986, p.128). McCroskey (1977) describes it as “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons.”

3) Fear of Negative Evaluation. Is the “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986, p.128). When students’ performances are regularly evaluated by the teacher or by other students, the fear of negative evaluation will appear in learners’ who are concerned with their being criticized.

A summary of the main findings and the principal issues and suggestions which have arisen in FLA are provided in the next chapter, which compiles some of the empirical investigations that have used FLCAS as their main instrument.

7. Empirical studies on Foreign Language Anxiety

Many works have been extensively written about FLA and a similar amount of studies have been conducted to test the reliability of the instruments, to compare them or to create new lines of research that would be more accurate and precise in analysing the many factors and contexts involved in FLA (i.e., Aida, 1994; Cheng, 2004; Cao, 2011; Dewaele, 2013; Aydin,

2016; Tomaya & Yamazaki, 2018). Variables found to be influencing LA have been explored in several studies (Aida, 1994; Arnaiz-Castro & Guillén, 2013; Cheng *et al.*, 1999; Elkhafaifi, 2005, Tóth, 2008, among others). In this section, the most remarkable published works are introduced for the reader's understanding of the many branches that can fall under the scope of FLA/FLCA.

As explained in the previous section (p.19) the three-factor model (containing communication apprehension, test anxiety and fear of negative evaluation) and the four-factor model (the three-factors in addition to a fourth one namely fear of English classes) were compared in a study conducted by Cao in 2011, in which 300 students were administered the test. Cao confirmed the factors by using Confirmatory Factor Analysis (CFA), comparing the fit indices and the results showed that “the three-factor model had the best fit” (Cao, 2011, p.83), constructing foreign language classroom anxiety. Nevertheless, these two models (three- and four-factor) do not stand alone and other studies tried to identify other components that could be representative when the 33 FLCAS items are combined in a different manner.

Aida (1994) was the first researcher that used FLCAS with a non-western language. She administered the test to students of Japanese language to corroborate or dismiss the three factors that, initially, the scale measures. The findings show that the scale had four factors for this specific context, as we have already seen with the four-factor model by Cao (2011), although these are different: In this scale, the first factor was speech anxiety and fear of negative evaluation altogether. The second one is fear of failing, which is anxiety linked to the marks obtained, as seen with Arnaiz-Castro & Guillén (2013). The third factor is comfortableness in speaking with native Japanese speakers, as the items 14 and 32 stated (FLCAS items 14: *I would not be nervous speaking the foreign language with native speakers* & 32: *I would probably feel comfortable around native speakers of the foreign language*). The last factor found by Aida (1994) is negative attitudes toward a Japanese class. This study proves that the 33 items can be categorized differently in accordance with the researchers' purposes for their studies. The scale has been adapted, translated and the factors may differ from one study to another although the 33 items remain thereby unaffected.

Establishing the Japanese EFL learners as their setting, Toyama & Yamazaki (2018) also conducted a study that explored the “latent constructs” or factors of the scale. Besides,

they tested these constructs in two university groups with a total of 237 students. The two underlying components shown in the results were (1) “communication apprehension” and (2) “fear of failing” (Tomaya & Yamazaki, 2018).

Javid (2014) conducted his study with 216 Saudi EFL freshmen learners at Taif University and the results of FLCAS showed that their anxiety level was medium, having communication apprehension as the one outstanding from the four-factor model (the 4th factor included was English classroom anxiety). His sample responded that speaking without prior preparation is the most anxiety-provoking activity over speaking in class and with natives. His conclusions highlighted the relevant role played by the faculty members in creating “an anxiety-free language learning atmosphere in EFL classes” (p.188). Some suggestions he proposed were to exploit “appropriate teaching methodologies to ensure a friendly atmosphere” (p.188) and to encourage students to actively participate and “by sharing their likes and dislikes of the language learning process” (p.188).

In the study that Arnaiz-Castro & Guillén (2013) conducted, they examined and compared the feelings of anxiety experienced in the classroom. Their sample consisted of 200 university students of six different degrees. These students took subjects in English, either as an elective or as a requirement for their degrees. The authors used FLCAS to measure the students' anxiety levels and they came to three conclusions: (1) that all of the students suffered from average anxiety levels, (2) whether the subject is chosen or non-elective affects those levels, being the second most anxiety-provoking of the two, and (3) that the link between marks obtained and anxiety levels is stronger in those students whose English subject is a requirement for their degrees.

In the *New insights into Language Anxiety: Theory, Research and Educational Implications*, the authors (Gkonou, Daubney & Dewaele, eds., 2017) have gathered several empirical investigations that are of interest to the FLA researcher. Beginning with Şimşek & Dörnyei (2017), who took ownership of the term “anxious self”, the feelings of learners who said how they felt when affected by anxiety “in a somewhat detached manner, referring to an anxious persona that they were not fully in control of (p.100)” affected by anxiety were reported. In their study, they also classified three types of learners' facets: (1) the fighter that after having experienced debilitating anxiety “started to deal with their anxiety in a constructive manner” (p.61); (2) the quitter, learners who “became resigned to failure in

trying to overcome their anxiety” (p.62); and (3) the safe player, those learners who avoid “potentially negative events... by not initiating speech, avoiding eye contact, sitting at the back of the class or giving monosyllabic answers” (p.62). The authors concluded that these three facets provide a more refined knowledge of “how anxiety affects the learners’ performance” and offers “contextual conditions other than the traditional dichotomy of trait and state anxiety” (p.65). Another study of the psychological dimensions in FL (Gregersen & Horwitz 2002) proved that perfectionism is linked to FLCA, “as for language learners, the success of perfectionists is often impeded because they spend their energy avoiding mistakes rather than focusing on learning” (p.563). Dewaele (2017, p.87) confirmed and expanded the study and provided a list of variables linked to FLA. The list includes variables, such as age, gender, education level, age of onset in learning FL, intellectual ability, emotional intelligence, frequency of use of FL, self-worth, late in the chronology of acquisition of languages, and others that have been researched since 1999. As he explains, “on top of these complex interactions come other layers of socio-biographical, situational, and social variables, which could interact among themselves but also with a wide range of psychological variables” (Dewaele, 2017, p.444). Having reviewed the conceptual theoretical framework to have a clear understanding of the many variables and different processes of research in FLA, the approach that I have taken to conduct my own study is presented in the next part.

Part II

1. Foreign Language Classroom Anxiety on Adult Learners of English

1.1. Introduction

In language research, quantitative studies often tend to prove their point by using the most objective instruments. These are often closed-answer questionnaires with Likert-like scales consisting of a range of 5 points from the least (1) to the most (5) correspondent answer to the closed question, having a neutral answer (3). Other researchers will carry out a qualitative study, having as the main instrument a recorded and transcribed interview. Both methods provide reliable results, but researchers have to select the most suitable tool for their study. In my case, I have conducted what MacIntyre (2017) baptized as a dynamic approach, administering a questionnaire to the students and at the same time, interviewing their teachers. The interviews with the students' teachers would serve to confirm the results of the questionnaire.

This study is concerned with adults, as it is expected that at the Official School of Languages (Escuela oficial de idiomas, henceforth E.O.I.) students will be over 26 years old. In that sense, Horwitz et al. (1986, p.128) explained that “adults typically perceive themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. [...However...] any performance in the L2 is likely to challenge an individual's self-concept as a competent communicator and lead to reticence, self-consciousness, fear, or even panic.” They also “induced” that “adult language learners' self-perceptions of genuineness in presenting themselves to others may be threatened by the limited range of meaning and affect what can be deliberately communicated” (Horwitz et al., 1986, p.128).

The anxious FL learners are those students who appear less willing to take part in the learning activities, who are perceiving the FL learning process as an uncomfortable experience or those students who feel the pressure of the classroom to avoid mistakes. MacIntyre and Gardner (1991, p.112) described the anxious FL learner as “an individual who perceives the L2 as an uncomfortable experience, who withdraws from vocabulary participation, who feels social pressure not to make mistakes and who is less willing to try

uncertain or novel linguistic forms.” According to these characteristics, the foreign language adult learner can be identified by teachers who observe all these notions in their classes.

This study has two separate parts to distinguish between the quantitative study conducted with the students and the qualitative study, which involved interviewing the teachers. The following research questions were designed to guide each of the studies separately. Nevertheless, the general conclusions unify the two parts. In relation to the first part of the study, the research questions thought to be interesting to investigate were:

1. Do students of the Escuela Oficial de Idiomas (EOI) suffer language anxiety?
2. And if so, what type?

These two questions will guide the study to prove or dismiss the hypothesis that adult learners at EOI are expected to self-manage their emotions, that teachers and classroom environment and methodology employed contribute to reducing FLA levels and the sample will prove low levels or no signs of FLA. We will begin with the methodology and the results of the first part, the FLCAS and the demographic questions.

1.2. Research design

The type of research that I conducted is a mixture of quantitative and qualitative. To avoid mediating biases, data triangulation was necessary for this study. Using both methodologies allowed me to compare and contrast all the sources gathered. Here I will begin explaining the first part of the study, which is quantitative.

The first step that was taken was to request permission from the headmaster of the EOI by appointing a meeting to discuss the procedures if agreeing to give access to the school. During the meeting, the headmaster asked for a copy of the questionnaire and the questions to interview the teachers. The headmaster sent the information to the instructors who were teaching B2 level during the present academic year (2018-2019), and I was given permission to contact them through their institutional emails. Afterwards, the teachers who replied and agreed to participate in the study suggested the best schedule for them to be interviewed and to administer the questionnaire in their groups.

The source of information was primary since it was collected from the participants of the study. Since the data was collected in a single time period, it is considered a cross-sectional study. The instrument used was a questionnaire and it will be further developed in the section below named instruments. It can be as well considered as an analytical approach, as it was a Likert-like scale with closed questions that provided quantitative data. The data collection method was divided into two: The first one was a classroom-based collection. One of the teachers allowed me to administer the questionnaire on paper to her two groups while she was outside of the classroom in order to prevent any interference. The second one was to administer the questionnaire created using Google Forms through the learning platform Edmodo, where the other two teachers are in contact with their students. Besides, statistical and interpretative analyses were applied to the data collected.

1.3. Sample / Participants

The Escuela Oficial de Idiomas (EOI) was the learning centre selected to test anxiety in the participants, as this institution is widely spread throughout Spain and it is an accredited institution to test and certify the level of English as a Foreign Language in students. For the study to be conducted in a specific location, the EOI centre chosen was the one located in the city of Elche, where the researcher could access the students and teachers.

The level selected to measure the language anxiety of the students at this school was B2, according to the Common European Framework of Reference (CEFR). This decision was prompted by two conditions. The first one was the minimum level students needed to have to comprehend the questionnaire so that no adjustments or translations were needed. The second one was to discard elementary students who might not be familiar with learning languages, that is, students of a higher level are already familiar with the procedures of certifying a level of a language. The B2 group would validate and be more reliable in this particular case when testing anxiety on them. Besides, students from upper levels at this school are believed to have high education and belong to different professional fields, and by administering the test to a B2 level would provide a more heterogeneous sample. Furthermore, a B2 level is currently known to be as the required level for applying to most of the job offers.

The participants of this study were students from four different groups. Participant's privacy was assured to be preserved and all their responses remained anonymous. A total number of 66 people participated in the questionnaire, although the total number of students who officially were on the list of the class was 100. Although each group ideally has a total number of 25 people, only 72 out of 100 (4 groups of 25) assiduously attended the course. The teachers explained that some students had not attended the course since its beginning in September 2018 whereas other students had missed just the day in which I administered the questionnaire. Thus, 91.66% or 66 out of a possible 72 students took part in the study.

The sample consisted of 51 females (77.3%) and 15 males (22.7%). The age of the participants was uneven, having 1 person aged between 14 to 18 years old (1.5%), 8 people whose age was between 19 and 25 (12.3%), there were 24 participants (36.9%) from 26 until 35, but 32, the majority, were over 36 years old (49.2%). The division in these groups of ages was decided according to the educational system offered in Spain. The minimum age required to enrol in the Escuela Oficial de Idiomas (EOI) is 14 and there is no age limit. There was an option in the questionnaire for those who would have been over 68 years old, the legal age to retire in Spain, but nobody chose this option.

A significant amount of people from the sample had had higher education (42 out of 66) and their university degrees mainly belonged to the fields of Education or Health Sciences (teachers of primary and secondary education, nurses, doctors, veterinarians, psychologists...).

1.4. Instruments

To plan how anxiety could be measured, the literary review drove me to find the most often used questionnaire for this purpose: The Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope in 1986 (See section FLCAS, page...). There was only one adaptation to the instrument which is reversing the scale according to what is usual in the Spanish Culture. Therefore, numbers 1 and 5 were not from the highest score named *Strongly Agree* (1) and to the lowest, *Strongly Disagree* (5) respectively. On the contrary, the range was changed to have number 1 as *Strongly Disagree* and number 5 as *Strongly Agree*. Although this change was produced to adapt it to the culture's behaviour, the results were treated as reverse, as the original questionnaire was designed, inasmuch as

the results are measured by summing the scores of the 33 items. Moreover, there are some items that include reverse statements, such as “I never feel anxious...” and those were read as the literature review suggested, reversing the scale since they do not sum to the total score of anxiety.

In order to extract more information from the participants of the study, demographic questions were added to the FLCAS. The following table shows the final design of the questionnaire.

Figure 3. Demographic questions.

Please, complete the following items with your personal data before continuing with the questions.

Age:	<input type="checkbox"/> 16-18 <input type="checkbox"/> 36-67 <input type="checkbox"/> 19-25 <input type="checkbox"/> 68+ <input type="checkbox"/> 26-35	Sex:	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Other
Background studies or professional field:		Years studying English as a Foreign Language:	<input type="checkbox"/> Less than 3 <input type="checkbox"/> 7-9 <input type="checkbox"/> 4-6 <input type="checkbox"/> More than 10		
Why do you want/need a B2?	<input type="checkbox"/> <i>It is required at my current job.</i> <input type="checkbox"/> <i>I want to have better job opportunities.</i> <input type="checkbox"/> <i>Personal or social interests.</i> Other: _____				
Do you plan to continue studying English (C1/C2)?	<input type="checkbox"/> No. <input type="checkbox"/> Yes. Why? _____				
What is your mother tongue?	_____				
Do you speak other languages?	<input type="checkbox"/> No. <input type="checkbox"/> Yes. Which ones? _____				

Figure 4. Horwitz, Horwitz and Cope FLCAS (1986).

Please, respond to the following 33 questions by indicating the number that best describes your situation.

	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
1	I never feel quite sure of myself when I am speaking in my foreign language class.				1 2 3 4 5
2	I don't worry about making mistakes in language class.				1 2 3 4 5
3	I tremble when I know that I'm going to be called on in language class.				1 2 3 4 5
4	It frightens me when I don't understand what the teacher is saying in the foreign language.				1 2 3 4 5
5	It wouldn't bother me at all to take more foreign language classes.				1 2 3 4 5
6	During language class, I find myself thinking about things that have nothing to do with the course.				1 2 3 4 5
7	I keep thinking that the other students are better at languages than I am.				1 2 3 4 5
8	I am usually at ease during tests in my language class.				1 2 3 4 5
9	I start to panic when I have to speak without preparation in language class.				1 2 3 4 5
10	I worry about the consequences of failing my foreign language class.				1 2 3 4 5
11	I don't understand why some people get so upset over foreign language classes.				1 2 3 4 5
12	In language class, I can get so nervous I forget things I know.				1 2 3 4 5
13	It embarrasses me to volunteer answers in my language class.				1 2 3 4 5
14	I would not be nervous speaking the foreign language with native speakers.				1 2 3 4 5
15	I get upset when I don't understand what the teacher is correcting.				1 2 3 4 5
16	Even if I am well prepared for language class, I feel anxious about it.				1 2 3 4 5
17	I often feel like not going to my language class.				1 2 3 4 5
18	I feel confident when I speak in foreign language class.				1 2 3 4 5
19	I am afraid that my language teacher is ready to correct every mistake I make.				1 2 3 4 5
20	I can feel my heart pounding when I'm going to be called on in language class.				1 2 3 4 5
21	The more I study for a language test, the more confused I get.				1 2 3 4 5
22	I don't feel pressure to prepare very well for language class.				1 2 3 4 5
23	I always feel that the other students speak the foreign language better than I do.				1 2 3 4 5
24	I feel very self-conscious about speaking the foreign language in front of other students.				1 2 3 4 5
25	Language class moves so quickly I worry about getting left behind.				1 2 3 4 5
26	I feel more tense and nervous in my language class than in my other classes.				1 2 3 4 5
27	I get nervous and confused when I am speaking in my language class.				1 2 3 4 5
28	When I'm on my way to language class, I feel very sure and relaxed.				1 2 3 4 5
29	I get nervous when I don't understand every word the language teacher says.				1 2 3 4 5
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				1 2 3 4 5
31	I am afraid that the other students will laugh at me when I speak the foreign language.				1 2 3 4 5
32	I would probably feel comfortable around native speakers of the foreign language.				1 2 3 4 5
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.				1 2 3 4 5

(FLCAS by Horwitz, Horwitz & Cope, 1986)

Thank you for your collaboration.

1.5. Treatment of the data collected

Since the questionnaire was administered by two different means, by going to the class in person and by sharing the link on the school's learning platform, the data obtained were combined in a single place. All the questionnaires written on paper ($N=37$) were added to the questionnaire held in Google Forms so that the tables and graphs would reflect the total results ($N=66$). The statistical analyses included the answers to the demographic questions and the answers to the FLCAS questionnaire. Version 23 of SPSS was used to gather all the data.

Both the questionnaires and the interviews were treated separately until this point of the study, as for the results to be objective. Nevertheless, the interpretative analysis will be included in the results by contrasting the statistical data collected and the interviews with the teachers.

Inasmuch as the FLCAS is concerned, the 33 items were classified into the three groups that FLCAS reflects: communication apprehension, test anxiety and fear of negative evaluation. The mean score and standard deviation are shown in the results, as well as the tables and graphs with the demographic questions.

1.6. Results

Since the instruments used in this part of the study were two, FLCAS together with demographic questions, the results will be presented in the two sections below. The first one refers to the demographic questions added to the questionnaire. This section shows the answers to each question separately, as the results will be discussed in the discussion section, analysing and interpreting the results of the two sections together. The second section shows the answers to FLCAS.

1.6.1. Demographic questions

The demographic questions were added to the FLCAS, as found in longitudinal studies (or dynamic approach (MacIntyre, 2017)), in order to obtain external information that could contribute to and determine the results of the questionnaire. By asking the participants to answer these questions (See Part II, Figure 1 & 2) the results could be classified according

to some variables, which were gender, the field of study, age range, the relation of L2 and L1 or if participants know other languages (L2). Thus, here are the results and graphs presented.

The first item of the demographic questions was gender (Table 1). The respondents were 22,7% male ($N = 15$) and 77,3% female ($N = 51$). As it was predicted according to the context of the study, the majority of the respondents (86,4%) were adults over 26 years old, having only one person from 14 to 18 and 8 people from 19 to 25.

Table 4. Cross tabulation of age group and gender.

		Female / Male		Total
		Female	Male	
Age group	14-18	1	0	1
	19-25	7	1	8
	26-35	20	5	25
	36-67	23	9	32
Total		51	15	66

It was also expected that the respondents would have higher education (university degree). As indicated in Table 2, a total number of 44 (66,7%) had a degree either on the main fields of health sciences and education. The rest ($N = 22$) had low education ($N = 18$) or professional training ($N = 4$). This matches with the initial hypothesis that, although some students may show signs of FLA, the sample was a more mature, adult and at a B2 level, used to study English as FL.

Table 5. Level of formal education of the respondents.

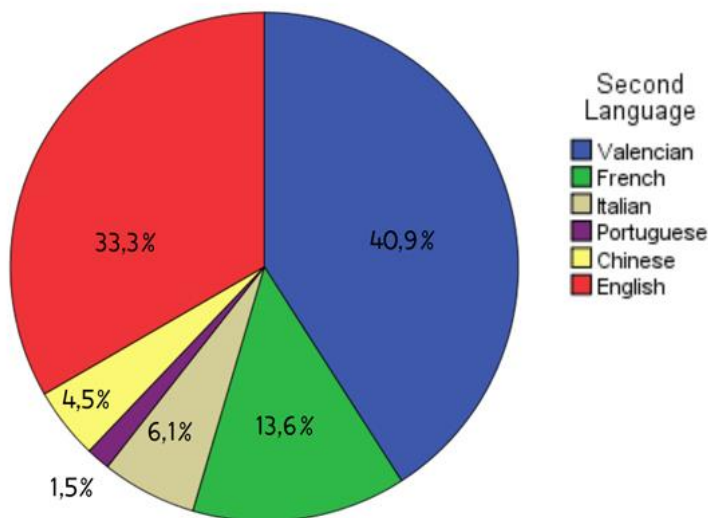
Education / Background		
		Frequency
Valid	basic education	18
	professional training	4
	University degree	44
	Total	66

The probability that the sample would not show anxiety was high, together with the fact that the context is not part of the formal education system in Spain. The official language

school offers language courses that may be required by the official education system (as a reinforcing source for students at high school, as a way of obtaining the certificate required by public universities, etc.). Thus, self-pressure was expected to be lower than what seminal works conducted with university students revealed. It should not be left aside the methodology that each teacher is employing.

In reference to the mother tongue of the participants, some works had shown that the linguistic distance is relevant in the learning process and affects the anxious FL learner (Dewaele, 2010). They answered Spanish (86,4%), Valencian (10,6%), Romanian and French (1'5% respectively). When the students were asked if they knew a Second or Foreign Language (Graph 1), almost half of them (40,9%, $N = 27$) considered Valencian as their SL², followed by English as FL by 33,3% ($N = 22$)³, French by 13,6% ($N = 9$), Italian by 6,1% ($N = 4$), Chinese by 4,5% ($N = 3$) and finally Portuguese by 1,5% ($N = 1$).

Graph 1. SL/FL spoken by the respondents.



The following question was in regards to the students' motivation to learn English (Table 3). Almost half of the respondents answered that their motivation was either *personal* or caused by *social interests* 48,5% ($N = 32$). It was followed by those whose motivation is to

² This study has been conducted in a region with two official languages, but it was not assumed that the respondents were bilingual, as their responses were either Spanish or Valencian. Thus the results are presented separately.

³ The respondents left the answer blank. The result must be taken as 100% of the respondents know English but only 33,3% of them do not know other languages besides it.

have better job opportunities 39,4% ($N = 26$). The third response, it is required at my current job, had the lowest proportion of respondents with 12,1% ($N = 8$).

Table 6. Motivation to learn EFL.

Why do you want or need a B2?			
		Frequency	Percent
Valid	Personal or social interests.	32	48,5
	I want to have better job opportunities	26	39,4
	It is required at my current job.	8	12,1
	Total	66	100,0

When the participants were asked if they plan to continue studying EFL, at the levels of C1 or C2, according to the CEFR, the majority ($N = 47$) answered that they would. Only 17 people indicated that B2 will be enough level of English for their personal and/or professional purposes, and 2 people left the answer blank.

Next table (Table 7) shows the majority of the participants ($N = 31$) who understood the question as the total amount of years studying EFL, with 47% of the sample. The participants who answered less than 3 years are supposedly referring to the number of years studying English at the EOI.

Table 7. Cross tabulation of years studying EFL and age group.

studying * Age group Crosstabulation

Count		Age group				Total
		14-18	19-25	26-35	36-67	
studying	Less than 3	0	0	1	2	3
	4-6	0	1	6	12	19
	7-9	1	2	3	7	13
	10 or more	0	5	15	11	31
Total		1	8	25	32	66

From the sample, three people (4,54%), one person aged from 26 to 35 and two people aged from 36 to 67, have been studying EFL for less than 3 years, meaning that it is the time that they presumably have been students at the EOI centre. Similar to this, 19 learners

(28,78%) have responded that they have been studying EFL from 4 to 6 years. These two results match with the organization of the academic years of the centre, which goes from A2 level (according to the CEFR) with two years (A2.1 & A2.2), a B1 level with another two years (B1.1 & B1.2) and a B2 level (B2.1 & B2.2). According to this classification, the sample tested would be at the 6th academic year of school, although whether the sample has been a student at the centre or derives from another levels or schools remains unknown. The rest ($N = 13$ or 19,69% and $N = 31$ or 47%), are assumably counting the total amount of years studying EFL. This could mean that they have counted all the courses in which English is being taught at the Spanish scholar system (from primary education). This can be seen in the only student from the sample that is aged from 14 to 18 and has stated that has been learning English for 7 to 9 years.

These results could otherwise be ambiguous if the cross tabulation would not have shown the correlation between years studying EFL and age group.

1.6.2. Foreign Language Classroom Anxiety Scale

The results of FLCAS were processed through the Statistical Package for Social Sciences (SPSS) in order to validate and show the reliability of the analysis. The scale has been divided into the three anxiety factors that it measures (Part I, 1.6 FLCAS). Having taken the 33 items to divide them into the three categories (communication apprehension, test anxiety, fear of negative evaluation), the results are going to be treated following that structure. As a key-reversed scale, the negatively worded items were given the reverse score (strongly agree = 1 and strongly disagree = 5). The items involved are 2, 5, 8, 11, 14, 18, 22, 28 & 32. In order to have a clearer view of the percentiles, the answers “Strongly agree” and “Agree” are forming a new cohort, as well as the answers “Strongly disagree” and “Disagree”. The middle answer was “Neither agree nor disagree” and will be mentioned when results are relevant.

Beginning with the first of the anxiety types, communication apprehension, the items involved were 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32. The first item, *I never feel quite sure of myself when I am speaking in my foreign language class*, shows that over half of the respondents (51,5% $N = 34$) agreed, indicating the learners' apprehension to communicate. This answer is corroborated with item 14, in which the group was divided equally (42,4%

agreed and 42,4% disagreed) leaving a 15,2% who did not incline the balance. The items 4, 15 & 29 refer to the relationship between teacher-student. In the three items the statements relate negative emotions ((4) It frightens me..., (15) I get upset..., (29) I get nervous...) to not understanding the teacher. The results of these three items show no communication apprehension anxiety between teacher-students. On item 29, more than half of the respondents (54,5%, $N=36$) answered that they do not get nervous if they do not understand every word the teacher says in the FL.

As far as communicating with natives, items 14 & 32, the same amount of people answered they will get nervous and they will not get nervous when speaking with natives. Only 15,2% ($N=10$) were inclined to neither of the options. In item 32 something similar happened. 43,9% disagree on being comfortable around native speakers, but on the other hand there are fewer respondents who agree (22,7%) and a third of the respondents do not agree nor disagree with the statement. Finally, to highlight from this section, on item 24, 33,3% ($N=22$) of the respondents answered that they do not feel self-conscious when speaking the language in front of other students. The remarkable data here is 40,9% ($N=27$) who did not agree nor disagree with the statement, results that represent a number of possibly 'indecisive' people that, in certain situations, could agree, increasing the initial amount of 33,3% of those who agree.

The following table shows the mean score⁴ and the standard deviation of the items that belong to communication apprehension.

⁴ The reverse FLCAS: 1 strongly disagree - 2 disagree - 3 neither agree nor disagree - 4 agree - 5 strongly agree.

Table 8. FLCAS results for Communication Apprehension.

No	Questionnaire items	N	Mean	SD
1	I never feel quite sure of myself when I am speaking in my foreign language class.	66	3,38	1,106
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	66	2,56	1,139
9	I start to panic when I have to speak without preparation in language class.	66	3,18	1,136
14	I would not be nervous speaking the foreign language with native speakers.	66	3,05	1,246
15	I get upset when I don't understand what the teacher is correcting.	66	2,85	1,011
18	I feel confident when I speak in foreign language class.	66	2,76	1,068
24	I feel very self-conscious about speaking the foreign language in front of other students.	66	2,91	,956
27	I get nervous and confused when I am speaking in my language class.	66	3,11	1,083
29	I get nervous when I don't understand every word the language teacher says.	66	2,58	1,009
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	66	3,08	1,057
32	I would probably feel comfortable around native speakers of the foreign language	66	3,17	1,032

Regarding test anxiety, the items were 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28. The results in this section are greater than in the previous one. Item 12, *In language class, I can get so nervous I forget things I know*, has 62,1% of people agreeing with the statement.

Table 9. Percentage of item 12 of FLCAS.

Flcas q12 In language class, I can get so nervous I forget things I know.

		Frequency	Percent
Valid	Strongly Disagree	2	3,0
	Disagree	10	15,2
	Neither agree nor disagree	13	19,7
	Agree	32	48,5
	Strongly Agree	9	13,6
	Total	66	100,0

It is a positive indication of test anxiety, although other items (5, 17, 21, 25) have shown show other results. In item 16, 46,9% voted that they do not feel anxious if they are not well prepared for language class and 33,4% do feel anxious without preparation. The

same amount, 33,3%, answered that they feel pressure to prepare for language class (item 22). Almost half of the sample have trembled (46,9%) and have felt their hearts pounding (45,5%) when they are going to be called on in language class (item 3 & 20). Over half of the respondents (56%) do not feel sure and relaxed going to language class (item 28) and but they do not feel like skipping language class (item 17, 66,7%) and they would attend more classes (item 5, 59%).

On the one hand, on items 8, 10, 11, the percentiles are high. The first indicates that the learners are not (44%) *usually at ease during tests in their language class*. The second item has half of the group who stated that they worry about the consequences of failing their foreign language class. The last, item 11, with 42,4%, respondents indicated that they disagree with *I don't understand why some people get so upset over foreign language classes*.

On the other hand, the total number of 63,6% ($N = 42$) deny thinking about other things during the EFL class on item 6, indicating that they are focused on the content of the class. Besides, on item 21, 69,7% ($N = 46$) indicated that they do not get confused when they study more.

Table 10. FLCAS results for Test Anxiety.

No	Questionnaire items	N	Mean	SD
3	I tremble when I know that I'm going to be called on in language class.	66	3,23	1,148
5	It wouldn't bother me at all to take more foreign language classes.	66	3,61	1,162
6	During language class, I find myself thinking about things that have nothing to do with the course.	66	2,20	1,126
8	I am usually at ease during tests in my language class.	66	3,21	1,045
10	I worry about the consequences of failing my foreign language class.	66	3,35	1,143
11	I don't understand why some people get so upset over foreign language classes.	66	3,17	1,184
12	In language class, I can get so nervous I forget things I know.	66	3,55	1,010
16	Even if I am well prepared for language class, I feel anxious about it.	66	2,82	1,176
17	I often feel like not going to my language class.	66	2,27	1,171
20	I can feel my heart pounding when I'm going to be called on in language class.	66	3,03	1,189
21	The more I study for a language test, the more confused I get.	66	2,24	1,190
22	I don't feel pressure to prepare very well for language class.	66	2,91	1,160
25	Language class moves so quickly I worry about getting left behind.	66	2,85	1,140
26	I feel more tense and nervous in my language class than in my other classes.	66	2,61	1,108
28	When I'm on my way to language class, I feel very sure and relaxed.	66	3,53	,898

Finally, 2, 7, 13, 19, 23, 31, 33 were the items referring to fear of negative evaluation. In the first item (2), 45,5% of the respondents are not worried about making mistakes in the language class, although almost one third (30,3%) are. The next two items (7 & 23) referred to the relationship between student-student and had similar statements. The results on both items match in terms of the mean score (3,27). In number 7, 44% ($N = 29$) think others are better at languages than themselves, whereas in 23 there is a difference of 1,5%, having 45,5% ($N = 30$) answering they are afraid others will be better than themselves. Results on item 13 show that 40,9% ($N = 27$) feel embarrassed to volunteer answers in their language class even when 69,7% responded that they are not afraid that other students will laugh at them when they speak the foreign language (item 31). The last two items, 19 and 33 are in association with the teacher-student relationship. The first one (19) obtained a total of 65,2% of the respondents who are not afraid of the teacher correcting their mistakes. Lastly, 48,5% get nervous when the teacher asks them without preparation.

Table 11. FLCAS results for Fear of Negative Evaluation.

No	Questionnaire items	N	Mean	SD
2	I don't worry about making mistakes in language class.	66	2,86	1,201
7	I keep thinking that the other students are better at languages than I am.	66	3,27	1,144
13	It embarrasses me to volunteer answers in my language class.	66	3,03	1,109
19	I am afraid that my language teacher is ready to correct every mistake I make.	66	2,29	1,147
23	I always feel that the other students speak the foreign language better than I do.	66	3,27	1,184
31	I am afraid that the other students will laugh at me when I speak the foreign language.	66	2,12	1,060
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	66	3,30	,976

Table 12 shows the mean score obtained in FLCAS. The scale goes from a minimum of 33 (the number of items multiplied by the lowest number of the Likert scale = 33) which would indicate no FL anxiety and a maximum of 165 (the items (33) multiplied by the highest number of the Likert scale (5) = 165), which indicates high FLA. The mean score of the scale is 99 and the mean of the sample is 97,32. This last number indicates that the FLA perceived from this particular sample is medium.

Table 12. Scale's statistics from SPSS.

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
97,32	139,513	11,812	33

These results are going to be discussed together with the demographic questions and the interviews, which are going to be introduced in the following section.

2. Foreign Language Anxiety: Teachers' perspective

2.1. Introduction

The second part of the study that I conducted concerned the teachers of the centre. The first part dealt with the quantitative study and the data was collected through administering the FLCAS questionnaire. In this second part, a qualitative study was conducted, the teachers were interviewed so as to ascertain the results from the students' responses to the FLCAS and to discover their degree of concern and knowledge on this matter.

The research questions related to this part of the study were:

1. Are teachers aware of affective factors, such as anxiety, in their students/classrooms?
2. Are teachers using strategies/tools/approaches to alleviate students' anxiety (in relation to affect)?

The initial hypothesis of this study was that students suffering from language anxiety will be more likely to be those who abandon and drop out of the FL courses. Besides, it was foreseeable that teachers would not be specifically trained on affect-related factors.

As it has been explained in the theoretical framework, affective factors have an impact on the learning process, a fact that leads me to ask whether teachers were aware of it and to discover if they were making use of the strategies or tools to help students in the learning experience. It is also necessary to say that affective factors determine the learning style of each student. It was, therefore, convenient to know the teachers' approach to this matter. In order to answer this conundrum, the interview questions were prepared as explained in the next section.

2.2. Methodology

The questions for the interviews were prepared to take into account the mentioned research questions. After deciding which questions were going to be more relevant to this study, and taking into consideration the first part of the study that was going to be conducted with the

students, the final version was ready. It was a six questions interview that resulted in a semi-structured interview when performed. The approach was similar to the previous one performed with the FLCAS after receiving permission from the headmaster. The procedure began by arranging a meeting with those who were willing to participate in the study. The total number of teachers that participated were 3 out of the 5 instructors teaching B2 level at EOI. The interviews took place at the school. The three of them were independent, on different days, and lasted less than one hour each. Their anonymity was assured to be preserved as well and they gave their consent for the interview to be recorded. The interviews were manually transcribed since some online resources (i.e. sonix.ai) had limited time and errors in the transcriptions. Besides recording each interview, some notes were taken in order to collect other thoughts of the researcher without interrupting the interview. Every extra comment or question that came up will be explained in the key list of the interviews (Appendix 3).

2.3. Sample

The first interview (of Teacher A onwards) was agreed to be on April the 11th, 2019 at 8 pm. He was a young man that was in charge of one group of the B2 level of English and was also teaching other levels of the same language at the centre. His professional training included a degree in translation and interpreting, in which he studied two other languages besides English-Spanish, German and Chinese. He also did two postgraduate studies, a master in secondary teaching in languages by the University Miguel Hernández, a title that is required in the Spanish territory to work at any public institutions (these include language schools as well as adult schools and high schools). His second master's degree was a multimedia translation at the University of Vigo. He also did courses with CEFIRE (Centro de Formación, Innovación y Recursos Educativos), targeted to improve the teachers' level in the FL (C2 level) and training sessions on the levels of the Common European Framework of Reference (CEFR).

The second teacher (Teacher B henceforth), who was interviewed on April the 12th, 2019 at 10 am, was a young female. She had two groups of B2 level of English in addition to the other two groups of other levels. She also studied translation and interpretation in

English, as Teacher A, in fact, they were classmates during the major. She had another degree in drama, in musical theatre. Her teacher training also included the “Master in secondary school teaching in languages, the required master to take state exams.” and many courses to keep a C2 training and courses on mediation and negotiation of meaning, as new skills recently implanted in the curricula of the EOI.

The third interview (Teacher C) was on April the 16th, 2019 at 6 pm. She was the only native speaker of the centre, in her 50s and had one group of B2 level and the rest of her groups were C2 level. Her teacher training was slightly different for obvious reasons. She has a Bachelor in languages and political studies. She took the CELTA course to become an English teacher in Spain, and afterwards, she took the DELTA. At the time it did not exist the Master in secondary teaching in languages, but the equivalent was CAP, a three-month course. And then she became an English Teacher at EOI. In this case, she has not taken CEFIRE courses but rather she has taught some of them, mainly of C2 level, as well as being a member of the board of the general counsel who decides the certifying exams' content.

2.4. Instrument

The instrument used was a semi-structured interview, meaning that there were six questions prepared in advance, but during the process of interviewing the teachers, there was room for other questions that arose and that were added *in situ*. Here are the questions that were prepared beforehand and the reader will find all the additional information obtained in the transcriptions (See annex 1).

- Questions 1 & 2

The first two questions were designed to know the teachers' background and professional training. The first one, *what did you study / what was your professional training*, including a short description of what was being requested, i.e. degree, masters programmes, PhD, courses at CEFIRE, among others. The second question related to the professional training of the teachers interviewed for this study to know whether they received any training on affective factors, emotional intelligence or psychological features. Although anxiety has been categorized in this study inside the affective factors of individual learners, it has been

proven to have an important role in other fields such as psychology and emotional intelligence.

- Question 3

The third question tried to identify the teachers' level of awareness on affective factors in their classrooms, previously explaining that they could include anxiety, self-esteem, motivation or attitude besides the three types of anxiety (communicative apprehension, fear of negative evaluation and test anxiety). The question would directly relate to the third research question: *Are teachers aware of affective factors, such as anxiety, in their students/classrooms?* The last research question, *are teachers using strategies/tools/approaches to alleviate students' anxiety (in relation to affect)?* would be answered with the second part of the third question of the interview. After having asked the teachers about their level of awareness, they were asked to explain if they used any strategies in class to cope with anxiety or to help students to deal with stress-provoking situations.

- Question 4

The literary review revealed that most of the language anxiety was related to the four skills, being oral expression the highest stress-provoking. The “speaking” (as the oral expression side of any certifying exam) is believed to be the hardest skill (to achieve) for the Spanish learners of FL. With this fourth question, my aim was to review and corroborate or discard other researchers' findings, applying it to the particular context that I studied. The question was *What kind of activities or situations do you think can produce or increase anxiety in your students?*

- Question 5

Question was: *From your teaching experience, do you think anxiety has played a substantial role in the failure or abandonment of a foreign language course (English and the certifying exam, in this case)?* The initial hypothesis of this study is displayed in this question. The possible relationship between failure, or not achieving self-perfection in language performance, and abandonment, with problems that could possibly derive from language anxiety, is an issue to be further explored if proven to be true. The sense of abandonment

here refers to the educational system as well. This school is not mandatory although the certificate obtained could be a requirement for other educational systems (i.e. it is required a B1 Level of English to graduate from any degree at any university of Spain. Students can obtain it through the EOI as well as by taking a number of ECTS in the target language). The number of job offers that demand a certificate from this school continues to increase and candidates who possess it are highly appreciated.

- Question 6

If you did not receive any training on affective factors, what is your opinion; Do you think affective factors on Second Language Acquisition should be included in teacher training? The last question was designed to shed some light on future research, to improve teacher training by introducing affect-related factors if they were not already included in the curricula. Also to discover to what extent are teachers trained in relatively emerging topics/issues such as emotional intelligence or affective factors in the classroom.

It is worth mentioning that in this type of schools, the course book is the same for all the groups at each level and teachers are encouraged to follow the same methodology and make use of the virtual platform (Moodle) and the digital board. This could influence how they are responding to the awareness of the students' affective factors, but it will be discussed in the general conclusions.

2.5. Treatment of the data collected

The interviews were recorded with a mobile phone and the audiotapes were extracted from it and saved in a file on a laptop. The transcription was made by hand and each word has been written verbatim. There were some literal transcriptions, as the teachers had a specific accent or emphasized a word in a particular manner. A key list to understand all the symbols has been added to the Annexes section.

After reviewing the results of the FLCAS, the interviews were re-read. In the next section, the analysis of the interviews will be discussed.

2.6. Results

The results of the interviews are here displayed following the order of the questions that were prepared for the interviews. The responses here presented are going to be treated as informative results and will be further analysed in the discussion section.

The first question has been explained in section 2.3. Sample (p. 43), where the three teachers' professional formation has been introduced. Two of the three teachers had similar professional training to become teachers at EOI. The third one had a different training but the three of them coincided in lack of professional training regarding affective factors. The three of them supplemented their training with CEFIRE courses and the CELTA and DELTA in the case of Teacher C.

In so far as the second question regarded, teachers had some knowledge on affective factors gained from their working experience although they did not receive specific training. In the case of Teacher A and C, they both acquired some notions by exchanging experience with work colleagues. Teacher B has experienced herself what has been categorized as general anxiety and she has been to therapists, what might have helped her to introduce some of the psychological techniques she had learned in the foreign language classroom.

The third question of the interviews (*Are you aware of affective factors in Second Language Acquisition in your B2 groups?*) that corresponds to the third research question *Are teachers aware of affective factors, such as anxiety, in their students/classrooms?* was responded affirmatively by the interviewees whose main concern is motivation. As teacher A explained, *actualmente estoy como muy atento a todos esos factores. Como que me importa mucho que el alumno venga motivado, que el alumno venga contento, que el alumno esté a gusto en clase.* And Teacher B, also in line with motivation, added "I have like one motto which is: make students shine." With a different view, Teacher C indicated that:

I do think it's important that they, that they may try to overcome this shyness because you know that's the way the language is, by, by it. But I think I am sensitive to, to this. And motivation... Well, in B2 I think that a lot of people lose motivation because I think it's that there's more extrinsic motivation and they just like to get the certification.

Teacher C.

The response to question number four could have been predicted by the context. The EOI prepares learners throughout an annual course for the certifying exams. The anxiety-provoking activities are said to be those that refer to the exam. The most anxiety-provoking activity, according to Teacher C, is aural comprehension. She added that, from her experience, the listening task is even harder when the learner is older. Teachers B and A agree on speaking as the activity that arises more anxiety, having the monologue practice as the most anxiety-provoking task. As teacher A explains, because “*el monólogo es muy difícil de hacer y que el diálogo es más difícil de controlar.*”

When the interviewees were asked about the possible relation between foreign language anxiety and its role in the failure or abandonment of a foreign language course they responded that it could be a factor, but not the only one. Some learners that have dropped out from the course had other personal matters. Therefore, it cannot be established that FLA is an isolated factor for abandonment. In the case of the certifying exams, Teacher A estimates that about 95% of the times he heard of learners not attending the final exam, he could convince them to do so.

Muchas veces se han dado cuenta de que no era para tanto y han aprobado la certificación. Otras veces, han confirmado lo que yo ya sabía, pero al menos han venido después y me han dicho: menos mal que lo he hecho, ahora ya sé lo que es.

Teacher A.

As Teacher C stated, “people abandon for many different reasons,” some of which can be linked to language anxiety, “but not necessarily”, bearing in mind that the learners of this centre are adults with responsibilities in their private lives. Teacher B related the learners’ resilience with their abandoning the course.

But there's another side of it which is the anxiety, the emotional factor, the fact that sometimes we teachers don't know how to deal with these things how to help a person... Or sometimes I get the feeling that we have at the beginning of the academic year we have too many students in class and it's impossible to pay individual attention to each of them. So some things go unnoticed and suddenly realize that (...) you've missed a student. Someone has left and that's

something very painful for me, but it happens sometimes (...) And you know that person could have stayed and so yeah...

Teacher B.

The answers to the last question, *do you think affective factors on Second Language Acquisition should be included in the teacher training*, could not be more categorical. The three teachers went as far as stipulating at what level the affective factors could be taught. In the case of a degree in English Studies, Teacher A stated that affective factors and emotional intelligence could be included in the subjects related to didactics and applied linguistics. He added that it should be implemented at any educational level: “incluso pienso que la educación emocional se debería introducir en secundaria, primaria, y demás.” Teacher B also shared the same view of courses being taught at undergraduate levels, adding that it should be in “The ones (subjects) connected with methodology, with teaching... and then in masters, it should be a must.” In relation to the masters that enables to exercise teaching professionally, Teacher A claims that the first thing that should be done to improve it is to include education for adults, the masters “se centra sobretodo pues en la etapa adolescente, en institutos. Pese a que, aquí (masters in teaching) también hay profesores de formación profesional y de escuelas oficiales de idiomas y de arte, que suelen ser gente adulta (these teachers’ student body).” and the second thing is to include the factors mentioned here, “y luego, dentro de educación para adultos pues eso, factores, factores emocionales y factores afectivos pero a tope.” What can be extracted from the interviews in relation to this matters is that “adults’ education has been neglected” (Teacher B & C) and people with special needs and handicapped too (Teacher A).

We have people who've got Asperger's. We're not trained (on) how to deal with these people. And if you have an Asperger's (laughs) in your class, I mean anxiety is maximum, just social interaction is causes anxiety and a lot of psychiatrists, psychologists seem to recommend learning languages as a way of helping people (laughs). But I don't know to what extent it does.

Teacher C.

Teacher B positioned herself as a student and regarding the inclusion of affective factors to the master's programme she mentioned that:

They should. Definitely. And I think from the beginning and even when you are as a second language student or foreign language student, you should be made aware of the affective factors. Right. So that you get to know what's going on with yourself as a student. And that would promote autonomous learning and self-regulation that will help you.

Teacher B

The fourth and last research question was *Are teachers using strategies/tools/approaches to alleviate students' anxiety (in relation to affect)?* Section 4, Anxiety-reducing strategies, brings together the interviewed teachers' responses in relation to what they do or could do to reduce students' anxiety.

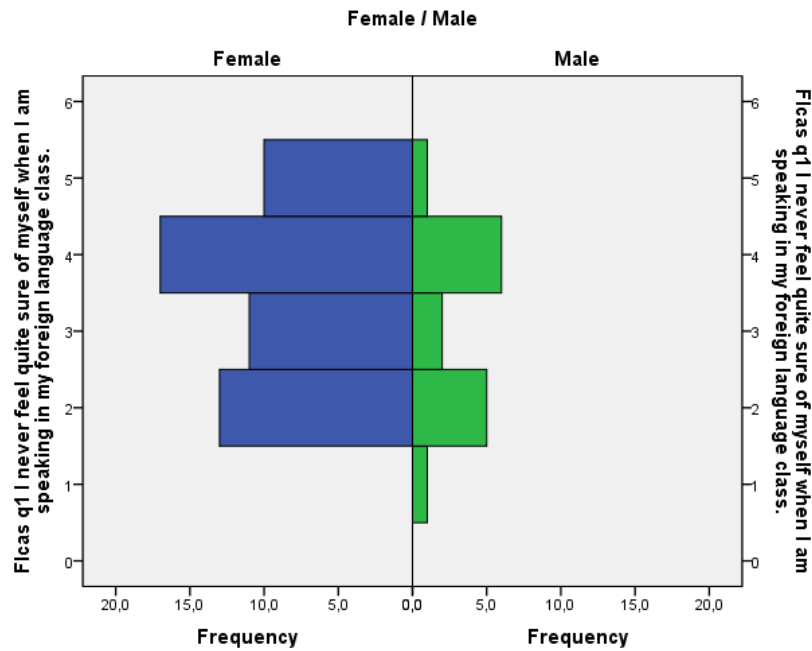
3. Discussion

After reviewing all the data collected, from the two sources which were the questionnaire administered to the students with added questions to know the students' profile and the interviews to three teachers at EOI, we can conclude that the level of anxiety the students at a B2 level (according to CEFR) in the mentioned context of certifying EFL was medium (Mean score on FLCAS = 97,32). Test anxiety was the specific anxiety of the three tested (communication apprehension, test anxiety and fear of negative evaluation) that registered the higher scores on items 3, 10, 11, 12, 20. In the case of items 3 and 20, *I tremble when I know I am going to be called on in class* and *I can feel my heart pounding when I am going to be called on in language class*, Teacher B said that one of her strategies to reduce anxiety was to not follow the list of names or any specific order of rows so that students do not expect to be the next ones, being one of her strategies to reduce anxiety.

The variable gender shows no determined correlation between the individuals surveyed and the items. In Graph 2 below, item 1 is given as an example. On the left side with blue colour are the bars showing the number of females ($N = 51$) that responded (10 females who voted strongly agree, 17 for agree, 11 for neither agree nor disagree, 13 for disagree and non for strongly disagree). On the left side with green colour are the number of

males ($N = 15$) that answered (1 male who voted strongly agree, 6 who agreed, 3 that neither agree nor disagree, 2 that disagreed and 1 who strongly disagreed). The bars are correlated, having similar percentages of respondents in each point of the scale (from 1 to 5).

Graph 2. Cross tabulation of variable gender * item 1, FLCAS score (1 -5) and the number of voters.



The survey showed that the most predominant type of anxiety is state anxiety. Yet the interviewed teachers believed that their students showed signs of situation-specific anxiety since, from their perspective, the activities to prepare the certifying exam were the most anxiety-provoking ones.

Item 12 was set as an example due to its high score, having 41 people who responded that they agree and strongly agree with the statement *In language class, I can get so nervous I forget things I know*. The number of years studying EFL is one such variable that stealthily affects the learning process. As seen in Table 9, 20 people of those 41 who agreed with the statement have also been studying English for ten or more years. The long-term implications of FLA are unknown, although this result may suggest that learners who have not overcome

anxiety throughout their learning process may have worse performance despite their experience in learning a FL.

Table 13. Cross tabulation of variable years studying EFL * item 12.

Count		studying				Total
		Less than 3	4-6	7-9	10 or more	
Ficas q12 In language class, I can get so nervous I forget things I know.	Strongly Disagree	1	0	1	0	2
	Disagree	0	3	1	6	10
	Neither agree nor disagree	1	5	2	5	13
	Agree	1	8	6	17	32
	Strongly Agree	0	3	3	3	9
Total		3	19	13	31	66

Regarding their motivation, it has been shown to be extrinsic for 36 people and intrinsic for 32. When cross tabulating this answer with the variable educational background, there is no determining correlation that would imply that each variable affects the learner in this specific context. Therefore, the field of study or level of education (basic/professional training/university degree) were not determining a correlation with their motivation. Other studies match with the negative results of educational background as a variable linked to FLA (Dewaele, 2002, 2013).

The data that alludes to the mother tongue and the second language has been here presented but it has not been further explored. The one aspect that needs to be clarified is that those respondents who answered in their mother tongue Valencian (10,6%) did not consider as their second language Spanish and thus results on the variable second language does not include that language. Besides, some Spanish respondents (33,3%) did not answer this question, assuming that their only second language was English, although this figure could have been also included in the Valencian group. That percentage of respondents cannot be ensured to belong to either of the groups.

I cannot draw conclusions on the number of students that abandon the course since its beginning in September until the time when I conducted my study in March. Hence, the relation of the number of students that began on the lists (100) and the number of the students that responded to the questionnaire ($n = 66$) can only be commented on the words of the teachers interviewed. Their view is that anxiety is not the only factor that prompts students

to withdraw, even if it is accompanied by a lack of motivation. Since the majority of students at this centre are adults, it is expected that responsibilities, work schedules, daily events or private life events will almost certainly influence to a higher degree than anxiety does.

Before reaching to the conclusions, the following section provides anxiety-reducing strategies elicited from the interviewed teachers' experience and the literature review.

4. Pedagogical implications: Anxiety-reducing strategies

The majority of the authors consulted in the literature review agreed on the need of educating in affective factors as a possible solution to some learning problems. When teachers take into account FLA, by noticing their causes and seeing their effects on students' performances, they can make use of anxiety-reducing strategies. As stated by E. Horwitz (2017, p.38), "perhaps anxiety could also be lessened by helping students approach second language communication more realistically or simply to see the goal as getting past the mistake and continuing to talk." Even though teachers could help to reduce FLA, the burden is on the learners' shoulders. Their personality, motivation, cultural knowledge, social context, educational background, cognitive aspects and psychological features will contribute to their performance in the FL and the results will be constrained by these. However, the number of strategies available that alleviate anxiety is increasing. Some of those strategies proposed by the interviewed teachers are displayed below.

Teacher A Create a comfortable atmosphere in the EFL classroom.
Sympathize with students:
 The first days of class, I am nervous too as a teacher. (normalize the situation).
 Presenting the learning process as it is, avoid "fake" motivation (i.e.: it is easy when it is not). "It is hard but I've been through that. You can do it too."
Use of humour in class.
Use of Spanish when defining a term (a fourth time) does not work.
Avoid "forcing" or demanding in a negative way.
Normalize the error. Involve the class (reducing the fear of being laughed at).
Predict errors. (anticipate the error for correcting or avoiding it. i.e. Reading aloud a word unheard before, provide pronunciation).
Feedback:

Highlight the correct use of the FL made by students.

Attention span:

Interactive, dynamic and short activities (20' maximum) to break the monotony.

Prepare in advance:

Present the same layout of the final certifying exam.

Practice in class with mock exams.

Motivate students to try again, repeat, etcetera.

Teacher B

Feedback:

Highlight the correct use of the FL made by students.

Sending motivating and encouraging messages through the learning platform when a student is stuck with something.

Don't ask directly to a particularly shy student:

Create an atmosphere where students feel the willingness to communicate.

Use of interpersonal space:

Going around the class brings students the opportunity to ask things they do not feel sure enough to ask in front of the rest.

Teacher C

Reducing the focus on the learner:

If the student is reluctant to comment (due to shyness) ask other learners' opinions and come back again to the same person.

Feedback:

Highlight skills a learner is good at to encourage them to improve other skills.

Be a learner yourself:

Use the same strategies that worked for yourself during your language learning process.

Adopt those that work for other learning styles.

Following, other strategies found in the literature review are exposed. The instructions to follow proposed by Horwitz et al. (1986, p.131) were two: (1) Teachers can help students to learn to cope with anxiety-provoking situations or (2) they can make the learning context less stressful. Either way, the teacher's ability to identify an anxious learner is crucial.

Oxford (1999, p.67) suggests a list of useful strategies for teachers to reduce FL learners' anxiety, some of the recommendations listed are:

- Help students understand that language anxiety episodes can be transient (state anxiety) and do not inevitably develop into a lasting problem (trait anxiety).
- Boost the self-esteem and self-confidence of students for whom language anxiety has already become a long-term trait by providing multiple opportunities for classroom success in the language.
- Give students permission to use the language with less than perfect performance.
- Encourage students to relax through music, laughter or games.
- Use fair tests with unambiguous, familiar item types.
- Provide activities that address varied learning styles and strategies in the classroom.
- Help students practice positive self-talk self-encouragement and cognitive reframing of negative or irrational ideas.

Oxford, 1999, p.67.

Horwitz (2017, p.42-43) also provides some recommendations for teachers whose students suffer FLA:

- Acknowledging students' discomfort. Many students are relieved to learn that they are not the only ones experiencing anxiety.
- Help students develop more realistic expectations for language learning.
- Use humour and games to distract attention away from individual speakers.
- Use small-group and pair activities rather than whole-class activities.

When using cooperative language learning, teachers can give students the “time to think, opportunities to rehearse and receive feedback, and the greater likelihood of success reduce anxiety and can result in increased participation and language learning” (Crandall, 1999, p.233). Crandall (1999, p.226-245), also gives full descriptions to other measures that teachers can take, such as promoting interaction, providing comprehensive input and output, increasing self-confidence and self-esteem, increasing motivation, types of activities that boost autonomous learning, etcetera., to deal with affective factors in a cooperative language learning class. Javid (2014) also provides some recommendations for the faculty members where his study was conducted that could be applied to other academic settings. These were his suggestions:

It is also extremely important to consider students' interest and capacity while selecting topic and teaching pace so that students' motivation is ensured. Exploitation of students' acquired knowledge and their personal interests especially for their oral practice will be quite beneficial because it helps minimizing their inhibition and maximizing their motivation and participation.

(Javid, 2014, p.188)

Gkonou (1999, p.141) carried out an investigation using a learner diary, where students wrote about their EFL lessons. She gave some prompts to write their diaries. For example, "What is the most/least anxiety-provoking aspect of the lesson?" These learning portfolios are another technique on the rise. Whenever teachers make use of these strategies, learners will likely see their level of anxiety reduced and even fully overcome it. In the meantime, teachers could keep in mind that

the resulting poor test performance and inability to perform in class can contribute to a teacher's inaccurate assessment that the student lacks either some necessary aptitude for learning a language or sufficient motivation to do the necessary work for a good performance.

(Horwitz, Horwitz & Cope, 1986, p.127)

Nevertheless, learners also need to bear in mind that "language teachers are not mental health professionals" (Horwitz, 2017, p.38) and in the case of learners suffering severe anxiety, to seek outside help from learning specialists, therapists and psychologists, might be the best advice.

5. Conclusions

The main goal of the current study was to determine if foreign language anxiety was present in adult learners at the Official School of Languages and to determine its type. Moreover, as a second part of the same study, the teachers of the sample group were interviewed so as to acknowledge to what extent were they aware of affective factors that influence the language learning process.

The findings suggest that in general, learners suffer test anxiety over the other two types that FLCAS (Horwitz *et al.*, 1986) tested (communication apprehension and fear of negative evaluation). Test anxiety referred to the self-pressure of perfection and the fear to fail in the evaluation methods, whether they may be tests, quizzes or oral assessments. This anxiety type can be categorized into state anxiety (in a particular situation). These results are in accordance with the initial hypothesis, that the type of FLA of the sample tested is linked to a specific situation, facing the final exam, and that oral communication and expression is the most distinguished skill that triggers FLA.

One of the more significant findings to emerge from this study is that teachers miss the specific training on adults, arguing that the masters that enable teachers to work with vocational training, school of adults, arts, computer science, and other professions, is only focused on high school. Another key fact is the need for more guidance on the handicapped and special needs cohort as well as affective factors. Even though the teachers did not receive any specific training on this field or on emotional intelligence, they have demonstrated to know some anxiety-reducing strategies acquired from their teaching experience. In order to approach teaching a FL more accurately, with anxious learners or learners that feel anxious occasionally, teachers and students can bring into the classroom some of the strategies or tips offered that could usher in an important change.

It is beyond the scope of this study to examine the long-term effects of FLA. Another potential problem is that the sample of adult learners at this centre may not reflect the reality of FLA in adults. It would be advisable to carry out comparative studies that merge different contexts, as for example, learning EFL at the vocational training or adult schools.

The following points were the practical constraints of this study:

- The demographic section needs further development to avoid ambiguity (i.e. The question *Years studying English as a Foreign Language?* needed more context, as some students counted from their primary education (More than 10 years) and others at the EOI centre (Less than 3 years).
- To categorize and cross tabulate contextual, cultural, educational and psychological variables.
- Time management: a pre-test could have been possible to carry out if the researcher would have taken into account the academic schedule. The study was conducted before Easter holidays, after which the centre had only one busy month before the certification exams.
- Scholars are recommended to have baseline knowledge of statistics to be able to analyse the data obtained through the instruments used.

This Master's Thesis is admittedly a first attempt to show evidence of FLA in a mature context. The cross-sectional study served to elicit quantitative and qualitative data, although a longitudinal one that would contextualize an adult setting would help researchers to inquire on the long-term effects of FLA. Understanding the nature of FLA is a step that both teachers and students will take advantage of. Further research on FLA that broadens the sample, compares the anxiety on various levels (of CEFR) and uses dynamic approaches (such as a pre-test and post-tests, individuals' interviews and provides teachers' perspectives), would reveal whether the proposed strategies help adult learners alleviate or overcome FLA. The action required to put this recommendation into effect would be to test different teaching methodologies (such as suggested by Young in *Creating a low-anxiety classroom environment: what does language anxiety research suggest?* (1991) or Crandall in *Cooperative language learning and affective factors* (2017)) and to know if Foreign Language Enjoyment (Dewaele & Alfawzan, 2018, p.21-45) can counteract the effects of FLA in adult learners.

This research has thrown up many questions, such as:

1. How can teachers incorporate these strategies without impacting their work pace, methodology and the course syllabus?
2. Since the anxiety that stands out is test anxiety, are adult learners expected to be able to deal with it by themselves or can something be done regarding the assessment layout?
3. “What are the best ways to provide opportunities for teachers-in-training to learn about and apply information about affect during their preparation programs?” (Arnold, 1999, p.299)
4. “Do all students function better in a fully positive environment?” (Arnold, 1999, p.299) Are some students better when they feel ‘facilitating anxiety’ (work well under certain pressure)?

There is abundant room for further progress in determining whether foreign language enjoyment and the anxiety-reducing strategies suggested will show different results in a longitudinal study that dismisses the variables that have been proven to show a positive correlation (Dewaele, 2017; Dewaele & MacIntyre, 2014).

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Appendixes

Appendix 1. Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz and Cope (1986).

Please, respond to the following 33 questions by indicating the number that best describes your situation.

	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
1	I never feel quite sure of myself when I am speaking in my foreign language class.				1 2 3 4 5
2	I don't worry about making mistakes in language class.				1 2 3 4 5
3	I tremble when I know that I'm going to be called on in language class.				1 2 3 4 5
4	It frightens me when I don't understand what the teacher is saying in the foreign language.				1 2 3 4 5
5	It wouldn't bother me at all to take more foreign language classes.				1 2 3 4 5
6	During language class, I find myself thinking about things that have nothing to do with the course.				1 2 3 4 5
7	I keep thinking that the other students are better at languages than I am.				1 2 3 4 5
8	I am usually at ease during tests in my language class.				1 2 3 4 5
9	I start to panic when I have to speak without preparation in language class.				1 2 3 4 5
10	I worry about the consequences of failing my foreign language class.				1 2 3 4 5
11	I don't understand why some people get so upset over foreign language classes.				1 2 3 4 5
12	In language class, I can get so nervous I forget things I know.				1 2 3 4 5
13	It embarrasses me to volunteer answers in my language class.				1 2 3 4 5
14	I would not be nervous speaking the foreign language with native speakers.				1 2 3 4 5
15	I get upset when I don't understand what the teacher is correcting.				1 2 3 4 5
16	Even if I am well prepared for language class, I feel anxious about it.				1 2 3 4 5
17	I often feel like not going to my language class.				1 2 3 4 5
18	I feel confident when I speak in foreign language class.				1 2 3 4 5
19	I am afraid that my language teacher is ready to correct every mistake I make.				1 2 3 4 5
20	I can feel my heart pounding when I'm going to be called on in language class.				1 2 3 4 5
21	The more I study for a language test, the more confused I get.				1 2 3 4 5
22	I don't feel pressure to prepare very well for language class.				1 2 3 4 5
23	I always feel that the other students speak the foreign language better than I do.				1 2 3 4 5
24	I feel very self-conscious about speaking the foreign language in front of other students.				1 2 3 4 5
25	Language class moves so quickly I worry about getting left behind.				1 2 3 4 5
26	I feel more tense and nervous in my language class than in my other classes.				1 2 3 4 5
27	I get nervous and confused when I am speaking in my language class.				1 2 3 4 5
28	When I'm on my way to language class, I feel very sure and relaxed.				1 2 3 4 5
29	I get nervous when I don't understand every word the language teacher says.				1 2 3 4 5
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.				1 2 3 4 5
31	I am afraid that the other students will laugh at me when I speak the foreign language.				1 2 3 4 5
32	I would probably feel comfortable around native speakers of the foreign language.				1 2 3 4 5
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.				1 2 3 4 5

(FLCAS by Horwitz, Horwitz & Cope, 1986)

Thank you for your collaboration.

Appendix 2. Questions for the interviews.

Questions for interviewing teachers of B2 level of English at E.O.I. Elx

Good morning/evening,

First of all, I appreciate that you agree to participate in the study. I would like to thank you. This interview is going to be anonymous. The first question is about your teaching training;

1. What did you study / What was your professional training? You can include the degree, masters programmes, PhD, training courses, CEFIRE, lifelong learning programmes, or if you are currently studying.

In relation to this study about language anxiety:

2. Were you taught at any level of your teacher training, on affective factors, emotional intelligence or psychological 'features' of Second Language Learners?

The affective factors include anxiety, self-esteem, motivation, attitude, communicative apprehension, fear of negative evaluation, among others:

3. Are you aware of affective factors in Second Language Acquisition in your B2 groups? If so, do you use tools or strategies when a student shows any of the factors? Which ones?

4. What kind of activities or situations do you think can produce or increase anxiety in your students?

5. From your teaching experience, do you think anxiety has played a substantial role in the failure or abandonment of a foreign language course (English and the certification exam, in this case)?

If you did not receive any training on affective factors, what is your opinion;

6. Do you think affective factors on Second Language Acquisition should be included in the teacher training?

Appendix 3. Key list for transcription.

****	Substitution of teacher's name to maintain his anonymity.
<i>Italics</i>	When a word of another language is used.
Extra: comment	An unplanned question or conversation diversion. Interviewer comments.
<i>(laughs)</i>	As in this example, a teacher's reaction in brackets.

Appendix 4. Interviews.

Disclaimer: The transcription of the utterances recorded has been written verbatim in order to represent them as objective as possible (maintaining pronunciation, spelling or grammatical mistakes, if any).

Interview 1, Teacher A:

Good evening,

First of all, I appreciate that you agree to participate in the study. I would like to thank you. This interview is going to be anonymous The first question is about your teaching training;

- 1. What did you study / What was your professional training? You can include the degree, masters programmes, PhD, training courses, CEFIRE, lifelong learning programmes, or if you are currently studying.**

Pues yo estudié la licenciatura en traducción e interpretación, lengua B Inglés, la lengua C Alemán y la lengua D fue Chino. Luego hice dos másteres, el primero fue el de profesorado, en la Universidad Miguel Hernández, la especialidad que hice fue inglés. Y luego hice un máster online que era oficial también, en traducción multimedia de la Universidad de Vigo.

Luego, em.. sobre cursos de formación, pues, he hecho varios del CEFIRE y varios también a través de sindicatos. Sinceramente, eran por recoger puntos para las oposiciones y demás, y luego, una vez.. los del CEFIRE si que han sido más, estaban más centrados en mejorar, ¿no?, con la parte de profesor. Los cursos del CEFIRE se han centrado sobretodo en, bueno, hemos hecho un par de C2 de lengua avanzada de inglés; también hemos hecho varias jornadas de estandarización y anclaje de los niveles del marco (MCER). También hemos algo en las jornadas que hicimos en la escuela que se certificaron como cursos y que introdujimos algo de, es que no recuerdo exactamente, por eso no me sale, ... eh, consciencia emocional pero para nosotros, no para los alumnos. Y actualmente no estoy haciendo nada pero bueno, sigo haciendo cursos del CEFIRE

In relation to this study about language anxiety:

2. Were you taught at any level of your teacher training, on affective factors, emotional intelligence or psychological 'features' of Second Language Learners?

Eh, no. En la carrera, en traducción e interpretación apenas se ve, no, no se ve absolutamente nada de la didáctica por lo tanto de cómo aplicar la didáctica ni diferentes factores ambientales, no vemos nada de nada. Luego en el máster de profesorado, sí que es cierto que hay una asignatura de psicología pero es psicología del adolescente, que es donde también está atención a la diversidad y demás. Pero se centra sobretudo pues en la etapa adolescente, en institutos. Pese a que, aquí (en el máster de profesorado) también hay profesores de formación profesional y de escuelas oficiales de idiomas y de arte, que suelen ser gente adulta (el alumnado de estos profesores). A nosotros (éste colectivo) no nos incluyen nada. Yo todo lo que he aprendido al final, es todo hablando con compañeros, hablando con los alumnos, y basándome en mi propia experiencia de mis años en la escuela oficial de idiomas. Yo no, quiero decir, nadie me ha enseñado nada teórico sobre cómo tengo que dirigirme a un alumno adulto, cómo corregirle los errores, cómo evitar que se frustre, o cómo revertir la situación si ya se siente frustrado. Entonces, todo eso, lo aprendes un poco tú, en clase y sobretudo pensando mucho en que el alumno es persona. Y que estás tratando con personas y que, por mucha gramática que haya que dar, por mucho vocabulario que tengan que aprender, hay que, osea, tú también tienes que enseñarte a controlar pues, todo el resto de factores, pero... lo haces tú solo.

The affective factors include anxiety, self-esteem, motivation, attitude, communicative apprehension, fear of negative evaluation, among others:

3. Are you aware of affective factors in Second Language Acquisition in your B2 groups? If so, do you use tools or strategies when a student shows any of the factors? Which ones?

Yea, sí, de hecho, ehm..., es una cosa que quizá hablando de esto con otros compañeros, han dicho que es algo que con el tiempo se va como perdiendo, se va mejorando, pero actualmente estoy como muy atento a todos esos factores. Como que me importa mucho que el alumno venga motivado, que el alumno venga contento, que el alumno esté agusto en clase. Yo no sé si quizá, en otras materias es de otra manera pero, a la hora de aprender idiomas, o estás cómodo, o te sientes cómodo, o estás en un ambiente agradable, o, osea, la producción no va a llegar en ningún momento. Entonces, sí que soy muy consciente y en clase, desde el primer día, yo intento que eso se contagie a ellos, y soy el primero que les dice que, hemos venido a cometer errores, por que si no los cometen, yo no se los voy a poder corregir. Que vienen a enfrentarse a situaciones que se van a poner muy nerviosos, y yo les hago conscientes de que, el mismo primer día, que yo antes de entrar a clase, cinco minutos antes estaba nerviosísimo de conocerlos a ellos. Entonces, también, mostrarles que todos los nervios que van a pasar son normales para mí, que soy el profesor, creo que a ellos también les hace relajarse, eh.. y esos son, no sé, algunas de las cosas que hago con ellos.

En cuanto a la segunda parte de la pregunta, pues ehm, sobretudo yo hay algo que, de hecho, incluso lo presenté en las oposiciones, y es el uso del humor para corregir errores. Hay que tener en cuenta que el alumnado de escuela oficial de idiomas es adulto. Un adulto viene con su cabeza hecha, con sus pensamientos, sus problemas, su background familiar, su, osea, ellos.. nosotros no vamos a poder moldear nada, como se puede hacer con un adolescente, entonces, veo que la mejor manera de

enfrentarte, por ejemplo, a un error, o a una falta de hábito de estudio y tal, no puede ser en negativo, osea, tú a un alumno adulto, por mucho que tu le fuerces a hacer algo, en negativo, no lo vas a conseguir. Entonces, pues yo siempre utilizo mucho el humor, y que si es un error recurrente, pues les hago conocer que el error es recurrente, y que se van a equivocar, y que cada vez que se equivoquen, pues, nos reiremos de eso porque ya les he dicho yo que, que el error es recurrente. Hacerlos a ellos partícipes de esto, también es bueno, por que ellos saben que no están cometiendo un error que nadie más comete. Entonces es como que se sienten parte del grupo de aprendizaje. Luego también, intento anticiparme al error. Entonces, lo mismo, les haces sentir cómodos. Es como que, no se sienten mal con respecto a mí por el error, sino que es algo que tienen que corregir, pero no mal. Entonces, sobretodo, yo utilizo eso. Mucho humor, anticiparme al error, hacerles partícipes de los errores que cometen otras personas, y de aquellos que yo mismo cometía, y cómo yo lo solucioné. Y eso, haciéndoles ver que yo también he pasado por ahí, sobretodo, pues eso, decirles que yo he cometido ese error, yo lo solucioné de ésta manera, y a mí me llevó muchos años. Sobretodo también es, a mí hay una cosa que me da particularmente mucha rabia, es el, hacer, no hacer al alumno entender que lo que están haciendo es difícil. Es decir, lo que están haciendo es difícil. Aprender una lengua extranjera es difícil. Y decirles que algo es fácil cuando no lo es, ni siquiera para ti, creo que es un error. No sé, es que hay gente que es como, ¡venga, pero si es que esto es muy fácil! Tienes que conseguirlo porque es fácil, ¡no! Es que es difícil. Vamos a intentar verlo de manera difícil y si luego te resulta más fácil... Si pienso que es difícil y nadie me lo confirma, es como que todavía se hace más difícil. Sin embargo, si yo pienso que es difícil, y alguien que ha pasado por aquí me ha dicho, sí, yo he pasado por aquí, es difícil y lo he conseguido, quizá baje el nivel de estrés, ¿no?

Sobre la evaluación negativa, yo también me he dado cuenta de una cosa, yo, y esto ya es tema personal mío. Yo ya me di cuenta hace unos años de que hay una tendencia constante a, nos dicen que hay que ser críticos, ser críticos, pensar en todo, ehm, analizarlo todo y demás, pero siempre es como que el *feedback* que quieren que demos de todo es negativo. Nunca se premia lo que está bien, entonces, yo con los alumnos lo que hago muchas veces es, la más, si, quizá estamos haciendo por ejemplo un monólogo, un diálogo, que es una actividad que requiere cierta agilidad mental, mucha práctica,... si ya de por sí es difícil, si algo dentro de esta actividad grande lo hacen bien, es como que yo intento señalarlo mucho. Por ejemplo, estamos corrigiendo un ejercicio, hemos visto una pronunciación problemática durante el curso, y he visto que durante un punto del curso lo han hecho bien, señalo, aunque la respuesta esté mal, yo señalo que la pronunciación está bien. Me he dado cuenta de que la gente no está acostumbrada a la evaluación positiva, y le da vergüenza.

Extra: *about direct/indirect feedback*

Mm... esto es algo que discutimos mucho, en muchos cursos, en las formaciones y demás. Yo soy directo, yo no, casi nunca doy *feedback* indirecto por que a mí como alumno no me servía. Yo prefiero que me corrijan en el momento, evidentemente si están haciendo un monólogo de diez minutos, no vas a estar, o de cinco minutos, perdón, no vas a estar corrigiendo todo. Pero si que yo prefiero hacerlo en directo. Porque el alumno se da cuenta y enseguida reacciona. Lo que sí que no dejo que hagan es, que si cometen un error, y yo los corrijo, que sigan hablando. Les digo, vuelve al principio, empieza la frase, y corrige el error. Pero yo sí que lo hago en directo, pero porque a mí es la manera en que me servía. Yo se que hay profes que dan el *feedback* de otra manera. También he hecho actividades

en las que el *feedback* se daba después. A mí es como que, como si no estoy metido dentro del contexto de la actividad que a mi me corrijan algo a posteriori, uf, no me acuerdo como lo dije, no me acuerdo lo que dije, em, pero también depende un poco del alumno. Aquí hay una cosa que es que te tienes que adaptar mucho al alumno con el que estés tratando. Cada uno viene de su padre y de su madre, son gente súper distinta, edades super distintas, tú a un adolescente no lo puedes machacar con según que cosas por que le vergüenza, pero es que tampoco lo puedes hacer con una persona muy mayor. Luego hay siempre como perfiles dentro de la clase, está el gracioso, tú le puedes corregir de manera graciosa. Pero a una persona que es muy tímida, no le puedes hacer la misma broma, porque quizá le sienta mal. Entonces, todo eso lo tienes que ver durante el curso. Al principio, yo por ejemplo, estoy como mucho más serio que ahora, a final del curso. Y ahora ya sé quién es cada uno, ellos saben cómo soy yo, puedo hacer bromas... Pero eso es un trabajo, por parte del profe que es muy duro, eh, que cuesta mucho, y toda la, o sea, es una carga que tu te llevas a tu casa en tu cabeza, que hay veces que te supera. Te supera por que es como que no puedes, o sea, hay veces que quieres estar pendiente de veinte personas, veinticinco personas a la vez y no puedes. Y como te tienes que acordar de lo que, uf, y es, es, es que es, es que no sé cómo expresarlo, pero es una carga emocional fuerte, que nos llevamos a veces los profes. Que es la parte que no se ve.

Extra: *Preparación de actividades teniendo en cuenta el perfil del alumnado...*

Sí, sí. Lo del perfil del alumnado aquí hay que tenerlo en cuenta por eso, por que es tan variado que tú no puedes preparar una actividad teniendo en cuenta que la persona va a ser así. No tiene mucho que ver con esto pero, quizá, sí. Yo por ejemplo, ahora mismo en segundo de B2, el currículum de segundo de B2 no incluye todavía el uso de *idioms* y de expresiones idiomáticas pero si que las empiecen a entender y que las empiecen a recibir. Yo una vez pensé que una manera en que yo aprendí muchos *idioms* fue a través de las canciones, entonces lo que hice fue, cortar trozos de canciones, ponerles las letras y tenían que completarlo, las letras con palabras de esos *idioms* que ya habíamos visto previamente. A la hora de preparar esa actividad, claro, yo ahora mismo tengo 29 años, la música que yo escucho es más moderna, pero es que mis alumnos pueden tener 40 o 50. Entonces, yo no me puedo quedar con música moderna para enseñarles cosas, por lo tanto, busqué canciones de muchas épocas distintas. Busqué canciones que enseguida, los alumnos adultos reconocen, o los alumnos modernos, o sea, más jóvenes, reconocen. Entonces, yo sí que lo pienso. Sí que lo pienso pero sobretodo por saber el impacto que va a tener en ellos. A mí no me sirve de nada poner canciones que solo me gusten a mí, si, si a ellos no les va a servir, sobretodo que ese tipo de maneras de llamarles la atención como que los despierta. Hoy hemos estado hablando por ejemplo que el *attention span* de un alumno son 1h45m /1h40m. Tú no, nosotros tenemos a los alumnos casi dos horas en el aula. No puedes estar todo el rato con una monotonía, entonces, romperla pensando en qué le va a llegar al alumno, es no sé, a ti se te pasa la clase antes, a ellos también y es una manera de motivar.

4. What kind of activities or situations do you think can produce or increase anxiety in your students?

Respecto a actividades que producen ansiedad, todas las que estén centradas en el examen de certificación les crean muchísima ansiedad. Por lo tanto, también, desde principio de curso hay que dejarles bien claro que, vamos a hacer de todo tipo de actividades, vamos a hacer actividades de certificación y vamos a hacer actividades más creativas. La certificación, yo mismo les digo las que

me gustan y las que no. Ellos siempre me dicen que hacer el monólogo es un rollo. Yo les digo que yo odio los monólogos. Es decir, me parece que no es ni útil, ni realista, ni que esté adaptado a lo actual, ni nada. Entonces, es como que ellos aceptan que es algo que tienen que hacer para lograr un objetivo, y lo aceptan y ya está. Entonces, es como que el grado de ansiedad, ellos, no, si tú les dices y les mientes y les dices que esto es algo que van a tener que hacer en su vida diaria, quizá se agobien. Yo lo primero que les digo es que nadie, en su vida, habla cuatro o cinco minutos acerca de un tema sin parar. A no ser que seas, un conferenciante, que ellos incluyen, llevan su papel, puedes llevar el papel escrito. Entonces, es eso. Todos los de certificación crean bastante ansiedad.

Extra: *¿Entre el monólogo y el diálogo?*

Fíjate que depende del alumno, hay alumnos que el monólogo los pone super nerviosos y gente que dice que el tener que improvisar tanto o esperar a contestar a la otra persona y no saber lo que va a decir, les crea ansiedad. No sabría decirte si una actividad o la otra, depende del alumno. Sí que piensan que el monólogo es muy difícil de hacer y que el diálogo es más difícil de controlar. Pero, es la característica básica, es que realmente la preparación del monólogo es la clave, y luego la improvisación es la clave del diálogo.

5. From your teaching experience, do you think anxiety has played a substantial role in the failure or abandonment of a foreign language course (English and the certification exam, in this case)?

A ver, ha pasado que, ehh, gente me lo ha dicho. No me voy a presentar por esto. No me voy a presentar por distintas razones. Porque... porque voy a suspender el oral, porque no estoy preparado, porque tal... Creo que en un 95% de las veces que me han dicho esto antes, he terminado convencendolos de que se presentaran. Me tomo el tiempo de decirles que se presenten y que lo intenten. Muchas veces se han dado cuenta de que no era para tanto y han aprobado la certificación. Otras veces, han confirmado lo que yo ya sabía, pero al menos han venido después y me han dicho: menos mal que lo he hecho, ahora ya sé lo que es. Y tal. Yo, mira, hay algo que no te había dicho antes, otra manera que también tengo de bajarles el nivel de ansiedad es prepararles cuando hacemos mock exams o cuando hacemos diálogos o monólogos, yo lo presento con el mismo formato exacto que les va a venir luego en certificación, excepto con el logo de consellería por que es material oficial, pero yo les copio el formato. Por que es una parte psicológica importante, el saber cuál es el formato del examen y no encontrarte una cosa totalmente distinta a lo que has visto. Yo esto es algo que también presenté en las oposiciones. Eh, yo, de hecho, el material que les presento es la tarjeta de certificación, hice un cuadro de texto exactamente igual, copié el tipo de letra, copié el tamaño de la letra, copié la foto, copié todo menos la información porque al ser confidencial, nosotros tenemos que cambiarla. Pero sí, les doy el mismo formato, incluso también a los listenings y los readings, la manera en que tienen que contestar, si es un *true or false*, por ejemplo, yo no les dejo que escriban *T* o *F*, porque aquí nosotros tenemos unas casillas de columna, ¿no? Pues hago que marquen una *X* en la casilla de la *T* o en la casilla de la *F*. Y creo que eso también les resta nerviosismo, porque es como que reconocen el formato y solo se tienen que centrar en escuchar, leer y contestar. Porque si encima tienen que leerlo todo, localizarlo todo dentro del examen no, no conocen el layout del examen, empiezan a darle vueltas y más, es como una presión extra que se puede evitar desde el principio. Es como que, vale, yo esta portada ya la he visto. Sé dónde tengo que escribir mi nombre, sé dónde va

el número de estudiante, no tengo que preguntar tres veces si tengo esto aquí o allá. Como que, lo veo, pongo mi nombre y lo primero que hago es abrir el examen y, sé dónde están las instrucciones y sé donde tengo que contestar. Y toda esa parte se, se elimina. Porque también es antes del examen, todo esto son dudas que te creas, y si las tienes que preguntar al examinador, pierdes tiempo, te pones nervioso porque no te acuerdas de cómo preguntar esto al examinador, son, son muchos temas que se pueden solucionar, y sobre, bueno, lo del abandono, pues, sí que hay gente.. La mayoría de abandono aquí es por falta de tiempo, o por otras responsabilidades. En mi caso, yo llevo 5 años dando clase en escuela oficial de idiomas, te podría decir que han abandonado porque no podían con el curso, porque no podían más, dos, uno... uno o dos, es que no sabría muy bien, ahora mismo no sabría decirte el ejemplo de quien. Pero nadie ha venido a decirme, lo dejo porque no puedo con esto. Quizá por que no puedo, junto con otras cosas.

If you did not receive any training on affective factors, what is your opinion;

6. Do you think affective factors on Second Language Acquisition should be included in the teacher training?

Uf, porsupuestísimo. Yo creo que un poco en cada. En la carrera, evidentemente va a ser muy difícil porque si haces traducción e interpretación no se van a centrar. En estudios ingleses, quizá la parte de didáctica, una de las partes que se tendría que ver, sí, educación emocional, en general. Incluso pienso que la educación emocional se debería introducir en secundaria, primaria, y demás. Sí. En el máster tendría que haber una segurísimo, pero es que en el máster hay muchas cosas que habría que modificar. Habría que incluir la educación para adultos, lo primero, y luego, dentro de educación para adultos pues eso, factores, factores emocionales y factores afectivos pero a tope. Y una vez dentro del, de la carrera profesional, el CEFIRE tendría que ofrecer cursos, este año por ejemplo, hemos estado solicitando cursos de mindfulness y coaching pero para nosotros, no para ellos. También, otra cosa que hemos solicitado y que no se nos ha concedido todavía es, todo este tipo de formación pero para alumnos con necesidades especiales. Porque también, los alumnos que vienen, ciegos, sordos, con algún tipo de disability, special needs, ellos también tiene que estar incluidos en todo esto. Yo por ejemplo, tuve un alumno ciego, eh, y claro, en la pizarra escribimos mucho, ponemos muchas imágenes, muchos videos, muchas fotos que describir. Su nivel de ansiedad subía cuando yo escribía algo en la pizarra y él no podía leerlo, entonces, teníamos que deletrear o yo o un compañero (de clase), tenía que deletrearle cómo se escribía cada palabra. Nadie nos ha enseñado a cómo hacer frente a eso. Y no es tan raro, tenemos a muchos alumnos, es educación pública, tenemos que incluirlos a todos. Queramos o no, por que sí, por que es educación pública y somos profesores para todos, entonces.

Extra: *¿cómo aprendiste a darle clase a este alumno?*

Yo tuve muchísima suerte por dos cosas, una, por que mi alumno ciego era una persona muy consciente de que no nos han educado para esto, entonces, él era el que me ayudaba a mí. Yo lo ayudaba a él y él me ayudaba a mí. Por lo tanto, tuve muchísima suerte. Algo tan sencillo como: ****, por favor, cada vez que escribas en la pizarra, ¿puedes deletrearmelo? ¡Por supuesto! Y si alguna vez se me olvidaba, me lo recordaba, pero muy amablemente, nunca me exigió nada. También me pedía si por favor podía enviarle los documentos, en documentos y él los leía antes en su casa, a través del

ordenador y luego aparte también vino una asesora de la O.N.C.E. La asesora de la O.N.C.E nos dió ciertas pautas que debíamos seguir y demás, y ya está. Pero más o menos eso, no hubo un curso específico sobre eso y sí que haría falta.

Extra: *Is there any other thing that you would like to include?*

Que este tipo de estudios son para nosotros muy útiles, sobretodo por que, es como que de toda la educación, la parte de adultos es la que menos preocupación levanta entre autoridades, gente que está estudiando y demás. Quizá porque el alumnado es menos numeroso que en secundaria o en primaria. Quizá porque es educación post-obligatoria, no es educación superior reglada como una universidad, entonces es como que siempre se nos deja un poco de lado. Y tenemos muy poca información, y al final nos da la sensación de que confían mucho en nosotros, es decir, es como que todo lo tenemos que saber nosotros y tenemos que aprenderlo nosotros a la fuerza, y sinceramente, hay cosas que podremos abordar y cosas que no, cosas que se nos escapan, mientras que a la gente de primaria, secundaria y demás como que os váis a encontrar con estos problemas, los podéis solucionar de esta manera, nosotros los tenemos que hacer y confiar un poco en nosotros mismos y confiar en que la propia persona, el propio profesor sabe hacer frente a eso. Pero es que eso depende de, eso es una cosa personal, a nosotros nos han formado para enseñar inglés, no para tratar con un alumno tímido o un alumno que viene un día, no sé. Ah bueno, también, si que hay uno de los.. se me había olvidado antes y esto es una cosa importante, había una pregunta que era qué situación produce o sube la ansiedad. La pregunta cuatro. También los mock exams que hacemos, la gente..eh, yo me he encontrado con varios llantos. La gente llora, se pone tan nerviosa, quiere hacerlo bien que llora. Y me parece que los mock exams es una buena manera de enseñarle al alumno el, está muy bien, saber que esto te va a pasar, pero también tienes que saber que no va a morirse nadie, porque tú hagas algo mal, no se va a morir nadie. Eh, y es algo que tienes que solucionar, sin que te llegue a preocupar tanto, es decir, una cosa es mejorar, ¿tú quieres hacer algo bien? Vamos a hacerlo un poquito mejor, pero ya está, se acaba ahí, entonces, normalmente yo cuando pasa esto, si alguien llora en mitad de un examen, yo lo dejo que lo repita. Y lo dejo al final de la tarde o que quizá entre con otro compañero, lo dejo que se calme, beba agua, vaya al baño, tal no se qué, y luego lo volvemos a hacer. Y sobretodo, pues eso, decirle que guay que te haya pasado esto en un examen que no tiene ningún tipo de importancia. Luego ya sabes que en el examen de certificación va a ser exactamente igual. Que si lo vas a hacer bien o mal va a depender de otros factores, por que ya que te pongas nervioso o no, ahora ya... entonces, es algo que les crea mucha ansiedad pero también les puede solucionar muchos problemas. Sobretodo, es anticiparles los problemas, en cuanto a eso, formato, duración de la prueba, nivel, que sea el mismo nivel de exigencia de las pruebas. (sí, es una estrategia que utiliza). Y hay veces que me quedo con ellos hablando una hora acerca de esto. Pero por que yo tampoco hace tanto tiempo que pasé por ahí, y sé lo duro que es y me acuerdo de lo que me costó. Yo por ejemplo, nunca he llegado a llorar en un examen, ni me he puesto tan nervioso como para eso, y quizá si que iba muy inseguro, pero no he tenido esa reacción. Quizá la he tenido en casa estudiando, era de momentos de no poder más, pero yo verme en aquella situación, o recordar aquella situación y que alguien le pase eso en frente de una persona, que muestre debilidad y demás, es como que yo le intento demostrar que la debilidad es por ejemplo, no haberte presentado al examen. Osea, "no, es que no puedo, es que no puedo, eh, no me presento al examen", no, es que entonces sí que está mostrando debilidad. Si tú vienes y me demuestras que aún, osea, que pese a todo lo que te cuesta hacerlo, lo haces, osea tú ya

te puedes ir de aquí con un aprobado. Que quizá el examen tenga un cuatro o un seis, eso ya lo veremos. Pero tu principal escollo, ya está superado. Entonces, yo, pero si, todo esto es trabajo extra. Muchos profes dicen, es que no nos pagan por esto. Pues mira, mm, sí. Sí que nos pagan por esto. "es que yo no estoy aquí para poner buena cara, yo estoy aquí para enseñar inglés" es que parte de que ellos aprendan inglés es que tu actitud sea buena, ellos se muestren receptivos y entonces aprendan. Entonces, sí, sí que es, sí que nos pagan por esto. Yo creo que la actitud del profesor es básica y si un profe está serio, muestra eh, pues eso, muestra que todo es fácil, que todo se puede conseguir de manera fácil y ellos están viendo que les cuesta, ehm.. no sé, es muy desmotivador. Yo es algo que intento desde el primer día que haya, no sé, por ejemplo.. otro ejemplo que te puedo poner cuando ellos preguntan por una palabra, es como que la corriente dice que no se puede utilizar el español en clase y que hay que definir, hay que definir, y hay que definir y hay que darles ejemplos y tal. Si a la cuarta vez que tú le defines una palabra de cuatro maneras distintas, no la entiende, le traduces la palabra y se acabó. Yo por ejemplo, utilizo el español en mi clase. Pero tanto en B1 como en B2. Osea, no puedes tener a una persona española que viene de trabajar ocho horas, no la puedes tener dos horas escuchando inglés y pretender que te va a entender todo y tal. Yo hay veces que suelto alguna broma en español. Esa broma en español ¿les va a aportar algo en su vida? No. Les va a aportar que si se estaban yendo de la clase, vuelvan, pues eso, que si se han ido diez segundos, vuelvan y yo los recojo. Entonces seguimos con la clase. Pero es una broma en español como puede ser un chascarrillo o cualquier cosa así. Y hay gente que es como que, "no, no, no, no, no, tiene que ser todo en inglés, bromas en inglés.." En B2, si tú te lees el currículum, si tú te lees el marco, el humor no está incluido en B2. Empieza a reconocerse en C1 y se produce y se reconoce del todo en C2. A los alumnos de B1 y de B2, tú no les puedes hacer bromas en inglés, ni culturales, sin luego explicárselas. Con una, eh, con una.. con un propósito didáctico. Una broma como tal, la puedes hacer en español, una broma con el objetivo de que se rían. (para quitar ese nivel de ansiedad) Claro. Yo incluso cuando voy a presentar un tema de gramática muy difícil, osea es que cualquier alumno mío de este año, por que este año, B1, 1º de B1 y 2º de B2, tiene temas de gramática muy densos y hemos cogido un libro de 2º de B2 que es muy denso. Tuvimos que dar los quantifiers todos seguidos, uno detrás de otro. Y era como... osea, yo preparando en mi casa decía, ¿cómo les voy a dar esto? Pues, yo presenté el tema como.. "bueno, hoy vamos a ver uno de los temas más aburridos que hayáis visto en vuestra vida, eh.. entonces.. ¿os habéis tomado un café antes de venir? ¿habéis tomado bebidas energéticas? A ver, las drogas, sacarlas ahora que nos las vamos a tomar." Osea, todo eso para prepara al alumno de que se va a aburrir, si en algún momento se aburre, es como que bueno, no pasa nada. Por ejemplo, yo cuando alguien bosteza en clase, es algo que tienes que entender. Es decir. Tú no puedes pretender eso, que un tema de gramática les sea super divertido a todo el mundo, porque ni siquiera a nosotros, preparándolo, nos parece. Entonces, yo si alguien bosteza, siempre digo lo mismo. Es en plan, bueno.. Vaya bostezo te acabas de pegar, ya sé que me estabas escuchando, por que al menos, si has bostezado es porque estabas escuchando el rollo este que estoy soltando. Entonces, los demás se ríen, él se ríe, si alguien más pensaba en bostezar, quizá se lo piensa dos veces, pero yo no le echo la bronca. Pero al menos, lo traigo otra vez a clase. Si estaba bostezando es que se estaba durmiendo, pues por lo menos lo he traído a clase. Pero tampoco lo he traído de mala manera. No le he pegado la bronca de, "Hostia..." uy, perdón... es que ¡no puedes bostezar en clase! Mira, es una respuesta del cuerpo que podemos controlar en cierta manera.

Extra: *pero todas estas estrategias de insertar el humor las vas adquiriendo tú con tu experiencia..*

y de meter la pata, de utilizar una broma con alguna persona con la que no deberías haberla utilizado. Te sacan los colores, aprendes, y quizá pues al año siguiente te piensas hacer esa broma, o a esperar a ver cómo, qué características tiene el grupo, es un poco ensayo y error. Pero es así, pero no, eh, nadie.... También depende un poco de tu personalidad. De tu personalidad como persona fuera de clase. Aunque eso también cambia, yo no soy la misma persona dentro que fuera. Yo cuando estoy en clase hago muchísimas más bromas, con gente que no conozco, que quizá con si las hiciera en un bar. En un bar me corto más. También es cierto que nosotros tenemos una situación de privilegio, una situación de poder dentro del aula. Nosotros somos los que guiamos la clase. Entonces, es como que lo tienes todo mucho más controlado, no, entonces, es un entorno que, en principio, al profesor no le tendría por qué crear ansiedad, que es mentira, por que luego siempre te entra nerviosismo a ti también. Pero, pero todas estas técnicas, las vas aprendiendo tú, conforme vas, con tu experiencia. Hay profesores que por ejemplo hacen muchas bromas de tipo por ejemplo, yo que sé, sexual o afectivo o tal. Yo no me, yo es un tema en el que no me meto. Simplemente por que no me parece tal y luego otros profesores lo hacen y a sus alumnos les encanta. Yo hago otro tipo de bromas. Es, es algo que tu aprendes, no te lo va a enseñar nadie y tampoco creo que se pueda enseñar. Se puede mencionar, y se puede decir que quizá, bueno, pues se puede utilizar el humor. Dar algún ejemplo y ya está. Pero también creo que tú, eh, obligues a algún profesor a utilizar el humor, si la persona de por sí no tiene sentido del humor, no es divertida, no tal, se puede también romper un poco la dinámica de la clase por que el profesor se sienta incómodo. Si ya el profesor se siente incómodo y los alumnos también.. mal.

Interview 2, Teacher B:

Questions for interviewing teachers of B2 level of English at E.O.I. Elx

Good evening,

First of all, I appreciate that you agree to participate in the study. I would like to thank you.

This interview is going to be anonymous The first question is about your teaching training;

- 1. What did you study / What was your professional training? You can include the degree, masters programmes, PhD, training courses, CEFIRE, lifelong learning programmes, or if you are currently studying.**

All right. Well I did a degree in translation and interpreting English was my major, my major. But before that I did a degree in drama, in musical theater. Because I've always liked art and while I was a well I was studying translation I thought about becoming a teacher here (at E.O.I.) because of something a teacher from the official School of Languages told me when I was a student here when I was 18 years old. He told me if I had thought about using English professionally and well at that moment that was not something I was thinking about it just wanted to be a theater actress a stage actress. But that idea remained there, and some years later I decided that's what I that's what I wanted to do. And so I worked in several academies. Well I was a well I was still studying and then I did the Masters in secondary school teaching in languages, the required master to take state exams. And then I spent one year in an academy after I finished my studies and two years at the *Miguel Hernández*

University's foreign language service. And I taught English there as well. And then then I then I did the state exams and I was very lucky and I passed. Well I have to say the first time yes I did a lot but I was also lucky and I started working here four years ago and that's who I don't really have a lot of experience but I think I've made the most of my time so far that's the feeling I personally have. And I've done several training courses regarding teaching. Every time we've got the opportunity I try to keep a good C2 level because students here are demanding and also I think it's necessary. You need it. Because I mean my, my family's Spanish My world is Spanish and I need to offer them the culture of English. The reality of English the best possible language and so I tried to do courses on methodology and courses on improving your, your, my own language skills. I've done like several several things things with the feet. Things with *el CEFIRE* mainly...(what about the exchange that you just applied) Well, I'm really looking forward to it. Well if, if I get, if I get a place there because it's going to be for us, for teachers from official schools of languages the idea is that we get a bit of language immersion and we get lessons in English things like there's going to be a bit of methodology, work on mediation which use the new skill which is arriving this negotiation of meaning. And this this idea of helping each other helping another person who has a language barrier. That's the, that's the idea. And I think they will also teach us to, I mean, to... we will get some C2 training which is always good. So let's see if I can if I can do it.

In relation to this study about language anxiety:

2. Were you taught at any level of your teacher training, on affective factors, emotional intelligence or psychological 'features' of Second Language Learners?

Very little to be honest. I remember when I studied when I study applied linguistics, when you study like different theories on second language acquisition, there is some notion about the the affective factors the emotional thing, but we didn't really dwell upon that to be honest and I the knowledge I have is through experience to be, to be honest with you. I've been a second language learner and I get a feeling of how they must feel and this is why I try to do C2 courses and I like to be a student in courses, because I think you need to put yourself in their shoes and be on the other side of the classroom, occupy a seat and just see things from their perspective and feel the way they feel when you are asking them to do tasks and I think it's important that as a teacher you feel like a student. You need to be, if you want to be a good teacher and you need to continue being a student. It can't. You can't stop because if not you lose perspective. You lose the connection. Well I, I have anxiety problems I've had them since I was a child. I've been to many doctors, to many therapists. I don't know. I've been I've been in therapy more years than Woody Allen. I always say that, (laughs) so a I understand what anxiety is. In my case, I don't really feel anxious in the language classroom. It's not what makes me feel the most anxious but I understand what it feels like. What anxiety is I think I can recognize that in my students and try to intervene in a subtle way when I feel that someone is not comfortable or.... But as I said I don't really have any formal training on anxiety in second language acquisition, specifically. So I guess I could do much better. It's something that's em. I can't find the word in English, am... *algo que se ha descuidado*. Neglected, something that it has been neglected, I think. I mean, only emotional. The emotional part of teaching is really really important. If you really have a good rapport with students, good relationship with them, the success of your learning, of your teaching and their learning is likely to be much better much higher.

Extra: *Do you think that it has been neglected, even more, in adults?*

Probably. Probably because for a few years, in secondary and primary school emotional intelligence and this kind of thing, multiple intelligence, all those concepts have been present in classrooms. But I don't know. I don't know why, because they're adults, they're supposed to be able to do it but they're facing a new challenge as well. And, and some people come from, come from studying English many years ago and their experience was very different to what they can get in classrooms nowadays so they were used to doing grammar and not really speaking or listening and it's a big change for them. So yes probably because they're adults, it's like they're expected to know how to do have to deal with it.

The affective factors include anxiety, self-esteem, motivation, attitude, communicative apprehension, fear of negative evaluation, among others:

3. Are you aware of affective factors in Second Language Acquisition in your B2 groups? If so, do you use tools or strategies when a student shows any of the factors? Which ones?

I am aware of this things, right. I know they are, they are there and well, well I try to do is... I have like one moto which is make students shine, right and the idea is to give them the opportunity to shine to show that they, that they can. Even with the, with the students with the weakest students, when they do something well it's like, great, right? and I welcome all, all questions... I always say this is a very interesting question your, your posting here so that.. in order to reduce this anxiety and then also if you know that someone is particularly shy when they have to speak in public sometimes I don't ask them directly. Usually I think I, I manage to create an atmosphere in the class in which everybody feels free to participate but still they are always shy people. And while I tried to do is that when, when everybody is doing a speaking activity I always go round the class and I tried to go out and see what's going on with these students and ask them how's it going. Do you have any questions. Because sometimes the opportunity you give them to ask the questions they, they didn't feel sure enough to, to ask in front of the rest. That's that's why I tried to do but as I said it's, it's like a strategy. It's what I would like the teacher to do if I was on the other side. But nobody has told me exactly "you should do this".

Yes. Right. So they you can speak to them more privately or at some times I have even sent students private messages through, through our online platform "edmodo". Especially when I see someone who's making a big effort and they're not getting the results. They're stuck there and sometimes I've sent a message to one or two people just encouraging them, just telling them be patient. These things happen. You're doing a great job. This this kind of things. I just tried to worry about. I think about students as people.

4. What kind of activities or situations do you think can produce or increase anxiety in your students?

I think activities in which they have to, ehm, well there's several things. It depends on the level too. But. When... when they have to speak individually front of the class. That's I think that's still the worst situation for them in general. Exams, of course. Being, being judged and especially when they have to do speaking, the speaking, yeah, above all. In the rest of of skills I mean they can get nervous because it's an exam but real anxiety comes in the in the speaking test, when you're there. And hour our speaking tests are really cold. But if you had experience that as a student I don't really agree with the way we do things here, to be honest, but I mean having two people they're just writing... I think the, the Cambridge way is a bit better in the sense that, one teacher when examiners in charge of the details and that's the one making notes they're the ones really interacting with them. And also you interact with them, you speak to them, but in every town is like hello you do your monologue you do your monologue then you do your dialogue. We don't exist. It's a bit cold, really unnatural... doesn't, doesn't help. I think it increases the feeling of anxiety. We try to make them feel relaxed like we assure them, you're going to do a job... just don't look at us... I also make notes of good things I tell my students this things but still it doesn't help to have someone making notes

Extra: *Well, yesterday, with your partner, he commented that he normally prepares the students for the exam by copying the same layout...*

Yeah. Yeah. And I think that's a very good idea. I think that helps reduce the anxiety because you know when you're going to find. Even if fits the layout. If you are used to that layout you're going to be a bit more relaxed. I think every little helps, in that, in that sense. (do you normally do something like this to prepare them?) Yes, exactly, exactly the same in fact, he and I share a lot of material and we tried to like copy the exam, the exam layout. I think it helps a lot to know what you're going to find, what it looks like.

5. From your teaching experience, do you think anxiety has played a substantial role in the failure or abandonment of a foreign language course (English and the certification exam, in this case)?

I think so. I think for some people... It's a really complicated situation and sometimes they can not like overcome that fear and then some people end up, end up dropping out of our courses. It's true that it also has to do with resilience, sometimes. Some, I think some students are not resilient enough, because, I mean, failure is part of the process of the learning process, at some point something will go wrong, that will help you improve. But. But there's another side of it which is the, the anxiety, the emotional factor, the fact that sometimes we teachers don't know how to deal with these things how to help a person... Or sometimes I get the feeling that we have at the beginning of the academic year we have too many students in class and it's impossible to pay individual attention to each of them. So some things go unnoticed and suddenly realize that you've missed, you've missed a student someone has left and it's that's something very painful for me, but it happens sometimes. I tried to be sensitive and pay attention to these things and when I see that someone is having negative feelings or are feeling anxious or not comfortable enough in the classroom or not following me, I try to do something about it. But I, I can't always do it well. And, and you know... And you know that person could have stayed and so yeah... Yes. It can happen. I've been very lucky with the teachers I've had in the, in the school but I know, not everybody's as sensitive or I don't know or.. I mean, being the most sensitive person

in the world is not a requirement to be a good teacher. But if you have the training you can learn how to deal with these things.

If you did not receive any training on affective factors, what is your opinion;

6. Do you think affective factors on Second Language Acquisition should be included in the teacher training?

They should. Definitely. And I think from the beginning and even when you are as a second language student or foreign language student, you should be made aware of the, of the, of the affective factors. Right. So that you get to know what's going on with yourself as a student. And that would promote autonomous learning and self-regulation that will help you. Ehm, if this part is included, if your teacher talks about the emotional part of it. But when you are. When you are. When you want to become a teacher. Well, I don't know maybe you should get a bit more information regarding this in degrees, in undergraduate courses. For example, in those connected with linguistics... things like that. (didactics) Yes. Yes. The ones connected with methodology, with teaching or and and then in masters it should be a must. That's where you really should develop how to how to deal with this things understand what goes on and what you can do to deal with that successfully.

Extra: *One of the questions that emerged yesterday was that it should be included in the masters of the teaching, the mandatory one. But because they only include a psychology for teenagers, right? And adults are forgotten ...*

Yeah yeah definitely. That's a big problem. Absolutely. I thought that was a problem because when I was taking the Masters I was thinking about working here and I thought well I've, I've learned things about five year old children and what happens in the teenage brain but in my classes only only 5 percent of the of my students are teenagers and 5.. 10. But most of them are adults. And you, I mean, there's, there's nothing, they're completely neglected, forgotten. So yes. Yes. In the, the Masters should improve that. I know the majority of people who study, who study this Masters will be secondary school teachers but, there are also vocational training teachers and there are lots of adults there. And I'm. Well, I know we're a small group. The schools of languages but we could do better. We could do better. We have this kind of training.

Extra: *Is there anything that you would like to add?*

Well as I mentioned before, one of the things I've realized in my years of experience teaching English, is that the emotional part of the teaching is like 50 percent of it. I mean you can have a wonderful level of English, you can explain things very clearly, but if you if you do know how to connect with students, something will not work very well. It's the, is the personal thing, is the emotional thing that they feel comfortable, that they feel the at ease. I don't know that they can speak to you. Well I'm still working on that but it's for me it's like 50 percent of, of success.

Extra: *OK. So, thank you very much.*

Thanks very much, Lorena.

Interview 3, Teacher C:

Questions for interviewing teachers of B2 level of English at E.O.I. Elx

Good morning/evening,

First of all, I appreciate that you agree to participate in the study. I would like to thank you.

This interview is going to be anonymous The first question is about your teaching training;

1. **What did you study / What was your professional training? You can include the degree, masters programmes, PhD, training courses, CEFIRE, lifelong learning programmes, or if you are currently studying.**

Ok, well I did a degree and in in Great Britain, in Sheffield. Well Sheffield Polytechnic but now it's now it's Hallam at Sheffield University anyway. But it was a B.A. in languages and political studies. I'm so I studied Spanish and so. When I came to Spain on placement I decided that I wanted to stay in Spain. And so how could I study, how could I stay in Spain. How, what could I do, well, teach English. And so I did CELTA course with international house and then I, then I started working in private academies and then I eventually got a job with the British Council. And when I was there they offered to, to finance, to fund me to do the Delta diploma but it's not called Delta anymore (((then it's called.....??))) So I've got diploma in teaching English as a Foreign Language. Yeah. And so um. And then um. I decided that I wanted to become a civil servant and so I had to do at the time I was living in Mallorca and this was in the 90s so I did the CAP which was very short.

Extra: *Yeah. Three months or something like that.*

Yeah, that's right. And I didn't have to do the practical part because they validated my work in the British Council. So with that I got what they called *reconocimiento de título* because they wouldn't convalidate my degree because they didn't have a similar one. And so that's how I got in. They said that I was qualified as a teacher in any, in Great Britain therefore. And so I got teacher quali..um, a qualified teaching status in Britain because of the CAP. And then it all transferred to Spain. So that meant that I could do the exams, so after studying Catalán and “tatata...” for the community and I managed to do that. Mm hmm. So, well... apart from, apart from that, erm, qualifications as such I don't have, I mean, I've done courses, I've taught courses as well. I've taught, but, I've taught... basically I helped with the... In Severo Ochoa (High School in Elche) I taught the B1 course for the teachers there and then in the school in Alicante in El Pla. That was all through this a few days and then I've taught two years running short courses here in (E.O.I.), with my colleagues C2, teaching them C2. But they were only being 10 hours each course, that's five sessions, it was. Then I've been on the team of people writing the exams for these C levels and I've done standardization for the Alicante province on three, four, four times I've done that. Then I've spoken in congresses and things like that, conferences like that

Extra: *and for how long have you been here a teaching at B2 level?*

Um well I've been here in the school for ten years. So, of those teaching advanced levels, um, practically the whole time I've been here. So the so the ten, ten years I've been here to those, the high levels.

In relation to this study about language anxiety:

2. Were you taught at any level of your teacher training, on affective factors, emotional intelligence or psychological 'features' of Second Language Learners?

Well when I was doing my diploma, we talked, we talked often about it. Erm... Specifically with listening. Listening how, how to help people overcome anxiety with listening and sort of... We were made to be aware of the factors that might affect people's performance in their listening skills. And then I suppose when I did the CAP as well, we just did psychology but it was more psychology of the adolescent, some of the changes that are going through. But I don't remember anything specifically about anxiety apart from the usual anxiety that a teenager would feel in everyday life. But not, not as to related to language learning, really.

...I suppose... that's been... an emotional intelligence sort of... I think it's all part of, of when you're learning a language you have to be, erm, as a teacher you have to be aware of that, of how students are feeling if you can see a bit of anxiety, try to do activities that sort of scaffold them so, you know, that you don't just throw them into the deep end and let's do it listening. Little by little and take up the knowledge that they have and try to build it up, and everything.

The affective factors include anxiety, self-esteem, motivation, attitude, communicative apprehension, fear of negative evaluation, among others:

3. Are you aware of affective factors in Second Language Acquisition in your B2 groups? If so, do you use tools or strategies when a student shows any of the factors? Which ones?

Definitely, definitely. Um, I find it quite difficult to know what to do because I think in the high end ever you are, there are people who are more confident, because they're more confident with the language therefore in class they're more participative, but then you also get people who are very, very shy and they won't participate in the speaking activities but maybe they would they would be really good at writing, or they're good at listening or they're good at reading, other things that. Maybe it affects, basically affects the speaking. And speaking in front of the class and so what you try to do is, first of all, maybe not necessarily... If I noticed that much I would never say: OK, what do you think? Unlike the first person and maybe I would ask a few more people and then and then ask them, you know, sort of in a different order. But I do think it's important that they, that they may try to overcome this shyness because you know that's the way the language is, by, by practicing it. But I think I am sensitive to, to this. And motivation... Well, in B2 I think that a lot of people lose motivation because I think it's that there's more extrinsic motivation and they just like to get the certification and that there are obviously a lot of people who are, who have intrinsic motivation but... I think that over the years that I've been teaching, in those levels, in that level I particularly noticed that there's a lot more people who are a bit more angry with the system. It's not fair. You know, I... you know, I was like I had this two marks you know before I could get the.. the main one and the the pass mark and it's not fair and, you know... You never told me this in class. Then I got here and everything's on the last exam and everything is not so... that the whole system I think causes a lot of people and anxiety and

frustration. But hopefully this is going to change if they, if they separate the teaching from the certificate exam, but at the same time it's a lot of pressure for people to get it fixed.

Extra: *one of the strategies that your colleagues used or told me is to prepare them coping the same layout of the exam. What do you do in your classes to...*

Exactly the same, the same. The more familiar they are with what they have to face in this difficult exam, then this, this reduces anxiety because there's no element of surprise when they get there. So to be aware of all the different techniques and then to give them, you know, to sort of... have a spoon feed them, you know, to sort of "here. These are the structures that you should use... whatever". But sometimes, for some people it doesn't matter what you do, they, they ignore them and they don't take it on board, so...

Extra: *"like you need to read this two times and then clarify what you're going to write."*

That's right. And they don't do it because they have their personalities and their learning styles. And so, you know, because it's like you're forcing a style on them, and it doesn't always work. So you try to work, try to use strategies that you worked for yourself as a language learner and see if they can adopt those ones as well. That's why I think it's very important that a teacher should be a language learner. Yes, putting yourself in that situation to be aware of the students anxiety and what it is like to do that. You know it's not... it's not nice. (laughs)

4. What kind of activities or situations do you think can produce or increase anxiety in your students?

Listening, listening to them. I think listening causes anxiety for some people and some people just think they can't do (the) listening and they've decided that they can't do (the) listening. And that, and I think obviously age affects that. And so people think that they are that, you know, that way you get older you know you're losing your certain capacities and so coming to terms with that sometimes they're a bit, it makes them a bit sort of, once again, sort of like negative towards the whole thing about, you know, listening. I've had students who say, well I'm not going to pass this, is... I'm not going to, I'm not going to bother doing the exam.

Extra: *What do you do in these cases?*

I try to, I try to sort of... to motivate them and I try to say to them "Look! Maybe, maybe you've decided that you can't do it, but maybe you can." Oh I'll say things like, well... "how can you be ((worried?)) about listening if you're really good at speaking, to be good at speaking you have to be good at listening, your pronunciation is really, really good. So you know you're listening should be. I'm trying to do it that way but it's not always easy to know how it always works.

5. From your teaching experience, do you think anxiety has played a substantial role in the failure or abandonment of a foreign language course (English and the certification exam, in this case)?

I think so. I think it, it. I don't know to what extent because I think a lot of people abandon for many different reasons. Most people it's just like they can't cope with, with life and learning of the language it's a lot to take on. And if they feel that they, they're not very good at it. Well that's another reason why they might want to give up. I think in some certain, some people maybe it is, maybe this, you

know, sort of ,that is a factor but I think it's not necessarily anxiety of the language learning, anxiety of coping with everything that, that makes them...

Extra: *your job, all of your life, your responsibilities outside the class...*

That's right and then you have the sort of people who are like perfectionists, if I can't do it well then I'm not going to do it. And I have a lot of people like that. And so I think that some of the thing and I think nowadays people have got so much on and I say that so much external pressure to do things that that, you know, sometimes I think they just they just crack, really.

If you did not receive any training on affective factors, what is your opinion;

6. Do you think affective factors on Second Language Acquisition should be included in the teacher training?

Oh, definitely. Yes, yes definitely, definitely should be included. And I think that, you know, we should be given strategies to help students with, with their problems of anxiety as well. And also, to be, for teachers themselves, for their own anxiety because if you feel like as anxious you can obviously transmit it to your students as well. And so kind of, sort of, how to manage your emotions and your sort of the workload because even though people think we don't work a lot, we do (laughs). It's not visible maybe all the time but, you know, sometimes you have deadlines and, you know, I'm going to finish the the syllabus and, you know, and I think to be prepared for the exam, and I'm going to pass, so they're not going to pass it on, oh my God... and everything. So there's that. I think the teachers have to be helped. The mental health is important in our profession but also, for us to be aware, because I think. I find that one of the problems amongst teachers is because they have demands of such a high level of themselves because they've done a degree, they've done a degree, in English... then when they teach it, they sometimes expect the same level of commitment, the same level at people and this is a general English course, these people are not doing a degree in English. And I think you know that those kind of things. I think people should should be aware of it. And I think people don't, that it takes them, they think they learn but they they're not trained they're not trained to think "Who are your students?" You know, people, I think, people (teachers) know who their students are when they started this profession. And you've got people from all walks of life and you have to do just... (manage) yes, and, and that there are going to people, people with mental health issues, that could be people with severe mental health issues. You know that we're not trained like people who are... we have people who've got Asperger's. We've got people who've got all sorts of... and we're not trained how to deal with these people. And if you have an Asperger's (laughs) in your class, I mean anxiety is maximum, just social interaction is causes anxiety and a lot of psychiatrists, psychologists seem to recommend learning languages as a way of helping people (laughs). But I don't know to what extent it does.

Extra: *Did you get any help from the local or regional government?*

No, there are help, for the secondary (education) they do get and people with special needs have that but we're not we don't get anything. We and we've asked and everything because it's is getting more, more and more people with, with problems and, you know, sometimes, you know, you feel a bit vulnerable because you don't really know how these people are going to react. If they are, if they, if

you put them into a situation where they do feel anxious, you don't know how they're going to react. They could be violent. They could, you know, and it could be awkward. I think we need to have that kind of, I mean some of these people do get to these levels to get to B2 because they are very, very bright and they have problems. So, to what extent these people should be forced to do an exam? I don't know as well. That said the whole system.

Extra: *If they needed it for work or for personal interests or they are only here because they want to learn English and they don't need the certificate but they are forced to pass the exams so as to keep going in the next level.*

Yes yes. But apparently in the new, I don't know, the new, the new (U.s/verse)..... which is on the verge of being released, you know, published. This is what they want to separate, teaching from the certificate exams. So that you will be able to progress even though you don't do a certificate exam. When that will come out ,if it comes out, if it's going to be agreed on, I don't know. In some regions it does happen already within the system, so I think it would be good. It's a lot of work for us (laughs). But it will be good for some people.

Extra: *And finally, do you want to add something about this study, language anxiety, effective factors?*

Well I just think this is incredibly important (laughs). It's incredibly important that your performance can be, it is just, you know, it can be affected by that, but like anything in life, really. And I'd like to stress the fact that we do need some kind of training, both for ourselves and for, and, and to know how to deal with students. But the thing is that this is not compulsory education. So we're left, you know, very much in the...

Extra: *do you think effective factors have been neglected in adulthood?*

Yes, yes because it's like, you're not all, you can look after yourself. You should know how to manage your emotions, you should know how to manage your life. And our students are... a lot of them haven't left home. They're not independent sort of. And so they still, you know, maybe another very haven't developed their social... skills or their emotional... (competences). Yes. So I think it's, I think it's important. You've just because they're over 18 doesn't mean that they are... ((mature)) (laughs) Exactly. Exactly. And they could be 40 (laughs) and not mature, I guess.

