

**ANXIETY IN SECOND AND THIRD LANGUAGES:
THE CASE OF ADULT MULTILINGUALS FROM
THE BASQUE AUTONOMOUS COMMUNITY**

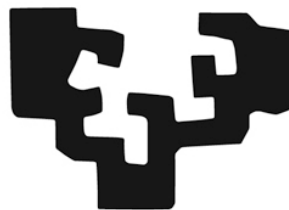
By Alaitz Santos Berrondo

Thesis supervised by Dr. Jasone Cenoz and Dr. Durk Gorter

Donostia- San Sebastián

2017

eman ta zabal zazu



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

A dissertation submitted to the Department of Research Methods in
Education of the University of the Basque Country, UPV/EHU.

Faculty of Education, Philosophy and Anthropology

Doctoral program of Education: School, Language and Society

Acknowledgements

First and foremost, I would like to thank the University of the Basque Country, UPV/EHU, for giving me the opportunity to carry out this PhD thesis by offering me a predoctoral contract and especially to the Department of Research Methods in Education and the doctoral program “Education: School, Language and Society”.

I would also like to express my warmest gratitude to my supervisors Dr. Jasone Cenoz and Dr. Durk Gorter for all their warmth, support and constant encouragement and inspiration. It has been a real pleasure to learn from such excellent professionals.

I am especially grateful to my beloved parents, Lourdes and Jon, for their unconditional love, being there for me each step of the way and teaching me the importance of daily effort and perseverance, to my boyfriend Asier for always believing in me and being at my side giving me all his support and love over the years, to my cousin, Josune, my uncles, Marisa and Javi, family in law and friends, thank you, none of this would have been possible without you.

Thanks also to the research group DREAM (Donostia Research group on Education and Multilingualism) for providing me the chance to be part of, especially thanks to my colleagues with whom I have shared the office over the last 4 years. Before I started this journey, people warned me about the loneliness of being a PhD candidate. Thanks to all of you I never felt that way.

Thanks also to the University of Amsterdam, especially to Dr. Folkert Kuiken for his hospitality, hosting me for an international research stay

with the CASLA research group (Cognitive Aspects of Second Language Acquisition) and offering me the opportunity to learn new approaches for my doctoral thesis.

Last but definitely not least, thanks to the participants who took part in this thesis for their time, cooperation and willingness. All of them are the true protagonists.

Abstract

This PhD thesis explores the anxiety and attitudes of multilingual speakers in second (Basque or Spanish) and third (English) languages in the context of the Basque Autonomous Community, a multilingual context where exposure to English is limited but internationalization is an important aim and the two official languages are Basque and Spanish.

This thesis comprises three empirical studies on three related themes in the study of anxiety: Study 1 Communicative anxiety in English, professionals and university students' perceptions, Study 2 Attitudes and anxiety of business and education students, and Study 3 Communicative anxiety of multilingual speakers.

The sample group consisted of a total of 532 university students majoring in Education and Business at the University of the Basque Country (UPV/EHU) and young professionals who completed their studies recently and were working in companies and educational institutions of the Basque Country. In order to collect the data and answer the research questions as fully as possible, quantitative and qualitative instruments were used. Participants completed a background questionnaire, an attitude questionnaire and a questionnaire about communicative anxiety. In addition, focus group discussions and interviews were also held with the objective of getting deeper insights from the data.

Among the most relevant conclusions, we could mention the following ones: there is a relationship between anxiety and some factors such as the proficiency level, English language certificates and multilingualism. There are differences in attitudes and anxiety when gender and different academic

fields are compared. There are also differences in anxiety towards second and third languages. These findings are discussed as related to previous national and international research studies.

Table of content

<i>Acknowledgements</i>	<i>i</i>
<i>Abstract</i>	<i>iii</i>
<i>Table of content</i>	<i>v</i>
<i>List of tables</i>	<i>x</i>
<i>List of figures</i>	<i>xii</i>
<i>List of abbreviations</i>	<i>xiii</i>
Chapter 1. Introduction	3
1.1. Multilingualism and communicative anxiety	3
1.2. Aim of the thesis	5
1.3. Outline of the thesis	8
Chapter 2. Anxiety in language learning.....	11
2.1. Introduction	11
2.2. Language anxiety in second and foreign language learning	15
2.2.1. Communicative anxiety	18
2.2.2. Test anxiety	19
2.2.3. Fear of negative evaluation	20
2.3. Foreign language anxiety related to four skills	22
2.3.1. Speaking anxiety	22

2.3.2. Reading anxiety	24
2.3.3. Writing anxiety	25
2.3.4. Listening anxiety	26
2.4. Factors associated with anxiety	28
2.4.1. Gender and age	29
2.4.2. Personality traits	33
2.4.3. Motivation and context of acquisition	38
2.4.4. Foreign language proficiency and anxiety.....	41
2.5. The measurement of foreign language anxiety	47
2.6. Summary.....	51
Chapter 3. Multilingualism	53
3.1. Introduction.....	53
3.2. Anxiety from the focus on multilingualism perspective.....	54
3.3 Multilingualism in Higher Education.....	56
3.4. Multilingualism in the workplace.....	64
3.5. Multilingualism and anxiety	66
3.6. Multilingualism in the Basque Autonomous Community.....	70
3.6.1. Language policy	71
3.6.2. Language education policy.....	77
3.7. Multilingualism in Higher Education in the Basque Autonomous Community.....	81

3.7.1. Use of Basque and Spanish at the University of the Basque Country.....	82
3.7.2. Use of English at the University of the Basque Country.....	84
3.8. Multilingualism in the workplace in the Basque Autonomous Community.....	86
3.9. Summary.....	88
Chapter 4. Rationale for the present work.....	93
Chapter 5. Communicative anxiety in English: professionals and university students' perceptions. Study 1.....	101
5.1. Aim and research questions	101
5.2. Methodology	102
5.3. Results	106
5.4. Summary.....	116
Chapter 6. Attitudes and anxiety of business and education students. Study 2.....	121
6.1. Aim and research questions	121
6.2. Methodology	122
6.3. Results	125
6.4. Summary.....	134
Chapter 7. Communicative anxiety of multilingual speakers. Study 3....	139
7.1. Aim and research questions	139

7.2. Methodology	140
7.3. Results	144
7.4. Summary.....	155
Chapter 8. General discussion and conclusion	159
8.1. Communicative anxiety in English: professionals and university students' perceptions	159
8.2. Attitudes and anxiety of business and education students.....	168
8.3. Communicative anxiety of multilingual speakers.....	174
8.4. General conclusions	180
8.5. Limitations and future research	182
8.6. Implications of this thesis.....	184
References	187
Appendixes	227
Appendix 1: Questionnaire in Basque	229
Appendix 2: Questionnaire in Spanish	234
Appendix 3: Spanish format of the template used for interviewing university students and young professionals	239
Appendix 4: Example of transcribed interview	242
Appendix 5: Example of transcribed focus group discussion	256
Appendix 6: Consent form in Basque	268

Appendix 7: Consent form in Spanish	269
Resumen	271

List of tables

Table 2.1. Example of studies using the FLCAS	48
Table 3.1. Ranking of countries according to EMI in European higher education	58
Table 4.1. Characteristics of the three studies.....	98
Table 5.1. Competence in Basque, Spanish and English	103
Table 5.2. Varimax Rotated Loadings for Factor Analysis of the Anxiety Scale	107
Table 5.3. Differences between university students and young professionals in the three factors	109
Table 5.4. Proficiency in English, participant type and communicative anxiety	110
Table 5.5. English language certificates, participant type and communicative anxiety	112
Table 5.6. Multilingualism, participant type and communicative anxiety	114
Table 6.1. Proficiency in Basque, Spanish and English	123
Table 6.2. Varimax Rotated Loadings for Factor Analysis of the Motivation Scale	125
Table 6.3. University students' attitudes towards English	127

Table 6.4. Varimax Rotated Loadings for Factor Analysis of the Anxiety Scale.....	128
Table 6.5. University students' anxiety towards English.....	129
Table 7.1. Competence in Basque, Spanish and English.....	141
Table 7.2. Total competence in Basque, Spanish and English according to L1	141
Table 7.3. Anxiety in the L2	145
Table 7.4. Anxiety in the L3.....	149
Table 7.5. Spanish L1 speakers' anxiety in L2/L3.....	151
Table 7.6. Basque L1 speakers' anxiety in L2/L3.....	154

List of figures

Figure 3.1. Anxiety from the focus on multilingualism perspective	56
Figure 3.2. Language competence in the Basque Autonomous Community	74
Figure 3.3. Evolution of bilingual population, province by province	75
Figure 3.4. Basque Language Use typology	76
Figure 3.5. Students' enrolment according to language: Basque and Spanish.....	83
Figure 5.1. Anxiety and language proficiency	110
Figure 5.2. Anxiety and English language certificates	113
Figure 5.3. Anxiety and level of multilingualism	115
Figure 6.1. Positive attitudes, gender and academic field	131
Figure 6.2. Commitment, gender and academic field	132
Figure 6.3. Communicative anxiety, gender and academic field	133
Figure 6.4. Concern about own communicative competence, gender and academic field	134
Figure 7.1. Anxiety in L2 and L3	155

List of abbreviations

ACA	Academic Cooperation Association
BAC	Basque Autonomous Community
CLIL	Content and Language Integrated Learning
DSM	Diagnostic and Statistical manual of Mental disorders
EBPN	Euskara Biziberritzeko Plan Nagusia (General Plan for the Promotion of the Use of Basque)
EF	Education First
EMI	English Medium Instruction
ESEP	Euskara Sustatzeko Ekintza Plana (Action Plan for the Promotion of the Basque Language)
F1	Factor 1
F2	Factor 2
F3	Factor 3
FL	Foreign language
FLCA	Foreign language Classroom Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FLRAS	Foreign Language Reading Scale
L1	First language

L2	Second language
L3	Third language
L4	Fourth language
LC	Listening Comprehension
LCDH	Linguistic Coding Differences Hypotheses
SLA	Second Language Acquisition
SLWAT	Second Language Writing Anxiety Test
SMB	Small and Medium sized Businesses
TA	Tolerance of Ambiguity
UPV/EHU	Universidad del País Vasco / Euskal Herriko Unibertsitatea (University of the Basque Country)
WAT	Writing Apprehension Test

Introduction

Chapter 1

Introduction

In this chapter, first the area of research of this thesis will be introduced and then the aim of the thesis will be explained. Finally, the content of this work will be described.

1.1. Multilingualism and communicative anxiety

Multilingualism is a research area that has gained currency in the last decade. It is a complex individual and social phenomenon that has been taking into account different perspectives such as linguistics, psycholinguistics, anthropology and sociolinguistics (Cenoz, 2013a).

The Basque Country has traditionally been bilingual but it is becoming increasingly multilingual as the result of globalization. In this context, internationalization is an aim and English is considered a very important asset in the job market. In the last decade, English has become the most important language of international communication and it is mainly used as a lingua franca in most countries in Europe and elsewhere (Alcón & Michavila, 2012; Coleman, 2006).

University policies reflect the social trends and have been influenced by globalization. Nowadays many universities including those in the Basque Country aim at internationalization with policies designed to increase the number of foreign students, student exchanges and staff mobility. As a consequence, English is promoted in many universities to compete in the international arena (Airey, Lauridsen, Räsänen, Salö, & Schwach, 2015). Furthermore as English is the main language of science and technology, its

use as the medium of instruction is becoming more common all over the world also for this reason (see for example Torres Olave, 2012; Hu & Lei, 2014; Dimova, Hultgren & Jensen, 2015). However, the spread of English is not uniform and there are important differences in the extent to which English is used and the levels of proficiency. For instance, a recent survey conducted by Eurobarometer (2012) reported that a very low percentage of the Spanish population was able to have a conversation in English.

Anxiety is one of the most important affective variables related to the use of a second or foreign language and it can be an important factor when English language skills are a requirement for daily tasks in formal and informal contexts such as university, the job market or daily communication. As anxiety has been related to language proficiency (see for example, Dewaele & MacIntyre, 2014) it can be expected that speakers of English in the Basque Country will have higher levels of anxiety because they have usually had less exposure to English and fewer opportunities to use it than in some other European countries. Apart from proficiency there are other aspects of anxiety that can be particularly interesting in the context of the Basque Country: language certificates and multilingualism. English language certificates, particularly the Cambridge ones are highly appreciated. A recent article in a local newspaper had the heading “*Sin título de inglés no te abren ni la puerta*”, which can be translated as “*Without an English language certificate they do not even open the door to you*” (Diario Vasco, 2015). This newspaper article explains how hundreds of young people take Cambridge exams of English (First Certificate, Advanced, Proficiency) because certificates are considered to be completely necessary to try to find a job. However, exposure to English is still limited in the Basque Country. It is common for Basque speakers to apologize about their English by saying sentences such

as “*My English is not very good*” or “*Sorry about my English*” when they have to speak English to a native or non-native speaker for the first time. These comments can indicate lack of confidence, modesty or anxiety. Anecdotal evidence indicates that this type of comment is also common among Basque speakers who have a good command of English and among those who have English language certificates.

Regarding multilingualism, it is important to note that in the multilingual context of the Basque Country anxiety is not only limited to the L3 (English) but also to second languages which in the context of this thesis are Basque (the minority language) or Spanish (the majority language). It is generally accepted that second language (L2) anxiety exists, but it is necessary to go further than two languages because there is no evidence to believe that anxiety towards a second language (L2) is the same as towards a third (L3) or a fourth (L4) one. In a bilingual region such as the Basque Country where the minority language (Basque) and the majority language (Spanish) coexist daily, many factors can potentially influence anxiety.

In this thesis we explore language anxiety as experienced by university students and young professionals in the Basque Country.

1.2. Aim of the thesis

During my years as a student and as a teacher I have observed that when presented an opportunity to use their second, third or fourth language, many people remain silent or do not dare to speak, feeling blocked and experiencing language anxiety. There are many questions that can be asked as related to this phenomenon. Why does this happen even after learning a language for many years? How do speakers perceive themselves when using these languages? Do these perceptions influence their daily communication? Does the same anxiety happen in Basque, Spanish and

English? These are some of the questions that motivated this doctoral thesis.

This thesis analyzes language anxiety in relation to the linguistic situation of the Basque Autonomous Community where Basque (minority language), Spanish (dominant language) and English (foreign language) coexist in the daily life of many citizens in different settings.

The general aim of this thesis is to contribute to our understanding of anxiety and its effect on language learning as related to multilingualism. In order to achieve this aim the thesis explores what language anxiety is like in a bilingual region where exposure to English is limited and there are two other languages, Basque the minority language and Spanish the dominant language.

This thesis has the specific aim of analyzing the relationship between anxiety and some variables such as gender, proficiency, multilingualism and language certificates in two groups of speakers, university students and young professionals. An interesting point in this thesis is that it not only looks at university students' anxiety but also at young professionals, a group that has not received enough attention so far. The group of young professionals is particularly important because they often need to put their knowledge of English, Basque and Spanish into practice while university students have fewer opportunities to do that. Another aim of the thesis is to explore the attitudes and anxiety in English of business and education university students as related to the role of English as the Medium Instruction (EMI). Taking into consideration a holistic approach, this thesis also aims at examining whether the same speakers have different degrees of anxiety towards different languages in their repertoire.

By combining the analysis of different academic and professional profiles (business and educational university students and young professionals) and their linguistic repertoire in relation to several factors, this thesis can provide valuable insights and it can also become a meaningful contribution to the research area of anxiety within second and foreign languages and the study of multilingualism.

This thesis is unique in several ways. Unlike most research studies on foreign language anxiety the focus of this thesis expands the scope of research on anxiety by comparing university students to young professionals. Furthermore, most research studies on foreign language anxiety have only focused on a second language even if it is technically not a second language but a third, a fourth or a fifth without considering the multilingual speaker's whole linguistic repertoire. This thesis adopts a multilingual focus and takes into account the different languages in the multilingual speaker's repertoire and the context in which these languages are used (Cenoz & Gorter, 2011, 2015). This approach can potentially provide more insights than looking at anxiety in a single second or foreign language. This thesis relates the study of anxiety to English Medium Instruction (EMI) and to other variables such as gender, proficiency, attitudes or language certificates, which are very important in the specific context of the research studies.

In order to achieve the aims of this thesis the main trends in the study of anxiety and multilingualism have been analyzed and three interrelated research studies have been carried out so as to advance our knowledge on language anxiety as related to several languages in multilingual contexts.

1.3. Outline of the thesis

This thesis contains eight chapters followed by the list of references and the appendixes.

Chapter 1 is the introduction to the thesis and includes the aims and outline of the content.

Chapter 2 “Anxiety in language learning” reviews the theoretical and empirical contributions on anxiety that are relevant for the aims of this thesis.

Chapter 3 “Multilingualism” has a double aim. On the one hand it provides a summary of the relevant theoretical and empirical contributions on multilingualism and on the other it looks at relevant information of multilingualism in the specific context of the Basque Autonomous Community.

Chapter 4 “Rationale for the present work” explains the rationale, design and research questions of the empirical studies

Chapters 5, 6 and 7 report the aims, research questions, methodology and results of the three empirical studies.

Chapter 8 addresses the main conclusions of the thesis. It also acknowledges some limitations and identifies implications and possibilities for further research in the future.

Theoretical background

Anxiety in language learning

In the following two chapters, a detailed review of the theoretical framework of this thesis will be presented. Chapter 2 addresses the concept of anxiety itself, more in particular in the context of language learning, chapter 3 focuses on the topic of multilingualism and its relationship to Higher Education and workplace settings and anxiety, and multilingualism in the specific context of the Basque Autonomous Community.

2.1. Introduction

At first, anxiety seems an easy concept to define and interpret, however many different definitions have been provided in the literature. As Dörnyei (2005) highlighted “it is surprising how ambiguous the conceptualization of the concept (anxiety) becomes when we go beyond the surface” (p. 198). Therefore, in this section a preliminary insight into the general concept of anxiety is reviewed for a better understanding of its meaning.

Anxiety is an affective variable that has attracted a lot of attention among researchers in different contexts (Rachman, 1998). Research on anxiety began in the early twentieth century as a result of the growing interest in the subject (Rachman, 1998). However, these early investigations showed some methodological and conceptual problems (Sierra, Ortega, & Zubeidat, 2003). Simultaneously, the American Psychiatric Association established a new diagnostic system entitled Diagnostic and Statistical Manual of Mental Disorders (DSM), with the aim of creating clear definitions, classifying and diagnosing different types of disorders including anxiety (Rachman, 1998).

Defining anxiety is not an easy task; many authors have provided definitions taking into account different aspects. Spielberg (1983, p. 1) defined anxiety as a “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. According to Rojas (1989) anxiety is a physiological, behavioral, psychological, cognitive and assertive response, characterized by a state of alert. It can be triggered in different contexts and situations, including unpleasant, threatening, insecure circumstances, where one feels evaluated and worried about possible consequences.

Bigdeli and Bai (2009) proposed an approach known as “The Triunal Model of Understanding Anxiety” which takes into account a multidimensional perspective of anxiety, divided in three different dimensions: physiology, psychology and philosophy. The physiological dimension considers the need of identifying anxiety symptoms (tremors, sweat...) as a first step of awareness. The psychological dimension analyzes the psychological roots of anxiety. In the authors’ words “anxiety is a learned response that has its origin in the experiencing individual’s psychology as it operates in a given sociocultural environment” (Bigdeli & Bai, 2009, p. 106). The philosophical dimension emphasizes how beliefs and values about the world affect learner’s emotions, being anxiety a natural part of the existence.

Sierra et al. (2003) emphasized the terminological confusion between anxiety and concepts such as stress, fear or tension, due to the fact that in some contexts these terms have been used contradictorily, entailing a great uncertainty. Spielberg (1976) made a distinction between anxiety and fear, highlighting that fear is produced when a real danger is perceived. Similarly, Rachman (1998) also made a comparison between these two terms, pointing out that both have some characteristics in common such as

the anticipation of fear, apprehension and negative thinking. However, fear turns out to be more specific, intense and episodic. Some other authors added some more specific features to the characteristics mentioned above, such as the thoughts of danger, the apprehension feelings and the motor responses (Campbell, 1986; Thyer, 1987). Marks (1986) pointed out that anxiety arises from unpredictable circumstances and future stimuli, while fear arises from current situations or stimuli. In other words, the difference between these two concepts is based in temporality, due to the fact that fear is felt as something that is happening at the very moment, while anxiety is something that will happen in the near future.

Cattell and Scheier (1961) and Spielberg (1966, 1972) differentiated and classified anxiety into two categories: state anxiety and trait anxiety. Over time, a third category was added, labeled as situation-specific anxiety. Each of them provides a valuable but different perspective on the process of anxiety (MacIntyre, 2007).

According to Spielberg (1966, p. 2) state anxiety is a “transitory state or condition of the organism that varies in intensity and fluctuates over time”. Wrisberg (1994) and Weinberg and Gould (1995) defined state anxiety as an immediate emotion that arises before a specific circumstance and it is characterized by both psychological and physiological responses. It encompasses real, immediate and momentary feelings determined by nervousness, discomfort and distress. So, it is not perceived as a permanent characteristic of the personality. MacIntyre (2007) suggested as a clear example a person feeling nervous right now, due to the fact that the concern is for an experience originated in a specific moment, without worrying whether it may arise again in a future. Dewaele (2013) also gives as an example the apprehension experienced before doing an exam.

Trait anxiety is defined as an “acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non dangerous circumstances as threatening” (Spielberger, 1966, p. 16). MacIntyre (2007) added that “at the trait level, the concern is for concepts that endure over long periods of time and across situations, establishing broad, typical patterns of behavior” (p. 565). Therefore, trait anxiety is relatively permanent and a stable aspect of personality. People with trait anxiety are very prone to experience anxiety in many situations.

According to several experts, there is a positive correlation between state anxiety and trait anxiety, that is, when trait anxiety is high, state anxiety increases directly, although it cannot be generalized in all the cases (Hackfort & Spielberg, 1989; Jaenes, 2000; Spielberg, 1983; Weinberg & Gould, 1995). Nonetheless, Guillamón (2004) also noted the existence of a negative correlation between state and trait anxiety, due to the fact that a person with low levels of trait anxiety can timely experience a high level of state anxiety under conditions of alert.

Situation-specific anxiety, as its own name suggests, focuses on unique and specific situations, such as public speaking, oral exams or interviews. According to MacIntyre and Gardner (1994a), it is “the probability of becoming anxious in a particular type of situation such as when speaking a second language” (p. 2). Therefore, a clear example of situation-specific anxiety would be the anxiety experienced in second or foreign language contexts. Oh (1990) also classified foreign language anxiety as a situation-specific anxiety, highlighting that it is a “situation-specific anxiety that students experience in the classroom which is characterized by self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions in the language classroom” (p. 56). Horwitz et al. (1986) perceived the need of designing an instrument that would measure that

specific situation anxiety and developed “The Foreign Language Classroom Anxiety Scale” which has been widely used in different research studies all over the world. Although many research studies have considered foreign language anxiety as a situation-specific anxiety, it is noteworthy to mention that it can also be conceptualized at trait anxiety or state anxiety levels (MacIntyre, 2007). Recent research points in the direction of a relationship between foreign language anxiety and trait anxiety (Dewaele, 2013).

2.2. Language anxiety in second and foreign language learning

Many researchers have recognized the importance of affective factors in language learning. Among these, language anxiety is considered as an important affective variable related to the use of a second or foreign language. The study of anxiety towards the second/foreign language has had an important development over the last decades (see Scovel, 1978 for a review of early research). In the 80s, Horwitz (1986) proposed a theory about second language learning anxiety, where terms such as “foreign language anxiety” or “language anxiety” surfaced. MacIntyre and Gardner (1991a) distinguished three different dimensions in anxiety: general anxiety, state anxiety and language anxiety.

There are many definitions proposed by several authors about the concept of language anxiety or foreign language anxiety. For instance, Horwitz et al. (1986) defined language anxiety as the feeling of apprehension and worry, which is “associated with an arousal of the autonomic nervous system” (p. 125). MacIntyre and Gardner (1994b) also defined it as the feeling of tension and apprehension but adding the idea that is specifically associated with second language (L2) contexts, including speaking, listening, and learning (p. 284). Spielmann and Radnofsky (2001)

highlighted that language anxiety is “an unstable phenomenon that may be generated by any situation or event and may be perceived differently by each individual experiencing it” (p. 259).

According to MacIntyre (1999), foreign language anxiety is defined as “the worry and negative emotional reaction aroused when learning or using a second language” (p. 27). These feelings can be caused after the first contact with a foreign language. Frequently, this first contact occurs inside a classroom and when negative affective responses are repeated inside language classes, anxiety is inevitably associated with the context of the language classroom (MacIntyre & Gardner, 1991b). Therefore, anxiety in language learning has been mainly considered as a situation-specific construct (Horwitz et al., 1986). Horwitz et al. (1986) defined Foreign Language Classroom Anxiety (FLCA) as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 28). They established three subtypes of sources of Foreign Language Classroom Anxiety: communication apprehension, test anxiety and fear of negative evaluation. These three subtypes will be addressed in the next section.

Even though these three concepts can be useful, foreign language anxiety is not just the result of applying these concepts to the foreign language learning situation. It is generally accepted that foreign language anxiety is unique and specific to the foreign language context and therefore different from other types of anxiety (see also MacIntyre & Gardner, 1989, 1991a).

The effects of foreign language anxiety can be classified as facilitating or debilitating. Facilitating anxiety has been defined as a type of anxiety that prompts to the improvement of the performance (Young, 1990). MacIntyre and Gardner (1991c) even stated that “anxiety is one of the best predictors

of success” (p. 96). Rueda and Chen (2005) claimed that a moderate grade of anxiety can influence positively on learner’s performance, being anxiety “a facilitator for better achievement” (p. 215). Argaman and Abu-Rabia (2002) suggested that facilitating anxiety might be a source of motivation, persuading learners to work harder and making efforts to improve in the material. Dewaele, MacIntyre, Boudreau and Dewaele (2016) in a recent study reported that “facilitating anxiety should not be considered a lower level or amount of anxiety but rather a qualitatively different, strongly-negatively correlated, positive emotion related to excitement, risk taking, arousal, eagerness, and so on” (p.57). According to the authors, when individuals see the importance in what they are doing, moderate levels of anxiety may be linked to positive emotions.

Facilitating anxiety is supposed to be linked to the improvement of the learning and performance. However, most of the research studies have focused on the negative effects of anxiety, showing that foreign language anxiety can have a negative effect on the acquisition of a second or foreign language (see for example, MacIntyre & Gardner, 1991b; Yan & Horwitz, 2008; Zhang, 2013).

Debilitating anxiety has been defined as a kind of anxiety that obstructs performance (Young, 1990), leading to a situation where the language learning is impaired, entailing thoughts of abandonment (Bailey, 1983). Anxiety can affect not only the learning process but also the communicative performance by reducing communicative skills and learning capacity (MacIntyre & Gardner, 1991b). Dewaele (2002, 2005) pointed out that anxiety plays a debilitating role in foreign language learning, reducing students’ learning motivation and causing negative attitudes towards the foreign language. Anxiety can reduce memory processes and learning capacities, slowing down the functioning of the

prefrontal lobe of the brain (Arnold & Brown, 1999). Highly anxious students experience more cognitive interferences, which hampers participant's attention and concentration levels (Sellers, 2000).

It has also been suggested that facilitating and debilitating factors may act together, having an influence on the outcomes. A certain level of anxiety is related to facilitating factors, while high levels of anxiety constitute a debilitating factor (Ohata, 2005). The question is to find a balance between both kinds of anxiety.

2.2.1. Communicative anxiety

Among the different subtypes of foreign language anxiety, we can find communicative anxiety, also known as communicative apprehension (Horwitz, 1986; Horwitz, Horwitz, & Cope, 1986). Communicative anxiety is a specific type of anxiety that arises from the fear of having to perform a communicative act (Rubio, 2004). Horwitz et al. (1986) defined it as “a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups or in public, or in listening to or learning a spoken message are all manifestations of communication apprehension” (p.127).

The context where communicative anxiety is experienced may be inside a classroom or during social interactions outside the classroom. Previous studies have suggested a relationship between anxiety and language learning (Horwitz et al., 1986; MacIntyre & Gardner, 1989; Price, 1991; Saito & Samimy, 1996). In fact, it has been reported that many students experience anxiety in foreign language classes (Campbell & Ortiz, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1989). Anxiety has often been linked to oral production and to a lesser extent to other skills (Koch & Terrell, 1991; MacIntyre & Gardner, 1994a; Price, 1991).

Communicative anxiety has been related to physical, psychological, behavioral, cognitive and assertive symptoms (Rojas, 1989). Some of the specific physical symptoms that anxious second or third language users could display include hands, feet, body tremors and palpitations, sweat in the body, especially in the hands, armpits and inner thighs, dry mouth or abdominal tension. Regarding psychological symptoms, people that experience communicative anxiety tend to perceive a sense of constant threat, followed by strain, insecurity or loss of energy (Rubio, 1995). In section 2.3.1, language anxiety related to oral skills will be analysed.

2.2.2. Test anxiety

Research around test anxiety began in the 50s. Mandler & Sarason (1952) defined it as a tendency to experiment restlessness, nervousness and displeasure accompanied by physiological responses towards situations of assessment. Flamini, Barbeito, & González (2012) supported this definition, adding that these physiological and behavioral reactions appear to the belief that others will evaluate oneself' work negatively.

Hancock (2001, p. 284) described the concept as a “relatively stable personality characteristic that prompts an individual to react to threatening situations with sometimes debilitating, psychological, physiological, and behavioral responses”.

Test anxiety is one of the most usual problems among college students. According to Rosario et al. (2008) this is a very common behavior, taking into account that students receive a high social pressure on academic achievements. In addition, students' perception of the test has been found as one of the highest sources of anxiety (Bonaccio & Reeve, 2010).

There are several factors that may have an influence on the development of test anxiety. These variables are linked to time limit, test techniques,

format, length, environment and clarity of test instructions (Young, 1999). For instance, Hill and Eaton (1977) found significant differences between the variables test anxiety, time limit and performance. Their results revealed that when no time limit was established in a test, those students classified as highly anxious, performed the task as correct as the relaxed students group. However, when the variable time limit was introduced, those highly anxious students made more mistakes and even took longer time to solve each of the tasks.

It seems that in some contexts, test anxiety affects negatively language learning processes, performance and test outcomes, due to the fact that reduces the level of attention, incrementing the number of errors (Ohata, 2005). Anxious language students tend to forget grammatical structures and make syntax and spelling errors, not being able to show their real knowledge (Horwitz et al., 1986). Tobias (1986) described how anxiety works at three different stages. First, at the input stage anxiety is likely to cause distraction and lack of concentration. Second, at the processing stage anxiety interferes with memory processes. Third, at the output stage anxiety hampers the recovery of the studied content.

2.2.3. Fear of negative evaluation

Fear of negative evaluation has been defined as the “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively” (Horwitz et al., 1986, p. 128). It has been mainly associated with the increase of anxiogenic responses such as apprehension of failure, rejection, criticism, and a constant need for approval (Kristensen & Torgersen, 2007). As a result, the individual may develop a sense of undervaluing and shame, avoiding "controversial" situations (Romero, 2008). This fear of negative evaluation

may be linked to social phobia, as it is generated by the sense of negative evaluation in social situations (Gallego, Botella, Quero, Baños, & García-Palacios, 2007). According to some behavioral models there is a direct link between social phobia and fear of negative evaluation. Consequently, socially anxious people show higher rates of anxiety and worry more about the idea of being evaluated by others (Rapee & Heimberg, 1997).

Sometimes, this fear of negative evaluation is reflected in the classroom context, especially when language production is required. Therefore, the fear of making mistakes tends to appear. Many second language and foreign language learners show higher rates of anxiety when using the language inside the classroom (Trang, 2012). According to Horwitz et al. (1986) the feeling of being continuously evaluated by the teacher and the peers increases anxiety levels, which is related to the need of many learners of being completely sure of the answers before verbalizing them (Crookall & Oxford, 1991; Gregersen & Horwitz, 2002; Tallis, Eysenck, & Mathews, 1991). Some other factors to be considered are teacher's corrections in front of classmates, fear of being laughed at others, students' perceptions about language skills and psychological constructs such as self-esteem (Liu & Jackson, 2008; Kitano, 2001; Price, 1991).

Summing up, in this section we have seen several definitions of language anxiety and its effect in language learning performance as a facilitative or debilitating factor. The three subtypes of sources of foreign language classroom anxiety have been also analysed: communication apprehension, test anxiety and fear of negative evaluation. Now we will continue by looking at the characteristics of foreign language anxiety related to four skills.

2.3. Foreign language anxiety related to four skills

Several research studies have shown that language anxiety can affect the development of language skills; oral skill (Sparks & Ganschow, 1991), reading skill (Saito, Horwitz, & Garza, 1999), writing skill (Daly, 1991) and listening skill (Vogely, 1999).

Hereafter a review of the literature will be presented dealing with the relationship between anxiety and the four skills mentioned above.

2.3.1. Speaking anxiety

Based on the literature, speaking is supposed to be one of the most anxiety-provoking skills for many language learners in second language learning contexts (Horwitz et al., 1986; Young, 1991). Therefore, anxiety has often been linked to oral production and has been identified as a subtype referred to as communicative apprehension (Horwitz et al., 1986; MacIntyre & Gardner, 1989), as we have already seen in the first section of this chapter (2.2.1). Oral tasks developed inside the classroom that involve speaking seem to arouse student's anxiety, causing reactions such as "distortion of sounds, inability to reproduce the intonation and rhythm of the language, forgetting words or phrases just learned or simply refusing to speak and remaining silent" (Young, 1991, p. 430).

Horwitz et al. (1986) also offered some other characteristics such as the behavior of trying to avoid difficult or personal messages in the foreign language, freeze up in role-play activities, report that they know a certain grammar point but forget it during a test or an oral exercise when many grammar points must be remembered, complain of difficulties discriminating the sounds and structures of a foreign language message, confess they know the correct answer on a test but put down the wrong one

due to nervousness or carelessness, and over-study without any improvement in grades (pp. 126-27).

Young (1990) explained that many tasks that promote oral communication tend to cause anxiety and she quoted an anonymous language learner that clearly reflects the real feelings of some students when they are called for public speaking inside the classroom: “I hate it when the teacher calls on me to speak. I freeze up and can’t think of what to say or how to say it. And my pronunciation is terrible” (p. 539). This example expresses clearly the feelings and the reactions of anxious learners, which obviously influences individual’s willingness to communicate.

In the same research study, participants underlined that their level of anxiety decreased, although it was still there, in oral activities prepared in advance, showing that spontaneous speaking is one of the tasks that causes more anxiety inside a language classroom. Horwitz et al. (1986) also corroborated what is mentioned above; highlighting that spontaneous speaking was very anxiety-provoking, while presenting something that was previously planned involved less feeling of apprehension. In this study, the authors developed the Foreign Language Classroom Anxiety Scale (FLCAS), which was designed mainly to collect data about language anxiety when speaking a foreign language in a classroom context and that nowadays is one of the most used quantitative instruments to measure communicative anxiety. In section (2.5.) we will explore this scale in detail.

2.3.2. Reading anxiety

There are not many research studies related to reading anxiety, mainly because reading has not been a priori seen as a source of anxiety, due to the fact that some other skills are supposed to be more anxiety-provoking. Reading in silence, is one of the most confidential tasks, where just the individual is involved, without an interaction between two or more speakers. The reader has the freedom to reflect and reevaluate a section or a paragraph several times, without the concern of interpreting the information publicly (MacIntyre, Noels, & Clément, 1997; Saito et al., 1999). However, as Sellers (2002) noted reading in any language “is a cognitively demanding process, involving minimally the coordination of attention, memory, perception, and comprehension processes. The reading process is further complicated in the second language, where there are additional factors to consider such as language ability, cultural backgrounds, and learners’ motivation, among others” (p. 513).

There are two aspects of foreign language reading that are potentially a source of anxiety: first, “unfamiliar scripts and writing systems” and second, “unfamiliar cultural material” (Saito et al., 1999, p. 203). Unfamiliar scripts trigger an immediate effect of anxiety, due to the obstacles in decoding and processing the content, while the unfamiliar cultural material does not provoke such instantaneous effects because the reader is able to decode the words but has problems in interpreting the content due to the unfamiliarity of the cultural material. Taking into account these two aspects, Saito et al. (1999) carried out a research study with 383 participants with the aim of assessing reading anxiety in relation to three foreign languages (French, Russian and Japanese). A questionnaire designed by the author specifically to measure reading anxiety labeled as Foreign Language Reading Scale (FLRAS) was used. The results indicated

that reading is an anxiety-provoking skill, being a specific anxiety type. Unfamiliar words, unknown grammatical structures, understanding problems, unfamiliar cultural topics and perceptions of difficulty of reading are some of the factors that increase anxiety levels.

Sellers (2000) suggested that reading anxiety has its autonomy, being a “distinct phenomenon in language learning” (p. 513). However, it is also linked to foreign language anxiety, due to the fact that students with high levels of language reading anxiety also experience high levels of foreign language anxiety and the other way around.

2.3.3. Writing anxiety

Writing has been described as an “emotional as well as cognitive activity” (Cheng, 2002, p. 647), where variables such as motivation and affect play an important role (Hayes, 1996). In the 70s, Daly and Miller (1975) focused their attention on the effects of writing anxiety, being pioneers in its study and proposing terms such as writing apprehension that later on was defined by Cheng (2002) as “the dysfunctional anxiety that many individuals suffer when confronted with writing tasks” (p. 647).

These authors developed a quantitative instrument labeled as the Daly-Miller Writing Apprehension Test (WAT) that was designed to identify English native speakers writing anxiety. It was directed mainly to first language learners, although it has been one of the most used instruments to measure second language writing anxiety (Cheng, 2004). Cheng et al. (1999) realized that the context where the WAT was administered was not appropriate enough to measure second language writing anxiety, so they adapted the WAT questionnaire creating a new quantitative instrument specifically designed for a second language context, which was labeled as

Second Language Writing Anxiety Test (SLWAT) and consisted of 29 items that evaluate anxiety levels when writing in a second language.

Writing anxiety has been associated with writing performance (Fowler & Ross, 1982), quality of the text (Fleming, 1985) and influence on individuals' career choice and academic choices (Dali & Miller, 1975). Cheng (2002) found four factors that predicted second language writing anxiety. The first factor was "writing motivation/attitude", the second factor "extracurricular effort to learn English", the third factor "confidence in English writing" and the fourth factor "English writing achievement". The author revealed that all four factors were significant for the prediction of second language writing anxiety, being the third factor "confidence in English writing" the best predictor, followed by the first factor "writing motivations/attitude", the second factor "extracurricular effort to learn English" and last the fourth factor "English writing achievement". Moreover, student's beliefs about their own writing capacity influences directly writing anxiety.

2.3.4. Listening anxiety

Speaking and listening have been classified as the most anxiogenic skills (Young, 1992). In fact MacIntyre and Gardner (1994b) defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (p. 284). Krashen (1982) also emphasized the relevance of listening in the development of a second language, being anxiety an obstacle in the successful reception and progress of oral messages.

According to Scarcella and Oxford (1992), factors such as difficulty and unfamiliarity of the activities increment levels of anxiety. Foreign listening anxiety has a significant influence on listening performance (Zhang, 2013).

Horwitz (1987) pointed out that there is a believe that for being a good speaker or good in a language there is a need of acquiring extensive knowledge of vocabulary and grammar, perfect pronunciation and understanding. Such ideas may be some of the reasons why many learners do not dare to speak the target language, feeling completely blocked when listening the foreign language and in turn experiencing anxiety. As Vogely (1998) stated “listening comprehension anxiety can undermine speech production because, in order to interact verbally, the listener must first understand what is being said. Therefore, listening comprehension (LC) anxiety should not be ignored, but actively addressed” (p. 68). This author suggested four categories associated with listening anxiety. The first one would be the best predictor of listening anxiety and the fourth the least. (p.70):

- 1) LC anxiety associated with characteristics of foreign language input: nature of speech, level of difficulty, lack of clarity, lack of visual support and lack of repetition.
- 2) LC anxiety associated with processing-related aspects of FL: inappropriate strategies, lack of processing time, impossibility of study for a LC test, impossibility of checking the answers.
- 3) LC anxiety associated with instructional factors: lack of LC practice, specific characteristics of the test itself, uncomfortable environment.
- 4) LC anxiety associated with attributes of the teacher and learner: fear of failure/ nerves, instructor’s personality.

Lack of comprehension and confidence in listening are significant predictors of listening anxiety as well (Capan & Karaka, 2013; Kim, 2000). Speed, intonation, length and pronunciation of the speaker, number of speakers and efficacy of listening strategies are also some other variables linked to listening anxiety. In addition, real tasks which have not been

specially designed for foreign language learners such as listening to news or tv programs and dictations are perceived as more anxiety- provoking than other activities (Kim, 2000).

In sum, in this section we have analysed the link between language anxiety in relation to different skills: oral, reading, writing and listening. Now we will examine some of the factors that have been associated with language anxiety.

2.4. Factors associated with anxiety

Foreign language anxiety is a complex multidimensional construct that can influence the process of learning a foreign language. As Scovel (1978) stated “anxiety is not a simple, unitary construct that can be comfortably quantified into ‘high’ or ‘low’ amounts” (p. 137). Furthermore it is also related to many individual, social, linguistic and situational factors.

The identification of the effects of anxiety has been one of the key issues for many researchers (Ellis, 2008). Research studies have looked into the relationship between anxiety and factors such as age, gender, personality, proficiency, motivation or multilingualism (see for example, Dewaele, 2007a, 2007b). Onwuegbuzie, Bailey, and Daley (1999) associated eight independent variables with foreign language anxiety: age, academic achievement, visits to foreign countries, prior experiences, expected overall average for current language course, perceived competence, and perceived self-worth. Yan and Horwitz (2008) identified twelve factors: regional differences, language aptitude, gender, foreign language anxiety, language learning interest and motivation, class arrangement, characteristics of the teacher, language learning strategies, test types, parental influence, peer comparisons and achievement.

Other studies on foreign language anxiety have identified different factors that influence anxiety. For example, Thomson and Lee (2013) conducted a study in two universities in Korea. Participants were 123 learners of English as a foreign language. They used the FLCAS and identified four factors: English class performance anxiety, lack of self-confidence in English, confidence with native speakers of English and fear of ambiguity in English. Cheng et al. (2014) carried out a large scale study with 1,281 participants in China. They focused on test anxiety when taking different English language tests and using the Cognitive Test Anxiety scale identified three factors: general test anxiety, skill test anxiety, and test confidence. Liu and Jackson (2008) also report a study on language anxiety carried out in China with 547 university students and using a 36-item survey adapted from FLCAS identified three factors: fear of negative evaluation, communication apprehension and test anxiety. These studies indicate that anxiety is complex and the factors can be linked to the instruments used and the specific language learning context.

In this section a selection of sociobiographical, situational and socioeducational factors will be analysed in relation to language anxiety.

2.4.1. Gender and age

Several research studies have emphasized the significant role of gender on levels of language anxiety, achievements and learners' motivation, being the differences between males and females the main focus of attention, and yielding some conflicting results.

In general terms, higher levels of anxiety have been associated with female rather than male learners (Elkhafaiti, 2005; Koul, Roy, Kaewkuekool, & Ploisawaschai, 2009; Park & French, 2013; Thompson, 2015; Dewaele et

al., 2016) taking into account different language skills such as speaking (Öztürk, & Gürbüz, 2013), writing (Cheng, 2002) and reading (Lien, 2011).

For example, Koul et al., (2009) reported a study carried out at two universities and a vocational college in Thailand. They found that females not only had higher levels of instrumental motivation and language proficiency but that they also “had significantly higher levels of perceived foreign language anxiety than males although previous research has noted that males are less likely to admit anxiety than females” (p. 685). Park and French (2013) conducted a study on university students taking an English conversation course in Korea and found that female students self-reported higher levels of anxiety than male students. Öztürk and Gürbüz (2013) who carried out a study among university students in Turkey and reported that both female and male university students experience communicative anxiety, with female students being more motivated but also more anxious than male students when communicating in English. Dewaele et al. (2016) found that females felt more worried about errors and less confident when using the FL, experiencing higher levels of anxiety compared to males, however females also tend to show more interest and enjoyment in the FL classroom. The study conducted by Gargalianou, Muehlfeld, Urbig, and Van Witteloostuijn (2015) in a business school at a Dutch university explains the higher anxiety presented by female students as linked to the complex relationship between anxiety and personality and also the differences between males and females in willingness to admit anxiety.

The higher anxiety experienced by female learners does not seem to be related to their motivation and learning process as it is often reported that they make more progress than male learners. Dewaele (2007a) pointed out that “it seems that on average, women are better at tasks involving fluency in language, which may give them an edge in SLA” (p. 176). Aida (1994)

found that female students got higher scores than male students, probably because of the use of different language learning strategies. In addition, Sylvén and Thompson (2015) also remarked that females showed more interest and more learning effort than males. These results were also confirmed by some other authors (Merisuo-Storm, 2007; Pavlenko & Piller, 2008). Perales (2000) also found in the context of the Basque Country that women are more motivated and use more learning strategies when learning Basque than men. Therefore, it is curious how women are supposed to show more interest and perform better in languages but at the same time experience higher levels of language anxiety. One of the causes could be related to “sociocultural nature” due to the fact that there is a social pattern where women are perceived as more sensitive and emotional individuals, creating the expectation that males experience lower levels of anxiety (Dewaele, 2007b). Nevertheless, it is also noteworthy to mention that some other research studies have not found significant differences between gender and language anxiety (Matsuda & Gobel, 2004; Onwuegbuzie et al., 1999; Woodrow, 2006).

Some authors have examined whether learner’s age might have a relationship with foreign language anxiety. Most of the research studies have put the spotlight on high school or university foreign language learners, without paying much attention to adult learners who represent a large part of the population (Dewaele, Petrides & Furnham, 2008). Donovan and MacIntyre (2004) compared three groups of students: junior high school students (mean age of 13.0), high school (mean age of 16.2) and university students (mean age of 21.1) and found the highest level of apprehension among the female university students. MacIntyre, Baker, Clément, and Donovan (2002) found that older high school students tended to have less communicative anxiety in their L1 than younger speakers.

Other research studies have compared adults of different ages. For instance, Dewaele et al. (2008) had a sample of 464 multilingual adults with ages between 18 and 67 years and reported negative correlations between age and the use of the L1 and additional languages in five different situations. Older multilingual speakers tended to have less anxiety than younger multilingual speakers. The study does not report information about the age in which the trend is changed and if it is university students who are more anxious than other participants, but it shows that anxiety is higher for young adults than for older adults. Perales (2000) in a study conducted with learners of Basque reported that students ranging between 16-20 years and 36-40 showed the highest levels of language anxiety. Dewaele (2007b) looked at the relationship between age and anxiety among university students whose ages ranged from 18 to 75 with a mean age of 38.4. Participants in this study had different linguistic repertoires and reported their anxiety levels when speaking with friends, to strangers and in public. Regarding the L2, younger participants had less anxiety and the difference was significant when speaking with friends but not to strangers or in public. In the case of the L3, younger participants also had less anxiety but the differences only reached significance when speaking to strangers but not with friends or in public. There were no differences in foreign language anxiety in the L4. These results show a weak trend for younger university students to report lower levels of anxiety than for older university students in some of the measures. Dewaele (2007b) points out that this could be related to the way older participants learned their languages and the importance they may give to errors.

2.4.2. Personality traits

Foreign language anxiety has also been linked to some personality traits. Many authors have searched whether some personality traits were prone to experience higher levels of foreign language anxiety. Particularly perfectionism, self-concept and self-confidence, introversion and extraversion and tolerance of ambiguity are traits that have been linked to foreign language anxiety, as we will discuss in the following lines.

The literature has not provided a precise definition about perfectionism, although some relevant elements have been emphasized. Frost, Marten, Lahart, and Rosenblate (1990) pointed out that perfectionists set excessively high personal standards of performance, with tendencies of concern about mistakes, sense of doubt about the quality of one's performance, worry of other expectations and evaluations and tendency of being precise and organized (pp. 450-451). In relation to the language learning context, perfectionists aim to speak the foreign language perfectly, without grammatical or pronunciation mistakes having as a reference the native speakers. Consequently, perfectionists prefer to stay in silence until ensuring that the answer is correct (Gregersen & Horwitz, 2002). Perfectionism has been negatively associated with language learning performance. Pacht (1984) enumerated some of the most common manifestations of perfectionist students in the foreign language context: 1) Rigid and high performance standards, 2) Focus on the failure rather than on the success, 3) Measurement of the productivity and achievements, 4) All or nothing evaluation, 5) No triumphs of success, 6) Postponement of tasks that will be judged, 7) Problems in completing tasks because perfection is sought. It has been also reported that anxious learners and perfectionists may share a number of characteristics in common such as high standards for English performance, tendency towards procrastination,

worry over others' opinions and high concerns over mistakes (Gregersen & Horwitz, 2002, p. 568).

The nature of self-concept encompasses layers of complexity, where terms such as self-efficacy, self-belief and self-perceptions have been overlapped (Mercer, 2011a). Self-concept has been defined as a "psychological construct that comprises a self-description judgement that includes an evaluation of competence and the feelings of self-worth associated with the judgement in question in a specific domain" (Pajares & Schunk, 2005, p. 14). Mercer (2011b) also added that self-concept is "a self-related construct that includes both an affective as well as cognitive dimension" (p. 336).

The learners' self-concept is especially influenced by social situations such as second or foreign language contexts (Jackson, 2008), where the self image is more exposed and vulnerable (Arnold, 2011). Arnold (2011) pointed out the direct link between competence and confidence. When a high competence level is developed, more confidence is supposed to be acquired, the same way that when there is confidence, greater competence is supposed to be achieved. This comparison might be also related to anxiety. A low self-concept interferes with the productivity of the task because the attention is divided between learning and worrying. These negative feelings create disadvantage of situations where energy is wasted and the learning experience becomes less practical and enjoyable. Pellegrino (2005) suggested that to avoid anxiety, it is recommendable to transmit validating feelings, making others contributions valuable, so that the confidence of using the second or foreign language increases and the sense of social, linguistic and intellectual status is reinforced.

Arnold (2011) in her article reported a model designed by the founder of the International Council of Self-esteem, where five components to deal

with self-esteem are highlighted: security, identity, belonging, purpose and competence. The author also underlines the importance of providing a supportive atmosphere where students feel motivated to work hard, and put aside negative beliefs to reach all their potential. Nonetheless, it is clear that achieving real success when using the target language is the best way to recover self-esteem.

According to Furnham and Heaven (1998) anxiety and introversion/extraversion seem to be the best predictors of achievement, although the type and complexity of a task is always a factor to take into consideration. Extraverts are defined as “sociable, outgoing, gregarious, and talkative”. On the contrary, introverts are defined as “reserved, quiet and unassertive” (Furnham & Heaven, 1998, p. 325).

Several research studies have shown the relationship between introversion/extraversion and anxiety, being extraverts less anxious than introverts. Extraverts are supposed to take more risks and show more facility in handling stressful situations which helps in reducing anxiety levels (Horwitz, 1986). In addition, extraverts participate more actively in oral activities and presentations (Furnham & Medhurst, 1995). Therefore, many experts have focussed their attention on the relationship between extraversion and the second language learning context, based on the idea that extraverts would have a “natural advantage in the acquisition of the foreign language” (Dewaele, 2007a, p. 172). Nonetheless, inconsistent results have been found since the first study by Smart, Elton, and Burnett (1970) was conducted.

Some research studies claim the progresses and the superiority of extraverts in the language learning contexts. For instance, Chamorro-Premuzic, Furnham, and Petrides (2006) indicated that extraverts accounted for better scores on verbal ability. Dewaele (2013) found that extroverts enjoyed

taking risks when using their foreign language and suffered less than introverts from FLCA. Dewaele (2002) also found similar trends reporting that extroverts showed to be more optimistic which limited their fear of speaking English.

Dewaele and Furnham (2000) revealed that in stressful contexts extravert bilinguals are more fluent than introverts bilinguals due to cognitive and physiological characteristics such as better short term memory and higher levels of resistance to stress.

Tolerance of ambiguity (TA) has been defined as the “tendency to perceive ambiguous situations as desirable” (Budner, 1962, p. 29). Furnham and Ribchester (1995) following Budner’s definition added that TA refers to the way an individual (or group) perceives and processes information about ambiguous situations when confronted by an array of unfamiliar, complex or incongruent cues... The person with low tolerance of ambiguity experiences stress, reacts prematurely, and avoids ambiguous stimuli. At the other extreme of the scale, however, a person with high tolerance of ambiguity perceives ambiguous situations/stimuli as desirable, challenging, and interesting and neither denies nor distorts their complexity of incongruity (p. 179).

Oxford (1999) went further and defined tolerance of ambiguity in relation to second language learning context. The author stated that “tolerance of ambiguity is the acceptance of confusing situations. Second language learning has a great deal of ambiguity about meanings, referents and pronunciation, and this can often raise language anxiety. Therefore, a degree of ambiguity-tolerance is essential for language learners” (p. 62).

In the language learning context, several aspects such as foreign accent (Seravalle, 2011), unfamiliar words and unknown grammar (Ely, 1995) are considered as ambiguous. Therefore, individuals who control ambiguity in

foreign language learning situations will experience less anxiety (Dewaele & Ip, 2013). Seravalle (2011) pointed out that “individuals with higher levels of TA would display more flexibility and adaptability, leading on average to more successful performance” (p. 228). The ideal language learner should develop a moderate level of tolerance of ambiguity because “learners with very low levels of TA might lack the willingness to take intelligent risks with the new language while learners with very high levels of TA might show an unquestioning acceptance and cognitive passivity” (Oxford & Ehrman, 1992, p. 195).

Tolerance of ambiguity might be also associated with foreign language achievement. Rubin (2008) pointed out that participants who deal with ambiguity have an advantage in language learning. In the same way, Matsuura (2007) noted that “tolerance of ambiguity possibly contributed to lowering anxiety levels when listening to an unfamiliar speaker and novel speech content” (p. 295). Gudykunst (2005) also posed that lower levels of anxiety are associated with the increase of tolerance of ambiguity. In fact, Bochner (1965) considered anxiety as a secondary characteristic of tolerance of ambiguity and Thompson and Lee (2012) identified a factor labelled as fear of ambiguity in English involving the Foreign Language Classroom Anxiety Scale (FLCAS).

There are some other factors such as multilingualism, global proficiency of multiple languages and living abroad experiences which may influence levels of tolerance of ambiguity. For instance, Dewaele and Li Wei (2013) found that participants knowing more languages scored significantly higher than those knowing fewer languages on TA, even though the effect size was small. A higher level of global proficiency in various languages and abroad experiences were also linked with higher TA scores.

2.4.3. Motivation and context of acquisition

According to Gardner (1985a) motivation is the engine that drives the language learning process; a motivated student shows positive attitudes and a desire to learn the target language, spending effort and time on learning, and taking pleasure in the acquired language strategies and mechanisms. Motivation in the context of language learning has been defined as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (Gardner, 1985a, p. 10). Therefore, motivation has been identified as a major factor in the explanation of learning success within the field of Second Language Acquisition (Dörnyei, 2009) but also as an influencing variable on foreign language anxiety (Young, 1992). Some research studies have analysed the relationship between anxiety and motivation. Liu and Chen (2015) showed that anxiety can have some negative effects on students’ motivation, due to the fact that persistent anxiety levels may undermine students’ motivation. Yan and Horwitz (2008) found that motivation is a strong predictor of success in language learning. It seems that anxiety and motivation interact with each other, affecting learners’ language learning experiences. Lower levels of anxiety may increase motivation levels in language learning contexts.

The context and exposure to a language plays a relevant role in the language learning process and in language achievement. Two types of language learning context have been usually differentiated: natural and classroom contexts (Jiménez Catalán & Ruiz de Zarobe, 2009). In fact, the context where communicative anxiety is experienced may be inside a classroom or during social interactions outside the classroom. There is some evidence to think that the foreign language classroom context may be a constant source of anxiety (see Horwitz et al., 1986, Horwitz, 2001). For

many learners, language courses are more anxiety provoking than any other course (Campbell & Ortiz, 1991). Not being able to understand or not being understood by the peers or the teacher are some of the reasons why learners may feel anxious in the context of a language classroom (Baran-Lucarz, 2011). As a consequence, anxious students' participation decreases, being less likely to volunteer answers (Ely, 1986). They also tend to stay silent, avoid difficult linguistic structures, postpone their homework and skip classes (Kleinmann, 1977; Argaman & Abu-Rabia, 2002). Even those students who do not experience discomfort in other aspects of language learning, may feel anxious when speaking the target language in front of others (Horwitz, 1995). The requirement of oral production in front of the class, which includes oral presentations or spontaneous presentations, is associated with the rise of anxiety (Young, 1990; Palacios, 1998). Social comparison is also a factor that influences students' anxiety. Yoshida (2013) in a study conducted in Japan reported how relevant it was for the students to determine their classmates' competence level compared to their own. When similar competence levels were perceived by students the foreign language classroom anxiety decreased considerably. Individuals may experience anxiety not only in the classroom context, also in real life contexts, although in different intensity (Baran-Lucarz, 2011). Dewaele (2007b) found that FL users feel more relaxed when speaking the target language with friends in private contexts rather than with strangers, therefore the identity of the interlocutor is also a relevant aspect to take into consideration. Woodrow (2006) suggested that communicating with native speakers of the target language was one of the most frequent sources of anxiety. The study which was conducted in Australia with 275 English learners, indicated that all of the participants experienced some anxiety when speaking in English, where the communication with native speakers was the most repeated stressor, while

the interaction with non-native speakers was not considered so anxiety-provoking.

The amount of interaction in a language may have a significant effect on students' attitudes, beliefs and outcomes. It is not the same to study a foreign language inside a classroom or in natural settings.

Language learning experiences in different environments and contexts may influence learners' beliefs, helping them to create new ones (Tanaka & Ellis, 2003). Kinginger and Farrell (2004) found significant differences in students' self-reported attitudes and performances during their stay abroad experience. Dewaele (2007c) suggested the positive contributions of study abroad experiences and the exposure to native language speakers of the target language on the development of the interlanguage and learners' language usage. Many studies have shown that the length of the stay is a strong predictor of success, due to the fact that longer periods abroad help both linguistically and nonlinguistically (Davidson, 2010), however short periods of exposure to the target language may also be helpful. As Carroll (1967) stated "even a tour abroad, or a summer school course abroad, is useful, apparently, in improving the student's skill" (p. 137). Stay abroad experiences have been also associated with the enhancement of students' integrative and instrumental motivation, self-confidence and oral proficiency (Hernández, 2010). Moreover, learners' beliefs about language learning, self-efficacy and self-confidence may change after the study abroad experience, showing an increase in self-confidence and a reduction in the apprehension about making errors (Tanaka & Ellis, 2003).

However, a study or living abroad experience can also cause anxiety, especially at the beginning of the stay, due to cultural differences (Coleman, 1997) and the challenge of daily communication in the target language (MacIntyre & Gardner, 1994b). Kitano (2001) also suggested that

stay abroad experiences might increase anxiety levels, due to self-expectations and the pressure of having to perform better than others because of the abroad experience. Therefore, Dewaele (2005) called into question the “study abroad effect”, arguing that “it is assumed that the group who stays at home has no extra exposure to the target language outside the language classes” (p. 370). The author pointed out that many research studies do not take into consideration some external resources such as media or films or that in cosmopolitan cities such as Brussels, Paris, London or Amsterdam where different languages and cultures coexist, there are chances to practice the target language, but that implies that the person is willing to do an extra effort and feels motivated to use the target language outside the classroom.

Kinginger and Farrell (2004) claimed that study abroad experiences are a complement of classroom foreign language learning, where the balance between both contexts is the key to successful language learning processes. Dewaele et al. (2008) stated that the best approach is the combination of explicit and implicit knowledge in order to increase students’ confidence and proficiency in a language

2.4.4. Foreign language proficiency and anxiety

One of the factors that has often been related to foreign language anxiety is foreign language proficiency. Many studies have looked at the effect of anxiety on achievement in the foreign language. Gardner and MacIntyre (1993) pointed out that language anxiety was “the best single correlate of achievement” (p. 183), highlighting the idea that high levels of language anxiety affects negatively language learning and production. Horwitz (1986) found significant negative correlations between students’ grades and foreign language anxiety, suggesting that students with higher levels of

anxiety scored worse than the less anxious students. Coulombe (2000) also found similar results in the context of French classes.

In the last decades, there has been a debate whether anxiety is a cause or a consequence of poor language performance. On one hand, some scholars have considered the possibility that foreign language anxiety may not be the cause but the consequence of differences in language learning skills (see for example, Sparks & Ganschow, 2007). In the past years, Sparks, Ganschow and their colleagues carried out several research studies focusing on the idea that second language learning is based on one's native language. They considered in their Linguistic Coding Differences Hypothesis (LCDH) the importance of native skills on successful foreign language learning. That is, foreign language learning is related to the skills that one has in the native language; therefore, poor performance in the foreign language is expected to be a consequence of poor native language skills, which may be linked to anxiety (Ganschow & Sparks, 2001; Ganschow, Sparks, Anderson, Javorsky, Skinner, & Patton, 1994; Sparks, 1995; Sparks & Ganschow, 1991, 1993, 1995, 1996; Sparks, Ganschow, & Pohlman, 1989; Sparks, Patton, Ganschow, Humbach, & Javorsky, 2006). In other words, foreign language anxiety is likely to be a consequence of the students' level of native language skills. In their research studies they found that those students with high native language abilities obtained better grades and higher levels of oral and written proficiency in the foreign language.

On the other hand, Horwitz (2001) considers that there is no reason to think that anxiety is not the cause taking into account that "anxiety is a well-known source of interference in all kinds of learning and wonder why the case of language learning should be different" (p. 118). MacIntyre (1995) defends that anxiety can be a causal agent. He considers that anxiety is

quite complex and that it can also be cyclical. Students who are anxious learn less and they cannot demonstrate what they know. At the same time, when they experience more failure their anxiety may increase. MacIntyre and Gardner (1994a) conducted an experiment to induce anxiety by using a video camera when university students had to perform several vocabulary tasks in French. The results indicate that students were more anxious when the camera was first introduced and that performance was significantly reduced due to anxiety.

Some studies have looked at the influence that foreign language proficiency can have on the level of anxiety taking anxiety as the dependent variable as we do in this thesis. In general terms, higher levels of proficiency are associated with lower levels of anxiety. For example, Sparks, Ganschow and Artzer (1997) indicated that students with higher levels of anxiety about learning a foreign language scored significantly lower on measures of reading, listening and speaking. Liu (2006) used the FLCAS in a study of 547 Chinese undergraduate non-English majors in China and confirmed that lower levels of anxiety were found in more proficient students. In the similar vein, Dewaele and MacIntyre (2014) found that those students with a higher competence level in the foreign language have lower levels of foreign language classroom anxiety and higher levels of foreign language enjoyment.

Some research on the relationship between anxiety and proficiency has also been carried out in the Basque Country. Perales (1996) carried out a study with 679 students learning Basque at Basque language schools for adults (“euskaltegiak”). The results showed a clear link between anxiety and language performance. The Basque students with lower levels of anxiety obtained better grades than those students with high anxiety. The author also found that students enrolled in mid and high level Basque

courses experienced less anxiety than those enrolled in beginners' courses. The students with higher proficiency in Basque experienced less anxiety.

Although many studies associate higher levels of proficiency with lower levels of anxiety, there are other studies that have found the opposite relationship. For example, Jee (2014) used the FLCAS in a small scale study of first year students of Korean in an American university and found that anxiety increased over time as students progressed in their knowledge of Korean. Ewald (2007) conducted a qualitative study among university learners of Spanish in a university in the US. She reported that ten of the 21 students who participated in the study claimed that they experienced more anxiety in their upper-level Spanish classes at the university than when they were in their low-level classes. Marcos-Llinás and Juan-Garau (2009) conducted a study with 134 university students learning Spanish in a university in the US. Students were distributed into three classes according to their level of proficiency. They reported that students in the advanced class had more anxiety than students in the beginners' class. They explained these results as related to the specific context of the research because advanced learners take Spanish as their major or minor and feel more pressure than beginners who only take Spanish as a requirement for other studies. Therefore, anxiety seems to increase when the level of complexity is higher. Besides, in advanced levels students are more aware of the need to learn the foreign language for their future professional career, which may enhance their feeling of anxiety. In some countries a certificate of intermediate level of proficiency in a foreign language is necessary for obtaining a university or college degree, for example in Hungary (Csizér, Kormos & Sarkadi, 2010). This is also the case in some Spanish universities.

Self-perceived competence in the foreign language is also an important factor in individuals' readiness to speak and communicate (Donovan & MacIntyre, 2004). Self-perceived competence has been associated with communicative apprehension in the second language (MacIntyre, et al., 1997) and its impact can interfere on the ability to communicate (McCroskey & Richmond, 1990). In second language learning, students often evaluate their own linguistic competences. This can have a positive effect on the development of learning strategies but it can also increment learners' anxiety due to the awareness of some linguistic limitations (MacIntyre & Gardner, 1989).

Anxious students tend to undervalue their competence level while the more relaxed students tend to overvalue theirs. High levels of self-perceived proficiency are linked with lower levels of foreign language anxiety (Dewaele et al., 2008), while lower levels of self-perceived proficiency are linked with higher levels of foreign language anxiety (Dewaele & Thirtle, 2009). Dewaele et al. (2008) looked at the effect of self-reported proficiency on foreign language anxiety. Participants were 464 multilingual individuals who reported their self-perceived oral proficiency. In this case, the measurement of foreign language anxiety was based on a single question based on a 5-point Likert scale about the L1, L2 L3 and L4. The results of the study indicate that self-perceived oral proficiency was related to L2, L3 and L4 language anxiety. Participants who perceived themselves as proficient reported less foreign language anxiety. Liu and Jackson (2008) also reported that self-rated overall proficiency in English had a significant effect on English language anxiety. More proficient participants were less anxious than less proficient participants. Thompson and Lee (2013) also reported a significant effect of self-reported language

proficiency on anxiety levels. Higher proficient learners of English experience lower levels of English anxiety.

Dewaele and Ip (2013) in a study conducted with 73 secondary students in Hong Kong found relations between self-perceived proficiency, L2 tolerance of ambiguity and foreign language classroom anxiety. Participants with higher levels of tolerance of ambiguity and lower levels of anxiety reported higher levels of proficiency in the foreign language.

Kitano (2001) conducted a study with university students learning Japanese in the US and used an adapted version of FLCAS and three measures of self-rating speaking proficiency. The results indicated that students who perceived their own speaking ability as lower have more anxiety. Kitano (2001) also showed that the fear of negative evaluation was closely related to anxiety in the case of advanced students. This is a vicious cycle, because students that undervalue their competence level and are reluctant to communicate, are not able to re-evaluate their abilities, creating negative expectations and reducing achievements (MacIntyre et al., 1997). In spite of these problems in the case of advanced students, the results of most research studies reported here indicate that higher levels of language proficiency are associated with lower levels of anxiety.

On the whole, in this section we have analysed the relation between language anxiety and some individual, social, linguistic and situational factors. We have selected these specific variables because we have analysed most of them in this thesis (see chapters 5, 6 and 7). Now we will continue by exploring the scale that has most often been used for the measurement of foreign language anxiety.

2.5. The measurement of foreign language anxiety

Several quantitative and qualitative techniques have been developed with the aim of measuring language anxiety in different contexts and towards different language skills. We have already referred to the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope (1986) and now we are going to analyze it in more detail. Due to its reliability the FLCAS has been widely used in many research studies from different contexts either in its original form, translated or adapted as is the case of our thesis.

Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale (FLCAS) was designed with the aim of providing a standard instrument to measure anxiety in the language learning context, due to the fact that no existing tools measured it (Horwitz, 1986). Horwitz et al. (1986) reviewed the existing literature and only found one instrument designed by Gardner, Clement, Smythe and Smythe (1979) the Test Battery on Attitudes and Motivation, that among all the items just 5 were developed to test French class anxiety. For that reason, two groups of anxious foreign language students from the University of Texas were recruited to participate in a “Support Group for Foreign Language Learning” (p. 128). These participants reflected about their experiences, concerns and difficulties as language learners when attending foreign language classes. Also several interviews with counselors at the Learning Skills Center were conducted to analyze their experience with anxious students. Students’ evidence, self-reports, clinical experiences, counselors experiences and even the author’s experiences were taken into consideration to develop a scale to measure foreign

language anxiety. In addition, an adaptation of the 5 items from the Test Battery in Attitudes and Motivation were also included in the scale.

Horwitz and her colleagues developed the Foreign Language Classroom Anxiety Scale (FLCAS), which consisted of a total of 33 items on a 5-point Likert Scale, from “strongly agree” to “strongly disagree”, with a possible score ranging from 33 to 165. The items referred to “communication apprehension, test-anxiety and fear of negative evaluation in the foreign language classroom” (Horwitz et al., 1986, p. 129) and assessed levels of anxiety, as evidenced by “negative performance expectancies and social comparisons, psychophysiological symptoms and avoidance behaviors” (Horwitz, 1986, p. 559). The questionnaire has been shown to have an internal reliability of .93 and test-retest reliability over eight weeks of $r=.83, p=.001, n=78$ (Horwitz, 1986, p. 560).

Since the design and validation of the FLCAS, many researchers have used the original form of the scale or an adaption taking into account different contexts and variables. In the following table some examples of research studies where the FLCAS has been used are gathered. It is noteworthy to mention that also some other scales have been used in combination with the FLCAS.

Table 2.1. Example of studies using the FLCAS

Year	Author	Context of the study	Aim of the study
1997	Sparks, Ganschow and Artzer	60 female high school students completing a second year of a foreign language course: Spanish (n=30), French (n=20) and German (n=10).	To examine oral and written proficiency in a foreign language among groups of low, medium and high anxious students.
2000	Sellers	89 participants, all students in two different levels of Spanish at a large university.	To confirm empirically that reading anxiety does exist as a separate and distinct phenomenon in

			language learning, as well as to assess its relationship to reading comprehension.
2001	Kitano	212 university students learning Japanese in the United States.	To investigate two sources of anxiety: fear of negative evaluation and self-perceived speaking ability in relation to oral practice.
2002	Cheng	165 university students studying English in Taiwan.	To increase the understanding of L2 writing anxiety and its association with L1 writing anxiety.
2002	Gregersen and Horwitz	78 second year students preparing to be English teachers in Chile.	To clarify the relationship between foreign language anxiety and perfectionism.
2008	Liu and Jackson	547 first year undergraduate Chinese learners of English.	To analyze the unwillingness to communicate and foreign language anxiety.
2009	Dewaele and Thirtle	79 teenage multilinguals from different nationalities enrolled in language classes living in London.	To analyze some learner-internal variables in relation to the decision of pursuing the study of foreign languages.
2013	Dewaele	86 students enrolled at Birkbeck College, University of London and 62 students from the University of Les Illes Balears in Mallorca.	To examine the link between three global personality traits: Psychoticism, Extraversion, and Neuroticism, one sociobiographical factor: knowledge of languages, and levels of foreign language classroom anxiety in the second (L2), third (L3), and fourth (L4) language.
2013	Dewaele and Ip	73 secondary school students in Hong Kong.	To investigate the link between Second Language Tolerance of Ambiguity and foreign language

			classroom anxiety in English.
2013	Thompson and Lee	123 English foreign language learners at the tertiary level at two different universities in Korea.	To examine anxiety from a variety of perspectives: anxiety and proficiency in English, level of multilingualism and anxiety, and the combination of both English proficiency and proficiency in an additional FL in relation to anxiety.
2015	Liu and Chen	155 high school students, 60 in academic track and 95 in vocational track in Taiwan.	To investigate English foreign language anxiety and learning motivation of high school students.
2016	Thompson and Khawaja	156 university students learning English in Turkey, who mainly had Turkish as the L1.	To explore the relationship between foreign language anxiety and two operationalisations of multilingualism: any experience with a third language and perceived positive language interaction.

As can be seen in table 2.1., the FLCAS has been widely used in the last 20 years no matter the country, the language, number of participants or age. It is a reliable tool to measure foreign language anxiety, especially in the context of the classroom. It can be used alone or in combination with other instruments as it is the case of many research studies such as the one carried out by Thompson and Khawaja (2016) who uses a background questionnaire and the FLCAS or the one by Dewaele and Ip (2013) who combines the FLCAS with the Second Language Tolerance of Ambiguity Scale (SLTAS) and a background questionnaire. To date, the FLCAS remains one of the most used instruments in studies related to anxiety.

2.6. Summary

In this second chapter we have discussed the concept of anxiety, starting with general definitions of anxiety and following with the more specific setting of the context of language learning.

In the first section, different definitions of anxiety have been revised, showing that the conceptualization of anxiety is much more complex than what a priori seems. Because of this, different perspectives and approaches need to be taken into consideration and a number of factors and variables need to be identified when analyzing anxiety.

In the second section we have gone beyond, focusing our attention on the concept of language anxiety, specifically in the context of the classroom, where three subtypes of sources of anxiety have been addressed: communication apprehension, test anxiety and fear of negative evaluation and its effect in language learning performance.

In the third section, the link between language anxiety in relation to different skills: oral, reading, writing and listening has been reported, highlighting the most anxiety-provoking skills in second language learning contexts.

Next, the relationship between language anxiety and some individual, social, linguistic and situational factors has been addressed.

In the final section of the chapter, the Foreign Language Classroom Anxiety Scale (FLCAS) has been analysed in more detail, providing some examples of research studies. The FLCAS has been used in our empirical studies that will be presented in chapters 5, 6, and 7.

In our thesis we have related anxiety to different aspects of language learning. Among them multilingualism is particularly interesting in the

context in which our empirical studies have been conducted and for this reason we will focus on multilingualism in chapter 3. Taking into account the aims of our research studies, we will focus on multilingualism as linked to anxiety, with a special focus on Higher Education and the workplace.

3.1. Introduction

Languages have always had a relevant role in society, indeed we are surrounded by almost 7000 languages in the world contributing to a great linguistic diversity. Multilingualism has become more and more relevant in the last decade, being a complex individual and social phenomenon that has been analysed theoretically and practically taking into account different perspectives such as linguistics, psycholinguistics, anthropology and sociolinguistics (Cenoz, 2009).

Defining multilingualism is complex, mainly because of the difficulty of measuring and evaluating the competence or proficiency level that a language user is supposed to have in all the languages to be considered as a multilingual speaker, therefore proficiency is one of the major issues when defining this concept (Kemp, 2009; Aronin & Singleton, 2012; Cenoz, 2013a). Bloomfield (1933) defined bilingualism as "native-like control of two languages" (p. 56) but this is not realistic and can produce a feeling of failure, lack of self-confidence and anxiety (Cenoz & Gorter, 2015; Cook, 2010). Moreover, Cenoz and Gorter (2014) suggested that multilinguals use their language abilities at different levels and in different contexts depending on their communicative goals, achieving a knowledge that is not comparable to the one achieved by monolingual speakers. Some researchers, also make the distinction between multilinguals related to the number of languages known by the speaker, using terms such as bilinguals, trilinguals, quadrilinguals or pentalinguals (see for example Dewaele,

2004; Dewaele et al., 2008). The definition that we consider the most appropriate for this thesis is the one proposed by the European Commission, that defines multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to day lives” (European Commission, 2007, p. 6).

3.2. Anxiety from the focus on multilingualism perspective

Multilingualism has been positively associated with the acquisition of new languages and language use. Previously acquired languages can have an influence in learning additional languages and the other way round, learning additional languages can also have an influence on the already known languages (Cook, 2003). In addition, multilingualism can be positively related to anxiety. In the last years there has been a “multilingual turn” (Cenoz & Gorter, 2011; May, 2014), a trend to explore multilingualism from a holistic approach and multilingual focus (Cenoz & Gorter, 2011, 2015) or from a multilingual lens (Cummins & Persad, 2014). This holistic view of multilingualism implies that the whole linguistic repertoire of multilingual speakers or emergent multilinguals is taken into consideration rather than looking at one language at the time, rejecting the idea that a bilingual speaker should be as two monolinguals and that languages are independent entities. However, very few research studies have analysed language anxiety taking into account the whole linguistic repertoire of the speaker (see Dewaele, 2005, 2007a).

In this thesis, we consider communicative anxiety from the holistic perspective “Focus on Multilingualism” taking into account the whole linguistic repertoire of the participants (Cenoz & Gorter, 2011, 2013). “Focus on multilingualism” (Cenoz & Gorter, 2011, 2013, 2014) is an approach that has been linked to concepts such as “flexible bilingualism” (Blackledge & Creese, 2010) and “translanguaging” (García, 2009).

“Focus on multilingualism” takes into account the whole linguistic repertoire and the language practices of multilingual speakers and it also places language users rather than languages as the central point of language learning (Creese & Blackledge, 2011). In “Focus on Multilingualism” three dimensions are distinguished: the multilingual speaker, the whole linguistic repertoire and the social context (Cenoz & Gorter, 2011, 2013). The multilingual speaker dimension considers that it is problematic to use the idea of the ideal native speaker as a reference in language acquisition. Multilingual speakers use their language skills in different ways and navigate between languages in different contexts.

The whole linguistic repertoire dimension refers to the interaction of languages. By focusing on the whole language repertoire the relationship between elements of different languages is activated when learning languages. In this way, metalinguistic reflection and awareness can be developed as well as strategies for the acquisition of other languages (Cenoz & Gorter, 2011, 2013). As Cook (2003) points out, the L1 and L2 have an influence on the L3 and at the same time, a newly learned language can influence the languages previously learned. The social context dimension stresses the idea that multilinguals use their resources from different languages in several contexts, facilitating the interaction between languages for a successful communication (Cenoz & Gorter, 2011, 2013, 2014).

The study of anxiety from a multilingual perspective that takes into account the whole linguistic repertoire has some advantages, because it considers the multilingual speaker as such and not as a deficient speaker of the native speaker who gets anxious because of his/her limitations. By focusing on multilingualism, the unitary concept of foreign language anxiety is questioned because there can be different degrees and types of anxiety in the languages of the multilingual speaker’s repertoire. In fact, it

is difficult to generalize about anxiety and language learning when different factors including proficiency and exposure to the language add complexity to the relationship. In the following figure the model “anxiety from the focus on multilingualism perspective” is presented.

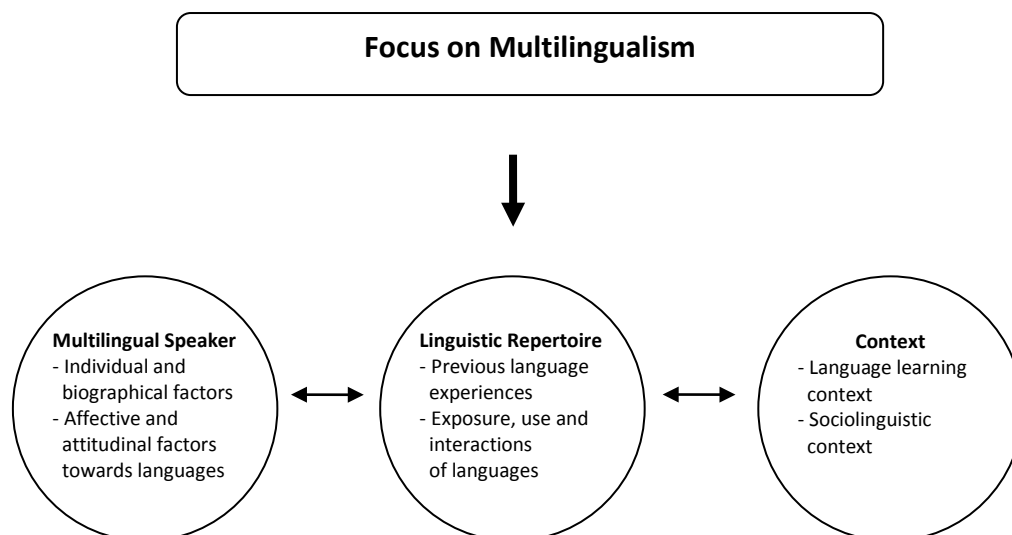


Figure 3.1. Anxiety from the focus on multilingualism perspective

This model follows the three main dimensions of Focus on Multilingualism approach but each of the dimensions is divided in two subdimensions for the study of anxiety. For the Multilingual Speaker dimension we consider essential to examine a) Individual and biographical factors, b) Affective and attitudinal factors towards languages. In the Linguistic repertoire, a) Previous language experiences and b) Exposure, use and interactions of languages. Last, in the Context dimension: a) Language learning context and b) Sociolinguistic context.

3.3. Multilingualism in Higher Education

The spread of English in European higher education institutions is not uniform. There are important differences when Northern Europe and

Southern Europe are compared and there are also remarkable differences across disciplines. Therefore, one of the purposes of this dissertation is to explore the attitudes and anxiety of Basque university students towards English from two different disciplines and will be dealt with later on in chapter 6.

It is important to take into account that the point of departure regarding proficiency in English is not the same. Some countries have a higher degree of internationalization than others and it is also important to take into account the size of the country and the language as well as the use of dubbing in the media among others.

The EF ranking, compiled using data from over 900,000 adults from 70 countries, identifies Sweden, the Netherlands, Denmark, Norway and Finland as the countries with the best skills in English (Education First, 2015). Some Western European Countries, France, Italy, and Spain have lower skills and their scores are below European Union averages. A survey conducted by Eurobarometer (2012) pointed out that only 22% of the Spanish population was able to have a conversation in English, a very low rate compared to other European Union states. For instance, in countries such as the Netherlands, Sweden and Denmark, approximately 90% of the participants reported that they could have a conversation in English.

In Europe, the spread of English as a Medium of Instruction (EMI) has been reinforced by the increased mobility associated with the Bologna process and the European Higher Education Area. A recent study by the Academic Cooperation Association (ACA) on EMI in Europe lists the following main reasons to justify EMI (Wächter & Maiworm, 2014):

- Need to raise the international profile of the institution
- Abolition of language obstacles for the enrolment of foreign students

- Improvement in the international competences of domestic students
- Compensation for financial shortfalls by increasing enrolment and income
- Brain gain by recruiting international academic staff
- Altruistic motive(s) in contributing to development

An additional reason that is more often expressed in universities in Southern Europe is the importance of improving students' English language proficiency (Cenoz, 2009; Costa & Coleman, 2013; Fortanet, 2013). EMI in higher education is spreading all over Europe but there are important differences across countries and disciplines.

Wächter and Maiworm (2014) use three indicators to estimate the differences in EMI in higher education: the percentage of institutions offering EMI, the proportion of programmes provided in English and the number of students enrolled in EMI programmes. The rankings for the countries with the most and the least provision of EMI based on the combination of the three indicators can be seen in table 3.1.

Table 3.1. Ranking of countries according to EMI in European higher education

Countries high in the rankings		Countries low in the rankings	
Netherlands	1	Poland	18
Denmark	2	Slovak Republic	18
Sweden	3	Italy	20
Finland	4	France	21
Cyprus	5	Turkey	21
Switzerland	6	Spain	23
Lithuania	7	Portugal	24
Latvia	8	Romania	25
Austria	9	Greece	26
Norway	9	Bulgaria	27
		Croatia	28

Adapted from Wächter and Maiworm (2014, p. 47)

The highest and lowest scores in the ranking provide an indication of the differences between states. The data on the percentage of institutions offering EMI in different countries are also remarkable. Half or more of the institutions offer EMI in countries such as Finland, Sweden, the Netherlands and Iceland, the percentage reaching 80% in the first two. The proportion of institutions offering EMI is around 20% or lower in countries such as Spain, Greece, France, Bulgaria, Italy, Croatia, and Portugal (see Wächter & Maiworm, 2014).

Similar differences have also been pointed out by Hultgren, Jensen and Dimova (2015) when looking at master's programmes entirely or partly in English: "There is a rather striking north-south divide with the Nordic and Baltic states having a higher proportion of English-medium master's programmes per 100,000 inhabitants than Southern Europe" (p. 3). Comparing 11 European countries, Hultgren, Jensen and Dimova (2015, p. 4) report that there are 9 master's programmes in English per 100,000 inhabitants in Iceland, 7.9 in Sweden and 6.5 in Denmark, yet the average is less than 1 in Germany, Spain, Italy, Turkey and Croatia.

The spread of EMI in Europe has been the subject of some debate. English is widely used in Scandinavian universities, prompting Kuteeva and Airey (2014) to discuss the issues surrounding the need to preserve the use of Swedish in academic contexts. Mortensen (2014) refers to the fear of 'domain loss' derived from the increased use of English in higher education in Denmark. The idea that some languages will be excluded from high level academic domains at the expense of English is discussed in countries where the national languages are not very strong in demographic terms and also in some bilingual and multilingual regions where minority languages are spoken.

Another characteristic of EMI is that it has not spread in a uniform way across disciplines. Bolton and Kuteeva (2012) reported the results of a survey conducted at Stockholm University. Participants were a total of 4,524 students, 3,277 undergraduates and 1,247 master's degree students. They found that EMI was more widespread in Science and Social Sciences than in Humanities and Law. EMI is used more at the master's level than at the undergraduate level. The differences across disciplines can also be observed in the distribution of English-taught master's degrees in Europe (Brenn-White & Faethe, 2013). Twenty-eight percent of the master's programmes in Business and Economics are taught through the medium of English while the percentages are much lower in applied sciences, professions and arts (7%) and humanities and art (8%). Kuteeva and Airey (2014) report the differences in the number of PhD thesis in English across disciplines in Sweden. The highest percentages can be found in science, medicine, technology, philosophy and economics and the lowest in education, arts, religion and history. The differences among disciplines can also be found in other universities such as the University of the Basque Country, UPV/EHU, as we will see in the next chapter.

The differences across disciplines also affect attitudes towards EMI. For example, Bolton and Kuteeva (2012) reported in the survey conducted at Stockholm University that students generally supported English-medium courses, although the results were more mixed for humanities. Airey et al. (2015) considered the results of several studies on lecturer and student attitudes in higher education and concluded that there are important differences across disciplines.

There are mixed feelings regarding the implementation of EMI in Southern Europe, where it is usually optional. Campagna and Pulcini (2014) discussed the situation in Italy and they protest against the use of EMI in

some institutions. One of the main challenges is the level of English language proficiency held by teaching staff and students in countries such as Italy and Spain. Costa and Coleman (2013) reported on the results of a survey conducted in 38 Italian universities. Their findings indicate that the faculties where EMI is most widespread are Economics and Engineering and that the experience of teaching through the medium of English was positive.

An additional challenge is that English is a third language in some bilingual areas, such as Catalonia, Valencia and the Basque Country in Spain. In these regions, the challenge of implementing EMI is even greater. Firstly, the level of English proficiency is more limited than in Northern Europe and what is more, English can potentially be seen as growing at the expense of the minority language. The official use of the minority language in higher education has been promoted by language policies developed since the 80's. These policies have encouraged the use of Basque and Catalan for teaching and research at all levels of higher education. Soler-Carbonell and Gallego-Balsà (2016) reported how Catalan is the main language of instruction at the University of Lleida in Catalonia at the undergraduate level, but that English is becoming stronger at the graduate level. The main language for doctoral dissertations is Spanish (60.2%) while the percentages for theses written in English (18%) and Catalan (20.7%) are similar. Block (2016) concluded that “it is English, and not Spanish, which poses the most serious long-term threat to efforts to make Catalan the dominant vehicular language in the upper echelons of HE (the writing of MA dissertations and PhD theses)” (p. 108).

Llurda, Cots and Armengol (2013) conducted a study with students who participated in an EMI programme at a Catalan university and reported their positive attitudes but pointed out that these attitudes were not

necessarily “representative of the overall student body, which would probably be more critical of any policy attempting to increase the presence of English in the academic context” (p. 218). Another interesting point is that students expected to be able to choose the language of the course, so taking some courses in English was not compulsory. They wanted courses offered in English to also be available in Catalan and/or Spanish. Students reported that their main reason for choosing a course taught in English was to improve their language skills. When asked about the implications of internationalization for Catalan, Garrett and Gallego Balsà (2014) reported mixed attitudes on part of 150 local students at the University of Lleida. The worry about the using Catalan less often can be seen in the following comment:

Crec que el català pot sortir perjudicat. Si vénen estudiants de fora segurament sabran anglès i també castellà, però no el català. Això fa que s’hagi de canviar el català pel castellà i per tant el català s’usa molt menys. [I think Catalan could be damaged. If foreign students come, they will probably know both English and Spanish, but not Catalan. This means that we have to switch to Spanish, and therefore, Catalan is used much less.] (p. 371).

Fortanet (2013) conducted a study at the University Jaume I of Castelló in the region of Valencia. She reported some negative attitudes towards EMI but also towards Spanish and Catalan by some students. Similarly, Doiz, Lasagabaster and Sierra (2013) reported that a number of students did not have a positive attitude towards EMI in the Basque Country where English is also a third language. They found two different reasons: the lack of confidence about their proficiency in English and the negative effect that the increasing presence of English could have on Basque. Larrinaga and Amurrio (2015) conducted a study among academic staff and reported that

EMI can cause concern and mistrust because of “the possible reduction and dissolution of the teaching space won for the minority language” (p. 165) but other participants did not see EMI as a threat. The potential effect of English on Basque can also be felt in lively on-line discussions. Zabala Unzalu (2015) explains that there are positive aspects in internationalization and using English in doctoral theses but she also expresses her worry about its implications for the Basque language:

Joera horrek ondorioak ditu euskararen erregistro akademiko-profesionalen garapen eta finkapenean.....Beste hizkuntzen erregistro espezializatuen galera edo garapen eza da ingelesak komunikazio akademiko-profesionalean duen lingua franca moduko erabileraren albo-kalteetako bat. [This trend has consequences for the development and consolidation of the academic-professional register in Basque..... The loss or poor development of specialized registers of other languages is collateral damage resulting from the use of English as a lingua franca in academic-professional communication]

In spite of the worries about minority languages, attitudes towards EMI are quite positive in many countries in Southern Europe where EMI is usually optional. However, as the level of proficiency in English is lower than in Northern European countries, EMI could potentially imply a higher level of anxiety than in countries where there is more exposure and more opportunities to use English.

Summing up, in this section we have explored multilingualism in Higher Education, emphasizing the differences regarding proficiency in English and the spread of EMI in Europe and across disciplines. Now we will continue by analyzing the characteristics of multilingualism in the workplace.

3.4. Multilingualism in the workplace

Internationalization, globalization, technological advances, the increasing growth of mobility and cross border activities have led to an increase in multilingualism in society. As a consequence of this development, many companies and employees have to deal with language diversity, the changing of the workplace discourse and the daily interaction of different languages to make internal and external communication as efficient as possible (Lüdi, Höchle & Yanaprasart, 2010). Current employees are expected to be flexible and mobile, to develop leadership and organisational abilities, to have effective team working skills and all in a language that is not their native one (L1) (Angouri, 2014). Surprisingly, very few research studies have reported individuals' emotional reactions to working in a foreign language (for an exception see Gargalianou, Muehlfeld, Urbig, & van Witteloostuijn, 2016). Therefore, it is interesting to analyse professionals' attitudes and anxiety when using foreign languages in the workplace. This topic will be dealt with later on in the empirical part and the discussion of this thesis.

The use of English as a lingua franca has spread all over the world as a means of communication. English has an exceptional position not only in multinationals, also in local companies, institutions and organizations. Many employees feel pressured towards being fluent and highly proficient in English. However, we should not forget the functions, the enrichment and the role of other languages and the impact of multilingualism in the workplace (Amelina, 2010). The goal of many professionals is to understand and being understood in the shortest time possible by the interlocutor of the target language, facilitating networking, an active participation and a successful communication, especially in multilingual settings (Angouri, 2014; Lüdi et al., 2010). Professionals need to handle

multilingualism “interacting with” and “providing services to” individuals whose first language differs from their own or even they do not share any language in common (Angouri, 2014, p. 4).

Companies are increasingly more aware of the relevant role of languages for doing business and networking with other employees; therefore in the last decade one of their great challenges has been the development and implementation of strategies to manage the interaction of local and global languages inside the workplace. Their focus is on fulfilling employees’ language needs, providing language courses or hiring services of interpreters and translators to facilitate their daily tasks (Angouri, 2014).

The interest about multilingualism in the workplace has increased in the last decade, as we have previously seen. Gunnarsson (2013) made a distinction between organizational language policy and workplace practice, with the aim of understanding multilingualism in the workplace. The author stated that in large international companies where professionals may have different linguistic repertoires, one language is chosen as a lingua franca and as a corporate language for practical reasons such as facilitating the communication in meetings. Therefore, all the employees are supposed to master this corporate language. The organizational language policy is the language used for paperwork and major documents such as contracts or annual reports.

Gunnarsson (2009) presented a model with four frameworks that may have an influence on professional discourse inside workplace settings.

1) Technical-economical framework: the technological advances and the economical changes and circumstances have exerted great influence on professionals’ activities and responsibilities, consequently having an effect on their discourse inside the workplace.

2) Legal-political framework: politics, laws, legislations and local, national and supranational regulations can define professional discourse.

3) Socio-cultural framework: ideologies, cultural aspects and ethics of the society are considered in the ethical codes and social values of a professional environment, being a crucial aspect of professional discourse.

4) Linguistic framework: Language communities, the establishment of language laws and policies can influence both direct or indirectly text and talk in professions.

Research on multilingualism in the workplace usually looks at languages of international communication but the role of minority languages can also be relevant in some context as we will see later in section 3.8, when focusing on the case of Basque in the workplace. In the next section we will explore the link between multilingualism and anxiety.

3.5. Multilingualism and anxiety

Communicative anxiety is considered as an important factor related to second language achievement but there are few studies that have associated communicative anxiety with multilingualism. Research studies have shown the positive effects of multilingualism in the acquisition of new languages, due to the compilation of experiences as language learners and the development of a series of abilities that monolinguals may not have. Cenoz and Todeva (2009) stated that “multilinguals get many “free rides” when learning additional languages as their prior linguistic knowledge helps on all levels of language – grammar, pragmatics, lexicon, pronunciation, and orthography”(p. 278). Le Pichon Vorstman, De Swart, Ceginskas, and Van Den Bergh (2009) found advantages of multilinguals when learning a new language in a study with 54 multilingual preschoolers in the US. The study highlighted the importance of language learning experiences, due to the

fact that it increases metacommunicative and metacognitive awareness and the willingness to communicate. Language learning experiences also increment consciousness which facilitate the recognition of communication problems and the search for solutions. Sanz (2000) found similar results in the context of Catalonia, emphasizing the idea that bilingual students have an advantage over monolinguals in the acquisition of additional languages.

Singleton and Aronin (2007) highlighted the advantages of knowing more languages. They indicated that multilinguals have a more extensive range of resources available and larger linguistic repertoires compared to monolinguals. It has been also found that multilinguals develop higher levels of metalinguistic awareness (Bialystok, 2006; Jessner, 2006), metapragmatic awareness (Kemp, 2007; Safont Jordá, 2006), and better learning strategies (Kemp, 2007). Several studies carried out in the Basque Country have analysed the effect of bilingualism on the acquisition of English as L3 and their results indicate that bilinguals have advantages over monolinguals when learning a third language (see Cenoz, 2009 for a review).

Multilingualism has also been linked to higher levels of flexible operationalizations and tolerance of ambiguity. Multilinguals thanks to their previous experiences as language learners have a broader linguistic repertoire and a more extensive range of resources available, which makes them more aware of social and cognitive spheres (Dewaele & Li Wei, 2013; Thomson & Lee, 2013). Kemp (2007) suggested that multilinguals develop and use more learning strategies compared to monolinguals or bilinguals, which seems to help them to learn faster new languages, especially grammar.

The knowledge of more than one language can also have a relationship with anxiety. Taking into account the positive effects of multilingualism in

the acquisition of additional languages, it could be expected that multilingual learners have less anxiety than monolingual learners when learning a foreign language because they are more experienced. This hypothesis has generally been confirmed in research studies even though there are still very few studies that related anxiety to multilingualism (Dewaele 2007b, 2010; Dewaele et al., 2008; Thompson & Lee, 2013; Thompson & Khawaja, 2016).

According to Dewaele (2007b) “most studies on FLA have considered a single foreign language of learners, very few have considered FLA in both the native language and multiple foreign languages” (p. 393). It is certainly necessary to conduct more research studies taking into account the whole linguistic repertoire of the speakers.

Studies on language anxiety frequently reported higher levels of anxiety in speaking languages learnt later in life. Dewaele (2007b) conducted a study with 106 adult language learners. Students were distributed according their L1 and languages they knew. He found that communicative anxiety levels increased gradually from the L1 onwards that is, levels of language anxiety are higher in languages learnt later in life. Dewaele explained that one possible reason is that commonly, proficiency levels are higher in languages acquired earlier in life and its use is more frequent. Dewaele et al. (2008) also reported the relevance of frequency of using a language in relation to levels of communicative anxiety. Their results indicated that higher levels of anxiety were found for languages learnt later in life.

However, Dewaele (2002) found higher levels of communicative anxiety in the L2 (French) rather than in the L3 (English) in a group of 100 Flemish students. He reported that social and individual contexts determine levels of communicative anxiety. The social status of the language, inequality of the

status of the interlocutors, native speakers' reactions to errors and unpleasant experiences with native speakers are some of the reasons why participants experienced more anxiety in the L2 French.

Dewaele (2007b) in a study conducted with 106 students enrolled at the School of Languages, Linguistics and Culture at Birkbeck, University of London, found an effect of the number of languages on language anxiety. His study suggested that trilinguals and quadrilinguals are generally less anxious when speaking their second language than bilinguals. Nonetheless, no significant differences were reported when the level of anxiety of trilinguals and quadrilinguals speaking the L3 was compared. The author explained these results in relation to the acquisition of communication skills as the result of multilingualism and an increased self-confidence. It seems that this self-confidence could develop when there are at least three languages in the linguistic repertoire but may not necessarily increase with additional languages.

Dewaele et al. (2008) also reported that participants who could speak more languages had less anxiety than participants who could speak fewer languages. The results showed that a lower level of communicative anxiety is experienced by those participants who know more languages, although the effect is much stronger in the L3 and L4. In words of the authors "knowing more languages might give a bit more confidence in the ability to avoid linguistic icebergs" (p. 947).

In another study, Dewaele (2013) reported significant negative correlations between the number of languages known and foreign language classroom anxiety for the group of London participants regarding the L2 but not the L3 and no significant correlations for the Majorca participants in either the L2 or the L3.

The study conducted by Thompson and Lee (2013) with 123 Korean university students who were learning English provides some evidence for the positive effect of multilingualism on reducing anxiety. The results indicated that Korean university students with a certain level of proficiency in other languages such as French or Chinese had lower levels of anxiety in English. Therefore, this association would confirm the positive effects of multilingualism on the acquisition of additional languages. These results were confirmed by Thompson and Khawaja (2016) in a study with Turkish university students. They reported that Turkish multilingual learners of English had lower levels of anxiety than bilinguals, showing more confidence and positive feelings towards English. These studies indicate that multilingualism has a positive effect on the acquisition of additional languages.

Summarising, in this section we have seen the advantages of multilingualism in the acquisition of new languages and its link to anxiety. We have also described some of the very few studies that related anxiety to multilingualism.

3.6. Multilingualism in the Basque Autonomous Community

The focus of this section is to provide general information and analyze multilingualism and language policy and planning in the Basque Country.

The Basque Country is an area located along the Bay of Biscay, north and south of the Pyrenees in France and Spain with a size of almost 20,742 square kilometers and a population of approximately 3 million. The territory is divided into seven provinces. Three belong to the Basque Autonomous Community, which comprises the provinces of Bizkaia, Gipuzkoa and Araba. Another three to the French department “Pyrénées Atlantiques” consisting of the provinces of Lapurdi (Labourd), Nafarroa

behera (Lower-Navarre) and Zuberoa (Soule) and last the autonomous province of Navarre. In this chapter we will focus our attention in one of the regions: the Basque Autonomous Community.

The capitals of the three provinces of the Basque Autonomous Community are Bilbao, Donostia and Vitoria, with a total population of 2,171,886 citizens (2016). Since the law of language normalization of 1982, Basque and Spanish are the official languages of the Basque Autonomous Community. The first is the minority language and the second is the dominant one. English is usually the third language introduced at school, therefore the development of Basque, Spanish and English is an aim to be accomplished in education.

The Basque Government and some other social agents have contributed and a great effort has been done to the protection and regeneration of the Basque language thanks to the introduction of language plans in different sectors such as public administration and education through the use of Basque as the medium of instruction. Anyway, Basque remains a minority language and Spanish continues to be the dominant language, especially in social domains such as commerce or at work specially in private sectors (Cenoz, 2009; Van der Worp, Cenoz & Gorter, 2016). Nowadays there are no Basque monolinguals except very young children.

3.6.1. Language policy

To understand the language policy in the Basque Autonomous Community, we need to take into consideration historical events that have affected the course of the Basque language. This language is one of the oldest European languages and the only non-Indo-European language in the west of Europe. Its origin is unknown.

After the end of the dictatorship in 1975, the Spanish Constitution (1978) and the Basque Statute of Autonomy (1979) recognized legally both languages Basque and Spanish as co-official in the BAC. These events facilitated resources and enhanced the legal status of Basque after the suppression and the lack of official support that the Basque language had during the period of Franco dictatorship (1939-1975). In 1982 an important step was taken with the development of the Basic Law on the Normalization of the Basque Language. This Basic Law (1982) aimed at developing language plans for the normalization of the minority language in daily written and oral communication as well as recovering progressively its presence in society, education, public administration, justice and media (Gorter, Zenotz, Etxague & Cenoz, 2014). The concept normalization refers to a general procedure through which the minority language turns into a normal language of daily communication for the inhabitants.

More detailed guidelines for the development of language policies of the Basque regional government were proposed in the General Plan for the Promotion of the Use of Basque (EBPN, 1999). This proposal provided a logical and practical language planning which established strategic objectives for the promotion of the Basque language. In 2008 the Basque Language Advisory Board launched the initiative Euskara 21 to discuss and review the General Plan for the Promotion of the Use of Basque taking into consideration the various sociolinguistic realities of the BAC in the twenty first century.

In 2013, the Basque Parliament approved a new Action Plan for the Promotion of Basque (ESEP, 2013), which determines the policy for Basque for the next 10 years and claims to be the practical adaptation of the Euskara 21 initiative. The main objective of this new action plan is to boost

the use of the language in different areas and recognise and promote the linguistic rights of all citizens.

Although significant progress has been achieved, there is still much to be done to ensure the normalization of the Basque language, so that Basque becomes a normal language of daily communication for the citizens. During the last years the knowledge of Basque has increased considerably, however there is still a gap between knowledge and social use. The Basque Government Vice Ministry for Language Policy conducts a survey every five years since 1991 to see the development of language competence per area. The most recent survey was conducted in 2016 but only some provisional data have been published so far. The most recent survey that is published was conducted in 2011 (Vice-Ministry for Language Policy, 2013). According to this survey 32% of the population older than 16 years is bilingual in Basque and Spanish, 17.4% passive bilingual who can understand Basque but does not speak it and 50.6% does not speak Basque. However, the sociolinguistic reality of the BAC is very diverse depending on the geographic location.

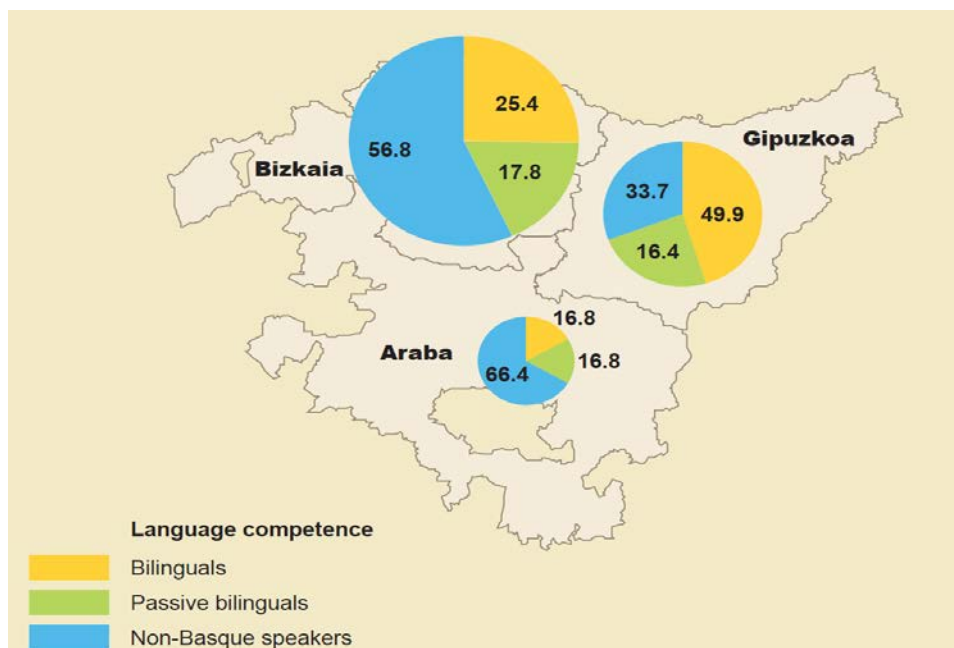


Figure 3.2. Language competence in the Basque Autonomous Community. Note: The size of each circle is proportional to each territory. (Source: Fifth Sociolinguistic Survey, 2011, Vice-Ministry for Language Policy, Basque Government, 2013, p. 17)

As can be seen in figure 3.2, within the BAC there are clear differences in language competence among the three provinces. In Gipuzkoa, with a population of 602,000 aged 16 and over, half of the citizens are bilinguals (300,000), followed by non-Basque speakers (203,000) and passive bilinguals (99,000). In Bizkaia, with a population of 999,000 citizens, 56.8% do not speak Basque (568,000), followed by bilinguals (254,000) and passive bilinguals (177,000). In Araba, with a population of 272,000 citizens, 66.4% do not speak Basque (180,000), followed equally by bilinguals (46,000) and passive bilinguals (46,000). In the last 20 years, there has been a rise of 181,000 bilinguals in the BAC. Our research studies were carried out in Gipuzkoa and Bizkaia where the percentage of Basque speakers is higher than in Araba.

In the following chart the evolution of bilingualism in the three provinces of the BAC during the years 1991-2011 is shown.

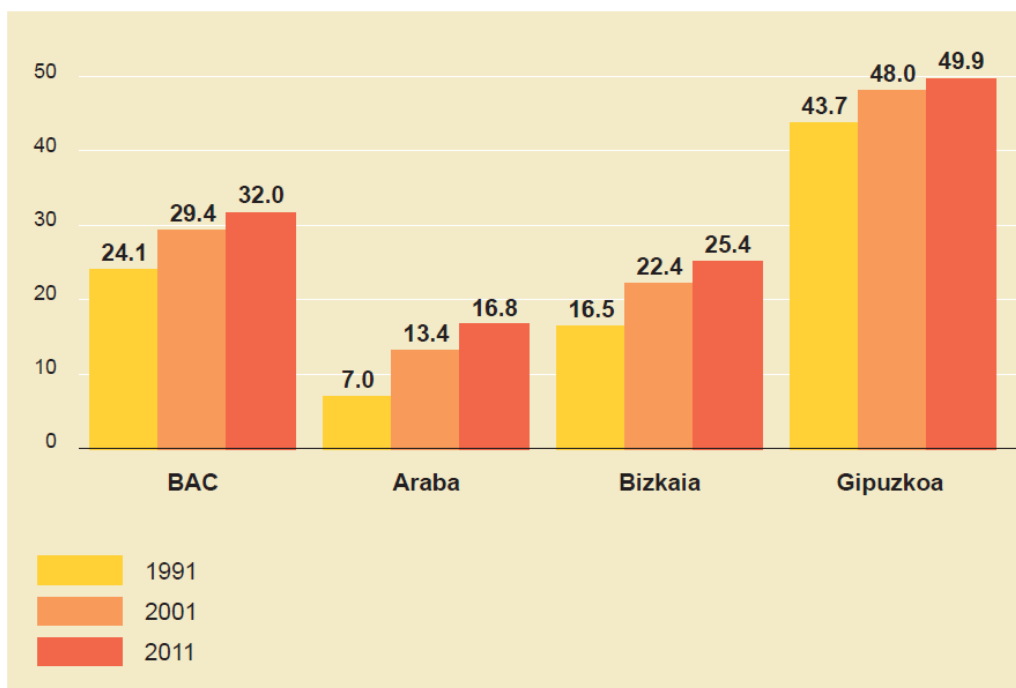


Figure 3.3. Evolution of bilingual population, province by province. BAC, 1991-2011 (%) (Source: Fifth Sociolinguistic Survey, 2011, Vice-Ministry for Language Policy, Basque Government, 2013, p. 71)

As we have previously mentioned, the knowledge of Basque has increased considerably in the last two decades. The provisional data from the Sixth Sociolinguistic Survey conducted in 2016 also confirm this trend (Vice-Ministry for Language Policy, 2016). In fact, according to these recent data 33.9% of the population older than 16 years is bilingual in Basque and Spanish, 19.1% receptive bilingual while 47% does not speak Basque.

Bilinguals can be classified into three groups according their proficiency in Basque: a) Bilinguals who are more fluent in Basque than Spanish and who usually have Basque as their L1 and are known as “Euskaldun zaharrak” or native Basque speakers, b) Balanced bilinguals, who have a similar command in both Basque and Spanish and c) Bilinguals who are more fluent in Spanish than Basque. The latter usually have Spanish as their L1 and are known as Euskaldun berriak or new Basque speakers. Among bilinguals in the BAC, 27% of the bilingual population is more fluent in

Basque than Spanish, followed by a 30% that is equally fluent in both languages and a 42.9% that is more fluent in Spanish. Some of the variables that influence the use of Basque are the number of Basque speakers at home, fluency, mother tongue, sociolinguistic area, social network, place of residence and interest in the language.

The surveys also include information about language use. The measurement is based on the use of Basque in several domains such as home, circle of friends and formal domain (Basque Government, 2013). The percentages corresponding to the different patterns of language use among those speakers who can communicate in Basque is presented in Figure 3.4.

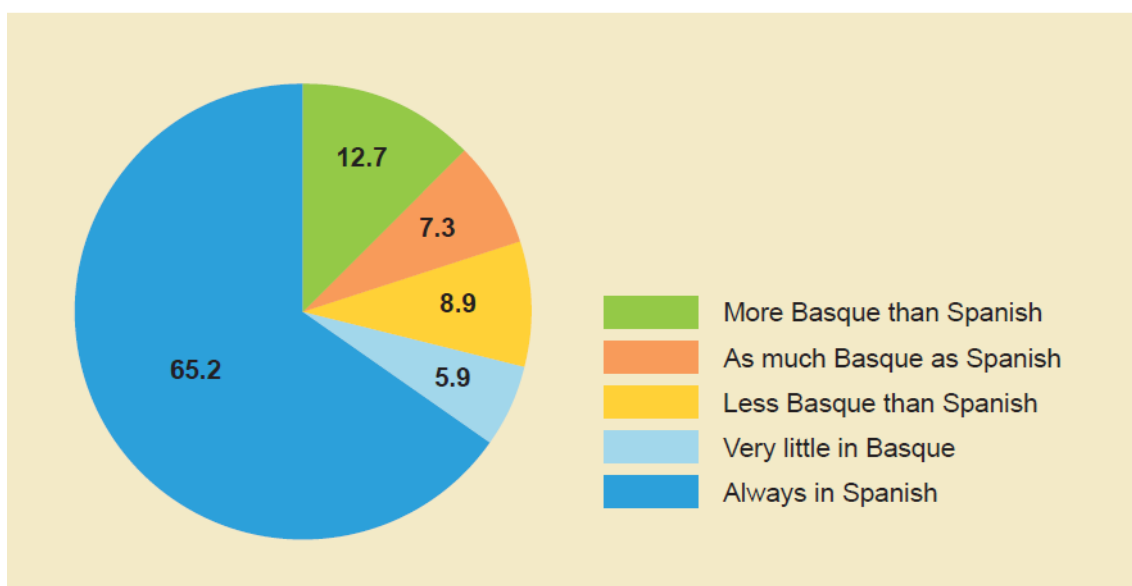


Figure 3.4. Basque Language Use typology. BAC, 2011. (Source: Fifth Sociolinguistic Survey, 2011, Basque Government, 2013, p. 98)

As can be seen in figure 3.4., a total of 65.2% uses always Spanish, followed by a 34.8% that uses Basque to some extent. Among those, 12.7% uses more Basque than Spanish, 7.3% uses as much Basque as Spanish, 8.9% more Spanish than Basque and 5.9% speaks very little in Basque. In terms of language domains, the survey indicated that Basque is more often

used in formal situations such as public administration, education or health care rather than informal settings. The position of Basque as a minority language can limit the possibilities to communicate in Basque and this situation can be related to learners' anxiety as we will see in the following chapters.

Apart from Basque and Spanish, and as we have previously mentioned, English is a foreign language in the Basque Autonomous Community and it is usually introduced as a third language at schools. Nowadays, the ability to speak English is becoming more and more important for Basque citizens because of internationalization and globalization. The role of English has become stronger in education but it is quite limited in daily communication. There are few opportunities to use English outside the classroom in the Basque Autonomous Community and watching television or playing computer games in English is not as common as in other European countries. In general terms, it can be said that the level of competence in English in the Basque Country is quite low compared to other European countries and this situation leads to a lack of confidence when using the language, especially in oral communication (Cenoz, 2009).

3.6.2. Language education policy

The educational system has contributed significantly to the development of the Basque language due to the promotion of language plans and policies with the aim of increasing the use and symbolic value of Basque (Cenoz, 2009).

In the last 30 years several educational policies have been implemented with the clear objective of positioning Basque as a language of instruction of the educational system in the BAC in all stages of education, including university (Gorter et al., 2014; Etxeberria & Etxeberria, 2015). As a result,

a noticeable change has taken place, moving from a monolingual to a bilingual educational system. After the Basic Law of 1982 both Basque and Spanish became compulsory subjects in all schools, developing three linguistic models for schooling: model A, model B and model D.

Model A: In this model, Spanish is the language of instruction and Basque is introduced only as a subject for approximately 4-5 hours per week similar to the teaching of the foreign language. Generally students attending this model have Spanish as the mother tongue and in their inner circle Basque is hardly used.

Model B: In this model, Basque and Spanish are used as the language of instruction for approximately the same amount of time, although differences can be found depending on some variables such as the sociolinguistic setting of the school. As in model A, generally students attending this model have Spanish as the mother tongue, although there are exceptional cases with students with Basque as their first language.

Model D: In this model, Basque is the language of instruction and Spanish is introduced only as a subject for approximately 4-5 hours per week similar to the teaching of the foreign language. This model was mainly designed for Basque L1 speakers, although nowadays both Basque L1 and Spanish L1 students attend this model.

The percentage of students enrolled in bilingual educational models (B and D) has increased considerably in the last years. In the 80s both models gathered less than 25% of the students. Today however, 90% of the students enrolled in pre-primary and primary education attend a B or D model. Moreover, the percentage of students taking the university entry exam in Basque has increased to 68.85% in 2016. Basque is a requirement in many jobs both in private and public sectors, becoming an economic

value in society, therefore many parents decide to enrol their children in bilingual programs. In addition, many of them also want to recover the language tradition that was lost in the family (Gorter et al., 2014).

Research studies have shown that students enrolled in the D model reach higher levels of proficiency in Basque than students enrolled in the B model and the A model. D model students are closer to be balanced bilinguals and the academic results have shown that these students also reach higher levels of proficiency in English reinforcing the idea that knowing more languages is an advantage in the acquisition of new ones (Cenoz, 1992, 1998; Lasagabaster, 1998, 2007).

Learning foreign languages and especially English has become very relevant in the Basque Autonomous Community, due to the use of English for international communication. In the last 20 years great efforts have taken place to introduce English gradually as a third language in all stages of education, changing from a Basque-Spanish bilingual education system to a system that takes three or more languages into consideration. Currently, the education system in the BAC is trilingual as it includes at least one additional language apart from Basque and Spanish. English is the predominant first foreign language in the Basque educational system studied by over 95% of scholars and it is usually introduced as a third language at school either as a subject or as a language of instruction (Cenoz, 2009). Two decades ago, French was the first foreign language learnt at schools in the BAC, however nowadays English has become the first foreign language at schools, following the European trend to use English. Therefore, French and German are learned optionally as a fourth language in some schools.

As we have already said, Basque students do not achieve a high level of English proficiency at the end of school. This limited proficiency also

extends in many cases to the academic staff of the university and explains the reduced number of courses taught through the medium of English at the university. Nevertheless, in the last years the role of English in the school curriculum has been strengthened by language education policies, where multilingualism is an important objective.

Taking into consideration the limited exposure that Basque students have to English outside school and that English is hardly used in daily communication, developing communicative competence in English has become an issue at school. Many parents send their children to language schools, private classes or summer schools in English speaking countries with the aim of providing extra exposure so as to improve their language skills and get language certificates.

The Basque Government and some other educational agencies such as Ikastolen Elkarte have invested much effort with the objective of improving the teaching of English. In the 90s specific projects to develop trilingual education at early levels started in Basque schools. Nowadays, most schools in the BAC start with the teaching of English in pre- primary education. New methodologies, active participation of children in kindergarten, the use of new technologies and the reinforcement of oral activities have been implemented with the aim of obtaining higher language competences.

In addition to the early introduction of English, another measure that has been implemented is the Content and Language Integrated Learning (CLIL), using English as the medium of instruction in the school curricula at the end of primary and mainly in secondary. In this regard, one of the main difficulties has been finding teachers specialized in a specific area that at the same time were qualified to teach in English and adapt school materials into English (Cenoz, 2009).

3.7. Multilingualism in Higher Education in the Basque Autonomous Community

After analyzing multilingualism and the model focus on multilingualism, we are going to look at multilingualism at the University of the Basque Country, mainly because universities are not isolated from their sociolinguistic context. In the last years, universities have been influenced by globalization and internationalization, with a considerably increase of student exchanges, number of foreign students and staff mobility. The wish to increase the international profile of higher education institutions we have referred to in section 3.3. is associated in the Basque Country with the need to improve the international competences of local students and the enrolment of foreign students. As some of the participants in our research studies are enrolled at the University of the Basque Country (UPV/EHU) we will focus on the linguistic situation of this institution.

The University of the Basque Country UPV/EHU was created in 1980 and is the largest university in the Basque Autonomous Community. It is divided in three campuses: the campus of Gipuzkoa, the campus of Bizkaia and the campus of Araba. In the year 2016, the University of the Basque Country UPV/EHU consists of 28 faculties and colleges, serving 45,583 students and employing 4,385 teaching staff, 1,331 researchers and 1,891 supporting staff.

The UPV/EHU is a bilingual university; its official languages are Basque and Spanish. This implies the right to use either of those languages to teach and learn in Basque or Spanish, and to publish and conduct research in either of the two languages (Cenoz, 2012). The Multilingualism Plan approved in 2005 added the possibility of using a foreign language as well (Cenoz & Gorter, 2012).

3.7.1. Use of Basque and Spanish at the University of the Basque Country

At the UPV/EHU, students have the right to choose either Basque or Spanish as the language of instruction for compulsory subjects. Nowadays approximately half of the students have Spanish as the language of instruction with the exception of some courses taught in English or French and the other half of undergraduate students have Basque as the medium of instruction. The evolution of the Basque language is quite remarkable since the first plan for the promotion of Basque was accepted in 1990 (Irazusta, 2010). Most of the undergraduate students, who choose Basque as the language of instruction at the university, already completed the obligatory secondary education and baccalaureate (pre-university education) with Basque as the main language of instruction. Therefore, they demanded the option of continuing with the same language of instruction at university level. However, there are still some aspects that need attention for further improvements of teaching through the minority language, Basque (Cenoz, 2009; Cenoz & Etxague, 2013).

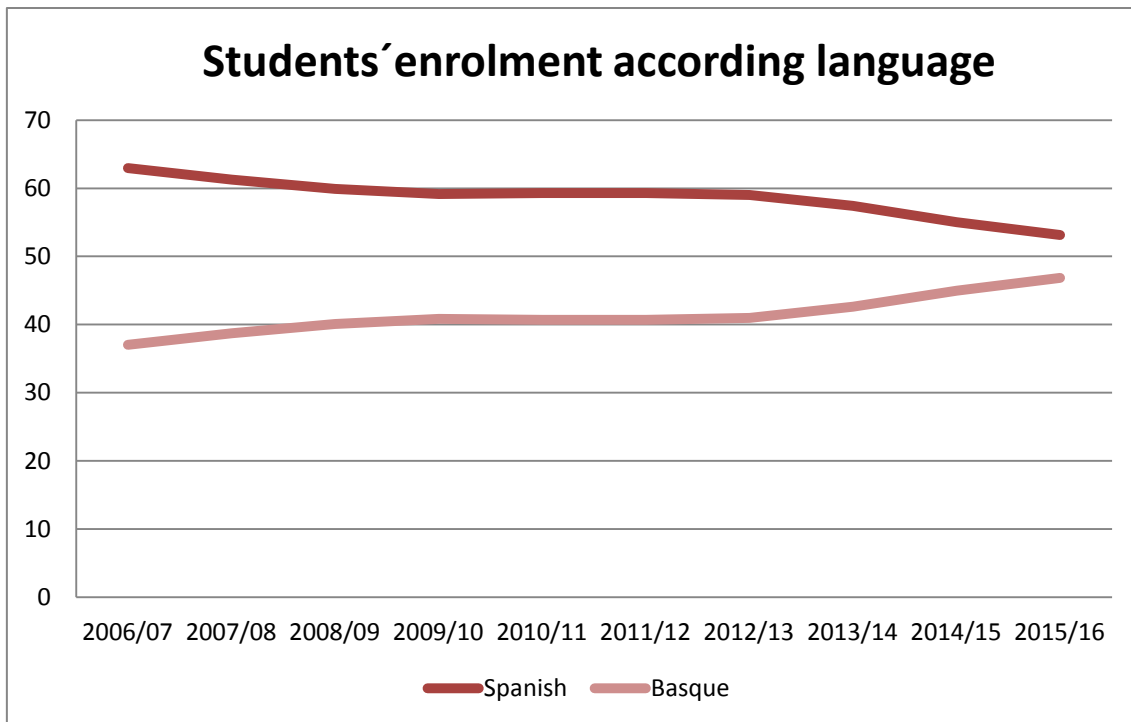


Figure 3.5. Students' enrolment according to language: Basque and Spanish

As we have previously mentioned, the number of students who choose Basque as the medium of instruction has increased, however the number of academic staff able to teach through Basque is not increasing to the same extent, as a result, some highly specialized subjects can only be offered in Spanish. Cenoz and Etxague (2013) reported that 35% of the academic staff at the UPV/EHU are bilingual speakers and can teach both, through the medium of Basque and Spanish. This percentage will increase in the near future, due to the fact that nowadays Basque is in many cases a requirement for obtaining a job at the University of the Basque Country. Basque is also a requirement for most of the supporting staff hired in recent years. Teaching through the medium of Basque also has some advantages, such as receiving support from the Basque language service, access to specialized materials and some extra points for internal promotion. However, there are also many challenges when using a minority language to teach specialized subjects at the university level. One of the main challenges is the availability of teaching materials in Basque, which is quite

limited in comparison with other languages such as Spanish, English or French (Cenoz, 2009; Cenoz, 2012; Cenoz & Etxague, 2013). The use of Basque in research is also less frequent than the use of Spanish. For instance in the academic year 2014/2015 the number of doctoral dissertations written in Basque was 28, compared to 247 written in Spanish. The data show that more doctoral dissertations were written in Basque in Social Sciences (n=10) and Humanities (n=12) compared to technology (n=3) and natural sciences (n=3). Williams (2010) also revealed similar trends at a university in Wales, where the minority language was used much more in Social Sciences and Humanities.

3.7.2. Use of English at the University of the Basque Country

The use of English as a lingua franca has spread all over the world as a result of globalization and internationalization (Alcón & Michavila, 2012; Coleman, 2006).

Being aware of the importance of English, the University of the Basque Country aims at going from bilingualism to multilingualism, without affecting the use of the minority language, Basque (Cenoz, 2009).

In 2005, the University of the Basque Country accepted the Multilingualism Plan with the aim of improving students' proficiency in a foreign language (mainly English) in order to have access to academic information, mobility and better work/career prospects. The plan also aims at attracting foreign students and academic staff (Cenoz, 2009; Cenoz & Gorter, 2012).

The spread of English medium instruction (EMI) is quite modest when compared to universities in Northern Europe. In the year 2015/16 there were 277 courses taught in English at undergraduate level, which is a very small number compared to the total number of courses at the university. In 2014-2015, out of 33,085 undergraduate students, a total of 4,200 were

enrolled in the multilingualism programme but there are important differences across disciplines. Business Studies and Economics offers a total of 79 courses in English while Education offers only eight subjects apart from the specific courses to specialize as an English language teacher. Seventeen of the 100 master's programmes offered by the University are either partially or completely taught through the medium of English. In the year 2015 over half of the PhD theses were in Spanish (61%) but the percentage of theses in English is increasing (31%) while the percentage in Basque is lower than in the other two languages (8%). The differences across disciplines are also remarkable: 91% of the theses in English were in science, engineering and technology and health science while only 9% were in social science and humanities.

In relation to the academic staff, to be able to teach through the medium of English teachers have to prove their English knowledge. In order to be qualified, they need to meet one of the following requirements: a) achieve official English certificates corresponding to C1 level, b) complete a specific English language exam at the university, c) have taught courses through the medium of English at university level in other countries. However, English medium professors and lecturers also have some support, such as specific short language courses and translation of their teaching materials.

It is difficult to know to what extent EMI will spread in the future in the context of the Basque Country due to the interaction of several factors. Proficiency and exposure to the English language are limited in comparison to countries in Northern Europe but the differences between disciplines are also prominent. These factors, together with the use of two other languages, Basque and Spanish in higher education, may contribute to the development of specific attitudes towards English and could potentially

result in high levels of anxiety concerning its use. After looking at multilingualism at the University of the Basque Country (UPV/EHU) in the next section we will focus on the increasing role of multilingualism in the workplace.

3.8. Multilingualism in the workplace in the Basque Autonomous Community

As we have seen in section 3.4., economic globalization processes have reinforced the role of languages in the company. In this section, we provide some information on multilingualism in Basque business companies.

In 2012, Langune, the association of companies belonging to the language industry sector in the Basque Country, carried out a study to analyze the linguistic profile of small and medium sized Basque businesses (Langune, 2012). The study reported that small and medium sized businesses (SMB) are in a “transitional” period. On the one hand, business companies have made significant advances in the development of multilingualism associated with the process of opening international markets. On the other hand, there are still limitations in the management of linguistic competences. Almost half of the companies (48%) have developed in the last two years some kind of language training activities, mostly in English. In order to increase employees language skills half of the companies (50.1%) participating in the survey perceived that their managers need to know foreign languages. The Basque Government also has a strong policy to promote the use of Basque in business companies and 38.2% of the companies participating in the survey perceived that the knowledge of Basque is an advantage, especially in the service sector. Using Basque is still quite a challenge also in business companies and just 1.6% of the respondents use exclusively Basque for the development of internal

company relations, 53% use always Spanish and a 41% combine Basque and Spanish.

Bilbao (2015) conducted a study looking at multilingualism and language policies in small and medium sized businesses (SMB) in the Basque province of Biscay. She reported that university graduates do not acquire an operational level of English that allows them to communicate effectively in international settings of the workplace. In addition, according to this study, many employees acknowledge that the English level that they have is not enough to carry out international business transactions. This situation creates the need for companies to train their employees' linguistic competence as a business strategy as it has also been reported by the Langune report (Langune, 2012). The use of Basque and Spanish varies depending on the size of the company. Smaller companies tend to have more Spanish speaking staff, while larger companies have a higher percentage of Basque speakers.

Van der Worp (2016) explored language policies and language practices in internationally operating companies in the bilingual context of the Basque Autonomous Community. As we have already seen multilingualism, which is becoming very important, is associated both with internationalization and the promotion of the minority language. Van der Worp analysed the linguistic situation in Basque companies, taking into consideration both the perspective of business students and companies. The results showed that the linguistic repertoire of Basque companies is mainly limited to Spanish, Basque and English. The use of other foreign languages is less common. Spanish is the most used language both locally and as a tool for negotiations with international Spanish speaking countries from Latin America. Basque continues to have a minority status, and not all professionals are competent in the language. Many L1 Spanish business

students do not feel well prepared to use Basque in the workplace and in other cases even employees who are fluent in Basque do not always use it because they use Spanish as the default language. English is considered as the most important language for doing business with foreign countries but there are often limitations in the level of English proficiency. The author also proposed a linguistic model based on focus on multilingualism to study multilingualism in the business companies. The goal is to understand the interrelationship between the multilingual professionals, the linguistic repertoire of the company and the context in which they operate.

On the whole we can say that these three studies share similar findings. First, English is a really important tool for doing business and opening to international markets but employees need to improve their communicative skills. Second, Spanish continues to be the dominant language for daily communication in the workplace. Third, Basque maintains its minority language status in the workplace similar to society in general.

3.9. Summary

This third chapter has examined multilingualism, starting with several definitions of the concept itself, the focus on multilingualism perspective and its link with anxiety, to continue with the more specific contexts of higher education and the workplace. Next, general information about multilingualism and language policy and planning in the specific context of the Basque Autonomous Community has been provided.

In the first and second sections, different definitions of multilingualism have been revised and anxiety has been addressed from the focus on multilingualism perspective. Three dimensions have been distinguished: the multilingual speaker, the whole linguistic repertoire and the social

context. Each of these dimensions has been divided in two subdimensions for the study of anxiety.

In the third and fourth sections, we have focused our attention on multilingualism in higher education, reporting the differences regarding proficiency in English and the spread of EMI in Europe and across disciplines. Multilingualism in the workplace has been also reported, emphasizing the importance that languages have for doing business.

In the fifth section, the link between multilingualism and anxiety has been described. First the advantages of multilingualism in the acquisition of new languages have been reported. Second, some studies that have analysed anxiety taking into consideration multilingualism as a variable have been addressed.

In the sixth section, we looked at the situation of Basque as a minority language and its use in the Basque Autonomous Community as related to language policy.

In the seventh section, we have focused our attention on multilingualism in education in general and in higher education in the BAC, providing more detailed information about the use of Basque, Spanish and English at the University of the Basque Country.

Last, some studies on multilingualism in the workplace in Basque business companies have been analysed. In the next chapter, the rationale for the empirical studies, the research questions and design of the empirical studies will be considered.

The empirical studies

Rationale for the present work

In the previous chapters, some aspects of multilingualism in general and especially in the context of the Basque Autonomous Community have been described and a theoretical background on anxiety has been provided.

As was previously explained, anxiety is a complex multidimensional affective variable that can influence the process of language learning. Previous studies have provided ample proof for the link between anxiety and variables such as gender (Thompson, 2015), age (Dewaele, 2007b), personality (Dewaele, 2002), motivation (Dörnyei, 2009), language proficiency (Thompson and Lee, 2013) and to a lesser extent multilingualism (Dewaele et al., 2008). However, in spite of the wealth of empirical studies that investigated language anxiety, there are still many issues that deserve further exploration.

As we have already explained in the introductory chapter, the general aim of this thesis is to contribute to our understanding of anxiety and its effect on language learning as related to multilingualism. In order to do this we have summarized the main trends in the study of anxiety and multilingualism and the context of the Basque Country where the empirical work has been carried out. The empirical work consists of three interrelated research studies. Taken together these interrelated studies (Chapters 5, 6, and 7) have been designed so as to advance our knowledge on language anxiety as related to several languages in multilingual contexts. The three empirical studies are organized along three thematic axes that complement each other: A) Communicative anxiety in English: professionals and

university students' perceptions, B) Attitudes and anxiety of business and education students, C) Communicative anxiety of multilingual speakers.

The design of the studies is cross-sectional and a mixed methods research design combining quantitative and qualitative methods has been used in two of the three studies (Creswell, 2012). The mixed methods research design can provide a better understanding of the study of language anxiety from a multilingual approach because it integrates the trends that can be assessed by scores and statistical analyses with the actual voices of participants in the study. This integration can offer a deeper understanding of the complexity of the relationship between anxiety and multilingualism. Instead of the mixed method design of the two other studies a quantitative method has been used in study 2 because the aim was to compare two different groups of participants.

The three research studies aimed at answering a total of ten research questions and focus on anxiety in English (Study 1), the similarities and differences in anxiety when business and education students are compared (Study 2) and communicative anxiety and multilingualism (Study 3).

Study 1. Communicative anxiety in English: professionals and university students' perceptions

This study aims at providing a more detailed account of the anxiety experienced by university students and young professionals in English in the context of the Basque Autonomous Community. Most research studies have analysed anxiety in relation to high school or university students (see Dewaele et al., 2008; Donovan & MacIntyre, 2004) but there is a need to conduct further research in the case of young professionals. Anxiety associated with this group is particularly important because young professionals tend to be recent graduates who are already working and

research on their perceptions could provide useful insights not only for the workplace but also for language planning in higher education. It has been claimed that factors such as proficiency influence anxiety. As we have already discussed in chapter 2, Liu and Jackson (2008) reported higher levels of anxiety on less proficient participants. Marcos-Linas and Juan Garau (2009) however, noted that more advanced students experience more anxiety than beginners. Considering these different trends reported in the literature, we believe that the analysis of this variable may be of interest from a theoretical perspective. In addition, we have also noticed that the research of anxiety in relation to multilingualism is too scarce to lead to any definitive conclusions (see Dewaele, 2013; Thompson & Lee, 2013). Therefore, this study aims at contributing to the study of the relationship between anxiety and multilingualism by analyzing the effect of the level of multilingualism. Another variable that can add valuable information on the study of anxiety is the need for language certificates, which is very common in the Basque Country. Many research studies have focused on issues related to test anxiety understood as the anxiety that many language students experience when doing an exam, for example when getting a language certificate. However, very few studies have addressed the idea of how earning a language certificate may influence anxiety levels. So taking all this into consideration, we posed the following research questions:

RQ 1. Which are the underlying dimensions of anxiety in English as a third language?

RQ 2. Do university students and young professionals experience the same level of anxiety in English as a third language?

RQ 3. Which variables contribute to communicative anxiety in English as a third language?

3-1. Does proficiency in English influence university students' and young professionals' communicative anxiety?

3-2. Does earning a language certificate influence university students' and young professionals' communicative anxiety?

3-3. Does the level of multilingualism influence university students' and young professionals' communicative anxiety?

Study 2. Attitudes and anxiety of business and education students

This study was designed so as to investigate university students' attitudes and anxiety in English. As we have seen in chapter 3, the Basque Autonomous Community is a multilingual context where exposure to English is limited but internationalization is an important aim. Many European universities are aware of the importance of English and current social demands but the spread of English Medium Instruction (EMI) is not uniform among countries (see Wächter & Maiworm, 2014) and disciplines (see Bolton & Kuteeva, 2012). Furthermore, Airey et al. (2015) reported significant differences on students' attitudes across disciplines. We believe that these differences are worth investigating from a practical point of view in the context of the BAC. Therefore, in this study we consider the situation of EMI in the BAC in relation to disciplines, gender, attitudes and anxiety. As differences between male and female learners have also been reported (see for example, Thompson, 2015; Dewaele et al., 2016), we decided to include gender as an additional variable in this study. Within this framework, we posed the following research questions:

RQ 1. Do university students majoring in Business and university students majoring in Education have different attitudes towards English?

RQ 2. Do university students majoring in Business and university students majoring in Education have differences in communicative anxiety?

RQ 3. Are there differences in motivation and anxiety between male and female learners?

Study 3. Communicative anxiety of multilingual speakers

Many research studies on language anxiety have focused on a single second or foreign language. Very few research studies (see for example, Dewaele, 2005, 2007a) have analysed language anxiety taking into account the whole linguistic repertoire of the speaker.

The study that will be presented in chapter 7 analyses the relationship between anxiety and multilingualism using the theoretical framework of Focus on Multilingualism (Cenoz & Gorter, 2011, 2015). This approach considers the multilingual speakers' repertoire and the context where these languages are used and can provide more insights into the study of anxiety.

For the study of anxiety from a multilingual perspective, the following research questions were posed:

RQ1. Do Basque L1 and Spanish L1 speakers have the same level of anxiety in the L2?

RQ2. Do Basque L1 and Spanish L1 speakers have the same level of anxiety in the L3?

RQ3. Do Spanish L1 speakers experience more communicative anxiety in Basque (L2) or English (L3)?

RQ4. Do Basque speakers experience more communicative anxiety in Spanish (L2) or English (L3)?

Table 4.1 provides a summary of the characteristics of the three research studies that will be reported in chapters 5, 6 and 7 indicating the thematic axis, the number of participants and the method

Table 4.1. Characteristics of the three studies

Chapter	Thematic Axis	Participants	Method
Chapter 5	Communicative anxiety in English, professionals and university students' perceptions	352 participants	Quantitative and qualitative
Chapter 6	Attitudes and anxiety of business and education students	360 participants	Quantitative
Chapter 7	Communicative anxiety of multilingual speakers	532 participants	Quantitative and qualitative

In the next chapters, each of the three interlinked studies will be presented with an introduction of the aims and research questions, followed by the description of the methodology used (characteristics of the sample, instruments and procedure) and the presentation of the results. After presenting the three studies, the discussion and general conclusions will be provided in chapter 8.

STUDY 1

Communicative anxiety in English: professionals and university students' perceptions. Study 1

In this chapter¹, first the aim of the study and the research questions are introduced. Next, the methodology used in the study is described and the results are presented.

5.1. Aim and research questions

The aim of this study is to explore anxiety in English in a context where exposure to English is limited and there are two other languages, Basque and Spanish. The study looks at the different levels of anxiety as related to language proficiency, multilingualism and language certificates. As we have already seen language proficiency has been related to anxiety in many contexts but there are few studies on the effect of multilingualism. Language certificates were also included due to their importance in the context where the study was carried out and their possible relationship to anxiety. Another important point in this study is that it not only looks at university students' anxiety but also at young professionals, a group that has not received enough attention. The group of young professionals is particularly important because they often need to put their knowledge of English into practice while university students have fewer opportunities to do that.

¹ This chapter has been the basis of the article published in the International Journal of Bilingual Education and Bilingualism as Santos, A., Cenoz, J., & Gorter, D. (2015). Communicative anxiety in English as a third language. *International Journal of Bilingual Education and Bilingualism*, 1-14. doi: 10.1080/13670050.2015.1105780

The research questions are the following:

RQ 1. Which are the underlying dimensions of anxiety in English as a third language?

RQ 2. Do university students and young professionals experience the same level of anxiety in English as a third language?

RQ 3. Which variables contribute to communicative anxiety in English as a third language?

3-1. What is the relationship between proficiency in English and university students' and young professionals' communicative anxiety?

3-2. What is the relationship between earning a language certificate and university students' and young professionals' communicative anxiety?

3-3- What is the relationship between the level of multilingualism and university students' and young professionals' communicative anxiety?

As it has already been explained a mixed methods research design was used in this study so as to provide a better understanding of anxiety towards English as a third language.

5.2. Methodology

Participants

This study includes 352 participants who were 225 female (63.9 %) and 127 male (36.1%). The mean age of the participants was 23.54 years (SD=5.91). Some participants (N= 217) were university students majoring in Education at the University of the Basque Country (UPV/EHU) in Bilbao and San Sebastian. These students were in their second year. Even though the university has recently introduced more courses through the

medium of English, their number in undergraduate courses is limited and gives rise to different reactions among the teaching staff (Larrinaga & Amurrio, 2015). The rest of the participants (N=135) were young professionals who completed their studies recently and were working in companies and educational institutions of the Basque Country. Most of them had a degree in Business. The mean age of university students was 20.82 (S.D. 3.61) and the mean age of young professionals 27.92 (S.D. 6.27). The average age at which these participants started learning English was 6.62 (S.D=3.39).

As has already been explained in chapter 3, in the context of the Basque Autonomous Community, Spanish is the majority language and Basque is the minority language. Basque speakers also speak Spanish but this is not necessarily the case the other way round (see Gorter, Zenotz, Etxague & Cenoz, 2014). The majority of the participants (69.6%) listed Spanish as their mother tongue, while 30.4% (n= 107) indicated Basque as their mother tongue. Following other studies on anxiety (Dewaele et al., 2008; Thompson & Lee, 2013) self-ratings of language proficiency were used. Participants were asked to rate their proficiency in Basque, Spanish and English on a scale from 1 to 10 for listening, speaking, reading and writing. The results can be seen in table 5.1.

Table 5.1. Competence in Basque, Spanish and English

	Basque		Spanish		English	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Listening (max=10)	8.76	1.75	9.65	0.80	6.54	1.79
Speaking (max=10)	7.88	2.16	9.44	1.05	5.69	1.92
Reading (max=10)	8.52	1.89	9.53	0.96	6.82	1.70
Writing (max=10)	7.94	2.06	9.19	1.23	5.87	1.85
Total (max=40)	33.09	7.50	37.81	3.69	24.91	6.66

Self-ratings of proficiency in the three languages indicate that participants were highly proficient in the majority language, Spanish. They also had high scores in Basque and the lowest scores were given to their third language, English. The overall differences between the total scores of the three languages were significant ($F=427.33$; $p<0.00$) and the Bonferroni post hoc tests indicated that the differences were significant for the three pairs of languages: Basque-Spanish, Basque-English and Spanish- English.

Instruments

The instruments used to collect the data were the following.

Background questionnaire: The background items were designed to obtain demographic, academic and linguistic data about the participants. This questionnaire included the self-ratings of proficiency in Basque, Spanish and English.

Anxiety questionnaire: This questionnaire was adapted from Horwitz et al. (1986) taking into account the questionnaire used by Rubio Alcalá (2004) for a Spanish context. As we have seen in chapter 2, the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire by Horwitz et al. (1986) is one of the most widely used scales to assess foreign language anxiety in the fields of Second Language Acquisition, psychology and education. Participants in this study were not students of English as a foreign language and items related to classroom anxiety were excluded from the questionnaire. Instead, items on specific situations such as ordering meals or giving directions were added (see also Gardner, 1985b). Taking into account that communicative anxiety can develop over time and that, in this context, participants had had contact with English for many years, three items were related to their previous experience as learners of English.

The anxiety questionnaire was tested in a pilot study in which a group of education students completed the questionnaire. After making the necessary changes the final version of the anxiety questionnaire consisted of 23 closed items. The whole version was used in study 1 but shorter versions adapted to the aims of the research studies were used in studies 2 and 3. Participants were asked to rate statements on a 7-point Likert scale ranging from (1) “strongly disagree” to (7) “strongly agree”. When coding the scores of eleven items of the questionnaire were reversed so that higher scores meant in all cases higher levels of anxiety. Internal consistency for this scale was measured and a Cronbach’s alfa of .89 was obtained. This score matches the requirements to make the questionnaire valid (DeVellis, 1991). The anxiety questionnaire was in Basque and Spanish, so participants could choose the version which they felt more comfortable with.

Focus group discussions and interviews: Apart from the quantitative data, four groups of young professionals and two groups of university students participated in focus group discussions. Five interviews were also conducted to go deeper in the study of participants’ beliefs and feelings when using languages. In both cases the sessions were just over one hour long. The issues discussed included the reasons why people feel nervous about speaking in English, the influence of the context on the development of anxiety, the impact of anxiety on the communication, the strategies to face anxiety and the importance of English and language certificates. The focus group discussions and interviews were carried out in Spanish.

Procedure

Participants signed a consent form to allow the use of the data for the purposes of the research study. The data were analysed with the SPSS program version 22. The qualitative data were transcribed, codified and analysed with the Atlas.ti, so as to identify the main patterns regarding anxiety.

5.3. Results

Dimensions of third language anxiety

As we have previously seen, the first research question aims at analyzing the factors of the anxiety questionnaire. In order to answer this research question a Varimax rotated exploratory factor analysis was carried out to explore for underlying dimensions of language anxiety. The result was a three-factor solution with the 23 items.

The first factor was “Communicative anxiety”, and indicated participants’ apprehension when speaking English. This factor accounted for 32.10% of the total variance and included 8 items (1-8). The second factor, labeled as “Fear of failure”, which indicated participants’ worry of making mistakes, accounted for 15.04% of the total variance and comprised 13 items (9-21). The third factor “Negative experiences”, which indicated the influence of participants’ personal experience, accounted for 4.09% of the total variance and included 2 items (22-23). The loadings results are summarized in Table 5.2.

Table 5.2. Varimax Rotated Loadings for Factor Analysis of the Anxiety Scale (N=352)

Item	Factor 1	Factor 2	Factor 3	h
<i>Factor 1: Communicative Anxiety</i>				
1. I feel comfortable speaking English with foreigners	0.76			0.60
2. I feel comfortable when I have to speak in English at the University	0.75			0.62
3. I feel comfortable when I speak in English with my friends	0.71		0.32	0.63
4. I would feel comfortable if I had to order a meal in English	0.70			0.53
5. I feel uncomfortable speaking English	0.62		0.36	0.60
6. I feel comfortable when I have to give directions in English	0.62			0.43
7. I feel more comfortable speaking English with native speakers	0.58			0.35
8. I feel comfortable speaking English with non- native speakers	0.38			0.24
<i>Factor 2: Fear of failure</i>				
9. I worry about making mistakes speaking in English		0.71		0.56
10. Although I have a good English level I get nervous		0.70		0.54
11. Sometimes I get so nervous that I make unnecessary mistakes		0.68		0.52
12. When I get nervous it looks as if I know less English		0.68		0.48
13. I feel nervous when I have to speak in English in front of others	0.47	0.66		0.73
14. I feel overwhelmed when I am not able to express what I think in English		0.61		0.44
15. I feel nervous if I have to speak in English without preparation	0.43	0.56		0.63
16. I feel uncomfortable speaking English by phone	0.35	0.50		0.42
17. I feel nervous when I have to answer in English	0.47	0.49	0.36	0.60
18. Sometimes I get nervous thinking that others will laugh when I speak English		0.47	0.46	0.50

19. When I was younger I felt more nervous speaking in English		0.32		0.22
20. I get nervous when I do not understand all the words		0.37	0.51	0.41
21. Nowadays I feel more nervous when I have to speak in English	0.31	0.38	0.45	0.45
<i>Factor 3: Negative experiences</i>				
22. I was so frustrated with English lessons at school, that I decided not to continue practicing the language	0.35		0.77	0.72
23. I had such negative experiences speaking in English that I prefer not to use it	0.39		0.71	0.66

Factor 1 “Communicative anxiety” accounts for a higher percentage of the variance than the other two factors. The results of the factor analysis also indicate that apart from items 1 to 8 other items included in factor 2 (13, 15, 16, 17, 21) also loaded on the first factor.

Comparison of university students and young professionals

The second research question addresses the issue of the similarities or differences in the anxiety level of university students and young professionals taking into account the three anxiety factor scores.

An analysis of variance (ANOVA) was conducted to explore the relationship of the three factors on levels of communicative anxiety of the participants. Subjects were divided into two groups, university students and young professionals. The differences between the two groups of participants in “Communicative anxiety” (factor 1) was statistically significant $F(1,350) = 24.29, p < 0.00$. University students ($M = 0.20, SD = 0.89$) experienced more communicative anxiety than young professionals ($M = -0.32, SD = 1.08$). The differences in the second factor “Fear of failure” were not significant ($F(1,350) = 2.08, p = 0.14$). The differences in

“Negative experiences” (factor 3) were significant ($F(1,350)=6.62$, $p=0.01$) but this factor is quite weak because it only has two items loading also on factor 1. The results are shown in Z scores in table 5.3.

Table 5.3. Differences between university students and young professionals in the three factors

	University students		Young professionals		F	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Factor 1	0.20	0.89	-0.32	1.08	24.29	0.00
Factor 2	-0.06	0.85	0.09	1.19	2.08	0.14
Factor 3	0.10	1.01	-0.17	0.95	6.62	0.01

The relationship between communicative anxiety and proficiency, language certificates and level of multilingualism

The third research question focuses on the possible relationship between some variables and communicative anxiety. The analyses were conducted with factor 1, “Communicative anxiety” as the dependent variable because this factor accounts for more variance than the other two factors. The independent variables considered in this study were three: proficiency in English, English language certificate and level of multilingualism.

Proficiency in English

The data were analysed with a two-way ANOVA. The independent variables were proficiency and type of participant. Participants were classified as intermediate and advanced in English proficiency according to their scores on the four skills in English. The median (or 50th percentile) was used to make the two groups. There were 169 with intermediate proficiency and 183 advanced participants. The dependent variable was communicative anxiety that was obtained by using the scores of factor 1. The means and standard deviations can be seen in table 5.4 (Z-scores).

Table 5.4. Proficiency in English, participant type and communicative anxiety

	University students (n=217)		Young professionals (n=135)		Total (n=352)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Intermediate	0.56	0.85	0.36	0.93	0.50	0.88
Advanced	-0.22	0.73	-0.75	0.94	-0.46	0.87

There was a main effect of proficiency, $F(1,348) = 98.28, p < 0.00$, indicating that participants with intermediate proficiency had more anxiety ($M=0.50, SD=0.88$) than participants with advanced proficiency ($M=-0.46, SD=.87$). There was no interaction between level of proficiency and participant type ($p=0.08$) as it can be seen in figure 5.1.

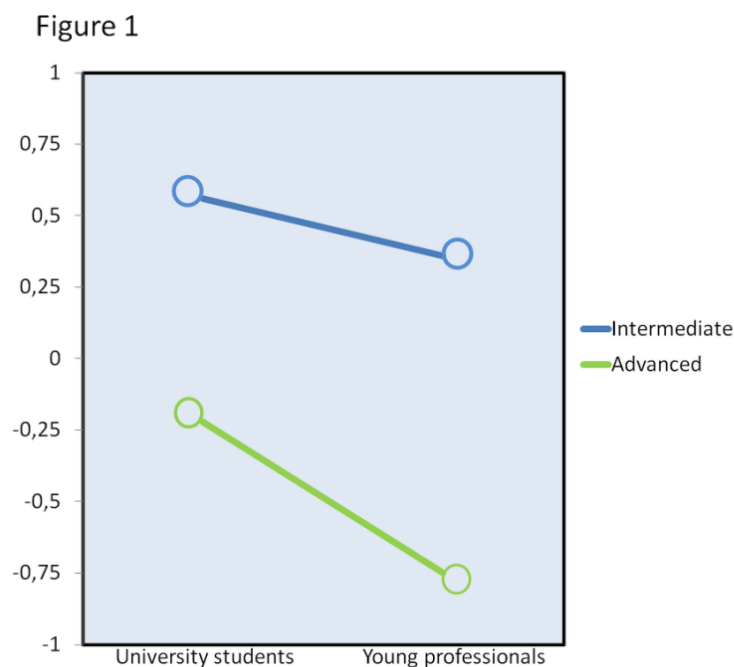


Figure 5.1. Anxiety and language proficiency

The qualitative data analyses were used to obtain a more detailed description of the relationship between communicative anxiety experienced

by the participants and the competence level. The focus group discussions and interviews confirmed the results of the analyses of variance. The following examples indicate that participants feel that lower proficiency in English can be a factor affecting the level of anxiety.

1. *“El conocimiento que tienes en un idioma está claro que es un factor que influye. Está claro que si no sabes te vas a poner mucha más nervioso cuando llegue una persona que hable inglés”* (S14). (The knowledge that you have in a language is a key factor. It is clear that if you do not know a language, you are going to feel much more nervous when using it)

2. *“Al no dominar una lengua sí que es verdad que te sientes más inseguro a la hora de expresarte. Yo siento esa falta de confianza al expresarme”* (S12). (When you don't master a language, you feel insecure. I feel this lack of confidence when speaking in English)

3. *“Tener un mayor nivel de conocimiento en inglés hace que uno se sienta más seguro y así tenga menos ansiedad a la hora de hablar en inglés pero también hay que tener en cuenta otros factores como puede ser la práctica”* (S1). (Having a higher level of knowledge makes one feel more confident and less anxious when speaking English but we must also take into account other factors such as practice)

These quotes confirm the results of the quantitative analyses and indicate that participants perceive language proficiency as a strong factor affecting anxiety.

Language certificates

The communicative anxiety factor (factor 1) was also in this case the dependent variable and two-way ANOVAs were carried out with English

language certificates and type of participant as dependent variables. Participants were divided into two groups, those with a certificate (N=140) and those without a certificate (N=212). The means and standard deviations can be seen in table 5.5 (Z-scores).

Table 5.5. English language certificates, participant type and communicative anxiety

	University students (n=217)		Young professionals (n=135)		Total (n=352)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Certificate	-0.18	0.82	-0.71	0.97	-0.45	0.94
No certificate	0.37	0.86	0.12	1.02	0.30	0.92

There was a main effect of language certificate $F(1,348) = 46,24, p < 0.00$, indicating that participants who did not have a certificate had more anxiety ($M=0.30, SD=0.92$) than participants who had a certificate ($M=-0.45, SD=0.94$). There was no interaction between level of proficiency and participant type ($p=0.17$) as it can be seen in figure 5.2.

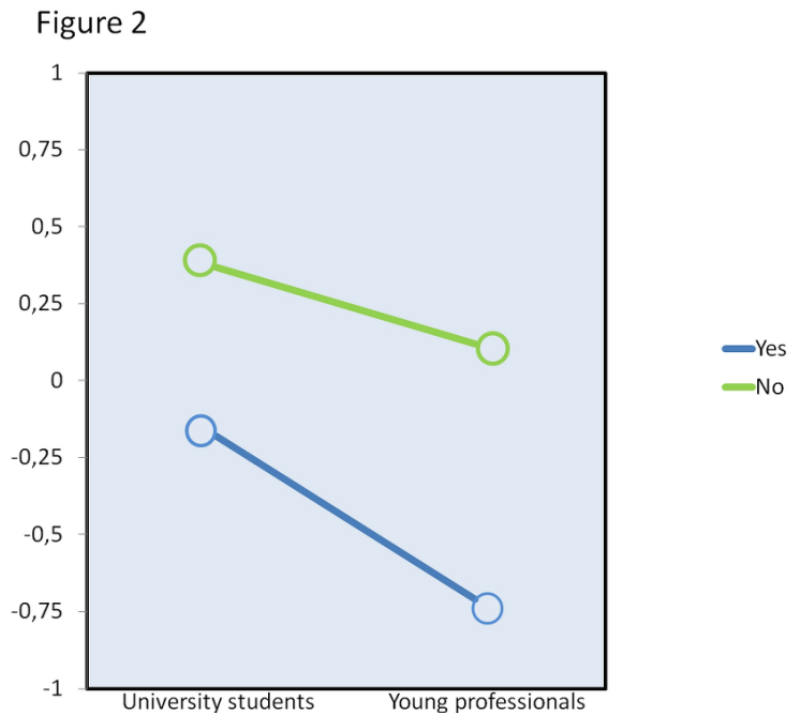


Figure 5.2. Anxiety and English language certificates

The qualitative data confirm the importance of English language certificates and how participants link the lack of certificates to increased anxiety. It can be illustrated by the following quotes from the focus group discussions and interviews.

4. *“Se supone que si tienes un título, se supone que te han evaluado y que tienes cierto nivel. Pero el no tener un título te hace sentir más inseguro”* (S12). (It is expected that if you have a language certificate, you have been evaluated and you have a certain level. But not having a certificate makes you feel more insecure)

5. *“Tendemos a decir el nivel que tenemos según el título. Aquí a los títulos damos mucha importancia. Si no tienes el título no eres competente”* (S21). (We tend to attribute our level by the certificate we have. Here, the language certificates are very important. If you don't have them, you are not competent)

6. “El tener un título te aporta seguridad y para hacerlo quiero hacerlo natural, sentirme bien” (S26). (Having a language certificate makes you feel confident and I want to do it in a natural way and feel comfortable)

Level of multilingualism

The communicative anxiety factor (Factor 1) was once more the dependent variable. The Two-way ANOVA had level of multilingualism and type of participant as independent variables. All participants are proficient in Spanish and there were significant differences between their proficiency in Basque and Spanish. Therefore, proficiency in Basque indicates the level of multilingualism. Participants were classified as intermediate or advanced multilinguals according to the scores in total proficiency in Basque resulting from averaging the scores of the four skills. The median (or 50th percentile) was used to make the two groups. There were 183 participants with an intermediate level of multilingualism and 169 in the advanced level group. The means and standard deviations can be seen in table 5.6 (Z-scores).

Table 5.6. Multilingualism, participant type and communicative anxiety

	University students (n=217)		Young professionals (n=135)		Total (n=352)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Intermediate	0.30	0.92	-0.18	1.14	0.10	1.04
Advanced	0.09	0.84	-0.49	0.98	-0.11	0.93

There was a main effect of level of multilingualism $F(1,348) = 6,02$, $p=0.01$, indicating that participants who had an intermediate level of multilingualism had more anxiety in English ($M=0.10$, $SD=1.04$) than participants who had a certificate ($M=-0.11$, $SD=.93$). There was no

interaction between level of multilingualism and participant type ($p=0.63$) as it can be seen in figure 5.3.

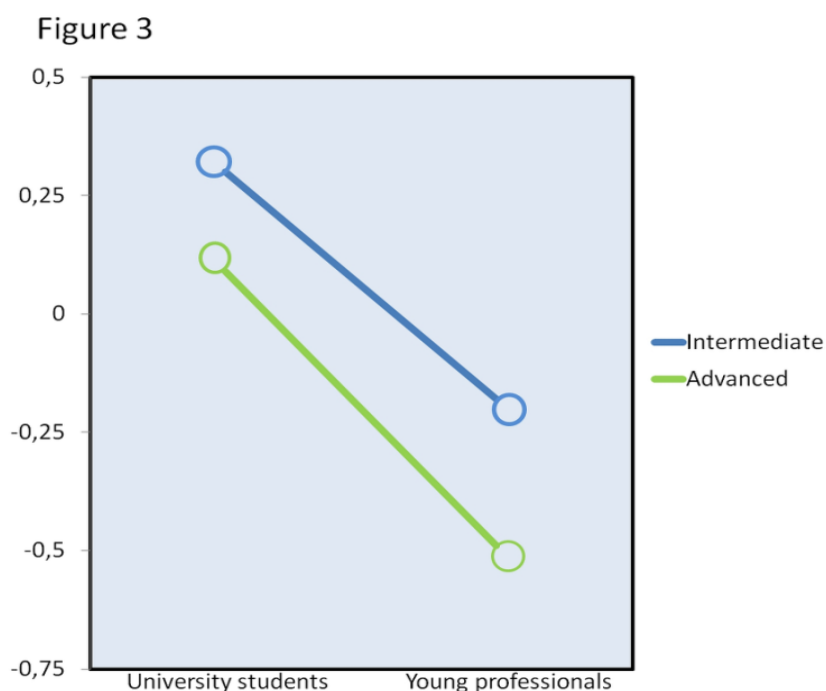


Figure 5.3. Anxiety and level of multilingualism

The qualitative data analyses confirmed the above information. In the focus group discussion, participants reflected on the topic. Some relevant quotes are the following:

7. *“Ser bilingüe me ha ayudado a la hora de tener más fresco las estructuras o el proceso a seguir para poder aprender algunas palabras, o a la hora de utilizar algunos mecanismos”* (S10). (Being bilingual has helped me to have all the structures handy in my mind and be able to understand the processes I have to follow when learning some words or using certain mechanism)

8. *“El ser bilingüe yo lo veo como algo positivo. El hecho de dominar dos idiomas me ha servido para desarrollar trucos, aprender mecanismos a la hora de ir adquiriendo un nuevo idioma”* (S12). (Being bilingual is

something positive. Knowing two languages has helped me to develop tricks, learning mechanisms that aid to acquire a new language)

9. *“Hablar dos idiomas te ayudan a aprender con más facilidad el inglés porque ya desde pequeña te acostumbras a diferenciar idiomas en tu mente, diferenciar acentos, estructuras gramaticales y luego cuando ves en otro idioma otra estructura gramatical totalmente diferente no te choca tanto”* (S22). (Speaking two languages from an early age helps you to learn easily English because you get used to differentiate languages in your mind, distinguish accents, grammatical structures and then when you see a completely different grammatical structure in another language it does not take you by surprise).

5.4. Summary

In this chapter we have analysed the link between three factors, proficiency, language certificates and bilingualism, and levels of communicative anxiety in the third language (English) of two groups of adult users, university students and young professionals.

The first group consisted of university students who were enrolled at the University of the Basque Country (UPV/EHU) and the second group consisted of young professionals working in companies and institutions of the Basque Autonomous Community. The main aim of this chapter is to explore the communicative anxiety towards a third language, English, in a context where exposure to English is limited and there are two other official languages, Basque and Spanish.

The results indicate that there are significant differences between the two groups of participants (university students and young professionals) in communicative anxiety. The findings also show the relationship between

anxiety and some factors as the proficiency level, English language certificates and multilingualism. These results will be discussed in chapter 8. In the next chapter, the focus will not be on young professionals, but on undergraduate university students of the UPV/EHU.

STUDY 2

Attitudes and anxiety of business and education students. Study 2

In this chapter, first the aim of this research study and the research questions are introduced. Then, the research methodology including the sample, instruments and procedure is explained. Finally, the results are presented.

6.1. Aim and research questions

This study aims at exploring the attitudes and anxiety of business and education students towards English. These two disciplines were chosen because they correspond to the biggest differences in the implementation of EMI at the University of the Basque Country, UPV/EHU. The study also looks at the differences between male and female students.

The research questions are the following:

RQ 1. Do university students majoring in Business and university students majoring in Education have different attitudes towards English?

RQ2. Do university students majoring in Business and university students majoring in Education have differences in communicative anxiety?

RQ3. Are there differences in motivation and anxiety between male and female learners?

As the aim of this research study is to find out if there are differences between two groups of participants, business and education students, a quantitative research approach was used in order to answer these three research questions.

6.2. Methodology

Participants

This study includes 360 participants, 214 female (59.4 %) and 146 male (40.6%). The mean age of the participants was 20.34 years (SD=2.70). Half of the participants (N= 180) were university students majoring in Business (50.5% male and 49.4% female) and the other half (N=180) were university students majoring in Education (30.5% male and 69.4% female). Both groups were undergraduate students in their second or third year at the University of the Basque Country, UPV/EHU. The education students were a selection of the students taking part in Study 1. As the aim of the study was to compare anxiety in relation to English-medium instruction, the 180 education students selected did not have English-medium instruction.

Business students were taking part in the Multilingual Plan of the University of the Basque Country, UPV/EHU, and took one or more subjects through the medium of English.

With regards to the linguistic repertoire of the participants, 60.3% (n=217) listed Spanish as their mother tongue, while 39.7% (n= 143) indicated Basque as their first language. The average age at which these participants started learning English was 5.74 (SD=1.78). Both groups self-rated their language proficiency in Basque, Spanish and English on a scale from 1 to 10 for listening, speaking, reading and writing. The total scores for the three languages can be seen in table 6.1.

Table 6.1. Proficiency in Basque, Spanish and English

	Business students		Education students	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Basque	35.46	6.02	34.45	6.41
Spanish	37.40	3.99	37.00	3.78
English	25.38	5.50	24.41	6.03

Self-ratings of proficiency in the three languages indicated that participants were highly proficient in Spanish and Basque. The lowest scores were given to their third language, English. There were no statistically significant differences between business and education students in any of the languages.

Instruments

The instruments used to collect the data were the following:

Background questionnaire: The background items were designed to obtain demographic, academic and linguistic data about the participants. This questionnaire included the self-ratings of proficiency in Basque, Spanish and English. Participants could choose between Basque and Spanish to fill in the questionnaire. This questionnaire was also used in Study 1.

Attitude questionnaire: The attitude questionnaire was based on Gardner's (2004) Attitude/Motivation Test Battery and consisted of 19 closed items. Participants were asked to rate statements on a 7-point Likert scale ranging from (1) "strongly disagree" to (7) "strongly agree". Two items of the questionnaire had a negative value and they were reversed when coding. Internal consistency for this scale was measured and a Cronbach's alfa of .89 was obtained. The attitude questionnaire was in Basque and Spanish,

so participants could choose the version which they felt more comfortable with.

Self-ratings of proficiency in the three languages indicated that participants were highly proficient in Spanish and Basque. The lowest scores were given to their third language, English. There were no significant differences between business and education students in any of the languages.

Anxiety questionnaire: This questionnaire was the same used in Study 1 but taking into account the aim of this research study and the specific research questions 13 items were selected. Bearing in mind the characteristics of the sample, which included students who had English-medium instruction and students who did not, only the items that were more general on anxiety were selected. In this way, items referring to situations about the actual use of English were not included in the questionnaire used in research study 2. Participants were asked to rate statements on a 7-point Likert scale ranging from (1) “strongly disagree” to (7) “strongly agree”. One item of the questionnaire had a negative value which was reversed when coding. Internal consistency for this scale was measured and a Cronbach’s alfa of 0.81 was obtained. As it was the case in the previous study, participants could choose to fill in the questionnaire either in Basque or Spanish.

Procedure

Participants signed a consent form allowing the data to be used for the purposes of the research study. The data were collected during the students’ classes in the spring of 2015 and were analysed with the SPSS program.

6.3. Results

Business and education students' attitudes towards English

The first research question aims at analyzing business and education students' attitudes towards the use of English. In order to answer this question, we first conducted an exploratory factor analysis (EFA) to examine the underlying dimensions of the attitude questionnaire. Then an analysis of variance (ANOVA) was carried out to establish the differences in attitudes between students in business and education.

The result of the Varimax rotated factor analysis was a two-factor solution with the 19 items. The first factor was labelled as "Positive attitudes", and indicated participants' eagerness and interest when learning English. This factor accounted for 35.58% of the total variance and included 11 items (1-11). The second factor, labelled as "Personal commitment and motivation to learn English", which indicated participants' effort, accounted for 8.86% of the total variance and compromised 8 items (12-19). The loadings results are summarized in Table 6.2.

Table 6.2. Varimax Rotated Loadings for Factor Analysis of the Motivation Scale (N=360)

Item	Factor 1	Factor 2	h^2
<i>Factor 1: Positive attitudes</i>			
1. I wish I could speak several languages	0.66		0.44
2. Learning English is important for my professional future	0.70		0.52
3. Knowing English is an important goal in my life	0.69		0.59
4. I wish I could read the newspaper in several languages	0.52		0.31

5. Knowing English is important, because it allows me to meet people	0.52	0.38
6. I would like to learn as much English as possible	0.55	0.49
7. My goal is to speak English without making mistakes	0.52	0.49
8. Being bilingual is something valued in society	0.69	0.49
9. Knowing English is important for finding a good job in the Basque Country	0.69	0.49
10. It is important to have English certificates when looking for a job	0.71	0.50
11. Being bilingual is important to me	0.68	0.51
<i>Factor 2: Personal commitment and motivation to learn English</i>		
12. I try to understand everything I hear in English	0.56	0.47
13. As I have a good English level, I feel more motivated to learn a new language	0.57	0.34
14. My experiences with English have been so positive, that I have continued improving the language	0.72	0.52
15. I would like to have friends, whose first language is English	0.48	0.33
16. I feel motivated to learn English for being able to communicate with English speakers	0.52	0.41
17. My goal is to achieve a perfect pronunciation in English	0.44	0.38
18. Learning other languages is boring	0.58	0.34
19. I prefer to spend my time on other things than learning English	0.62	0.38

Once the Factor Analysis was carried out and two factors were obtained, the items belonging to each factor were averaged so as to use these averaged scores as dependent variables. Participants of this study were

divided into groups according to their academic field and then a one-way ANOVA was conducted to explore the differences between business and education students' attitudes on the two factors. The results indicated that the attitudes towards English seemed in general rather positive but there were also some differences. The differences between the two groups of participants in "Positive attitudes" (factor 1) were statistically significant $F(1,358) = 6.16$; $p = 0.01$. Business students ($M = 5.82$, $SD = 0.81$) showed more positive attitudes with regard to learning English than students majoring in education ($M = 5.60$, $SD = 0.85$). The differences between the two groups of participants in "Personal commitment and motivation to learn English" (factor 2) were also statistically significant $F(1,358) = 5.90$; $p = 0.01$. Business students ($M = 4.79$, $SD = 0.82$) were more committed and motivated to learn English than students majoring in education ($M = 4.56$, $SD = 0.92$). The results are shown in table 6.3.

Table 6.3. University students' attitudes towards English (max=7)

	Business students (n=180)		Education students (n=180)		F	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
F1.Positive Attitudes	5.82	0.81	5.60	0.85	6.16	0.01
F2.Personal Commitment	4.79	0.82	4.56	0.92	5.90	0.01

Business and education students' communicative anxiety

The second research question aims at analyzing the differences between business and education students' anxiety in English. The first step was also an exploratory factor analysis (EFA) so as to examine the underlying dimensions of the anxiety questionnaire. The result of the Varimax rotated

factor analysis was a two-factor solution including the 13 items of the questionnaire. The first factor, entitled “Communicative anxiety” identified participants’ apprehension when speaking English. This factor accounted for 33.41% of the total variance and included 9 items (1-9). The second factor, “Concern about own communicative competence”, which indicated participants’ worries regarding the English language, accounted for 15.37% of the total variance and compromised 4 items (10-13). The results of the Factor Analysis can be seen in table 6.4.

Table 6.4. Varimax Rotated Loadings for Factor Analysis of the Anxiety Scale (N=360)

Item	Factor 1	Factor 2	h ²
<i>Factor 1: Communicative anxiety</i>			
1. I feel uncomfortable speaking English			
2. I feel nervous when I have to answer in English	0.61		0.54
3. I had such negative experiences speaking in English that I prefer not to use it	0.68		0.47
4. I feel comfortable when I speak in English with my friends	0.66		0.44
5. Sometimes I get nervous thinking that others will laugh when I speak English	0.44		0.33
6. I feel nervous if I have to speak in English without preparation	0.61		0.63
7. I feel nervous when I have to speak in English in front of others	0.64		0.63
8. I was so frustrated with English lessons at school, that I decided not to continue practicing the language	0.70		0.52
9. I feel uncomfortable speaking English by phone	0.41		0.35
<i>Factor 2: Concern about own communicative competence</i>			
10. I worry about making mistakes speaking in English		0.72	0.53
11. Although I have a good English level I		0.63	0.48

get nervous		
12. I feel overwhelmed when I am not able to express what I think in English	0.54	0.35
13. When I get nervous it looks as if I know less English	0.66	0.44

Following the same procedure explained to answer the first research question two factors were obtained and then, the anxiety items belonging to each factor were averaged and used as dependent variables. Participants were divided into two groups, business and education students. A one-way ANOVA was conducted to explore the differences in communicative anxiety towards English between the two groups of students. The differences between the two groups of participants in “Communicative anxiety” (factor 1) were not statistically significant $F(1,358) = 0.00$; $p = 0.93$. The differences in “Concern about own communicative competence” (factor 2) were statistically significant $F(1,358) = 4.94$; $p = 0.02$. Business students ($M = 4.54$, $SD = 1.03$) were more concerned about their own communicative competence than students majoring in education ($M = 4.32$, $SD = 0.87$). The results are shown in table 6.5.

Table 6.5. University students' anxiety towards English (max=7)

	Business students (n=180)		Education students (n=180)		F	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
Anxiety	4.02	1.01	4.02	1.08	0.00	0.93
Concern	4.54	1.03	4.32	0.87	4.94	0.02

Attitudes, anxiety and gender

The third research question addresses the issue of the differences in attitudes and anxiety between male and female learners.

A two-way ANOVA was conducted to examine the differences in learners' positive attitudes according to gender and academic field. Factor 1 "Positive attitudes" was considered as the dependent variable, while the independent variables considered in this study were two: gender (male/female) and academic field (business vs. education). There was a main effect of gender $F(1,356) = 5.78, p=0.01$ indicating that female participants showed more positive attitudes ($M=5.79, SD=0.85$) than male participants ($M=5.61, SD=0.80$). Female business students had higher scores ($M=6.03, SD=0.73$) than male business students ($M=5.62, SD=0.84$). Education students' scores were very close to those of male business students, both in the case of males ($M=5.59, SD=0.76$) and females ($M=5.61, SD=0.89$). There was a statistically significant interaction between the effects of gender and academic field on learners' positive attitudes, $F(1,356) = 4.41, p=0.03$.

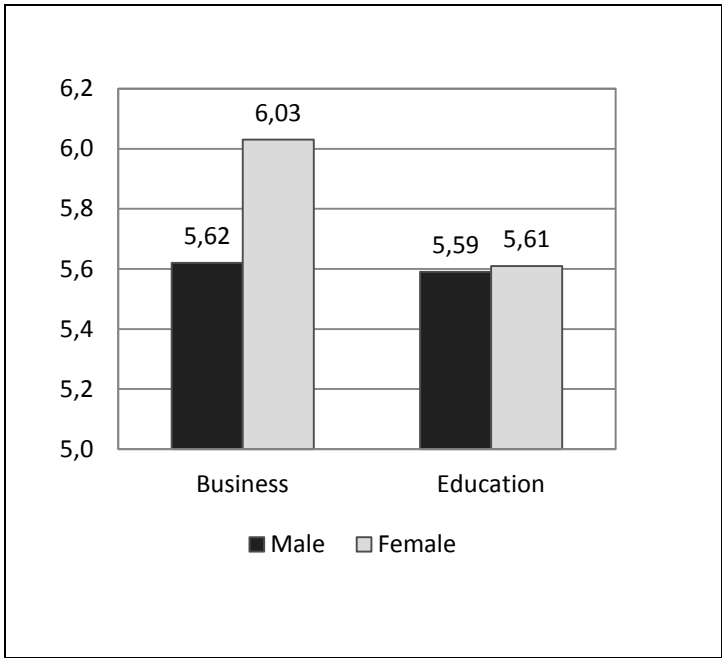


Figure 6.1. Positive attitudes, gender and academic field

Personal commitment and gender

A two-way ANOVA was conducted to examine the differences in learners’ personal commitment according to gender and academic field. Factor 2 “Personal commitment” on the attitude scale was considered as the dependent variable, while two independent variables were considered: gender (male/female) and academic field (business and education). There were significant differences related to gender $F(1,356) = 5.30, p=0.02$, indicating that female participants showed more personal commitment and motivation towards learning English ($M=4.75, SD=0.91$) than male participants ($M=4.57, SD=0.81$).

It was found that female business students had higher scores ($M=4.97, SD=0.83$) than male business students ($M=4.61, SD=0.77$). Female education students’ scores were very close to those of male business students, ($M=4.59, SD=0.94$) and female education students had higher scores than male education students ($M=4.50, SD=0.87$). There was no interaction between the effects of gender and academic field on learners’

personal commitment, $F(1,356) = 1.99$, $p=0.15$. The results can be seen in Figure 6.2.

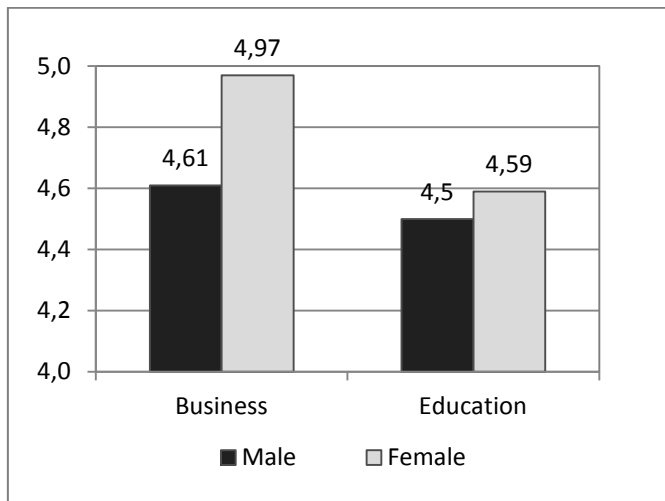


Figure 6.2. Commitment, gender and academic field

Communicative anxiety and gender

An analysis of variance (two-way ANOVA) was also conducted to explore the differences in communicative anxiety as related to gender and academic field. In contrast to the two factors in attitudes and factor 2 in anxiety, the ANOVA on factor 1 “communicative anxiety” of the anxiety scale (table 6.5.) indicated that there were no significant differences related to academic field. The two-way ANOVA showed that there was a main effect of gender $F(1,356) = 10.96$, $p=0.00$, indicating that female participants had more communicative anxiety ($M=4.17$, $SD=1.07$) than male participants ($M=3.80$, $SD=0.97$).

Female business students were found to have the highest levels of anxiety ($M=4.22$, $SD=1.10$), followed by female education students ($M=4.13$, $SD=1.06$). Male students’ anxiety was lower both in the case of male business students ($M=3.82$, $SD=0.87$) and male education students ($M=3.78$, $SD=1.11$). There was no interaction between the effects of

gender and academic field on learners' communicative anxiety, $F(1,356) = 0.05$, $p=0.81$. The results can be seen in Figure 6.3.

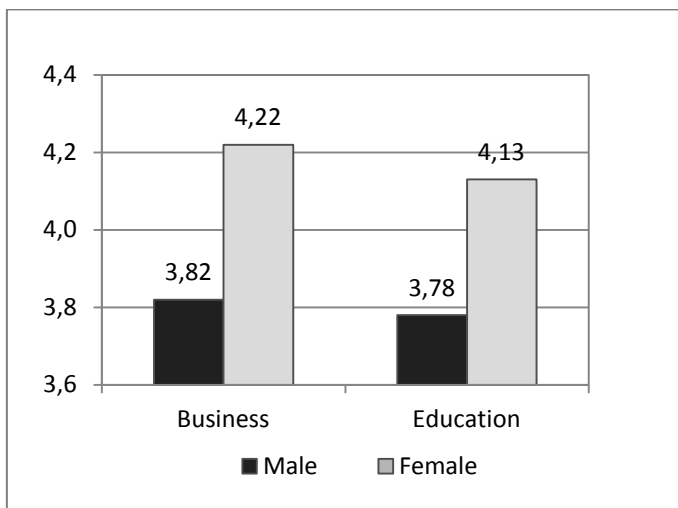


Figure 6.3. Communicative anxiety, gender and academic field

Concern about own communicative competence and gender

A two-way ANOVA was conducted to examine the effect of gender and academic field on learners' concern about their own communicative competence in English (factor 2). There was a main effect of gender $F(1,356) = 5.59$, $p=0.01$, indicating that female participants were more concerned about their own linguistic competence ($M=4.51$, $SD=0.99$) than male participants ($M=4.31$, $SD=0.90$).

Once again, female business students had the highest levels of anxiety ($M=4.71$, $SD=1.09$). Male business students were next ($M=4.38$, $SD=0.95$) followed very closely by female education students ($M=4.37$, $SD=0.89$). The lowest level of concern was shown in male education students ($M=4.21$, $SD=0.82$). There was no interaction between the effects of gender and academic field on learners' concern, $F(1,356) = 0.75$, $p=0.38$. The results can be seen in Figure 6.4.

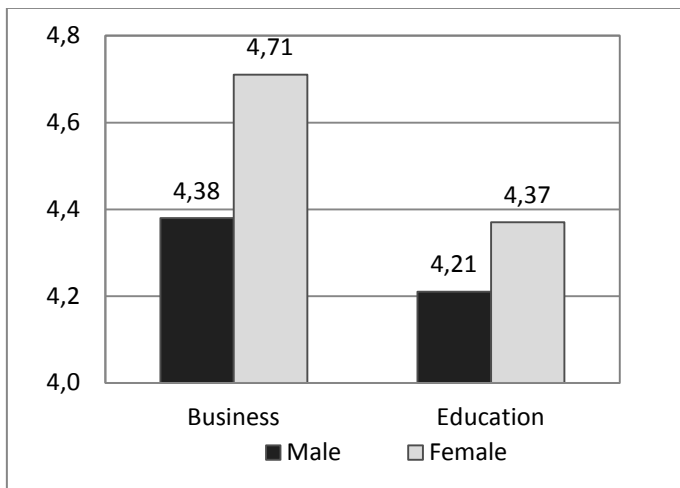


Figure 6.4. Concern about own communicative competence, gender and academic field

6.4. Summary

In this chapter we have analysed university students' attitudes towards English and their anxiety concerning the use of English in the Basque Country, a multilingual context where exposure to English is limited but internationalization is an important aim. The link between gender and differences in levels of communicative anxiety and attitudes has also been considered.

Participants are undergraduate university students of business and education at the University of the Basque Country, UPV/EHU. The results indicate that business students have a more positive attitude(s) towards English than education students. The findings also indicate that female business students have a relatively positive attitude in comparison to male business students but also a higher level of anxiety. These results will be discussed in chapter 8.

Whereas in this chapter the focus has been on university students, the next chapter will focus on both university students' and young professionals' communicative anxiety in the second and third language.

STUDY 3

Communicative anxiety of multilingual speakers.

Study 3

This chapter presents the aim, methodology and results of the third research study. First, the aim of the study and the research questions are given in section 7.1. Then, the process of data collection is addressed and the methods used for data analysis are presented in section 7.2. Finally, the results are presented in section 7.3.

7.1. Aim and research questions

The aim of this study is to explore the communicative anxiety of multilingual speakers and to analyze the communicative anxiety in L2 and L3. The study considers the whole linguistic repertoire of the participants (Basque, Spanish and English) to analyze whether the same speakers have different degrees of anxiety in different languages in their repertoire. As we have already mentioned, some research studies have reported associations between proficiency and anxiety but fewer studies have focused on the effect of multilingualism on anxiety or the comparison of anxiety in second or third languages taking into account different first languages.

The research questions are the following:

RQ1. Do Basque L1 and Spanish L1 speakers have the same level of anxiety in the L2?

RQ2. Do Basque L1 and Spanish L1 speakers have the same level of anxiety in the L3?

RQ3. Do Spanish L1 speakers experience more communicative anxiety in Basque (L2) or English (L3)?

RQ4. Do Basque speakers experience more communicative anxiety in Spanish (L2) or English (L3)?

In this study we use a mixed methods research design so as to integrate the results of the questionnaire with the comments made by participants during the focus group discussion and interviews.

7.2. Methodology

Participants

This study includes 532 participants who were divided in two groups according their L1. One group of participants (N=346) had Spanish as their L1 and the other group Basque (N=186).

Most participants had Spanish as their L1 but only some of them (N=51) had Spanish as the language of instruction in primary and secondary education. Twenty three per cent of the sample (N=119) had both Basque and Spanish as the languages of instruction and most students (N=362) had Basque as the language of instruction. All participants had studied Basque, Spanish and English as school subjects.

The participants consisted of second and third year university students (N=397) from the field of social sciences, specifically from education and business at the University of the Basque Country (UPV/EHU) in Bilbao and San Sebastian, and young professionals (N=135) who recently finished their studies and were working in companies and educational institutions of the Basque Autonomous Community. All the participants had taken part in either Study 1 and/or Study 2. Participants in this study were 218 female (41%) and 314 male (59%) with a mean age of 22.5 years (SD=5.13). The

average age at which these participants reported to have started learning English was 6.37(SD=3.00).

Participants were asked to rate their proficiency in Basque, Spanish and English on a scale from 1 to 10 for listening, speaking, reading and writing (see also Dewaele et al., 2008; Thompson & Lee, 2013). The average scores can be seen in table 7.1.

Table 7.1. Competence in Basque, Spanish and English (whole sample)

	Basque		Spanish		English	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
<i>Listening</i> (max=10)	8.92	1.65	9.66	0.81	6.59	1.69
<i>Speaking</i> (max=10)	8.08	2.10	9.36	1.15	5.68	1.81
<i>Reading</i> (max=10)	8.74	1.77	9.50	0.99	6.84	1.66
<i>Writing</i> (max=10)	8.15	2.00	9.15	1.27	5.96	1.80

Total scores of self-reported proficiency in the three languages according the participants' L1 were also obtained. Spanish L1 speakers reported a higher proficiency in Spanish, their L1, followed by their L2 Basque and their L3 English.

Basque L1 speakers also reported a higher proficiency in Basque, their L1, followed by their L2 Spanish and their L3 English. The results can be also seen in table 7.2.

Table 7.2. Total competence in Basque, Spanish and English according to L1

	Basque		Spanish		English	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
L1 Spanish	31.72	7.48	38.87	2.24	25.23	6.30
L1 Basque	37.95	3.97	35.45	4.94	24.80	6.28

Self-ratings of proficiency in the three languages indicated that participants perceived their proficiency in Basque and Spanish as higher than in English. The independent t-test analysis indicated that the differences between the L1 Basque and L1 Spanish groups were significant for two of the three languages: Basque ($t(530)=-12.53$, $p=0.00$) and Spanish ($t(530)=8.95$, $p=0.00$).

Instruments

In the present study, quantitative (background and anxiety questionnaires) and qualitative (focus group discussions and interviews) techniques were used in order to collect the data. Details of the instruments can be found below.

Background questionnaire: This questionnaire was designed with the aim of obtaining demographic, academic and linguistic data about the participants. It included self-ratings of proficiency in Basque, Spanish and English. The questionnaire was written in Basque and Spanish so that participants could choose between the two options. This questionnaire was also used in Study 1 and Study 2.

Anxiety questionnaire: This questionnaire consisted of 22 closed items, 11 items related to the L3 of the participants, English, and 11 items related to their L2 Basque or Spanish. These 11 items were selected from the questionnaire used in Study 1 which analysed anxiety in English. Only the items that could be best applied to Basque and Spanish as well as English were selected. Then the items were adapted for being used for anxiety in Basque and Spanish. Participants were asked to rate statements on a 7-point Likert scale ranging from (1) “strongly disagree” to (7) “strongly agree”. When coding the scores of four items of the questionnaire were reversed so that higher scores meant in all cases higher levels of anxiety. Internal

consistency for this scale was measured and a Cronbach's alfa of .86 was obtained. This score matches the requirements to make the questionnaire valid (DeVellis, 1991). The anxiety questionnaire was also in Basque and Spanish, so participants could choose the version which they preferred.

Focus group discussions and interviews: Apart from the quantitative data, qualitative data were also collected with the aim of obtaining deeper insights in participants' beliefs and feelings when using their second and third languages. Five interviews and six focus group discussions were carried out with young professionals and university students. Both the interviews and focus group discussions were just over one hour long. The interviews and focus groups discussions also provided qualitative data for Study 1 but the information used in this study is related to the specific aims and research questions of Study 3 and looks at the whole linguistic repertoire. The issues discussed included the reasons why people feel nervous about speaking in Basque, Spanish and English, the influence of the context on the development of anxiety, the impact of anxiety on the communication and the strategies to face anxiety. The focus group discussions and interviews were carried out in Spanish.

Participants signed a consent form to allow to the use of the data for the purposes of the research study. The data were analysed with the SPSS program version 22. The qualitative data were codified and analysed with the program Atlas.ti, so as to identify the main patterns regarding anxiety. In the results section below, both approaches have been combined. Qualitative data have been used to confirm and strengthen the quantitative findings (Cresswell & Plano Clark, 2011).

7.3. Results

Anxiety in L2

The first research question aims at analysing the level of anxiety in the L2 whether this L2 is, Basque or Spanish.

An independent- samples t- test was conducted to determine if there were differences in the level of anxiety in the L2 of two different groups, those who have Basque as their L1 and those who have Spanish as their L1. “Anxiety” was considered as the dependent variable, while the independent variable considered in this study was the L1 of the participants. The means and standard deviations of all the items of the questionnaire and the totals can be seen in table 7.3.

There were significant differences between the two groups of participants in the total score, $t(393) = 4.19, p = 0.00$, indicating that participants with Spanish L1 were more anxious in their L2 ($M = 40.68, SD = 12.63$) than participants with Basque L1 ($M = 35.19, SD = 12.62$). This result is confirmed by the existence of significant differences in nine of the eleven items. These results suggest that Spanish L1 speakers experienced more anxiety in Basque than Basque L1 speakers in Spanish.

Table 7.3. Anxiety in the L2

Items	Spanish (L1) (n=346)		Basque (L1) (n=186)		T	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
1. I feel uncomfortable speaking Spanish / Basque (L2)	3.10	1.78	2.70	1.82	2.41	0.01
2. I feel nervous when I have to answer in Spanish / Basque (L2)	3.24	1.88	2.61	1.75	3.77	0.00
3. I feel comfortable when I speak in Spanish / Basque (L2) with my friends	2.96	1.59	2.77	1.72	1.24	0.21
4. Sometimes I get nervous thinking that others will laugh when I speak Spanish / Basque (L2)	3.43	1.83	2.77	1.80	3.94	0.00
5. I worry about making mistakes speaking in Spanish / Basque (L2)	4.34	1.59	3.59	1.87	4.92	0.00
6. Although I have a good Spanish / Basque (L2) level I get nervous	3.87	1.65	2.99	1.68	5.76	0.00
7. I feel nervous if I have to speak in Spanish / Basque (L2) without preparation	3.53	1.84	2.76	1.87	4.52	0.00
8. I feel nervous when I have to speak in Spanish / Basque (L2) in front of others	3.16	1.98	3.14	1.88	0.10	0.91
9. I feel overwhelmed when I am not able to express what I think in Spanish / Basque (L2)	4.29	1.65	3.53	1.89	4.83	0.00
10. When I get nervous it looks as if I know less Spanish / Basque (L2)	4.62	1.65	3.54	1.81	6.88	0.00
11. I feel more comfortable speaking Spanish / Basque (L2) with native speakers	4.12	1.66	2.79	1.71	7.67	0.00
TOTAL SCORE	40.68	12.63	35.19	12.62	4.19	0.00

The qualitative data analyses were used to obtain a more detailed description of the differences in anxiety in the L2 of Basque L1 and Spanish L1 speakers. The following examples indicate that Spanish L1 speakers experienced more anxiety in Basque than Basque L1 speakers in Spanish.

- 1) (L1 SPANISH): “*Yo creo que una persona puede tener mucha más ansiedad con el euskera, simplemente porque la gente aquí sabe euskera y lo domina más. Aquí la gente te reprocha si no sabes euskera*” (S7). (I think that the anxiety experienced with Basque is much higher, simply because here people know and master Basque better. Here people criticize you if you do not know Basque).
- 2) (L1 SPANISH): “*Yo cuando me expreso en euskera, sé que no tengo un euskera muy bueno. No hago bien el acento y me cuesta mucho cuando tengo que hablar con otra persona en euskera, porque siento que me está juzgando. Tengo esa inseguridad, entonces estoy todo el rato buscando la palabra adecuada*” (S11). (When I express myself in Basque, I am aware that my Basque is not very good. My accent is not good and I find it hard when I have to speak with somebody in Basque because I feel judged. I have this insecurity and I am all the time trying to find the right word).
- 3) (L1 SPANISH): “*El euskera es un idioma que siempre desde pequeña lo he tenido. Lo que me provoca ansiedad es el hecho de que yo sé euskera pero sé que la persona con la que voy a hablar sabe más que yo, entonces el hecho de que como vergüenza de que te corrija, o no lo digas bien o que de repente en vez de pronunciar la tz pronuncies una ts cosas así*” (S4). (Basque is a language that I have used since I was a child. What makes me feel anxious is the fact that I know Basque but I know that the other person knows more

Basque than me, therefore I feel embarrassed of corrections or having the wrong pronunciation “tz” for “ts” for example).

The quantitative analysis revealed that Spanish L1 speaker’s anxiety in the L2 was higher than Basque L1 speakers. This is confirmed by the qualitative data in most cases but some of the L1 Basque speakers also experienced anxiety in Spanish:

- 1) (L1 BASQUE): *”No tengo ansiedad hacia el castellano, viviendo en Donosti sin saber castellano no llegas muy lejos tampoco”* (S15). (I do not have anxiety in Spanish, living in Donosti without knowing Spanish you do not go far)

- 2) (L1 BASQUE): *“Mi caso es bastante raro, porque vivo en Donosti pero no hablo castellano para nada. Me expreso muchísimo mejor en euskera que en castellano. A la hora de comunicarme en castellano sí que siento ansiedad, por ejemplo fui a Almería y me ponía super nerviosa, no podía”* (S16). (My case is quite strange because I live in Donosti but I do not speak Spanish at all. I speak much better Basque than Spanish. When I speak Spanish I feel anxious. For example when I was in Almeria, I was very nervous, I could not speak).

The focus group discussions and interviews confirm the same trend observed in the quantitative data. The level of anxiety is higher when Basque is the L2 than when Spanish is the L2.

Anxiety in L3

The second research question addresses the issue of the differences in anxiety level in the L3, English, of L1 Basque and L1 Spanish speakers.

An independent- samples t-test was conducted to determine if there were differences in the level of anxiety in the L3 of two different groups, those who have Basque as their L1 and those who have Spanish as their L1. “Anxiety” was considered as the dependent variable, while the independent variable considered in this study was “L1 of the participants”. Participants were classified as Basque L1 versus Spanish L1. The means and standard deviations of all the items of the questionnaire and the totals can be seen in table 7.4.

There were no significant differences in the scores of anxiety when the two groups of participants (Basque L1 vs. Spanish L1) were compared, $t(530)=0.83$, $p=0.40$. Regarding the specific items, the only significant differences were in items 6 and 10 showing that Spanish L1 speakers reported higher levels of anxiety than Basque L1 speakers. There were no significant differences in the other nine items. Except for the two items, the results indicate there are no differences in anxiety in the L3 between Basque L1 and Spanish L1 participants.

Table 7.4. Anxiety in the L3

Items	Spanish (L1) (n=346)		Basque (L1) (n=186)		T	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
1. I feel uncomfortable speaking English	4.01	1.67	4.16	1.80	-0.90	0.36
2. I feel nervous when I have to answer in English	4.32	1.65	4.41	1.62	-0.62	0.53
3. I feel comfortable when I speak in English with my friends	4.09	1.55	4.04	1.67	0.37	0.70
4. Sometimes I get nervous thinking that others will laugh when I speak English	3.79	1.73	3.91	1.72	-0.81	0.41
5. I worry about making mistakes speaking in English	4.43	1.49	4.26	1.53	1.28	0.20
6. Although I have a good English level I get nervous	4.00	1.58	3.58	1.64	2.90	0.00
7. I feel nervous if I have to speak in English without preparation	4.49	1.62	4.35	1.76	0.85	0.39
8. I feel nervous when I have to speak in English in front of others	4.72	1.58	4.62	1.67	0.71	0.47
9. I feel overwhelmed when I am not able to express what I think in English	4.91	1.35	4.80	1.47	0.88	0.37
10. When I get nervous it looks as if I know less English	5.07	1.27	4.84	1.40	1.91	0.05
11. I feel more comfortable speaking English with native speakers	4.24	1.53	4.31	1.56	-0.51	0.60
TOTAL SCORE	48.07	10.12	47.27	11.15	0.83	0.40

The qualitative data analyses confirmed the above information, both L1 Spanish and L1 Basque speakers experience anxiety in the L3. In the focus group discussion, participants reflected on the topic. Some relevant quotes are as follows:

- 1) (L1 SPANISH): *“Yo sí que tengo ansiedad hacia el inglés. Yo me bloqueo total. Mi cabeza se bloquea. Hace un bloqueo absoluto que no me sale nada, no soy capaz de decir nada”* (S4). (I do have anxiety in English. I get stuck. My brain gets blocked and nothing comes, I am not able to say anything).
- 2) (L1 BASQUE): *“El otro día comienzo a hablar en inglés y ostras me sentía otra vez super limitada de esto que no te sale fluido y que empiezas a hacer una frase y que los verbos no das una y dices jo otra vez atrás”* (S17). (The other day I started to speak English and gosh I felt extremely limited again, not fluent you try to make a sentence and you cannot come up with the correct form of the verb and you think, aw going backwards again)

Spanish L1 speakers' anxiety in Basque (L2) or English (L3)

The third research question concerns the differences in anxiety of Spanish L1 speakers in their L2 (Basque) and their L3 (English).

A paired-samples t-test was conducted to compare the anxiety of Spanish L1 speakers toward their L2 (Basque) and their L3 (English). The means and standard deviations of all the items of the questionnaire and the totals can be seen in table 7.5.

There was a significant difference in the total score for the L2 and L3 conditions $t(243) = 9.97, p = 0.00$, indicating that Spanish L1 speakers experienced more communicative anxiety in their L3 (English) ($M = 48.78, SD = 8.90$) than in their L2 (Basque) ($M = 40.68, SD = 12.63$). The differences

were also significant in eight of the eleven items and marginally significant in item 11. These results also confirm that the level of anxiety is higher in the case of English (L3) than in the case of Basque L2).

Table 7.5. Spanish L1 speakers' anxiety in L2/L3 (n=346)

Items	Basque (L2)		English (L3)		T	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
1. I feel uncomfortable speaking...	3.10	1.78	4.01	1.67	7.20	0.00
2. I feel nervous when I have to answer in...	3.24	1.88	4.32	1.65	8.44	0.00
3. I feel comfortable when I speak in ... with my friends	2.96	1.59	4.09	1.55	9.81	0.00
4. Sometimes I get nervous thinking that others will laugh when I speak ...	3.43	1.83	3.79	1.73	3.06	0.00
5. I worry about making mistakes speaking in ...	4.34	1.59	4.43	1.49	0.95	0.34
6. Although I have a good ... level I get nervous	3.87	1.65	4.00	1.58	1.22	0.22
7. I feel nervous if I have to speak in ... without preparation	3.53	1.84	4.49	1.62	7.88	0.00
8. I feel nervous when I have to speak in ... in front of others	3.16	1.98	4.72	1.58	13.36	0.00
9. I feel overwhelmed when I am not able to express what I think in ...	4.29	1.65	4.91	1.35	6.35	0.00
10. When I get nervous it looks as if I know less ...	4.62	1.65	5.07	1.27	4.91	0.00
11. I feel more comfortable speaking... with native speakers	4.12	1.66	4.34	1.54	1.67	0.09
TOTAL SCORE	40.68	12.63	48.78	8.90	9.97	0.00

The qualitative data show that Spanish L1 speakers experienced more communicative anxiety in their L3 (English) than in their L2 (Basque) when they were asked to compare anxiety in the two languages. It can be illustrated by the following quotes from the focus group discussions and interviews.

- 1) *“Siento mayor ansiedad hacia el inglés más que con el euskera. A mí me genera mucha más ansiedad hablar en inglés, yo creo que porque pienso si el euskera, la persona aquí no sabe euskera sabe castellano, entonces me puede hablar en castellano, tengo ese recurso “ (S1). (I feel more anxious in English than in Basque. I experience much more anxiety when speaking in English, because I think that here if somebody does not know Basque, s/he knows Spanish, so s/he can speak with me in Spanish, I have this resource).*
- 2) *“Aquí tampoco hay oportunidades de utilizar el inglés, si no es que vayas a una academia de inglés o cojas y te vayas al extranjero no hay mucha práctica realmente. No es como con el euskera que entras a un sitio y te hablan en euskera, pero aquí no te habla nadie inglés por lo que no respondes inglés” (S12). (Here there are no opportunities to use English, unless you go to a language school or abroad, there are not many opportunities to practice the language. It is not like Basque, you go to a place and they talk to you in Basque but here nobody speaks in English, therefore you do not answer in English).*

Basque L1 speakers’ anxiety in Spanish (L2) or English (L3)

The fourth research question concerns the comparison of Basque L1 speakers’ anxiety in their L2 and their L3.

Again paired-samples t-test was conducted to compare the anxiety of Basque L1 speakers towards their L2 (Spanish) and their L3 (English). The means and standard deviations of all the items of the questionnaire and the totals can be seen in table 7.6.

There was a significant difference in the total score for the L2 and L3 conditions, $t(150)=11.21$, $p=0.00$, indicating that Basque L1 speakers experienced more communicative anxiety in their L3 (English) ($M=47.76$, $SD=9.47$) than in their L2 (Spanish) ($M=35.19$, $SD=12.62$). The differences were significant in all the items confirming that the level of anxiety is higher in the case of English (L3) than in the case of Spanish (L2).

The qualitative data analyses show that participants experience more anxiety in English than in Spanish. In the focus group discussion, participants reflected on the topic as we can see in the following example:

“Aquí no hay un dominio del inglés como puede haber en otros sitios. Yo creo que tampoco se trabaja tanto como en otros países y otros lugares y entonces a la hora de hablar la gente no lo controla tanto y es cuando aflora esa ansiedad” (S4). (Here, there is not a good command of English in comparison with other places. I think that less work is done than in other countries and places and then people do not master the language to the same extent and anxiety arises)

Table 7.6. Basque L1 speakers' anxiety in L2/L3 (n=186)

Items	Spanish (L2)		English (L3)		T	Sig.
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>		
1. I feel uncomfortable speaking...	2.70	1.82	4.16	1.80	8.31	0.00
2. I feel nervous when I have to answer in...	2.61	1.75	4.41	1.62	11.27	0.00
3. I feel comfortable when I speak in ... with my friends	2.77	1.72	4.04	1.67	7.91	0.00
4. Sometimes I get nervous thinking that others will laugh when I speak ...	2.77	1.80	3.91	1.72	7.72	0.00
5. I worry about making mistakes speaking in ...	3.59	1.87	4.26	1.53	4.64	0.00
6. Although I have a good ... level I get nervous	2.99	1.68	3.58	1.64	3.84	0.00
7. I feel nervous if I have to speak in ... without preparation	2.76	1.87	4.35	1.76	9.48	0.00
8. I feel nervous when I have to speak in ... in front of others	3.14	1.88	4.62	1.67	9.08	0.00
9. I feel overwhelmed when I am not able to express what I think in ...	3.53	1.89	4.80	1.47	8.04	0.00
10. When I get nervous it looks as if I know less ...	3.54	1.81	4.84	1.40	8.80	0.00
11. I feel more comfortable speaking... with native speakers	2.79	1.71	4.26	1.48	8.08	0.00
TOTAL SCORE	35.19	12.62	47.76	9.47	11.21	0.00

In sum, the results indicate that there are significant differences between anxiety in the L2 and the L3 both in the Spanish L1 and Basque L1 groups and also between anxiety in the L2 when the Spanish L1 and Basque L1 groups are compared to each other. Figure 7.1 shows the total scores for the items that have been reported in tables 7.5 and 7.6.

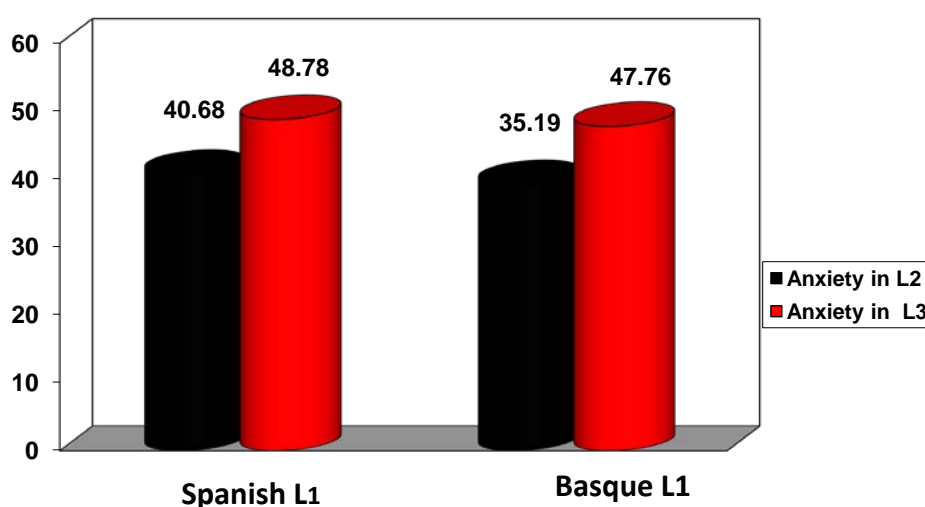


Figure 7.1. Anxiety in L2 and L3

7.4. Summary

In this chapter we have explored the communicative anxiety of two groups of adult users, who were divided in two groups according their L1. One group of participants had Spanish as their L1 and the other group Basque. This research study also looks at the differences between anxiety in the second and third language.

The results indicate that there are significant differences between the two groups of participants (Spanish L1 and Basque L1 speakers) in

communicative anxiety and that anxiety is different in the second and third language.

In the next chapter we will discuss the results of the three studies. First, the results will be summarized and discussed separately for each study, and afterwards a general conclusion will be given.

Discussion and conclusion

General discussion and conclusion

This concluding chapter provides a synthesis and a discussion of the main findings resulting from the three empirical studies presented in the preceding chapters. In addition, the conclusions, limitations and implications of the studies will also be discussed. First, in section 8.1, the link between three factors, proficiency, language certificates and multilingualism, and levels of communicative anxiety in the third language (English) of two groups of adult users, university students and young professionals, will be discussed based on quantitative and qualitative data. Second, in section 8.2, university students' attitudes towards English and their anxiety concerning the situation of the use of English in the Basque Country and the role of English-Medium-Instruction (EMI) at university level are considered on the basis of quantitative data. Third, in section 8.3, the communicative anxiety of multilingual speakers towards second and third languages will be discussed based on quantitative and qualitative data. Fourth, in section 8.4, a more general conclusion will be presented gathering together the three empirical studies. Finally, in section 8.5, the limitations of the present work will be recognized, sketching out some open issues and directions for future research.

8.1. Communicative anxiety in English: professionals and university students' perceptions

The first empirical study investigated the effect of a number of factors on communicative anxiety in English in the context of the Basque Country where exposure to English is limited and there are two other official

languages, Basque and Spanish. We focused our attention on two groups of adult users, university students and young professionals. These two groups deal with English in their academic or professional lives, but the level of usage may differ between groups.

The following research questions and sub-questions were formulated:

RQ 1. Which are the underlying dimensions of anxiety in English as a third language?

RQ 2. Do university students and young professionals experience the same level of anxiety in English as a third language?

RQ 3. Which variables contribute to communicative anxiety in English as a third language?

3-1. Does proficiency in English influence university students' and young professionals' communicative anxiety?

3-2. Does earning a language certificate influence university students' and young professionals' communicative anxiety?

3-3- Does the level of multilingualism influence university students' and young professionals' communicative anxiety?

A quantitative and qualitative approach was adopted in order to answer these research questions. Two questionnaires were used for collecting the data, a background questionnaire and an anxiety questionnaire. Both tools were designed in Basque and Spanish in order to give the participants the option to choose their language of preference. In addition, face to face interviews and focus groups discussions were also conducted to go deeper in the study of participants' beliefs and feelings when using English.

The first research question looks at the underlying dimensions of anxiety in English as a third language in the context of the Basque Country. Our analyses show three underlying factors: "Communicative anxiety" (F1)

which indicated participants' apprehension when speaking English, "Fear of Failure" (F2) which indicated participants' worry of making mistakes and "Negative Experiences" (F3) which indicated the influence of participants' personal experience. These factors have some similarities and differences with those identified in studies in other contexts, but it is important to take into account that in this study classroom anxiety was not measured because participants were not studying English as a subject. The exploratory factor analysis identified as the most important factor "Communicative anxiety" (F1), due to the fact that it accounted for 32.10% of the total variance. This factor is understood in relation to confidence and apprehension when speaking English and has also been identified in other studies. For instance, Liu and Jackson (2008) identified three factors included in the concept of communicative anxiety: fear of negative evaluation, communication apprehension and test anxiety. Arnaiz and Guillén (2012) also identified three factors: communication apprehension, evaluation anxiety and discomfort in using English inside and outside the classroom. Thomson and Lee (2013) identified four factors: English class performance anxiety, lack of self-confidence in English, confidence with native speakers of English and fear of ambiguity in English. Our study also confirms one domain of the three factor model of the FLCAS designed by Horwitz et al. (1986) that consisted of communication apprehension, test anxiety and fear of negative evaluation.

The second research question focuses on the issue of the similarities or differences in the anxiety level of university students and young professional taking into account the three anxiety factors. The analysis of variance (ANOVA) shows that university students experience more communicative anxiety than young professionals. One possible reason to understand this result could be the differences in age of the participants.

Some authors have examined whether learner's age may have a relationship with foreign language anxiety. Most of the research studies have put the spotlight on high school or university foreign language learners, without paying much attention to adult learners which represent a large part of the population (Dewaele et al., 2008). Dewaele (2010) reported that participants in their twenties seem to experience the highest levels of communicative anxiety but when they get older the anxiety level decreases (Dewaele et al., 2008; Dewaele, 2013). Donovan and MacIntyre (2005) compared three groups of students: junior high school students, high school and university students and found the highest level of anxiety among the university students. Our results confirm these findings.

In the context of our research study, the Basque Country, another explanation for our findings could be the limited exposure to the third language English at university level. In tertiary education there are fewer opportunities to use English compared to primary and secondary education. We need to take into consideration that the Basque Government and some other educational agencies such as Ikastolen Elkartea have invested much effort with the objective of improving the teaching of English within the multilingual context of the Basque Country. English has been introduced gradually in primary and secondary school and Basque-Spanish bilingual education has become a multilingual educational system with three or more languages in the curriculum. English is the predominant first foreign language in the Basque educational system studied by over 95% of school children (Cenoz, 2009). However, in the transition from school to university the presence and use of English in the classroom decreases considerably. In the University of the Basque Country UPV/EHU, the spread of EMI is quite modest when compared to universities in Northern Europe. As it has already been said, the number of courses in English at

undergraduate level is very small compared to the total number of courses at the university. In the year 2014-15 only 13% of the students had one or more subjects in English. In contrast, many young professionals have to deal with English in their workplace as a consequence of globalization, technological advances, the increasing growth of mobility and cross border activities. English is used as a communicative tool to make internal and external communication as efficient as possible (Lüdi, Höchle & Yanaprasart, 2010). In these situations many young professionals are more often exposed to the language in their daily tasks than university students. At the same time, professionals may be more aware of the necessity of being fluent in English for establishing contacts with clients and other companies than university students. The importance of English in the workplace is also highlighted by the fact that Basque companies are increasingly organizing language courses or providing services of interpreters and translators (van der Worp, 2016). In this context, our young professional participants' exposure to English is higher than in the case of university students.

Some young professionals experience anxiety as was reflected by one of our participants *“at work English is a requirement, if you do not show your skills is that you are not worth it, therefore there is a lot of pressure”*, but they seem to be aware of the need to force themselves to use the language, overcoming their anxiety to a certain degree. In addition, the fact that some companies offer the possibility of further training in English may make them feel more secure about their own communicative skills, which may help them to face new challenges.

The third research question analyzes communicative anxiety in English as a third language as related to three factors: proficiency in English, to have an English language certificate and the level of multilingualism. A two-way

ANOVA was conducted to analyze the communicative anxiety data regarding proficiency and type of participant. According to the participants' scores on the four skills in English, two groups were established: those with an intermediate proficiency level and those with an advanced proficiency level. The results show that there are significant differences in communicative anxiety between participants who have different levels of proficiency in English. Participants with an intermediate proficiency level experience more communicative anxiety than participants with an advanced proficiency level. These results confirm previous research studies that in general terms highlight that higher levels of proficiency are associated with lower levels of anxiety. For instance, Liu and Jackson (2008) addressed that less anxiety was found on proficient participants than less proficient participants. Thompson and Lee (2013) noted that higher proficient learners of English experience lower levels of English anxiety. Dewaele and MacIntyre (2014) also found that those students with a higher level in the foreign language experience lower levels of foreign language classroom anxiety and higher levels of foreign language enjoyment. Kitano (2001) indicated that students who perceived their own speaking ability as lower have more anxiety. Sparks, Ganschow and Artzer (1997) also reported that those students with higher levels of anxiety about learning a foreign language scored significantly lower on measures of reading, listening and speaking.

The focus group discussions and interviews that were carried out also confirm the results of our questionnaires and the results from previous research studies (Kitano, 2001; Liu, 2006; Liu & Jackson, 2008; Dewaele et al., 2008; Thompson & Lee, 2013). The interviewees explained and stressed the importance of the competence level when speaking in English, labeling it as a "key factor" for feeling more confident, less insecure and

consequently less anxious. This is in line with the conclusions of Arnold (2011) who suggested the direct link between competence and confidence. Arnold pointed out that when a high competence level is developed, more confidence is supposed to be acquired, and at the same time, when there is confidence, greater competence is supposed to be achieved. These comparisons might be also applied to anxiety. Higher levels of competence and confidence may be related to lower levels of anxiety. A low self-concept however, interferes with the productivity of the task because the attention is divided between learning and the worry. These negative feelings create disadvantaged situations where energy is wasted and the learning experience becomes less practical and enjoyable.

The second sub-question refers to the influence of earning a language certificate on participants' communicative anxiety. A two-way ANOVA was conducted to analyze the communicative anxiety data regarding certificates of English language proficiency and type of participant. Participants were classified into two groups: those with an English language proficiency certificate and those without a language certificate. The results show a main effect of language certificate. Participants without a language certificate experience more communicative anxiety than participants with a language certificate. In some Spanish universities a certificate of intermediate level of proficiency in a foreign language is necessary for obtaining a university or college degree, as it is also the case for example in Hungary (Csizér, Kormos & Sarkadi, 2010). However, in the context of our study, the relevance of language certificates is not only limited to academic settings because in professional contexts language certificates also have a considerably importance for recruitments and promotions. As a consequence, students and professionals are more aware of the need to learn the foreign language and prove their level with a

language certificate. This fact of having to show a certificate seems to increase participants' anxiety. Our qualitative data confirm that both university students and young professionals have less anxiety if they have a diploma that certifies their knowledge. It is interesting to note how participants' define their English proficiency according to the language certificate they have obtained as it is summarized by one of our participants "*we tend to attribute our level by the certificate we have*". It is curious how these participants have studied English for many years in primary and secondary school but they feel anxious to communicate with others if they do not have an English language diploma. Jackson (2008) pointed out that learners' self-concept is especially influenced by social situations such as second or foreign language contexts. In these contexts the self image is more exposed and vulnerable (Arnold, 2011). The fact of having a diploma that certifies the competence level in a language may help individuals to feel more secure and confident with themselves when speaking the foreign language. Language certificates are seen as a clear example of achieving real success when using the target language and as Arnold (2011) noted, reaching goals is the best way of recovering self-esteem and self-confidence. Language certificates can be extremely important for individuals as a personal validation of language proficiency, a fact that language testers should take into account.

The final sub-question in this research study is the level of multilingualism. A two-way ANOVA was conducted to analyze the communicative anxiety data regarding multilingualism and type of participant. According to participants' scores on the four skills in Basque and Spanish, two groups were established: those with an intermediate multilingualism level and those with an advanced multilingualism level.

The results confirm the relationship between multilingualism and anxiety. Those participants with an advanced level of multilingualism (Basque-Spanish) experience less communicative anxiety than those with an intermediate level. Thompson and Lee (2013) reported that speakers who have acquired at least an intermediate level in another language had less anxiety when learning additional languages. Our study has been conducted in a region where Basque and Spanish are the official languages and English is the first foreign language, being the three of them compulsory languages at school. Therefore, the differences are between having a higher or lower level of Basque-Spanish multilingualism rather than between having or not an intermediate level of multilingualism as is the case of the study conducted by Thompson and Lee (2013) or the studies carried out by Dewaele (2007b, 2013) focusing on the number of languages spoken by the participants.

Our qualitative data also confirm the results of the quantitative analysis. Our participants indicated that a higher level of multilingualism, involving more languages or a higher level of proficiency in at least two languages has helped them to develop learning mechanisms in relation to the acquisition of a new language, and this seems to be associated with lower levels of anxiety. As one of our participants summarizes “*speaking two languages from an early age helps you to learn easily English because you get used to differentiate languages in your mind, distinguish accents, grammatical structures and then when you see a completely different grammatical structure in another language it does not take you by surprise*”.

Our results show that a higher level of multilingualism, involving more languages or a higher level of proficiency in at least two languages is associated with lower levels of anxiety. These results point in the

direction that multilinguals can have further advantages over monolinguals. As Cenoz and Todeva (2009) stated multilinguals prior linguistic knowledge is a helpful tool when learning additional languages. These advantages have been mainly explained as related to metalinguistic awareness, learning strategies, wider linguistic repertoires, flexible operationalizations and tolerance of ambiguity (Cenoz, 2013b; Kemp, 2007).

The first research study compares the levels of anxiety experienced by university students and young professionals and reports significant differences between the two groups. This study also focuses on the relation between anxiety and three factors: language competence, language certificates and multilingualism. The results of this study confirm previous results on language competence and multilingualism and highlight the relationship between communicative anxiety and language certificates in a context such as the Basque Autonomous Community where language certificates have a great value and are needed for different academic and professional purposes.

8.2. Attitudes and anxiety of business and education students

The aim of this second empirical study was to analyse university students' attitudes and anxiety concerning the use of English in the Basque Autonomous Community, a context where as was previously highlighted, its use and exposure is limited compared to other European countries. More precisely, this second study was situated in the context of the University of the Basque Country UPV/EHU, where we focused our attention on two groups of university students from different academic fields: business and education.

For the aim of this study the following research questions were posed:

RQ 1. Do university students majoring in Business and university students majoring in Education have different attitudes towards English?

RQ 2. Do university students majoring in Business and university students majoring in Education have differences in communicative anxiety?

RQ 3. Are there differences in motivation and anxiety between male and female learners?

A quantitative approach was adopted in order to answer these research questions. Three questionnaires were used for collecting the data, a background questionnaire, an attitude questionnaire and an anxiety questionnaire. Following the same procedure as in the first study, the questionnaires were presented in Basque and Spanish so that participants could choose the language they feel more comfortable with.

The first research question analyses the different attitudes towards English of university students majoring in Business and university students majoring in Education. The results of the one-way ANOVA indicated that business students have more positive attitudes towards English than education students, on two dimensions of attitudes towards English: positive attitudes and personal commitment. There are two ways in which our results can be interpreted. On one hand, it seems that business students see English as a very relevant tool for their professional career, in terms of building external relationships with foreign companies or working for multinational companies. Globalization, technological advances, the increasing growth of mobility and cross border activities, have spread the use of English as a lingua franca all over the world as a means of communication and university students majoring in Business are aware of the demands of the market. English has an exceptional position not only in international multinationals, also in local companies, institutions and organizations and a fluent competence level in the language could

potentially open the door to a professional career. Professionals need to be able to “interact with” and “provide services to” individuals whose first language differs from their own (Angouri, 2014), as a consequence a high competence level and fluency is required. Business students may feel more the need to speak English than education students because of their expectations about the use of English in the workplace. This is in line with the results found by Van der Worp (2016), where business students showed awareness of the importance and helpfulness of learning English for their future job position.

On the other hand, even though the spread of EMI is limited at the University of the Basque Country, UPV/EHU, it is more prevalent at the undergraduate level in Business Studies and Economics than in any other studies and this is the case of our sample of business students who were enrolled in EMI classes. As it has already been said, the University of the Basque Country offers a total of 79 courses in English in the field of Business Studies and Economics while only eight subjects are offered in Education apart from the specific courses to specialize as an English language teacher. Our results confirm those of Bolton and Kuteeva (2012) regarding the differences across disciplines found in the survey conducted in Sweden, as well as the findings of Byun et al. (2011) about the favourable impressions and positive attitudes towards English in the case of Korean business students enrolled in EMI classes. Language education plays an important role in the development of attitudes and as Van der Worp (2016) pointed out EMI may have a positive effect on learners. However, the spread of EMI is limited at the University of the Basque Country, UPV/EHU, even though the Multilingualism Plan approved in 2005 added the possibility of using a foreign language (mainly English) as well (Cenoz & Gorter, 2012). If we compare the percentage of institutions

offering EMI, the proportion of programmes provided in English and the number of students enrolled in EMI programmes, countries such as Netherlands, Denmark and Sweden stand out in comparison to some others such as Spain, Italy or France (Wächter & Maiworm, 2014).

Interestingly, there is the assumption that business students will need English more than education students in their future jobs and that for this reason, together with the availability of EMI courses, they are more committed and have more positive attitudes. However, it is not clear that business students will need English more than education students given that in the context of the Basque Country EMI is spreading fast in primary and secondary education, due to the early introduction of English and in fact, one of the main difficulties for the institutions spreading EMI has been finding professionals specialized in a specific area that at the same time were capable to teach in English and adapting school materials into English (Cenoz, 2009). It appears to be a mismatch between the strong tradition of associating English with business studies and new demands in the job market. The students in this study as well as the university itself with its differences in the courses offered in English, follow the tradition rather than the new emergent situation. Kuuteva and Airey (2014) explain the low demand for EMI in Education as related to its vocational orientation but in the Basque Country there is an increasing need for English speaking teachers.

The second research question focuses on analyzing the differences between business and education students' anxiety in English. Our findings show that there are certain differences between business and education students. A one-way ANOVA was conducted indicating that business students are more concerned about their own communicative competence than education students. It is quite interesting to remark that business students

received EMI, therefore they may be more concerned about their English level, fluency and pronunciation, due to the fact that they have to make a real use of the language inside the classroom participating actively in oral tasks or using real materials in English such as articles. As Young (1991) noted, oral tasks that involve speaking seem to arouse student's anxiety. In addition as Horwitz (1987) stated, among students there is a believe that for being a good speaker or good in a language there is a need of acquiring extensive knowledge of vocabulary and grammar, perfect pronunciation and understanding. These may be the case of our business students. Not being able to understand or not being understood by their peers or the teacher are some of the reasons why they may feel anxious in the specific context of EMI. Trang (2012) found higher rates of anxiety when language production inside the classroom was required. The idea and feeling of being continuously evaluated by others may also increase anxiety (Horwitz et al., 1986). Social comparison is also a factor that may influence students' anxiety. When similar competence levels are perceived anxiety decreases considerably (Yoshida, 2013). In EMI classes some ERASMUS students are enrolled, and some of them have English as their first language. These students' competence level is much higher than the one from local students, which linked with the tendency of social comparison that we have previously mentioned, may enhance anxiety levels. Woodrow (2006) suggested that communicating with native speakers of the target language was one of the most frequent sources of anxiety. As a consequence, some local students may feel anxious due to differences in the competence level. Anxiety can be associated with lower levels of proficiency and is commonplace among students with limited exposure to English. The self-reported proficiency in English is not higher for education students than for those studying business. However, education students may not feel this apprehension and experience less anxiety because they are not enrolled in

an EMI programme. Their contact and exposure to the language is quite limited, and as they do not have to deal with English on a daily basis, they hardly care about their English performance.

The third research question addresses the issue of the differences in attitudes and anxiety between male and female university students. The analyses of variance show some interesting patterns regarding gender. Female participants' general attitudes are more positive and they are more committed to English than male students. This is in line with Sylvén and Thompson (2015) who remarked that females showed more interest and more learning effort than males. Some other studies also confirm and found similar results (see Koul et al., 2009; Llurda, Doiz & Sierra, 2015; Dewaele et al., 2016). Dewaele (2007a) pointed out that "on average, women are better at tasks involving fluency in language, which may give them an edge in SLA" (p. 176). Aida (1994) also found that female students got higher scores than male, probably because of the use of different language learning strategies. Although women are perceived as better in languages, our study reveals that female participants have significantly higher levels of anxiety than male participants, which is also a common finding in other studies (see for example, Park & French, 2013; Öztürk & Gürbüz, 2013; Thompson, 2015). It is curious how women show more interest and perform better in languages but at the same time report themselves as more anxious. Dewaele (2007b) further stated that this perception may be linked to "sociocultural nature" due to the fact that there is a social pattern where women are perceived as more sensitive and emotional individuals, creating the expectation that males experience lower levels of anxiety. Another reason could be that males are less likely to admit anxiety than females as reported by Gargalianou et al. (2015).

One of the most interesting findings is that while female business students have a more positive attitude, they are the ones who suffer more anxiety as well. It seems that female students taking part in an EMI programme and facing the challenge of studying through the medium of English, take more responsibility for their own language because they are more engaged but they also pay the price in terms of concern about their own performance.

To conclude, this empirical study has examined attitudes held by university students towards English and their anxiety about the use of English. In the context of the Basque Autonomous Community, there is a slow development of EMI compared to other countries which may be related to a limited competence level in English, current attitudes and levels of anxiety. The study shows some important differences not only between business and education students but also between genders.

8.3. Communicative anxiety of multilingual speakers

The third empirical study aimed at analyzing the communicative anxiety in second and third languages of multilingual speakers living in the Basque Autonomous Community. In this empirical study, we explore the anxiety of multilingual speakers, taking into account their whole linguistic repertoire (Basque, Spanish and English) and considering communicative anxiety from the holistic perspective “Focus on Multilingualism” (Cenoz & Gorter, 2011, 2013, 2014). In this model three interrelated dimensions serve as a basis: the multilingual speaker, the whole linguistic repertoire and the social context. Multilingualism has been positively associated with the acquisition of new languages and language use. Previously acquired languages can influence the learning of additional languages and the other way round, learning additional languages can also have an influence on the already known languages (Cook, 2003). For this reason multilingualism

can be positively related to some variables such as anxiety, and analysed from the “Focus on Multilingualism” perspective.

Our study focuses on adult users, who were divided in two groups according their first language (L1): Basque or Spanish. For the aim of this study the following research questions were formulated:

RQ1. Do Basque L1 and Spanish L1 speakers have the same level of anxiety in the L2?

RQ2. Do Basque L1 and Spanish L1 speakers have the same level of anxiety in the L3?

RQ3. Do Spanish L1 speakers experience more communicative anxiety in Basque (L2) or English (L3)?

RQ4. Do Basque speakers experience more communicative anxiety in Spanish (L2) or English (L3)?

For answering the research questions, a quantitative and qualitative approach was adopted. Two questionnaires were used for collecting the data, a background questionnaire and an anxiety questionnaire. The questionnaires were in Basque and Spanish as in the other studies. In this study qualitative data obtained in interviews and focus groups discussion were also used in order to obtain additional insights.

The first research question looks at the anxiety experienced by Basque L1 and Spanish L1 speakers in their L2. The independent-samples t-test shows that Spanish L1 speakers experience more anxiety in Basque than Basque L1 speakers in Spanish. These differences may be linked to the minority status of Basque. Even if Basque is widely used at school, there are fewer opportunities for Spanish L1 speakers to use Basque outside school than for Basque L1 speakers to use Spanish. As we have already seen in chapter 3 important steps have been given for the promotion of the Basque language

so that it can be used not only in everyday communication but also in different areas such as education, public administration, justice, health services, business and media (Gorter, Zenotz, Etxague & Cenoz, 2014). However, Basque remains being a minority language and even if knowledge of Basque has increased considerably and Basque is the main language of instruction in primary and secondary school Spanish L1 speakers have less exposure to Basque than Basque L1 speakers to Spanish (Gorter et al., 2014). However there is still a gap between knowledge and social use. Even if Basque is widely used at school, there are fewer opportunities for Spanish L1 speakers to use Basque outside school or in informal settings than for Basque L1 speakers to use Spanish. As we have seen in chapter 3, according to the fifth Sociolinguistic Survey (Vice-Ministry for Language Policy, 2013), a large proportion of Basque-Spanish bilingual speakers use Spanish more often than Basque.

The competence level of the interlocutors may be another of the main causes why Spanish L1 speakers feel anxious when they speak Basque with Basque L1 speakers. In our study, Spanish L1 speakers perceived their competence level in Basque lower than Basque L1 speakers in Spanish. As we have previously seen, proficiency and self-perceived competence in a language are variables that have been associated with levels of language anxiety. This is in line with studies conducted by Liu (2006), Thompson and Lee (2013) and Dewaele and MacIntyre (2014), where higher levels of proficiency and self-perceived competence have been associated with lower levels of anxiety. The focus group discussions and interviews that we carried out also confirm our quantitative analyses. Some interviewees whose mother tongue is Spanish argued that they feel criticized if they do not master Basque. Many bilinguals have Spanish as their L1 and are more fluent in Spanish than in Basque. These new Basque speakers may feel

judged by Basque L1 speakers. They may feel afraid of making errors or not being fluent enough in Basque because they do not perceive themselves to be at the same level as native Basque L1 speakers or being “true speakers” (O’Rourke & Pujolar, 2013). Even though new speakers have studied Basque at school in B or D models where Basque is used as the language of instruction, Basque is not the main language in their social networks. As Basque L1 and Spanish L1 speakers are very often together in Basque-medium instruction they have the opportunity to compare their level of competence in Basque. This comparison was reported by Yoshida (2013) who explained how relevant for the students it was to determine their classmates’ competence level compared to their own. When similar competence levels were perceived, the foreign language classroom anxiety decreased considerably. Similar conclusions can be drawn from our empirical study, although the context is different. Some of our interviewees tend to feel anxious when they compare their competence level with their partners *“I know Basque but I know that the other person knows more Basque than me, therefore I feel embarrassed of corrections or having the wrong pronunciation”*.

On the whole, our quantitative and qualitative analyses indicate that anxiety levels in Spanish as an L2 by Basque L1 speakers are not as high. This could be related to the extensive use of Spanish in Basque society. As one of our interviewees mentioned *“living in Donostia without knowing Spanish you do not go far, you can have your comfort zones in Basque”*. This quote summarizes clearly the extent to which Spanish is used. Participants with Basque as the L1, acquire high levels of competence in Spanish as the L2, due to its presence in daily communication. However, our qualitative data also show some isolated cases where anxiety in Spanish

is experienced but this is only the case in specific situations where Spanish is hardly used in the daily life.

The second research question focuses on levels of communicative anxiety in the L3, English, in relation to participants' L1. The results show that there were no differences between Basque L1 and Spanish L1 participants' levels of anxiety. This result may be related to the fact that both groups have had the same exposure to the L3, English, and come from similar academic background. We need to take into consideration that in the Basque Autonomous Community there are three linguistic models for schooling, models A, B and D. The differences between these three models are based on the exposure that students have towards Basque or Spanish, not towards English. Currently, the education system in the BAC is trilingual, which includes at least one additional language apart from Basque and Spanish. English is the predominant first foreign language in the Basque educational system and is usually introduced as a third language at schools either as a subject or as a language of instruction (Cenoz, 2009), displacing the role that French had years ago.

The third research question compares Spanish L1 speakers' communicative anxiety in their second (Basque) and third languages (English). The results show that Spanish L1 speakers experienced more communicative anxiety in their L3 (English) than in their L2 (Basque). Along the same lines, the fourth research question aims at analyzing the communicative anxiety experienced by Basque L1 speakers in their second (Spanish) and third languages (English). The results also show that Basque L1 speakers experienced more communicative anxiety in their L3 (English) than in their L2.

Both, Spanish L1 and Basque L1 speakers experience more communicative anxiety in the L3 (English) than in the L2 (Basque or Spanish). These

results go in the same direction as Dewaele (2007b) and Dewaele et al. (2008) where higher levels of language anxiety were reported in languages learnt later in life. Our participants reported that they had started learning English at the age of 6.37 and by that age they were already exposed to their L2. In the last years the role of English in the school curriculum has been strengthened by language education policies as we have seen in chapter 3.

As we have previously seen in the second research question, both the Basque L1 group and the Spanish L1 group have had similar exposure to the L3, English, and come from similar academic backgrounds. The exposure to English outside school in the BAC is quite limited and there are few chances to use the language outside the classroom, which can also result in lower proficiency and increased anxiety. It is interesting to note that self-perceived competence in English was lower in English than in the L2 for both Basque L1 and Spanish L1 participants and this could explain the higher levels of anxiety. As we have already seen, higher levels of anxiety have been linked to lower proficiency levels (see also Dewaele & MacIntyre, 2014; Dewaele & Ip, 2013; Liu, 2006).

Participants do not seem to be confident about their proficiency in English and feel that they do not master the language when they have to face real conversations in their daily life. Some of them argue that the lack of resources in English is one of the factors that makes them feel anxious. For instance, one of the participants highlighted that if she feels blocked when speaking in Basque, she always has the resource of using Spanish. However, with English she does not have anything to avoid difficulties. Another participant strengthened the idea of going abroad to have opportunities to use English and improve the competence level.

The results of this study show the need to adopt a multilingual focus that takes into account the different languages in the multilingual speaker's repertoire (Cenoz & Gorter, 2011, 2015). The results indicate that speakers can experience different levels of anxiety depending on the languages spoken as this study shows when comparing the levels of anxiety participants experience in the L2 vs. the L3 and also in Basque versus Spanish as L2s. These differences seem to be associated with the levels of proficiency and the use of the languages in the social context. An approach that takes the whole linguistic repertoire and the social context into account can provide more insights into the study of anxiety than an approach that focuses on a single second or foreign language.

8.4. General conclusions

The results of the three empirical studies revealed that there are some clear trends in the study of foreign language anxiety. The studies have been carried out in a multilingual context where the linguistic repertoire of our participants consists of at least three languages: Spanish, Basque and English. The main conclusions of the three studies can be summarized as follows:

1. Anxiety is linked to the level of competence in the target language. Participants with an intermediate level experience more communicative anxiety than participants with an advanced level and this is the case for the three languages. Our results revealed that the highest levels of anxiety were found regarding the L3 of the speakers.
2. Anxiety is linked to the level of multilingualism. This means that it is not only the level of competence in the target language but also the level

of multilingualism. This may be due to the fact that multilinguals are more experienced language learners.

3. University students experience higher levels of anxiety in English than young professionals. This difference may be due to differences in exposure.

4. Female participants students experience higher levels of anxiety in English than male participants. This difference is not due to the level of competence.

5. Language certificates are related to the way participants define their level of competence and are also related to language anxiety. Participants without a language certificate experience more communicative anxiety than participants with a language certificate.

6. There are significant differences in attitudes and communicative anxiety in relation to academic fields at the University and these differences could be related to the extent of using EMI.

In sum, this research project explores the anxiety of adult multilingual speakers concerning the use of second and third languages in the Basque Autonomous Community. The findings of this study support the relationship between anxiety and some factors such as proficiency level, English language certificates, multilingualism, gender, academic field and type of participant among others. The results also show differences regarding anxiety when second and third languages are compared, indicating that speakers can experience different levels of anxiety depending on the languages spoken. We have adopted a multilingual focus for the study of anxiety that takes into account the different languages in the multilingual speaker's repertoire and the context in which these languages are used.

8.5. Limitations and future research

We believe that our findings provide a valuable contribution in the research area of anxiety and multilingualism but as in any other research study, we need to consider some limitations as well.

The first limitation of this thesis is that the findings are limited to the specific context of the study. Our sample consists of adult multilingual speakers living in the context of the Basque Autonomous Community. Although the data obtained are very useful for providing insights in our context, this does not mean that it reflects the linguistic situation of all adult citizens in the Basque Country or that it can be directly generalized to other bilingual areas or contexts such as the rest of Spain and Europe. This limitation must be taken into consideration when interpreting the results and findings.

Second, as regards the interviews and focus groups discussions, most of the questions were addressed to find out reasons why participants experience communicative anxiety. It would be also interesting to gather information about participants with very low levels of language anxiety to gain insights into their background, learning strategies and techniques so as to help highly anxious participants to adopt similar patterns and procedures for their own benefit.

Third, with respect to the questionnaires, participants were asked to complete them in the language they felt more comfortable with. Participants had to rate their proficiency in Basque, Spanish and English on a scale from 1 to 10 for listening, speaking, reading and writing. This kind of measurement has been also carried out in similar studies such as the one by Dewaele et al. (2008) or Thompson and Lee (2013). Even Extra and Yagmur (2004) reported that self-reports were very reliable and it was

tested statistically. However, we are aware of the limitations frequently encountered with measuring self-reported competence. It would be interesting for future research to analyse participants' competence level in the three languages: Basque, Spanish and English. Further, it could be also interesting to compare and analyse differences between participants' self-perceived competence level and language proficiency, but that was beyond the scope of the current thesis.

Our study shed light on a number of factors in relation to anxiety and new general trends for its study have been explored. However, language anxiety could be also examined in the light of variables other than the ones included in this study such as personality traits.

It would be interesting for future research to analyse participants' competence level in the three languages: Basque, Spanish and English. It would also be interesting to carry out similar studies in other areas in which other minority languages coexist with dominant languages.

Moreover, it would be enriching to conduct a longitudinal study with the same group of individuals over an extended period of time, which would help to visualize the long-term effects of language anxiety.

Last, in our study business students, university students majoring in Education and young professionals took part. It would be also interesting to expand the sample to find out if there are any differences between on one hand young professionals and senior professionals and on the other hand university students from other academic fields such as health sciences or technology to see the differences among the disciplines.

8.6. Implications of this thesis

This dissertation has some relevant teaching and pedagogical implications. Our aim was to investigate attitudes and language anxiety in adult multilingual speakers of the Basque Autonomous Community in relation to a number of variables. In general, we have found that anxiety is an important affective variable experienced by our participants, being more prominent among university students. Taking into consideration the whole linguistic repertoire of our participants we have also found that anxiety levels are higher in the third language English than in the second language Basque or Spanish. We believe that students with higher levels of anxiety could be missing opportunities to practice their language skills. Therefore it would be interesting to go into the following recommendations to reduce students' feelings of nervousness when using the target language in class. Further, these recommendations could also be transferred to other contexts.

First, teachers should be aware and pay attention to students' feelings and attitudes. They should consider communicative anxiety as a variable that influences teaching and learning processes and oral interaction and use this information thinking into instructional design. For example, teachers could use a questionnaire as a formative assesment to see students' attitudes in the target language. In this way, teachers could know the feelings of their students and modify their instruction in order to lowered students' language anxiety. Second, it would be interesting to create safe spaces inside the classroom, where students feel confident, reducing the fear of making mistakes and supporting and enhancing progresses and successes, helping students to perceive themselves as more proficient students and boosting their confidence.

Our results showed the link between competence level, language certificates and anxiety. It is clear that in the context of the Basque Country

the exposure to the third language English is quite limited and although in recent years more attention is devoted to the teaching of English its use as an additional language of instruction could still be expanded.

In our thesis we also found that anxiety levels towards Basque as a second language are higher than towards Spanish as a second language. Even if Basque is widely used at school and at university there are fewer opportunities to use it in informal settings. Language policies need to take limited opportunities to use Basque into account.

It is our belief that this thesis has contributed to our understanding of anxiety and its effect on language learning as related to multilingualism in the Basque Country. Hopefully further research will follow.

References

- Aida, Y. (1994). Examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155-168.
doi:10.1111/j.15404781.1994.tb02026.x
- Airey, J., Lauridsen, K. M., Räsänen, A., Salö, L., & Schwach, V. (2015). The expansion of English-medium instruction in the Nordic countries: Can top-down university language policies encourage bottom-up disciplinary literacy goals?. *Higher Education*, 1-16.
doi:10.1007/s10734-015-9950-2
- Alcón, E., & Michavila, F. (2012). Introducción. In E. Alcón, & F. Michavila (Eds.), *La universidad multilingüe* (pp. 13-17). Madrid: Editorial Tecnos.
- Amelina, M. (2010). Do other languages than English matter? *Multilingualism at Work: From policies to practices in public, medical and business settings*, 9, 235.
- Angouri, J. (2014). Multilingualism in the workplace: Language practices in multilingual contexts. *Multilingua*, 33(1-2), 1-9.
- Argaman, O., & Abu-Rabia, S. (2002). The influence of language anxiety on English reading and writing tasks among native Hebrew speakers. *Language, Culture and Curriculum*, 15(2), 143-160.
doi:10.1080/07908310208666640
- Arnaiz, P., & Guillén, F. (2012). Foreign language anxiety in a Spanish university setting: Interpersonal differences. *Revista de Psicodidáctica*, 17(1), 5-26. doi:10.1387/RevPsicodidact.1162

- Arnold, J. (2011). Attention to affect in language learning. *Anglistik. International Journal of English Studies*, 22(1), 11-22.
- Arnold, J., & Brown, H. D. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning* (pp. 1-24). Cambridge: Cambridge University Press.
- Aronin, L., & Singleton, D. (2012). *Multilingualism*. Amsterdam / Philadelphia: John Benjamins Publishing Company.
- Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger, & M.H. Long (Eds.), *Classroom oriented research in Second Language Acquisition* (pp. 67-102). Rowley, MA: Newbury House.
- Baker, S. C., & MacIntyre, P.D., (2000). The role of gender and immersion in communication and second language orientations. *Language Learning*, 50(2), 311–341. doi:10.1111/0023-8333.00119
- Baran-Łucarz, M. (2011). The relationship between language anxiety and the actual and perceived levels of foreign language pronunciation. *Studies in Second Language Learning and Teaching*, 1(4), 491-514.
- Basque Government. (2016). *Eta hemendik aurrera zer?* Vitoria-Gasteiz: Vice-ministry for language policy of the Basque Government. Retrieved from http://www.euskara.euskadi.eus/contenidos/noticia/eta_hemendik/eu_def/adjuntos/Eta%20hemendik%20aurrera%20zer_2016-05-03.pdf
- Bialystok, E. (2006). The impact of bilingualism on language literacy development. In T.K. Bhatia & W.C. Ritchie (Eds.), *The Handbook of Bilingualism* (pp. 577-601). Malden, MA: Blackwell.

- Bigdeli, S., & Bai, H. (2009). The triunal model of anxiety and its application to anxiety reduction in learning and teaching environments. *TESL Canada Journal*, 27(1), 103-114. doi:10.18806/tesl.v27i1.1029
- Bilbao, A. (2015). *Enseñanza-aprendizaje del inglés en las PYMES exportadoras de Bizkaia: identificación de necesidades y propuesta de mejora*. Doctoral dissertation, University of the Basque Country UPV/EHU, Spain.
- Blackledge, A., & Creese, A. (2010). *Multilingualism: A Critical Perspective*. London:Continuum.
- Block, D. (2016). The impact of globalisation, internationalisation and migration on the use and vitality of Catalan in secondary school and higher education settings. *Language, Culture and Curriculum*, 29(1), 107-116. doi:10.1080/07908318.2016.1132661
- Bloomfield, L. (1933). *Language* (reprinted edition from 1973). New York: Allen & Unwin.
- Bochner, S. (1965). Defining intolerance of ambiguity. *Psychological Record*, 15(3), 393-400.
- Bolton, K., & Kuteeva, M. (2012). English as an academic language at a Swedish university: parallel language use and the ‘threat’ of English. *Journal of Multilingual and Multicultural Development*, 33(5), 429-447. doi:10.1080/01434632.2012.670241
- Bonaccio, S., & Reeve, C. L. (2010). The nature and relative importance of students' perceptions of the sources of test anxiety. *Learning and*

Individual Differences, 20(6), 617-62.

doi:10.1016/j.lindif.2010.09.007

Brenn-White, M., & Faethe, E. (2013). *English-taught master's programs in Europe: A 2013 update*. New York: Institute of International Education.

Budner, S. N. Y. (1962). Intolerance of ambiguity as a personality variable. *Journal of Personality*, 30(1), 29-50. doi:10.1111/j.1467-6494.1962.tb02303.x

Campagna, S., & Pulcini, V. (2014). English as a medium of instruction in Italian universities: linguistic policies, pedagogical implications. *Textus*, 27(1), 173-190. doi: 10.7370/77492

Campbell, S. B. (1986). Developmental issues in childhood anxiety. In R. Gittelman (Ed.), *Anxiety disorders of childhood* (pp. 24-57). New York: Guilford Press.

Campbell, C. M., & Ortiz, J. (1991). Helping students overcome foreign language anxiety: A foreign language anxiety workshop. *Language anxiety: From theory and research to classroom implications*, 153-168.

Capan, S. A., & Karaca, M. (2013). A comparative study of listening anxiety and reading anxiety. *Procedia-Social and Behavioral Sciences*, 70, 1360-1373. doi:10.1016/j.sbspro.2013.01.198

Carroll, J. (1967). Foreign language proficiency levels attained by language majors near graduation from college. *Foreign Language Annals*, 1(2), 131-151. doi:10.1111/j.1944-9720.1967.tb00127.x

- Cattell, R. B. (1965). *The scientific analysis of personality*. Harmondsworth: Pelican.
- Cattell, R. B., & Scheier, I. H. (1961). *The meaning and measurement of neuroticism and anxiety*. New York: Ronald.
- Cenoz, J. (1992). *Enseñanza-aprendizaje del inglés como L2 o L3*. Bilbao: University of the Basque Country.
- Cenoz, J. (1998). Multilingual Education in the Basque Country. In J. Cenoz, & F. Genesee (Eds.), *Beyond bilingualism: Multilingualism and Multilingual Education (Vol.110)*. UK: Multilingual Matters.
- Cenoz, J. (2009). *Towards Multilingual Education: Basque Educational Research in International Perspective*. Bristol: Multilingual Matters. doi:10.1080/07908318.2011.653057
- Cenoz, J. (2012). Bilingual educational policy in higher education in the Basque Country. *Language, Culture and Curriculum*, 25(1), 41-55. doi:10.1080/07908318.2011.653057
- Cenoz, J. (2013a). Defining multilingualism. *Annual Review of Applied Linguistics*, 33, 3-18. doi: 10.1017/S026719051300007X
- Cenoz, J. (2013b). The influence of bilingualism on third language acquisition: Focus on multilingualism. *Language Teaching*, 46(1), 71-86. doi:10.1017/S0261444811000218
- Cenoz, J., & Etxague, X. (2013). From bilingualism to multilingualism: Basque, Spanish, and English in Higher education. In C. Abello-Contesse, P.M. Chandler, M. D. López-Jiménez, & R. Chacón-Beltrán (Eds.), *Bilingual and multilingual education in the 21st century. Building on experience* (pp. 85-106). UK: Multilingual Matters.

- Cenoz, J. & Gorter, D. (2011). Focus on multilingualism: a study of trilingual writing. *The Modern Language Journal*, 95(3), 356-369. doi: 10.1111/j.1540-4781.2011.01206.x
- Cenoz, J., & Gorter, D. (2012). Una perspectiva multilingüe en la enseñanza de lenguas. In E. Alcón, & F. Michavila (Eds.), *La Universidad Multilingüe* (pp.131-149). Madrid: Editorial Tecnos.
- Cenoz, J., & Gorter, D. (2013). Towards a plurilingual approach in English language teaching: Softening the boundaries between languages. *TESOL Quarterly*, 47(3), 591-599. doi:10.1002/tesq.121
- Cenoz, J., & Gorter, D. (2014). Focus on multilingualism as an approach in educational contexts. In A. Creese, & A. Blackledge (Eds.), *Heteroglossia as practice and pedagogy* (pp. 239-254). Berlin: Springer.
- Cenoz, J. & Gorter, D. (2015). Introduction: Theory and practice of multilingual education. In J. Cenoz, & D. Gorter (Eds.), *Multilingual education: between language learning and translanguaging*. Cambridge: Cambridge University Press.
- Cenoz, J. & Todeva, E. (2009). The well and the bucket: the emic and etic perspectives combined. In E. Todeva, & J. Cenoz (Eds.), *The Multiple Realities of Multilingualism* (pp. 265-292). Berlin: Mouton de Gruyter.
- Chamorro-Premuzic, T., Furnham, A., & Petrides, K. (2006). Personality and intelligence. The relationship of Eysenck's Giant Three with verbal and numerical ability. *Journal of Individual Differences*, 27(3), 147-150. doi:10.1027/1614-0001.27.3.147

- Cheng, Y. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, 35(5), 647-656. doi: 10.1111/j.1944-9720.2002.tb01903.x
- Cheng, Y. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of second language writing*, 13(4), 313-335. doi:10.1016/j.jslw.2004.07.001
- Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49(3), 417-446. doi.10.1111/0023-8333.00095
- Cheng, L., Klinger, D., Fox, J., Doe, C., Jin, Y., & Wu, J. (2014). Motivation and test anxiety in test performance across three testing contexts: The CAEL, CET and GEPT. *TESOL Quarterly*, 48(2), 300-330. doi:10.1002/tesq.105
- Coleman, J. (1997). Residence abroad within language study. *Language Teaching*, 30(1), 1–20. doi:10.1017/S0261444800012659
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1-14. doi: 10.1017/S026144480600320X
- Cook, V. J. (2003). *Effects of the second language on the first*. Clevedon: Multilingual Matters.
- Cook V. J. (2010). The relationship between first and Second Language Acquisition revisited . In E. Macaro (Ed.), *The Continuum companion to Second Language Acquisition*, (pp. 137 -157). London: Continuum.

- Costa, F., & Coleman, J. A. (2013). A survey of English-medium instruction in Italian higher education. *International Journal of Bilingual Education and Bilingualism*, 16(1), 3-19.
doi:10.1080/13670050.2012.676621.
- Coulombe, D. (2000). *Anxiety and beliefs of French-as-a-second-language learners at the university level*. Unpublished doctoral dissertation, University of Laval, Québec, Canada.
proficiency and academic achievement (pp. 2-19). Clevedon, UK: Multilingual Matters.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal*, 94(1), 103-115. doi:10.1111/j.1540-4781.2009.00986.x
- Creese, A., & Blackledge, A. (2011). Separate and flexible bilingualism in complementary schools: Multiple language practices in interrelationship. *Journal of Pragmatics*, 43(5), 1196-1208.
doi:10.1016/j.pragma.2010.10.006
- Cresswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th edition). Boston, US: Pearson Education.
- Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research* (2nd edition). London: Sage.
- Crookall, D., & Oxford, R. (1991). Dealing with anxiety: some practical activities for language learners and teacher trainees. In E.K. Horwitz, & D.J. Young (Eds.), *Language Anxiety. From Theory and Research to Classroom Implications*. Englewood Cliffs: Prentice-Hall.

- Csizér, K., Kormos, J., & Sarkadi, A. (2010). The dynamics of language learning attitudes and motivation: Lessons from an interview study of dyslexic language learners. *The Modern Language Journal*, 94(3), 470-487. doi:10.1111/j.1540-4781.2010.01054.x
- Cummins, J. (1984). Wanted: A theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (Ed.), *Language*
- Cummins, J., & Persad, R. (2014). Teaching through a multilingual lens: The evolution of EAL policy and practice in Canada. *Education Matters: The Journal of Teaching and Learning*, 2(1). Retrieved from <http://em.synergiesprairies.ca/index.php/em/issue/view/7>
- Daly, J. A. (1991). Understanding communication apprehension: an introduction for language educators. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 3-13). Englewood Cliffs, NJ: Prentice Hall.
- Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument of writing apprehension. *Research in the Teaching of English*, 9(3), 242-249.
- Davidson, D. E. (2010). Study abroad: When, how long, and with what results? New data from the Russian front. *Foreign Language Annals*, 43(1), 6-26. doi:10.1111/j.1944-9720.2010.01057.x
- DeVellis, R. F. (1991). *Scale Development Theory and Applications*. Newbury Park, CA: Sage.

- Dewaele, J.-M. (2002). Psychological and sociodemographic correlates of communicative anxiety in L2 and L3 production. *International Journal of Bilingualism*, 6(1), 23-38. doi: 10.1177/13670069020060010201
- Dewaele, J.-M. (2004). The emotional force of swearwords and taboo words in the speech of multilinguals. *Journal of multilingual and multicultural development*, 25(2-3), 204-222. doi:10.1080/01434630408666529
- Dewaele, J.-M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities. *The Modern Language Journal*, 89(3), 367-380.
- Dewaele, J.-M. (2007a). Predicting language learners' grades in the L1, L2, L3 and L4: The effect of some psychological and sociocognitive variables. *International Journal of Multilingualism*, 4(3), 169-197. doi:10.2167/ijm080.0
- Dewaele, J.-M. (2007b). The effect of multilingualism sociobiographical and situational factors on communicative anxiety and foreign language anxiety of mature language learners. *International Journal of Bilingualism*, 11(4), 391-409. doi:10.1177/13670069070110040301
- Dewaele, J.-M. (2007c). Diachronic and/or synchronic variation? The acquisition of sociolinguistic competence in L2 French. In D. Ayoun (Ed.), *Handbook of French applied linguistics* (pp. 208–236). Amsterdam: Benjamins.
- Dewaele, J.-M. (2010). Multilingualism and affordances: Variation in self-perceived communicative competence and communicative anxiety in French L1, L2, L3 and L4. *IRAL-International Review of Applied*

Linguistics in Language Teaching, 48(2-3), 105-129.

doi: 10.1515/iral.2010.006

Dewaele, J.-M. (2013). The link between Foreign Language Classroom Anxiety and psychoticism, extraversion, and neuroticism among adult bi- and multilinguals. *The Modern Language Journal*, 97(3), 670-684. doi: 10.1111/j.1540-4781.2013.12036.x

Dewaele, J.-M. & Furnham, A. (2000). Personality and speech production: A pilot study of second language learners. *Personality and Individual Differences*, 28(2), 355-365. doi:10.1016/S0191-8869(99)00106-3

Dewaele, J.-M., & Ip, T.S. (2013). The link between Foreign Language Classroom Anxiety, Second Language Tolerance of Ambiguity and self-rated English proficiency among Chinese learners. *Studies in Second Language Learning and Teaching*, 3(1), 47-66. doi:http://hdl.handle.net/10593/6575

Dewaele, J.-M., & Li Wei (2013). Is multilingualism linked to a higher tolerance of ambiguity? *Bilingualism: Language and Cognition*, 16(1), 231-240. doi:10.1017/S1366728912000570

Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274. doi:10.14746/ssllt.2014.4.2.5

Dewaele, J.-M., MacIntyre, P., Boudreau, C., & Dewaele, L. (2016). Do girls have all the fun? Anxiety and Enjoyment in the foreign language classroom. *Theory and Practice of Second Language Acquisition*, 1(2), 41-63.

- Dewaele, J.-M., Petrides, K. V., & Furnham, A. (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language Learning*, 58(4), 911-960. doi:10.1111/j.1467-9922.2008.00482.x
- Dewaele, J.-M., & Thirtle, H. (2009). Why do some young learners drop foreign languages? A focus on learner-internal variables. *International Journal of Bilingual Education and Bilingualism*, 12(6), 635-649. doi:10.1080/13670050802549656
- Diario Vasco. (2015, March 13). *Sin título de inglés no te abren ni la puerta*. Retrieved from <http://www.diariovasco.com/gipuzkoa/201503/13/titulo-ingles-abren-puerta-20150313001728-v.html>
- Dimova, S., Hultgren, A. K., & Jensen, C. (2015). *English-medium instruction in European higher education*. Berlin: Mouton.
- Donovan, L. A., & MacIntyre, P. D. (2004). Age and sex differences in willingness to communicate, communication apprehension, and self-perceived competence. *Communication Research Reports*, 21(4), 420-427. doi:10.1080/08824090409360006
- Dörnyei, Z. (2005). *The psychology of the language learner. Individual differences in Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (2009). *The psychology of Second Language Acquisition*. Oxford: Oxford University Press.

- Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Clevedon: Multilingual Matters.
- EBPN (1999). *Plan General de Promoción del Uso del Euskera*. Vitoria-Gasteiz: Servicio Central de Publicaciones del Gobierno Vasco.
Retrieved from <http://www.euskara.euskadi.eus/r59-733/es/>
- Education First (2015). *EF English Proficiency Index*. Retrieved from http://media.ef.com/___/~/media/centralefcom/epi/downloads/full-reports/v5/ef-epi-2015-english.pdf on xxxxxx08, 2015.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The modern language journal*, 89(2), 206-220.
doi:10.1111/j.1540-4781.2005.00275.x
- Ellis, R. (2008). *The study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *Modern Language Journal*, 70(1), 28–35.
doi:10.1111/j.1540-4781.1986.tb05240.x
- Ely, C. M. (1995). Tolerance of ambiguity and the teaching of ESL. In J. M. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 216–217). New York: Heinle & Heinle.
- ESEP (2013). *Plan de Acción para la Promoción del Euskera*. Vitoria-Gasteiz: Consejo Asesor del Euskera.
- Etxeberria, F. & Etxeberria, J. (2015). Bilingual education in the Basque Country (1960-2013). In F.V. Tochon (Ed). *Language Education Policy Unlimited: Global perspectives and local practices* (pp 249-277). Wisconsin: Deep University Press.

- Eurobarometer (2012). *Special Eurobarometer 386. Europeans and their Languages*. Retrieved from http://ec.europa.eu/public_opinion/archives/ebs/ebs_386_en.pdf
- European Commission (2007). *Commission of the European Communities High Level Group on Multilingualism. FINAL REPORT*. Retrieved from <http://bookshop.europa.eu/en/high-level-group-on-multilingualism-pbNC7807451/>
- Ewald, J. D. (2007). Foreign language learning anxiety in upper-level classes: Involving students as researchers. *Foreign Language Annals*, 40(1): 122-142. doi: 10.1111/j.1944-9720.2007.tb02857.x
- Eysenck, H. J., & Eysenck, S. B. G. (1964). *Manual of the Eysenck personality inventory*. London: Hodder & Stoughton.
- Flamini, M. A., Barbeito, C. G, González, N. V. (2012). *Ansiedad ante exámenes en estudiantes de veterinaria: Un estudio exploratorio*. In IV Congreso Nacional y III Congreso Internacional de Enseñanza de las Ciencias Agropecuarias.
- Fleming, N. K. (1985). *What teachers of composition need to know about writing apprehension*. Unpublished master's report, University of Texas, Austin.
- Fortanet, I. (2013). *CLIL in Higher Education. Towards a Multilingual Language Policy*. Bristol: Multilingual Matters.
- Fowler, B. F., & Ross, D. H. (1982). The comparative validities of differential placement measures for college composition courses. *Educational and Psychological Measurement*, 42(4), 1107-1115. doi: 10.1177/001316448204200416

- Freed, B. F., Dewey, D. P., Segalowitz, N., & Halter, R. (2004). The language contact profile. *Studies in Second Language Acquisition*, 26(2), 349–356. doi:10.1017/S027226310426209X
- Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive therapy and research*, 14(5), 449-468. doi:10.1007/BF01172967
- Furnham, A., & Heaven, P. (1998). *Personality and social behavior*. London: Arnold.
- Furnham, A., & Medhurst, S. (1995). Personality correlates of academic seminar behavior: A study of four instruments. *Personality and Individual differences*, 19(2), 197– 208. doi:10.1016/0191-8869(95)00026-3
- Furnham, A. & Ribchester, T. (1995). Tolerance of ambiguity: A review of the concept, its measurement and applications. *Current Psychology*, 14(3), 179-199. doi:10.1007/BF02686907
- Gallego, M. J., Botella, C., Quero, S., Baños, R. M. & García-Palacios, A. (2007). Propiedades psicométricas de la escala de miedo a la evaluación negativa versión breve (BFNE) en muestra clínica. *Revista de Psicopatología y Psicología Clínica*, 12(3), 163- 176.
- Ganschow, L., & Sparks, R. (2001). Learning difficulties and foreign language learning: A review of research and instruction. *Language Teaching*, 34(2), 79-98. doi:10.1017/S0261444800015895
- Ganschow, L., Sparks, R. L., Anderson, R., Javorsky, J., Skinner, S., & Patton, J. (1994). Differences in language performance among high-, average-, and low-anxious college foreign language learners. *The*

Modern Language Journal, 78(1), 41–55. doi:10.1111/j.1540-4781.1994.tb02013.x

García, O. (2009). *Bilingual education 21st century. A global perspective*. Oxford: Wiley-Blackwell.

Gardner, R. C. (1985a). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

Gardner, R. C. (1985b). *The attitude/motivation test battery*. Retrieved from <http://publish.uwo.ca/~gardner/docs/englishamtb.pdf>

Gardner, R. C. (2004). *Attitude/motivation test battery: International AMTB research project*. Canada: The University of Western Ontario.

Gardner, R. C., Clement, R., Smythe, P. C., & Smythe, C. C. (1979). *Attitudes and Motivation Test Battery, Revised Manual*. London, Ontario: Dept. of Psychology, Univ. of Western Ontario.

Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13(4), 266-272. doi:10.1037/h0083787

Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second-language learning. Part II: Affective variables. *Language teaching*, 26(01), 1-11. doi:10.1017/S0261444800000045

Gargalianou, V., Muehlfeld, K. , Urbig, D., & Van Witteloostuijn, A. (2015). The effects of gender and personality on foreign language anxiety among adult multilinguals. *Schumpeter Discussion Papers*. Retrieved from <http://elpub.bib.uni-wuppertal.de/edocs/dokumente/fbb/wirtschaftswissenschaft/sdp/sdp15/sdp15002.pdf>

- Gargalianou, V., Muehlfeld, K., Urbig, D., & van Witteloostuijn, A. (2016). Foreign Language Anxiety in Professional Contexts. *Schmalenbach Business Review*, 17, 1-29. doi: 10.1007/s41464-016-0007-6
- Garrett, P., & Gallego Balsà, L. (2014). International universities and implications of internationalisation for minority languages: views from university students in Catalonia and Wales. *Journal of Multilingual and Multicultural Development*, 35(4), 61-375. doi: 10.1080/01434632.2013.874434
- Gorter, D., Zenotz, V., Etxague, X., & Cenoz, J. (2014). Multilingualism and European minority languages: the case of Basque. In D. Gorter, V. Zenotz & J. Cenoz (Eds.), *Minority languages and multilingual education: bridging the local and the global* (pp. 278-301). Berlin: Springer.
- Gregersen, T. S., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570. doi:10.1111/1540-4781.00161
- Gudykunst, W. B. (2005). An anxiety / Uncertainty Management (AUM) theory of strangers' intercultural adjustment. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 419-457). Thousand Oaks, CA: Sage.
- Guillamón, N. (2004). Ansiedad y personalidad. *Clínica de la ansiedad*. Retrieved from <http://www.clinicadeansiedad.com/02/156/Ansiedad-y-personalidad.htm>

- Gunnarsson, B. (2009). *Professional discourse*. London: Continuum Discourse Series.
- Gunnarsson, B. (2013). Multilingualism in the workplace. *Annual Review of Applied Linguistics*, 33, 162-189. doi:10.1017/S0267190513000123
- Hackfort, D., & Spielberger, C.D. (1989). *Anxiety in sports: An international perspective*. New York: Hemisphere.
- Hancock, D. R. (2001). Effects of test anxiety and evaluative threat on students' achievement and motivation. *The Journal of Educational Research*, 94(5), 284- 280. doi:10.1080/00220670109598764
- Hayes, J. R. (1996). A new framework for understanding cognition and affect in writing. In C. M. Levy, & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences, and applications* (pp. 1-27). Mahwah, NJ: Lawrence Erlbaum.
- Herdina, P., & Jessner, U. (2002). *A dynamic model of multilingualism: Perspectives of change in psycholinguistics*. Clevedon: Multilingual Matters.
- Herman, J. L., Stevens, M. J., Bird, A., Mendenhall, M., & Oddou, G. (2010). The Tolerance for Ambiguity Scale: Towards a more refined measure for international management research. *International Journal of Intercultural Relations*, 34(1), 58–65. doi:10.1016/j.ijintrel.2009.09.004
- Hernández, T. A. (2010). The relationship among motivation, interaction, and the development of second language oral proficiency in a study-abroad context. *The Modern Language Journal*, 94(4), 600-617. doi:10.1111/j.1540-4781.2010.01053.x

- Hill, K. T., & Eaton, W. O. (1977). The interaction of test anxiety and success/failure experiences in determining children's arithmetic performance. *Developmental Psychology*, *13*(3), 205-211.
doi:10.1037/0012-1649.13.3.205
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, *20*(3), 559-562. doi:10.2307/3586302
- Horwitz, E. K. (1987). Surveying Student Belief About Language Learning. In A. Wenden, & J. Rubin (Eds.), *Learning Strategies in Language Learning* (pp. 119-129). Englewood Cliffs, NJ: Prentice Hall.
- Horwitz, E. K. (1995). Student affective reactions and the teaching and learning of foreign languages. *Journal of Educational Research*, *23*(7), 569–652. doi:10.1016/0883-0355(96)80437-X
- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, *21*, 112-126. doi:10.1017/S0267190501000071
- Horwitz, E. K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125-132.
doi:10.1111/j.1540-4781.1986.tb05256.x
- Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: a case study. *Higher Education*, *67*(5), 551-567.
doi:10.1007/s10734-013-9661-5
- Hultgren, A. K., Jensen, C., & Dimova, S. (2015). English-medium instruction in European higher education: from the north to the south.

- In S. Dimova, A. K. Hultgren, & C. Jensen (Eds.), *English-medium instruction in European higher education* (pp. 1-15). Berlin: Mouton.
- Irazusta, J. (2010). Euskara sustatzeko politika UPV/EHU: Plan gidaria. *BAT Soziolinguistika Aldizkaria*, 75, 73-82.
- Jackson, J. (2008). *Language, Identity and Study Abroad*. London: Equinox.
- Jaenes, J. C. (2000). *Estado emocional y conducta deportiva: Ansiedad competitiva en corredores de maratón*. Doctoral dissertation, University of Sevilla, Spain.
- Jee, M. J. (2014). Affective factors in Korean as a Foreign Language: anxiety and beliefs. *Language, Culture and Curriculum*, 27(2), 182–195. doi:10.1080/07908318.2014.918626.
- Jessner, U. (2006). *Linguistic Awareness in Multilinguals*. Edinburgh: Edinburgh University Press.
- Jiménez Catalán, R. M., & Ruiz de Zarobe, Y. (2009). The receptive vocabulary of EFL learners in two instructional contexts: CLIL versus non-CLIL instruction. In Y. Ruiz de Zarobe & R. M. Jiménez Catalán (Eds.), *Content and language integrated learning: Evidence from research in Europe* (pp. 81–92). Bristol, UK: Multilingual Matters.
- Kemp, C. (2007). Strategic processing in grammar learning: Do multilinguals use more strategies? *International Journal of Multilingualism*, 4(4), 241-261. doi:10.2167/ijm099.0
- Kemp, C. (2009). Defining multilingualism. In L. Aronin, & B. Hufeisen (Eds.), *The Exploration of Multilingualism* (pp. 11-26). Amsterdam: John Benjamins.

- Kim, J-H. (2000). Foreign language listening anxiety: A study of Korean students learning English. Unpublished doctoral dissertation, The University of Texas, Austin.
- Kinginger, C., & Farrell, K. (2004). Assessing development of meta-pragmatic awareness in study abroad. *Frontiers: The interdisciplinary journal of study abroad*, 10, 19-42.
- Kitano, K. (2001). Anxiety in the College Japanese Language Classroom. *The Modern Language Journal*, 85(4), 549-566. doi:10.1111/0026-7902.00125
- Kleinmann, H. H. (1977). Avoidance behavior in adult Second Language Acquisition. *Language Learning*, 27(1), 93-107. doi:10.1111/j.1467-1770.1977.tb00294.x
- Koch, A., & Terrell, T. D. (1991). Affective reactions of foreign language students to Natural Approach activities and teaching techniques. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 109-126). Englewood Cliffs, NJ: Prentice Hall.
- Koul, R., Roy, L., Kaewkuekool, S., & Ploisawaschai, S. (2009). Multiple goal orientations and foreign language anxiety. *System*, 37(4), 676-688. doi:10.1016/j.system.2009.09.011
- Krashen, S. (1982). *Principles and practice in Second Language Acquisition*. New York: Pergamon Press.
- Kristensen, H.& Torgersen, S.(2007).The association between avoidant personality traits and motor impairment in a population-based sample

of 11-12- years-old children. *Journal of Personality Disorders*, 21(1), 87-97.

Kuteeva, M., & Airey, J. (2014). Disciplinary differences in the use of English in higher education: reflections on recent language policy developments. *Higher Education*, 67(5), 533-549.
doi:10.1007/s10734-013-9660-6

Langune. (2012). Estudio sobre la eficacia de las competencias lingüísticas en las PYMES vascas. Retrieved from
http://www.langune.com/noticias/jornada-de-presentacion-del-estudio-201ccompetencias-linguisticas-como-factor-diferencial-de-competitividad-empresarial201d.-14-09-2012-9-30h.-vitoria-gasteiz-langune_jornadacompetencias

Larrinaga, A., & Amurrio, M. (2015). Internationalisation in higher education and its impact in multilingual contexts: redefining identities of Basque-speaking academics. *Language, Culture and Curriculum*, 28(2), 158-169. doi:10.1080/07908318.2015.1027215

Lasagabaster, D. (1998). The threshold hypothesis applied to three languages in contact at school. *International Journal of bilingual education and bilingualism*, 1(2), 119-133.
doi:10.1080/13670059808667678

Lasagabaster, D. (2007). Language use and language attitudes in the Basque Country. In D. Lasagabaster, & A. Huguet (Eds.), *Multilingualism in European Bilingual Contexts. Language Use and Attitudes* (pp. 65-89). UK: Multilingual Matters.

- Le Pichon Vorstman, E., De Swart, H., Ceginskas, V., & Van Den Bergh, H. (2009). Language learning experience in school context and metacognitive awareness of multilingual children. *International Journal of Multilingualism*, 6(3), 258-280. doi:10.1080/14790710902878692
- Lien, H. Y. (2011). EFL Learners' reading strategy use in relation to reading anxiety. *Language Education in Asia*, 2(2), 199-212.
- Liu, H. J. (2010). *Motivation to Learn in the Ability-Grouped Foreign Language Classroom*. Taipei: Crane Publishing Co.
- Liu, H. J., & Chen, C. W. (2015). A Comparative Study of Foreign Language Anxiety and Motivation of Academic-and Vocational-Track High School Students. *English Language Teaching*, 8(3), 193-204.
- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(3), 301-316. doi:10.1016/j.system.2006.04.004
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86. doi:10.1111/j.1540-4781.2008.00687.x
- Llurda, E., Doiz, A., & Sierra, J.M. (2015). Students' representations of multilingualism and internationalization at two bilingual universities in Spain. In A. Fabricius, & B. Preisler (Eds.), *Transcultural Interaction and Linguistic Diversity in Higher Education: The Student Experience* (pp. 92-115). Basingstoke: Palgrave Macmillan.
- Lüdi, G., Höchle, K., & Yanaprasart, P. (2010). Plurilingual practices at multilingual workplaces. In B. Meyer, & B. Apfelbaum (Eds.),

Multilingualism at Work: From policies to practices in public, medical and business settings (pp. 211-234). Amsterdam: Benjamins.

MacIntyre, P. D. (1995). On seeing the forest and the trees: A rejoinder to Sparks and Ganschow. *The Modern Language Journal*, 79(2), 245–248. doi:10.1111/j.1540–4781.1995.tb05438.x

MacIntyre, P.D. (1999). Language Anxiety: A Review of the Research for Language Teachers. In D.J. Young (Ed.), *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom Atmosphere* (pp. 24-45) Boston: McGraw-Hill College.

MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564-576. doi:10.1111/j.1540-4781.2007.00623.x

MacIntyre, P. D., Baker, S. C., Clément, R., & Donovan, L. A. (2002). Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students. *Language learning*, 52(3), 537-564. doi:10.1111/1467-9922.00194

MacIntyre, P.D., Clément, R. & Noels, K.A. (2007). Affective variables, attitude and personality in context. In D. Ayoun (Ed.), *French Applied Linguistics* (pp. 270-298). Amsterdam: Benjamins.

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 39(2), 251-275. doi:10.1111/j.1467-1770.1989.tb00423.x

- MacIntyre, P. D., & Gardner, R. C. (1991a). Methods and results in the study of anxiety and language learning: A review of the literature. *Language learning*, *41*(1), 85-117. doi:10.1111/j.1467-1770.1991.tb00677.x
- MacIntyre, P. D., & Gardner, R. C. (1991b). Language anxiety: Its relationship to other anxieties and to processing in native and second language. *Language Learning*, *41*(4), 513–534. doi:10.1111/j.1467-1770.1991.tb00691.x
- MacIntyre, P. D., & Gardner, R. C. (1991c). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal*, *75*(3), 296-304. doi:10.1111/j.1540-4781.1991.tb05358.x
- MacIntyre, P. D., & Gardner, R. C. (1994a). The effect of induced anxiety on three stages of cognitive processing in computerised vocabulary learning. *Studies in Second Language Acquisition*, *16*(1), 1-17. doi:10.1017/S0272263100012560
- MacIntyre, P. D., & Gardner, R. C. (1994b). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, *44*(2), 283-305. doi:10.1111/j.1467-1770.1994.tb01103.x
- MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language learning*, *47*(2), 265-287. doi:10.1111/0023-8333.81997008
- Mandler, G., & Sarason, S. B. (1952). A study of anxiety and learning. *Journal of Abnormal and Social Psychology*, *47*(2), 166-173.

- Marcos-Llinás, M., & Juan Garau, M. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. *Foreign Language Annals*, 42(1), 94-111. doi:10.1111/j.1944-9720.2009.01010.x
- Marin-Marin, A. (2005). *Extraversion and the use of vocabulary learning strategies among university EFL students in Mexico*. Unpublished doctoral dissertation, University of Essex, UK.
- Marks, I. M. (1986). Genetics of fear and anxiety disorders. *The British Journal of Psychiatry*, 149(4), 406-418. doi:10.1192/bjp.149.4.406
- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21-36. doi:10.1016/j.system.2003.08.002
- Matsuura, H. (2007). Intelligibility and individual learner differences in the EIL context. *System*, 35(3), 293-304. doi:10.1016/j.system.2007.03.003
- Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29(3), 183-190. doi:10.1016/j.esp.2009.10.001
- May, S. (2014). Introducing the “multilingual turn”. In S. May (Ed.), *The multilingual turn: Implications for SLA, TESOL and Bilingual Education* (pp. 1-6). New York, NY: Routledge.
- McCroskey, J. C., & Baer, J. E. (1985). *Willingness to communicate: The construct and its measurement*. Paper presented at the annual convention of the Speech Communication Association, Denver, CO.

- McCroskey, J. C., & McCroskey, L. (1988). Self-report as an approach to measuring communication competence. *Communication Research Reports*, 5, 108-113. doi:10.1080/08824098809359810
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to communicate: Differing cultural perspectives. *Southern Communication Journal*, 56(1), 72-77. doi:10.1080/10417949009372817
- McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (1987). *Correlates of self-perceived communication competence*. Paper presented at the annual convention of the International Communication Association, Montreal.
- Mercer, S. (2011a). *Towards an Understanding of Language Learner Self-concept*. Dordrecht: Springer.
- Mercer, S. (2011b). Language learner self-concept: complexity, continuity and change. *System*, 39(3), 335-346. doi:dx.doi.org/10.1016/j.system.2011.07.006
- Merisuo-Storm, T. (2007). Pupils' attitudes towards foreign-language learning and the development of literacy skills in bilingual education. *Teaching and Teacher Education*, 23(2), 226-235. doi:10.1016/j.tate.2006.04.024
- Mortensen, J. (2014). Language policy from below: language choice in student project groups in a multilingual university setting. *Journal of Multilingual and Multicultural Development*, 35(4), 425-442. doi:10.1080/01434632.2013.874438

- Oh, J. (1990). *On the relationship between anxiety and reading in English as a foreign language among Korean university students in Korea*. Unpublished doctoral dissertation, University of Texas, Austin.
- Ohata, K. (2005). Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students in the US. *Teaching English as a Second or Foreign Language, 9*(3), 1–21.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics, 20*(2), 217-239.
- Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle and Heinle.
- Oxford, R. L. (1999). Anxiety and the language learner: New insights. In J. Arnold (Ed.), *Affect in Language Learning* (pp. 58-67). Cambridge: Cambridge University Press.
- Oxford, R., & Ehrman, M. (1992). Second language research on individual differences. *Annual Review of Applied Linguistics, 13*, 188–205. doi:10.1017/S0267190500002464
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia-Social and Behavioral Sciences, 70*, 654-665. doi:10.1016/j.sbspro.2013.01.106
- Pacht, A. R. (1984). Reflections on perfection. *American Psychologist, 39*, 386-390.
- Pajares, F., & Schunk, D. H. (2005). Self-efficacy and self-concept beliefs. In H.W Marsh, R. G. Craven & D.M. McInerney (Eds.), *International*

Advances in Self (pp. 95-121). Connecticut, Greenwich: Age Publishing.

Palacios, L. M. (1998). Foreign language anxiety and classroom environment: A study of Spanish university students. Unpublished doctoral dissertation, The University of Texas at Austin, Austin, TX.

Park, G. P., & French, B. F. (2013). Gender differences in the foreign language classroom anxiety scale. *System*, 2(41), 462-471. doi:10.1016/j.system.2013.04.001

Pavlenko, A., & Piller, I. (2008). Language education and gender. In S. May & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Language policy and political issues in education* (pp. 57–69). New York: Springer.

Pellegrino, A. (2005). *Study Abroad and Second Language Use*. Cambridge: Cambridge University Press.

Perales, J. (1996). Ikasle helduen herstura euskara ikasteen. *Hizpide*, 37, 32-52.

Perales, J. (2000). *Euskara-ikasle helduen ikas-prozesua: ikaslearen baitako zenbait aldagaien eta arrakastaren arteko erlazioa*. Doctoral dissertation, University of the Basque Country UPV/EHU, Spain.

Pintrich, P. R., Smith, D. A. F., García, T., & McKeachie, W. J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ)*. Ann Arbor: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.

- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, NJ: Prentice Hall.
- Rachman, S. (1998). *Anxiety*. East Sussex, UK: Psychology Press.
- Rapee, R. M., & Heimberg, R. G. (1997). A cognitive-behavioral model of anxiety in social phobia. *Behaviour research and therapy*, 35(8), 741-756. doi:10.1016/S0005-7967(97)00022-3
- Rojas, E. (1989). *La ansiedad: Cómo diagnosticar y superar el estrés, las fobias y las obsesiones*. Madrid: Temas de Hoy.
- Romero, E. (2008). *Entre la alegría y la desesperación humana. Sobre los estados de ánimo*. Santiago de Chile: Norte-Sur.
- Rosario, P., Núñez-Pérez, J. C., Salgado, A., González-Pineda, J. A., Valle, A., Joly, C. & Bernardo, A. (2008). Ansiedad ante los exámenes: relación con variables personales y familiares. *Psicothema*, 20(4), 563-570.
- Rubin, J. (2008). Reflections. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 10–15). Cambridge: Cambridge University Press.
- Rubio Alcalá, F. D. (1995). *La ansiedad en los exámenes orales de inglés de Filología en la Universidad de Sevilla*. Unpublished doctoral dissertation, University of Sevilla, Spain.
- Rubio Alcalá, F. D. (2004). *La ansiedad en el aprendizaje de idiomas*. Huelva: Universidad de Huelva.

- Rueda, R., & Chen, C. Y. B. (2005). Assessing motivational factors in foreign language learning: Cultural variation in key constructs. *Educational Assessment, 10*(3), 209-229. doi:10.1207/s15326977ea10034
- Safont Jordá, M. (2006). Pragmatic production of third language learners of English: A focus on request acts modifiers. *International Journal of Multilingualism, 2*(2), 84-104. doi:10.1080/14790710508668378
- Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal, 83*(2), 202-218. doi:10.1111/0026-7902.00016
- Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals, 29*(2), 239-251. doi:10.1111/j.1944-9720.1996.tb02330.x
- Sanz, C. (2000). Bilingual education enhances third language acquisition: Evidence from Catalonia. *Applied Psycholinguistics, 21*(1), 23-44.
- Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom*. Boston: Heinle & Heinle.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning, 28*(1), 129-142. doi:10.1111/j.1467-1770.1978.tb00309.x
- Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals, 33*(5), 512-520. doi:10.1111/j.1944-9720.2000.tb01995.x

- Seravalle, V. (2011). Native, non-native and near-native accent: The mediating role of identity in performance vs. perception. Doctoral dissertation, Royal Holloway, University of London, UK.
- Sierra, J., Ortega, V., & Zubeidat, I. (2003). Ansiedad, angustia y estrés. Tres conceptos a diferenciar. *Revista Mal-estar e Subjetividade*, 3(1), 10-59.
- Singleton, D., & Aronin, L. (2007). Multiple language learning in the light of the theory of affordances. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 83-96. doi:10.2167/illt44.0
- Smart, J. C., Elton, C. F. & Burnett, C. W. (1970). Underachievers and overachievers in intermediate French. *Modern Language Journal*, 54(6), 415-420. doi:10.1111/j.1540-4781.1970.tb02288.x
- Soler-Carbonell, J., & Gallego-Balsà, L. (2016). The internationalisation of higher education in two different contexts: Catalan and Estonian sociolinguistic perspectives. *Language, Culture and Curriculum*, 29(1), 40-55. doi:10.1080/07908318.2016.1132656
- Sparks, R. (1995). Examining the linguistic coding differences hypothesis to explain individual differences in foreign language learning. *Annals of Dyslexia*, 45(1), 187-214. doi:10.1007/BF02648218
- Sparks, R. J., & Ganschow, L. (1991). Foreign language differences: Affective or native language aptitude differences. *Modern Language Journal*, 75(1), 2–16. doi:10.1111/j.1540-4781.1991.tb01076.x
- Sparks, R., & Ganschow, L. (1993). Searching for the cognitive locus of foreign language learning problems: Linking first and second

language learning. *Modern Language Journal*, 77(3), 289-302.

doi:10.1111/j.1540-4781.1993.tb01974.x

Sparks, R., & Ganschow, L. (1995). A strong inference approach to causal factors in foreign language learning: A response to MacIntyre. *The Modern Language Journal*, 79(2), 235-244. doi:10.1111/j.1540-4781.1995.tb05436

Sparks, R., & Ganschow, L. (1996). Teachers' perceptions of students' foreign language academic skills and affective characteristics. *Journal of Educational Research*, 89(3), 172-185. doi:10.1080/00220671.1996.9941323

Sparks, R. L., & Ganschow, L. (2007). Is the foreign language classroom anxiety scale measuring anxiety or language skills? *Foreign Language Annals*, 40(2), 260-287. doi:10.1111/j.1944-9720.2007.tb03201.x

Sparks, R. L., Ganschow, L., Artzer, M., Siebenhar, D., & Plageman, M. (1997). Language anxiety and proficiency in a foreign language. *Perceptual and motor skills*, 85(2), 559-562. doi:10.2466/pms.1997.85.2.559

Sparks, R. L., Ganschow, L., Patton, J., Artzer, M., Siebenhar, D., & Plageman, M. (1997). Prediction of foreign language proficiency. *Journal of Educational Psychology*, 89(3), 549-561. doi:10.1037/0022-0663.89.3.549

Sparks, R., Ganschow, L., & Pohlman, J. (1989). Linguistic coding deficits in foreign language learners. *Annals of Dyslexia*, 39(1), 179-195. doi:10.1007/BF02656908

- Sparks, R. L., Patton, J., Ganschow, L., Humbach, N., & Javorsky, J. (2006). Native language predictors of foreign language proficiency and foreign language aptitude. *Annals of Dyslexia*, 56(1), 129-160. doi:10.1007/s11881-006-0006-2
- Spielberger, C. D. (1966). Theory and research on anxiety. In C. D. Spielberger (Ed.), *Anxiety and behavior* (pp. 3-20). New York: Academic Press.
- Spielberg, C. D. (1972). *Anxiety: current trend in theory and research*. New York: Academic Press.
- Spielberger, C. D. (1976). The nature and measurement of anxiety. In C. D. Spielberger & R. Díaz-Guerrero (Eds.), *Cross-cultural anxiety*. (pp. 3-12). Washington DC: Hemisphere.
- Spielberger, C. D. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, California: Consulting Psychologists Press.
- Spielmann, G., & Radnofsky, M. L. (2001). Learning language under tension: new directions from a qualitative study. *The Modern Language Journal*, 85(2), 259-278. doi:10.1111/0026-7902.00108
- Sylvén, L. K., & Thompson, A. S. (2015). Language learning motivation and CLIL: Is there a connection? *Journal of Immersion and Content-Based Language Education*, 3(1), 28-50. doi:http://dx.doi.org/10.1075/jicb.3.1.02syl
- Taillefer, G. F. (2007). The professional language needs of Economics graduates: Assessment and perspectives in the French context. *English for Specific Purposes*, 26(2), 135-155. doi:10.1016/j.esp.2006.06.003

- Tallis, F., Eysenck, M., & Mathews, A. (1991). Elevated evidence requirements and worry. *Personality and Individual Differences*, 12(1), 21-27. doi:10.1016/0191-8869(91)90128-X
- Tanaka, K., & Ellis, R. (2003). Study abroad, language proficiency, and learner beliefs about language learning. *JALT journal*, 25(1), 63-85.
- Thompson, A. S. (2015). Are your participants multilingual? The role of self-assessment in SLA research. *International Journal of Studies in Applied Linguistics and ELT*, 1(1), 51–65. doi:10.1515/lifijsal-2015-0004
- Thompson, A. S., & Lee, J. (2013). Anxiety and EFL: does multilingualism matter? *International Journal of Bilingual Education and Bilingualism*, 16(6), 730-749. doi:10.1080/13670050.2012.713322
- Thompson, A. S., & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *TESOL Quarterly*, 48(2), 252-274. doi:10.1002/tesq.125
- Thompson, A. S. & Khawaja, A. (2016). Foreign Language Anxiety in Turkey: The Role of Multilingualism. *Journal of Multilingual and Multicultural Development*, 37(2), 115-130. doi:10.1080/01434632.2015.1031136
- Thyer, B. A. (1987). *Treating anxiety disorders: A guide for human service professionals*. London: Sage Publications.
- Tobias, S. (1986). Anxiety and cognitive processing of instruction. In R. Schwarzer (Ed.), *Self-related cognition in anxiety and motivation* (pp. 35-54). Hillside,NJ: Erlbaum.

- Torres-Olave, B. M. (2012). Imaginative geographies: identity, difference, and English as the language of instruction in a Mexican university program. *Higher Education*, 63(3), 317-335. doi: 10.1007/s10734-011-9443-x
- Tran, T.T.T. (2012). A review of Horwitz, Horwitz and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5(1), pp. 69-75.
- Van der Worp, K. (2016). *Multilingualisms in the workplace: the voice of professionals*. Doctoral dissertation, University of the Basque Country UPV/EHU, Spain.
- Van der Worp, K., Cenoz, J., & Gorter, D. (2016). From bilingualism to multilingualism in the workplace: the case of the Basque Autonomous Community. *Language Policy*. Advance online publication. doi:10.1007/s10993-016-9412-4
- Van der Zee, K.I., & Van Oudenhoven, J.P. (2000). The multicultural personality questionnaire: A multicultural instrument for multicultural effectiveness. *European Journal of Personality*, 14(4), 291- 309.
- Vice-Ministry for Language Policy (2013). *Fifth Sociolinguistic Survey: Basque Autonomous Community, Navarre and Iparralde*. Donostia-San Sebastián: Basque Government, Ministry of Culture. Retrieved from: http://www.euskara.euskadi.net/r59-738/en/contenidos/informacion/sociolinguistic_research2011/en_2011/2011.html
- Vice-Ministry for Language Policy (2016). *VI Inkesta Soziolinguistikoa Euskal Autonomia Erkidegoa*. Retrived from:

http://www.euskara.euskadi.eus/contenidos/informacion/sociolinguistic_research2011/en_2011/adjuntos/FithSociolinguisticSurvey.pdf

Vogely A. J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals*, 31(1), 67-80. doi:10.1111/j.1944-9720.1998.tb01333.x

Wächter, B., & Maiworm, F. (2014). English-taught programmes in European higher education. *Bonn: Lemmens*. Retrieved from http://www.acasecretariat.be/fileadmin/aca_docs/images/members/ACA-2015_English-Taught_01.pdf

Weinberg, R. S., & Gould, D. (1995). Arousal, stress, and anxiety. In D. Gould (Ed.), *Foundations of sport and exercise psychology* (pp. 91-113). Champaign, IL: Human Kinetics.

Williams, C. H. (2010). Galeseko unibertsitateetan galesera sustatzearen pozak eta frustrazioak. *Bat: Soziolinguistika aldizkaria*, 75, 125-143.

Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328. doi:10.1177/0033688206071315


Wrisberg, C.A. (1994). The arousal-performance relationship. *Quest*, 46(1), 60-77. doi:10.1080/00336297.1994.10484110

Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning*, 58(1), 151-183. doi:10.1111/j.1467-9922.2007.00437.x

- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *ForeignLanguage Annals*, 23(6), 539–553.
doi:10.1111/j.1944-9720.1990.tb00424.x
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does foreign language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-437. doi:10.1111/j.1540-4781.1991.tb05378.x
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Ommaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157–172.
doi:10.1111/j.1944-9720.1992.tb00524.x
- Young, D.J. (1999). *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-anxiety Classroom Atmosphere*. Boston: McGraw-Hill.
- Yoshida, R. (2013). Learners' self-concept and use of the target language in foreign language classrooms. *System*, 41(4), 935-951.
doi:10.1016/j.system.2013.09.003
- Zabala Unzalu, I. (2015). *Ingelesa euskararekin lehian esparru akademikoetan*. Retrieved from <http://31eskutik.com/2015/05/08/ingelesa-euskararekin-lehian-esparru-akademikoetan/>
- Zhang, X. (2013). Foreign language listening anxiety and listening performance: conceptualizations and causal relationships. *System*, 41(1), 164-177. doi:10.1016/j.system.2013.01.004

Appendixes

Appendix 1: Questionnaire in Basque

 Universidad del País Vasco Euskal Herriko Unibertsitatea	Hizkuntzei buruzko galdetegia A atala
---	--

Zeure buruari buruz

- Adina:
- Sexua: Gizonezkoa Emakumezkoa
- Sorlekua: Euskal Herria Beste bat:
- Ama-hizkuntza: Castellano Euskara Beste bat:

Zure ikasketak eta hizkuntzen ezagutza

- Zein hizkuntza-eredutan egin dituzu ikasketak?
 - Guztia gaztelaniaz, Euskara ikasgaia izan ezik
 - Ikasgai batzuk gaztelaniaz eta beste batzuk euskaraz
 - Guztia euskaraz, Gaztelania ikasgaia izan ezik
 - Beste bat:
- Zenbat urterekin hasi zinen euskara ikasten?
- Zenbat urterekin hasi zinen gaztelania ikasten?
- Zenbat urterekin hasi zinen ingelesa ikasten?
- Inoiz ikasi dituzu beste ikasgai batzuk ingelesez? Bai Ez
Zer ikasgai?
- Ebaluatu ezazu, 1etik 7ra, bigarren hezkuntzako ikastetxean ingelesarekin izan duzun esperientzia.
(1 = erabat desados, 7 = erabat ados)

		erabat desados					erabat ados	
		1	2	3	4	5	6	7
a.	Irakasleek behar bezala menderatzen zuten ingelesa	1	2	3	4	5	6	7
b.	Eskolan erabiltzen genituen materialak egokiak ziren	1	2	3	4	5	6	7
c.	Ingeleseko eskola-orduen kopurua ez zen nahikoa	1	2	3	4	5	6	7
d.	Tituluak lortzeko helburuarekin irakasten zidaten ingelesa	1	2	3	4	5	6	7
e.	Eskolan ingelesa ikastea interesgarria egiten zitzaidan	1	2	3	4	5	6	7
f.	Eskolan ingelesa ikastea erraza egiten zitzaidan	1	2	3	4	5	6	7

- Euskara ikasi duzu euskaltegiren batean? Bai Ez
- Euskarako titulurik baduzu? Bai Ez
(Baietz erantzun baduzu, adierazi zer titulu den)
- Ingelesa ikasi duzu akademia edo hizkuntza-eskola ofizial batean edo klase partikularretan? Bai Ez
- Ingeleseko titulurik baduzu? Bai Ez
(Baietz erantzun baduzu, adierazi zer titulu den)
- Ingelesez egiten den herrialderen batean egon dirik egin duzu (ikasketak, lana, udalekuak, etab.) Bai Ez
- Euskal Herrian, ingeleseko udaleku batera joan zara inoiz? Bai Ez

17. Ebaluatu ezazu, 1etik 7ra, ondorengo arrazoiak zein neurritan izan diren garrantzitsuak ikastetxetik kanpo ingelesa ikasteko. (1 = batere ez, 7 = oso arrazoi garrantzitsua izan da)

		batere ez							oso garrantzitsua						
a.	Gustuko dudalako	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b.	Nire etorkizun profesionalari begira	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c.	Kanpoko jendearekin komunikatu ahal izateko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d.	Ziurtagiri bat lortzeko	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e.	Gurasoen eraginagatik	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f.	Beste arrazoi bat:	1	2	3	4	5	6	7	1	2	3	4	5	6	7

18. Ebaluatu ezazu, 1etik 10era, hizkuntza hauetan duzun gaitasuna. (1 = batere ez, 10 = oso ongi)

Euskara	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Gaztelania	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Ingelesa	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Beste bat:	batere ez										oso ongi									
Entzun	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Hitz egin	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Irakurri	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
Idatzi	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

Atzerriko hizkuntza: ingelesa

Mesedez, hurrengo galdesorta bete ezazu eskuineko taula kontuan hartuz.

1 = Erabat desados
2 = Desados3 = Nahiko desados
4 = Ez ados, ezta desados ere
5 = Nahiko ados
6 = Ados
7 = Erabat ados

1.	Hizkuntza ezberdinak hitz egitea gustatuko litzaidake	1	2	3	4	5	6	7
2.	Hizkuntzak ikastea aspergarria da	1	2	3	4	5	6	7
3.	Ingelesez entzuten dudan guztia ulertzen saiatzen naiz	1	2	3	4	5	6	7
4.	Ingelesa ikastea garrantzitsua da nire etorkizun profesionalerako	1	2	3	4	5	6	7
5.	Klaseko kideek ingelesez nik baino hobeto hitz egiten badute, gaizki sentitzen naiz	1	2	3	4	5	6	7
6.	Ingelesa ondo jakitea helburu garrantzitsua da niretzat	1	2	3	4	5	6	7
7.	Prentsa hizkuntza ezberdinetan irakurtzea gustatuko litzaidake	1	2	3	4	5	6	7
8.	Ingelesa jakitea garrantzitsua da jende gehiago ezagutzea errazten didalako	1	2	3	4	5	6	7
9.	Nahiago dut nire denbora beste gauzetan erabiltzea, ingelesa ikasten baino	1	2	3	4	5	6	7
10.	Ingelesa ama hizkuntza duten lagunak edukitzea gustatuko litzaidake	1	2	3	4	5	6	7
11.	Ingelesa ahalik eta gehien ikastea gustatuko litzaidake	1	2	3	4	5	6	7
12.	Nahiago dut telebistan programak bikoiztuta ikustea, ingeleseko jatorrizko bertsioa azpiztituluekin baino	1	2	3	4	5	6	7
13.	Ingelesa hitz egiten den herrialdeetako jendearekin hitz egin ahal izateak motibatzen nau ingelesa ikastera	1	2	3	4	5	6	7
14.	Dakizkidan hizkuntzetan maila bera izaten saiatzen naiz	1	2	3	4	5	6	7
15.	Ingeleseko maila altua dudanez, motibatuagoa sentitzen naiz hizkuntza berri bat ikasteko	1	2	3	4	5	6	7
16.	Ez naiz eroso sentitzen ingelesez hitz egiterako orduan	1	2	3	4	5	6	7
17.	Eroso sentitzen naiz helbide edo norabide bat ingelesez adierazi behar dudanean	1	2	3	4	5	6	7
18.	Gaztetan urduriago sentitzen nintzen ingelesez hitz egiterako orduan	1	2	3	4	5	6	7
19.	Urduri jartzen naiz ingelesez erantzun behar dudanean	1	2	3	4	5	6	7
20.	Unibertsitatean, eroso sentitzen naiz ingelesez hitz egin behar dudanean	1	2	3	4	5	6	7
21.	Ingelesarekin esperientzia negatiboak eduki ditudanez, nahiago dut ez erabiltzea	1	2	3	4	5	6	7
22.	Ingelesarekin esperientzia hain positiboa eduki dudanez, hizkuntza hobetzen jarraitu dut	1	2	3	4	5	6	7
23.	Eroso sentitzen naiz lagunen aurrean ingelesez hitz egiten dudanean	1	2	3	4	5	6	7
24.	Batzuetan urduri jartzen naiz pentsatzerakoan besteek nitaz barre egingo dutela nik ingelesez hitz egiterakoan	1	2	3	4	5	6	7
25.	Taldean nagoenean hitz egitea gustatzen zait	1	2	3	4	5	6	7
26.	Pertsona lasaia naiz, ez naiz erraz urduritzen	1	2	3	4	5	6	7
27.	Lotsatia naiz, ez dut asko hitz egiten	1	2	3	4	5	6	7
28.	Deseroso sentitzen naiz, jendaurrean hitz egiterako orduan	1	2	3	4	5	6	7
29.	Nire helburua ingelesez akatsik gabe hitz egitea da	1	2	3	4	5	6	7
30.	Gaur egun, ingelesez hitz egiterakoan urduriago jartzen naiz	1	2	3	4	5	6	7
31.	Batzuetan hain urduri jartzen naizenez, akatsak egiten ditut	1	2	3	4	5	6	7
32.	Ingelesez hitz egiterako orduan akatsak egiten baditut, kezkatu egiten naiz	1	2	3	4	5	6	7
33.	Nahiz eta ingeleseko maila altua eduki, urduri jartzen naiz	1	2	3	4	5	6	7
34.	Ez naiz eroso sentitzen telefonoz ingelesez hitz egin behar dudanean	1	2	3	4	5	6	7
35.	Urduri jartzen naiz hitz guztiak ulertzen ez ditudanean	1	2	3	4	5	6	7

36.	Urduri jartzen naiz ingelesez hitz egin behar dudanean gaia aldeztu aurretik prestatu gabe	1	2	3	4	5	6	7
37.	Deseroso sentitzen naiz, jendaurrean ingelesez hitz egiterako orduan	1	2	3	4	5	6	7
38.	Eskolan hain gaizki sentitzen nintzen ingeleseko klaseetan ezen hizkuntzarekin ez jarraitzea erabaki bainuen	1	2	3	4	5	6	7
39.	Erosoago sentitzen naiz ingelesez hitz egiten dudanean ingeleseko ama hizkuntza ez dutenekin	1	2	3	4	5	6	7
40.	Gure gizartean, elebiduna izatea garrantzitsua da	1	2	3	4	5	6	7
41.	Gaizki sentitzen naiz pentsatzen dudana ingelesez adierazteko gai ez naizenean	1	2	3	4	5	6	7
42.	Eroso sentitzen naiz atzerritarrekin ingelesez aritzen naizenean	1	2	3	4	5	6	7
43.	Urduri jartzen naizenean, ingeles maila baxuagoa dudala dirudi	1	2	3	4	5	6	7
44.	Eroso sentituko nintzateke, bazkaria ingelesez eskatu beharko banu	1	2	3	4	5	6	7
45.	Ingelesak duen alderik zailena ahoskera da	1	2	3	4	5	6	7
46.	Ingelesak duen alderik zailena gramatika da	1	2	3	4	5	6	7
47.	Nire helburua ingelesean ahoskera bikaina edukitzea da	1	2	3	4	5	6	7
48.	Ingelesa jakitea garrantzitsua da Euskal Herrian lana bilatzerako orduan	1	2	3	4	5	6	7
49.	Garrantzitsua da ingeleseko tituluak edukitzea	1	2	3	4	5	6	7
50.	Lana bilatzerako orduan, ingeleseko tituluak garrantzitsuak dira	1	2	3	4	5	6	7
51.	Erosoago sentitzen naiz ingelesez hitz egiten dudanean ingeleseko ama hizkuntza dutenekin	1	2	3	4	5	6	7
52.	Elebiduna izatea garrantzitsua da niretzat	1	2	3	4	5	6	7
53.	Eleaniztuna izatea positiboa da	1	2	3	4	5	6	7

Bigarren hizkuntza

Mesedez, hurrengo galdesorta bete Ezazu eskuineko taula kontuan hartuz.

Ikusi dezakezunez item bakoitzean bi hizkuntza agertzen dira, aukeratu

zure bigarren hizkuntza.

Bigarren hizkuntza:.....


- 1 = Erabat desados
- 2 = Desados
- 3 = Nahiko desados
- 4 = Ez ados, ezta desados ere
- 5 = Nahiko ados
- 6 = Ados
- 7 = Erabat ados

54.	Euskaraz/Gaztelera entzuten dudana gutzia ulertzen saiatzen naiz	1	2	3	4	5	6	7
55.	Euskara/Gaztelera ikastea garrantzitsua da nire etorkizun profesionalerako	1	2	3	4	5	6	7
56.	Klaseko kideek euskaraz/gaztelera nik baino hobeto hitz egiten badute, gaizki sentitzen naiz	1	2	3	4	5	6	7
57.	Euskara/Gaztelera ondo jakitea helburu garrantzitsua da niretzat	1	2	3	4	5	6	7
58.	Nahiago dut nire denbora beste gauzetan erabiltzea, euskara/gaztelera ikasten baino	1	2	3	4	5	6	7
59.	Euskara/Gaztelera ama hizkuntza duten lagunak edukitzea gustatuko litzaidake	1	2	3	4	5	6	7
60.	Euskara/Gaztelera ahalik eta gehien ikastea gustatuko litzaidake	1	2	3	4	5	6	7
61.	Euskaraz/Gaztelera hitz egiten duten pertsonekin hitz egin ahal izateak motibatzen nau euskara/gaztelera ikastera	1	2	3	4	5	6	7
62.	Ez naiz eroso sentitzen euskaraz/gaztelera hitz egiterako orduan	1	2	3	4	5	6	7
63.	Gaztetan urduriago sentitzen nintzen euskaraz/gaztelera hitz egiterako orduan	1	2	3	4	5	6	7
64.	Urduri jartzen naiz euskaraz/gaztelera erantzun behar dudanean	1	2	3	4	5	6	7
65.	Unibertsitatean, eroso sentitzen naiz euskaraz/ gaztelera hitz egin behar dudanean	1	2	3	4	5	6	7
66.	Euskararekin/Gazteleraekin esperientzia negatiboak eduki ditudanez, nahiago du tez erabiltzea	1	2	3	4	5	6	7
67.	Euskararekin/Gazteleraekin esperientzia hain positiboa eduki dudanez, hizkuntza hobetzen jarraitu dut	1	2	3	4	5	6	7

68.	Eroso sentitzen naiz lagunen aurrean euskaraz/gaztelera hitz egiten dudanean	1	2	3	4	5	6	7
69.	Batzuetan urduri jartzen naiz pentsatzerakoan besteek nitaz barre egingo dutela nik euskaraz/gaztelera hitz egiterakoan	1	2	3	4	5	6	7
70.	Nire helburua euskaraz/gaztelera akatsik gabe hitz egitea da	1	2	3	4	5	6	7
71.	Gaur egun, euskaraz/gaztelera hitz egiterakoan urduriago jartzen naiz	1	2	3	4	5	6	7
72.	Euskaraz/Gaztelera hitz egiterako orduan akatsak egiten baditut, kezkatu egiten naiz	1	2	3	4	5	6	7
73.	Nahiz eta euskarako/gaztelera maila altua eduki, urduri jartzen naiz	1	2	3	4	5	6	7
74.	Ez naiz eroso sentitzen telefonoz euskaraz/gaztelera hitz egin behar dudanean	1	2	3	4	5	6	7
75.	Urduri jartzen naiz euskaraz/gaztelera hitz egin behar dudanean gaia aldeztu aurretik prestatu gabe	1	2	3	4	5	6	7
76.	Deseroso sentitzen naiz, jendaurrean euskaraz/gaztelera hitz egiterako orduan	1	2	3	4	5	6	7
77.	Eroso sentitzen naiz, euskaraz/gaztelera hitz egiterako orduan	1	2	3	4	5	6	7
78.	Eskolan hain gaizki sentitzen nintzen euskarako/gaztelera klaseetan, ezen hizkuntzarekin ez jarraitzea erabaki nuen	1	2	3	4	5	6	7
79.	Erosoago sentitzen naiz euskaraz/gaztelera hitz egiten dudanean euskara/gaztelera ama hizkuntza ez dutenekin	1	2	3	4	5	6	7
80.	Gaizki sentitzen naiz pentsatzen dudana euskaraz/gaztelera adierazteko gai ez naizenean	1	2	3	4	5	6	7
81.	Urduri jartzen naizenean, euskarako/gaztelera maila baxuagoa dudala dirudi	1	2	3	4	5	6	7
82.	Euskarak/Gaztelera duen alderik zailena ahozkoa da	1	2	3	4	5	6	7
83.	Eroso sentitzen naiz, unibertsitatean euskaraz/gaztelera hitz egiterako orduan	1	2	3	4	5	6	7
84.	Euskarak/Gaztelera duen alderik zailena gramatika da	1	2	3	4	5	6	7
85.	Nire helburua euskaraz/gaztelera ahozkoa bikaina edukitzea da	1	2	3	4	5	6	7
86.	Euskara/Gaztelera jakitea garrantzitsua da Euskal Herrian lana bilatzerako orduan	1	2	3	4	5	6	7
87.	Garrantzitsua da euskarako tituluak edukitzea	1	2	3	4	5	6	7
88.	Lana bilatzerako orduan, euskarako tituluak garrantzitsuak dira	1	2	3	4	5	6	7
89.	Erosoago sentitzen naiz euskaraz hitz egiten dudanean euskara ama hizkuntza dutenekin	1	2	3	4	5	6	7
90.	Eroso sentitzen naiz, denda batean euskaraz/gaztelera hitz egiterako orduan	1	2	3	4	5	6	7
91.	Eroso sentitzen naiz norabide bat euskaraz/gaztelera adierazi behar dudanean	1	2	3	4	5	6	7

Mila esker zure parte hartzeagatik!

Appendix 2: Questionnaire in Spanish

 Universidad del País Vasco Euskal Herriko Unibertsitatea	Cuestionario sobre idiomas Parte A
--	---

Acerca de ti

- Edad:
- Sexo: Hombre Mujer
- Lugar de nacimiento: País Vasco Otro:
- Lengua materna: Castellano Euskera Otro:

Tu aprendizaje y conocimiento de idiomas

- ¿En qué modelo lingüístico has estudiado?
 - Todo en castellano, menos la asignatura de euskera
 - Algunas asignaturas en castellano y otras en euskera
 - Todo en euskera, menos la asignatura de lengua castellana
 - Otro:
- ¿Con cuántos años comenzaste a estudiar euskera?
- ¿Con cuántos años comenzaste a estudiar castellano?
- ¿Con cuántos años comenzaste a estudiar inglés?
- ¿Has estudiado alguna vez otras asignaturas en inglés? Sí No
¿Qué asignaturas?
- Evalúa de 1 a 7 tu experiencia con el inglés en el centro escolar en secundaria.
(1 = totalmente en desacuerdo, 7 = totalmente de acuerdo)

		totalmente en desacuerdo					totalmente de acuerdo	
		1	2	3	4	5	6	7
a.	Los profesores tenían un dominio suficiente del inglés	1	2	3	4	5	6	7
b.	Los materiales que usábamos en clase eran adecuados	1	2	3	4	5	6	7
c.	La cantidad de horas de clase de inglés era insuficiente	1	2	3	4	5	6	7
d.	Me enseñaban inglés con el objetivo de obtener títulos	1	2	3	4	5	6	7
e.	Aprender inglés en el centro escolar me resultaba interesante	1	2	3	4	5	6	7
f.	Aprender inglés en el centro escolar me resultaba fácil	1	2	3	4	5	6	7

- ¿Has estudiado euskera en algún Euskaltegi? Sí No
- ¿Tienes algún título en euskera? Sí No
(Si la respuesta es afirmativa, especifica el título)
- ¿Has estudiado inglés en alguna academia, EOI o clases particulares? Sí No
- ¿Tienes algún título en inglés? Sí No
(Si la respuesta es afirmativa, especifica el título)
- ¿Has realizado alguna estancia (estudios, trabajo, colonia, etc.) en algún país de habla inglesa? Sí No
- ¿Has ido alguna vez a una colonia de inglés en el País Vasco? Sí No

17. Evalúa de 1 a 7 hasta qué punto estos han sido motivos para aprender inglés fuera del centro.
(1 = no ha sido motivo, 5 = ha sido un motivo muy importante)

		no ha sido motivo				ha sido un motivo muy importante			
a.	Porque me gusta	1	2	3	4	5	6	7	
b.	Para mi futuro profesional	1	2	3	4	5	6	7	
c.	Para poder comunicar con gente de fuera	1	2	3	4	5	6	7	
d.	Para obtener un certificado	1	2	3	4	5	6	7	
e.	Por influencia de mis padres	1	2	3	4	5	6	7	
f.	Otro motivo:	1	2	3	4	5	6	7	

18. Evalúa del 1 a 10 tus conocimientos de los siguientes idiomas. (1 = ningún conocimiento, 10 = nativo)

Euskera	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Castellano	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Inglés	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Otro idioma:	ninguno										nativo
Escuchar	1	2	3	4	5	6	7	8	9	10	
Hablar	1	2	3	4	5	6	7	8	9	10	
Leer	1	2	3	4	5	6	7	8	9	10	
Escribir	1	2	3	4	5	6	7	8	9	10	

Lengua extranjera: inglés

Por favor lee atentamente cada uno de los ítems que se muestran a continuación y elige la respuesta que se adecue mejor a tu persona teniendo en cuenta el cuadro situado a la derecha.

1 = Totalmente en desacuerdo
 2 = En desacuerdo
 3 = Algo en desacuerdo
 4 = Ni de acuerdo ni en desacuerdo
 5 = Algo de acuerdo
 6 = De acuerdo
 7 = Totalmente de acuerdo

1.	Ojalá pudiera hablar varias lenguas	1	2	3	4	5	6	7
2.	Aprender otros idiomas es aburrido	1	2	3	4	5	6	7
3.	Procuro entender todo lo que escucho en inglés	1	2	3	4	5	6	7
4.	Aprender inglés es importante para mi futuro profesional	1	2	3	4	5	6	7
5.	Me siento frustrado cuando veo que mis compañeros de clase hablan inglés mejor que yo	1	2	3	4	5	6	7
6.	Saber inglés es un importante objetivo en mi vida	1	2	3	4	5	6	7
7.	Ojalá pudiera leer la prensa en varias lenguas	1	2	3	4	5	6	7
8.	Saber inglés es importante, ya que me permite conocer más gente	1	2	3	4	5	6	7
9.	Prefiero aprovechar mi tiempo en otras cosas que aprendiendo inglés	1	2	3	4	5	6	7
10.	Me gustaría tener amigos cuya primera lengua sea el inglés	1	2	3	4	5	6	7
11.	Me gustaría aprender el máximo inglés posible	1	2	3	4	5	6	7
12.	Prefiero ver la televisión doblada que en su versión original en inglés con subtítulos	1	2	3	4	5	6	7
13.	Me motiva aprender inglés por el hecho de poder comunicarme con gente de habla inglesa	1	2	3	4	5	6	7
14.	Procuro mantener el mismo nivel en todos los idiomas que sé	1	2	3	4	5	6	7
15.	Como tengo un buen nivel de inglés, me siento más motivado para aprender un nuevo idioma	1	2	3	4	5	6	7
16.	Me siento incómodo hablando inglés	1	2	3	4	5	6	7
17.	Me siento cómodo si tengo que indicar una dirección en inglés	1	2	3	4	5	6	7
18.	Cuando era más joven me sentía nervioso hablando inglés	1	2	3	4	5	6	7
19.	Me siento nervioso cuando tengo que contestar en inglés	1	2	3	4	5	6	7
20.	Me siento cómodo cuando tengo que hablar en inglés en la universidad	1	2	3	4	5	6	7
21.	He tenido experiencias tan negativas hablando inglés que prefiero no utilizarlo	1	2	3	4	5	6	7
22.	Mis experiencias con el inglés han sido tan positivas que he continuado mejorando el idioma	1	2	3	4	5	6	7
23.	Me siento cómodo cuando hablo en inglés con mis amigos	1	2	3	4	5	6	7
24.	A veces me pongo nervioso pensando en que los demás se reirán cuando hable en inglés	1	2	3	4	5	6	7
25.	Me gusta hablar cuando estoy con un grupo de personas	1	2	3	4	5	6	7
26.	Soy una persona tranquila, no me pongo nerviosa fácilmente	1	2	3	4	5	6	7
27.	Hablo menos que otras personas porque soy tímido	1	2	3	4	5	6	7
28.	Me siento incómodo si tengo que hablar en público	1	2	3	4	5	6	7
29.	Mi objetivo es conseguir hablar inglés sin errores	1	2	3	4	5	6	7
30.	Hoy día me siento más nervioso hablando inglés	1	2	3	4	5	6	7
31.	A veces me pongo tan nervioso que cometo errores innecesarios	1	2	3	4	5	6	7
32.	Me preocupo cuando cometo fallos hablando en inglés	1	2	3	4	5	6	7
33.	Aunque tenga un buen nivel de inglés me pongo nervioso	1	2	3	4	5	6	7

34.	Me siento incómodo hablando en inglés por teléfono	1	2	3	4	5	6	7
35.	Me pongo nervioso cuando no entiendo todas las palabras	1	2	3	4	5	6	7
36.	Me pongo nervioso si tengo que hablar inglés de manera improvisada, sin haberlo preparado con antelación	1	2	3	4	5	6	7
37.	Me siento nervioso cuando tengo que hablar en inglés delante de otras personas	1	2	3	4	5	6	7
38.	Me sentía tan frustrado con las clases de inglés en el colegio que decidí no seguir practicando el idioma	1	2	3	4	5	6	7
39.	Me siento cómodo hablando inglés con gente no nativa	1	2	3	4	5	6	7
40.	Ser bilingüe es algo que se valora en la sociedad	1	2	3	4	5	6	7
41.	Me siento frustrado cuando no soy capaz de expresar lo que pienso en inglés	1	2	3	4	5	6	7
42.	Me siento cómodo hablando inglés con extranjeros	1	2	3	4	5	6	7
43.	Cuando me pongo nervioso parece que sé menos inglés	1	2	3	4	5	6	7
44.	Me sentiría cómodo si tuviese que pedir una comida en inglés	1	2	3	4	5	6	7
45.	Lo más difícil del inglés es la pronunciación	1	2	3	4	5	6	7
46.	Lo más difícil del inglés es la gramática	1	2	3	4	5	6	7
47.	Mi objetivo es lograr una pronunciación perfecta en inglés	1	2	3	4	5	6	7
48.	Saber inglés es importante a la hora de buscar un buen trabajo en el País Vasco	1	2	3	4	5	6	7
49.	Es importante tener títulos de inglés a la hora de buscar trabajo	1	2	3	4	5	6	7
50.	Me cuesta lograr una buena pronunciación en inglés	1	2	3	4	5	6	7
51.	Me siento más cómodo hablando inglés con gente nativa	1	2	3	4	5	6	7
52.	Ser bilingüe es importante para mí	1	2	3	4	5	6	7
53.	Ser multilingüe es positivo	1	2	3	4	5	6	7

Tu segunda lengua

Por favor lee atentamente cada uno de los ítems que se muestran a continuación y elige la respuesta que se adecue mejor a tu persona teniendo en cuenta el cuadro situado a la derecha.

Tu segunda lengua:

- | |
|------------------------------------|
| 1 = Totalmente en desacuerdo |
| 2 = En desacuerdo |
| 3 = Algo en desacuerdo |
| 4 = Ni de acuerdo ni en desacuerdo |
| 5 = Algo de acuerdo |
| 6 = De acuerdo |
| 7 = Totalmente de acuerdo |

54.	Procuro entender todo lo que escucho en euskera/ castellano	1	2	3	4	5	6	7
55.	Aprender euskera/castellano es importante para mi futuro profesional	1	2	3	4	5	6	7
56.	Me siento frustrado cuando veo que mis compañeros de clase hablan euskera/ castellano mejor que yo	1	2	3	4	5	6	7
57.	Saber euskera/castellano es un importante objetivo en mi vida	1	2	3	4	5	6	7
58.	Prefiero aprovechar mi tiempo en otras cosas que aprendiendo euskera/castellano	1	2	3	4	5	6	7
59.	Me gustaría tener amigos cuya primera lengua sea el euskera/castellano	1	2	3	4	5	6	7
60.	Me gustaría aprender el máximo euskera/ castellano posible	1	2	3	4	5	6	7
61.	Me motiva aprender euskera/castellano por el hecho de poder comunicarme con gente que habla euskera/castellano	1	2	3	4	5	6	7
62.	Me siento incómodo hablando euskera/ castellano	1	2	3	4	5	6	7
63.	Cuando era más joven me sentía más nervioso hablando euskera/castellano	1	2	3	4	5	6	7
64.	Me siento nervioso cuando tengo que contestar en euskera	1	2	3	4	5	6	7
65.	En la universidad, me siento cómodo cuando tengo que hablar en euskera/castellano	1	2	3	4	5	6	7
66.	Me sentía tan frustrado con las clases de euskera/castellano en el colegio que decidí no seguir practicando el idioma	1	2	3	4	5	6	7

67.	Mis experiencias con el euskera/castellano han sido tan positivas que he continuado mejorando el idioma	1	2	3	4	5	6	7
68.	Me siento cómodo cuando hablo en euskera/ castellano con mis amigos	1	2	3	4	5	6	7
69.	A veces me pongo nervioso pensando en que los demás se reirán cuando hable en euskera/castellano	1	2	3	4	5	6	7
70.	Mi objetivo es conseguir hablar euskera/ castellano sin errores	1	2	3	4	5	6	7
71.	Hoy día me siento más nervioso hablando euskera/castellano	1	2	3	4	5	6	7
72.	Me preocupo cuando cometo fallos hablando en euskera/castellano	1	2	3	4	5	6	7
73.	Aunque tenga un buen nivel de euskera/ castellano me pongo nervioso	1	2	3	4	5	6	7
74.	Me siento incómodo hablando en euskera por teléfono	1	2	3	4	5	6	7
75.	Me pongo nervioso si tengo que hablar euskera/castellano de manera improvisada	1	2	3	4	5	6	7
76.	Me siento nervioso cuando tengo que hablar en euskera/castellano delante de otras personas	1	2	3	4	5	6	7
77.	Me siento cómodo cuando hablo en euskera/castellano	1	2	3	4	5	6	7
78.	En el colegio me sentía tan mal en las clases de euskera/castellano, que decidí no seguir mejorando el idioma	1	2	3	4	5	6	7
79.	Me siento más cómoda hablando euskera/ castellano con personas que su lengua materna no sea euskera/castellano	1	2	3	4	5	6	7
80.	Me siento frustrado cuando no soy capaz de expresar lo que pienso en euskera/castellano	1	2	3	4	5	6	7
81.	Cuando me pongo nervioso parece que sé menos euskera/castellano	1	2	3	4	5	6	7
82.	Lo más difícil del euskera/castellano es la pronunciación	1	2	3	4	5	6	7
83.	Me siento cómodo cuando tengo que hablar en euskera/castellano en la universidad	1	2	3	4	5	6	7
84.	Lo más difícil del euskera/castellano es la gramática	1	2	3	4	5	6	7
85.	Mi objetivo es lograr una pronunciación perfecta en euskera/castellano	1	2	3	4	5	6	7
86.	Saber euskera/castellano es importante a la hora de buscar un buen trabajo en el País Vasco	1	2	3	4	5	6	7
87.	Es importante tener títulos de euskera	1	2	3	4	5	6	7
88.	Es importante tener títulos de euskera a la hora de buscar trabajo	1	2	3	4	5	6	7
89.	Me siento más cómodo hablando euskera con un "euskaldun zaharra"	1	2	3	4	5	6	7
90.	Me siento cómodo hablando en euskera/ castellano en las tiendas	1	2	3	4	5	6	7
91.	Me siento cómodo si tengo que indicar una dirección en euskera/castellano	1	2	3	4	5	6	7

¡Muchas gracias por tu participación!

Appendix 3: Spanish format of the template used for interviewing university students and young professionals

Información personal y del estudio:

Mi nombre es Alaitz Santos y soy investigadora predoctoral en la Universidad del País Vasco UPV/EHU. Mi tesis doctoral se titula “Anxiety in second and third languages: the case of adult multilinguals from the Basque Autonomous Community”, dirigida por la Dra. Jasone Cenoz y el Dr. Durk Gorter. El objetivo principal de este estudio es el analizar las actitudes y ansiedades existentes en el aprendizaje y uso de segundas y terceras lenguas en el contexto de la Comunidad Autónoma Vasca.

Preguntas:

1. Factores ansiedad

1.1. ¿Cuales crees que son los motivos por los cuales muchas personas del País Vasco se sienten nerviosas al hablar en inglés? ¿Por qué?

- Falta de conocimientos
- Falta de práctica
- Personalidad
- Miedo a cometer errores
- Vergüenza delante de compañeros
- Idealizado el concepto de inglés nativo- si no llegamos a ese nivel no hablamos bien.
- Importancia del inglés hoy día
- Importancia de obtener títulos

1.2. ¿Crees que la importancia que tiene el saber idiomas (inglés sobre todo) hoy día incrementa la ansiedad que las personas pueden tener hacia el idioma? ¿De qué manera?

1.3. Se puede decir que cada día los títulos de idiomas adquieren más y más importancia, ¿sientes presión por tener que acreditar tu nivel en la lengua?

1.4. ¿Crees que el tener un mayor nivel de conocimiento en la lengua extranjera (inglés) hace que uno se sienta más seguro, tranquilo y así tenga menos ansiedad a la hora de hablar en inglés? ¿o no tiene porque influir el nivel de conocimiento que tenga la persona con la ansiedad que se pueda experimentar?

1.5. Dicen que la falta de práctica en un idioma puede ser uno de los causantes de sentirse nervioso a la hora de hablar en una lengua extranjera ¿Qué opináis al respecto? ¿Te ha ocurrido alguna vez el estar un tiempo sin hablar en inglés y al retomarlo sentirte más nervioso de lo habitual? ¿Con el paso del tiempo ese nerviosismo se ha reducido?

1.6. ¿Crees que si no llegamos al nivel nativo o tenemos un nivel muy alto de inglés, preferimos no utilizar la lengua?

1.7. ¿A la hora de hablar inglés que es lo que te frena o te echa para atrás?

1.8. ¿Qué aspecto del inglés te resultan más complicado? ¿ la pronunciación, escuchar...?

2. Ansiedad y contexto

2.1. ¿Crees que el contexto influye en la aparición de esa ansiedad comunicativa?

2.2. ¿Misma ansiedad en clase, trabajo que en un contexto natural?

2.3. ¿Cómo te sientes más nervioso? ¿Cuando tienes que hablar en inglés con una persona nativa o con una persona no nativa?

2.4. ¿Crees que se siente una mayor ansiedad cuando se habla por teléfono? ¿ y por correo electrónico?

3. Efectos ansiedad

3.1. ¿Crees que ese nerviosismo/ansiedad repercute a la hora de la comunicación en inglés?

-Argumenta los motivos en caso afirmativo o negativo. A ser posible da ejemplos.

3.2. ¿Si te quedas atascado hablando en inglés que recursos utilizas?

3.3. ¿Cuáles crees que son las cualidades más importantes para lograr el éxito en inglés (hablado)?

- Arriesgar, experimentar con la lengua...

4. Ansiedad & euskera

4.1. ¿Crees que existe esa misma ansiedad con el euskera para aquellas personas que es su segunda lengua?

4.2. ¿A la hora de hablar euskera que es lo que te frena te echa para atrás?

4.3. ¿Si te quedas atascado hablando en euskera que recursos utilizas?

4.4. ¿Con quién te sientes más nervioso a la hora de hablar euskera, con un euskaldun berri o con un euskaldun zahar? ¿Motivos?

4.5. ¿Qué aspecto del euskera te resulta más complicado? ¿gramática?

4.6. ¿Cuales crees que son los motivos por los cuales las personas del País Vasco se puedan sentir nerviosos al hablar en euskera? ¿Por qué?

Appendix 4: Example of transcribed interview

1. Factores ansiedad

1.1. ¿Cuales crees que son los motivos por los cuales las personas del País Vasco se sienten nerviosas al hablar en inglés? ¿Por qué?

En primer lugar partimos de una base, de no sólo en el País Vasco, a nivel España la percepción que se tiene es que somos malos por naturaleza, eso en primer lugar yo diría el tener una imagen de que somos malos hablando en inglés.

1.2. ¿Crees que el tener un mayor nivel de conocimiento en la lengua extranjera (inglés) hace que uno se sienta más seguro, tranquilo y así tenga menos ansiedad a la hora de hablar en inglés?

Claro al final tú al no dominar una lengua sí que es verdad que te sientes más inseguro a la hora de expresarte, si no lo dominas es obvio que no vas a tener esa confianza.

Alaitz: ¿En tu caso personal?

Si, más que ansioso falta de confianza.

1.3. Dicen que la falta de práctica en un idioma puede ser uno de los causantes de sentirse nervioso a la hora de hablar en una lengua extranjera ¿Qué opinas al respecto? ¿Te ha ocurrido alguna vez el estar un tiempo sin hablar en inglés y al retomarlo sentirte más nerviosos de lo habitual? ¿Con el paso del tiempo ese nerviosismo se ha reducido?

Es obvio, si no tienes, si no practicas un idioma es normal que no te sientas con confianza. En mi caso particular, desde que vine de estar en el extranjero, tanto en Irlanda como en Amsterdam ha habido un periodo en el

que he dejado de utilizar el idioma, alrededor de 6 meses y sí que es verdad que en estas últimas veces que he tenido que afrontar una situación en la que expresarme en inglés, ya sea en una entrevista o en otra situación pues he tenido menos confianza y eso es evidente por una falta de práctica.

Alaitz: ¿Cuándo has estado un tiempo sin hablar el idioma y lo has tenido que retomar?

Sí que es verdad que el hecho de haber estado un año en el extranjero, he tenido que afrontar una serie de situaciones como convivir con ingleses nativos, trabajar en un entorno en el que el idioma oficial es el inglés, sí que es verdad que te da tablas a la hora de afrontar posteriormente una entrevista en inglés o tener que hablar, pero sí que es verdad que el hecho de haber estado parado y no practicar apenas el idioma sí que me he podido sentir un poco nervioso, ¿me acordaré de algunas palabras? ¿Cómo decir algunas expresiones, tendré soltura a la hora de expresarme? Sí que creo que influye el haber estado parado un tiempo sin practicar, pero también como te decía el haber estado un tiempo en el extranjero creo que me da tablas y seguridad de afrontar estas nuevas situaciones.

- Personalidad

Por supuesto, yo creo que hay gente que es más tímida, gente menos tímida, hay gente que es más echada para adelante, que se puede tirar a la piscina y sin embargo hay otras personas que son más cohibidas, más vergonzosas que no tienen esa confianza, ese miedo a equivocarse o al qué dirán por haberme expresado mal, por no saber cómo decir una palabra. Por lo que la personalidad sí que influye a la hora de expresarte en un idioma.

Alaitz ¿Tú cómo definirías tu personalidad?

Yo soy una persona echada para adelante y cómo te decía, igual del grupo de que no tiene miedo a tirarse a la piscina, a equivocarse y eso al estar en una situación que a lo mejor no dominas mucho el idioma, pero te expresas como puedes, sin temor al me voy a equivocar o voy a pronunciar mal. En mi caso por mi personalidad sí que soy más de los del grupo de echado para adelante, sin miedo a equivocarme, pero claro todo depende de que contexto, no es lo mismo estar en un bar tomándote una cerveza y hablando con alguien que tal vez haciendo una entrevista o ayudando a un turista en la calle, son tres situaciones diferentes, en los que igual sí que te puedes sentir más o menos cohibido.

- Vergüenza delante de compañeros

Yo diría también como punto principal aquí también el contexto. No es lo mismo estar con mi cuadrilla una tarde, con mis amigos en un entorno de confianza en el que aunque estemos un grupo importante de personas, digamos vamos a practicar el inglés, que sin embargo estar con una sola persona pero haciendo una entrevista de trabajo y están midiendo un poco tu nivel de inglés, pues por una lado tenemos un grupo amplio de personas y en otro una única persona, pero debido al contexto una es una entrevista y la otra un entorno de confianza de amigos, por lo que sí que puede influir. Por otro lado, sí que creo que si hablamos de número de personas sí que tienes más ansiedad a la hora de expresarte a un grupo de 5-6 personas que una conversación de tú a tú.

Alaitz: Vamos a ponernos en la circunstancia de que ahora mismo tú tienes que hablar inglés con un hombre, ¿te sentirías más nervioso si en esa misma situación ahora estuviesen cuatro amigos tuyos o conocidos?

Yo creo que por el hecho de haber estado un tiempo en el extranjero y demás, al estar con mis amigos sí que sentiría una pequeña presión, por el

hecho de que tengo que justificar, tienes esa presión de tener que demostrar de que ostras evidentemente dominas el idioma. Las expectativas que los demás tienen de tí desde luego que afectan. El claro ejemplo es el mío. Vería esa presión de demostrar, de oye, he estado fuera viviendo con irlandeses, he trabajado en una empresa extranjera en la cual se hablaba inglés, para que veáis que he aprovechado el tiempo.

1.4. ¿Crees que si no llegamos al nivel nativo o tenemos un nivel muy alto de inglés, preferimos no utilizar la lengua?

Si, puede ser. Al final es la actitud más simple, más fácil, la más sencilla. No, como no domino a la perfección un idioma pues prefiero no pasar ese mal rato o prefiero no mostrar mis debilidades, mis inseguridades, mi mala pronunciación, mi mala forma de expresarme en inglés. Que hasta que no alcanzo ese dominio nativo, o nivel extremo de controlar el idioma. Puede ser que haya gente, que prefiera no expresarse en inglés, por el hecho de no dominar completamente el idioma. Un ejemplo de eso puede ser que mucha gente que se va al extranjero se junta con españolas. ¿Qué significa eso para mí? Al final la gente que se va fuera lo que hace es adaptar la actitud más sencilla, si yo me junto con un grupo nativo inglés de ahí, igual no voy a saber interactuar con ellos, no voy a pillar las gracias que van a decir, voy a estar tal vez en un segundo plano, porque no voy a poder explicarme con tanta agilidad, pues dicen bahh me junto con españoles y estoy en un entorno de confianza, lo más sencillo. Y creo que esto está relacionado con lo que dices, la gente al no dominar por completo el idioma, o por no dominar esas situaciones pues dicen me junto con españoles, me limpio las manos y ya está.

1.5. ¿Crees que la importancia que tiene el saber idiomas (inglés sobre todo) hoy día incrementa la ansiedad que las personas pueden tener hacia el idioma? ¿En qué manera?

Si, la verdad es que hoy día las oportunidades que tenemos en cuanto a viajar fuera, que nuestros padres nos costeen una educación, las oportunidades que tenemos son muchísimo mayores que las que tenían hace 20 años. Hoy en día el saber inglés no es una opción es obligatorio, entonces sí que puede general cierta ansiedad en la gente. En el currículum además de tener un máster, una carrera, es obligatorio dominar ya no solo un idioma sino varios y entre ellos el inglés se da por supuesto. Entonces sí que creo que puede haber cierta presión, ya que hoy en día el inglés se da por supuesto de que se tiene que controlar y sin embargo hace 20 años no, digamos que el entorno sociocultural ha cambiado, hoy en día vivimos en la globalización en el que tienes un montón de oportunidades para viajar, antes no había esas oportunidades de viajar a China, hoy día debido a que puedes hacer eso necesitas dominar idiomas, no puedes irte de viaje sin dominar algo de inglés, porque estás fastidiado sino, o quieres comprar online, en una tienda online de Alemania y lo vas a tener en inglés, es decir, hoy en día el entorno sociocultural también requiere que domines el inglés.

1.6. Se puede decir que cada día los títulos de idiomas adquieren más y más importancia, ¿sientes presión por tener que acreditar tu nivel en la lengua?

En mi caso particular no siento presión porque yo tengo la experiencia de haber trabajado en empresas en diversos países internacionales entonces por un lado ya tengo algo que puedo acreditar, el haber tenido una experiencia laboral en el extranjero, eso me da más para probar que domino un idioma, que acreditar un título. El tener el First, no significa que domines mucho un idioma. Hay gente que tiene títulos, que se lo han sacado hace 5 años y no han estado viviendo en un país de fuera sino que se ha estudiado el formato del examen, ha pasado el examen y listo y para mí el haber estado viviendo fuera, trabajado fuera, tiene más peso y

significa que puedes acreditar de mejor manera. Pero también diría que a nivel social sí que es muy importante en la sociedad española, pero no en otros países el conseguir un título que certifique, que te acredite como que dominas el idioma, pero en mi caso particular porque cuento con la baza de poder probar que he trabajado en dos países fuera, eso creo que me da garantías para decir que domino el inglés, pero a nivel general sí que creo que influye en la ansiedad.

1.7. ¿A la hora de hablar inglés que es lo que te frena te echa para atrás?

La falta de vocabulario por un lado y por otro cuando tú estás hablando en inglés ,directamente tú estás pensando la respuesta en castellano, por eso muchas veces las frases hechas, las expresiones en castellano no son lo mismo que en inglés o se dicen de diferente manera o yo las desconozco y entonces entiendo yo que el cerebro tiene que ir a una marcha mayor para decir otras quiero decir esto en castellano pero en inglés no sé cómo decirlo o conozco la expresión tengo que buscar rápido otra manera de decirla en inglés sin perder el ritmo de la conversación, entonces yo diría que me frena eso. El hecho de querer decir algo, pero no saber cómo expresarlo.

1.8. ¿Qué aspecto del inglés te resulta más complicado? ¿Pronunciación, escuchar...?

Diría el tema de los acentos igual, entiendo yo que hay varias como en euskera. No es lo mismo un inglés de Escocia, de Irlanda, Londres, americano, entonces diría el tema de la pronunciación a la hora de hablar con otra persona. Porque por ejemplo cuando estuve en Escocia al principio no me enteraba de nada, porque el acento es super cerrado, pero luego ya llevas un mes y más o menos te adaptas al acento, a la pronunciación de

ellos y luego hablas con un americano y no le entiendes nada. Por lo que diría que el tema de adaptarte a la pronunciación del otro.

2. Ansiedad y contexto

2.1. ¿Crees que el contexto influye en la aparición de esa ansiedad comunicativa?

Si, si desde luego.

2.2. ¿Misma ansiedad en clase, trabajo que en un contexto natural?

No, influyen muchos factores. No es lo mismo una persona tímida que tiene que expresarse en clase y que además no domina el idioma que una persona extrovertida que domina el idioma, no le importa hablar en público. Creo que hay muchos factores, el tema de la presión, el qué dirán, que imagen voy a transmitir de que no estoy preparado o en una entrevista que al final te estás jugando el que te vayan a coger o no, porque al final por mucho título que tengas si no das la talla en inglés lo más seguro es que no te vayan a llamar.

Alaitz: ¿Tú en qué contexto te sientes más ansioso?

En el entorno laboral no, una vez que ya tienes el puesto, ya te han dado ese voto de confianza y en principio no me sentiría nervioso a la hora de utilizar el inglés en un entorno laboral con mis compañeros, dicho esto, también tendría en cuenta el tipo de nivel que tuviesen el resto, es decir si me encuentro en una reunión en la cual de los 5 que estamos 4 tienen un nivel espectacular pues sí que es verdad que tendría algo de ansiedad y me sentiría más nervioso por no estar a la altura de... me tendría que poner las pilas

Alaitz: ¿No sientes que en el trabajo tienes que demostrar tu valía?

Yo creo que si ya te han contratado es porque han confiado en tí, ven que estás preparado, pero si que es verdad que tienes cierta responsabilidad de demostrar el porqué te han contratado y si una de las características por las que te contrataron es el dominio del inglés, pues obviamente si me tengo que expresar en inglés sí que sentiría cierta responsabilidad de decir “ostras me han contratado entre otras cosas porque tengo experiencia en el extranjero, porque tengo un título y tal ahora estamos en una reunión y tengo que demostrar que sé hablar en inglés”, pero hasta cierto punto porque si ya estoy contratado no sentiría una excesiva presión y me vuelvo a repetir y teniendo en cuenta el nivel de inglés del resto, si todos tuviesen un nivel increíble sí que me sentiría un poco más cohibido y luego en un contexto académico, como anécdota yo recuerdo un par de años antes de irme al extranjero en las clases particulares de inglés de la universidad cada uno teníamos que hacer una exposición en inglés, antes de irme fuera mi nivel de inglés era bastante malo y yo lo que hice fue prácticamente memorizarme la exposición, la charla y lo que me sucedió fue que a la hora de subirme a la tarima y dar la charla en el segundo 20 me quedé prácticamente en blanco no me acordaba de nada, me empecé a poner nervioso y a diferencia de cuando he tenido que hablar en público que no me ponía nerviosos y demás, en ese caso mi mente se puso en blanco y me puse a ver la chuleta para intentar recordar qué es lo que tenía que decir, pero por el hecho de haber memorizado la presentación y por el hecho de que fuese en inglés tuve un bloqueo mental. Fue significativo porque anteriormente yo ya había realizado exposiciones en público con total tranquilidad, cero nerviosismos y mucha confianza, pero el hecho de que esta fuese en inglés y el hecho de memorizar todo de arriba abajo creo que me pasó factura y me quedé en blanco.

Alaitz: ¿Y en el extranjero sientes ansiedad?

No, yo creo que por el hecho de haber estado un año fuera me ha dado tablas

Alaitz: ¿Antes de haberte ido fuera?

Si puede ser, yo creo que sí.

2.3. ¿Cómo te sientes más nervioso? ¿Cuándo tienes que hablar en inglés con una persona nativa o con una persona no nativa?

En un entorno laboral con la persona que no es nativa, porque creo que el hecho de que la persona nativa creo que va a aceptar mejor mis errores, o mi mala pronunciación que la persona que no es nativa. Por la persona no nativa me voy a sentir más evaluado, porque considero que la persona que no es nativa, pero al tener un muy buen nivel de inglés ha hecho un progreso, un proceso de perfeccionar su inglés, ha hecho una evolución importante para llegar a tener un nivel de inglés alto y eso le va a llevar a analizarme más que una persona que de toda la vida habla en inglés.

2.4. ¿Crees que se siente una mayor ansiedad cuando se habla por teléfono?

Por teléfono sí que puedo llegar a ponerme más nervioso, por el simple hecho de que tú cuando estás con una persona y le ves es más fácil entenderse, si estás con una persona cara a cara, tienes más recursos, puedes ver la reacción , tienes más señales para saber si os estáis entendiendo o no, sin embargo por teléfono es simplemente el escuchar y entonces yo creo que al ser un idioma que no dominas el hecho de estar en persona es como que tienes más estímulos, más recursos que os van a hacer entender si os estáis comunicando bien o no.

3. Efectos ansiedad

3.1. ¿Crees que ese nerviosismo/ansiedad repercute a la hora de la comunicación en inglés?

Por supuesto, al final el ritmo, la velocidad de la conversación es natural, pero si nos ponemos a hablar en inglés puede que haya un momento en el que me pare a pensar. Entonces estamos conversando de manera diferente, me tengo k parar, pensar y claro para no romper ese ritmo de conversación, o en vez de pararme a pensar ¿Cómo se conjugaba este verbo? digo lo primero que me sale para no romper ese ritmo de la conversación, incluso el tono de la voz en inglés por el hecho de ponerte nervioso, el tono de voz se puede ver alterado de los nervios.

3.2. ¿Si te quedas atascado hablando en inglés que recursos utilizas?

Pregúntales directamente how do you say? a la otra persona y los gestos.

3.3. ¿Cuáles crees que son las cualidades más importantes para lograr el éxito en inglés (hablado)?

Yo diría que el hecho de vivir una experiencia en el extranjero es imprescindible, al final por muchas academias que te apuntes, por muchas series que veas si quieres pillar el oído y dominar un idioma te tienes que ir a donde se habla, a un país nativo. Ese es el punto más importante, por otro lado la práctica, por mucho título que tengas, por mucho que te hayas ido fuera, nosotros al no ser nativos, si no lo practicas, si no lo hablas, al no ser nativos si estás un año sin hablarlo pierdes un montón. Y por otro lado, el tema de la confianza esto está ligado a los otros dos puntos. El hecho de echarte para adelante.

4. Ansiedad & euskera

4.1. ¿Crees que existe esa misma ansiedad con el euskera para aquellas personas que es su segunda lengua?

Sí, yo creo que sí. Pero creo que es menor porque se da por supuesto de que poca gente habla en euskera, en el trabajo en pocos sitios te lo van a pedir, depende de en qué profesión. Hoy en día creo que es más importante el inglés que el euskera. Entonces creo que nos agarramos a eso y al hecho de que no se utiliza mucho el euskera para que la gente tenga menos ansiedad.

Alaitz: ¿No te parece el euskera imprescindible para acceder a un trabajo?

Para profesor, periodista... Para encontrar trabajo aquí en el País Vasco tampoco lo veo tan imprescindible, teniendo en cuenta qué profesiones, en algunas muy concretas sí que lo veo imprescindible pero diría un 70/30.

Alaitz: ¿Tú te pones nervioso al hablar en euskera?

Yo diría que sí. A mí se me cae la cara de vergüenza el hecho de ser euskaldunes, haber nacido aquí y no hablar bien nuestro idioma, teniendo eso en cuenta con lo orgulloso que me puedo sentir de ser vasco, el no dominar un idioma, el euskera me genera bastante ansiedad, porque creo que tendríamos que hablar todos super bien en euskera.

4.2. ¿A la hora de hablar euskera que es lo que te frena o te echa para atrás?

En primer lugar la gente con la que me rodeo no hablo en euskera. Lo primero que me frena es que no tengo con quién hablar en euskera para empezar y luego por otro lado mi pronunciación, mira que así como con el inglés no me preocupa porque digo bueno es un idioma que no es el mío, el nativo, pero yo como el euskera lo entiendo como un idioma mío, debería de tener una pronunciación perfecta, pero no lo es y sí que me puede llegar

a crear más vergüenza o ansiedad de decir, ostras eres euskaldun y ¿cómo hablas tan mal?

4.3. ¿Si te quedas atascado hablando en euskera que recursos utilizas?

Pasarme al castellano. Yo cuando voy a hablar en euskera es con una persona que sabe castellano entonces ...

4.4. ¿Con quién te sientes más nerviosos a la hora de hablar euskera, con un euskaldun berri o con un euskaldun zahar? ¿Motivos?

Con un euskaldun zaharra, por ejemplo con alguien de Azpeiti claramente. Para empezar mi euskera el poco que sé es el batua, por lo que voy a comunicarme mejor con alguien que tenga un euskera como el mío. Por otro lado, alguien que no es de la capital es más euskaldun, está más arraigado a su tierra. Me siento más evaluado por un euskaldun zahar, porque en Donosti aa mí me da la impresión que muy poca gente habla euskera, sin embargo en pueblos como Zumaia, Azpeitia es al revés, oyes hablar en castellano y te choca.

Alaitz: ¿Por qué te evalúas a ti mismo que sabes poco euskera, cuando has estudiado en el modelo D durante 15 años?

Yo considero que mi nivel de euskera es bastante bajo, a pesar de que haya estudiado los años previos a la universidad todo en euskera, sin embargo, la gente con la que me rodeo no son eusko parlantes y yo no hablo con ninguno de ellos en euskera, por lo que llevo prácticamente 6 años sin hablar en euskera, menos en ocasiones puntuales, por lo que es un idioma que lo tengo super olvidado. El euskera no es mi lengua materna, pero lo he estudiado desde pequeño, sin embargo por el hecho de llevar 6 años sin utilizarlo considero que tengo poco nivel.

4.5. ¿Qué aspecto del euskera te resulta más complicado?

La falta de vocabulario. Los verbos creo que es algo que lo trabajé super bien desde pequeño y no tengo ningún problema, o el construir frases o el entender, entiendo perfectamente, pero a la hora de expresarme tengo falta de vocabulario, muchas veces me pasa que empiezo a pensar una palabra.

4.6. ¿Cuales crees que son los motivos por los cuales las personas del País Vasco se puedan sentir nerviosos al hablar en euskera? ¿Por qué?

- Falta de conocimientos

Desde luego, si dominase perfectamente el idioma, sentiría cero ansiedad, pero por el hecho de no controlar, me puedo llegar a sentir inseguro, con falta de recursos, de quiero decir esto pero no sé cómo expresarme, no sé como se dice esta palabra.

- Miedo a cometer errores

Siento más miedo a cometer errores en euskera que en inglés. Yo doy por hecho de que alguien que ha nacido en el País Vasco tiene que hablar muy bien euskera, porque es nuestro idioma, porque lo hemos aprendido en la escuela, porque lo deberías de hablar al menos con alguien con el que te relacionas en tu día a día, pero yo veo que no es así, por lo que sí que me puede llegar a resultar un problema el hecho de tener más problemas a la hora de expresarme en euskera que en inglés, porque con el euskera deberíamos hablar muy bien y en mi caso no lo es.

- Importancia del euskera hoy día

Yo con el euskera lo veo todo bastante pesimista, como en el inglés si veo que hay un percepción de que en tu curriculum tiene que poner que tienes un nivel alto, con el euskera no veo que haya eso, y me fijo en el entorno en el que me muevo, mis amigos, mis conocidos que están preocupados con el inglés y con el euskera no veo que haya esa preocupación de otras tengo

que saber hoy en día euskera para trabajar. No lo percibo, puede que esté equivocado pero yo no lo veo así. A pesar de que me parezca muy triste y alarmante.

- Importancia de obtener títulos

Puede ser, obviamente un curriculum va a vestir mejor si tiene el EGA que si no lo tiene, pero si te pones a pensarlo es un poco gracioso que nos pidan títulos, cuando debería darse por supuesto de que todo el mundo sepa euskera, por lo que es un poco ridículo. Es como el castellano, otros sitios como Madrid no les piden el nivel tal de castellano. Se debería dar por hecho. Pero de nuevo, no percibo que la gente tenga una preocupación terrible. Con el inglés sí que veo de que necesito para el curro. Pero con el euskera yo no percibo que la gente tenga esa preocupación. En las ofertas de trabajo me he encontrado muy pocas que te digan imprescindible euskera, así como que me he encontrado muchas otras que pone se valora mucha el inglés. Habrá trabajos concretos en los que si no tengo el EGA no voy a ningún sitio, pero en general me parece que pesa más que sepas inglés o francés o alemán a que tengas el EGA, al final hoy día al estar en la globalización las empresas mayoritariamente tienen un carácter internacional de expansión, de carácter global más que local. Por lo que prima más que sepas alemán, inglés a que sepas euskera.

Appendix 5: Example of transcribed Focus Group Discussion

1. Factores ansiedad

1.1. ¿Cuales creéis que son los motivos por los cuales las personas del País Vasco se sienten nerviosas al hablar en inglés? ¿Por qué?

F1: No conocen suficientemente el idioma.

F2: Creo que en Euskadi no se estudia bien el inglés y desde pequeños no aprendemos bien el inglés, luego llegamos a la carrera y seguimos teniendo unas faltas bastantes grandes y no lo adquirimos como nuestra lengua, yo no lo considero propia, mía. La experiencia también me parece un factor importante.

F3: La práctica.

1.2. ¿Creéis que el tener un mayor nivel de conocimiento en la lengua extranjera (inglés) hace que uno se sienta más seguro, tranquilo y así tenga menos ansiedad a la hora de hablar en inglés?

F2: Yo creo que sí, pero también hay que tener en cuenta otros factores como puede ser la práctica. Si nunca has hablado, por mucho que lleves 10 años estudiando un idioma, si no llegas a hablar en clase y no practicas puedes saber muy bien la gramática, puedes saber comprender un texto pero si no practicas es un impedimento.

1.3. Dicen que la falta de práctica en un idioma puede ser uno de los causantes de sentirse nervioso a la hora de hablar en una lengua extranjera ¿Qué opináis al respecto? ¿Os ha ocurrido alguna vez el estar un tiempo sin hablar en inglés y al retomarlo sentirse más nerviosos de lo habitual? ¿Con el paso del tiempo ese nerviosismo se ha reducido?

F2: Si que tengo ansiedad y yo creo que es por la falta de práctica. Si hubiese vivido fuera y hubiese experimentado una situación tendría otra seguridad.

F3: Me ha pasado estar un tiempo sin hablar el inglés y al retomarlo sentirme más nervioso, porque has perdido.

F2: A mí también. Yo por ejemplo en algún momento he estado en alguna academia, pero si luego te viene un momento de vacaciones o de break, luego al retomarlo pues ya incluso al comenzar siento vergüenza, siento pudor.

F1: Cuando llevo un montón de tiempo sin hablar, de repente se te olvida entonces te da más vergüenza.

- Personalidad

F1: Yo creo que la personalidad sí que tiene que ver. Si eres extrovertido te da menos vergüenza y aunque no conozcas te vas a lanzar más que una persona que tenga vergüenza y entonces como no controla ese idioma por miedo de hacer el ridículo no habla. Aunque en mi caso si fuese más extrovertido tampoco creo que hablaría inglés.

F2: Yo creo que tiene que ver aunque hay que tener en cuenta también otros factores. Más que extrovertido las ganas, puedes ser muy extrovertido pero no tener ninguna gana de hablar inglés, no tienes una razón. Si está en Inglaterra por supuesto que se va a esforzar, pero si está en una fiesta aquí en Donostia y hay gente inglesa igual no tiene la necesidad de comunicarse con esas personas.

- Vergüenza delante de compañeros

F2: Si, por supuesto. Como tengas que hablar en inglés en el trabajo, alrededor de otras personas que están con el ordenador que no tengan otra cosa que hacer que escucharte, yo me iría al baño y llamaría por teléfono. Yo es que intento evitar, si llego a ese momento intento evitarlo. Te cayas y listo. Todos lo evitan.

F2: Cuando hay más gente lo pasas peor, aunque si es gente de confianza te pueden echar una mano, depende con la persona que estés. Si la cago yo, ya sé que estás tú, aunque yo creo que me seguiría dando más pudor aún estando con mi pareja.

F3: Sentiría mayor ansiedad estando acompañado. A mí me da ansiedad con todo el mundo, por la falta de conocimiento.

F1: Depende como conozcas a la persona, si le conoces mucho mucho mucho igual ya no te da tanta vergüenza, pero a nada que tengas un trato de típica persona que saludas por la calle, te da más vergüenza que con personas que no conoces de nada. Con una persona que tengas que quedar bien, que no quieras hacer el ridículo, te da mayor ansiedad

1.4. ¿Creéis que si no llegamos al nivel nativo o tenemos un nivel muy alto de inglés, preferimos no utilizar la lengua?

F1: Yo creo que se supone que deberíamos saber mejor de lo que sabemos. Si yo supiese francés al igual que como se inglés, sería el rey del mambo, no me daría ninguna vergüenza, pero como deberíamos saber más inglés de lo que sabemos, entonces crees que no estás capacitado para mantener una conversación.

1.5. ¿Creéis que la importancia que tiene el saber idiomas (inglés sobre todo) hoy día incrementa la ansiedad que las personas pueden tener hacia el idioma? ¿En qué manera?

F2: Si, por supuesto.

F1: Tienes la esperanza de encontrar un trabajo, yo en mi caso que no te exijan inglés, o que no te exijan un nivel de inglés elevadísimo. Yo creo que me supondría tanto esfuerzo el adquirir el nivel que piden para un puesto donde se requiere un nivel alto de inglés. Que entonces no sigues por ahí, para el resto de mi vida normal ya me vale, para los viajes para entenderme ya me vale y si tengo que hablar con alguien más o menos me puedo entender, con lo cual lo que me preocupa es el trabajo y digo, voy a intentar buscar algo en lo que no necesite el inglés.

F2: Tú crees que puedes alcanzar un objetivo a corto plazo que crees que puede estar bien, intentas alcanzar ese objetivo pero luego ves que el requisito de la sociedad siempre va a estar más alto, los requisitos laborales siempre van a estar más altas de lo que piensas llegar tu a corto-medio plazo y eso te desespera un poco y al final piensas jo el objetivo está tan lejos que para qué voy a empezar a hacer pequeños esfuerzos para pasarlo mal, no conseguir casi nada, pues aunque sea dices mira cojo los toros por los cuernos, me voy fuera al extranjero, aprendo inglés lo hago a tope pero no voy a empezar a hacer el “chorra” con una persona que para hablar tres minutos y el hándicap que me produce, pues no lo hago.

F3: Yo veo que el inglés para donde vivo no me hace falta, no lo veo necesario para poder vivir donde estamos. Yo aquí no veo requisito imprescindible tener inglés.

1.6. Se puede decir que cada día los títulos de idiomas adquieren más y más importancia, ¿sentís presión por tener que acreditar tu nivel en la lengua?

F2: Hasta hace poco no me sentía presionado por tener por ejemplo el “First” o no, pero el año pasado me examiné del B2 y la gente me decía no te vas a presentar al First? Sí que es un requisito imprescindible para optar

a ciertos puestos de trabajo porque realmente te abre puertas pero realmente si tú lo dominas no tienes esa obligación, y si algún momento dado quieres sacarte ese examen pues ya te lo sacarás. Yo quiero dominar el inglés para saber hablarlo, no para tener un título. Mi objetivo es saber hablarlo y poder comunicarme y utilizarlo laboralmente. Con el euskera sí que es verdad que cuando me saqué el C1 me quedé muy tranquilo y aunque ahora considere que no tengo ese nivel, por lo menos puedo mostrarlo.

F1: Yo necesitaría sacarme como mínimo el Advance, pero todavía no me he puesto ya me pondré. Hoy en día para buscar trabajo, si no es que sea un puesto específico donde no necesiten inglés que son muy pocos, porque hoy día para cualquier trabajo te van a pedir inglés y sino como ya te lo piden y no lo tienes pues obviamente me siento presionado, pero me siento presionado no por conseguir el título sino por tener que aprender, porque a mí por mucho que me cojan si luego me van a exigir que me comunique con una persona en una reunión y no me voy a enterar de nada pues ya no es solo por el título. Yo ahora que trabajo y a veces sí que tengo cosas en inglés, pues aunque en su día me cogieron tengo esa cosa de no me quiero enfrentar a nada en inglés, porque no tengo el nivel.

1.7. ¿A la hora de hablar inglés que es lo que os frena te echa para atrás?

F2: La pronunciación, no saber expresarte el vocabulario. Pero a mí la pronunciación me da bastante miedo.

F3: En mi caso abarca todo. Entender igual puedes entender algo, pero lo que es la hora de expresarte te limita mucho.

F1: A mí del inglés lo que más me cuesta es hablar, es lo que más difícil se me hace. Entender bueno y escribir ni tan mal

2. Ansiedad y contexto

2.1. ¿Creéis que el contexto influye en la aparición de esa ansiedad comunicativa?

Todos de acuerdo

2.2. ¿Misma ansiedad en clase, trabajo que en un contexto natural?

F1: Mucha menos ansiedad en la calle. La gente no me está prestando tanta atención y si meto la pata, las consecuencias son menores y en la calle también variaría según de quién esté rodeado. Pero por lo general en la calle, las repercusiones que vaya a tener el hacerlo mal, pues no pasa nada. Te echas unas risas, has hecho el ridículo pero ya está.

En clase mal, porque es la típica gente que son conocidos, tampoco tienes esa confianza en la que te da igual que se rían de tí, seguramente habrá gente que sepa hablar mucho mejor que tú inglés y ya de partida estás diciendo la voy a cagar porque no dominas el inglés igual que los demás y estás bastante nervioso.

En el trabajo lo peor, donde mayor ansiedad porque tiene consecuencias, no te voy a decir que te van a echar pero hasta podría llegar a ser, “si es que este tío no tiene ni idea de inglés y para poder desarrollar este trabajo necesitamos que conozca el idioma” entonces eso sería lo peor, porque además te están juzgando, tienes que demostrar tu valía. El contexto que más ansiedad me produce es en el contexto del trabajo, luego en la universidad y por último en la calle. En la calle siento mayor ansiedad aquí en Donostia que cuando voy a un país extranjero. Si estoy fuera la gente ya sabe que es mi idioma nativa, la gente de la que estoy rodeado no me conoce y me da más igual hacer el ridículo.

F2: En la calle es el contexto que menos apuro o menos vergüenza me puede provocar, aunque partiendo de la base de que siempre me surge ansiedad. Claro que ansiedad si veo venirlo, sino no me produce ansiedad. Por ejemplo si tengo que ir a pedir algo en inglés eso me produce ansiedad, pero si es algo que no me lo espero pues no. En clase depende de si conozco la materia, puede ser frustrante si no me sale correctamente, pero bueno te ha salido mal, otra vez será y no va haber una consecuencia muy muy negativa por tu mala actuación. Tendría terror, lo llevaría fatal hacer una exposición en inglés, pero si me hacen una pregunta como no me lo espero no hay ansiedad.

En el trabajo lo peor. Es un requisito, es tu forma de vida si ya no demuestras es que no vales para eso entonces es bastante presión.

F3: En la calle depende, si me preguntan dónde está tal calle, me pondré nervioso pero le sabría contestar o la hora o cualquiera de esas tonterías, si ya es algo más importante olvídate ya, porque lo evito completamente.

En clase, si te lo preparas bien y más o menos te puedes defender pues igual algo menos que si te preguntan algo más técnico. A la hora de explicar un tema, cualquier chorrada pues te está mirando más gente que cuando en la calle te preguntan algo. Al final lo pasas peor con más gente.

En el trabajo evitaría completamente, cojo algo que no me pida inglés. Si estás en una tienda y te viene una chica preguntándote una calle en inglés, le explicaría como pudiese pero sería el peor sin duda.

Me siento más nervioso cuando tengo que utilizar el inglés en Donostia que fuera, ya que vas de turista.

2.3. ¿Cómo os sentís más nerviosos? ¿Cuándo tenéis que hablar en inglés con una persona nativa o con una persona no nativa?

F1: Con un nativo me siento más tranquilo, porque si estoy hablando en inglés con él es porque su nivel de castellano es inferior al que yo tengo en inglés, entonces me siento más seguro de que estoy dando un paso y me sé comunicar. Sin embargo con una persona de aquí, yo creo que te sientes más presionado porque la otra persona te está como dando una “paliza”, como que te está ganando el partido y me siento peor. Sin embargo con una persona nativa siento que no me va a juzgar.

F2: Yo opino igual, pero yo creo que la razón es que yo he tenido la misma oportunidad que esa persona para aprender inglés, él ha llegado más lejos que yo y yo me siento infravalorado en ese aspecto.

2.4. ¿Creéis que se siente una mayor ansiedad cuando se habla por teléfono?

F3: Más cara a cara que por teléfono. Porque por teléfono no te ven. No tienes tanta vergüenza en cometer algún error porque nadie te está viendo y no ves su cara, ni sus expresiones.

F2: Yo teléfono lo odiaría, porque cara a cara por lo menos tienes distintas herramientas o puedes en algún momento extremo utilizar algún gesto o escribir. Pero telefónicamente solo puedes hablar y si tú no sabes expresarte, no te entiende la otra persona no hay nada más que hacer, puedes empezar a decir algo pero ¿que? ¿E eeeeeee? Y si esa persona es una persona que no está dispuesta a perder su tiempo, pues ya estás en una calle sin salida. Yo prefiero el email. Lo puedes preparar.

F3: Yo también por teléfono.

3. Efectos ansiedad

3.1. ¿Creéis que ese nerviosismo/ansiedad repercute a la hora de la comunicación en inglés?

F2: Si, si claro, si estás nervioso empiezas a tartamudear, o no te sale y te bloqueas o te quedas cayado. Algo bueno que puede tener esa ansiedad es hacerte ver que tienes que estudiar.

3.2. ¿Si os quedáis atascado hablando en inglés que recursos utilizáis?

F3: Los gestos. Intento contestar en inglés, pero si veo que no me entiende bien le diría que preguntase a otra persona.

F2: Tenemos que tener en cuenta el nivel de conversación que tengamos. Pero yo si en algún momento me bloqueo vuelvo para atrás aunque sea una faena para él y para mí, pero intento volver a empezar. Expresándome de otra forma en la que sea capaz.

F1: Trataría de reestructurar la frase.

3.3. ¿Cuáles creéis que son las cualidades más importantes para lograr el éxito en inglés (hablado)?

F3: Practicar la lengua y no tener ningún reparo en utilizar la lengua.

F2: El ser una persona extrovertida, o la fuerza de voluntad a la hora de estudiar.

F1: Que te guste que no le tengas miedo y que no lo veas como una obligación, si no verlo que es útil para tí y que te gustaría dominar ese idioma y lo cojas con más ganas.

4. Ansiedad & euskera

4.1. ¿Creéis que existe esa misma ansiedad con el euskera para aquellas personas que es su segunda lengua?

F2: Si, al final es un requisito imprescindible que un vasco sepa perfectamente euskera y si no lo dominas es porque tú no has querido. Yo creo que una persona puede tener mucha más ansiedad con el euskera que con el inglés, simplemente porque la gente aquí sabe más euskera y lo domina más. Con el inglés puedes pasar más desapercibido. Aquí la gente te reprocha si no sabes euskera. Y que la gente te reproche que tú no eres de esa nacionalidad por no saber euskera...

F1: Yo pienso todo lo contrario, lo que ocurre es que la gente tiene mayor ansiedad con el inglés simplemente por el hecho de que la gente que no sabe euskera muchos de ellos lo hacen porque no quieren, no les importa. Aquí lo que pasa es que por no saber euskera no pasa nada y la gente se relaja. Hombre que si te hacen una entrevista para un trabajo en euskera y no te defiendes, en ese caso te pasará igual que con el inglés. Aquí casi se agradece que la gente hable en euskera, aunque no lo hable muy bien pero por lo menos lo está intentando. Si alguien que no sabe euskera hace el esfuerzo de dirigirse en euskera yo en ningún momento le voy a ridiculizar, es más se le va a aplaudir.

4.2. ¿A la hora de hablar euskera que es lo que os frena o os echa para atrás?

F3: Al estar en un grupo que todo el mundo habla en euskera, igual si que tienes más pudor de cometer fallos, no como con un grupo que suele hablar castellano y en alguna ocasión hablas euskera.

F2: Depende del contexto, depende de la persona. En el trabajo por ejemplo, me siento bien porque soy capaz de expresarme, soy capaz de entablar una conversación en euskera, pero en algún momento dado puedo tener ansiedad porque igual en alguna ocasión es algo muy técnico y dices jo, como voy a salir yo de aquí, pero bueno igual empiezas en euskera y como hace todo el mundo dices una frase en castellano y sigues no pasa nada, puedes utilizar ambos idiomas. Si no puedo expresarme en euskera hago eso. Si yo veo que no va a ser algo muy natural, pues para empezar a decir chorradas pues no. Sin embargo con los amigos de mi pareja que hablan en euskera no suelo hablar en euskera. Con algunas me siento más cómodo que con otras, a veces intento hablar en euskera, igual no hablo mucho. Igual en algún momento dado por ejemplo en una cena una dijo “este tiene el C1” y a mí eso me echa para atrás y es verdad. Las expectativas si una persona domina mucho y si yo veo que no voy a controlar mucho y además no es una amistad. Pero de manera general me dirijo en castellano aunque sepa que ese grupo habla en euskera.

4.3. ¿Si os quedáis atascados hablando en euskera que recursos utilizáis?

F3: El castellano

F2: Yo como en inglés trataría de reestructurar la frase, a menos que sea algo demasiado complicado. Imagínate si voy a tardar 5 minutos en explicar algo en euskera y en castellano un minuto, pues si puedo en euskera en euskera pero si veo que voy a tener demasiados impedimentos me paso al castellano.

4.4. ¿Con quién os sentís más nerviosos a la hora de hablar euskera, con un euskaldun berri o con un euskaldun zahar? ¿Motivos?

F2: Me siento menos nervioso con un euskaldun berri. Pero nose igual.

F3: Un casero de estos que habla euskera siempre. Con un euskaldun berri si me atasco puedo tirar por el castellano, sin embargo con el otro también pero no sé como lo vería.

4.5. ¿Qué aspecto del euskera os resulta más complicado?

F3: Para mí los verbos, es donde más fallos gramaticales puedes meter.

F2: Lo técnico, la estructura de la frase

4.6. ¿Cuales creéis que son los motivos por los cuales las personas del País Vasco se puedan sentir nerviosos al hablar en euskera? ¿Por qué?

- Importancia de obtener títulos

F2: Los profesores todos necesitan el EGA, para muchos puestos de trabajo la gente controla muy bien el idioma pero no tienen ese título y eso les frustra el no tenerlo. Muchas veces el tener que sacarte un título por obligación es una putada.

F3: Yo siento más presión en sacarme el título de euskera que el de inglés, porque aquí para cualquier cosa me van a pedir más el de euskera que el de inglés.

F1: Yo creo que te piden más el título de inglés. El saber inglés te abre más puertas que el de euskera.

Appendix 6: Consent form in Basque

ONARPEN INFORMATUA

Ikertzailea: Alaitz Santos Berrondo

Ikerketaren izenburua:

“Anxiety in second and third languages: the case of adult multilinguals from the Basque Autonomous Community”

Konfidentzialtasuna:

Prozesua guztiz konfidentziala izango da. Zure izena ez da inongo txostenetan erabiliko ikerketako emaitzak argitaratzerakoan.

Borondatezko parte-hartzea:

Parte-hartzea beharrezkoa da “Education and Multilingualism” ikasgaiaren parte den heinean. Dena den, ikerketarako zure datuen erabilera guztiz borondatezkoa da.

ONESPENA

Goian adierazitako prozedura irakurri dut. Ikertzaileak ikerketa azaldu du eta nire galderei erantzun die. Neuk hala nahi dudalako, Alaitz Santosen ikerketan parte hartzea onartzen dut.

Sinadura

Data

Appendix 7: Consent form in Spanish

CONSENTIMIENTO INFORMADO

Investigador: Alaitz Santos Berrondo

Título de la investigación:

“Anxiety in second and third languages: the case of adult multilinguals from the Basque Autonomous Community”

Confidencialidad:

El proceso será estrictamente confidencial. Su nombre no será utilizado en ningún informe cuando los resultados de la investigación sean publicados.

Participación voluntaria:

La utilización de sus datos para la investigación es totalmente voluntaria.

AUTORIZACIÓN

He leído el procedimiento descrito arriba. El investigador me ha explicado el estudio y ha contestado mis preguntas. Voluntariamente doy mi consentimiento para participar en el estudio de Alaitz Santos

Firma

Fecha

Resumen

Resumen

A continuación se presenta el resumen en castellano de la tesis doctoral titulada “*Anxiety in second and third languages: The case of adult multilinguals from the Basque Autonomous Community*” (“Ansiedad hacia segundas y terceras lenguas: el caso de adultos multilingües de la Comunidad Autónoma Vasca”)

Introducción

El multilingüismo es un complejo fenómeno individual y social que se ha analizado tanto en la teoría como en la práctica teniendo en cuenta diferentes perspectivas tales como la lingüística, la psicolingüística, la antropología, la sociolingüística y la educación (Cenoz, 2013).

El País Vasco se está convirtiendo cada vez más en un contexto multilingüe como resultado de la globalización. En este contexto, la internacionalización es un objetivo muy relevante y el inglés se considera una herramienta esencial en el mercado laboral. En la última década, el inglés se ha convertido en el idioma más importante a la hora de comunicarse y se utiliza principalmente como lengua franca en la mayoría de los países de Europa y otros países (Alcón & Michavila, 2012).

Las políticas universitarias reflejan las tendencias sociales y estas a su vez se ven influenciadas por la globalización. Hoy en día muchas universidades, incluidas las del País Vasco, tienen como objetivo la internacionalización con políticas orientadas a aumentar el número de estudiantes extranjeros, favorecer los intercambios entre estudiantes y la movilidad del personal. Como consecuencia, el inglés es promovido en muchas universidades para poder así competir en el ámbito internacional (Airey, Lauridsen, Räsänen, Salö, & Schwach, 2015). Por otra parte, como el inglés es el idioma principal de la ciencia y la tecnología, su uso como

medio de instrucción es cada vez más común en todo el mundo (véase por ejemplo Torres Olave, 2012, Dimova, Hultgren & Jensen, 2015). Sin embargo, la difusión del inglés no es uniforme y existen diferencias notables en cuanto a su uso y niveles de competencia. Por ejemplo, una encuesta reciente realizada por Eurobarometer (2012) informó que un porcentaje muy bajo de la población española era capaz de mantener una conversación en inglés.

La ansiedad es una de las variables afectivas más importantes relacionadas con el uso de una segunda lengua o lengua extranjera y puede ser un factor importante cuando se requieren ciertas habilidades en inglés para las tareas cotidianas tanto en contextos formales como informales. Un ejemplo de ello puede ser la universidad, el ámbito laboral o las comunicaciones diarias. Varios estudios han señalado la relación existente entre la ansiedad y la competencia lingüística (véase, por ejemplo, Dewaele & MacIntyre, 2014), por ello, cabe prever que los hablantes de inglés en el País Vasco tendrán niveles de ansiedad relativamente altos, dado que habitualmente tienen una menor exposición a la lengua y menor oportunidad de uso en comparación con otros países europeos. Además de la competencia lingüística, hay otros aspectos de la ansiedad que pueden ser particularmente interesantes en el contexto del País Vasco: los certificados lingüísticos y el multilingüismo. En este contexto, los certificados lingüísticos de inglés, en particular los certificados de Cambridge, están muy valorados.

Un artículo publicado recientemente en un periódico local titulado "Sin título de inglés no te abren ni la puerta" (Diario Vasco, 2015), explicaba cómo cientos de jóvenes realizan los exámenes de Cambridge (First Certificate, Advanced, Proficiency) por el hecho de que estos se consideran completamente necesarios a la hora de buscar trabajo. Sin embargo, la

exposición hacia el inglés sigue siendo limitada. Es muy común entre los ciudadanos del País Vasco que a la hora de hablar en inglés por primera vez con hablantes tanto nativos como autóctonos pidan disculpas por su nivel de inglés utilizando frases como "mi inglés no es muy bueno" o "lo siento por mi inglés". Es importante señalar que estos episodios anecdóticos son comunes entre personas que tienen un buen dominio del inglés y entre aquellos que tienen incluso certificados lingüísticos de inglés.

En cuanto al multilingüismo, es importante destacar que en un contexto multilingüe como el del País Vasco la ansiedad no se limita únicamente a la L3 (inglés) sino también a las segundas lenguas que en este caso son el euskera (la lengua minoritaria) o el castellano (lengua mayoritaria). Se han realizado numerosos estudios de investigación sobre la existencia de la ansiedad hacia una segunda lengua (L2). Sin embargo, es necesario ir más allá de dos idiomas dado que no existen evidencias suficientes para creer que la ansiedad hacia una segunda lengua (L2) es igual que hacia una tercera (L3) o una cuarta (L4). En una región bilingüe como es el País Vasco donde el idioma minoritario (euskera) y el idioma mayoritario (español) coexisten diariamente, muchos factores pueden influir en la ansiedad.

El objetivo general de esta tesis es contribuir a la comprensión de la ansiedad y su efecto sobre el aprendizaje de idiomas en relación con el multilingüismo. En concreto, este estudio pretende explorar la ansiedad comunicativa experimentada por estudiantes universitarios y jóvenes profesionales en relación a la situación lingüística de la Comunidad Autónoma Vasca, donde el euskera (lengua minoritaria), el castellano (lengua dominante) y el inglés (lengua extranjera) coexisten en la vida cotidiana de muchos ciudadanos en diferentes contextos.

Marco teórico

La ansiedad puede parecer a priori un concepto fácil de definir e interpretar, pero como Dörnyei (2005) recalcó, existe una gran ambigüedad en torno a la ansiedad cuando exploramos más allá de la superficie. La ansiedad es una de las variables afectivas más frecuentes, por lo que muchos investigadores han centrado sus estudios en este tema tomando como punto de partida diferentes contextos y perspectivas (Rachman, 1998). Se considera que la ansiedad es una importante variable afectiva relacionada con el uso de una segunda lengua o lengua extranjera. El estudio de la ansiedad ante una segunda lengua o lengua extranjera ha tenido un desarrollo importante en las últimas décadas (véase Scovel, 1978 para una revisión de la investigación inicial). En los años 80, Horwitz (1986) propuso una teoría sobre la ansiedad ante el aprendizaje de una segunda lengua, en la que surgieron términos como "ansiedad ante la lengua extranjera" (Foreign language anxiety) o "ansiedad ante el idioma" (language anxiety). MacIntyre y Gardner (1991) distinguieron tres dimensiones diferentes en la ansiedad: la ansiedad general, la ansiedad estado y la ansiedad ante el idioma. Horwitz et al. (1986) definió la ansiedad ante la lengua extranjera como el sentimiento de aprehensión y preocupación, que está asociado con una excitación del sistema nervioso autónomo (p.125).

Mayoritariamente se acepta que la ansiedad ante la lengua extranjera es única y específica al contexto de la lengua extranjera y por lo tanto diferente a otros tipos de ansiedad (véase también MacIntyre & Gardner, 1989, 1991). Los efectos de esa ansiedad pueden ser clasificados como facilitadores (Rueda & Chen, 2005) o debilitadores (Dewaele, 2005).

Horwitz et al. (1986) establecieron tres subtipos de fuentes de ansiedad ante la lengua extranjera: ansiedad comunicativa, ansiedad ante los exámenes, miedo a una evaluación negativa. La producción oral suele ser una de las causas principales de la aparición de la ansiedad comunicativa (Koch & Terrell, 1991; MacIntyre & Gardner, 1994), mostrándose síntomas tanto físicos, psicológicos, conductuales, intelectuales y asertivos (Rojas, 1989).

Está claro que la ansiedad no es una respuesta aislada como se ha podido observar en diversos estudios que han examinado variables que influyen directamente en la ansiedad comunicativa ante el aprendizaje de una lengua extranjera. Estas variables pueden ser individuales, sociales, lingüísticas o contextuales.

El multilingüismo se ha asociado positivamente con la adquisición y uso de nuevas lenguas. Los idiomas ya adquiridos con anterioridad pueden influir en el aprendizaje de nuevos idiomas, al mismo tiempo que el aprendizaje de nuevos idiomas también puede influir en los idiomas ya conocidos (Cook, 2003). A su vez, el multilingüismo también puede relacionarse positivamente con la ansiedad.

En esta tesis, consideramos la ansiedad comunicativa desde la perspectiva holística "Focus on Multilingualism", teniendo en cuenta todo el repertorio lingüístico de los participantes (Cenoz & Gorter, 2011, 2013). Esta visión holística del multilingüismo (Cenoz & Gorter, 2011, 2013, 2014) está vinculada a conceptos como "bilingüismo flexible" (flexible bilingualism) (Blackledge & Creese, 2010) y "translanguaging" (García, 2009) y tiene en cuenta todo el repertorio lingüístico y las prácticas lingüísticas de los hablantes multilingües y también sitúa a los hablantes de las lenguas en lugar de las lenguas como el punto central del aprendizaje de idiomas (Creese & Blackledge, 2011). En "Focus on Multilingualism" se distinguen

tres dimensiones: el hablante multilingüe, el repertorio lingüístico al completo y el contexto social (Cenoz & Gorter, 2011, 2013).

El estudio de la ansiedad desde una perspectiva multilingüe que tenga en cuenta todo el repertorio lingüístico tiene algunas ventajas, ya que considera al hablante multilingüe como tal y no como un hablante deficiente del hablante nativo que se pone ansioso por sus limitaciones. Al enfocarse en el multilingüismo, se cuestiona el concepto unitario de la ansiedad ante la lengua extranjera, porque puede haber diferentes grados y tipos de ansiedad en las lenguas del repertorio del hablante multilingüe. De hecho, es difícil generalizar acerca de la ansiedad y el aprendizaje de idiomas cuando diferentes factores, incluyendo la competencia y la exposición al lenguaje agregan complejidad a la relación.

El estudio realizado: Interrogantes de investigación y metodología

Como ya hemos explicado anteriormente, el objetivo principal de esta tesis es contribuir a la comprensión y el conocimiento de la ansiedad ante el idioma en contextos multilingües y su efecto sobre el aprendizaje de idiomas en relación con el multilingüismo. Para ello, se han diseñado tres estudios de investigación que están interrelacionados. Estos tres estudios empíricos se organizan a lo largo de tres ejes temáticos que se complementan los unos a los otros: A) Ansiedad comunicativa en inglés: las percepciones de jóvenes profesionales y estudiantes universitarios, B) Actitudes y ansiedad de los estudiantes de empresariales y educación, C) Ansiedad comunicativa de los hablantes multilingües. El diseño de los estudios es transversal y se ha utilizado un diseño de investigación mixto que combina tanto métodos cuantitativos como cualitativos en dos de los tres estudios (Creswell, 2012). A continuación se

especifican los interrogantes de investigación planteados en cada uno de los estudios:

A) Ansiedad comunicativa en inglés: las percepciones de jóvenes profesionales y estudiantes universitarios

P.I.1: ¿Cuáles son las dimensiones subyacentes de la ansiedad en inglés como tercera lengua?

P.I.2: ¿Experimentan el mismo nivel de ansiedad hacia el inglés los estudiantes universitarios y los jóvenes profesionales?

P.I.3: ¿Qué variables contribuyen a la aparición de esa ansiedad comunicativa en el inglés como tercera lengua?

3.1. ¿Existe una relación entre la competencia lingüística en inglés y la ansiedad comunicativa de los estudiantes universitarios y los jóvenes profesionales?

3.2. ¿Existe una relación entre los certificados lingüísticos de inglés y la ansiedad comunicativa de los estudiantes universitarios y los jóvenes profesionales?

3.3. ¿Existe una relación entre el multilingüismo y la ansiedad comunicativa de los estudiantes universitarios y los jóvenes profesionales?

Para contestar a los primeros tres interrogantes de investigación, se ha realizado un estudio tanto cuantitativo como cualitativo. La muestra consta de un total de 352 participantes, de los cuales 217 son estudiantes universitarios y 135 jóvenes profesionales. Las respuestas han sido analizadas con el programa de análisis cuantitativo SPSS y las entrevistas y

grupos focales han sido grabadas, transcritas y codificadas con el programa de análisis cualitativa ATLAS.ti.

B) Actitudes y ansiedad de los estudiantes de empresariales y educación

P.I.4: ¿Se experimentan diferencias entre los estudiantes de empresariales y los estudiantes de educación en relación a las actitudes hacia el inglés?

P.I.5: ¿Se experimentan diferencias entre los estudiantes de empresariales y los estudiantes de educación en relación a la ansiedad comunicativa?

P.I.6: ¿Existen diferencias en relación al género, motivación y la ansiedad de estudiantes universitarios?

Para contestar a los siguientes tres interrogantes de investigación, se ha realizado un estudio cuantitativo. La muestra consta de un total de 360 participantes, de los cuales 180 son estudiantes universitarios de empresariales y 180 estudiantes universitarios de educación. Las respuestas han sido analizadas con el programa de análisis cuantitativo SPSS.

C) Ansiedad comunicativa de los hablantes multilingües

P.I.7: ¿Experimentan el mismo nivel de ansiedad en la segunda lengua aquellos participantes cuya L1 es euskera o L1 castellano?

P.I.8: ¿Experimentan el mismo nivel de ansiedad en la tercera lengua aquellos participantes cuya L1 es euskera o L1 castellano?

P.I.9: ¿Aquellos hablantes cuya L1 es castellano experimentan mayor ansiedad hacia el euskera (L2) o hacia el inglés (L3)?

P.I.10: ¿Aquellos hablantes cuya L1 es euskera experimentan mayor ansiedad hacia el castellano (L2) o hacia el inglés (L3)?

Para contestar a los últimos cuatro interrogantes de investigación, se ha realizado un estudio tanto cuantitativo como cualitativo. La muestra consta de un total de 532 participantes, de los cuales 346 tienen el castellano como L1 y 186 euskera como L1. Las respuestas han sido analizadas con el programa de análisis cuantitativo SPSS y las entrevistas y grupos focales han sido grabadas, transcritas y codificadas con el programa de análisis cualitativos ATLAS.ti.

Resultados y conclusiones

Los resultados de los tres estudios empíricos llevados a cabo en esta tesis doctoral revelan que existen unas claras tendencias en el estudio de la ansiedad ante la lengua extranjera. Estos tres estudios se han llevado a cabo en un contexto multilingüe como es el País Vasco donde el repertorio lingüístico de nuestros participantes consta de al menos tres idiomas: castellano, euskera e inglés. Las principales conclusiones de los tres estudios pueden resumirse de la siguiente manera:

- La ansiedad está relacionada con el nivel de competencia en la lengua meta. Los participantes con un nivel intermedio experimentan más ansiedad comunicativa que los participantes con un nivel avanzado y este es el caso de los tres idiomas. Nuestros resultados revelan que los niveles más altos de ansiedad se encuentra en la L3 de los hablantes.
- La ansiedad está ligada al nivel del multilingüismo. Esto significa que no es sólo el nivel de competencia en la lengua meta lo que influye, sino que también el nivel de multilingüismo. Esto puede deberse a la experiencia que los multilingües han adquirido en el aprendizaje de lenguas.

- Los estudiantes universitarios experimentan mayores niveles de ansiedad en el inglés que los jóvenes profesionales. Esta diferencia puede deberse a diferencias en la exposición.
- Las estudiantes universitarias experimentan niveles más altos de ansiedad en inglés que los participantes masculinos. Esta diferencia no se debe al nivel de competencia.
- Los certificados lingüísticos están relacionados con la forma en que los participantes definen su nivel de competencia y tienen relación con la ansiedad ante el idioma. Los participantes sin un certificado lingüístico experimentan más ansiedad comunicativa que los participantes con un certificado lingüístico.
- Existen diferencias significativas en las actitudes y la ansiedad comunicativa en relación con disciplinas académicas y estas diferencias podrían estar relacionadas con el grado de uso del inglés como lengua de instrucción.

En resumen, este proyecto de investigación explora la ansiedad de los hablantes multilingües en torno al uso de segundas y terceras lenguas en la Comunidad Autónoma Vasca. Los resultados de este estudio apoyan la relación entre la ansiedad y algunos factores tales como el nivel de competencia, los certificados lingüísticos de inglés, el multilingüismo, el género, la disciplina académica y el tipo de participante, entre otros. Los resultados de este estudio también muestran diferencias respecto a la ansiedad cuando se comparan segundas y terceras lenguas, lo que indica que los hablantes pueden experimentar diferentes niveles de ansiedad dependiendo de las lenguas habladas. Hemos adoptado un enfoque multilingüe para el estudio de la ansiedad que tiene en cuenta los diferentes idiomas en el repertorio del hablante multilingüe y el contexto en el que estos idiomas son utilizados.