UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

"ANXIETY AS A PERSONALITY FACTOR HINDERING THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE TO THE STUDENTS OF ADVANCED INTENSIVE ENGLISH I IN THE MAJOR OF MODERN LANGUAGES SPECIALIZATION IN FRENCH AND ENGLISH AT THE DEPARTMENT OF FOREIGN LANGUAGES IN THE UNIVERSITY OF EL SALVADOR, YEAR 2015."

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INTRODUCTION

Second/foreign language learning can sometimes be a traumatic experience for many learners. The number of students who report that they are anxious language learners is astonishing. Although the concept of anxiety is encountered frequently throughout language learning literature, these studies have focused on a bewildering array of aspects of anxiety, and have generated widely varying definitions. Learning anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning" (Horwitz, Horwitz, & Cope, 1986), which is likely to arouse in language learning stages: input, processing, and output and affect language learners' performance to some extent. So, MacIntyre (1995) claimed that "Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these. Studies of anxiety have also focused on different language outcomes, such as rate of second language acquisition, performance in language classrooms, and performance in high-stakes language testing. Saito & Samimy (1996) assert that anxiety has a significant impact on language learning and achievement. Some studies conclude that high levels of anxiety usually have a negative effect on the language acquisition process (Gregersen, T., 2003; Krashen, 1985b; MacIntyre and Gardner, 1991; Price, 1991). It is obvious that many learners regard foreign language learning as an anxiety-provoking experience which affects their language performance in one way or another. The results on all researches indicate that FLA does have negative effects on foreign language learning performance and achievement. Learners who feel anxious in their foreign language learning may find their study less enjoyable, which will in turn have a negative impact on their performance. However, how anxiety affects foreign language performance and achievement is only one issue to consider when discussing anxiety and language learning, and 'perhaps not even the most important'. According to Elaine Horwitz, greater importance should be assigned to understanding the frustration and discomfort that many students seem to be suffering when learning a foreign language. Since anxiety is a factor that can hinder learners´ performance and achievement, it deserves continuing investigation, making this research an important step that has been taken to initiate the study of anxiety in the students of the Foreign Language Department at the University of El Salvador.

I. STATEMENT OF THE PROBLEM

A. RESEARCH PROPOSAL

ANXIETY AS A PERSONALITY FACTOR HINDERING THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE TO THE STUDENTS OF ADVANCED INTENSIVE ENGLISH I IN THE MAJOR OF MODERN LANGUAGES SPECIALIZATION IN FRENCH AND ENGLISH AT THE DEPARTMENT OF FOREIGN LANGUAGES IN THE UNIVERSITY OF EL SALVADOR, YEAR 2015."

B. OBJECTIVES

General:

To describe how anxiety as a personality factor hinders the learning of English as a foreign language of the students in the major of Modern Languages specialization in French and English at the Department of Foreign Languages.

Specifics:

➢ To identify the factors provoking anxiety to the students of Modern Language major when learning English.

➢ To determine the effects of anxiety in the students' performance.

➢ To analyze the relationship between anxiety and students' language learning outcome.

➢ To provide different recommendations to reduce the effects of anxiety in the performance of students from Modern Language Major.

C. RESEARCH QUESTIONS

➢ Which are some factors that provoke anxiety in students of English as a foreign language?

➢ Does anxiety bring positive or negative effects in students' performance?

➢ How do students do to cope with anxiety in activities or evaluations that require putting in practice the language learning?

D. JUSTIFICATION

Being proficient in English language is sometimes so difficult for many students at the Department of Foreign Languages. These students find problems in learning English in the major of Modern Languages (specialization in French and English). There are some factors which demonstrate that it is not easy to learn a language; the speed and ease of acquisition of a new language is a complex interplay of internal and external factors. It is believed that depending on a multitude of factors, some learners find English relatively easy while others find it very difficult. So, this work is oriented to analyze the relationship between anxiety and students' language learning performance and why, and then work out how best to overcome these difficulties.

The main reason for carrying out this research is to prove that anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of a new language. It is possible that anxiety might exert deleterious influences on the language achievement, and equally intuitively, that poor language achievement might arouse even more anxiety in the process of learning a foreign language. Furthermore, experts claim that activities or evaluations make students to feel anxious.

Therefore, as students who experienced some similar situations related to the process of acquiring a new language, seeing that problematic, it is important to accomplish this research to determine why anxiety as a personal factor hinder the most their successful learning of a language. If this factor provokes different ways in which affective variables can influence FL learning.

Finally, this research looks to give students different recommendations or strategies recommendations or strategies that help them reduce anxiety that will help them in learning English. Besides, the results will provide and explain the gamut of techniques, activities, and strategies students develop consciously and unconsciously through the years. These findings will be showed with the teachers and students from FL.

II. Theoretical framework

INTRODUCTION

Many researches have been carried out to verify which cognitive, cognitive-oriented and affective factors (including the effect of personality types) influence in the successful learning of a second language. So, in this document, different theories are presented which are related to the personality factors having an effect in the learning of a second language. In the first section, the review presents the interaction between personality and language learning as well the interaction between personality and second language learning. Then, in the second section, it is presented the relation between personality and language aptitude. And finally, the third section presents the relation between personality and successful language learning with a focus in anxiety.

SECTION 1: PERSONALITY AND LANGUAGE LEARNING

PERSONALITY TYPES

Sepehri et al. (2013) stated that understanding personality is also the key to unlocking elusive human qualities, for example leadership, motivation, and empathy. Understanding personality types is helpful for appreciating that while learners are different, everyone has a value, and special strengths and qualities, and that everyone should be treated with care and respect. Knowing the personality of the students will help teachers to appreciate their students as individuals as well it will help them to understand who they are, how they learn and how they see the world.

When learning a second or third language, the students' personality is completely involved (Sepehri et al., 2013). Knowing the students' personality, teachers will easy understand how they handle the feelings and emotions that are called forth during the learning process,

including the students' motivation toward learning a second language, as well as personal values, beliefs and attitudes related to learning; whether students like to work alone or in groups.

Many theories have been proposed about the personality types, some of the best known are Carl Jung's psychological types and Myers Briggs type indicator. Carl Jung was among many great personality theorists who drew inspiration and guidance from the ancient Greek Four Temperaments model and its various interpretations over the centuries. Carl Jung's (1921) theory of Psychological Types was part of a wider set of ideas relating to psychic energy, in which he developed important concepts for clinical psychological therapy and psycho-analysis (psychiatric diagnosis and therapy). Jung (1921) identified eight different patterns on how these mental activities commonly referred to as the function- attitudes, functions- in-attitude or the eight mental processes take place. He created these patterns through combining his opposite pairs of attitudes and functions. Based on the Jung's work (1921), the Myers-Briggs Type Indicator was created.

The Myers-Briggs test was first developed in the 1940s by Katherine Cook Briggs and her daughter-in-law, Isabel Myers, two amateur psychologists who were huge fans of renowned Swiss psychiatrist Carl Jung, and his theory on personality types. When the U.S entered World War II, many women entered the workforce for the first time. Myers saw a very specific need in the market for a personality test-one that would help women figure out what sort of jobs they'd be well-suited for. Myers and Briggs (1944) proposed four categories and based on their answers, people are identified as having one of the sixteen personality types.

The four categories of the MBTI are the following:
- Extroversion vs. Introversion. This category deals with what stimulates people. Extroverts respond to external stimuli - being around a large group of people, for example - whereas introverts are stimulated internally - by reflection, toying around with ideas and analyzing an interesting train of thought.

- Sensing vs. Intuition. This category deals with how people gather information and learn. Some people rely mainly on the information at hand - they look for facts, concrete details, and tangible data. They mainly focused on minutiae and want to get to the bottom of things quickly. Others prefer to look for connections between ideas rather than nailing down facts, and are more interested in the bigger picture than the nitty-gritty details. These falls under intuition category.

- Thinking vs. Feeling. This one is related about how people make decisions. Some people analyze all the data at hand exhaustively, write out pro and con lists, and think logically through a problem while others let the emotions be their compass for a situation.

- Judging vs. Perceiving. An easy way to look at this category is to ask how people respond to deadlines. If someone plans its work out in advanced and manage to get everything done on time. Then that person is probably "judging". On the other hand, if someone sees deadlines as more of a suggestion than that hard-and-fast rule, and it is constantly changing its work up until the last minute, that person is a perceiver. (Myers and Briggs,1944)

PERSONALITY AND SECOND LANGUAGE LEARNING

Students' prior knowledge is very important and plays an important role on both self-efficacy beliefs and task performance, and the predictive power of self-efficacy on task performance may lie in its association with learning strategy use. Chang et al said (2008) reported that anxiety is an important factor in learning. Sepehri et al. (2013) stated that some emotional factors may affect language learning such as: anxiety (high/low), attitude (positive/negative), motivation (strong/weak), self-confidence, persistence and personal sense of responsibility. Each student comes with their own constellation and intensity of emotional factors and all these affect their emotional involvement with the language learning task.

Chong (2012) stated there are three kinds of learners that called his attention because of how personality traits are involved. These are **biologically determined, social structuralist and post-structuralist.**

a) **The biologically determined learner,** the personality of the learner has a large part to play in one's success in language learning. Some people make better language learners than others. It seems to be something genetic.

b) When there are external influences, such as social variables, a **social structuralist learner** is found. And this is when one's culture and experience of life molds the way someone learns to see the world and that view of the target culture of the language it is learned can largely affect the motivation and therefore the success rate.

c) When anyone could make sweeping statements about issues as complex as Second Language Learning abilities and learner identity, the person is taking a more **post-structuralist stance.** It is known that the learners play different roles and display different personality characteristics depending on the situation and community they are in and the people they are talking to.

Gardner and Lambert (1972), in their research, have mainly focused on the individual's internal influences on Second Language Learning. There have been disagreements over the categorization of affective variables, but their categorization is still necessary to understand the Second Language Learning process (as cited in Chong, 2012)

Self-esteem

High self-esteem, or self-confidence, is believed to be an important construct for success in Second Language Learning. Often taken to be relatively stable in adults and resistant to change, a person is seen to either have high self-esteem or low self-esteem, regardless of the situation they find themselves in.

Many years before, Malinowski (1923) provided a different view of "self-esteem" seeing as the reflection and acceptance of oneself in interactions with others, which presumably vary depending on the different participants and social networks.   Research has shown that a student who feels good about himself is more likely to succeed. Holly (1987) compiled a summary of many studies and pointed out that most indicated that self-esteem is the result rather than the cause of academic achievement. Self-esteem was thus divided into three types: global, situational/specific, and task (Brown, 1994).

Inhibition

Learners with low self-esteem are believed to display more inhibition, leading to the building of defenses and alienation from the target culture, as they are less able to tolerate threats to their existence. The process of Second Language Learning could pose internal threats, such as learners judging themselves harshly for their mistakes, and external threats, where learners perceive others as judging them. Ehrman (1993) suggests that students with thick, perfectionist boundaries find language learning more difficult than those learners with thin boundaries who favor attitudes of openness and the tolerance of ambiguity.

Risk-taking

A fear of ramifications of mistakes made could deter one from taking risks with the language. Though some assume that good learners are high risk-takers (Ely-1986 & Beebe 1983) finds that highly-motivated learners are often moderate risk-takers, preferring to make intelligent guesses. It is widely assumed that learners with high global self-esteem take more risks, and teachers should encourage risk-taking behavior (Brown, 1994).

According to Brown (2001), "interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks".

Anxiety

Anxiety caused by a competitive environment can be facilitative or debilitative to success in Second Language Learning, but it is unclear why different effects are produced or what optimal level of anxiety is in promoting Second Language Acquisition. Anxiety can be considered a negative factor in language learning, and several teaching methodologies in modern approaches indicate that anxiety should be kept as low as possible. Brown (1994) makes the distinction between trait anxiety —the permanent predisposition to be anxious — and state anxiety as the feeling that is experienced in relation to some situation. Many studies (Horwitz et al. 1986; MacIntyre and Gardner 1991; Young 1991; Phillips 1992) conducted on state anxiety indicate that foreign language anxiety can have a negative effect on the language learning process. Conversely, Bailey (1983, as cited in Brown 1994) notes that a certain concern or anxiety is a positive factor. This kind of anxiety is described as facilitating the learning process.

Empathy

Empathy is the ability to make accurate assumptions about state of people one is talking to, thus leading to effective cross-cultural communication. This, again, makes the learner accountable for understanding the culture of the target language and interpreting non- and para-linguistic cues, on top of having to cope with interacting in an unfamiliar language. Empathy appears to interact with other attitudinal factors. Schumann (1975) suggests that "... the natural factors that induce ego flexibility and lower inhibitions (assumed to relate to increased empathy) are those conditions which make the learner less anxious, make him feel accepted and make him form positive identifications with speakers of the target language"

Extroversion

As abstract as the concept of anxiety is that of extroversion. Exposing the myth "extrovert learners are good learners", Brown (1994) states that extrovert learners need their self-

esteem reaffirmed by others and tend to have dense ego boundaries and less empathy. A typical extravert is sociable, likes parties, has many friends, needs to have many people to talk to, craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment, and is generally an impulsive individual.' Since extraversion is a stable personality variable, its effect should appear in both L1 and L2 languages. Most studies reveal a positive relation between degree of extraversion and various measures of L1 fluency, and a positive relationship between extraversion and oral fluency is also shown by some experiments, such   as measuring a pictorial stimulus test on a sample of Spanish speaking adolescents who learn English as a second language (Rossier, 1976).

Krashen (1981) mentions these personality factors as affective learners' affective filters, stating that a confident, secure and outgoing person who lacks anxiety would have low affective filters, thereby allowing comprehensible input to reach the language acquisition device, resulting in acquisition.

SECTION 2: PERSONALITY AND LANGUAGE APTITUDE

Since the 1950s, researchers have posited that L2 aptitude is a construct separate from general intelligence. The variables that were first recognized as part of L2 aptitude were identified prior to and/or independent of modern second language acquisition (SLA) theory.

Late in the 50´s, the US department of defense performed one of the first researches in Language Aptitude, and therefore the MLAT (Modern Language Aptitude Test) was created by Carroll and Sapon (1959). The purpose of the test is to identify individuals who had more potential than others to learn languages more effectively and rapidly. This test is made of four components:

- Phonemic coding ability (the ability to analyze foreign sounds in a way that can be recalled later)

- Grammatical sensitivity (the ability to recognize the grammatical functions of words in sentences)
- Inductive language learning (the ability to identify patterns of correspondence and relationships involving form and meaning)
- Rote learning ability (the ability to store verbal information in memory and recall it later)

Winke (2013) stated that one critic made toward the MLAT is that the construct underlying the MLAT does not represent a complete definition of L2 aptitude. This has been confirmed by research that has shown that the MLAT does not strongly predict language learning when instruction is less intensive or more communicative in nature. Although there have been decades of studies on L2 aptitude, it is still unknown what cognitive variables are important for learning in moderately intense courses, in communicative, task-based language programs, or for achieving advanced L2 skills.

Though the previous construct is widely used, three more factors were added which can help to predict success in Second Language Learning: **Motivation, Language Learning strategies** and **Working memory.**

Working Memory

It is the human ability to process any linguistic input and to store it in our brain (i.e. in Long-term memory) for later retrieval when it is needed. In the 1990s, different researches in cognitive psychology that identified working memory as a cognitive trait separate from long- and short-term memory systems and important for learning. Winke (2013) stated that applied linguists considered the relation between working memory and L2 acquisition and concluded that working memory is an essential component for L2 learning and may be the key to elaborating the concept of language aptitude itself. As Cowan (2005) stated working memory is a cover term for multiple processes, including short-term memory, the real-time manipulation of linguistic material through effortful processing and storing information in long-term memory.

Language Learning Strategies or Strategy Use

Strategy use has been shown to affect L2 acquisition, but it is unclear how. Per Oxford & Cohen (1992), strategies are the steps or actions taken by the learners to improve the development of their language skills or as Hsiao & Oxford (2002) stated strategies are the L2 learners' toolkit for active, conscious, purposeful, and attentive learning.

Ehrman & Oxford (1995) have found in their research that less successful learners use various, random strategies, while more successful learners are more systematic about their strategy usage and use specific ones for specific tasks. A research carried out by Schmidt & Watanabe (2001) shows that L2 learning strategies and motivation are related. More strategy use equals more or better learning, and more motivated learners use more learning strategies more often.

Motivation

The effect of motivation on learning is self-evident. It affects L2 acquisition in multiple ways. A highly motivated L2 learner will show different characteristics toward learning: the learner wants to interact with other speakers of the language (Gardner et al., 1997); the learner has an excellent attitude toward learning L2 (Dörnyei, 1990); the learner is able to communicate in L2 (Dörnyei & Kormos, 2000).

Gardner (2001) informed in his research that a highly-motivated language learner is further characterized by strong and clear incentives for learning the target language, such as for future employment, a pay raise, travel opportunities, or to communicate with family members. It is obvious that the language learning context in which one acquires a language, whether natural or instructed settings, input-poor or input-rich, with a teacher students like or not, will also highly impact on how successful the students will be at learning a foreign language.

The factors, previously mentioned, interact each other with the personality traits. It is necessary to consider how different personality types affect learning is not totally conclusive. This is because the personality types classifications used in every investigation will vary from one to another, and there are not enough studies out to-date to discuss this topic. There are interesting findings, however, that are worth being aware of, some of which are counter-intuitive and may have important implications for the teaching process.

The five factors

Personality factors are relatively stable style of thinking, feeling and acting. Bouchard & McGue (2002) have stated that personality research has gained much popularity in the past decades thanks to the recognition that personality predicts a large part of behavior and variety of social and academic outcomes (as cited in Biedron, 2011).

Many researchers have proposed different theories about how many factors create personality and therefore this has provoked a lot of controversy: three (Eysenck & Eysenck, 1964), five (Costa & McCrae, 1992), eight (Comrey, 1970), or sixteen (Cattell, Eber, & Tatsuoka, 1970). Biedron (2011) stated that most psychologist agree that the best representation of human personality is provided by the FFM (Costa & McCrae, 1992).

Costa and McCrae´s proposed in 1992 their **Five Factor Model** which includes the following personality types or traits:

- **Agreeableness:** This personality trait refers to modesty, compassion, altruism, tender-mindedness and honesty.
- **Conscientiousness:** This trait denotes thoroughness, punctuality, thoughtfulness, and reliability at work.
- **Extraversion:** Highly extraverted people enjoy engaging with the external world, are friendly and warm-hearted, full of energy, enjoy playing and seek stimulation.

- **Neuroticism:** Neurotic people are instable and impulsive individual who are prone to negative emotions such as anxiety, hostility, resentment and depression.
- **Openness to experience:** People with high levels of it are intellectually curious, independent in their judgment, appreciate beauty and the arts, and are in touch with their feelings, love adventure and unusual ideas.

When discussing about Language Aptitude and Personality Traits, all the factors previously presented, the factor which correlates more strongly with success in language learning is: **Openness to Experience.** This factor is most strongly linked to intellectual curiosity and flexibility. It correlates with creativity and divergent thinking, which are typical of gifted learners in general. **Conscientiousness** is another factor that may correlate positively with success in foreign language learning, especially in the areas of memory and grammar; this is possibly because conscientious people tend to be more dutiful and hard-working and internally driven to perform well in whatever they do. **Agreeableness,** Agreeable people can listen more attentively and this can be a predictor of success in terms of phonological coding and pronunciation.

But for **Extraversion,** research has shown that its correlation with language learning is controversial. On one hand, researchers have found that, on a whole, extraversion correlates negatively with language aptitude. On the other hand, extravert people shows lower levels of anxiety and engage in more frequent communication. This makes them to develop more effective interpersonal skills and better oral fluency. And finally, researchers have discovered that the factor which seems to have negative correlation with language aptitude is **Neuroticism,** because of high levels of anxiety a neurotic person would experience producing a strong detrimental impact in the motivation of L2 learning.

Dörnyei (2005) stated that if personality traits may not directly influence the outcomes of learning a foreign language, they certainly shape the way people respond to the learning environment.

SECTION 3: PERSONALITY AND SUCCESFUL LANGUAGE LEARNING

The ability to communicate in more than one language is widely recognized as a desirable skill, whether to further a career or merely for personal use. Consequently, thousand around the word study second languages, however many factors hinder the learner's progress and level of proficiency in their target language.

Skehan (1989) stated that there are several factors affecting the learning of a foreign language such as intelligence, motivation, attitude, age, gender, personality, anxiety, and so on. Of these factors, anxiety has been given much attention. It was not until Scovel (1978) reviewed the sparse literature concerning anxiety´s role in language learning, researchers became interested in investigating the role of anxiety in foreign language learning.

Horwitz and Cope (1986) stated that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. The work of Horwitz and Cope (1986) has provided the most commonly definition of Foreign Language Anxiety (FLA). They defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process."

Macintyre (1986) alleged that there was a disagreement as to whether anxiety helped or hindered language learning and performance. Saito & Sammy (1996) affirm that anxiety has a significant impact on language learning and achievement. They conclude that high levels of anxiety have a negative impact on the language acquisition process.

1. ANXIETY TYPES

Due to the possibility that some learners are more prone to anxiety than others, it is important to differentiate between individuals who are often anxious and those who are not. Anxiety researchers commonly divide anxiety into three types: *trait anxiety, state anxiety, and situation specific anxiety.*

- *Trait anxiety:* it refers to a stable predisposition to become anxious in a wide range of situations. It is a more permanent disposition to be anxious, is viewed as an aspect of personality. (Spielberger, 1983)
- *State anxiety:* it refers to an immediate, transitory and emotional experience with immediate cognitive effects. It is an apprehension that is experienced at a moment in time as a response to a definite situation. (Spielberger, 1983)
- *Situation specific anxiety:* it refers to the continuous and varied nature of some anxieties. It is related to apprehension aroused at specific situations and events. (Ellis, 1994)

According to Gardner (1979) and Horwitz (1986), foreign language anxiety should be understood as situation specific anxiety. Depending on the synthesis of research context on foreign language anxiety, Gardner and MacIntyre (1993) describes it as the apprehension experienced when a situation requires the use of foreign language with which the individual is not fully proficient. Horwitz et al. (1986) stated that learners should show three major performance anxieties: *communication apprehension, test anxiety, and fear of negative evaluation.*

- *Communication apprehension:* it occurs when learners have immature communication skills although they have mature ideas and thoughts. It is a fear about real communication with others. It refers to "an individual's level of fear or anxiety associated with real or anticipated communication with one person or persons" (Richmond & McCroskey, 1998)

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- *Test anxiety:* it is an apprehension over academic evaluation. It is a fear of failing in test situations and an unpleasant experience held consciously or unconsciously by learners in many situations. It is a type of anxiety concerning apprehension over academic evaluation which comes from fear of failure. (Horwitz et al., 1986)
- *Fear of negative evaluation:* it occurs when foreign language learners feel that they are not able to make the proper social impression. It is an apprehension about other's evaluation, avoidance of evaluative situations, and the expectation. It refers to one's avoidance of communicative contexts due to the concern that others are making negative judgments about him/her. Those with fear of negative evaluation are basically afraid of appearing foolish in the eyes of others (Jones, 2004).

Even though most of studies show that anxiety have negative effects on language learning, it is believed that it could motivate language learning. Alpert and Haber's observation (1960) distinguish the difference between facilitating (helpful) and debilitating (harmful) anxiety. The first motivates learners to fight the new learning task, making them to expend extra efforts to overcome their feelings of anxiety although according to Horwitz (1986), this only happens in the accomplishment of simple learning task. The second prompts the learners to flee from the learning task to avoid feelings of anxiety. Williams (1991) argues that the distinction between these other two types of anxiety may correspond to the intensity of anxiety with low anxiety state having a facilitating function and high anxiety state having a debilitating effect. Moreover, he also suggests that these two kinds of anxiety may sometimes cancel each other out which may result in no apparent effect on achievement.

2. ANXIETY AND LANGUAGE OUTCOME

Crookall and Oxford (1991) assert that serious language anxiety may adversely affect students' self-esteem, self-confidence, and ultimately hamper proficiency in language acquisition. A few studies have shown that language anxiety brings forth potential negative effects on academic achievement, such as communication skills, oral proficiency, reading comprehension,   listening   skills,   and   writing   skills.

In terms of achievement and performance, research has indicated that both general FLA and anxieties about specific skills, including listening, reading, speaking and writing, have negative effects on student achievement and performance. Significant negative correlations were found between general FLA and course grades (Aida, 1994), between foreign language listening anxiety and listening course grades (Elkhafaifi, 2005) between foreign language reading anxiety and reading scores (Zhao, 2009), between foreign language speaking anxiety and oral scores (Sellers, 2000), and between foreign language writing anxiety and writing achievement (Chen & Lin, 2009). Most of the studies reveal that high-anxious learners either expect or receive lower grades than their less anxious peers.

How anxiety affects foreign language performance and achievement is only one issue to consider when discussing anxiety and language learning, and 'perhaps not even the most important' (Horwitz, 2001). He stated that greater importance should be given to understanding the frustration and discomfort that many students seem to be suffering when learning a foreign language. This view is supported by other researchers who consider students' psychological experience of foreign language learning to be more important than language proficiency levels (Spieldmann & Radnofsky, 2001).

It is important for teachers and educators to create a less threatening environment in which language learners may learn more efficiently. Those who have higher levels of anxiety are likely to be reticent or unwilling to communicate in the classroom. Ellis (1994) indicates that anxiety is one of the main reasons for learners' reticence.

Price (1991) conducted some interviews to highly anxious students and finished by asking them if they had any ideas as to how language classes could be made less stressful. A frequently made observation by the students was that it would be less intimidating if the instructor was more friendly and encouraging, rather than an authority figure. This notion of its being primarily the instructor's responsibility to lower students' anxiety in the

classroom is intuitively reasonable, considering that the instructor plays a central role in the activities and atmosphere in the classroom.

3. FLCAS

In 1986, Horwitz and Cope introduced a new system for measuring students' anxiety. They called this test the Foreign Language Classroom Anxiety Scale (FLCAS), which consisted of a 33-item, five-point Likert scale survey (Horwitz, Horwitz & Cope 1986). With the help of this scale, the findings in this area have been uniform (Horwitz 2001). The FLCAS consists of 33 statements with significant part-whole correlations with the total scale, aiming to assess communication apprehension, test anxiety and fear of negative evaluation associated with language anxiety.

Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). Total scores of the scale range from 33 to 165 with lower scores indicate higher levels of anxiety. Twenty-four of the items are positively worded, and nine of the items are negatively worded.

The FLCAS proposed by Horwitz, Horwitz and Cope (1986) is an extremely popular scale for measuring anxiety. Its name of course indicates that the focus is on language anxiety inside the classroom and the accompanying discussion focuses in part on pedagogic implications. The Foreign Language Classroom Anxiety Scale, or FLCAS, is a popular tool. It is a paper-and-pencil questionnaire designed to obtain students' self-reported ratings of their anxiety in the FL classroom.

The development of the FLCAS, and thus the content of its questions, was informed by pre-existing anxiety measures and by the discussion of language-learning experiences of 78 University of Texas students (Horwitz et al., 1986), in other words, it was developed in a Western culture for Western learners. By understanding the methodological basis for the construction of the FLCAS, researchers can make an informed determination about whether the FLCAS is an appropriate tool for use with students in different contexts or whether it needs   to   be   adapted.

CONCLUSION

Even though there are many factors, either internal or external, hindering the simultaneous learning of English, it is believed that anxiety is one of main factors since it can be positive or negative in the students´ performance in the foreign language. And even at this point, there is still a disagreement as to whether anxiety helped or hindered language learning and performance. So, it can be concluded that anxiety is a very important factor which should be deeply studied so students can receive assistance to make anxiety from a negative factor into   a   positive   one.

III. METHODOLOGY

TYPE OF RESEARCH APPROACH

Due to the purposes of this research, the research approach which fitted the best to the investigation was the Qualitative approach. This approach focuses in exploring and understanding the students' perception related to the topic studied. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from to general themes, and the researcher making interpretations of the meaning of the data. For purposes of this research, a constructivist paradigm was used since the research relied as much as possible on the participants' views of the situation being studied.

TYPE OF STUDY

The type of study that was used for this research was a descriptive study since the researchers' main goal consists of describing and measuring the anxiety as a personality factor that affects students' English learning. The research team presented a detailed panorama of this problematic by gathering information from students, who are the target source of analysis units, and this was supported by information on books and other sources of information which present aspects related to the topic.

With the main purpose of describing the factors and giving detailed information about them, each factor was analyzed and described individually to get the goals and objectives proposed by the researchers.

However, it was essential to generate data which involves a detailed reference on this topic to be aware about how these anxiety factors affect the learning process of the languages.

Moreover, this research intended to determine the strategies that teachers and students should apply to avoid the anxiety in the learning of a language. So, the research team presented a series of suggestions that will be useful to solve this problematic.

RESEARCH DESIGN

This project was a descriptive-exploratory research design due to the nature of the investigation. In this project, the design was focused on identifying and describing how anxiety as a personality factor hinders the learning of English of students in the Modern Languages Major.

Moreover, due to the type of research, qualitative research, the techniques that was used to collect data was Focus Group and In-depth Interview. To validate the research a triangulation was made between two groups of Advanced English I and Professors. The focus group technique was made with the four groups of Advanced English I and Professors to obtain the required data and achieve the objectives exposed in the statement of the problem. This information allowed researchers to identify the factors that provoke anxiety in evaluations in students of English as a foreign language. Besides, by this investigation researchers knew the effects anxiety has over student's performance and they identified the different strategies students use to cope with the effects of anxiety. Moreover, the intention of the group was to describe how big this problematic was and how this affected students' learning. This research was carried out during the second semester/ 2015.

POPULATION AND SAMPLE

The total universe considered for this investigation was students from the major of Modern Languages major that belong to the Department of Foreign Languages in the University of El Salvador. From this universe, the students who were signed up in the second year of the major were selected and to be more specific, the sample was taken from students who will be attending the English Advanced Intensive I courses. For this purpose, it was used the stratified sample since there are different groups of these subjects.

Besides, a non-probabilistic sample was used for this research. The primary goal of this investigation was to identify what produced anxiety in students of Advanced English I, when they had a test or quiz in the difference micro skills. In this research, qualitative method was used and it was focused on the students' beliefs, experiences, and feelings. For this kind of approach, the Focus Group technique was used; it allowed the researchers to capture the students' own voices and to examine their words and feelings to understand the phenomenon and to answer research questions. Also, the researcher will have a session with a teachers' group; an In-depth qualitative interview was used because they were flexible and continuous. They explained what happened with students when they had trouble learning a new language like English and why they experienced a high level of anxiety.

Using the following formula, it was determined how many students were going to be required to answer the questionnaire and FLCAS.

N= 143
Z=95 (95% reliability) = 1.96
P=0.5
q=0.5
E= 5%
n=?

Corrected Sample

$$n= \frac{Z^2 (p) (q) N}{(E)^2 (N-1) + Z^2.p.q}$$

$$n= \frac{(1.96)^2 (0.5) (0.5) (143)}{(0.05)^2 (143-1) + (1.96)^2 (0.5) (0.5)}$$

$$n= \frac{(3.84) (0.25) (143)}{(0.0025) (142) + (3.84) (0.5) (0.5)}$$

$$n= \frac{(3.84) (35.75)}{0.36+ 0.96}$$

$$n= \frac{137.28}{1.32}$$

n= 104

RESEARCH TECHNIQUE/INSTRUMENT

The techniques used to gather the information were the questionnaire and the interview. The instrument for the questionnaire was the survey; this survey was applied to students so the researchers could obtain different viewpoints, and it consisted in both closed questions, to prove or refute what has been previewed, and open questions, to check any factors that the researchers should have considered and has not been taken into account yet. The survey had clear instructions for students so they could self-administer the technique.

The instrument for the interview was a checklist or interview guide. The researchers interviewed the professors to get information based on their knowledge and experiences about   this   problematic.

IV. DATA ANALISYS

A. Questionnaire analysis

A. TABLE 1.1 CROSS TABULATION FROM QUESTION 1 AND QUESTION 2

Anxiety * Worriedness Crosstabulation					
			Are you feeling worried or anxious about the consequences of failing your English course?		Total
			No	Yes	
Do you consider anxiety a negative factor in your learning process?	No	Count	9	12	21
		% within anxiety	42.9%	57.1%	
		% within worriedness	39.1%	14.8%	
		% of Total	8.7%	11.5%	20.2%
	Yes	Count	14	69	83
		% within anxiety	16.9%	83.1%	
		% within worriedness	60.9%	85.2%	
		% of Total	13.5%	66.3%	79.8%
Total		Count	23	81	104
		% of Total	22.1%	77.9%	100.0%

Table 1.1 presents the Crosstabulation from question number 1: Do you consider anxiety as a negative factor in your learning process? and question number 2: Are you feeling worried or anxious about the consequences of failing your English course? What it can be learnt from this Crosstabulation is that 69 of 104 subjects stated that they consider anxiety as a negative factor in their learning process as well they feel worried or anxious about failing their English course. On the other hand, only 9 of 104 do not consider anxiety as a negative factor nor are they worried about failing in their English courses. The graphic 1.1 shows this Crosstabulation in a bar chart so results could be easily understood.

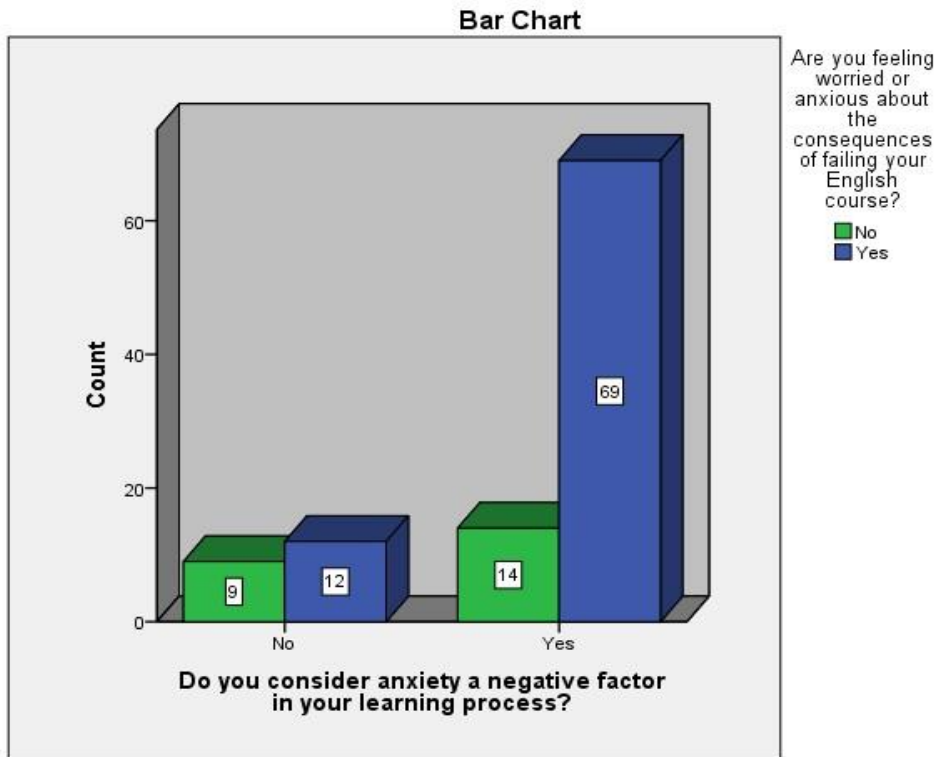GRAPHIC 1.1 CROSSTABULATION FROM QUESTION 1 AND QUESTION 2

TABLE 1.2 FACTORS THAT MAKE STUDENTS FEEL NERVOUS OR ANXIOUS

Factors	Sum	Percent
Lack of Comprehension	47	45.6%
Fear of speaking in public	88	85.4%
Lack of practice	46	44.7%
The fear of being wrong	75	72.8%
Lack of self confidence	47	45.6%
Lack of language skill	39	37.9%
Environment	12	11.7%

In table 1.2, it is shown the results from the multiple-choice question: What are some factors you believe make students feel nervous or anxious when they learn a new language? In this question, subjects were requested to tick all elements they thought would apply to them. As it can be seen, 88 of 104 subjects, between their selections, marked the factor: Fear of speaking in public, as well 75 of 104 marked the factor: Fear of being wrong. There is something very particular related to this question which called the attention of the researchers and it is that despite the classrooms of the Foreign Language Department are very closely to the tennis and volleyball practice field and therefore a lot of noise is produced, only 12 of 104 students ticked the factor: environment from which it can be assumed that the subjects do not consider the noise as a factor that makes them become anxious.

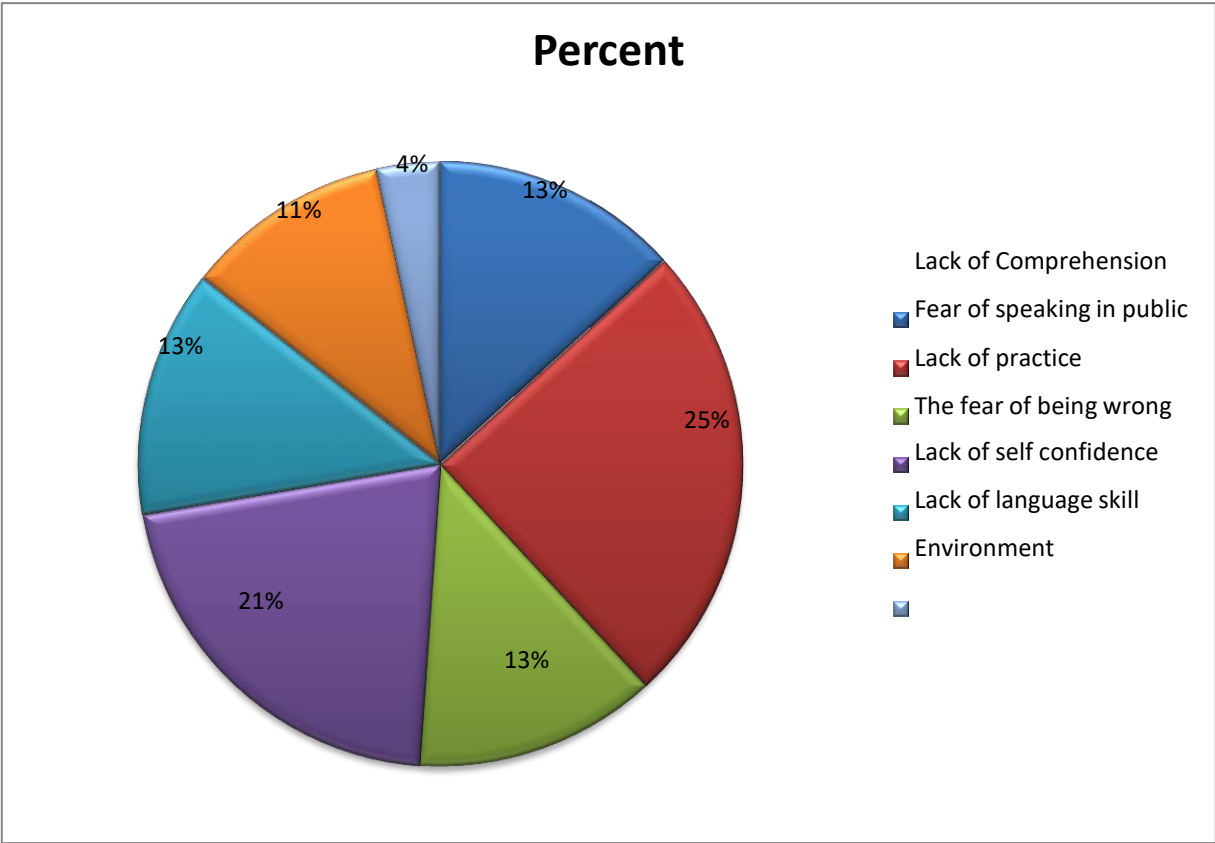GRAPHIC 1.2 FACTORS THAT MAKE STUDENTS FEEL NERVOUS OR ANXIOUS

TABLE 1.3 FACTORS: FEAR OF SPEAKING IN PUBLIC * FEAR OF BEING WRONG CROSS TABULATION

Fear of speaking in public*The fear of being wrong Crosstabulation			What are some factors you believe make students feel nervous or anxious when they learn a new language? (The fear of being wrong)		Total
			No	Yes	
What are some factors you believe make students feel nervous or anxious when they learn a new language? (Fear of speaking in public)	No	Count	10	6	16
		% within Fear of speaking in public	62.5%	37.5%	
		% within the fear of being wrong	34.5%	8.0%	
		% of Total	9.6%	5.8%	15.4%
	Yes	Count	19	69	88
		% within Fear of speaking in public	21.6%	78.4%	
		% within the fear of being wrong	65.5%	92.0%	
		% of Total	18.3%	66.3%	84.6%
Total		Count	29	75	104
		% of Total	27.9%	72.1%	100.0%

From question number 3 in the students' survey, different crosstabulations were made. Table 1.3 and graphic 1.3 present the crosstabulation from two factors in question 3: Fear of speaking in public and the fear of being wrong. 69 of 104 subjects stated that they are both afraid of speaking in public and afraid of being wrong at the same time which represent the 66.3% of the population.

GRAPHIC 1.3 FACTORS: FEAR OF SPEAKING IN PUBLIC * FEAR OF BEING WRONG CROSS TABULATION
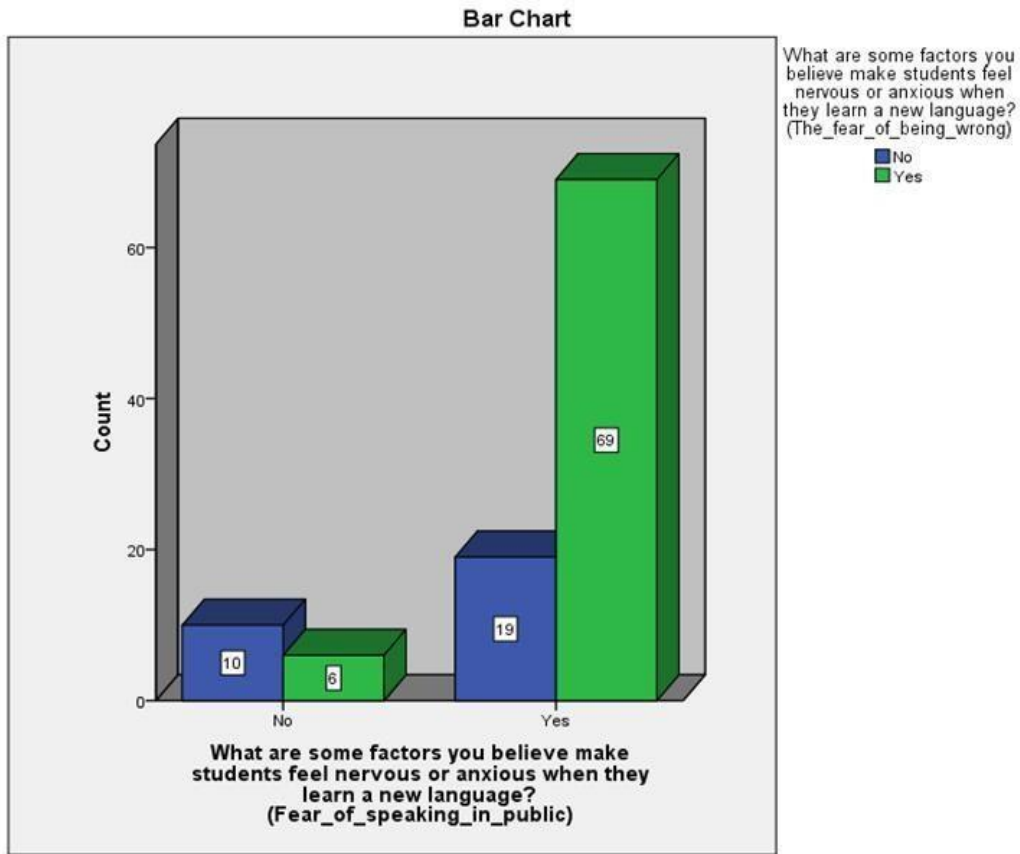
Bar Chart

TABLE 1.4 FACTORS: OTHERS

What are some factors you believe make students feel nervous or anxious when they learn a new language? (Other)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	99	95.2	95.2	95.2
	Haven't slept	1	1.0	1.0	96.2
	Teachers	3	2.9	2.9	99.0
	Others	1	1.0	1.0	100.0
	Total	104	100.0	100.0	

GRAPHIC 1.4 FACTORS: OTHERS

30

What are some factors you believe make students feel nervous or anxious when they learn a new language? (Other)
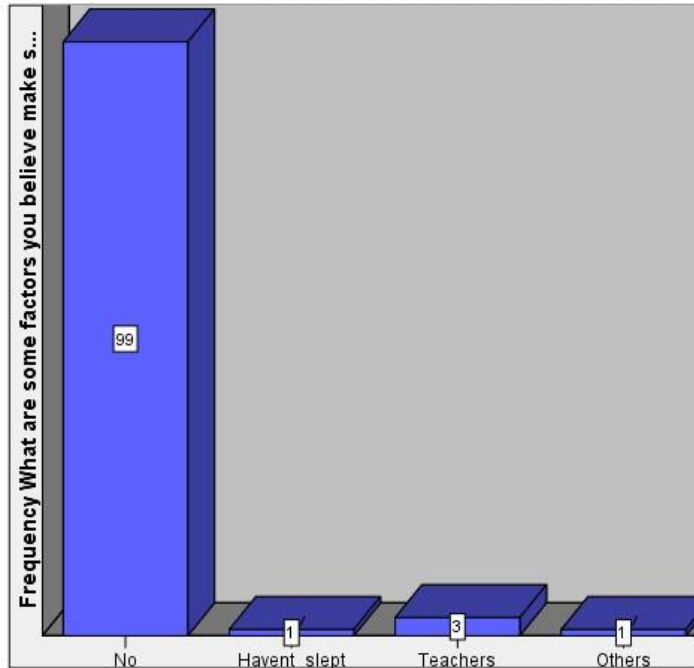
This table and graphic in a simple view it is not very relevant but when a closely review is performed; the researchers have noticed that the 3 of 104 of subjects mentioned teachers as a factor which makes them feel nervous and anxious. This is very important since researchers did not include within the choices this option and it can be inferred that if researchers would have included that option subjects would have ticked it.

TABLE 1.5 CROSSTABULATION FROM QUESTION 2 AND 4

Worriedness * English course Crosstabulation					
			During your English course, do you find yourself thinking about things that have nothing to do with this course?		Total
			No	Yes	
Are you feeling worried or anxious about the consequences of failing your English course?	No	Count	11	12	23
		% within Worriedness	47.8%	52.2%	
		% within English course	33.3%	16.9%	
		% of Total	10.6%	11.5%	22.1%
	Yes	Count	22	59	81
		% within Worriedness	27.2%	72.8%	
		% within English course	66.7%	83.1%	
		% of Total	21.2%	56.7%	77.9%
Total		Count	33	71	104
		% of Total	31.7%	68.3%	100.0%

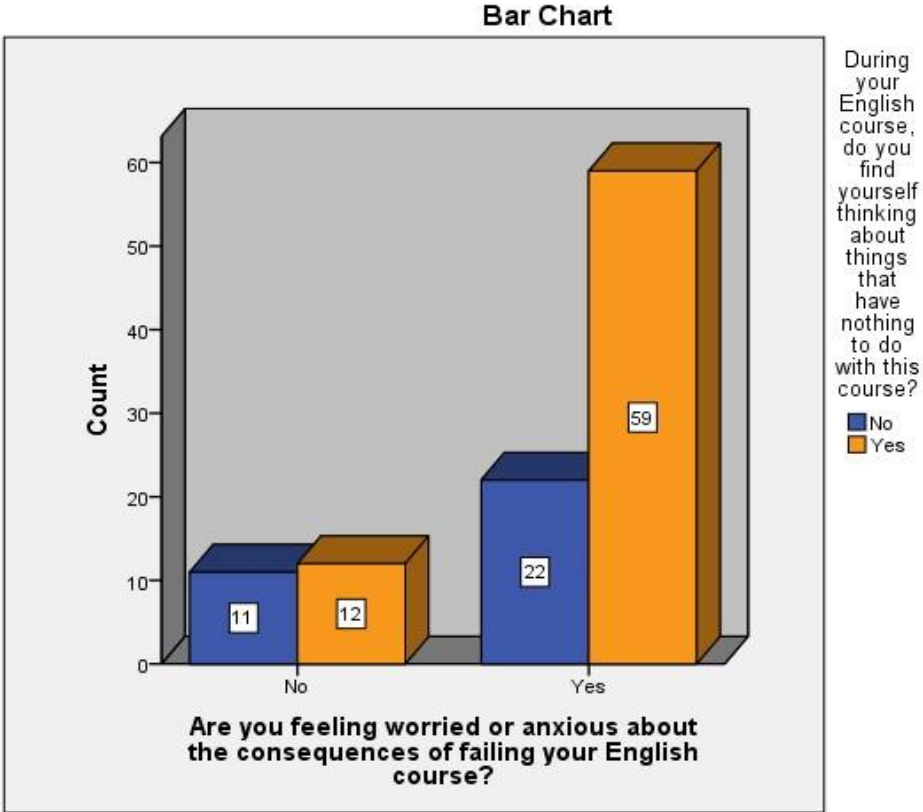GRAPHIC 1.5 CROSSTABULATION FROM QUESTION 2 AND 4

Table 1.5 presents the Crosstabulation from question number 2: Are you feeling worried or anxious about the consequences of failing your English course? And question number 4: During

your English course, do you find yourself thinking about things that have nothing to do with this course? Something very important in this crosstabulation is that 59 of 104 subjects stated that despite being worried or anxious of failing their courses, they cannot stop thinking in other issues of their daily lives.

TABLE 1.6 PROBLEMS THAT STUDENTS THINK ABOUT.

Factors	Sum	Percent
Relationships	33	34.7%
Violence	35	36.8%
Economic problems	55	57.9%
Social media	27	28.4%
Work related issues	17	17.9%
Family problems	49	51.6%

GRAPHIC 1.6 PROBLEMS THAT STUDENTS THINK ABOUT
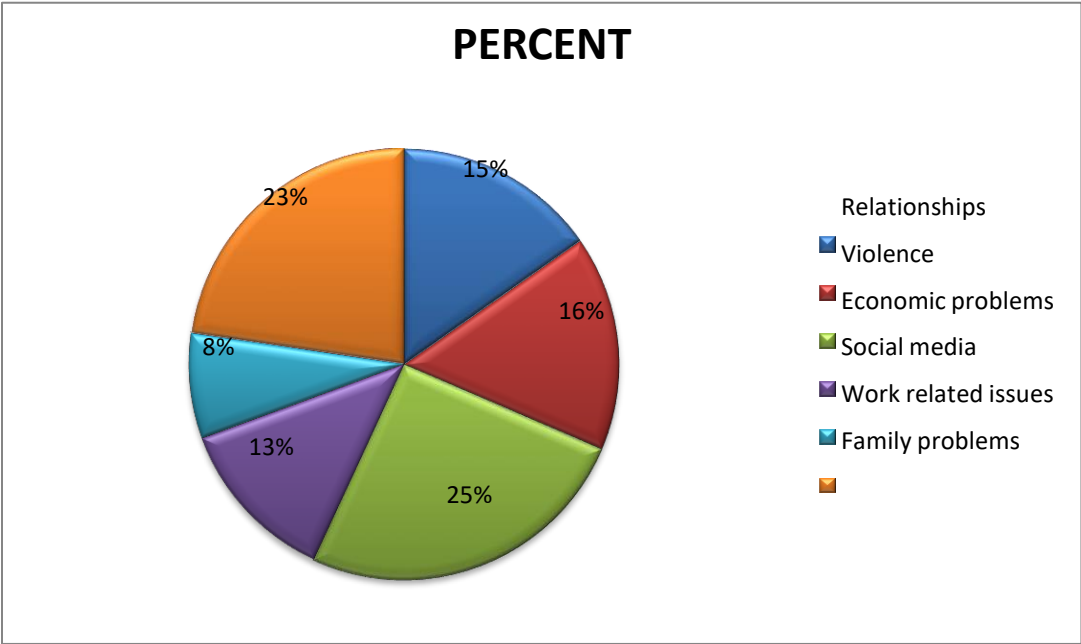
In table 1.6, it shows the different options given in question number 5 of the survey. It was a multiple-choice question with option "ticked all that apply". From this, subjects stated that their major issue is "Economic problems", followed by "Family problems" and "Violence". It is relevant that despite their economic problems, subjects do not have work related issues.

TABLE 1.7 FAMILY PROBLEMS * VIOLENCE CROSSTABULATION

Family problems * Violence Crosstabulation					
			What problems come to your mind other? (Violence)		Total
			No	Yes	
What problems come to your mind other? (Family problems)	No	Count	38	17	55
		% within Family problems	69.1%	30.9%	
		% within Violence	55.1%	48.6%	
		% of Total	36.5%	16.3%	52.9%
	Yes	Count	31	18	49
		% within Family problems	63.3%	36.7%	
		% within Violence	44.9%	51.4%	
		% of Total	29.8%	17.3%	47.1%
Total		Count	69	35	104
		% of Total	66.3%	33.7%	100.0%

GRAPHIC 1.7 FAMILY PROBLEMS*VIOLENCE CROSSTABULATION

The crosstabulation made in table 1.7 is based on the question number 5 of the students´ survey and it cross-tabulates family problems and violence. This is very important due to current social status of El Salvador where every day many people are murdered. It can be concluded that despite the country violence, it is not highly related to the problems in the family of the subjects.
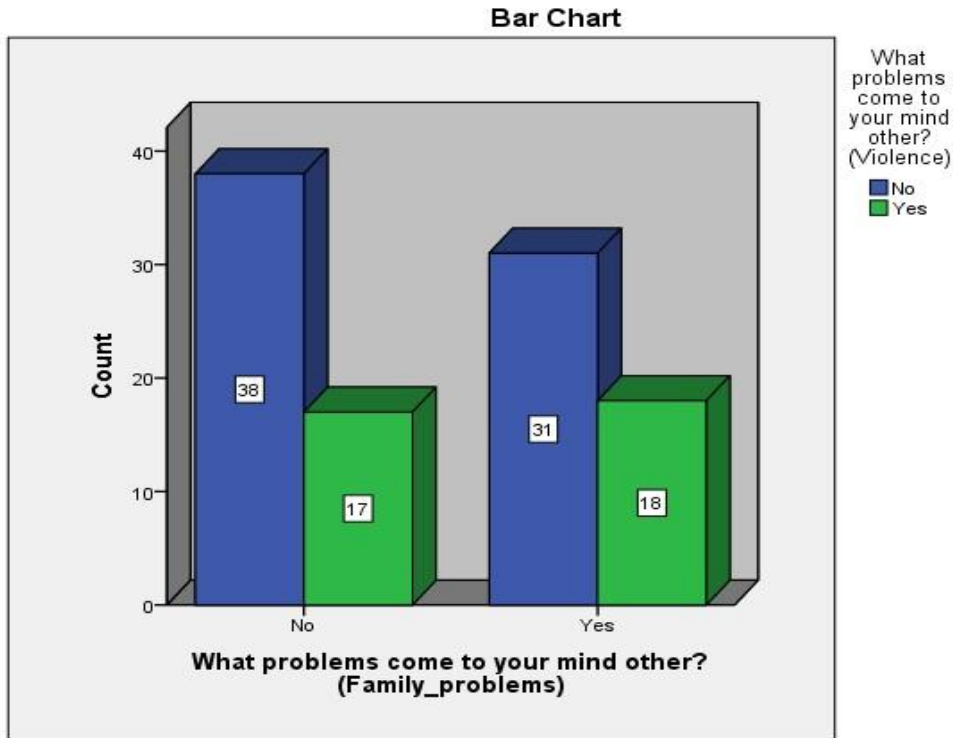
Bar Chart

TABLE 1.8 ECONOMIC PROBLEMS * WORK RELATED ISSUES CROSSTABULATION

Economic problems * Work related issues Crosstabulation					
			What problems come to your mind other? (Work related issues)		Total
			No	Yes	
What problems come to your mind other? (Economic problems)	No	Count	40	9	49
		% within Economic problems	81.6%	18.4%	
		% within Work related issues	46.0%	52.9%	
		% of Total	38.5%	8.7%	47.1%
	Yes	Count	47	8	55
		% within Economic problems	85.5%	14.5%	
		% within Work related issues	54.0%	47.1%	
		% of Total	45.2%	7.7%	52.9%
Total		Count	87	17	104
		% of Total	83.7%	16.3%	100.0%

1.8 ECONOMIC PROBLEMS * WORK RELATED ISSUES CROSSTABULATION

Bar Chart
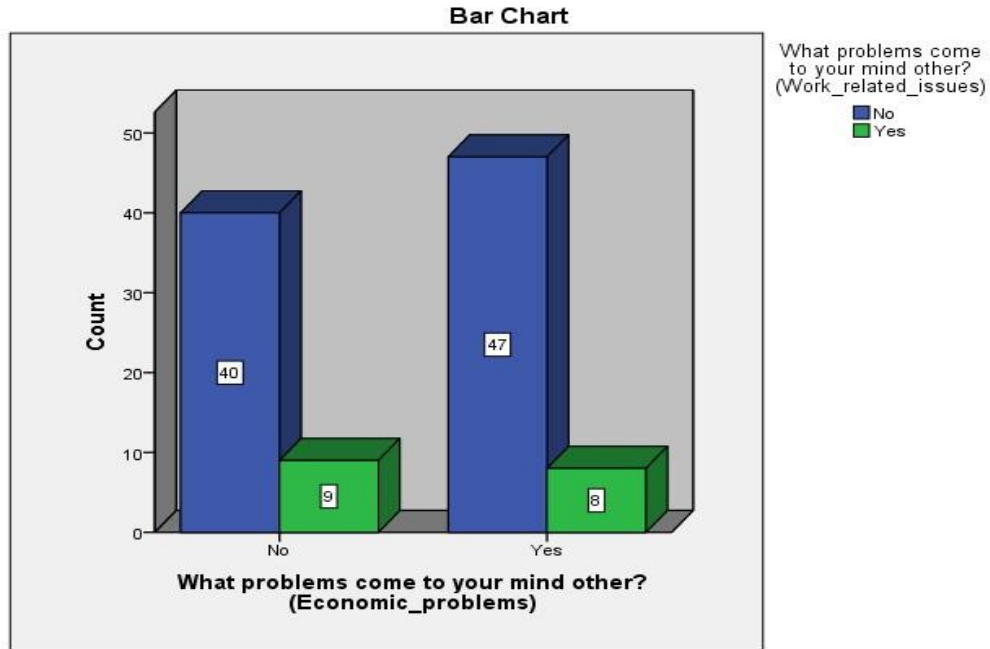
This crosstabulation is made based on the results of question number 5 in the students´ survey. It is very interesting what researchers have found out in this crosstabulation. It can be concluded that despite students have economic problems or monetary issues; they do not have work related issues which means their current job is not well paid. As well one can conclude that students think more about their economic situation rather than thinking about their jobs.

TABLE 1.9 VIOLENCE * SOCIAL MEDIA CROSSTABULATION

Violence * Social media Crosstabulation					
			What problems come to your mind other? (Social media)		Total
			No	Yes	
What problems come to your mind other? (Violence)	No	Count	53	16	69
		% within Violence	76.8%	23.2%	
		% within Social media	68.8%	59.3%	
		% of Total	51.0%	15.4%	66.3%
	Yes	Count	24	11	35
		% within Violence	68.6%	31.4%	
		% within Social media	31.2%	40.7%	
		% of Total	23.1%	10.6%	33.7%
Total		Count	77	27	104
		% of Total	74.0%	26.0%	100.0%
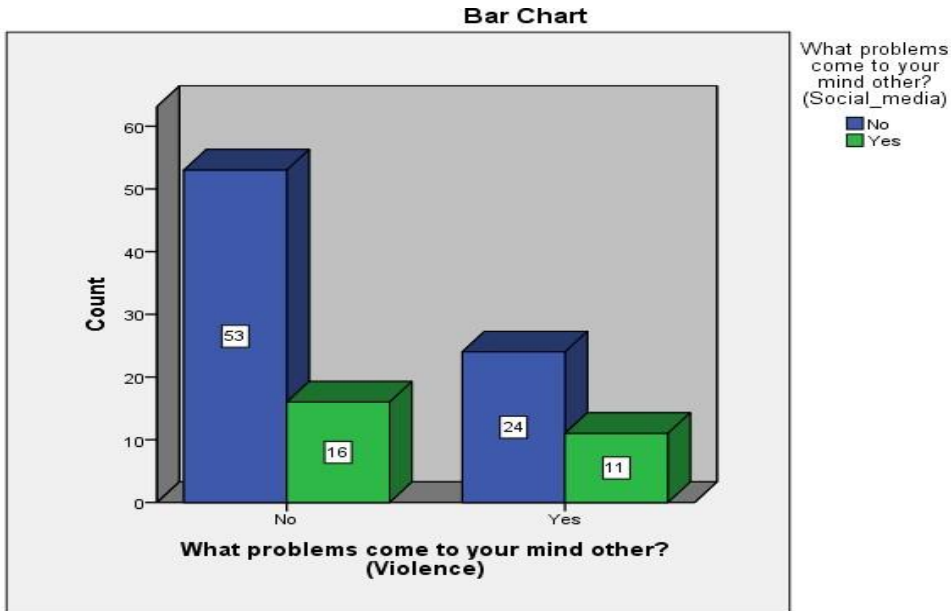
From this table and graphic, one can learn that despite the country´s situation and the heavy bombardment of the daily news about violence, it is very interesting to note students are not much affected about it even though in every social media all newspapers try to make readers to focus only in that kind of news. So, it can be concluded that students do not think too much about the violence while they are studying in their English courses.

TABLE 1.10 ENGLISH COURSE * GETTING NERVOUS CROSSTABULATION

English course * Getting nervous Crosstabulation					
			Do you get nervous when your teacher asks questions which you haven´t prepare in advance?		Total
			No	Yes	
During your English course, do you find yourself thinking about things that have nothing to do with this course?	No	Count	17	15	32
		% within English course	53.1%	46.9%	
		% within Getting nervous	40.5%	24.6%	
		% of Total	16.5%	14.6%	31.1%
	Yes	Count	25	46	71
		% within English course	35.2%	64.8%	
		% within Getting nervous	59.5%	75.4%	
		% of Total	24.3%	44.7%	68.9%
Total		Count	42	61	103
		% of Total	40.8%	59.2%	100.0%

Table 1.10 presents the Crosstabulation from question number 4: During your English course, do you find yourself thinking about things that have nothing to do with this course? And question number 7: Do you get nervous when your teacher asks questions which you haven´t prepare in advance? Regarding this crosstabulation, one can conclude that most of students think about anything but their courses during their classes and therefore they get nervous when the teacher prompts a question they did not expect to be asked for because they were not ready or did not pay attention at that moment.

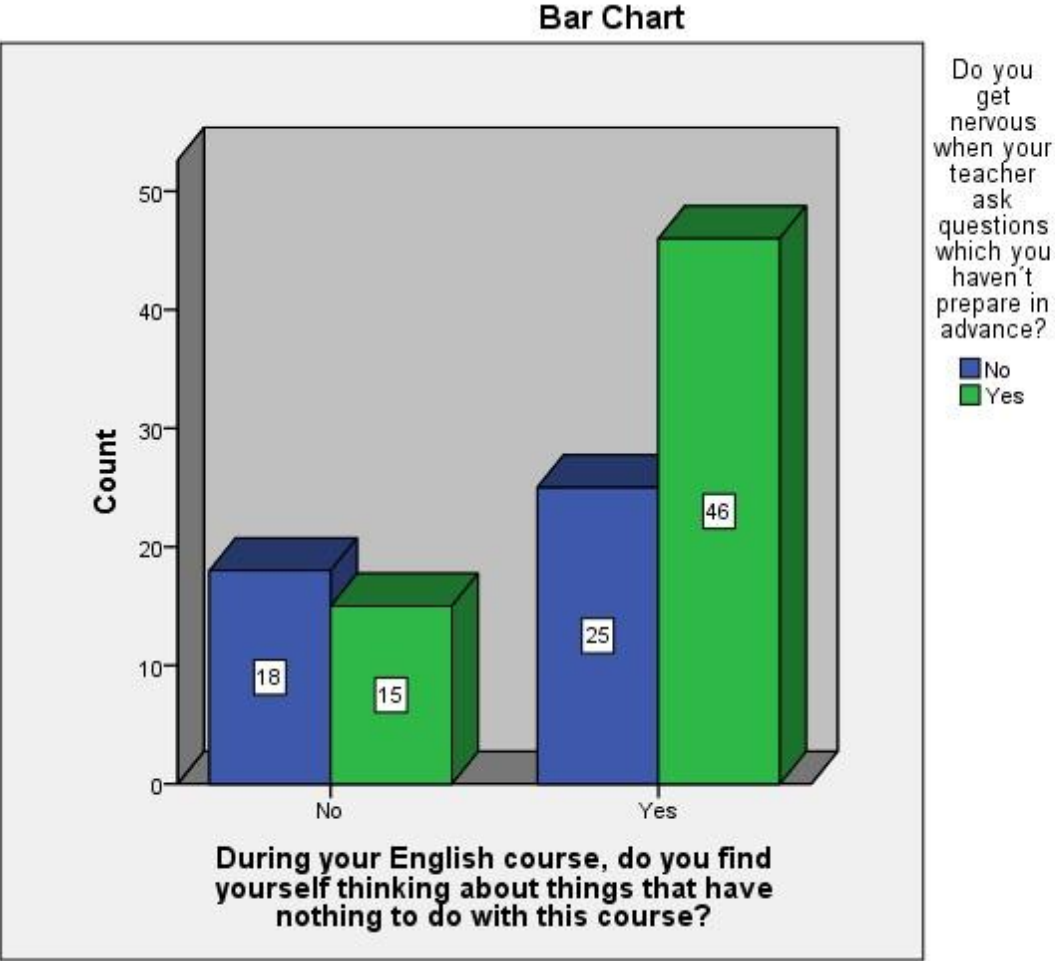GRAPHIC 1.10 ENGLISH COURSE * GETTING NERVOUS CROSSTABULATION

TABLE 1.11 LANGUAGE SKILLS THAT STUDENTS PERCEIVE THEY ARE GOOD AT.

SKILLS	SUM	PERCENT
SPEAKING	60	58.8%
LISTENING	53	52.0%
GRAMMAR	40	39.2%
PRONUNCIATION	46	45.1%
VOCABULARY	42	41.2%
FLUENCY	42	41.2%

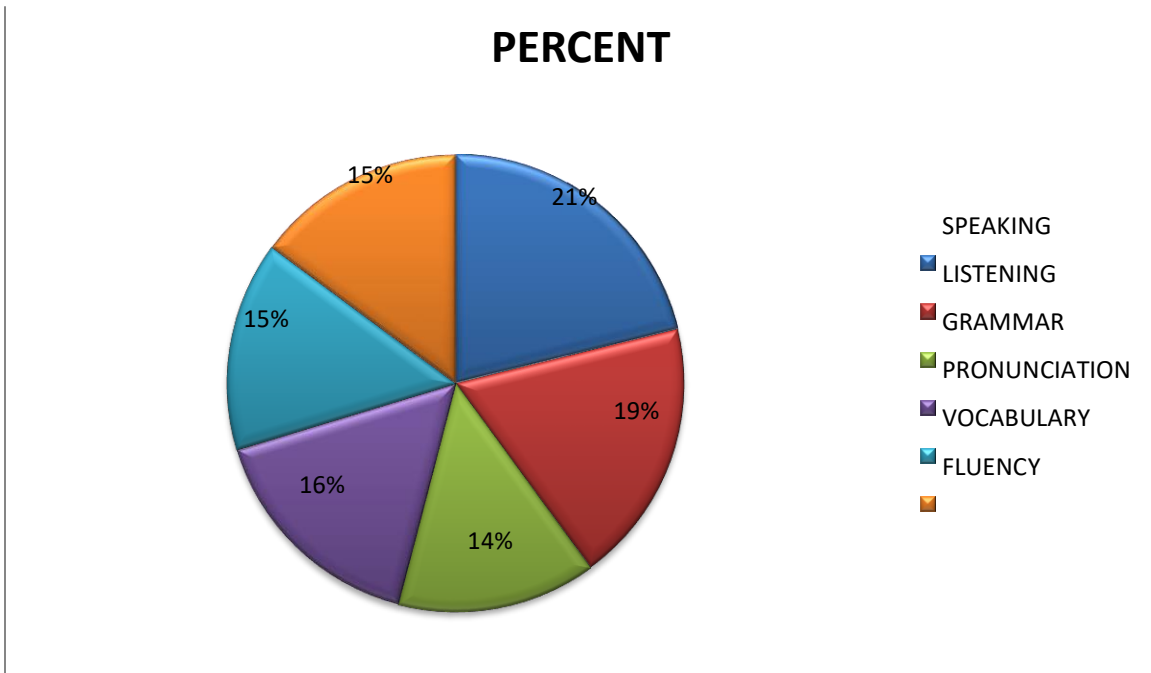GRAPHIC 1.11 LANGUAGE SKILLS THAT STUDENTS PERCEIVE THEY ARE GOOD AT.

Table 1.11 is related to the question number 6: What skills do you feel quite sure of yourself when you are speaking in class? This is also a multiple-choice question with the instruction: ticked all that apply to you. So as one can see in the table, 60 of 104 subjects selected the option:

"speaking" as the language skill they perceive they are good at, making it the option with more frequency within the students. In second place, 53 of 104 subjects ticked the choice: "listening".

TABLE 1.12 OTHER SKILLS THAT STUDENTS FEEL THEY ARE GOOD AT.

		Frequency	Percent	Valid Percent	Cumulative Percent
What skills do you feel quite sure of yourself when you are speaking in class? (Other skills)					
Valid	No	100	96.2	96.2	96.2
	READING	4	3.8	3.8	100.0
	Total	104	100.0	100.0	

GRAPHIC 1.12 OTHER SKILLS THAT STUDENTS FEEL THEY ARE GOOD AT.

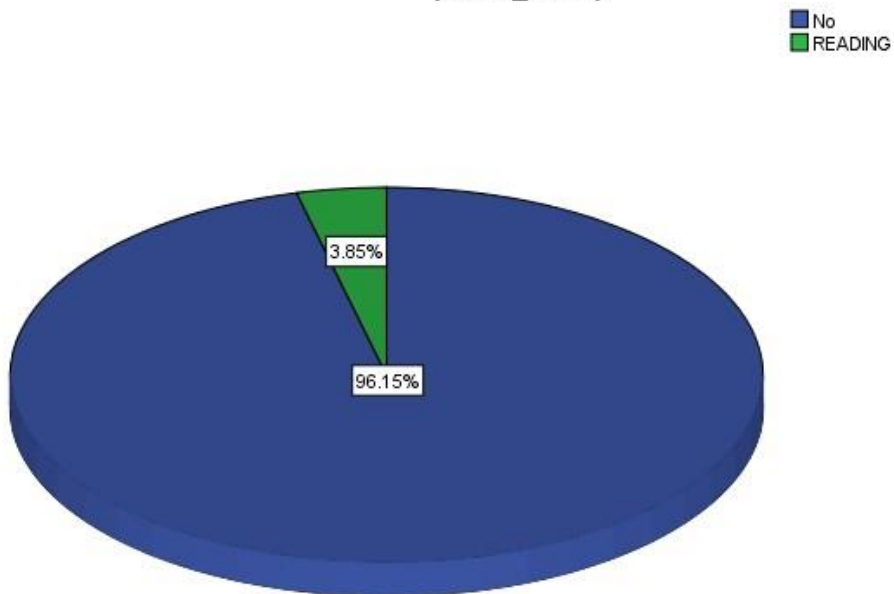What skills do you feel quite sure of yourself when you are speaking in class? (Other_skills)

TABLE 1.13 SPEAKING * LISTENING CROSSTABULATION

Speaking*Listening Crosstabulation					
			What skills do you feel quite sure of yourself when you are speaking in class? (Listening)		Total
			No	Yes	
What skills do you feel quite sure of yourself when you are speaking in class? (Speaking)	No	Count	17	27	44
		% within Speaking	38.6%	61.4%	
		% within Listening	33.3%	50.9%	
		% of Total	16.3%	26.0%	42.3%
	Yes	Count	34	26	60
		% within Speaking	56.7%	43.3%	
		% within Listening	66.7%	49.1%	
		% of Total	32.7%	25.0%	57.7%
Total		Count	51	53	104
		% of Total	49.0%	51.0%	100.0%

The table 1.13 and graphic 1.13 show the crosstabulation between the multiple-choice options in the question 6: speaking and listening. This crosstabulation is very interesting since most subjects marked the option: "speaking" as being the language skill they are good at between the two options for this crosstab. As one can see, 26 of 104 students perceive that they are good at in both skills. While 34 of 104 perceive they are good at speaking rather than listening, 27 of 104 students think they are good at listening rather than speaking.

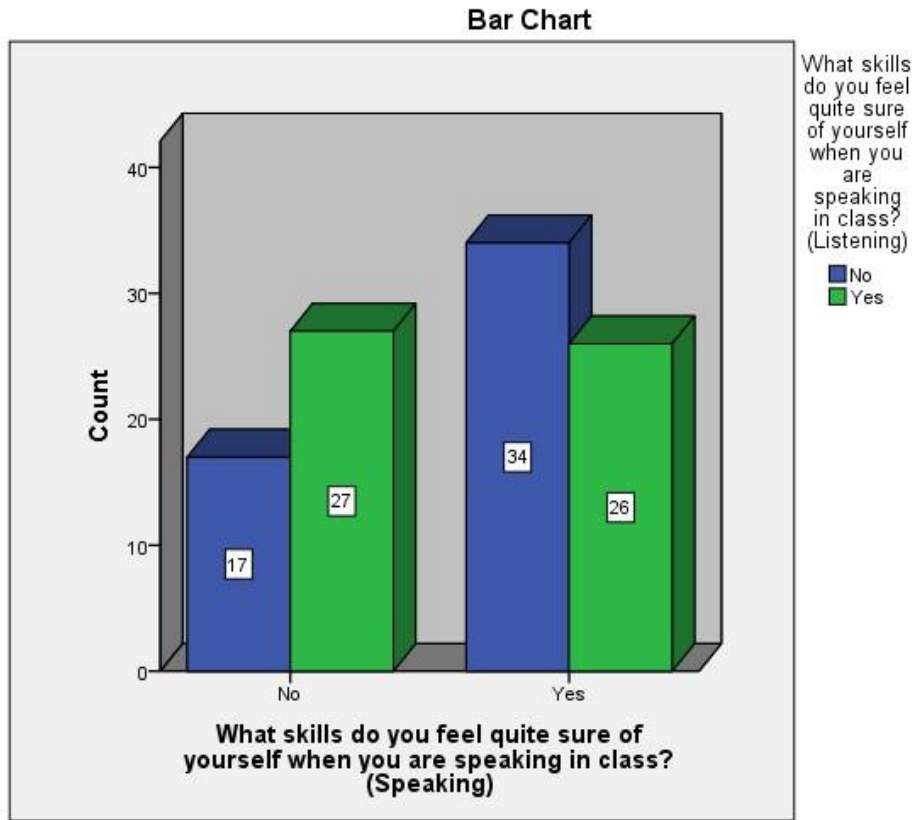## GRAPHIC 1.13 SPEAKING * LISTENING CROSSTABULATION

TABLE 1.14 SPEAKING * PRONUNCIATION CROSSTABULATION

Speaking*Pronunciation Crosstabulation					
			What skills do you feel quite sure of yourself when you are speaking in class? (Pronunciation)		Total
			No	Yes	
What skills do you feel quite sure of yourself when you are speaking in class? (Speaking)	No	Count	28	16	44
		% within Speaking	63.6%	36.4%	
		% within Pronunciation	48.3%	34.8%	
		% of Total	26.9%	15.4%	42.3%
	Yes	Count	30	30	60
		% within Speaking	50.0%	50.0%	
		% within Pronunciation	51.7%	65.2%	
		% of Total	28.8%	28.8%	57.7%
Total		Count	58	46	104
		% of Total	55.8%	44.2%	100.0%

GRAPHIC 1.14 SPEAKING * PRONUNCIATION CROSSTABULATION
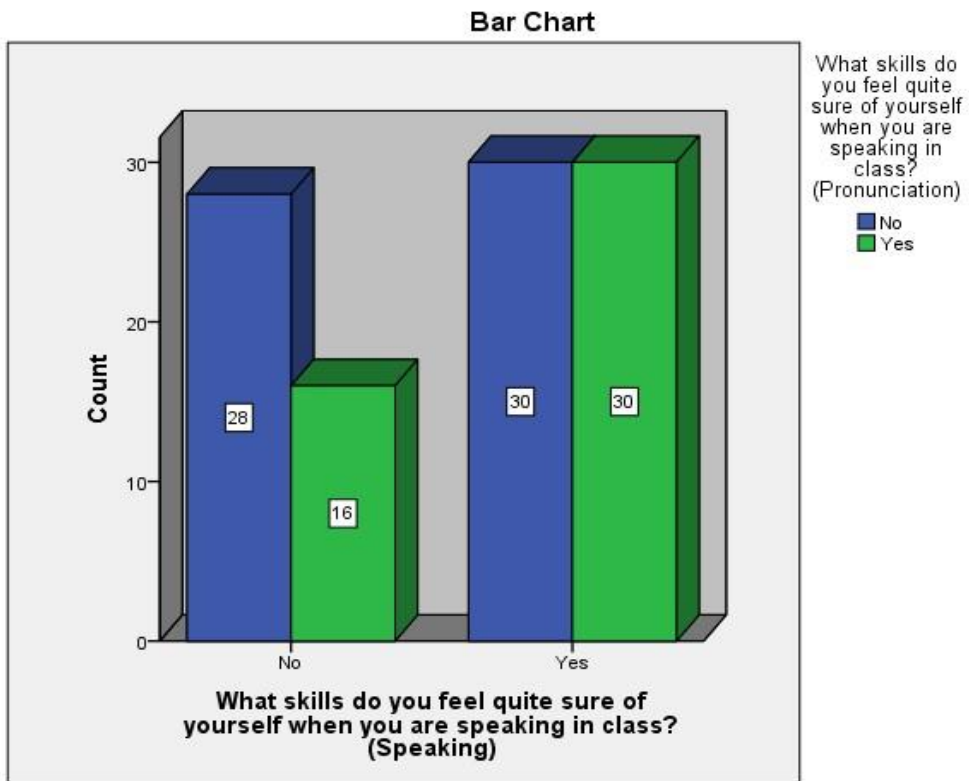
This crosstabulation is between the options: speaking and pronunciation from question number 5. In table 1.14, one can perceive four things: 1) 28.8% of subjects think they are good at speaking as well in pronunciation, 2) 28.8% of subjects think they are good at speaking but not in pronunciation, 3) 26.9% of subjects are not good at speaking neither in pronunciation, and 4) 15.4% of students consider they are only good at pronunciation. So, one can conclude that most students are good at only in one of these two skills (speaking and pronunciation) but they are not good   at   both   skills   at   the   same   time.

TABLE 1.15 SPEAKING * FLUENCY CROSSTABULATION

Speaking*Fluency Crosstabulation			What skills do you feel quite sure of yourself when you are speaking in class? (Fluency)		Total
			No	Yes	
What skills do you feel quite sure of yourself when you are speaking in class? (Speaking)	No	Count	29	15	44
		% within Speaking	65.9%	34.1%	
		% within Fluency	46.8%	35.7%	
		% of Total	27.9%	14.4%	42.3%
	Yes	Count	33	27	60
		% within Speaking	55.0%	45.0%	
		% within Fluency	53.2%	64.3%	
		% of Total	31.7%	26.0%	57.7%
Total		Count	62	42	104
		% of Total	59.6%	40.4%	100.0%

This table is like the previous one but in this case, researchers made a crosstabulation between the frequency of the options: Speaking and Fluency. In this case, one can assume that only 26% of students perceive that they are good at in both skills speaking and fluency. Another important point is that 31.7% of students are only good at speaking which make the researchers think this is a big deal when the students are looking for a job in a call center where they need to be good at in both   skills.
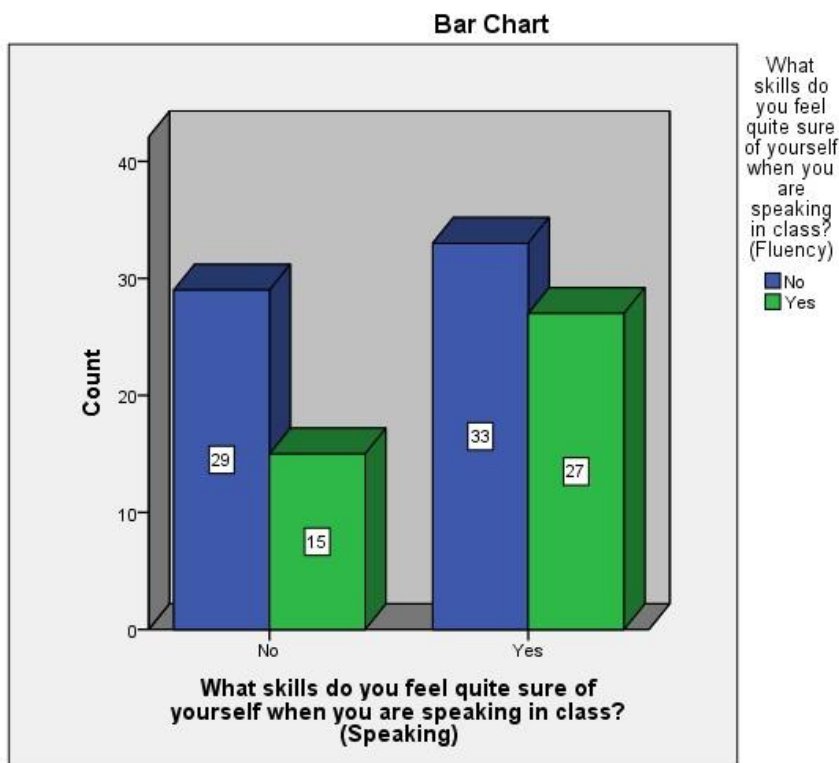
GRAPHIC 1.15 SPEAKING * FLUENCY CROSSTABULATION

TABLE 1.16 ANXIETY AND ITS EFFECTS

From your point of view, what are some effects that anxiety provokes when you are learning English?		
EFFECTS	SUM	PERCENT
self-confidence	15	14.42%
Fear of speaking	14	13.46%
Failing exams	5	4.81%
Getting nervous	20	19.23%
Stress	10	9.62%
Getting bad grades	3	2.88%
Lack of vocabulary or forgetting words	15	14.42%
Lack of concentration and not understanding some topics	15	14.42%
Lack of practice	7	6.73%
TOTAL		100.00%

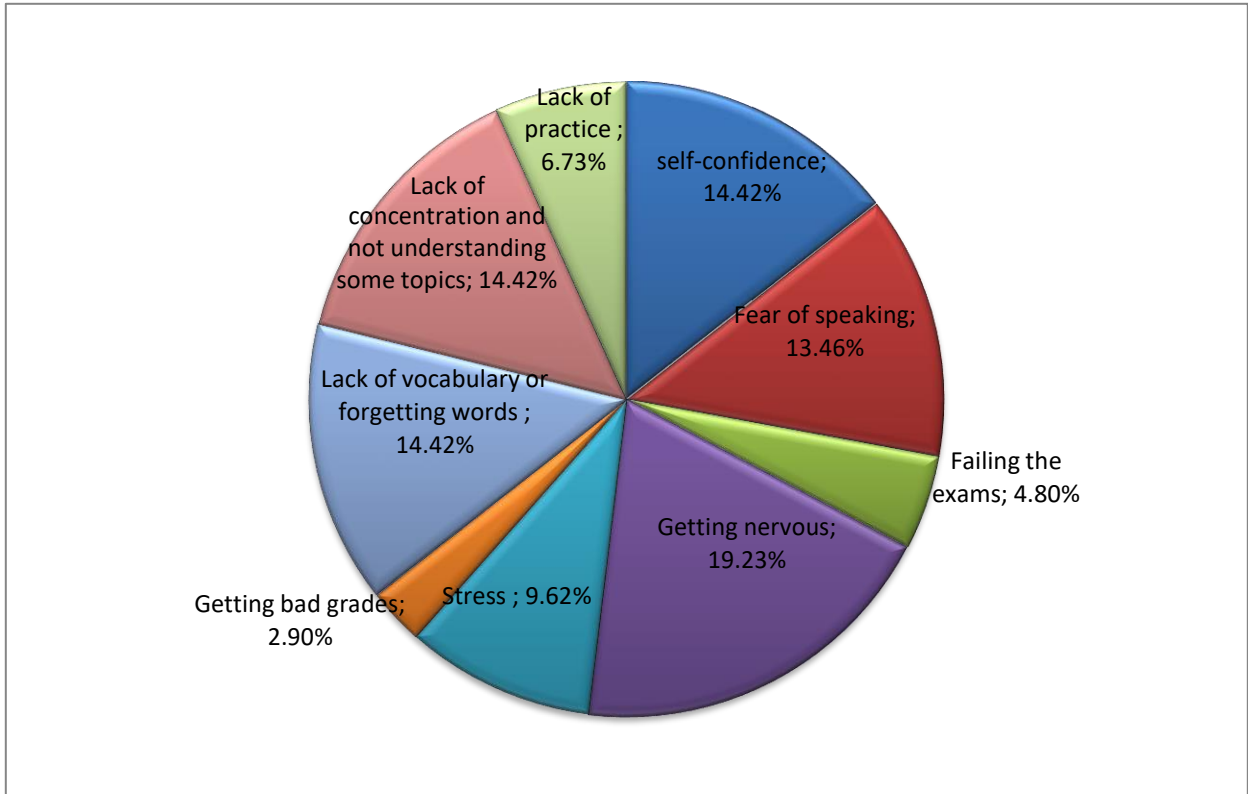GRAPHIC 1.16 ANXIETY AND ITS EFFECTS

Table 1.16 is related to question number 8: From your point of view, what are some effects that anxiety provokes when you are learning English? For this question, researchers were expected to receive opened answers and the subjects did not fail on it. But for reasons of the research and the answers provided, it was decided that a table would be created with all the answers and present a graphic the results. So, some students stated that they lose their self-confidence and concentration, as well they forget vocabulary for a speech making them to get nervous easily.

TABLE 1.17 ANXIETY AND LOW GRADES

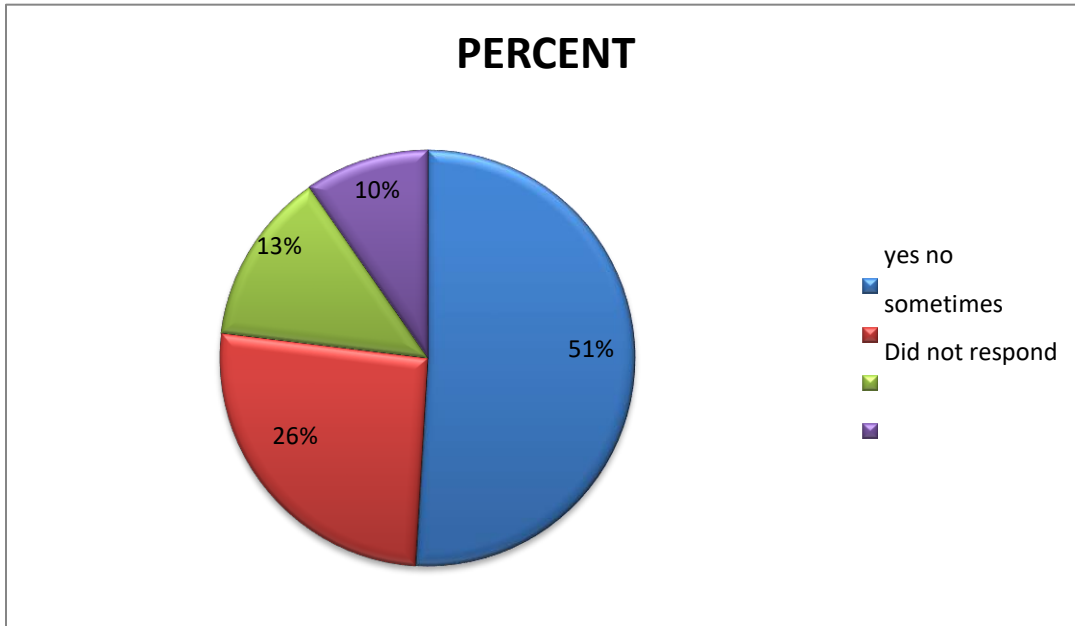| Is anxiety a factor that influences you to get low grades in your English Course?		
OPTIONS	SUM	PERCENT
YES	53	50.96%
NO	27	25.96%
SOMETIMES	14	13.46%
DID NOT RESPOND	10	9.62%

PERCENT

Table 1.17 and graphic 1.17 present the same situation as in table 1.16. Table 1.17 is the summary of the answers for the question number 9: Is anxiety a factor that influences you to get low grades in your English Course? As one can see in graphic 1.17, most students stated that they get low grades because of the anxiety they may suffer in their English courses. This made the researchers to assume that the students from Foreign Language Department suffer of anxiety in some different degrees and each one deal with it in a different way as it shows in table 1.18.

TABLE 1.18 DEALING WITH ANXIETY DURING TESTS

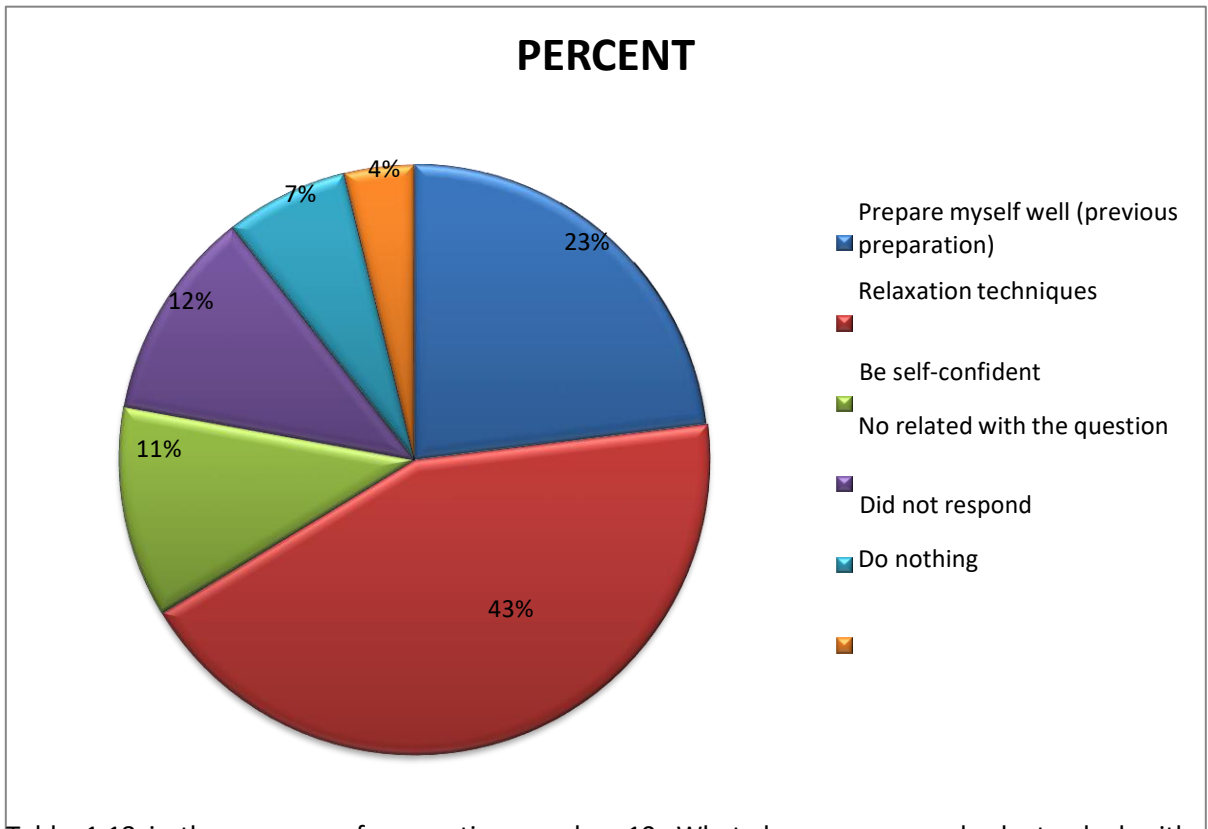| What do you commonly do to deal with anxiety during oral exams and presentation?		
ANSWERS	SUM	PERCENT
Prepare myself well (previous preparation)	24	23.08%
Relaxation techniques	45	43.27%
Be self-confident	12	11.54%
No related with the question	12	11.54%
Did not respond	7	6.73%

Table 1.18 is the summary for question number 10: What do you commonly do to deal with anxiety during oral exams and presentation? This table presents the summary of all the subjects´ answers. It is very interesting that most of the students stated that they practice different kind of relaxation techniques, 45 of 104 students answer like that. 23.08% of the students stated that they are well prepared; it means that they have prepared everything in advanced to avoid being taken aback.

TABLE 1.19 THE FLCAS TOTAL SCORES OF ANXIETY

Statistics		
N	Valid	104
	Missing	0
Mean		3.11
Median		3.00
Mode		3
Std. Deviation		.709
Range		3

TABLE 1.20 FLCAS ANXIETY SCALE, ADAPTED FROM OETTING´S SCALE

FLCAS ANXIETY SCALE	
ADAPTED FROM OETTING´S SCALE	
RANGE	LEVEL
124 - 165	VERY ANXIOUS
108 - 123	ANXIOUS
87 - 107	MIDLY ANXIOUS
66 - 86	RELAXED
33 - 65	VERY RELAXED

TABLE 1.21 FREQUENCIES AND PERCENTAGES OF STUDENTS´ ANXIETY LEVEL

ANXIETY LEVEL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Relaxed	17	16.3	16.3	16.3
	Midly anxious	63	60.6	60.6	76.9
	Anxious	20	19.2	19.2	96.2
	Very anxious	4	3.8	3.8	100.0
	Total	104	100.0	100.0	

Anxiety level

Legend:
- Relaxed
- Midly anxious
- Anxious
- Very anxious

3.85%

16.35%

19.23%

60.58%
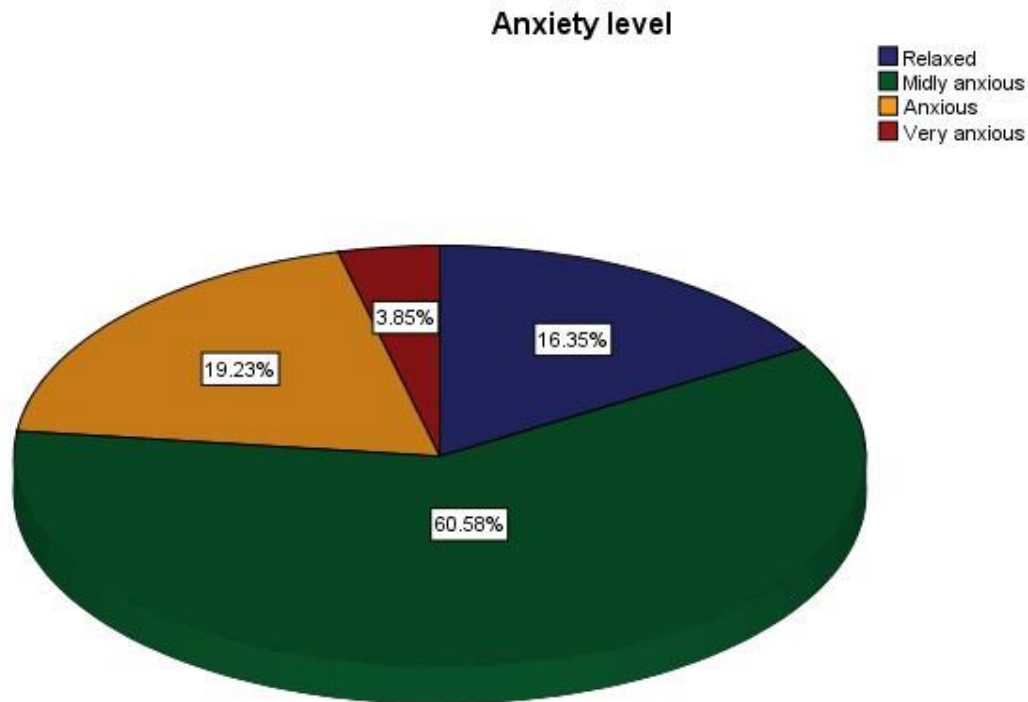
From table 1.19 to table 1.21, it is related to the second test researchers passed to the subjects which is the FLCAS (Foreign Language Classroom Anxiety Scale) created by Horwitz, E. K., Horwitz, M. B., & Cope, J. in 1986. As it is a 33-item inventory using a 5-point Likert-type response format, the FLCAS yields a composite score with a possible range from 33 to 165. In this study, anxiety was recalculated using the SPSS, program to the range of 1- 5 (i. e. 1 for low anxious and 5 for high anxious). Table 1.19 presents the FLCAS total scores for the students in our sample. After each score from the students' results of FLCAS gained, it was classified in different levels of anxiety, as seen in table 1.20, based on Oetting´s scale.

From table 1.21, presenting the levels of anxiety´s frequencies and percentages, it can be concluded that most students studying English courses have a certain level of anxiety. This is very important to understand because most of teachers are unaware of the situation in their classrooms.

B. QUALITATIVE ANALISYS

Anxiety is more than one feeling, it is something that can be dangerous in the routine depends on the personality of each one, and in this case FLD professors of Advance Intensive I ran into their own experiences and summed background up. Each FLD professor were evaluated through a qualitative survey which contained a vary of open questions, this analysis is a descriptive type in which we develop each question comparing each other and founding contrast and similarly, basically our findings are interesting and useful in our research.

1. Question: By the time you were students, how did you feel when you learned a new language?

To start with, in the first question FLD professors narrate how they felt when they were students in the University learning English as a foreign language, English is one of the most important languages around the world, and many people want to learn it easily and quickly, however FLD instructors said that each language has a challenge.

One of the teachers mentioned that she learnt English when they were kids which means that her process was not as difficult as the others FLD professors had, she had a good experience outside the country because she lived in United States, that means she speaks as a native speaker and she has a good level of English which she wants to transfer on her students. In fact, there was a FLD professor that had a previous knowledge about English as a foreign language, she had knowledge for developing the language inside the process of learning, and many students do not have previous knowledge after starting the major, so it is the first time in contact with English in the classroom.

In addition, it is important to mention that as Skehan (1989) stated there are several factors affecting the learning of a foreign language including intelligence, motivation, attitude, age, gender, personality, anxiety, and so on. Out of these factors, much attention has been given to anxiety. FLD professors showed that they were afraid to learn a new language; fear is one of the most common feelings of anxiety. Per the Oxford dictionary is a bad feeling that you have when you are in danger, when something bad might happen, or when a thing frightens you. In two cases FLD professors said that in the process of learning, sometimes they felt very nervous or anxious about evaluations or activities where active participation was required, it means speaking was difficult for them.

Sepehri et al. (2013) stated that some emotional factors may affect language learning such as: anxiety (high/low), attitude (positive/negative), motivation (strong/weak), self-confidence, persistence and personal sense of responsibility, some FLD professors claimed

that learning a new language is a challenge where one needs to avoid anxiety, having a good attitude to face the new opportunities that this major involves.

2. Question: Which were some factors that made you feel like that?

In this question FLD professors should have answered about the factors that anxiety provokes in them; as we mentioned one of the teachers did not have any experience learning English in her youth, because she learnt English in her childhood. Due to that fact, she did not present any kind of negative factors inside her learning process. Another FLD professor had also previous knowledge about English, when she started the major she avoided the language learning anxiety. Per Gardner and Lambert (1972) high self-esteem, or self-confidence, is believed to be an important construct for success in Second Language Learning. FLD professors claimed they had a good self-esteem because when they started the major they already had previous knowledge. It was less difficult to learn new topics and their levels of anxiety reduced significantly.

On the other hand, the experiences from two professors were completely different; they did not have any experience in the language, while they were learning English. They were true beginners and experienced anxiety throughout the major. One of them stated that she had three factors that influenced in her learning process negatively: "I had so many classmates that spoke good English and I did not" she stated. This is one of the problems that many students experience every day, low self-esteem, according to Brown, (1994) Learners with low self-esteem are believed to display more inhibition, leading to the building of defenses and alienation. The process of Second Language Learning could pose internal threats, such as learners judging themselves harshly for their mistakes, and external threats, where learners perceive others as judging them. As she said that she was a very shy person and she hated mistakes. It is important to recognize that low self-esteem produces low grades, the FLD professor pointed out that sometimes her FLD professors could not dedicate her too much personal time, it is possible that her FLD professors did not show much interest in their students´ learning process.

3. Question: Do you recognize when your students are nervous?

In question 3, two FLD professors stated that because of their vast experience, it is easy to identify if a student is anxious.

Horwitz et al., (1986) stated that the anxiety students experienced when undertaking oral evaluations   is far greater that they have in regular classrooms.

Another similar factor according to Jones (2004) is the fear of negative evaluation. It is something that occurs when foreign language learners feel that they are not able to make the proper social impression. It refers to one's avoidance of communicative contexts due to the concern that others are making negative judgments about him/her. Those with fear of negative evaluation are basically afraid of appearing foolish in the eyes of others. One professor during the interview made a list of some characteristics that students show when they are nervous like they starting hesitating and looking restless, so their concentration is affected.

Horwitz, (2001) stated that anxiety affects foreign language performance and achievement. Nevertheless, this is not the only one issue to consider when discussing anxiety and language learning, and perhaps not even the most important. He said that greater importance should be given to understanding the frustration and discomfort that many students seem to be suffering when learning a foreign language.

FLD Professors commented in this question that they noticed when their students had symptoms of anxiety like nervousness, lack of attention, narrow-minded and other characteristics that students present through their learning process when the semester is going through in the University of El Salvador

4. Question: What attitudes or behaviors do your students exhibit when they are feeling nervous in your class?

In the fourth question that is related to the third one, professors should have explained the attitudes or behaviors that students exhibit when they are feeling nervous in class, they pointed out a lot of reactions inside the classroom. A teacher said that their students have insecurity about English knowledge and they block themselves mentally from the learning process. Saito & Sammy (1996) affirm that anxiety has a significant impact on language learning and achievement. They concluded that high levels of anxiety have a negative impact on the language acquisition process. So, it is probably that anxiety creates a block in the mind of students when they have mid-terms or quizzes which has an impact in their performances.

One professor describes some attitudes that students exhibit in the classroom when they are nervous, for example they are sitting on the back of the classroom, or they start resting their heads on the desks without paying attention to the class at all. This kind of attitudes is associated with anxiety. Spielberger (1983) said that there is a type of anxiety called State Anxiety which refers to a transitory and emotional experience with immediate cognitive

effects. It is an apprehension that is experienced at a moment in time, as a response to a definite situation. These students become more anxious when the teacher begins the class in a moment when they should speak about a specific topic, they avoid sitting in the front.

On the other hand, another professor mentioned a lot of symptoms of anxiety that she recognizes immediately such as restlessness, broken speech, sweating, hesitation, lowering the tone of voice, rising the tone of voice, avoiding looking at the audience, looking too much at the professor (only in case of presentation) as Spielberger, (1983) said there are three types of anxiety, however two of them are related to this symptoms example trait anxiety which it refers to a stable predisposition to become anxious in a wide range of situations. It is a more permanent disposition to be anxious, which is viewed as an aspect of personality.

As a conclusion, all FLD professors agreed that they recognize the attitudes or behaviors when their students exhibit nervousness in their class, not only recognize the problem but also recognize that it is bad feeling in the learning process.

5. Question: Which area or skill do you consider that students feel more anxious about in the classroom?

In the fifth question, they answered about the area or skill that they consider that students feel more anxious about in the classroom. Several studies have shown that language anxiety brings forth potential negative effects on academic achievement, such as communication skills, oral proficiency, reading comprehension, listening skills, and writing skills.

Therefore, FLD professors were very accurate telling that speaking is the hardest area for students to perform. Richmond & McCroskey, (1998) claimed that communication apprehension it something that occurs when learners have immature communication skills although they have mature ideas and thoughts. It is a fear about real communication with others. It refers to an individual's level of fear or anxiety associated with real or anticipated communication with one or several individuals.

6. What are some factors you believe make students feel nervous or anxious when they are learning English?

Question 6 focuses on the factors that make students feel nervous or anxious?

It is very interesting how the FLD professors analyze and describe a variety of factors causing nervousness and anxiousness which have a strong impact on the success of language learning.

Self-confidence is the one that has the greatest impact. Self- confidence is maybe the most relevant because it is an important construct for success in second language learning or in educational students' goals. On the other hand, they mentioned that if students have a low global self-esteem, they will probably get low grades or they regularly become afraid that somebody else will make fun of them. They are also afraid about making mistakes which affect the learning process negatively (maybe they do not have enough knowledge and they do not know how to pronounce a word).

On the contrary, students with high self-esteem most likely think of themselves as significant and worthy individuals as well as capable of learning another language. Those with high self-esteem generally have a deep range of friends and find it easy to relate to others and get along with most students in the class. They often serve as positive leaders in the classroom, volunteer and are willing to help others. Teachers find that students with high self-esteem generally have a wide range of friends and find it easy to relate to others and get along with most students in the class. They often serve as positive leaders in the classroom, volunteer and are willing to help others.

Also, they stated others factors that may affect the student´s learning is the social insecurity issue that they face up daily in the country, family issue, they feel fear the teachers' correction and sometimes they are shy. Their shyness might be associated with biologically determined conditions where the personality of the learner has a large part to play in one's success in language learning (some people make better language learners than others. It seems to be something genetic). Based on that, a student who feels good about himself is more likely to succeed. Also, students need to be encouraged to develop their skills both inside and outside the classroom so that they feel confident to take risks in their learning.

7. Could you mention some aspects you consider could help students deal with anxiety when using English in the classroom?

Reading the seventh question: Could you mention some aspects you consider could help students deal with anxiety when using English in the classroom?

Based on the results, teachers recognized that one aspect that might help students to deal with anxiety is promoting self-motivation because it enhances their self-esteem, making them successful in their learning process and allowing them to achieve their goals. Besides, they must learn how to motivate themselves to become successful. Gardner (2001) stated that a highly-motivated language learner is further characterized by strong and clear incentives for learning the target language, such as future employment, a pay raise, travel opportunities, being able to communicate with family members. It is obvious that the

language learning context in which one acquires a language, whether natural or instructed settings, input-poor or input-rich, with a teacher students like or not, will also highly impact on how successful the students will be at learning a foreign language. Teacher suggests that students practice activities such as listening to music, breathing exercises, previous preparation in their assignments and concentration.

8. From your point of view, what are some effects that anxiety provokes in students when they are learning English?

Students, daily, face some problems such as lack of concentration and confidence. This causes feelings of anxiety and ultimately results in deterioration of their performance obtaining lower grades.

9. Do you know some strategies that help you eliminate anxiety in a new language learning process?

In the ninth question, per the teacher's answers the following strategies could be used to reduce anxiety in the learning process: teachers can create the conditions, meaning, being the creators of an atmosphere where students feel comfortable and gradually get rid of shyness and instead they gain confidence in their learning process. According to Sepehri et al. (2013) stated that understanding personality is also the key to unlocking elusive human qualities, for example leadership, motivation, and empathy. Understanding personality types is helpful for appreciating that while learners are different, everyone has a value, and special strengths and qualities, and that everyone should be treated with care and respect. Knowing the personality of the students will help teachers to appreciate their students as individuals as well it will help them to understand who they are.

V. CONCLUSIONS

After completing the research and analyzing the results obtained from the data gathering process, the following conclusions have been reached:

A. Researchers have found out that most students from the English courses have a substantial level of anxiety. While normal anxiety serves a beneficial and adaptive purpose, anxiety can also become the cause of serious suffering for many students; this was obvious when data was gathered from the FLCAS.

B. Most students are unaware of the effects that anxiety produces on their language learning process; therefore, they are not prepared to deal with it properly when exams, oral evaluations, and other speaking-related activities take place in the classroom.

C. FLD professors have knowledge about their students´ situation in relation to the students' levels of anxiety; they noticed anxiety in their students during oral evaluations and tasks, with symptoms such as unexplained headaches, nausea, stomachaches, or even vomiting, a racing heart, sweaty palms, tense muscles, and feeling short of breath.

D. While most of the students know about or make use of some relaxation techniques on a personal basis (such as drinking water, breathing slowly, listening to music), but they do not practice those techniques, making the levels of anxiety inside the classroom soar during evaluation periods.

E. Finally, it can be concluded that this topic should continue to be studied in further researches since there is a relevant connection between high levels of anxiety and poor performance from the students Advanced Intensive English I courses of the Foreign Language Department.

VI. RECOMMENDATIONS

At the end of this research that involves mainly the students from Advanced Intensive English I courses of the Foreign Language Department in the University of El Salvador who collaborated in this investigation the following recommendation are addressed to them as well as to the teachers who lead the progress that their students do every day.

Recommendations for teachers

1. To help students dealing with anxiety, it is recommendable to promote language learning strategies inside the classroom such as: cognitive learning strategies (clarification, practice, and memorization), metacognitive learning strategies (planning, prioritizing, setting goals, and self-management), communication strategies (participation), and social strategies (socialization). These strategies can support students to avoid speaking problems

2. During the English courses, FLD professors should give advice related to anxiety to the students. This could be beneficial and helpful for students creating a good environment around the classroom.

Recommendations for students

1. It is recommendable that students learn to deal with pressure of speaking in public because it can affect the good discourse they have, they should know some strategies about socialization.

2. It is recommended that students look for help to handle anxiety with relaxation techniques, such as deep breathing, thinking calming thoughts and tensing and relaxing muscles help keep anxiety levels as lower as possible.

Recommendations for authorities

1. It is recommendable for the authorities to invest in relaxation techniques programs so with students' attendance anxiety levels are reduced.

2. It is recommendable for the authorities to train professors in relaxation techniques so when students begin to get anxious they will notice it and apply the techniques they learned so that professors know how to address anxiety related problems in the classroom.

Recommendations for future researchers

1. It is expected that the information which has been gathered throughout this research will be useful for the future researchers of the Foreign Language Department so they can use it as a base to study other effects or consequences of anxiety in the language learning process.

2. It is recommendable for future researchers to deep into this problematic since it affects in different levels and in different ways of all students from the Foreign Language Department.

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VIII. APPENDIX

Foreign Language Classroom Anxiety Scale

Please choose the best option that fits your situation:

QUESTIONS	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					

19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more con- fused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

University of El Salvador
School of Arts and
Sciences Foreign
Language Department
Undergraduate project

QUESTION
NAIRE

Topic: Anxiety as a Personality factor hindering the learning of English as a foreign language to the students of Advanced Intensive English II in the major of Modern Languages specialization in French and English at the Department of Foreign Languages in the University of El Salvador, year 2016."

Objective: To identify the factors provoking anxiety to the students of Modern Languages major when learning French and English simultaneously.

Instruction: Please put a tick   in the box near to the answer of your choice.

ENGAGEMENT QUESTION

1. Do you consider anxiety as a negative factor in your learning process?

a)   Yes ☐   b)   No ☐

EXPLORATION QUESTIONS

2. Are you feeling worried or anxious about the consequences of failing your English course?

a)   Yes ☐   b)   No ☐

3. What are some factors you believe make students feel nervous or anxious when they learn a new language?

a) Lack of Comprehension ☐   d) The fear of being wrong ☐

b) Fear of speaking in public ☐   e) Lack of self-confidence ☐

c) Lack of practice ☐   f) Lack of vocabulary ☐

g) Environment ☐

Other:_____

_____

4. During your English course, do you find yourself thinking about things that have nothing to do with this course?

a)   Yes ☐   b)   No ☐

5. What other problems come to your mind?

a) Family problems ☐   b)   Relationships ☐

c) Violence ☐   d)   Economic problems ☐

e) Social Media ☐   f)   Work-related issues ☐

Other:_____

_____

6. What skills do you feel quite sure of yourself when you are speaking in class?

a) Speaking ☐   b) listening ☐   Grammar ☐

c) Pronunciation ☐   d) Vocabulary ☐   Fluency ☐

Other:

_____

_____

7. Do you get nervous when your teacher ask questions which you haven´t prepare in advance?

a) Yes ☐   b) No ☐

8. From your point of view, what are some effects that anxiety provokes when you are learning English?

9. Which are the factors that influence you to get low grades when you are anxious?

10. What do you commonly do to deal with anxiety during oral exams and presentation?

University of El Salvador
School of Arts and Sciences Foreign
Language Department
Undergraduate project

QUESTIONNAIRE

Topic: Anxiety as a Personality trait hindering the learning of English as a foreign language to the students of Advanced Intensive English I in the major of Modern Languages specialization in French and English at the Department of Foreign Languages in the University of El Salvador, year 2015."

Objective: To describe how anxiety as a personality trait hinders the learning of English as foreign languages to the students in the major of Modern Languages specialization in French and English at the Department of Foreign Languages.

1. By the time you were students, how did you feel when you learned a new language?

2. Which were some factors that made you feel like that?

3. Do you recognize when your students are nervous

4. What attitudes or behaviors do your students exhibit when they are feeling nervous in your class?

5. Which area or skill do you consider that students feel more anxious about in the classroom?

6. What are some factors you believe make students feel nervous or anxious when they are learning English?

7. Could you mention some aspects you consider could help students deal with anxiety when using English in the classroom?

8. From your point of view, what are some effects that anxiety provokes in students when they are learning English?

9. Do you know some strategies that help you eliminate anxiety in a new language learning process