"THE EFFECT OF LANGUAGE ANXIETY IN ORAL PRODUCTION IN UNIVERSITY STUDENTS"

MASTER'S REPORT

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DECLARATION

I hereby declare that this research study titled "The effect of anxiety in oral production in University students" presented to the Master's program in Teaching English as a Foreign Language is an original work done by me under the assistance of Diana Margarita Diaz. The information written in this research is authentic to the best of my effort and knowledge.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my loved ones:

My husband

Joseph Daniel Muñoz Mejia

My parents

Cesar Franco Henao
Aida Villalba

My daughter

Isabella Muñoz Franco

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ABSTRACT

The aim of the current research study is to investigate how the three dimensions of foreign language anxiety; test anxiety, communication apprehension and fear of negative evaluation affect the oral production of a group of students who are studying English as a foreign language. On the other hand the methodology used to gather the information consisted of assessing the speaking performance the students have in two oral presentations, one in an anxiety-free environment and the other in front of the class. The sample of this research study comprises three students between A1 and B2 level, according to the CEFR who are studying at Icesi University (2 females and one male).

In order to measure the language anxiety and oral production I used two different instruments: Foreign Language Classroom Anxiety Scale questionnaire developed by Horwitz, Horwitz and Cope and the IELTS speaking descriptors to collect quantitative data. The qualitative data was gathered throughout interviews and self-reports that give the most valuable information to understand why some students perform poorly in the target language. The results of this study showed that the dimension that is affected the most is "fear of negative evaluation" which affects fluency and coherence and lexical resources at the same time.

I. INTRODUCTION

Many studies concerning the factors that affect the process of learning a foreign or second language have been carried out. Among those factors, we can mention the ones that are related to the student's personality, such as: anxiety, self-esteem, risk-taking, and empathy since they have a big influence on the L2 learning process. Bearing in mind the factors mentioned above, this paper deals with anxiety as one of factors that affect the oral performance in a group of students at a private university in Cali.

There are many theories that talk about language skills (reading, writing, listening and speaking) involved in the process of learning a second or foreign language. These theories help foreign language teachers understand why some of those skills are not learned in the same way and what factors can affect the development on the skills mentioned above, so that, we as teachers, become aware about how those theories can help our students to overcome the problems that are present in the classroom.

I consider that among the skills mentioned above, speaking is one of the most difficult to develop, since it can increase or decrease security, self-esteem, anxiety, motivation etc., when they are faced in the classroom. Hence, these factors are the ones that can interrupt the main goal of this important skill which is to have meaningful communication. Teachers should not only take into account the factors mentioned above but also students' needs, wants, likes, etc., since all of them help learners increase their oral production in an easy and enjoyable way.

This study can be important as it might make teachers and students aware of the role anxiety plays on their communicative oral production. Hence, the findings of this research might be of help for teachers to design course book materials, as well as activities that create an anxiety-free environment. Regarding the students, knowing the aspects that arise Foreign Language Anxiety becomes the first step to design learning strategies that can help overcome this situation. Consequently, this study is very important not only for teachers but also for students who are interested in understanding why they feel anxious when speaking in a foreign language.

II.   JUSTIFICATION

This research project shows the importance of language anxiety as a determinant affective factor in the process of learning a foreign language; test anxiety, communication apprehension and fear of negative evaluation are three dimensions of foreign language anxiety that affect the performance of oral skills. The results of this project intent to arise teachers' and students' awareness of Foreign Language Anxiety as a factor that determines success or failure in the language learning process.

Above all, the results might provide teachers and students at Icesi university English program with data to reflect on their teaching and learning process. Teachers might develop strategies to support students to overcome their fears and achieve the expected oral proficiency. On the other hand, students might develop strategies to have control over any speaking situation in the classroom since anxiety is the result of little or no English proficiency.

III. RESEARCH PROBLEM

1. PROBLEM STATEMENT

The process of learning a second language is a very complex one, since it can be affected by many factors. These factors could be related to the cognitive or affective part of the learners. In my opinion the affective factors such as self-esteem, attitude, motivation, inhibition, and anxiety among others have more impact in this process of learning. This impact could be positive or negative; it means that it can determine the success or failure of language learning. In this study, I am going to focus on anxiety as determinant factor to success in this process of learning.

Anxiety has been a matter of studies since many years ago. Many researchers have tried to determine the relationship between anxiety and speaking. When we take a look among the skills developed in language learning (listening, speaking, reading and writing), we find that speaking is the most challenging for most language learners, since it is the most anxiety provoking. That is why I want to investigate the following research problem:

2. QUESTION

How does foreign language anxiety affect oral performance when learning English as a foreign language in a group of students from the English program at a private university in Cali?

3. OBJECTIVES

3.1 GENERAL OBJECTIVE

To determine how the three dimensions of foreign language anxiety affect oral performance when learning English as a foreign language.

3.2 SPECIFIC OBJECTIVES

- To measure the level of the three dimensions of foreign language anxiety of the students taking part in the research.
- To assess the level of oral performance of the participants.
- To explain how the three dimensions of foreign language anxiety affect the performance of oral production.

IV.   THEORETICAL FRAMEWORK

1. ANXIETY

The complex process of learning a foreign or second language involves not only the cognitive aspects but also the affective ones. It is very relevant that we as teachers know some theories related to these two processes in order to overcome some problems that can be present in a foreign language classroom. The process mentioned above is related to the environment, personality factors, grammatical rules, etc. I consider that the factors that are related to the personality are the ones that can determine the success or failure of a second or foreign language that is why I consider that language development can take place only if students have low levels of anxiety and reinforce the ones that help them overcome any learning situation in the classroom. In order to do that, it is necessary to have a learning atmosphere which gives them a sense of security and value as individuals.

Anxiety is one of the key factors that makes easier the process of learning a foreign language, since if students feel secure or comfortable to do any activity or to learn the language; for sure they are going to do as well as possible or success in language learning. In order to demonstrate if anxiety plays an important role in language learning, it is very important to know some aspects that are around this concept. There are many theories that have been developed to explain why and how anxiety affects language learning especially oral production.

Before going into these theories, it is necessary to explain what anxiety is as a general term or as an aspect of the personality. The Merriam-Webster dictionary (2015) defines anxiety as "an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it." Horwitz (2001, p. 113) states that "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with and arousal of the autonomic nervous system."

There two types of anxiety that deal more with Language Anxiety, on one hand is "debilitating anxiety" or harmful anxiety that has to do more with the poor performance of a learner when facing any language learning specific situations. On the other hand is "facilitating anxiety" or

helpful anxiety that refers to the anxiety that enhances or pushes learners to perform well in those language learning specific situations. (Moyer, 2008)

Psychologists state that there are three categories of anxiety; one is called "trait anxiety" which has to do with the constant predisposition to be anxious. The other one is called "state anxiety" that is the feeling of been nervous in any particular situation and finally "situational anxiety" which is similar to state anxiety but with the difference that situational anxiety is more general and refers to the personal beliefs that a person has with certain situations in his/her daily life. All of those categories of anxiety have helped researchers to rethink that there must be a specific type of anxiety with regards to language learning. This new concept is called "Foreign Language Anxiety" (FLA).

1.1   FOREIGN LANGUAGE ANXIETY

There are many authors who have tried to give a close definition of Foreign Language Anxiety. Some of them are Cassady (2010), Clement (1980), Young (1992), MacIntyre and Gardner (1994b) among others. For example, MacIntyre and Gardner (1994b) cited in Trang (2012, p. 69) defined "FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language". It is deeply related to the reports the students gave when they were presenting: they commented they felt anxious, nervous and afraid.

However, it is Horwitz, Horwitz and Cope cited in Trang (2012) who developed the current concept of Foreign Language Anxiety. They refer to it as the special type anxiety that is specific to foreign language learning. Their theory about FLA has played an important role nowadays, since it has made some researchers to be interested in this interesting topic in language learning. It has changed the mind of many researchers who have been interested in anxiety as a general term. These authors have defined FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process" Trang, (2012, p. 69).

There are some signs that we as teachers must perceive about this phenomenon that is FLA. They are well known as general avoidance (cutting classes, low levels of verbal production, etc.),

physical actions (squirming, play with the hair or clothing), physical symptoms (complaining about headache or any other pain in the body), and others (over studying, perfectionism, lack of eye contact). All of those signs must warn teachers that something is happening in the classroom or with the learners' learning process.

Until this moment, I have focused my attention on defining anxiety in some specific ways. Now, I am going to talk about what might cause FLA in second language learners. There are three components that can arise FLA in learners, which are communication apprehension, test anxiety and fear of negative evaluation. These three components of FLA were firstly introduced by Eliane K. Horwitz, Michael B. Horwitz, and Joann Cope and are going to be explained in the next session of this research paper.

1.1.1. COMMUNICATION APPREHENSION

Communication apprehension has to do with the anxiety that arises when a learner has to experience any speaking situation with other individuals. This is the situation that students lived during this research, they have to present orally in front of a class. According to McCroskey (1977, p. 78) "CA is defined as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons". On the other hand Horwitz et al, (1986, p. 127) state that "communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety) are all manifestation of communication apprehension", that is to say when learners feel that they do not have control over a speaking situation, anxiety can arise due to their little or no English proficiency.

1.1.2. TEST ANXIETY

Test anxiety is involved to the anxiety of feeling fear of performing badly in the foreign language. According to Horwitz et al, (1986, p. 127) "Test anxiety refers to a type of performance anxiety stemming from a fear of failure." It means that learners are anxious of being evaluated and more specifically the fear of finding in the evaluation the topics they do not know. In Case 1 and 2 this

was rather explicit. Both needed to pass the class and perform well in these presentations, because they needed to finish the program to graduate.

1.1.3. FEAR OF NEGATIVE EVALUATION

The fear of negative evaluation deals with the anxiety that is related to the learners' concept of how other people view their ability to perform in the foreign language, for example, classmates, native speakers, others. Horwitz et al, (1986, p. 128) claim that fear of negative evaluation is "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively." Participants were worried that their classmates would think they weren't very intelligent, since their level was below the rest of the group.

2. ORAL PRODUCTION

When we are learning a foreign language we have to develop different skills (listening, speaking, reading and writing), those skills are learned in different ways. That is why teachers should be updated about the theories that are related to language learning and teaching. Those theories help teachers understand why the skills mentioned above are not learned in the same way, and at the same time give them strategies to help students improve the skills mentioned above. From my point of view I consider speaking as the most difficult skill to develop in the language learning process.

In order to develop those skills properly teachers must take into account the students' needs, feelings, likes, environment and personality factors such as motivation, self-esteem, anxiety etc. I might say personality plays a very important and crucial role when a learner is learning a second or foreign language, since depending on the level of each aspect of the personality, language can take place in an easier way.

As I said before, I consider that among the skills mentioned above, speaking is one of the most difficult to develop since many factors, as the ones mentioned above can affect the good performance of this crucial skill. Also, it can increase or decrease security, self-esteem, anxiety, risk-taking, etc., at the moment of being faced in the classroom. Hence, these factors are the ones that can interrupt the main goal of this important skill that is communication. On the other hand,

teachers should not only take into account the factors mentioned above but also students' needs, wants, likes, etc., since all of them help learners increase their oral production in an easy and enjoyable way.

To sum up, as Lightbown's and Spada's (2013, p. 88) view of language learning "Teachers can make a positive contribution to students' motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability the learning goals are challenging yet manageable and clear, and the atmosphere is supportive. Teachers must also keep in mind that cultural and age differences will determine the most appropriate ways for them to motivate students." That is to say teachers should not only take into account learners' needs, interests, age and personality factors such as motivation, anxiety but also the environment itself which is a key factor in the process of learning and the activities that help students increase oral production. Communicative skills can be developed only if learners have certain amount of motivation and if the environment is suitable for them to feel confidence in it.

"Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking" (Burns & Joyce, 1997 cited in Shiamaa Abd EL Fattah Torky, p. 30). That is to say, speaking can be seen as the interchange of meaning and understanding where its final goal is communication which comprises some aspects such as words, symbols, gestures that makes interaction meaningful between the speaker (sender) and the listener (receiver). In other words, communication is the construction of meaning that involve producing, receiving and information processing to generate meaning.

Finally, when people speak they want to communicate or express ideas, feelings or thoughts. Based on that, spoken language is a very important tool for communication. It can be used in a wide range of situations, for example people working at schools, hospitals, universities, etc., must speak skillfully the language in order to communicate one another effectively to avoid misunderstandings. To become a skillful communicator we need to develop proficiency the four skills (listening, speaking, reading and writing) that are involved in the language learning or acquisition process

3. ORAL PRODUCTION ASSESSMENT

In order to assess oral production it is necessary to take into account some aspects that are very important in the process of learning a foreign language. They give a clear picture about how this process of learning is taking place. There are some exams that measure the learner's level of English by taking into account those aspects; for example, Common European Framework states that *Range, accuracy, fluency, interaction and coherence are qualitative aspects of spoken language use.* On the other side the IELTS (International English Language Testing System) proposes four Speaking Test Band Descriptors that are fluency and coherence, lexical resources, grammatical range and accuracy and pronunciation. This test is a well-known one that is used in academic, governmental and professional fields. The IELTS' band descriptors are going to be used during this research to measure learners' proficiency in the foreign language.

The IELTS Speaking Test Band Descriptors are based on the Common European Framework. These descriptors can be defined as follows: Fluency and Coherence is one of the four criteria that is tested in IELTS. It refers to the learner's ability to speak at length without long pauses, hesitation or repetition during a conversation and organizing or express ideas logically. The second criteria is Lexical resources which focuses on the range of vocabulary and the ability to use it effectively including the right collocation in the sentence. The third criteria is grammatical range and accuracy that deals with the range of accuracy of the learner's grammar while speaking, the range of grammar includes using a variety of complex structures during the speech. Finally the last criteria in the IELTS Speaking Test is pronunciation that focuses on the accuracy and variety of pronunciation features which includes individual sounds, word stress, sentence stress, intonation and all those aspects that are involved during speech act to convey a clear message.

The IELTS was designed to give insight about how well or to what extend a learner is able to *"communicate opinions and information on everyday topics and common experiences; speak at length on a given topic using appropriate language, organize the ideas coherently, express and justify the opinions, analyze, discuss and speculate about issues" (Retrieved from: www.takeielts.britishcouncil.org /prepare- test/understand-test-format/speaking-test).* Finally the purpose of this test is to provide enough criteria to assess oral proficiency during the process of learning a foreign language.

In order to measure learner's proficiency the test develops a rubric that ranges from 0 to 9 where it is described what learners must be doing in each level, it means that the test labels their oral

proficiency according to their fluency, coherence, grammatical accuracy, pronunciation and lexical resources. The IELTS Speaking test takes from 11 to 14 minutes and it is composed by three sections; "*the first part is an introduction and interview, it takes form four to five minutes; the second part is a long turn in which the candidate receives a card with a topic. He/ she has one minute to prepare and make notes before speaking about the topic for one or two minutes, this session last for three to four minutes. The third part is a discussion about more abstract aspects of the topic in part two. It lasts for four to five minutes. (IELTS train the trainer. p. 52).*

V.   METHODOLOGICAL FRAMEWORK

1. PROCEDURE

The following research report was a descriptive and non-experimental study carried out during the second academic semester of 2016. The type of research applied was case study method that was a qualitative one which aim was to gather the information about the problem, to have a deeper understanding of it. In this case, about language learning anxiety and some reasons that governed such anxiety. That is to say, it tried to investigate the "why" and the "how" of the target problem, the following statement could be a close definition: "Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships" Zainal (2007, p. 1) That is to say, the case study research method is an in depth study that seeks a specific situation in a broad field to make the problem a researchable topic.

The participants were students who were taking an English course at the language program at the Universidad Icesi. In order to select the participants the researcher asked some teachers from the language program to observe and reference some students who they considered showed a certain level of anxiety or the ones who had expressed to feel anxious in any speaking situation. The researcher collected the information about language learning anxiety throughout some specific instruments such as interviews, audio self-reports before and after an English class, FLCAS, an oral

presentation that consisted in two parts; the first one was to do the presentation to the researcher before being presented in the classroom and the second one was to do it in the classroom, in front of their classmates. These presentations were recorded to be analyzed later in depth. Another instrument the researcher used was IELTS speaking band descriptors which aim was to measure the English level of each participant.

I met with the reported students to explain to them the aim of this research study and ask them if they were interested in being participants of it. The interview consisted of answering some questions with regards their feelings about their process of learning a foreign language, the focus of most of the questions was to know about the way they felt when they had to participate in oral activities. In the light of this, it was necessary that the participants reported their feeling about this specific task before, during and after doing any oral participation, mainly an oral presentation. The required information was recorded and analyzed and it shed light on the aspects that made the students anxious. The students' level of anxiety was measured with Horwitz' Foreign Language Classroom Anxiety Scale (FLCAS) which is an instrument that was designed by this author to measure different components of foreign language anxiety; test anxiety, communication apprehension and fear of negative evaluation. Finally, in order to measure the oral performance of each participant during the first and second presentation, it was necessary to take into account the duration of each presentation and amount of mistakes they had made in each one. In other words, the mistakes made by the students were converted into mistakes per minute in each presentation what allowed me to differentiate the oral performance each student had in different environments. In this part, I took into consideration the same sub-kills proposed by the EILTS speaking descriptor band.

2. DESCRIPTION OF POPULATION

Institution Characterization

Universidad Icesi is located in Cali – Valle del Cauca. It is a private institution that was founded in 1979. Some years ago Icesi was well recognized as School of Business, it was because of the amount of programs that were offered on that field. However, in the last few years the university has changed that specific purpose and has opened a variety of programs such as Medicine, Social

Science and Natural Science and School of education where the university has become more competitive and given people the opportunity to choose a career with high standard of quality.

One of the most important characteristics of the university is that it offers a scholarship program for a wide variety of young learners from different social-economic backgrounds (1, 2, and 3) giving them the opportunity to study a major where they can develop different abilities in their learning process.

The Icesi University has applied a model that is called the "Active Learning Model" as part of its learning philosophy. The purpose of this model is that each student has the responsibility of his/her own learning, and the teacher is a person who guides them through their learning process, besides this model enhances students to develop curiosity and the competencies that are necessary to perform professionally in their disciplines.

To make their students more competitive in their field of studies the Universidad Icesi included the English language as a fundamental objective in their process of learning. That is why the university has created a Foreign Language department that offers English classes where the students can develop communicative abilities in this important language to perform better in each of their disciplines.

Students' Characterization

The English Program offers eight levels. The program starts from the basic one that is A1 and goes up until B2 according to the Common European Framework for Language. This program becomes a fundamental element in their process of learning, since students who want to receive their professional degree they need to demonstrate their abilities in the target language. That is to say, the students from the University need to evidence that they went throughout the eight level and passed them demonstrating they got B2 level. This program has been recognized by the Ministry of Education as the one offering more added-value to students demonstrating its high quality in the field of education. The participants of this research study are students who are enrolled in the last semesters of their academic program (eight, ninth or tenth semester), they belong to different socio economical strata and they finished their high school in a public as well as a private one.

Seven students were invited to be part of this research report, five of them accepted but only three students finished all the process. Two of the participants belong to different careers who are

taking English as a requirement to finish their undergraduate studies, and the other one is studying Modern Languages. These students were selected or reported by their teachers as anxious students when doing oral activities.

3. DATA COLLECTION INSTRUMENTS

This research project was developed in four parts to collect the information in a qualitative and quantitative way. They are self-reports, semi-structured interviews, foreign language classroom anxiety scale (FLCAS) and oral presentations that were measured, according to the IELTS speaking descriptors band.

3.1 ORAL PRESENTATIONS

During the semester, the students had to do some oral presentations in their English classes, with the purpose to observe them performing in the foreign language the researcher asked them to record one of their presentations. This instrument consisted in two parts the first one is to do the oral presentation in advanced to the researcher and then in a real situation with their classmates.

3.2 FLCAS

This instrument was developed by Eliane Horwitz et al (1986) and its aim is to measure foreign language learners' level of anxiety in their process of learning a language. It is a test that consists of 33 Likert-scale items that it is used to assess aspects such as communication apprehension that is related to the anxiety that arises when learners communicate with other people, test anxiety that has to do with the fear of failure a test and finally, fear of negative evaluation that is associated to the fear of being evaluated negatively by peers or teachers. Each part of the test range from 1 (strongly agree) to 5 (strongly disagree), the total score of the test range from 33 to 165 with lower scores indicate higher levels of anxiety.

3.3 THE IELTS

The IELTS results show the students' speaking performance before and after an academic oral presentation. These results are analyzed taking into account the IELTS descriptors that go from 3.5-3.9 and corresponds to A2 in the CEF band and from 5.5 to 6.5 and corresponds to B2 in the CEF band. Hence, the difference between the achieved and the expected score is presented when is compared the oral presentation one and two. The criteria analyzed using the IELTS speaking test grading criteria are: fluency and coherence, lexical resource, grammatical range and accuracy, pronunciation. The results closer to zero or negative represent a good oral proficiency because they show the students have the expected score according to the English level they are studying which must be A2 and B2. On the other hand, a higher score represents a poor oral proficiency because the difference between the expected and the real level is bigger.

3.4 SEMI-STRUCTURED INTERVIEWS

The semi-structure consists of a list of questions that are necessary to collect qualitative data on the personal experiences of the participants to have a better understanding of the target problem.

3.5 SELF-REPORTS

The purpose of this self-reports is asking the participants about their feelings, attitudes, beliefs about the target problem, in this case the way they feel before and after and English class.

VI. RESULTS

This part of the research presents the results of the analysis carried out with three students from Icesi University who are taking English at the language program and express to be anxious when performing orally in the classroom. These results are organized in three study cases based on the data collected from the following sources:

- Semi-structured interview that consists of ten open-questions, it shows the students' feelings when performing orally in the target language in the classroom.
- A self-report that intends to explain the way students feel when going to an English class.
- The FLCAS (Foreign Language Classroom Anxiety Scale) This scale offers a result that ranges from 33 to 165 points.
- IELTS (The International English Language Testing System) type of exam.

The results of this research study are going to be divided into two parts. In the first part I am going to describe each case. Also, I am going to show the results of the quantitative data that were taken with the FLCAS, IELTS and the table of mistakes per minute. In the second part I am going to do analyzed that information in relation to the qualitative date that was gathered with the interview and self-reports that have to do with the experience of each participant.

The three cases analyzed were expected to achieve different levels because they correspond to two different groups, two of the cases are expected to achieve a B2 oral proficiency level and the other case an A2 level. However, the three cases obtained A1 level in the two presentations. The scores in the sub-skills were equal or showed just a small improvement between the first oral presentation one and the second one. The student results closer to the objective is the one who aims to achieve A2 level, case 3, because he obtained results closer to zero with a range of difference from 0.0 to 0.5 in the following sub-skills: lexical resource, grammatical accuracy and pronunciation. He achieved the goal of A2 l in the sub-skill of fluency and coherence. The other two students had a range of difference with the expected level that goes from 2.5 to 3.5. Therefore, the one hundred percent of the sample did not achieve the expected level.

Regarding to FLCAS, statistically, a percentage above 65% might represent a qualify and acceptable range to consider a person with a high level of anxiety. Given that the scale offers information about three dimensions of anxiety (test anxiety, communication apprehension and fear of negative evaluation), these will be analyzed separately to see the effect they have on oral

production. Just as the general trait of foreign language anxiety, a score above 65% will be considered in the three cases as having high levels of anxiety.

To sum up, all the instruments used in this study were very important because they supported each other. For example, the Foreign Language Anxiety Test helped me know which of the dimensions the students felt more anxious about. The IELTS descriptors band gave me insight about students' English level and which of the sub-skills are affected by anxiety. In the table of mistakes per minute gave a meaningful knowledge about how language anxiety affected learners' oral production in a free anxiety environment and in an environment where they felt anxious. On the other hand the interview and self-reports made me understand why they performed poorly when participating orally.

Bearing in mind all the information given above I can say that language anxiety affects specific aspects of oral performance; for instance, fluency and coherence and lexical resources. Also, the amount of mistakes they made per minute in a free anxiety environment or in a full anxiety environment that affect the length of the presentations.

CASE 1

Personal Information

Gender:	female
Age:	24
Origin:	Cali- Colombia
Social strata:	3
Career:	International Marketing and Advertise
Semestre:	9
Tuition fee:	Parents
Average:	3,68
Starting level:	2016 -2
English level:	8
Studied levels:	12
Failed levels:	4

Father's academic background:	Until 8 grade
Ocupation:	Trader

Mother's academic level:	Bachelor
Ocupación:	Trader

Brother/Sisters:	One sister
Ocupación:	Business Administration

Foreign Language Classroom Anxiety Scale	Minimun	Maximun	Result	%
Test Anxiety	15	75	63	84
Communication Apprehention	11	55	47	85
Fear of negative evaluation	7	35	30	86
			LEVEL OF ANXIETY	85

IELTS (The International English Language Testing System)

Presentation 1	FLUENCY AND COHERENCE	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	2,5
Presentation 2	FLUENCY AND COHERENCE	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	2,5
Presentation 1	LEXICAL RESOURCE	LEVEL ACHIEVED	2,5
		DIFFERENCE WITH EXPECTED LEVEL	3
Presentation 2	LEXICAL RESOURCE	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	2,5
Presentation 1	GRAMMATICAL RANGE AND ACCURACY	LEVEL ACHIEVED	2,5
		DIFFERENCE WITH EXPECTED LEVEL	3
Presentation 2	GRAMMATICAL RANGE AND ACCURACY	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	2,5
Presentation 1	PRONUNCIATION	LEVEL ACHIEVED	2,5
		DIFFERENCE WITH EXPECTED LEVEL	3
Presentation 2	PRONUNCIATION	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	2,5
Presentation 1	LEVEL ACHIEVED		2,63
Presentation 2	LEVEL ACHIEVED		3
	CEF EQUIVALENCE		A1
	Expected level CEFR		B2

		Number of Mistakes per Minutes	
Presentation 1	FLUENCY AND COHERENCE	Mistakes	17
		Mistakes/Minutes	2,4
Presentation 2	FLUENCY AND COHERENCE	Mistakes	24
		Mistakes/Minutes	8,4
Presentation 1	LEXICAL RESOURCES	Mistakes	16
		Mistakes/Minutes	2,3
Presentation 2	LEXICAL RESOURCES	Mistakes	15
		Mistakes/Minutes	5,3
Presentation 1	GRAMMATICAL RANGE AND ACCURACY	Mistakes	14
		Mistakes/Minutes	2,0
Presentation 2	GRAMMATICAL RANGE AND ACCURACY	Mistakes	13
		Mistakes/Minutes	4,6
Presentation 1	PRONUNCIATION	Mistakes	8
		Mistakes/Minutes	1,1
Presentation 2	PRONUNCIATION	Mistakes	10
		Mistakes/Minutes	3,5
Presentation 1	TOTAL	Mistakes	55
		Mistakes/Minutes	7,7
Presentation 2	TOTAL	Mistakes	62
		Mistakes/Minutes	21,8
			B2
			5,5
	Duration	Presentation 1	426 seconds
		Presentation 2	171 seconds

Case 1 was a twenty-four-year-old student from Cali who was studying her ninth semester of International marketing and advertisement. During the interview, she reported her interest to learn English, as well as the concern about her low proficiency in the target language; despite the fact, she was in the last English level. She expressed that her English level was lower compared with her classmates', what made her feel anxious and insecure when she had to participate orally in class. In the Foreign Language Anxiety test (FLCAS) case 1 obtained a global score of 85%, this means that the levels of anxiety are really high. In the three different dimensions of the test, she got the following results: in the test anxiety scale her score was 84%, in communication apprehension her score was 85% and the highest score was 86% in the factor of fear of negative evaluation. This high score might be confirmed in the fear she feels of speaking because of the negative concept and evaluation her classmates might have of her. That is a reason why when she had an oral presentation, she gets up early in the morning to study and be ready for the presentation. As explained by Horwitz one of the characteristics of anxious people is to over-studying. The student expressed "I feel that people are evaluating me, I feel that people that are

around me know more English and I blame myself with the fact I do not know anything".[1] This situation has made her thinking about cancelling the English course.

She seems to have problems with her general performance as well, evidence of this is the fact that she has failed four English levels and the results of the assessment of the two academic oral presentations based on IELTS speaking descriptors were very low for the level she was supposed to have. It showed a low speaking proficiency in spite of being in the last English level of the course. In order to explain her low proficiency I analyzed the number of mistakes she made per minute in the first presentation and in the second one.

As this female student felt anxious when she had to do an oral presentation I am going to show what subskills are affected by it based on the analysis of the two presentations. Regarding the first presentation in fluency and coherence she made 2,4 mistakes per minute and in the second presentation she made 8,4 mistakes, having a difference of 6 mistakes more per minute in the second presentation. The other subskill is lexical resources, during the first presentation this girl had 2,3 mistakes per minute and during the second presentation she made 5,3 mistakes per minute, the difference between these two presentations is 3 mistakes more in the second presentation. In the area of Grammatical range and accuracy she made 2,0 mistakes per minute in the first presentation and 4,6 mistakes per minute in the second one, having 3 mistakes more in the second presentation. The last subskill is pronunciation, she made 1,1 mistakes per minute during the first presentation and 3,5 mistakes per minute in the second one it means that she made 2.4 mistakes more in the second presentation. Therefore, she makes more mistakes per minute during the second oral presentation. Additionally, in her second oral presentation, she spent less time speaking. She spent 426 seconds in her first presentation but only 171 seconds in the second.

To sum up, she made 55 mistakes per minute in 426 seconds; and the number of mistakes in the second presentation was 62 mistakes per minute in 171 seconds; this means that she made 7.7 mistakes per minute in an anxiety free environment, while she made an average of 21.8 mistakes per minute in the second presentation, situation that presented a higher level of anxiety. To understand why she had a poor performance it is important to say that she expressed to feel insecure because all her classmates were ready for the presentation and she forgot part of her

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[1] Case 1: "*siento que la gente me está evaluando, siento que la gente que está alrededor sabe más y me cuestiono pa' que estoy aquí si no se*."

speech and started reading. It is related to what MacIntyre and Gardner cited in Trang (2011) say about language anxiety that is the worry and negative emotional reaction that arises when the learner has tension or is using the foreign language.

The results of the subskills in the IELTS descriptors validate that her English level is the same in the two oral presentations, no matter that the first presentation was done in a low-anxiety environment because she was not in front of a group of people. Despite this, she got A1 level in both oral presentations and not the expected B2. The two presentations' score was 3 in fluency and coherence, she obtained in lexical resource 2,5 in the presentation 1 and 3 in the presentation 2, in grammatical range and accuracy she got 2,5 in the presentation 1 and 3 in the presentation 2, finally in pronunciation her score was 2.5 in the presentation one and 3 in the presentation two. It means that between the two presentations there is a difference of 2.5 in the speaking language subskills with regards to the IELTS speaking descriptor bands.

CASE 2

Personal Information	
Gender:	female
Age	31
Origin	Bogotá
Social Strata	4
Career	Business Administration
Semestre:	12
Tuition Fee	Academinc scholarship (She works at
Average	3,9
Starting level	BASIC
English level	8
Studied levels	8
Failed levels	0
Father's academic background	Professional
Ocupation	Trader
Mother's academic background	Bachelor
Ocupation	Employee
Brother/Sister	1
Nivel de estudio hermano/a:	Bachelor(segundo semestre terapia
Ocupation	Estudiante

Foreign Language Classroom Anxiety Scale		Minimun	Maximun	Percentage	%
Test Anxiety		15	75	66	88
Communication Apprehention		11	55	36	65
Fear of negative evaluation		7	35	27	77
				LEVEL OF ANXIETY	78

IELTS (The International English Language Testing System)

Presentation 1	FLUENCY AND COHERENCE	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 2	FLUENCY AND COHERENCE	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 1	LEXICAL RESOURCES	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 2	LEXICAL RESOURCES	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 1	GRAMMATICAL RANGE AND ACCURACY	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 2	GRAMMATICAL RANGE AND ACCURACY	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 1	PRONUNCIATION	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 2	PRONUNCIATION	LEVEL ACHIEVED	2
		DIFFERENCE WITH EXPECTED LEVEL	3,5
Presentation 1	LEVEL ACHIEVED		2
Presentation 2	LEVEL ACHIEVED		2
	CEF EQUIVALENCE		A1
	Expected level CEFR		B2
	IELTS EXPECTED BAND		5,5
	DIFFERENCE BETWEEN ACHIEVED THE LOWEST SCORE IN EXPECTED BAND		2,9

	Number of Mistakes per Minutes		
Presentation 1	FLUENCY AND COHERENCE	Mistakes	14
		Mistakes/Minutes	3,5
Presentation 2	FLUENCY AND COHERENCE	Mistakes	13
		Mistakes/Minutes	17,3
Presentation 1	LEXICAL RESOURCES	Mistakes	20
		Mistakes/Minutes	5,0
Presentation 2	LEXICAL RESOURCES	Mistakes	11
		Mistakes/Minutes	14,7
Presentation 1	GRAMMATICAL RANGE AND ACCURACY	Mistakes	11
		Mistakes/Minutes	2,8
Presentation 2	GRAMMATICAL RANGE AND ACCURACY	Mistakes	5
		Mistakes/Minutes	6,7
Presentation 1	PRONUNCIATION	Mistakes	22
		Mistakes/Minutes	5,5
Presentation 2	PRONUNCIATION	Mistakes	5
		Mistakes/Minutes	6,7
Presentation 1	TOTAL	Mistakes	67
		Mistakes/Minutes	16,8
Presentation 2	TOTAL	Mistakes	34
		Mistakes/Minutes	45,3
			B2
			5,5
	Duration	Presentation 1	239 Seconds
		Presentation 2	45 Seconds

Case 2 is a thirty-one-year-old student from Bogotá who was studying her last semester of Business Administration. During the interview she commented about her lack of discipline to study English, having as a result a low performance in the language courses. She pointed out that her English level was lower in comparison with her group what inhibits her participation in class. This could be evidenced with the score she obtained in the IELTS analysis of the two oral presentations which corresponded to A1 level (2 points) having a difference with the expected level of 2.9 points between her level and the 3.5 points she should get, which is a B2 level, according to the CEFR.

The results of the Foreign Language Anxiety test (FLCAS) she got 78% in the global score. This result showed that her anxiety level was high. Analyzing her performance and the information provided by her in the interviews, this low performance could be explained with the information given during the interview. Sandra reported she was shy and she got so nervous when she did not feel prepared for the lessons. She attributed this to her lack of discipline in her language learning process. She had also expressed that her motivation to take the English courses was just to pass the subject so she could graduate from the program.

In the three dimensions of the test she obtained the following results: test anxiety 88%, communication apprehension 65% and 77% that corresponds to fear of negative evaluation. Communication apprehension was the dimension she obtained the lowest score. In the interviews,

case 2 reported that she felt confident with her teacher because he did not correct her while she was speaking. That fact made her feel more secure when participating orally. It can be associated with what Lightbown and Spada (2013) say about the roles of teachers in students' motivation to learn a foreign language, according to the authors if students feel a supportive atmosphere in the classroom and the content is interesting they enjoy coming to class.

For instance, in an oral presentation she expressed the desire to be the first one to present, but something happened and she couldn't present first. For that reason, she said she felt really nervous: "first of all I got afraid very much…..as I was asked to leave, not in the moment when I was ready, in that moment I got afraid very much, so I started to speak, but suddenly I forgot a word, since that moment I started to read."[2] Analyzing her comments and looking at the results and the number of mistakes she made per minute, it is evident that her performance was poorer in the language subskills during the second presentation than in the first one.

On one hand, Case two has low level compared to the course she was taking at the moment. She was taking a B2 course, but only achieved an A1 level. On the other hand, the performance she had in the first presentation in an anxiety-free environment was better than in the second one.

When evaluating her performance using the IELTS descriptors, in the subskill of fluency and coherence she made 3,5 mistakes per minute in the first presentation and 17,3 mistakes per minute in the second presentation, having a difference of 13.8 mistakes per minute between the first and the second presentation. In lexical resource, she made 5,0 mistakes per minute during the first presentation while she made 14,7 mistakes per minute in the second presentation with 9,7 more mistakes per minute in the second presentation. Regarding grammatical range and accuracy Sandra made 2,8 mistakes per minute in the first presentation and 6,7 mistakes per minute in the second presentation, resulting in 3.9 more mistakes during the second presentation. Finally, in pronunciation she made 5,5 mistakes per minute in the first presentation while during the second presentation she made 6,7 mistakes per minute having as a result 1.1 more mistakes in the second presentation.

To sum up the mistakes in the first presentation were 67 in 239 seconds and the mistakes in the second presentation were 34 in 45 seconds, this means she made 16.8 mistakes per minute in the

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[2] Case 2: "*Primero me asusté mucho………. Como me sacaron, no cuando yo lo tenía como listo, ahí me asuste bastante entonces empecé hablando pero llegó un momento que se me olvidó una palabrita y mire la tarjetica que había llevado de ayuda y de ahí para abajo empecé a leer*".

first presentation and 45.3 mistakes per minute in the second one. There is a difference of 33 mistakes per minute between both presentations. As can be observed, there is a big difference in the length of both presentation. In the first presentation, where she was not nervous she could speak for 239 seconds, while on the second presentation she only spoke for 45 seconds. There are then, two effects of anxiety in oral production: anxiety affects fluency and the length of speech and it also affects the number of mistakes per minute a person can make.

CASE 3

Personal Information

Gender:		male			
Age:		18			
Origin:		Cali, Valle			
Social Estrata:		2			
Career:		Licenciatura en enseñanza del Ingles			
Semestre:		1			
Tuition fee:		Academic scholarship			
Average:		3,6			
Starting level:		Basic			
English Level:		A1			
Father's academic level:		Secundary			
Ocupación:		Albañil			

Foreign Language Classroom Anxiety Scale	Minimun	Maximun	Percentage	%
Test Anxiety	15	75	44	59
Communication apprehension	11	55	37	67
Fear of negative evaluation	7	35	30	86
			LEVEL OF ANXIETY	67

IELTS (The International English Language Testing System)

Presentation 1	FLUENCY AND COHERENCE	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	0,5
Presentation 2	FLUENCY AND COHERENCE	LEVEL ACHIEVED	3,5
		DIFFERENCE WITH EXPECTED LEVEL	0
Presentation 1	LEXICAL RESOURCEs	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	0,5
Presentation 2	LEXICAL RESOURCEs	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	0,5
Presentation 1	GRAMMATICAL RANGE AND ACCURACY	LEVEL ACHIEVED	2,5
		DIFFERENCE WITH EXPECTED LEVEL	1
Presentation 2	GRAMMATICAL RANGE AND ACCURACY	LEVEL ACHIEVED	3
		DIFFERENCE WITH EXPECTED LEVEL	0,5
Presentation 1	PRONUNCIATION	LEVEL ACHIEVED	3,5
		DIFFERENCE WITH EXPECTED LEVEL	0
Presentation 2	PRONUNCIATION	LEVEL ACHIEVED	4
		DIFFERENCE WITH EXPECTED LEVEL	-0,5
Presentation 1	LEVEL ACHIEVED		3
Presentation 2	LEVEL ACHIEVED		3,38
	CEF EQUIVALENCE		A1
	Expected level CEFR		A2
	IELTS EXPECTED BAND		3,5
	DIFFERENCE BETWEEN ACHIEVED THE LOWEST SCORE IN EXPECTED BAND		0,5

Number of mistakes per minutes			
Presentation 1	FLUENCY AND COHERENCE	Mistakes	30
		Mistakes/Minutes	12,8
Presentation 2	FLUENCY AND COHERENCE	Mistakes	15
		Mistakes/Minutes	6,7
Presentation 1	LEXICAL RESOURCE	Mistakes	7
		Mistakes/Minutes	3,0
Presentation 2	LEXICAL RESOURCE	Mistakes	12
		Mistakes/Minutes	5,4
Presentation 1	GRAMATICAL RANGE AND ACCURACY	Mistakes	20
		Mistakes/Minutes	8,5
Presentation 2	GRAMATICAL RANGE AND ACCURACY	Mistakes	11
		Mistakes/Minutes	4,9
Presentation 1	PRONUN-CIATION	Mistakes	2
		Mistakes/Minutes	0,9
Presentation 2	PRONUN-CIATION	Mistakes	0
		Mistakes/Minutes	0,0
Presentation 1	TOTAL	Mistakes	59
		Mistakes/Minutes	25,1
Presentation 2	TOTAL	Mistakes	38
		Mistakes/Minutes	17,0
			A2
			3,5
	Duration	Presentation 1	141 seconds
		Presentation 2	134 seconds

Case 3 is an eighteen-year-old student from Cali who was studying his first semester of "Licenciatura en la enseñanza del Inglés" In the interview, he reported that he took a semester of English in an institute to get a better score in the ICFES and obtained a scholarship to study in a university. He said that he has always been interested in learning languages; however, he felt that his level was lower than his classmates was what inhibited his participation during the classes.

This student felt afraid of making mistakes when he was speaking and was worried his friends realized about those mistakes. This could be evidenced with the results he obtained in the Foreign Language Anxiety scale where he got a percentage of 86% regarding the dimension of fear of negative evaluation. He says: "I always have that fear of….making mistakes…..that fear of speaking and make silly mistakes."[3] That is why he felt anxious or insecure when participating orally because of the evaluation his friends could do about his performance. This could be related to what Hortwiz et al (1986) say about fear of negative evaluation that is the predisposition a learner has to think that others are going to evaluate him or her negatively, avoiding any oral participation

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[3] Case 3: "*siempre está ese miedo a… …….te da como pena a equivocarte…..ese miedo que te da a comunicarte y que de pronto se te vaya una "s" presente tercera persona o sea errorcitos bobos…*".

in class. Despite his anxiety to speak, Case 3 did better during the second presentation, having only a difference of 0.5 between the achieved and lowest score in the expected band with regards to the IELTS speaking descriptors that goes from 1 to 3.4 to get A1 level.

In order to understand better about his oral performance it was necessary to analyze the mistakes he made per minute. During the first presentation this male student made 12,8 mistakes per minutes and during the second presentation he made 6,7 mistakes per minutes in the subskill of fluency and coherence. There was a difference of 6,1 mistakes less per minute in the second presentation compared to the first one. In the category of Lexical resources he made 3,0 mistakes per minute in the first presentation and 5,4 mistakes in the second presentation having as a result 2,4 mistakes more in the second presentation. In the subskill of Grammatical range and accuracy he made 8,5 mistakes per minute in the first presentation and 4,9 mistakes during the second presentation, resulting in 3,6 mistakes less during the second presentation. Finally, in pronunciation, he had 0.9 mistakes per minute in the first presentation and in the second presentation he had 0 mistakes. This means that he did excellently during the second presentation. The only thing was that he spent 141 seconds in the first presentation and 134 in the second one, having as a result a shorter presentation, confirming that anxiety affects the length of the presentations.

Generally speaking, in the first presentation he made 25.1 errors per minute and in the second one he made 17 errors per minute having a difference of 8,1 less errors between the first and second presentation. Despite the fact that case 1 was anxious it is important to say that there is a kind of anxiety that enhances or challenges learners to perform better when doing any activity. According to Alpert and Haber cited in Moyer (2003) this type of anxiety is called facilitating anxiety. In addition, the improvement in his oral performance might be because of his motivation to study since as I have said before getting a scholarship was his only opportunity to study in a university.

VII. ANALYSIS AND DISCUSSION

As it was described in the methodology, the participants of this study were students who were taking an English course at the language program of the Universidad Icesi. During this process some instruments were taken into account to collect qualitative as well as quantitative data. In order to show the analysis, three cases were described. Case number one and two are two female students, the first one is studying International Marketing and Advertisement and the second one is studying Business Administration. The latter takes her English classes on Saturday morning. Case number three is a male who is studying a Licensure program in teaching English as a foreign language.

The results of the interviews were qualitative data and are analyzed with regards to the students' perception about learning a foreign language. The interview consisted of ten questions. I found some valuable information that gave me insight about the way the participants felt when participating in any oral activity.

FINDINGS

a. **There is a relation between "Fear of negative evaluation" from teachers and peers and lack of participation in class, which affects oral performance:**

Students expressed that to participate in class could increase language anxiety, because they felt that their classmates evaluated them negatively. Another reason to avoid participation was because they considered that their English proficiency was low in comparison with their classmates. Also they considered that when they were not well prepared for class or did not have enough knowledge about the topic; so there was not participation at all. All those matters made them feel anxious and insecure when participating orally in class. In fact, this is evident in the quantitative results described above. In two of the three cases there was a high score in the dimension of fear of negative evaluation. In case number one the result was 86% and she made 7,7 mistakes per minute in 426 seconds during the first presentation and in the second presentation she made 21,8 mistakes per minute. In the case number two got 77% in this dimension and she had 16,8 mistakes per minute in the first presentation and 45,3 mistakes per minute during the second presentation. This demonstrate that their low performance is related to the fear of speaking in public, because they believe they will receive

negative feedback, which increases their level of anxiety what affect the oral performance in terms of length of the presentations and the mistakes per minute they made during the first and second presentation.

b. Group work reduces anxiety:

The students reported that they felt comfortable when they had to participate in class when they are in groups. The reason was that they considered that their classmates support each other during the oral participation. But when there was a student in the group that had a better English level they inhibited their participation, it was because they did not want to be evaluated negatively. Case number 1 stated that she likes to participate when the classmates have the same English level. On the other hand she prefers not to participate when her classmates have better English level. She states that: "in the group activities I would participate more….because I feel support…..although, it depends if I am surrounded by people who speak a lot of english I feel fear to speak even in a group."[4]

c. The way feedback is given reduces or increases anxiety:

The way the teacher gave the feedback made the students feel comfortable when participating orally, case 2 reported that when her teacher gave feedback while she was speaking, she felt uncomfortable and forgot everything she wanted to express. In case number two she expressed her concerned about the way the teacher gave her feedback. For example: "sometimes when I knew the topic I participate a bit, i did not have any problem to do it, because the teacher is a person who did not say immediately "no" when we make mistakes… he waits until we finish to speak and then he corrects…that fact make me feel less stress"[5]. In other words, delay feedback reduced language anxiety but instant feedback made them feel uncomfortable because they are put in the spot related to fear to negative evaluation.

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[4] Case 1: "en las actividades grupales participaría más….si porque se siente uno como con un apoyo…….aunque dependiendo…si estoy alrededor de alguien que hable mucho ingles la verdad me da temor hasta de estar en grupo"

[5] Case 2: "las veces que de pronto sabia alguito, si lo decía sin problema porque el es una persona que de una te diga no o te corrija de una, el espera que uno hable….así uno se equivoque o la gente se ría….y después el ya interviene…entonces como que eso te hace sentir más tranquilo"

d. Communication apprehension reduces motivation to participate orally:

The students reported to feel anxiety when they had an English class, especially when they had an oral presentation. When they had this kind of activities they got up very early in the morning to study more because they felt insecure, this is a symptom of language anxiety that is called over studying. Also, they did not want to assist to class. This is what McCroskey (1977) called communication apprehension, which is the feeling of fear to communicate with other or others in the target language in a real or anticipated situation. These results could be confirmed with the score they got in the foreign language anxiety test that is above 65% percent showing a high level of anxiety with regards to communication apprehension.

VIII. CONCLUSIONS

This master's report shed light about the effect that the three dimensions of foreign language anxiety have on the oral performance. The following objectives were taken into account to carry out this research project:

The general objective was to determine how the three dimensions of foreign language anxiety affect oral performance when learning English as a foreign language, and to do this, we established the following specific objectives: A. To measure the level of the three dimensions of foreign language anxiety of the students taking part in the research. B. To assess the level of oral performance of the participants. C. **To explain** how the three dimensions of foreign language anxiety affect the performance of oral production.

Regarding to objectives A and B, I can conclude that:

- ✓ **High levels of anxiety may affect the length of oral productions**. All the participants obtained high scores in the Foreign Language Anxiety Scale, which means they all felt anxious about learning English. All of them had low levels of English proficiency for the courses they were taking. All of them expressed concerned for their academic results in the courses. When determining if there was a difference in their general level between the presentations in the two different situations, no difference was found. It could be expected that the level would be lower if a student is in a stressful environment. This was not the case. The level is the same in all the cases situations and presentations.

- ✓ **High levels of anxiety may increase the number of mistakes the participants make when exposed to a stressful environment.** The students made more mistakes in a stressful environment and the length of the two presentations were affected by their anxiety. That is to say, all of the presentations done in a stressful environment (the second ones in all three cases) were shorter than the ones done in an anxiety free environment (the first ones). In all the cases the learners spoke for less time. Therefore, it can be concluded that anxiety affects the length of oral production. Additionally, the two females students made

more mistakes in the second presentation when they felt anxious, than in the first presentation, where they were with the researcher alone.

- ✓ **The two subskills that are more affected by anxiety are fluency, coherence, and lexical resources.** In the female students, the number of mistakes per minute was higher in all the subskills observed, but the two subskills which presented a greater difference in the mistakes were fluency and coherence; and lexical resources. These two categories present the biggest difference in performance. Students seem to hesitate more, speak slower and forget the words they need to use at a specific moment. The other two categories, grammatical accuracy, and pronunciation, showed less difference in the number of mistakes between both presentations. This could be attributed to the fact that grammar and pronunciation are often practiced mechanically until they are memorized, therefore constitute a repetitive act, which are not so affected by emotions.

To sum up all students reported feeling self-aware of what their classmates would think about their performance and their level on English; they also obtained high percentages in the factor fear of negative evaluation. The scale, their results in the oral presentations and their comments in the interviews and self-reports, all seem to indicate that this is the factor of anxiety that mostly affects oral production. The two female participants also obtained high percentages in test anxiety. For both of them, the fact that they were in their last semester at the university and that passing the course was necessary for them to graduate, affected their performance in the second presentation, where they were being graded and exposed to an audience. It can be concluded then that depending on the motivation students have to take courses of English test anxiety can be a factor that affects oral production.

Regarding objective C, I can conclude that:

- ✓ **Although a student may have high levels of language anxiety, the role and the didactic of the teacher may help the learner in his or her performance**. The students reported that when the teacher gave them delay feedback they feel comfortable because they could develop the idea properly without interruptions. Also, all the participants has different motivations to study english. In the two female cases their motivation was extrinsic since they needed to pass the subject to finish their career and graduate, the most important fact for them was to pass not to learn a language. This could be demonstrated with the

results they got in the foreign language anxiety test in the dimension of test anxiety that show they got a percentage above 80%. On the contrary, in the male case, his motivation was intrinsic because: he loved learning languages and obtained an educational scholarship that gave him his only opportunity to study in a university and get a professional degree.

IX. RECOMMENDATIONS

- I recommend for future research studies to ask the participants about previous experiences with the foreign language.
- To assess students' oral production throughout different oral activities.
- To compare participants' oral performance in English and Spanish as well. To determine if their level of anxiety is the same.

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XI. ANEXES

Universidad Icesi – Maestría en la Enseñanza del Inglés como Lengua Extranjera"

Investigación: "El efecto que tiene la ansiedad en la producción oral en estudiantes universitarios"

Investigador Principal: Aida Luz Franco Villalba

Título de la investigación: "El efecto que tiene la ansiedad en la producción oral en estudiantes universitarios"

Tutor: Diana Margarita Diaz

La investigación se llevará a cabo con estudiantes de pregrado de la Universidad Icesi. La muestra se seleccionará trabajando con estudiantes referidos por los docentes de inglés del Departamento de Idiomas de la Universidad.

Usted ha sido invitado a participar en un estudio para identificar y describir que la ansiedad puede afectar significativamente la producción oral en algunos estudiantes de los diferentes niveles de la Universidad Icesi. Esta investigación se está realizando como requisito de grado para Maestría en la enseñanza del inglés como lengua extranjera en la Universidad Icesi. En este estudio se le pedirá que participe de entrevistas, las cuales serán grabadas para el uso exclusivo de la investigadora, las cuales tienen como objetivo recolectar información desde su experiencia en el aprendizaje de una lengua extranjera. Éstas serán transcritas y sus comentarios serán analizados para identificar si la ansiedad es un factor determinante en su proceso de aprendizaje del inglés como lengua extranjera. Estos comentarios y/o sugerencias de los que participen en esta investigación serán manejados con ética profesional, es decir, los profesores no accederán a ellos ni van a perjudicar su nota.

Profesor Titular   _____

Nombre de los Participantes

_____

ANEX 2: FLCAS

Nombre: _____

ESCALA DE ANSIEDAD A LA CLASE DE IDIOMA EXTRANJERO

AUTORES: Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).

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1. Nunca me siento seguro de mí mismo(a) cuando estoy hablando en mi clase de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

2. No me preocupo si cometo errores en clase de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

3. Tiemblo si sé que me van a pedir que participe en clase de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

4. Me asusto cuando no entiendo lo que el profesor(a) está diciendo en inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

5. No me molestaría tomar más clases de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

6. Durante la clase de inglés, me doy cuenta que estoy pensando sobre cosas que nada tienen que ver con la clase.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

7. Me la paso pensando que los otros estudiantes son mejores en inglés que yo.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

8. Usualmente estoy tranquilo(a) durante los exámenes en mi clase de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

9. Empiezo a sentir pánico cuando tengo que hablar en clase de inglés sin preparación previa.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

10. Me preocupan las consecuencias de perder mi clase de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

11. No entiendo por qué algunas personas se alteran emocionalmente tanto por las clases de inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

12. En clase de inglés, me siento tan nervioso(a) que se me olvidan cosas que ya me sé.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

13. Me da pena responder voluntariamente preguntas en clase inglés.

☐ Totalmente de acuerdo ☐ De acuerdo ☐ Ni de acuerdo ni en desacuerdo ☐ En desacuerdo ☐ Totalmente en desacuerdo

14. No me sentiría apenado(a) de hablar con personas hablantes nativas de inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

15. Me enojo cuando no entiendo lo que el profesor(a) está corrigiendo.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

16. Aun cuando esté bien preparado(a) para la clase de inglés, me siento ansioso(a) al respecto.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

17. Frecuentemente me dan ganas de no ir a mi clase de inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

18. Me siente confiado(a) al hablar en inglés en clase.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

19. Me asusta que mi profesor(a) de inglés siempre está listo(a) para corregir cada error que cometo.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

20. Puedo sentir mi corazón latir fuertemente cuando me piden participar en clase de inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

21. Entre más estudio para el examen de inglés, mas confundido(a) me siento.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

22. No me siento muy presionado(a) para prepararme bien para la clase de inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

23. Siempre siento que otros estudiantes hablan inglés mejor que yo.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

24. Me siento cohibido cuando debo hablar inglés en frente de los otros estudiantes.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

25. La clase de inglés va tan rápido que me preocupa quedarme atrasado(a).

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

26. Me siento más tenso(a) y nervioso(a) en mi clase de inglés que en mis otras clases.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

27. Me siento nervioso(a) y confundido(a) cuando estoy hablando en clase de inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

28. Cuando voy hacia mi clase de inglés, me siento seguro(a) y relajado(a).

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

29. Me pongo nervioso(a) cuando no entiendo cada palabra que dice el profesor(a).

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

30. Me siento abrumado por la cantidad de reglas que hay que aprenderse en inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

31. Me asusta que los otros estudiantes se vayan a reír de mi cuando hablo inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

32. Probablemente me sentiría a gusto alrededor de personas hablantes nativas de inglés.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

33. Me pongo nervioso(a) cuando el profesor(a) de inglés hace preguntas que no he preparado con anticipación.

☐ Totalmente de acuerdo   ☐ De acuerdo   ☐ Ni de acuerdo ni en desacuerdo   ☐ En desacuerdo   ☐ Totalmente en desacuerdo

ANEX 3: INTERVIEW

1. ¿Cómo te has sentido en las clases de inglés?

2. ¿Te gusta la clase de inglés?

3. ¿Te gusta la metodología de tu profesor?

4. ¿Cómo participas en la clase?

5. ¿Cómo te sientes cuando participas en clase?

6. ¿Tu participación en la clase es voluntaria? Porque si/no

7. ¿Qué te gusta y qué no te gusta de la clase de inglés?

8. ¿En qué actividades participas más o participas menos?

9. ¿Cómo te sientes cuando te expresas en inglés?

10. ¿Cómo sientes tu nivel de inglés con respecto al del grupo?