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ANXIETY AND MOTIVATION IN
SECOND LANGUAGE LEARNING

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
English Composition:
Teaching English as a Second Language

by
Glenn Edward Moore

September 2004


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ABSTRACT

Affective factors play an important role in the learning of a second language. Emotions such as anxiety and motivation can significantly affect a second language student's learning success and ability to perform in the language in question. Too much anxiety can create a formidable barrier to learning and performance. Given impetus by Krashen's (1985) theory of the "affective filter," much research has examined the role of affective factors in adult second language learning. This study attempts to build upon past research by investigating language learners' and language instructors' perceptions of anxiety and motivation. One purpose of this research is to gain insight into methods of instruction that will improve the language learning process. Data for this study was obtained from interviews with two university professors, four university students of Spanish or French as a foreign language, two community college ESL students, and other experienced language learners. The study focused especially on the participants' perceptions of the causes and effects of anxiety, and relationships between anxiety and motivation, in both short-term and

long-term learners. The findings reveal that participants perceived a range of factors leading to language learning anxiety, including fear of negative evaluation, competition with more gifted learners, difficulty understanding rapid L2 speech, low motivation, and lack of immersion in the L2 culture. The participants' responses also indicated that there is not always a clear relationship between whether learners' motivating language goals are short-term or long-term and how much language anxiety they experience. Rather, anxiety in language learning may be conditioned by a variety of individual learner factors. The data from participants have implications for improving teaching methodology.

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CHAPTER ONE

REVIEW OF THE LITERATURE

Introduction

In the learning of second languages, affective factors play a significant role. Although a myriad of such factors contribute to second language learning success and failure, some researchers have asserted that anxiety and its related concept of motivation "are most highly related to achievement" (Onwuegbuzie et al, 2000a, p. 3). A recent body of research suggests that the influence of anxiety and motivation on language learning is substantial (Bailey, et al., 2000; Horwitz, 2001; Spielmann, et al., 2001).

In the 1970s, interest in affective variables was aroused by researchers such as Brown (1973), Curran (1976), and Lozanov (1978). The movement was also given impetus by Stephen Krashen's (1985) hypothesis that an "affective filter" blocked easy acquisition of second languages, especially in those learners who had passed puberty. One factor related to Krashen's filter is anxiety. Krashen hypothesized that

The "affective filter" is a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language

acquisition. . . .This occurs when the acquirer is unmotivated, lacking in self-confidence, or *anxious* (emphasis added) (Krashen, 1985, p. 3).

Elaine Horwitz, together with Horwitz and Cope, also coined the term "Foreign Language Anxiety" and posited that indeed "anxiety inhibits language learning" (Horwitz, 2001, p. 112).

The purpose of this chapter is to review research concerning the roles that anxiety and motivation play in L2 learning and teaching. Drawing on many studies in this area, this analysis will present definitions of anxiety and motivation and discuss their causes, their effects, and the close relationship between them.

Anxiety

Definition of Anxiety

Researchers agree that anxiety is a complicated psychological and physiological phenomenon. In the context of second language learning, scholars have discussed anxiety in terms of feelings of worry, self-doubt, apprehension, uneasiness, uncertainty as to positive outcome, and fear of failure and humiliation. One group of researchers, for example, defines anxiety as follows: "The essence of FL anxiety is the threat to an individual's

self-concept caused by the inherent limitations of communicating in an imperfectly mastered second language" (Horwitz, Horwitz, & Cope, 1986, cited in Donley, 1999, p. 3). Similarly, Lesse defines it as "a phenomenon experienced as a foreboding dread or threat to the human organism" (Lesse, 1970, p. 13, cited in Donley 1999, p. 3). In their landmark article, Horwitz, Horwitz and Cope (1986) argue that language anxiety is related to communication apprehension, test anxiety, and fear of negative evaluation by fellow students and the instructor. Spielmann (2001), in referring to language anxiety, uses the terms "tension," "affective dysphoria," "stress," and "communication apprehension" (pp. 259-262).

Types of Anxiety

As perhaps is reflected in Horwitz, Horwitz, & Cope's definition above, language anxiety has been categorized into different types reflecting the various causes and results of language stress.

One type of anxiety related to language learning is social anxiety, which is primarily concerned with constructing and/or maintaining a favorable impression upon others (Gass & Selinker, 2001) and which can inhibit the

normal flow of conversation. For example, research by Geen (1991) suggests that social anxiety may result in certain forms of disengagement such as reclusive behavior and avoiding communicative group activity. If this happens, social interaction, an essential ingredient in successful second language learning, is reduced, and the chances of the learner achieving success in oral communication become remote.

Another type of anxiety discussed in the research is divertive anxiety, whose name is again suggestive of its cause. Hoffman (1986) posits that in this type of anxiety, the speaker is so intently concentrated on the physical features of words (e.g., pronunciation, grammatical inflections, and rules of grammar) that the semantic content is neglected, and meaningful conversation becomes difficult to achieve.

Researchers have further divided anxiety into categories relating to different kinds of skills, e.g., speaking, listening, reading, and writing. With respect to speaking, Saito, Horwitz, & Garza (1999) conclude that "The oral aspects of language are generally seen to be most closely associated with foreign language anxiety" (cited in

Arnold, 2000, p. 778). Horwitz, Horwitz, and Cope (1986) assert that students may feel uneasy speaking in public in their own language, much less in a language in which they do not feel confident. Students may fear making shameful errors in pronunciation, accent, and/or grammar and being "put on the spot" in front of their friends, associates, and classmates. In some cases, this feeling of embarrassment and chagrin is caused by a teacher's untactful over-correction of errors, but most of the time it is caused simply by the requirement that one must engage in speech. Inept and anxious speakers are characterized by uttering frequent delaying devices such as "uh," or "ah" or at the worst, awkward periods of silence occur while the speakers attempt to express themselves.

In certain cases, anxiety is also a barrier to listening comprehension (Saito, Horwitz & Garza, 1999; Vogely, 1998). Some research has revealed that learners can also be overcome by anxiety and frustration when listening to fast and incomprehensible target language speech. According to J. Rardin (cited by Young, 1992) this state of excitement can be powerful enough to "freeze" learners into a state of total incomprehension and

seriously reduce or even prohibit them from participating in the conversation. Similarly, Krashen (1992) has noted that listening "is highly anxiety provoking if [the discourse] is incomprehensible" (cited in Young, 1992, p. 168).

Although it appears that anxiety takes its most aggravated form in listening and speaking, it has been found that "reading is anxiety-provoking to some students" (Saito et al., 1999 cited in Sparks et al., 2000, p. 252). Sellers (2000) suggests that reading anxiety is a separate phenomenon in language learning. Unlike speaking a foreign language, reading, that is silent reading, is usually done privately at a leisurely pace that provides the learner a chance to stop and ponder meanings, thereby being less anxiety-provoking. It is an individual rather than a group act and, unlike conversing, it does not depend upon negotiation and feedback between two or more participants in the speech experience. Nevertheless, reading can be anxiety-provoking for some. Saito, Horwitz, and Garza (1999) studied anxiety in 383 students who were enrolled in first-semester university French, Japanese, and Russian courses (192 French, 114 Japanese, and 77 Russian).

Students were administered questionnaires to elicit self-reports of reading anxiety, and final course grades were obtained at the end of the semester as a global measure of performance. Analysis of the questionnaires and the final grades suggests that reading anxiety can be provoked by unfamiliar "foreign cultural content" (p. 212). In the case of Russian, the "foreign" element is the Cyrillic alphabet. In the case of Japanese, the "foreign" element is the necessity of learning five different alphabets. Saito et al discuss the example of an English student studying French who finds that despite the Roman alphabet used to write French, French is "phonetically complex and divergent from English" (p. 212) and is not the "easy" language expected. The results of the study revealed that foreign language (FL) anxiety reading is indeed distinguishable from general FL anxiety and further that students with higher levels of FL reading anxiety received significantly lower grades than students with lower anxiety levels.

Anxiety categories are also related to relative permanence. Researchers, for example, have identified trait anxiety and situation anxiety as important factors to

be considered in language anxiety. A person with trait anxiety will have, as a permanent personality feature, an inborn tendency to be anxious. On the other hand, "Situation anxiety (often referred to as "state anxiety") is considered to be transitory, caused by exposure to stressful experiences [e. g., being forced to speak when one does not have confidence in his/her oral ability]" (Donley, 1999, p. 3).

Anxiety can be further categorized according to how helpful it is to the language learner. According to an interview of Krashen (quoted in Young, 1992, p. 160), two global types of anxiety are facilitative anxiety and debilitating anxiety. Facilitative anxiety is that type of anxiety that is beneficial and necessary to provide impetus to communicate in the target language, and is one of the main ingredients of motivation. The excitement generated by facilitative anxiety improves the quality of the learner's output and increases his or her desire to perform to the best of their ability. At the other extreme is debilitating anxiety, the most prevalent type of anxiety in language learning. According to Spielmann & Radnofsky (2001), debilitating anxiety weakens the ability of the

learner both psychologically and physiologically to produce fluent and effortless output. These researchers conducted a comprehensive ethnography of thirty students in a 7-week intensive beginning French class. Data included participant-observation, impromptu casual interactions, and interviews with students, instructors, and informants. Spielmann and Radnofsky concluded that debilitating anxiety (dysphoric tension) and facilitative anxiety (euphoric tension) are indeed important factors in L2 learning but that they are phenomena whose causes and effects "defy systematization" (p. 277). However, their study does agree with Scovel's (1978) conclusion that "mild [facilitative] anxiety could be beneficial while too much [debilitating] anxiety could be harmful" (p. 132).

Causes of Language Anxiety

Research has confirmed that the causes of language anxiety are complex and include competition, lack of confidence, low motivation, lack of success in prior language learning, age, and innate ability.

Previous work suggests, for example, that a competitive spirit is a personality factor that may contribute to language anxiety. Situations may arise

wherein learners who are intensely competitive are overly concerned about the linguistic ability of others, especially classmates. As K. Bailey (1983) points out, they may consider themselves, and incorrectly so, inferior to some of their peers and may think that they could never rise to their high level of language fluency. This often results in a feeling of frustration and hopelessness. As a result, learning is impaired by the anxiety thus produced.

In her diary studies, Bailey cites her own experiences with competition-triggered anxiety in a French class:

The fear of public failure seems to have been caused or at least aggravated by comparing myself with the other students. . . My feelings of inadequacy in comparing myself to the other students led me to seek out allies and react negatively to some students. . . I floundered through the class, making at least four stupid mistakes out loud. I felt so lost! (K. Bailey, 1983, pp. 172-173).

Bailey also reviewed diary studies of other language teacher/learners. One of the eleven teacher-learner-researchers in her study wrote, "My experience has shown me how communication failure. . . can produce mystification, frustration, and many counterproductive emotional and behavioral responses" (p. 178). Another wrote,

In class, where you are performing and being judged by instructor and classmates, there is

much more tenseness and I became very much afraid of making mistakes. . ." (K. Bailey, 1983, p. 181).

It appears that a common thread in their findings is the learner's fear of public failure and the resultant humiliation in front of peers.

Some research has indicated that competition can promote anxiety when foreign language instructors, perhaps not purposely, use instructional methods that are based on competition. This element of competition is often very successful in making the activity a "fun game," but, according to Oxford & Ehrman (1993), it can create anxiety among the less competent "losers" of the game in question.

Another cause of language anxiety discussed in the research is lack of confidence. Often learners experience anxiety because they are unsure and doubtful of their language learning ability. "Those who doubt their ability will easily give up, feeling vulnerable and anxious" (Cheng, Horwitz, and Schallert, 1999), p. 437). Cheng, Horwitz, and Schallert surveyed English majors at four universities in Taiwan about their self-perceived proficiency in English. They found that some learners lack confidence because they have been swayed by an idea that

the target language is so difficult that it could never be mastered by a non-native speaker. The researchers point out that in such cases, language learner motivation could be reduced or replaced by frustration and anxiety, thereby decreasing the drive and enthusiasm that is so vital to the learning of languages.

Yet another cause of language anxiety is low motivation. Research by Gardner & McIntyre (1991) indicates that motivation is the necessary force that drives learners to engage in the tremendously demanding task of learning a second language and inspires them to devote long hours to study. They further divide motivation into two types: 1) Integrative motivation (for total integration into the target language culture); and 2) Instrumental motivation (for achieving a specific goal). In a study of 92 psychology students (who had never studied French before), Gardner and McIntyre evaluated the subjects' motivational attitudes, and then tested their ability to learn 26 English/French word pairs. The results demonstrated that "both integrative motivation and instrumental motivation can influence second language learning. . .with consistent meaningful effects" (p. 220).

Their study also revealed that with low motivation of either type, the learner is susceptible to negative expectations of success and as such is vulnerable to anxiety.

Also contributing to anxiety is a learner's lack of success in prior language learning. Horwitz (2001) believes that "It is easy to conceptualize foreign language anxiety as a result of poor language learning ability. A student does poorly in language learning and consequently feels anxious about his/her language class" (p. 118). However, to emphasize that language anxiety is not caused by poor performance alone, Horwitz (2001) argues that many successful language learners (e.g., language teachers) also experience language anxiety. Her conclusion is based upon the findings of a study of seven English classes in Venezuela, in which the students were more advanced language learners (pre-service teachers) and also had anxiety. This study "raises the possibility that language anxiety is also an important issue among language teachers" (p. 116)

The final cause of language anxiety that will be considered in this chapter is age. In a study of 205

college students of French, Spanish, and German who completed self-perception questionnaires and anxiety tests, P. Bailey, Onwuegbuzie, & Daley (2000) found that "older students had higher levels of input anxiety, processing anxiety, and output anxiety than did younger students" (p. 482). Older learners "place greater emphasis on accuracy than do young adults," and they "tend to make more errors of omission than commission" (p. 483).

Effects of Anxiety on Learning

Language teachers and researchers contend that anxiety has a detrimental effect on language learning and performance.. For example, Tobias (1986, cited in Donley, 1999) states that "anxiety interferes with learning by impeding the intake and processing of information and the retrieval of learned information" (p. 2). Also in this regard, P. Bailey et al. (2000) explain that "high levels of anxiety at this stage might hinder students' ability to speak or to write in the target language" (p. 474). Because of anxiety, some students experience feelings of dread in language classes and have difficulty in focusing on learning (Mitchell & Myles, 1998). Reviewing a number

of language learning studies, Gardner and MacIntyre (1993) state:

Language anxiety is typified by self-belittling, feelings of apprehension, and even bodily responses such as a faster heartbeat. The anxious learner is also less willing to speak in class, or to engage target language speakers in informal interaction (Gardner and MacIntyre, p. 5).

However, some research shows that anxiety also has a beneficial side (MacIntyre, 1999, cited in Sellers, 2000). Sellers (2000), for example, maintains that a "positive, enthusiastic, and excited type of anxiety in expectation of a challenging task" (p. 513) can improve language learning ability. Research suggests, however, that the majority of effects of anxiety are not beneficial, but detrimental. Indeed, anxiety possibly is detrimental to certain learning processes of the brain. In this respect, Arnold (2000), writes that "anxiety can create neural static, sabotaging the ability of the prefrontal lobe to maintain working memory" (p. 778). As a result of this, it seems logical to assume that acute anxiety can be a debilitating factor in understanding and speaking a second language.

Arnold's research also suggests that anxiety can cause the learner to be emotionally blocked from accepting

audible input and from producing satisfactory oral output. P. Bailey et al (2000), for example, noted that overly anxious speakers often do not produce rapid, coherent and fluent speech. These researchers further maintain that when failures to adequately communicate occur over an extended period of time, the learner may often completely avoid listening and speaking in the target language in order to lessen his or her chances of frustration and humiliation.

Anxiety can thus lead to lack of interaction in a second language. From a review of six multiple case studies on social and psychological variables related to second language acquisition, Schumann (1986) concluded that "when learners attempt to speak a second language they often fear that they will appear comic and are often haunted by doubts as to whether their words actually reflect their ideas" (p. 382). Such fear and doubts often lead to avoidance of social interaction and problems with language learning. This is supported by Spolsky's (1989) study of 293 learners of Hebrew in a Jewish boarding school. Participants completed questionnaires regarding motivation and language anxiety and then, fifty randomly-selected participants were interviewed and given individual

self-assessment tests plus fluency evaluations. The resultant analysis suggests that this lack of social interaction with its resultant damage to input, processing, and output is catastrophic to the learner's ability to produce and comprehend the second language:

The small but important group of pupils who are embarrassed to speak in class, who are afraid that others will laugh at them, have a serious impediment to their language learning that shows up not just in oral active skills but also has effects on understanding and reading (Spolsky, 1989, p. 207).

Based on research, Lavine and Oxford (1990) describe possible effects of anxiety:

General avoidance or forgetting; physical actions such as squirming, tapping, or stammering; physical symptoms like headaches, pain, or tension; and image protection behaviors such as exaggerated laughing, nodding, or joking (cited in Oxford & Ehrmann, 1993, p. 194).

Motivation and Anxiety

Motivation, which is linked closely with anxiety, is a powerful factor that can make profound differences in foreign language achievement. It stands to reason that the higher degree of motivation a learner possesses, the faster and greater will be his learning progress. There exist many definitions of "motivation." Onwuegbuzie et al

(2000a) maintain that "Motivation refers to a student's attitude, interest, and effort to learn a foreign language" (p. 6). Anxiety and motivation are teammates in the second language learning game. Gass and Selinker (2001) posit that "Motivation is clearly related to anxiety in that (a) if a learner is not at all anxious, she or he is unlikely to be motivated to make any effort, and (b) high motivation with little subjective hope of achievement creates anxiety" (p. 357). To further illustrate the connection between motivation and anxiety, Oxford and Ehrman (1993) contend that if learners are highly motivated, they will naturally be very anxious to learn the language as well as possible and that such motivation results in "greater success in terms of language proficiency and achievement" (p. 191). At the same time, if they are very anxious, they could probably be highly motivated.

In another example of this interrelationship, the study of Spolsky (1989) predicts that if learners are confronted with cases of extreme anxiety, they will be forced to review their motivations and either resolve to overcome the anxiety or choose to abandon, reduce or modify

their language goals and "will not acquire the second language fully" (p. 144).

Types of Motivation

Of the many types of motivation, this research review will examine only four, that is, instrumental and integrative motivation, and short-term and long-term motivation.

Gardner and Lambert (1959) are the motivation pioneers who introduced motivation to the language research world. They coined the terms "instrumental" and "integrative" motivation (Gardner & Lambert, 1972, cited in Wen, 1997, p. 235). Integrative motivation is primarily based upon the learner's intense interest not only in the language but in the culture in question. According to research by Gardner and MacIntyre (1991), these learners are not driven by the single desire of financial or academic gain, but primarily by a desire to "belong" to the culture and to be an integral part of that community. In other words, they do not want to be on the outside looking in. "Integrative motivation is hypothesized to be a better predictor of second language success than instrumental motivation"

(Gardner & Lambert, 1972, cited in Gass & Selinker, 2001, p. 352), although this hypothesis has been challenged.

Instrumental motivation, on the other hand, is that type of motivation that comes from a desire to obtain financial, academic, or other gain from learning. In instrumental motivation, according to Oxford and Shearin (1994), the learner's interest does not lie in the integrating into the second language culture, but only in what the language can do for the individual, one example being for "future business reasons" (p. 12). Their research suggests that even with such mercenary motives, instrumental motivation is still a powerful force in language learning.

Proceeding to two other types of motivation, Gass and Selinker (2001) use the phrase "motivation over the long term and the short term" (p. 354). This dichotomy is adapted in the present study, which considers the "short-term learner" (STL) and "long-term learner" (LTL). My definition of an STL is one who is motivated to study the second language only to fulfill an immediate requirement, while an LTL is one who is motivated to dedicate his life

to becoming a member of the L2 culture and to becoming a fluent speaker of the second language.

Conclusion

Spielmann & Radnofsky (2001) believe that anxiety is a very individual phenomenon, which occurs uniquely in the reality of each student and is closely linked to personal expectations and a priori beliefs, especially about learning. As a result, its causes and effects defy systematization, especially when it comes to achievement. Onwuegbuzie et al (2000a) maintain that a complicating factor in researching anxiety and motivation is that "individual differences in foreign-language achievement are so varied and complex" that a systematic and accurate prediction of the effects of anxiety and motivation is exceedingly difficult to arrive at (p. 13).

Regardless of the complexity of the problems involved in research regarding anxiety and motivation, for the sake of the learner and teacher of second languages, continuing research is warranted. In past language anxiety research, for example, little discussion has been given to the relationship between anxiety and individuals' goals for

learning the L2 - whether they be long-term or short term. My thesis will examine language anxiety and motivation in both short-term and long-term learners. This research is based on an interview-based study of learners' and teachers' perceptions of causes and effects of anxiety in their own learning and teaching experiences. In past research, the predominant anxiety measures have been written questionnaires and foreign language anxiety tests. In my research I will attempt to listen to students (including LTLs) more closely to establish more fully the relationship between anxiety and motivation.

CHAPTER TWO

RESEARCH METHODOLOGY

Purpose for the Present Study

The purpose of this study is to examine the causes, effects, levels, and contexts of second language anxiety and motivation in second language learners. I was particularly interested in how anxiety and motivation may differ between learners with short-term second language learning goals and those with long-term second language learning goals. I investigated these issues by conducting interviews with both second language learners and second language teachers. Although much anxiety research has been conducted through questionnaires and anxiety testing of participants, there has been little interview-based research. Investigating learner anxiety through interviews is a useful method for eliciting extended responses about learner perceptions of the causes, effects, levels, and contexts of language anxiety.

Participants

The eleven participants for this study included six second language students and two second language

instructors from California State University, San Bernardino (CSUSB) and Victor Valley College (VVC), Victorville, California. In addition, I interviewed my two retired sisters and my nephew, all of whom are experienced second language learners. The four students from CSUSB were three SFL (Spanish as a foreign language) students and one FFL (French as a foreign language) student. The two students from VVC were ESL students. The FFL student and all of the SFL students were native English speakers, and all of the ESL students were native Spanish speakers. I interviewed the ESL students in Spanish. Two of the participants were short-term learners. The remaining nine participants were long-term learners.

Student 1 was enrolled in French 102 and had no other experience in studying foreign languages except for having taken French 101. His goal in learning the second language was a short-term one, solely to fulfill an academic requirement.

Student 2 was enrolled in Spanish 150, having completed Spanish 101 and 102 immediately preceding Spanish 150. His only experience in second language learning was a German course in high school. He is highly enthusiastic

about his second language studies and intends to continue his study of Spanish indefinitely, but not as a major field of endeavor considering that his profession is computer technician.

Student 3 was enrolled in Spanish 150, a third quarter course, and had completed Spanish 101 and 102. In addition, she completed two years of high school Spanish. She considers herself a short-term learner and has no intention of continuing her language studies past her present class.

Student 4 was a senior in the program for a B.A. degree in Spanish and had completed six years of Spanish language courses. She considers herself a genuine long-term learner and hopes to become a Spanish language teacher.

Student 5 was an ESL student at VVC enrolled in ESL 31 (Intermediate Writing). She is a recent immigrant from Peru. She considers herself a long-term learner and is enthusiastic about learning English, but seems overwhelmed by the magnitude of the project.

Student 6 is an ESL student at VVC, recently immigrated from Peru. She is enrolled in ESL 31

(Intermediate Writing). She considers herself a long-term learner by necessity rather than choice. This student, while growing up in Peru, spoke Cantonese at home and Spanish at school and in public. She is determined to devote her all to the mastery of English, which is her third language.

In the student interviews, I was interested in investigating student perceptions of the causes and effects of their language anxiety, if any, and the relationship of their anxiety to their language learning motivation.

The instructors are long-time friends of mine. Professor 1 holds an M.A. in Spanish and is an advanced learner of Russian and French. He has been teaching advanced Spanish composition and Spanish drama classes at CSUSB for the last ten years. His native language is Spanish but his English is flawless. He has taught ESL, Spanish, Russian, and French at California universities for an additional fifteen years prior to coming to CSUSB.

Professor 2 holds a B.A. in Spanish and an M.A. in English. Although her native language is English, she possesses near-native fluency in Spanish and has taught beginning Spanish and ESL courses at CSUSB and at local

community colleges for the past three years. I was interested in finding out the instructors' perceptions of causes and effects of anxiety and motivation in their own learning and teaching experiences and in their students' learning experiences, as well as their suggestions for developing anxiety-lessening pedagogy in the teaching of second languages.

Relative 1 is one of my younger sisters who spent six years studying and using Spanish in Venezuela and in Mexico. She is an advanced learner and is bilingual. She has four years of experience teaching elementary school children in both Spanish and English. She holds a B.A. degree in Music and an M.A. degree in Education. In addition, she has spent the past three years in the formal study of Mandarin.

Relative 2 is another of my younger sisters who is bilingual. She made the study of Spanish a lifetime endeavor and worked for twenty years as a county social worker whose caseload consisted only of Spanish-speaking clients. In addition, she is the grand matriarch of a huge family consisting of 19 of her own children plus their offspring, many of whom married native Spanish speakers.

As a result, speaking Spanish is a daily affair for her.

She earned a B.A. degree in Behavioral Sciences. She is an advanced learner.

Relative 3 is my nephew who earned a B.A. in Spanish and has been a bilingual elementary school teacher for ten years. He is also an advanced learner who is bilingual. In interviewing these relatives, I hoped to obtain their perceptions of the causes and effects of anxiety, the relationship between anxiety and motivation, and suggestions for improving second language pedagogy.

Data Collection

This research was accomplished by conducting one-hour tape-recorded interviews with all participants. The interviews with the second language learner participants were focused on their linguistic backgrounds and the second language anxiety and motivation that they have experienced. (See Appendices A and B for lists of the student interview questions in English and Spanish). The first set of questions was concerned with the learner's academic background (e.g., "What is your background in studying this second language?," "Why did you choose this particular language?," and "What are your goals for learning this

second language? Is your goal a short-term one primarily to satisfy an academic requirement or is it a long-term one wherein you intend to use it as a primary language for the rest of your life?"). The second set of questions was concerned with the anxiety that the learner has experienced (e.g., "What difficulties do you experience in learning this language?," "In what situations do you feel anxious about the second language?," "What causes your language anxiety?," and "What happens to your ability in the second language when you become anxious?") The final set of questions focused on their motivation to continue studying the second language (e.g., "What motivates you to continue your study of this language?" and "Does your motivation ever change?"). The ESL student interviewees had the choice of having the interview conducted by the investigator in either Spanish or English, as it was felt that they could possibly express themselves more accurately in their native language.

The purpose of the instructor interviews was to gain instructor insight into student anxiety and motivation. The first set of questions concerned the instructor's qualifications for teaching the second language (e.g.,

"What is your background in learning and teaching this second language?) The second set of questions focused on the instructor's perceptions of the causes and effects of student anxiety (e.g., "What factors have you observed impacting a student's second language learning success?" and "What causes student language learning anxiety?") The final set of questions concerned the relationship between anxiety and motivation in their students (e.g., "Do you see a relationship between anxiety and motivation in your students? If so, describe this relationship.") (See Appendix C for other sample instructor questions). In interviewing the instructors, I did not ask questions about specific student participants, but instead focused on the instructors' general experiences with students' second language anxiety and motivation.

The interviews of all participants were performed by using structured questions with the interviewer following interviewing procedures outlined by Denzin & Lincoln (2000). Following these principles, the interviewer made an effort to avoid influencing the participant's answer. For example, the use of "Yes" or "No" questions was kept to a minimum; the interviewer did not agree or disagree with

the interviewee; and the interviewer avoided suggesting an answer to the question.

Data Analysis

After the interviews were completed, they were translated from Spanish to English when necessary, and transcribed by the researcher. Eleven hours of taped interviews were transcribed, resulting in 108 single-spaced pages of data. The background information on each participant was examined and each participant was classified in terms of his/her perceptions of their levels of anxiety. The anxiety levels were determined by asking the participants to self-rate their degrees of anxiety on a scale of 1 to 5, 1 signifying not anxious and 5 signifying highly anxious. (See Table 1, page 55).

The interviews were examined for themes addressing the following research questions:

1. What are student and instructor perceptions of the causes and effects of language anxiety?
2. What are student and instructor perceptions of the impact of anxiety and motivation on second language learning?

3. What are student and instructor perceptions of the relationship between language anxiety and motivation?

4. Do students and instructors suggest a difference between anxiety and motivation levels of short-term learners as compared to long-term learners?

The results from this analysis are presented in the next chapter.

CHAPTER THREE

RESULTS

This chapter reports on my findings from student and instructor interviews. Specifically, I have attempted to identify the participants' perceptions of the causes and effects of language learner anxiety, the relationship of anxiety and motivation, and the difference in anxiety and motivation levels of short-term learners (STLs) as compared to long-term learners (LTLs). I also compare the participants' perceptions with respect to these issues with findings from previous anxiety research. Throughout the chapter, students will be referred to as "S," relatives as "R," and professors as "P."

Causes of Language Learning Anxiety

The student and instructor interview responses suggest that the causes of language learning anxiety are varied and complex. One complicating factor is the fact that there are two types of anxiety: Trait anxiety and situation anxiety. Some of the learners perceive that they are by nature anxious, while others perceive their anxiety as being caused by the situation only. For example, R2

comments that she has no trait anxiety, and that being anxious is not a personal characteristic of hers in any situation. She contends that this lack of trait anxiety is beneficial to her language learning ability. She does, however, maintain that situation anxiety does occur and is detrimental to her cognitive ability. R2 states, "I do get anxious when somebody is talking to me and I'm not understanding what they're saying."

The following are additional specific causes of anxiety as perceived by the eleven participants of this study:

Not Understanding Rapid L2 Speech

A common idea reported by the majority of the participants was that language anxiety was caused by the inability to understand rapid speech. Of course, what the learner perceives as rapid is frequently perceived as normal by the native speaker of the L2 in question. All participants, including the professors, declared that they experienced anxiety when listening to rapid L2 speech, with S3 adding that she "just can't get anything." S4 discloses that

I came to the [Spanish 302] orientation and everyone in there was speaking Spanish very

rapidly and I am sitting there thinking "I can't do this." I was scared to death. I thought to myself, "I can't do this. I did fine in high school, but I can't do college level." I was so scared.

In this same vein, S1 relates that

I get excited, nervous, and anxious when I hear speech in French, because they speak so fast; some words will go into other words, as sometimes in "le" you'll lose the "e" and you'll do an "l" and then the word. My anxiety is caused by the fact that I don't fully comprehend what I'm hearing.

Perhaps the most extreme example of anxiety when listening to rapid L2 speech is S4 who professes that

I get to a point where I'm like "What are they saying?" Sometimes in class when a professor is speaking rapidly and everyone's taking notes and five minutes later I have just "el autor," what else did she say? And so I try and just pick out words just so I can understand something, because I get so flustered that I just stop hearing anything. You know, I get so freaked out that I don't know what they're saying, and all I hear is just "blah-blah-blah-blah-blah."

Regarding listening comprehension, P1 observes that "maybe listening comprehension would create the highest levels of anxiety that a student would experience if that person could not understand what was being asked of him." P2 adds that when her students were exposed to rapid and incomprehensible L2 speech, many times "they have this

extreme anxiety, I mean they just - just to look at them during the class - I just see them totally tensing up."

S5 reveals that "Two years ago, I was frightened when my husband was visiting his doctor and I had to interpret for him. I was afraid because I did not understand what the doctor was saying." S6 says that she has problems in understanding a person who is speaking English rapidly, and at times she feels nervous and anxious. She adds that

When I attend classes, when I work, primarily my problem is understanding what a person is saying. Often, I don't understand very well and I don't know what is being said. At times, also, I cannot grasp the theme of the conversation and resultantly, I am unable to converse.

These participants' comments corroborate the findings of Saito and Garza (1999) and Vogely (1998) who posit that learners can be overcome by anxiety and frustration when listening to fast and incomprehensible target language speech. Also mirroring participant perceptions is the research of Rardin (cited by Young, 1992) who contends that rapid L2 speech can be powerful enough to "freeze" learners into a state of total incomprehension.

Being Forced to Speak an L2 When One is Unprepared

This cause of anxiety was also reported by all participants. Every one of the more advanced participants

experienced this fear of speaking in their early stages of L2 learning, but the fear and anxiety lessened over time in direct proportion to practice in speaking and the addition of more vocabulary. S3 confesses that "I could sit and listen and pick up on enough words to understand the conversation, but if it came to me having to try to speak to one of them in Spanish with the very little Spanish that I knew, I got real anxious." S5 proclaims, "The inability to speak or understand this second language gives me a feeling of insecurity and I feel anxious."

Donley (1999) conducted research which noted results similar to those of the participants in this study and which theorized that anxiety was caused by a student being required to orally perform in a language that was not his own and being "forced to speak when one does not have confidence in his/her oral ability" (p. 3).

Fear of Negative Evaluation

In many cases, an anxious language learner is overcome by the fear that if he speaks the L2 poorly in public, he will be humiliated in the presence of his contemporaries. One of the professors interviewed contends that in such circumstances, the learner is afraid of not being able to

perform well in front of others, and he or she becomes overly self-critical, creating even more anxiety and, in many cases, causing the student to want to give up. R1 elaborates on this fear as follows:

I really haven't had much anxiety with Spanish except when there were people who spoke Spanish well but English was their native language. I hesitated to speak Spanish in front of them. I thought I was going to be judged, or they were going to correct me or they were going to think that they were better than I, that their Spanish was better than mine and they would look for mistakes.

She further notes that "As an adult, I'm concerned about what people think about me, I'm concerned about making mistakes, whereas if I could get rid of that, I could go on further."

In corroboration of this fear of negative evaluation, R2 declares

I do feel anxious when I speak. When I'm speaking to a bilingual person, I'm constantly aware and I speak as little as I can, because I'm afraid that I'll say something that they will criticize. They won't say, "Oh, you're not saying that right," but they will criticize me in their minds.

S3 observes that speaking the L2 is very stressful to her and that "I got real anxious, like, what if I say this wrong, they're going to laugh at me."

Also involved in the learner's fear of negative evaluation is the risk of damage to his or her self-esteem and self-confidence. Similarly, Schumann (1986) declares that "when learners attempt to speak a second language they often fear that they will appear comic" (p. 382).

Competition With More Gifted Learners

Many of the participants believe that anxiety is related in many cases to the learner's being forced to compete with more advanced learners. P2 illustrates this point when she tells us that

As a student, I had an experience wherein I felt overwhelmed by my contemporaries and suffered language anxiety. It was in my third quarter here. The class was primarily native speakers, and I was the only non-native speaker in the class. On several occasions they would say, "How come you're not participating?" I constantly had to just tell them, "I don't follow you guys. I'm really sorry, but I don't understand what's going on." It was very humbling for me, because before that I was always the one that carried the weight, and suddenly I was the one who was not pulling my own weight. I was thoroughly embarrassed and depressed.

R1 claims that it bothers her when her classmates in her second language class speak and understand better than she and elaborates that

I wish that it weren't so. I wish that I spoke better than they. I always want to be the best. I keep plugging along and I keep trying, but I

really want to be the best and it bothers me when I'm not - but it doesn't stop me.

According to the testimony of S2

I think the most anxious I become is in class when we volunteer to read out loud or speak - that's when I'm the most anxious, because then, well everyone else is listening and the other people in the class speak better than I do. That's probably the most anxious I ever become when I have to speak in public to more than just one-on-one.

Other participants affirmed that this feeling of inferiority caused by this competition was something that caused a considerable amount of anxiety. In answer to the question, "Do you often think that other second language learners speak and understand better than you?" S3 answered:

All the time. There's one girl that sits at the front that I think, "God, if I could do that, I wouldn't have my problems. You know, there's a couple of other people that are the same way that I feel in comparison to them if he asks me a question I'm going to sound totally retarded as compared to how she just rattles that off.

S4 notices that when she attempts to speak in Spanish in front of her classmates

Some people say, "Alright, you do so well." But then there are those who sit across the room who throw me dirty looks all day, that I know are just waiting for me to make a mistake. I know they are. That discourages me even more. Also, last quarter, there was one girl who is now my

friend; she didn't speak it better but she understood more and she understood everything. I asked myself, "Why can't I understand like her? Maybe I'm not good at this." I was thinking if they can do it and I can't, then I shouldn't be here.

Previous research confirms the role of competition as an anxiety-provoking factor. K. Bailey (1983) supports the perceptions of the students in this study when she writes that "learners encountering competition from more able learners often feel overcome by feelings of frustration and hopelessness" (pp. 172-173).

Lack of Confidence

P1 argues that "Perhaps self-confidence or self-perceptions have something to do with why some students are more anxious than others. Perhaps it is all in the attitude and the baggage they bring with them to the language classroom." He further states that lack of confidence is often caused by a student's realization that "they've not prepared sufficiently for the class." P1 adds that confidence and anxiety are in a cyclical relationship; that is, "by not being afraid to use the language you are lessening your anxiety and that increases your confidence. And by having confidence, you continue to learn with lessened anxiety."

Amplifying on the theme of lack of confidence, P2 contends that

Often their stress is based upon past experiences in foreign language classrooms. Often when they come to my 102 or 150 classes they have already had such bad experiences that they say, "I'm just not good at languages; I'm just here to get my grade; I don't care if I never use it again."

These learner perceptions of lack of confidence substantiate the research theory that anxiety is caused in part by an "affective filter" that is activated "when the acquirer is unmotivated, lacking in self-confidence, or anxious" (Krashen, 1985, p. 3). Cheng, Horwitz, and Schallert (1999) add that "those who doubt their ability will easily give up, feeling vulnerable and anxious" (p. 437).

Low Motivation

P1 believes that anxiety can be caused by lack of motivation, and insists that "If there is no motivation, there is no learning." P1 explains that when there is no learning, the student becomes frustrated, and this frustration often leads to anxiety. Another cause of low motivation could be a bad attitude toward the second language culture, or as P1 contends, there is a roadblock to language learning "if you have some type of attitude or

preconception of the language or of the speakers of the language." P1's stance is reinforced by the research of Gardner & McIntyre (1993) who advocate that motivation is the necessary force that drives learners to engage in the tremendously demanding task of learning a second language and inspires them to devote long hours to study. These researchers also make the connection between lack of motivation and anxiety when they report that

it seems reasonable to propose that high levels of anxiety might serve to lessen one's motivation to learn the language, because the experience is found to be painful, and that high levels of motivation result in low levels of anxiety because the student perceives the experience positively and tends to be successful - both of which decrease anxiety (Gardner & McIntyre, 1993, p. 7).

High Classroom Stress Level

R3 suggests that when a classroom setting is uncomfortable and emotionally restrictive, "anxiety sets in and it inhibits them [students] from learning the second language." In a study by K. Bailey, one of her participants related that "In class, where you are performing and being judged by instructor and classmates, there is much more tenseness and I became very much afraid of making mistakes" (K. Bailey, 1983, p. 181).

Overconcern About Errors

It is R2's opinion that a language learner should not allow fear of mistakes to interfere with one's pursuit of linguistic fluency. R2 cites the following example:

I had a co-worker who had 5 years of Spanish and I asked her why she did not have a Spanish-speaking caseload. She said it was because she couldn't speak Spanish. She said, "I'm just afraid to. I'm afraid I'll make mistakes."

In R1's study of Chinese-Mandarin as a second language, she finds that "I'm thinking too much about the tones, and it's stopping me from speaking, because I'm afraid I'm going to make mistakes on the tones." She realizes, however, that this overconcern about errors is detrimental to her language learning success and adds that

if I just for a while try to go ahead and not think about the tones, I'll bet that I'll do it much better. From now on, for at least a while, I'm going to try it; to relax about the tones and see what happens to my anxiety.

Concurring with R1's theory that one should not be overly concerned with language errors, R2 contends that

The main time that I have anxiety when I speak Spanish is if the person that I'm speaking with knows Spanish and English. When I approach a person who speaks only Spanish, I can speak with him with great ease. I may not speak perfectly; I may make a lot of mistakes - no problem.

Adding support to the proposition that a language learner should not be overly concerned about errors, P2 holds the view that

success builds upon success and I also let them [my students] know that they cannot learn a language without making mistakes, so mistakes are expected in my class, even on an exam. You're going to screw up and that's perfectly normal. So by lowering the stress, I think that greatly leads to their success.

Agreeing with P2 that linguistic errors should not be something of excessive concern to language learners, R1 believes that a mistake should be regarded as an opportunity to learn, and not as a tragedy.

Overconcern about errors can lead a learner to hesitate to take risks in the L2. Like the participants in this study, research by Ehrmann and Oxford (1995) reveals that "Students who avoid risks are influenced by anticipated criticism from others or by self-criticism, and their language practice becomes restricted" (p. 69).

Lack of Immersion in L2 Culture

Many of the participants of this study agree that in order to achieve genuine success in the L2, complete immersion into the L2 is a necessity. R1 is learning her third language and feels that

I would like to be immersed in Chinese. I was immersed in Spanish and I didn't have any anxiety. I am not immersed in Chinese and I do have anxiety. I think the difference is that you [Glenn Moore] were immersed in Chinese and had no anxiety whereas you were not really immersed in Spanish and you have anxiety.

R2 is surrounded in her daily life by numerous Spanish-speaking in-laws and she uses Spanish often. She attributes her fluency in Spanish in part to the fact that she has become immersed in the L2 culture and affirms that, "I have a genuine interest in the culture because it is a part of my daily life."

Similarly, research has suggested that learning a second language is not merely a case of books and classrooms, but involves complete involvement in the target culture if success is to be assured. In this respect, H. D. Brown (1973) emphasizes that "the process of second language acquisition must involve an interaction with a new society and a linguistic and extra-linguistic understanding of that speech community" (p. 235).

Effects of Language Learning Anxiety

Up to this point, various causes of language anxiety have been discussed. I shall now examine some of what the

participants reported about the many effects that anxiety creates in the language learner.

Impairment of Cognitive Ability

P1 thinks that when language learners experience extreme anxiety

their thinking processes stop. Possibly blood rushes to their heads, or whatever the case may be and they become so nervous, for whatever reasons, and they just can't produce an answer, for example, or if they're being asked a question, the question is jumbled up in their minds and they're feverishly trying to decide what sound to make or what grammar to use and they just can't come up with anything. Their levels of anxiety just go through the roof. It's like being put on the spot to perform and you do not have the ability to perform.

On this same issue, P2 describes a time when she felt that she shut down cognitively in a Spanish language class:

I was learning how the brain assimilated new information and how we shut down when we are overstressed. I could see it happening simultaneously where the night before an exam I would be in tears because I knew the information, but I knew that I wasn't going to be able to prove that I knew it. I learned what it was like for the first time in my life to be overstressed in a classroom, because normally I do very well in classes.

Similarly, S1 points out that when he becomes anxious in a language learning situation "it produces a frantic state in my mind and then everything is lost and if you're

more relaxed it's easier to perform." S2 considers how language anxiety is hurtful to his ability to speak the L2, "because then you tend to tense and you can't think as clearly."

Regarding the effect of language anxiety on her cognitive abilities, S3 states that written tests, rather than oral production, are the most anxiety-provoking for her. She explains how

the hardest part of learning the language is taking the tests. I'm not a good test-taker at all, so when it comes to the test, I blank out completely, like I'm like, I knew that three minutes ago when we weren't taking the test, but you put it in front of me and I'm like "Ahhhh!" A lot of it I'll know right up to the time the test gets put up in front of me and then I'm like "Uhhhh!" I just get stuck. If I'm put on the spot I just freeze.

S4 expounds on her language anxiety as follows:

I had to get up and give a speech on the Panama Canal for 15 minutes. I went up there. I had it memorized perfectly. I did it at home. I got up in front of the class and just stood there. I completely blanked. I mean, I'm glad I had it written in front of me, but I read the entire thing. I was too nervous to attempt to give the speech from memory.

These participant comments relate to research by Goleman (1995), who, although not focusing specifically on language learning, wrote that "anxiety can create neural

static, sabotaging the ability of the prefrontal lobe to maintain working memory" (cited in Arnold, 2000, p. 778).

Arnold's research also suggests that anxiety can be an emotional block to oral output.

Impairment of Language Ability

Although some participants profess that written test-taking is a context where they experience the effects of anxiety, the majority seem to find that the greatest impairment of their linguistic ability lies in the oral aspects of speaking and understanding the spoken word. P1, for example, states that when a student becomes anxious, pronunciation in the L2 might also be affected, as well as listening comprehension." R3 also tells us of an experience wherein language anxiety negatively affected his ability to speak in the second language:

I was an Anglo, and my native language was English, and I was learning Spanish as a second language. There were times when I would stutter through my sentences because I was so nervous about speaking Spanish in front of my colleagues who spoke Spanish. I experienced a lot of anxiety from that.

S1 reports that when he experiences language anxiety he "makes big mistakes", stutters, stammers, and says, "uh"

and "ah." In the same vein, S4 emphasizes that when speaking the second language,

I get nervous at the beginning and I stutter and like I'll say a word in English and then I'm like "ahhh." Normally, I can do fine, but when I get with someone that actually knows what I'm saying, I become very, very nervous and find that I have a hard time recalling words and forming sentences. I freeze up and then I do get tongue-tied, badly; I stutter and stammer and I forget.

S5, an ESL student, perceives that when she becomes anxious in her language learning efforts there are times when everything becomes a complete blank. She adds that

My problem is my sense of hearing. Also, my problem is that when I am listening to conversation in the second language, I should be thinking in English; but instead, I am thinking in Spanish. This is a problem with me and it makes me very nervous and as a result, I become anxious and confused and have a hard time understanding even a single word.

S6, also an ESL student, states that her language ability is negatively affected when she is listening to a person who is speaking rapidly. She explains that

When I attend classes, when I work, primarily my problem is understanding what a person is saying. Often, I don't understand very well, I become very nervous and I don't know what is being said. At times, also, I cannot grasp the theme of the conversation and resultantly, I am totally incapable of conversing.

P. Bailey et al. (2000) echoes the perceptions of this study's participants by stating, "high levels of anxiety might hinder students' ability to speak or to write in the target language" (p. 474).

Difficulty in Focusing

Some of the participants report that when they are extremely anxious, they become nervous and lose the power to organize their thoughts. P1 concludes, "If this anxiety occurs suddenly, students' ability to focus is lost first, then a student might stumble for words or word order of grammatical correctness, or they might revert to L1." P1's perception is in agreement with the research of Mitchell and Myles (1998) who explained that some students experience feelings of dread in language classes and have difficulty in focusing on learning.

Withdrawal From or Curtailment of Language Interaction

In certain cases, language learners become frustrated, lose their self-confidence, and choose to avoid using the second language rather than subject themselves to the humiliation of making errors. R2, for example, reports that when she is anxious she speaks as little as she can, and in many instances, simply avoids conversing at all. S6

informs us that she becomes anxious when speaking English and at times "it happens that I stop speaking; I prefer not to speak, and I am embarrassed." The foregoing instances involve withdrawal from contact with the L2 which negatively affects the learning process. Geen (1991), for instance, suggests that this type of withdrawal from language interaction or "social anxiety" results in forms of disengagement such as reclusive behavior and avoiding communicative group activity, and seriously threatens the chances of the learner's success in oral communication.

Relationship between Anxiety and Motivation

Although the majority of those interviewed report a relationship between anxiety and motivation, the participants have different views on the nature of this relationship. Some noted that high anxiety breeds low motivation, and the less anxious, the more motivated a student becomes. Others, however, proclaim that anxiety is, in certain cases, helpful because it inspires and motivates one to improve, and if a person is not anxious, he will not be motivated and he will achieve nothing.

P1 aligns himself with the view that anxiety negatively affects motivation and comments that "Anxiety

discourages a student and this disappointment might affect the student's motivation, especially if there was not much motivation to begin with."

Also defending the negative view is P2, who relates that "As far as stress and anxiety being a good motivator, I don't think so. I think that just about at any time it's inhibiting the learning process." P2 observes further that "The best way to naturally assimilate information is through high motivation but low stress. Anytime you add stress into the factor, it takes away from the ability to learn."

S6, on the other hand, defends the positive view of anxiety and proclaims that "Anxiety is helpful because it inspires and motivates one to improve. I believe that if a person is not anxious, he will not be motivated and he will achieve nothing." Mitchell and Myles (1998) reinforce the positive view of S6 when they write that although many studies suggest that language anxiety has a negative relationship with motivation, "some others suggest the opposite" (p. 20).

S4 sees varying relationships between her own anxiety and motivation, illustrated as follows: "In most cases, my

language anxiety is helpful, because it makes me try harder. But at the same time it can be hurtful because I get so upset that I can't understand and I just stop hearing anything. That's only occasionally, but for the most part I would say that anxiety is helpful, just because it pushes me."

Spolsky (1989) predicted that if learners are confronted with cases of extreme anxiety, they will be forced to review their motivations and, in some cases, their motivation will be lessened and they will "abandon their language goals" (p. 144).

In defense of the view that anxiety can exert a positive influence on motivation, Gass and Selinker (2001) argue that "In general, anxiety, like many other factors, has a curvilinear affect on motivation: Low levels help, whereas high levels hurt" (p. 357).

Differences in Anxiety and Motivation Levels of Short-Term and Long-Term Learners

One of the questions this study attempts to answer is whether there are differences between the anxiety levels of the STL and the LTL, and if so, why? Table 1 presents the

results of the participants' perceptions of the relationships between learner goals and anxiety.

Table 1. Relationships Between Learner Goals, Anxiety, and Motivation

	1	2	3
Participant	Learner Goals	Anxiety Level (Self-Rating)	Beliefs About who Has Highest Anxiety
Professor 1	Long-Term	2	STL
Professor 2	Long-Term	3	No Basis
Relative 1	Long-Term	2	LTL
Relative 2	Long-Term	3	STL
Relative 3	Long-Term	4	LTL
Student 1 (FFL)	Short-Term	3	No Basis
Student 2 (SFL)	Long-Term	3	STL
Student 3 (SFL)	Short-Term	3	STL
Student 4 (SFL)	Long-Term	5	LTL
Student 5 (ESL)	Long-Term	3	LTL
Student 6 (ESL)	Long-Term	4	LTL

(FFL = French as a foreign language; SFL = Spanish as a foreign language; ESL = English as a second language).

Column 1 shows the learners' own goals (short-term and long-term), Column 2 shows their self-ratings of their own anxiety levels on a scale from 1 to 5 (1 representing "never anxious," 2 "sometimes anxious," 3 "often anxious," 4 "always anxious," and 5 "extremely anxious." Column 3 shows their beliefs about what type of learner (short-term or long-term) experiences more anxiety.

Of the eleven participants in this study, four (P1, R-2, S2, and S3) believe that anxiety is the greatest in the short-term learner, five (R-1, R-3, S4, S5, and S6) believe that anxiety is the greatest in the long-term learner, and two believe that anxiety in the LTL and STL depends on something other than the nature of the learner's goal.

The professor participants in this study were asked the question, "Do you notice a difference in anxiety levels between short-term learners and long-term learners?" P1 answered that he perceived the STL anxiety level to be greater, while P2 maintains that language-learning goals are not significant bases for determining language anxiety. Their arguments are as follows:

P1, an LTL who rated himself as a "2" on the anxiety scale, declares that anxiety is more of a negative factor in STLs than in LTLs, as "these students [STLs] typically tend to worry about being ridiculed or singled out or being made fun of." He also states

I don't see LTLs as having higher anxiety than STLs. I think that STLs do have a higher amount of anxiety than LTLs because from what I've seen in the classroom in beginning Spanish classes, 101, 102, and 150, these students either have to satisfy a language requirement for their major or for the university and they just want to focus on whatever their major is, and because the language

is a requirement, it puts a lot of stress on them, and they don't want to learn it, so it puts obstacles in their way, their anxiety increases when they're not doing well, and the anxiety levels in these students just blows up out of proportion.

In contrast to the perceptions of P1 above, P2, an LTL who rates herself as a "3" on the anxiety scale, finds that language anxiety, rather than being related to language learning goals (i.e. STL, LTL) is

more of a personality trait. The perfectionists are usually my highest-stress students plus the ones that have had bad prior language-learning experiences. Compared to individual personality traits, I do not see language-learning goals as significant factors in determining language anxiety.

Student and relative participants in this study were asked the questions, "If you said in Question 4 that your goal for second language learning was *short-term*, do you think your amount of second language learning anxiety would be the same or different if your goal was instead *long-term*?" or "If you said in Question 4 that your goal for second language learning was *long-term*, do you think your amount of second language learning anxiety would be the same or different if your goal was instead *short-term*?" In answer to these questions, R2, S2, and S3 answered that they believed that their anxiety would be higher as an STL.

On the other hand, five participants (R1, R3, S4, S5, and S6) maintained that anxiety is greater in the LTL.

R1, an LTL who rates herself as a "2" on the anxiety scale, elaborates that "I can see that with the LTL there would be many more opportunities for anxiety to come up than with the STL. With the STL it's going to be to get through the course and that's it." Despite this view, she rates her own anxiety low. I believe that this incongruence could possibly be explained by the fact that she has very high self-confidence in language, having successes in the learning of Spanish, German, and Mandarin. However, even though she rates herself low in anxiety, she has observed other LTLs that are extremely anxious.

R3, an LTL who rates himself as a "4" on the anxiety scale, insists that anxiety levels were higher for him as an LTL and cites the following reasons:

During high school, I tried to do the best I could in my required Spanish class and my anxiety level was very low at that time. In college, when I finally did declare my major as Spanish, I knew that I was going to take some literature classes and some writing classes in Spanish and so my anxiety level was high because I am more of a perfectionist.

R3 adds his perception that a person's anxiety level increases throughout their years of study.

S4, an LTL who rates herself as a "5" on the anxiety scale, regarding the difference in anxiety levels between the STL and the LTL, declares

No, it wouldn't be the same, because if I were short-term I would be like, I don't care just as long as I pass the class. If I were short-term, I wouldn't be at the advanced level and I wouldn't care. But because this is what I've chosen to do for the rest of my life, there is so much more to it, and I have to do it perfectly. Yes, I think that the short-term student has comparatively no anxiety at all compared to the long-term student.

S4's comments are similar to those of D. Young (1986) cited in Horwitz (2001) who declares that many advanced learners [LTLs] have greater levels of anxiety than do beginners.

S5, an ESL student who rates herself as a "3" on the anxiety scale, believes that long-term learners like herself have much more at stake in the learning of the second language, and as a result, are more anxious than the short-term learner. She reports that

I am more anxious than the non-immigrant STL because my whole new life here in the United States depends upon how well I learn English, because this ability will affect my obtaining good employment, which in turn will determine my standard of living.

S6, an ESL student who rates herself as a "4" on the anxiety scale, also emphasizes that the high stakes of

learning English for her future and the difficulty of learning English contributes to her anxiety. She explains her own high rating as caused by the fact that she is

frightened and apprehensive about the strange, new world that I have recently entered. I am also nervous and anxious about learning this third, not second, language. My native language is Cantonese, and in Peru, I had difficulties in learning my second language, Spanish. I realize that there is no turning back now and that my whole life depends upon learning English well. I am naturally anxious about learning this very difficult language.

S1, an STL who rates himself as a "3" on the anxiety scale, stands apart from other participants and reports that there would be no significant difference in his anxiety level as an LTL or an STL. He states that his language goals do not influence his language anxiety.

The results of this study also suggest that individual variations, such as personality traits and mental aptitude might play roles just as important as learner goals in determining learner anxiety levels. To illustrate this point, I point out that the two participants who rated themselves lowest in anxiety (P1 with a "2" and R1 with a "2") appear not only to have long-term learning goals, but also very high self-confidence and possibly high mental aptitudes for language learning as seen in their prior

language-learning successes (P1 in Spanish, Russian, and French, and R1 in Spanish, German, and Mandarin). And the three participants who have the highest anxiety self-rating are also LTLs and not STLs. These extremely anxious LTLs are R3, S4, and S6. I will discuss these three cases in turn.

Consider R3, an LTL who rates himself "4" on the anxiety scale. R3 stated in his interview that he is a perfectionist and as such is highly susceptible to anxiety. According to research performed by Gregersen and Horwitz (2002), perfectionist students display greater anxiety levels than less-perfectionist students.

When compared with students who were not as concerned about making mistakes, the perfectionist students reported greater distress regarding their mistakes and rated their mistakes as more important. They also lamented their mistakes to a greater degree and reported greater concern over the negative reactions of others and a greater desire to keep their mistakes a secret. Such an array of negative affective reactions likely contributed to the lower achievement levels of anxious language learners reported in several studies (Gregersen and Horwitz, 2002, p. 568).

Gregersen and Horwitz also note that "perfect language performance may be of greater concern to people who plan to be language teachers than to more typical language

learners" (p. 569). R3 is, in fact, a language teacher. Thus, in R3, language anxiety may be due not just to the fact that he has long-term goals for language learning, but because of his personality trait of perfectionism.

The next extremely-anxious LTL to be analyzed is S4, who rates herself as a "5" on the anxiety scale (the highest anxiety rating of all participants). In reviewing the transcript of her interview, it can be seen that although S4 is an extremely energetic and capable language learner, she seems to have feelings of inferiority with respect to language and becomes depressed over what she considers is unfair competition from her peer language learners. An example of this is her declaration that

I often think that other second language learners speak and understand better than I. There's one girl who is now my good friend; she didn't speak it better but she understood more and she understood about everything. I asked myself, "Why can't I understand like her? Maybe I'm not good at this." I was thinking if they can do it and I can't, then I shouldn't be here.

Perhaps it is S4's depression over competition rather than the fact that she is a long-term learner that has led her to be anxious.

The third example of the highly-anxious LTL is S6, who rates herself as a "4" on the anxiety scale. Her interview

reveals that one of the causes of her high anxiety is the fact that she is studying English as a third language only because her life situation forces her to and not because she has a genuine interest in the language and culture itself. She is depressed at the thought of devoting the rest of her life to the study of one of the world's most difficult languages, but she is resolved to do this because she believes it will improve the welfare of herself and her husband. This depression, and not her long-term language learning goal per se, evidently increases her language learning anxiety.

Conclusions

The results of this study indicate that different language learners have varied views about the causes and effects of anxiety. The primary causes are based on negative experiences that lead to worry and doubt about the learner's language learning ability. Specifically, the causes they reported include inability to understand rapid L2 speech, inability to speak the L2, fear of negative evaluation, competition with more gifted L2 learners, lack of self-confidence, low motivation, high classroom stress level, overconcern about errors, and lack of immersion into

the L2 culture. Although a few said that language anxiety can be facilitating, the majority of participants agreed that language anxiety can be debilitating, seriously interfering with the learner's language learning progress. It seems that the removal of these causes of anxiety would result in a lessening of language anxiety levels and a resultant improvement of language ability of students.

This study has also highlighted some of the effects of language anxiety in the minds of both language professors and language learners. The primary effects perceived include impairment of cognitive and language ability and the avoidance of language interaction.

A further revelation made by this study is that many participants perceive that language anxiety and motivation are two closely-related and sometimes interdependent entities, some agreeing that language anxiety can have both a facilitative and debilitating effect upon motivation.

With respect to anxiety levels between short-term learners and long-term learners, the participants had varying opinions. Five participants reported that, as either teachers or as learners, they observed that the anxiety of LTLs is higher, while four participants noted

the opposite. Moreover, there was not a single pattern among the participants' self-ratings of their anxiety levels and their language learning goals. These results suggest that individual variations such as personality type, pressures to learn the language, and individual learning ability can also play a role in determining anxiety. All participants agreed nevertheless that anxiety plays a vital role in language learning, regardless of the language learner's goals.

Due to the complexity of emotional factors, the number of variables involved, and the small number of participants, this study is obviously limited, making generalizations of the findings impossible. Despite this, it was useful to listen to the views of both short-term and long-term learners and to see how their views support those of previous research on language anxiety. This study may also extend our understanding of individual variation in the causes of anxiety among both short-term and long-term learners.

Future studies could be of great benefit to the language learning community if they addressed the relationship of anxiety and motivation, considering

individual personal traits and abilities as well as levels of achievement in the second language.

CHAPTER FOUR

PEDAGOGICAL IMPLICATIONS

Both the short-term and long-term participants in this study as well as previous research indicate that language anxiety can be a negative factor in language learning. Therefore, it seems that in order to improve language learning, it would be helpful to lessen anxiety in the learning environment. How to accomplish that goal is the focus of this chapter. Based on interview comments of the participants in this study, some possible ways for second language teachers to accomplish the goal of better language learning include removing anxiety from the learning environment; increasing motivation and interest in the second language; improving language teaching and methodology; bolstering student self-confidence; and finally, affording opportunities for more oral practice in the second language. I shall discuss each of these in turn.

Removing Anxiety From the Learning Environment

Both of the professors interviewed and some of the learners maintain that all effort should be made to

eliminate anxiety and stress from the classroom while at the same time striving to create a relaxed and entertaining environment. Professor 1 asserts that

In my own classes, I found that creating an anxiety-free environment in the classroom really motivates students to want to learn more. If you're not constantly picking on them and if you're asking for volunteers, or if you're having fun with them, by entertaining them, by making their lessons relevant to their daily lives - these things actually increase their motivation and lessen their anxiety.

Horwitz et al (1986) reinforce these perceptions of Professor 1. They advocate that "if we are to improve foreign language teaching at all levels of education, we must recognize, cope with, and eventually overcome, debilitating foreign language anxiety as a factor shaping students' experiences in foreign language learning" (Horwitz et al 1986, quoted in Donley, p. 5).

Professor 2 advocates that one of the best ways to relieve stress is to inform learners at the very start that they are expected to make mistakes and if they do make mistakes, it is very normal. She elaborates that "I let them know that they cannot learn a language without making mistakes, so mistakes are expected in my class, even on an exam." She tells them, "Don't stress. Breathe. Relax."

Relative 1 concurs that anxiety can be reduced by not attaching importance to mistakes and by not constantly correcting the learner.

One specific classroom activity for reducing anxiety caused by making mistakes is for the teacher to consider instituting a policy wherein a certain number of mistakes, say two, will be allowed on any graded written or oral examination without penalty.

Another specific technique for reducing anxiety is outlined by Phillips (1999) who recommends that teachers employ gentle error correction techniques, noting that modeling correct forms may be more effective than overt error correction, which draws unpleasant attention to the student who produces an incorrect form. Horwitz (2000) writes that "Students tend to prefer instructional organizations typically associated with lessening student anxiety such as group work and humor" (p. 257). Similarly, Crookall and Oxford (1991), as a way of making the learning environment as comfortable as possible and reducing tension and nervousness, suggest that "the classroom become a place of warmth and friendliness, where risk taking is rewarded and encouraged, and peer work, small group work, games, and

simulations are featured" (cited in Diaz-Rico and Weed, 2002, p. 28).

Increasing Motivation and Interest in the L2

Believing that motivation and anxiety are closely related, Professor 1 emphasizes that

Creating a relaxed but still structured environment which reduces anxiety and fosters learning can be helpful in improving second language learning motivation and student self-confidence.

According to research by Sellers (2000), "the objective in ridding language learning of unnecessary anxiety is to instill in students increased interest and motivation to learn the language" (p. 513). Sellers also states that if this objective is realized, then learners would ideally "choose to approach rather than avoid anxiety-provoking situations" (p. 513), thereby improving their achievement through increased social intercourse and negotiation in the language. Sellers suggests that, as a specific method of reducing language anxiety, learners be given additional "processing time to complete the task" (p. 518).

To increase interest and motivation in the second language, Gasser & Waldman (1979) recommend the practical

classroom activities of games and songs. They explain that these activities are highly beneficial even to adults and adolescents and suggest such games as "Charades," "Twenty Questions," and "Crossword Puzzles." They state that "foreign students have told us that learning their first song in English was one of the most pleasurable and satisfying experiences they have ever had in using the language" (Gasser & Waldman, cited in Celce-Murcia & McIntosh, 1979, p. 50). Richards (1969) feels that songs and games can be used as a useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns, and, in addition, that such activities are valuable in creating interest and motivation in the second language.

In addition, Oxford and Shearin (1994), maintain that

Teachers can help students heighten their motivation by demonstrating that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship, and a key to world peace. Teachers can invite former students to the class to show the rewards of L2 learning (Oxford and Shearin, 1994, p. 24).

Improving Language Teaching and Methodology

Cooperation Versus Competition

To further improve language teaching methodology, some research has pointed towards using cooperative rather than competitive methods. According to Daly (1991), language learning is a sociocultural endeavor whose essence is language learning through groups of learners achieving and maintaining harmonious relations with each other. Daly also stresses that "Instructors might consider using cooperative learning groups to solve in-class problems. . . . Use of such groups also could reduce the need for instructors to call on students at random, because that action appears to increase anxiety levels" (Daly, 1991, cited in Onwuegbuzie et al, 2000a, p. 13).

Relative 3 also claims that a competitive classroom should no longer be in vogue and points out that students should not be pitted against one another but that they should strive to help each other rather than to compete against each other. Research by Gunderson & Johnson (1980), Jacob & Mattson (1987), and Sharan et al (1985) has shown that when students are taught specifically to be cooperative, their foreign-language skills tend to improve,

as do their motivation levels, altruism, and attitudes toward their peers.

In terms of a practical method to foster cooperative activity, Foss and Reitzel (1988) write that students could be asked to practice reading a script orally to members of their group before reciting it in front of the whole class. Cooperative groups also could be used to practice any role-playing activities, and assigning roles such as secretary or treasurer to individual students may improve self-esteem for some learners and increase effectiveness of cooperative groups (Oxford, 1997).

Holding True Beginner Classes

Many of the participants state that anxiety is caused when a beginning student is placed in the middle of a class of advanced learners, in most cases those who speak the second language as their native language. This sort of competition is perceived by them as unfair, and the beginning student is often dismayed and frustrated in his or her efforts to keep up with the more advanced learners. Some advocate placing only true beginners in such classes. In this respect, the University of California at Riverside

holds separate classes for non-beginners, one example being, "Spanish for Native Speakers."

Professor 2 believes that "all foreign language teachers should be required, on a regular basis, to take a class in a completely different language - not another Romance-based language - go take a class in Chinese-Mandarin and do it with an immersion teacher so that you remember exactly what it's like to sit in a classroom and have no idea what's being said and then be expected to produce correctly. Too many teachers have forgotten what it's like to be a true beginner."

P. Bailey et al conclude that to prevent anxiety among students who fear unjust competition from more advanced peers

it may be necessary, where possible, to offer true-beginner classes to make less experienced students feel more at ease. At the very least, teachers in 1st-year classes where students have varying experience levels should state openly that they are aware of these differences and discuss them with the students (P. Bailey et al, 2000, p. 483).

Student 4 cites instances when her language anxiety increased while her motivation decreased when she was the only non-native learner in her class. She perceives such a situation as dangerous to the learning process and one that

should be avoided whenever possible. She further advises that if true-beginner classes are not possible, the teacher should assure non-native students that their situation is understood and that adjustments will be made to compensate for their inferior ability to comprehend rapid L2 speech.

Bolstering Student Self-Confidence

Professor 2 insists that one of the best ways to bolster student self-confidence is to avoid excessive correcting of oral mistakes, especially in public. Regarding research on teaching methods in language learning, Cheng, Horwitz, and Schallert (1999) write, "Pedagogically, the identification of the link between low self-confidence and anxiety underscores the importance of providing a non-threatening and supportive instructional environment where a boost to learners' self-confidence is likely to occur" (p. 437).

Another way of building self-confidence is through skill-building. Research by Donley (1999) suggests that "students' anxieties will decrease as their knowledge of the language and strategic sophistication increase" (p. 5). One methods of skill-building is addressed by Beauvois (1999) who recommends implementing real-time computer chats

in the second language and states that students gain valuable practice in communication during such chats while at the same time reducing anxiety because they have time to plan their responses. Beauvois further observes that learners who participate in computer chats, in addition to building language skills, develop a reassuring sense of community.

Bassano & Christison (1995) maintain that the best practical way of bolstering self-confidence is to institute a "student-centered classroom which features a wide variety of collaborative group activity." That is, they recommend avoiding the teacher-centered classroom and placing the students in small groups so that they can interact with each other. They argue that students in such an environment "experience high self-confidence and greater self-esteem, and a feeling of personal achievement" (p. 17).

Affording Opportunities for Constant Oral Practice

According to the perceptions of Professor 1, one of the surest ways to eliminate language anxiety is to improve learners' ability in the second language, and the best way to improve such ability is by constant oral practice in all

environments, that is, both in and out of the classroom.

He amplifies this observation as follows:

Be encouraging. Offer plenty of opportunities for practice. Encourage the student and offer plenty of opportunities for practice in the classroom, but also encourage students to practice outside of the class. For example, the Spanish Table [a Spanish conversation club] that you [Glenn Moore] were in charge of here at Cal State -- if more students participated in that, it would reduce anxiety level, because they're being offered an opportunity to practice what they couldn't do in the classroom because they were in a different setting. I would encourage the student to practice outside of the classroom, whether it's here in the Multimedia Language Center or at the Spanish Table or somewhere other than in the classroom so they can get a different perspective on the language.

As Professor 1 points out, a conversation club is an excellent way to immerse one's self in a real-life, non-structured language learning situation that is centered in genuine and novel social interaction. He elaborates on this as follows: "It's not formal; your grade's not on the line; no one is going to be looking at you; you're not being intimidated by anybody there that might know a little bit more than you. It's a wonderful opportunity to practice the language and get more out of it."

Relative 2 similarly advocates that the secret to learning a second language is in constant oral practice

outside the classroom. According to her, learning massive amounts of new vocabulary is good and necessary, but without actual oral practice in real-life situations, this vocabulary will not become active and available to the speaker. She further advises the learner to seek out conversations with native speakers and overcome the fear of rejection by them or the fear of making mistakes.

Emphasizing that constant oral practice by the second language learner is important to gaining true fluency, Mockridge-Fong summarizes that "Above all, we [the teachers] have to learn to keep quiet and let our students do the talking; though they need practice in listening to native speakers, our primary objective must be to encourage active use of the forms we teach" (cited in Celce-Muria & McIntosh, 1979, p.99).

Conclusion

There exist many methods which can help minimize foreign language anxiety and improve motivation for both short-term and long-term language learners. The learning and teaching of foreign languages is an endeavor that is complex because it is based not only upon cognitive factors, but also on many "confounding variables" (Horwitz,

Horwitz, and Cope, 1986, cited in Sparks, Ganschow and Javorsky, 2000, p. 251) such as personality traits and environmental factors, among others. Despite the complexity of learning a new language, there are still practical methods that can eliminate or reduce language anxiety and heighten the learner's self-confidence and motivation. If these goals are reached, perhaps more language learners will change their goals from short-term to long-term.

APPENDIX A

SAMPLE INTERVIEW QUESTIONS FOR

SECOND LANGUAGE LEARNERS (IN ENGLISH)

Sample Interview Questions for Second Language Learners

1. What is your background in studying this second language?
2. When did you start studying it?
3. Why did you choose this particular language?
4. What are your goals for learning this second language? Is your goal a short-term one primarily to satisfy an academic requirement or is it a long-term one wherein you intend to use it as a primary language for the rest of your life?
5. What motivates you to continue your study of this language?
6. Does your motivation every change? If so, what causes the change?
7. What difficulties do you experience in learning this language?
8. Do you ever feel anxious about speaking or understanding this language? If not, why not? If so, why? What causes this language anxiety?
9. What happens to your ability in the second language when you become anxious? Can you describe some examples?
10. In what situations do you feel anxious about the second language (When and where?) Can you describe some examples?
11. Do you feel more anxious trying to *speak* or more anxious trying to *understand* the second language?
12. Rate on a scale of 1 to 5 how anxious you feel about *speaking* the second language (1 meaning "never anxious," 2 "sometimes anxious," 3 "often anxious," 4 "always anxious," and 5 "extremely anxious"). Rate on the same scale of 1 to 5 how anxious you feel about *understanding* the second language.
13. Do you think your anxiety about the second language is more helpful or hurtful to your ability to speak and understand the second language?
14. Is *speaking* the second language an unpleasant experience for you? Is *understanding* the second language an unpleasant experience for you?
15. Does it frighten you when you don't understand what someone is saying in the second language?
16. If you said in Question 4 that your goal for second language learning was *short-term*, do you think your amount of second language learning anxiety would be the same or different if your goal was instead *long-term*?
17. If you said in Question 4 that your goal for second language learning was *long-term*, do you think your amount of second language learning anxiety would be the same or different if your goal was instead *short-term*?
18. Do you often think that other second language learners speak and understand better than you?
19. After difficulties in the language, do you ever feel like just giving the whole effort up and stopping studying the language completely?

APPENDIX B

SAMPLE INTERVIEW QUESTIONS FOR

SECOND LANGUAGE LEARNERS (IN SPANISH)

Sample Interview Questions for Second Language Learners
Preguntas sugeridas para entrevistas de estudiantes de idiomas segundos

1. ¿Qué experiencias ha tenido Ud. con este idioma segundo?
2. ¿Cuándo Ud. comenzó estudiarlo?
3. ¿Porqué Ud. escogió este idioma?
4. ¿Cuáles son las metas de Ud. en aprender este idioma segundo? ¿Es la meta para un término corto primariamente para satisfacer un requisito académico o es la meta para un término largo en que Ud. intenta usar el idioma como el idioma primario para el resto de la vida de Ud.?
5. ¿Qué es el motivo de Ud. para continuar el estudio de este idioma segundo?
6. ¿Se cambia la motivación de Ud. a veces? ¿Si sí se cambia, porqué se cambia?
7. ¿Durante el aprender de este idioma segundo, qué son los problemas para Ud.?
8. ¿Hablando o comprendiendo este idioma segundo, a veces Ud. se siente ansioso?
9. ¿Qué pasa con su habilidad en el idioma segundo cuando Ud. se pone ansioso? ¿Puede Ud. darme unos ejemplos?
10. ¿En cuáles situaciones Ud. se siente ansioso acerca del idioma segundo? (¿Cuándo y dónde?) ¿Puede Ud. darme unos ejemplos?
11. ¿Ud. se siente más ansioso tratando de *hablar* o tratando de *comprender* el idioma segundo?
12. Clasifique en una escala de 1 a 5 qué tan ansioso ud. se siente *hablando* el idioma segundo (1 significando «nunca ansioso,» 2 «a veces ansioso,» 3 «frecuentemente ansioso,» 4 «siempre ansioso,» y 5 «extremadamente ansioso.» Clasifique en la misma escala de 1 a 5 qué tan ansioso Ud. se siente *comprendiendo* el idioma segundo.
13. ¿Piensa Ud. que su ansiedad sobre el idioma segundo es más beneficiosa o más dañosa a su habilidad de hablar y comprender el idioma segundo?
14. ¿Para Ud., es *hablando* el idioma segundo una experiencia desagradable? ¿Para Ud., es *comprendiendo* el idioma segundo una experiencia desagradable?
15. ¿Ud. tiene miedo cuando Ud. no comprende lo que dice alguien en el idioma segundo?
16. ¿Si Ud. dijo en pregunta 4 que su meta para el idioma segundo es para un *término corto*, piensa Ud. que su ansiedad lingual sería igual o diferente si su meta fuera, en lugar, para un *término largo*?
17. ¿Si Ud. dijo en pregunta 4 que su meta para el idioma segundo es para un *término largo*, piensa Ud. que su ansiedad lingual sería igual o diferente si su meta fuera, en lugar, para un *término corto*?
18. ¿Ud. piensa con frecuencia que otros estudiantes de este idioma segundo hablan y comprenden mejor que Ud.?

19. ¿Después de problemas en este idioma segundo, a veces Ud. se siente que le gustaría abandonar totalmente el idioma segundo y terminar completamente estudiarlo?

APPENDIX C

SAMPLE INTERVIEW QUESTIONS FOR INSTRUCTORS

Sample Interview Questions for Instructors

1. What is your background in learning and teaching this second language?
2. In your experiences as a second language teacher, what factors have you observed impacting a student's second language learning success?
3. Is anxiety a factor in students' language learning success? If so, how? If not, why not?
4. What causes language learning anxiety?
5. What are its effects on students?
6. Do you see individual variation in anxiety that students in your classes experience? (i.e., are some more anxious than others?)
7. What causes some students to be more anxious than others?
8. Do you think this variation could also be related to goals? (e.g., Short-term versus long-term?)
9. What happens to students' ability in the second language when they become anxious? Can you describe some examples?
10. In what situations do students feel anxious about the second language (When and where?) Can you describe some examples?
11. Do students feel more anxious about *speaking* or about *understanding* the second language?
12. Do you think that student anxiety about the second language is more helpful or hurtful to their ability to speak and understand the second language?
13. Do you see a relationship between anxiety and motivation in your students? If so, describe this relationship. If not, why is there not a relationship?
14. Have you ever noticed any changes in student second language anxiety and motivation levels? If so, what causes these changes? If not, why not?
15. Do you notice a difference in anxiety levels between short-term learners and long-term learners?
16. What can be done to improve student second language motivation?
17. What can be done to alleviate student second language anxiety?

APPENDIX D

INFORMED CONSENT, STUDENT (IN ENGLISH)

Anxiety and Motivation in Second Language Learning Informed Consent-Student

The study in which you are being asked to participate is designed to investigate second language anxiety and motivation. This study is being conducted by Glenn Moore under the supervision of Dr. Sunny Hyon of the English Department, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

In this study you will be interviewed once by the investigator. The interview will take approximately one hour and will focus mainly on your goals and experiences in learning a second language, with particular attention given to your experiences with language learning anxiety and motivation. The results of this interview will not affect your class grade in any manner. This interview will be tape-recorded and used as information for the investigator's thesis. Your name will be changed in the thesis and in any presentations or publications resulting from this study. Please be assured that all of your data will be held in the strictest of confidence by the investigator. If you would like to review the data and find out the results, you may contact Glenn Moore or Professor Sunny Hyon (see contact information below).

Your participation in this study is totally voluntary. You are free to withdraw at any time during this study without penalty. When you complete the interview, you will also receive a debriefing statement describing the study.

If you have any questions about the study, please feel free to contact Glenn Moore at (760)242-8035 Gm3737@aol.com or Professor Sunny Hyon at (909)880-5465 shyon@csusb.edu.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here

☐

Today's date: _____

APPENDIX E

INFORMED CONSENT, STUDENT (IN SPANISH)

Anxiety and Motivation in Second Language Learning
Informed Consent-Student
Consentimiento-estudiante

El estudio en que pedimos a Ud. participar está diseñado para investigar la ansiedad y la motivación de idiomas segundos. Glenn Moore está conduciendo este estudio con la supervisión de la Dra. Sunny Hyon del Departamento de Inglés, de la Universidad Estatal de California, San Bernardino (UECSB). Este estudio ha sido aprobado por la Junta de Revisión Institucional de UECSB.

En este estudio Ud. será entrevistado por el investigador. La entrevista va a enfocar en las metas y en las experiencias de Ud. para aprender un idioma segundo, con atención particular dada a sus experiencias con la ansiedad y la motivación asociadas con aprendiendo el idioma segundo. Los resultados de la entrevista no afectarán su calificación de clase de ninguna manera. Esta entrevista será grabada y será usada como información para la tesis del investigador. La entrevista durará aproximadamente una hora. El nombre de Ud. será cambiado en la tesis y también en todas las presentaciones o las publicaciones resultadas de este estudio. Favor de estar asegurado de que toda la información acerca de Ud. será dejada en secreto por el investigador. Si le gustaría repasar la información y saber los resultados, Ud. puede hacer contacto con Glenn Moore o con la Profesora Sunny Hyon.

La participación de Ud. en este estudio es totalmente voluntaria. Ud. puede retirarse a cualquier tiempo durante este estudio sin penalidad. Cuando Ud. complete esta entrevista, Ud. recibirá una declaración de interrogatorio describiendo el estudio.

Si Ud. tiene preguntas sobre este estudio, por favor haga contacto con Glenn Moore (760)242-8035 Gm3737@aol.com o con la Profesora Sunny Hyon (909)880-5465 shyon@csusb.edu.

Cuando pongo mi marca en la caja abajo, yo certifico que he sido informado y que entiendo el propósito de este estudio, y que yo libremente consiento a participar. Yo también certifico que tengo por los menos 18 años.

Ponga su marca aquí

☐

La fecha de hoy:

APPENDIX F

INFORMED CONSENT, INSTRUCTOR

Anxiety and Motivation in Second Language Learning Informed Consent-Instructor

The study in which you are being asked to participate is designed to investigate second language anxiety and motivation. This study is being conducted by Glenn Moore under the supervision of Dr. Sunny Hyon of the English Department, California State University, San Bernardino. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

In this study you will be interviewed once by the investigator. The interview will focus mainly on your experiences in teaching a second language, with particular attention given to your experiences with student language learning anxiety and motivation. This interview will take approximately one hour. Your name will be changed in my thesis and in any presentations or publications resulting from this study. Please be assured that all of your data will be held in the strictest of confidence by the researcher. If you would like to review the data and find out the results, you may contact Glenn Moore or Professor Sunny Hyon (see contact information below).

Your participation in this study is totally voluntary. You are free to withdraw at any time during this study without penalty. When you complete the interview, you will also receive a debriefing statement describing the study.

If you have any questions about the study, please feel free to contact Glenn Moore at (760)242-8035 Gm3737@aol.com or Professor Sunny Hyon at (909)880-5465 shyon@csusb.edu.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here

☐

Today's date: _____

APPENDIX G

DEBRIEFING STATEMENT (IN ENGLISH)

Anxiety and Motivation in Second Language Learning Debriefing Statement

The interview you have just completed was designed to investigate the causes, effects, levels, and contexts of second language anxiety and motivation. Anxiety and motivation can often impede or improve success in the learning of a second language. I am particularly interested in discovering methods of remedying problems caused by second language anxiety and in improving the learner's ability to learn a second language.

Thank you for your participation. If you have any questions about the study, or if you would like to obtain a copy of the results of this study, please feel free to contact Glenn Moore at (760)242-8035 Gm3737@aol.com or Professor Sunny Hyon at (909)880-5465 shyon@csusb.edu.

APPENDIX H

DEBRIEFING STATEMENT (IN SPANISH)

Anxiety and Motivation in Second Language Learning

Debriefing Statement Declaración de interrogatorio

La entrevista que Ud. acaba de completar fue planeada para investigar las causas, los efectos, los niveles y los contextos de la ansiedad y la motivación de idiomas segundos. La ansiedad y la motivación pueden con frecuencia impedir o mejorar el éxito cuando uno aprende un idioma segundo. Me gustaría especialmente descubrir los métodos de solucionar los problemas causados por la ansiedad de idioma segundo y mejorar la habilidad del estudiante para aprender un idioma segundo.

Gracias por su participación. Si Ud. tiene preguntas sobre este estudio, o si le gustaría obtener una copia de los resultados de este estudio, por favor haga contacto con Glenn Moore (760)242-8035 Gm3737@aol.com o con la Profesora Sunny Hyon (909)880-54654 shyon@csusb.edu.

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