UNIVERSITAT DE VALÈNCIA

MASTER'S DEGREE FINAL DISSERTATION

MÁSTER UNIVERSITARIO EN PROFESOR/A DE EDUCACIÓN
SECUNDARIA (LENGUA INGLESA)



# FOREIGN LANGUAGE SPEAKING ANXIETY:
# A CASE STUDY IN SECONDARY EFL LEARNERS

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Academic year: 2020-2021

# ABSTRACT

In the past decades, foreign language anxiety has been recognised as a specific-situation emotion which potentially hinders language learning. This study gives a comprehensive analysis of how anxiety affects EFL Secondary students. The aims of this research were, in the first place, to examine how learners react and feel when confronting FL speaking situations and, in the second place, to determine which speaking situations trigger the most and least anxiety to them. 28 EFL students from 3$^{rd}$ and 4$^{th}$ ESO participated in a mixed-method investigation by using the FLCAS (Horwitz et al., 1986), the SLSAS (García-Pastor and Miller, 2019), semi-structured interviews, short open questions and a research journal. Results reveal communicative apprehension and fear of negative evaluation, but also positive attitudes towards English, among other feelings. Other results show that the most anxious speaking activity for them is unprepared tests whilst the least is repeating drills with their classmates. Finally, the paper concludes with didactic implications derived from our results and some suggestions for future research in this field.

**Keywords:** Foreign Language Anxiety (FLA), English as a Foreign Language (EFL), Secondary Education, speaking.

# RESUMEN

En las últimas décadas, la ansiedad en una lengua extranjera (ALE) ha sido reconocida como una emoción en una situación específica que dificulta potencialmente el aprendizaje de un idioma. Este estudio ofrece un análisis completo de cómo la ansiedad afecta a la enseñanza de inglés como lengua extranjera (ELE) y a sus alumnos/as en Educación Secundaria. Los objetivos de esta investigación fueron, en primer lugar, examinar cómo reaccionan y se sienten los/las estudiantes al enfrentarse a situaciones de habla extranjera y, en segundo lugar, determinar cuáles de estas situaciones les provocan más o menos ansiedad. 28 alumnos/as de ELE de 3º y 4º de ESO participaron en una investigación mixta a través de los cuestionarios FLCAS (Horwitz, et al., 1986) y SLSAS (García-Pastor y Miller, 2019), entrevistas semiestructuradas, preguntas cortas abiertas y un diario de investigación. Los resultados concluyeron en que los/las participantes revelaron aprensión comunicativa y miedo a la evaluación negativa, pero también actitudes positivas hacia el inglés, entre otras características. Otros resultados muestran que la actividad que más ansiedad les produce son los exámenes orales improvisados, mientras que la menos ansiosa son los ejercicios de repetición en voz alta con sus compañeros/as. Finalmente, el trabajo culmina con implicaciones didácticas derivadas de los resultados y algunas sugerencias para futuras investigaciones en este campo.

**Palabras clave:** ansiedad en una lengua extranjera (ALE), enseñanza del inglés como lengua extranjera (ELE), Educación Secundaria, actividades orales.

# RESUM

En les últimes dècades, l'ansietat en una llengua estrangera (ALE) ha estat reconeguda com una emoció en una situació específica que dificulta potencialment l'aprenentatge d'un idioma. Aquest estudi ofereix una anàlisi complet de com l'ansietat afecta l'ensenyament de l'anglès com a llengua estrangera (ELE) i als/les seus/es alumnes en Educació Secundària. Els objectius d'aquesta investigació van ser, en primer lloc, examinar com reaccionen i se senten els/les estudiants quan s'enfronten a situacions de parla estrangera i, en segon lloc, determinar quines d'aquestes situacions els provoquen més o menys ansietat. 28 alumnes d'ELE de 3r i 4t d'ESO van participar en una investigació mixta a través dels qüestionaris FLCAS (Horwitz, et al., 1986) i SLSAS (García-Pastor i Miller, 2019), entrevistes semiestructurades, preguntes curtes obertes i un diari d'investigació. Els resultats van concloure que els/les participants van revelar aprensió comunicativa i por a l'avaluació negativa, però també actituds positives cap a l'anglès, entre d'altres característiques. Altres resultats mostren que l'activitat que més ansietat els produeix són els exàmens orals improvisats, mentre que la menys ansiosa són els exercicis de repetició en veu alta amb els seus companys/es. Finalment, el treball culmina amb implicacions didàctiques derivades dels resultats i alguns suggeriments per a futures investigacions en aquest camp.

**Paraules clau:** ansietat en una llengua estrangera (ALE), ensenyament de l'anglès com a llengua estrangera (ELE), Educació Secundària, activitats orals.

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# 1. INTRODUCTION

Human beings are naturally designed to interact among themselves. Our brains are wired to do everything possible in groups. Like most animals, humans also survive better in groups and, thus, succeed better in groups too. This predisposition to collaborate and cooperate to gain a mutual benefit needs a specific capacity that allows us to interact and share our thoughts; that is communication. Communication refers to the conscious ability we have to transfer, receive and exchange a piece of information to at least another individual.

Communicating is an activity that humans naturally do to survive since they are born. As babies, they need to find a way to tell their relatives what they need and how they feel. They ask for help and express what they have in mind from the very beginning of their lives and then this social behaviour keeps developing as they grow up. Communication is necessary in humans' daily life and they cannot help but keep enhancing and making it more accurate as they age. Human beings also communicate in a very specific way, which is precisely what differentiates them from the rest of the animal kingdom: they use language.

Learning a language is something essential for us to survive, as we are in need of a tool that allows us to communicate with others. That is why, when we learn a language, we try hard to achieve that level that can let us exchange information with someone who shares the same language. We use it every day in every context and we basically grow together within our language skills. Learning our native language is almost innate in us, as we are exposed to it most of the time. The problem comes when we decide to study a foreign language and we face the moment when we must talk. Why do some people feel uncomfortable when speaking a foreign language? A possible reason could be that some learners do not feel confident enough to speak in a language that they were not naturally raised in.

## 1.1 Justification

During my teaching training along these last weeks, I have realised that Secondary students seem to struggle when they are dealing with some communicative activities in their foreign language class. Some of the situations I came across were the following:

a) Some believed that they were unable to speak in English and, consequently, they did not try. Students' use of oral English was very limited and barely existent. The lack of communicative situations in the class did not help either.

b) Students' attention was devoted to the teacher; they listened to, took notes, and hardly ever questioned whether there was a different answer to what was explained. This happened even for the smartest students, who did not dare to question the teacher.

c) There was a general lack of participation and students did not like being asked to volunteer, especially if that involved standing up in front of their classmates. In those situations, even eye contact with the teacher was avoided.

These situations made me wonder if they took place only because students were not motivated enough in English or if something else is happening.

When I recall my own experience when I was a Secondary student, I remember that I used to fear the teacher asking for volunteers to correct homework. I was sure my exercises were right, but still, I did not feel safe enough to participate. My heart used to pound faster. I looked straight at my book, avoiding looking at my teachers just in case they could think that I wanted to volunteer. These anxiety symptoms that I used to suffer made me think about the possibility that maybe these students were not experiencing demotivation or lack of interest but, instead, what they were actually feeling was fear and anxiety. My own experience and the students' experiences in my training sessions helped me decide to find out whether anxiety could play a fundamental role and, consequently, that made them feel uncomfortable when speaking English.

As MacIntyre (1999) defined it, foreign language anxiety involves the "worry and negative emotional reaction aroused when learning or using a foreign language" (p.27). The main objective of this research, then, is to deepen into foreign language anxiety features; decide which situations cause the best or worst scenarios and how exactly students feel about all of them. I was certainly sure that my research would not be pioneering so I started by looking at previous works by well-known researchers. Taking Stephen Krashen's affective filter hypothesis (1982) as a reference where feelings play a crucial role in language learning, I focused my research on the use of the Foreign Language Classroom Anxiety Scales (henceforth, FLCAS), developed by Horwitz et al. (1986). Once I got the results from the FLCAS I decided to get more information from the students through the Specific Language Skills Anxiety Scale (henceforth, SLSAS), developed by García-Pastor and Miller (2019), individual semi-structured interviews, short open questions and a research journal. My aim was to know more about how students felt when they were anxious and which situations they feared to face when dealing with anxiety. From the interviews, I realised some other factors such as peer view or exams could have a big impact on it, too. In my view, I believe it is important for

teachers to know which situations our students might fear to help them overcome them. By doing this, we attempt to create the most suitable and comfortable environment for them when learning a foreign language.

## 1.2 Research questions

The present study aims to give an answer to the following research questions (RQ):

> *RQ1: How do Secondary EFL learners feel and react when they are asked to perform different speaking activities?*

> *RQ2: Which are the most and least anxious speaking situations among Secondary EFL learners?*

# 2. THEORETICAL FRAMEWORK

## 2.1 Emotions in Foreign Language Learning

Studies on emotions linked to language learning began around the 1970s (Shao et al., 2019). Despite hundreds of publications, scholars still refuse to define "emotion" because of the uncleanness of the term regarding several fields of study such as philosophy, psychology or anthropology. Emotions in Foreign Language (henceforth, FL) learning, however, have been constructed as a merging of attitudes, personality, interests, beliefs or cognitive styles (Bown & White, 2010; Gardner & McIntyre, 1993). Scovel (1978) defined "affect" (a synonym of emotion, in that case) as a feeling of pleasure (or displeasure) while learning a foreign language.

Research into emotions in FL has mainly focused on negative ones (Cheng, 2017; Dewaele et al., 2008; Horwitz, 2010). The first studies considered anxiety as something positive or negative for a learner's performance (Chastain, 1975; Kleinmann, 1977). Then, Scovel (1978) assumed that those differences in learner's interpretation of anxiety were the consequence of the bearable level of anxiety a student could tolerate to perform better or worse (see section 2.2.1). As a result, in 1982, Stephen Krashen proposed a new hypothesis that tried to address ambiguity.

## 2.1.1 Stephen Krashen's Affective Filter hypothesis

The concept of "Affective Filter" (firstly coined by Dulay and Burt in 1977) is directly linked to the affective variables concerning successful second (or foreign) language acquisition. All these variables (Krashen, 1981) were classified into the following three categories: motivation, self-confidence and anxiety. In this line, the Affective Filter hypothesis (Krashen, 1982) alleges the influence of affective factors within the FL learning process (see Figure 1). In particular, this hypothesis enhances the relationship between language acquisition and anxiety, defending that the more anxiety a foreign learner experiments, the weaker and tougher their acquisition process will be.

**Figure 1**

*Operations of the "affective filter" (Krashen, 1982).*
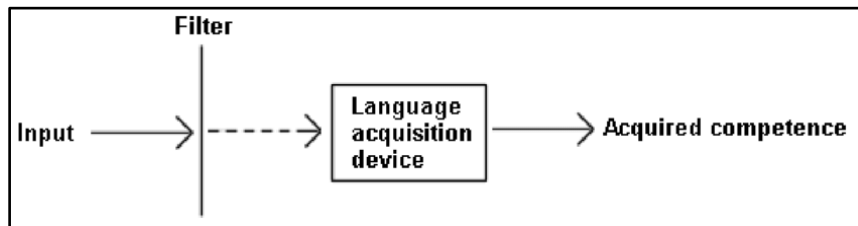


For Krashen, those learners whose levels of anxiety are high will develop a stronger Affective Filter, as when learners with lower levels of anxiety will develop a weaker Affective Filter. Consequently, when students feel anxious, they will not only face a strong Affective Filter, but they may also obviate the input they are getting (as they do not feel comfortable enough to fully seek it, hence, they just ignore it). That is why this hypothesis gives an explanation on why some students, despite getting enough comprehensible input, still do not show any progress in their language learning, leading to language fossilisation (Selinker, 1972). As Krashen (1982) states, "when this occurs, it is due to the affective filter" (p. 32).

## 2.2 Anxiety: general features

Defined by Horwitz et al. in 1986, anxiety is "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). MacIntyre and Gardner (1994a) gave the following wider description of anxiety:

When an individual becomes anxious in any setting, negative self-related cognition begins. Thoughts of failure (e.g. "I will never be able to finish this"), self-deprecation ("I am just no good at this"), and avoidance ("I wish this was over") begin to emerge. Once present, these thoughts consume cognitive resources that might otherwise be applied to the task at hand. This can create additional difficulties in cognitive processing because there are fewer resources available, possibly leading to failure, more negative cognitions that consume more resources, and so on. (p. 2)

Despite its relevancy, the concept of anxiety remains quite ambiguous, as it is not normally seen as a unitary factor, but rather a complex made up of features that have different characteristics and induce different responses (Dörnyei, 2010). Still, there are usually two important distinctions when classifying anxiety:

a) Debilitating (or inhibitory) anxiety vs. facilitating (or beneficial) anxiety

b) Trait anxiety vs. state anxiety vs. situation-specific anxiety

## 2.2.1 Debilitating and facilitating anxiety

It is now generally agreed that, in Linguistics, Foreign Language Anxiety (henceforth, FLA) is negatively correlated with Foreign Language (henceforth, FL) performance (Horwitz, 2001; Zhang, X. 2019). High levels of anxiety, especially when the learner is also an introvert, may lead to breakdowns when learning a new language (Dewaele, 2002). As a result, this type of anxiety is considered inhibitory or debilitating, as it hinders learning. MacIntyre and Gardner (1994b) performed an experimental study where some students of French were selected in a vocabulary task. They were all randomly sorted into four groups; the first three groups experimented a "camera condition" as they were being recorded whilst they completed the task. The fourth group was not exposed to be recorded. Results concluded that anxiety increased among students in the first three groups and, consequently, their performance was poorer than the fourth group, whose anxiety was not relevant. This proved that anxiety arousal could be the cause of bad performance.

In contrast, despite the most common negative effects, some scholars suggest that a bearable amount of anxiety can be beneficial and it actually plays a significant role in motivating students to learn more in the target language (henceforth, TL) (Mulyono et al., 2019). As cited by Ohata (2005): "anxiety can be either helpful or devastating, depending on the individual students. But in general, if they don't feel any pressure or anxiety, they would not do anything after all" (p. 144). This is defined as beneficial (or facilitating) anxiety, as it promotes learning and motivates students. Selvam et al., (2016) assessed 100 English as a Foreign Language (henceforth, EFL) students by using a 4-point Likert-scale questionnaire to identify potential facilitating anxiety. The results indicate that students with moderate speaking anxiety were motivated to learn more and improved their accuracy when speaking. This proved that, when bearable, anxiety could also result in a motivating tool to help students improve their proficiency.

## 2.2.2 Trait, state and situation-specific anxiety

Trait anxiety is referred to a stable, innate inclination to feel that every situation is likely to have a certain amount of threat, and consequently, feel anxious when confronting it (Endler and Kocovski, 2001; Spielberg, 1966). This anxiety makes an individual have a predisposition to look cautious when coping with most situations. It can be considered as a trait of someone's personality, due to its regularity.

State anxiety, in contrast, is a momentary emotional response of fear and nervousness to a particular situation experienced at an exact moment in time (Spielberg, 1983). An individual might feel anxious about a certain difficulty, but after that situation is gone, that person is no longer anxious. As a result, state anxiety is determined as a precise response to a threatening experience, but not a constant in someone's personality.

Finally, situation-specific anxiety corresponds to the willingness of an individual to feel anxious in one specific context "such as public speaking, examinations, or class participation" (Ellis, 2001, p. 480).

## 2.3 Foreign language anxiety (FLA)

When we talk about FLA, we refer to the anxiety only appearing whilst FL learning. Ortega (2014) stated that "some individuals report experiencing intense feelings of apprehension, tension, and even fear, when they think of foreign languages" (p. 200). FLA was ascribed as a relatively independent factor lowly correlated with general anxiety (Horwitz, 2001). This means that FLA is not a transfer from state anxiety such as test fear or shyness, but rather it is trait anxiety only related to FL. In other words for Horwitz (2017): "when individuals experience Language Anxiety, we could think about them as having the trait of feeling state anxiety when participating in (or sometimes even thinking about) language learning and/or use" (p. 33). Hence, FLA is considered to be a situation-specific anxiety as students feel commonly anxious with every task performed under FL environments.

There are two main authors that have been researching in FLA in-depth: Elaine Horwitz and Peter MacIntyre. Horwitz delved into FLA exclusively in classroom contexts, where she studied different types of anxiety on learners who barely had opportunities to use TL outside the class. On the other hand, MacIntyre focused on anxiety merely regarding communicative situations. The latter led to the concept of "willingness to communicate" (henceforth, WTC) which will be discussed later in section 2.3.2.

## 2.3.1 Horwitz, Horwitz and Cope, and the Foreign Language Classroom Anxiety Scales (FLCAS)

In a fundamental paper, Horwitz, Horwitz and Cope (1986) devised a situation-specific anxiety referred to as "foreign language anxiety" (FLA) by the following depiction:

Although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of foreign language anxiety, we propose that foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. Rather, we conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. (p. 128)

Previously, in the same paper, they had stated three related performance anxieties which, in big terms, built up the concept of FLA: communication apprehension, test anxiety and fear of negative evaluation. The first performance anxiety refers to "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz et al., 1986, p. 127). The second one is defined as "a type of performance anxiety stemming from a fear of failure (ibid.) and the latter corresponds to "apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively" (Horwitz et al., 1986, p. 128). Nonetheless, in a more recent publication, Horwitz (2017) specified that FLA did not come as a result of mixing all these three performance anxieties. In fact, Horwitz et al. (1986) provided that dichotomy to ease the understanding of FLA and to help scholars with further investigations.

Notwithstanding, the main contribution of this paperwork (Horwitz et al., 1986, p. 129-130) was the Foreign Language Classroom Anxiety Scale (FLCAS), a 33-item instrument aiming to assess a learner's level of anxiety in several foreign language situations (see Appendix B for a Spanish version of this questionnaire). FLCAS' items are 5 points Likert-scale numbered which range from strongly agree to strongly disagree. This instrument provides numerous circumstances framed by the three performance anxieties previously mentioned.

## 2.3.2 MacIntyre and willingness to communicate (WTC)

Horwitz et al. (2010) saw the WTC as an alternative conceptualisation of FLA. While research on FLA wonders why some students feel uncomfortable when speaking the TL (or directly, why they do not speak it at all), WTC pretends to study which conditions foster people to communicate using the TL (Luo, 2013).

WTC is defined by MacIntyre et al. (1998) as the individual's "readiness to enter into discourse at a particular time with a specific person or people, using a foreign language" (p.547). In other words, students' WTC depends on factors such as the relation with their listeners, the situation where they are speaking or the topic they are talking about. In the same line, speakers with high level of WTC are not scared of interacting and, consequently, they do perceive themselves as competent and communicative in the TL (Kalsoom et al., 2020). Therefore, WTC it is considered the ultimate goal of FL instruction because it can work as a means but also as an end (Ortega, 2014).

## 2.4 Foreign language speaking anxiety (FLSA)

It is agreed that FLA is widely common among EFL learners (MacIntyre, 1995) and we can find it in any language skill. Derived from the FLCAS (Horwitz et al., 1986), which were designed to measure general FLA in class, some other scales were developed in the late 1990s to measure anxiety in specific skills in a FL (Zhang, 2019). Regarding writing, the Foreign Language Writing Anxiety Scales (e.g. FLWAS, Cheng et al., 1999); reading, the Foreign Language Reading Anxiety Scales (e.g. FLRAS, Saito et al., 1999) and listening, the Foreign Language Listening Anxiety Scales (e.g. FLLAS, Elkhafaifi, 2005; Kim, 2002). However, speaking becomes the skill where anxiety is studied the most (Aida, 1994).

In many cases, EFL students' speaking anxiety has a weakening effect as it makes learners hinder from speaking. Students face mental blocks, stay quiet, start to panic and, when interacting, if so, they forget words and feel demotivated to speak English again (Suleimenova, 2013, as cited in Mulyono et al., 2019). Several studies (Blume et al. 2013; Mulyono et al., 2019; Seyitoglu et al., 2015; Zhou and Zhang, 2014) have noticed different factors affecting FLSA, being language barriers and negative attitudes the most common ones. Language barriers such as poor grammar accuracy, lack of vocabulary or bad pronunciation are identified as the drivers for FLSA and make ESL students more anxious when speaking the TL. The

research conducted by Blume (2013) stated that students' FLSA was negatively correlated with their willingness to talk (see WTC in section 2.3.2). Even though their level was IELTS 6, anxious students felt embarrassed and inferior due to their low self-confidence when speaking. Regarding students' negative attitude, some studies (Hammad & Abu Ghali, 2015; Amiri & Puteh, 2018) examined factors such as fear of being exposed in public, shyness, teacher's corrections, or high expectations towards learners. Most participants insisted on having an overall good level of English but, when speaking in the TL, students with the highest levels of anxiety felt afraid of making mistakes because they had the feeling they were being tested all the time.

## 2.5 Suggestopedia and some pedagogical orientations regarding Foreign Language Anxiety

Because much theoretical research converges with experiences where language anxiety influences learning negatively (Dewaele, 2002; Horwitz, 2001; MacIntyre and Gardner, 1994b; Suleimenova, 2013; Zhang, X. 2019), literature has greatly efforted to find methods and guidance to reduce anxiety. For instance, an anxiety-free environment is a critical requirement for a methodology called Suggestopedia. This teaching method was introduced in 1978 by George Lozanov, a Bulgarian psychologist and educator. Suggestopedia promotes the elimination of learner anxiety and stress by the use of suggestion. Suggestion is "a constant communication factor which chiefly through unconscious mental activity can create conditions for tapping the functional reserve capacities of personality" (Lozanov, 1978, p.120). In other words, suggestion involves filling up the memory banks with desiring, pleasant and facilitating memories that ease learning (Scovel, 1979). The main characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom alongside the use of music (Richards and Rodgers, 2018), which creates a pleasant and relaxing environment for learning.

Apart from Suggestopedia, some other relaxation techniques became more relevant in the past years. Examples such as deep breathing or meditation may be helpful when confronting stressful situations (Král'ová and Sorádová, 2015). Robinson et al. (2015) suggest practices like muscle relaxation, yoga or tai-chi in class to get through anxiety.

Horwitz et al. (1986) observed that "educators have two options when dealing with anxious students: (1) they can help them learn to cope with the existing anxiety-provoking situation; or (2) they can make the learning context less stressful" (p. 131). In both situations,

there are no magic treatments to make anxiety disappear but rather have supportive teachers and create a positive climate in the classroom, even when there are no anxious students.

There have been many scholars who listed several measures and strategies for teachers to help their students to overcome their anxiety. In a review of their literature Horwitz (2017, p. 42) and Horwitz (2020) commented on the following suggestions for language teachers when dealing with FLA:

a) Acknowledge students' discomfort. Many students are relieved to learn that they are not the only ones experiencing anxiety.

b) Acknowledge students' feelings of culture shock and offer opportunities for students to talk about their experiences.

c) Use the FLCAS to help identify anxious learners and to start a discussion about anxiety.

d) Help students develop more realistic expectations for language learning.

e) Arrange contacts with more advanced students so that students see that people like them can learn the language.

f) Correct errors gently.

g) Use humour and games to distract attention away from individual speakers.

h) Use small-group and pair activities rather than whole-class activities.

i) Have students imagine becoming anxious while speaking and overcoming that anxiety.

Some other scholars (Al-Saraj, 2011; Hashemi and Abbasi, 2013; Tanveer, 2007) have pointed out that the role of the teacher may have a big impact on students' anxiety, with attitudes such as over-correcting students, favouritism or an authoritative nature. The fact that some teachers may embarrass and humiliate their students when they are wrong also creates stressful environments in the classroom and fosters their anxiety. Hashemi and Abbasi (2013) have proposed a list of recommendations for teachers to mitigate anxiety by students (as cited in Král'ová and Sorádová, 2015):

a) Scan for the sign of anxiety by students and apply quick strategies to help them overcome the destructive feelings.

b) Create student-friendly and learning-supportive environment in the class.

c) Create friendship and cooperation among students.

d) Put more emphasis on formative assessment and constructive feedback rather than summative assessment.

e) A communicative approach should be adopted so that students get more chances to practise their speaking skills.

f) Encourage students not to be afraid of making mistakes.

g) Do not correct each and every mistake. Horwitz et al. (1986) recommended teachers to select the error correction techniques and base them upon instructional philosophy to reduce defensive reactions in students.

h) Make students feel successful and satisfied when using FL.

i) Choose activities and tasks that do not cause instant frustration.

j) Initiate discussion about how students feel: for instance, when giving presentations, and help them overcome their worries.

These recommendations may be helpful in class, but it is essential to bear in mind that each student feels and reacts differently to each circumstance. In all cases, teachers must be prepared to give the suitable support considering each student's needs-.

# 3. METHODOLOGICAL FRAMEWORK

## 3.1 Study design

There are two fundamental approaches or paradigms in educational research characterised by the typology of measurement and data collection used. These two approaches correspond to quantitative and qualitative research, although both can be integrated at one or more stages of the research process, which is the case of mixed-method research. This work uses a mixed enquiry with both quantitative and qualitative data enclosed within a quasi-experimental design. We use the method of case studies (Cohen, 2002; Stake, 2007) where each case corresponds to each of the students. Students already belonged to two different groups (3$^{rd}$ ESO and 4$^{th}$ ESO), but we later treated them as a whole to get a more holistic perspective of foreign language anxiety in Secondary education.

## 3.2 Context

This investigation took place within our teaching training period in a state High School located in a small town nearby Valencia. Most of the students live in the same town and their first language is either Spanish or Valencian. Regarding the educational stages this High School offers, we find four years of Compulsory Secondary Education (ESO) and two years of Bachillerato, sorted into the specialities of Humanities and Social Studies or Science. The centre is well known in the town for its plurilingual project, where some subjects along the four years of ESO are taught in English. In addition, the High School offers an elective subject called "Oral communication in English". framed in 3$^{rd}$ ESO year, where students can practice listening and speaking in-depth, supplementing the students' regular English subject. There is also a conversation assistant from Manchester who helps students with their pronunciation and fluency and supports the main English teacher in each group.

In March 2020, the COVID-19 pandemic restricted some of the protocols in High Schools. More information regarding this feature can be found in section 5.3 of this work.

## 3.3 Participants

Originally, only four students from the elective subject "Oral communication in English" in 3$^{rd}$ ESO were going to participate in this research. As it was a sample too limited, the investigation was extended to a whole 4$^{th}$ ESO group in particular, because of two main

reasons. Firstly, a prompt anxious situation took place in this group during an exam and, secondly, because we could also get more information on how different speaking activities could affect the students' anxiety. The following table compares the characteristics of both groups.

**Table 1.**

*Characteristics of the participants*

| | | 3rd ESO | 4th ESO |
|---|---|---|---|
| **Age** | | 14-15 years old | 15-17 years old |
| **English level according to CEFR** | | B1- | A2 |
| **Gender** | **Male** | 1 | 14 |
| | **Female** | 3 | 10 |
| | **TOTAL** | 4 | 24 |

## 3.3.1 Oral Communication group (3rd ESO)

There were four students enrolled in this group, three girls and one boy. As it is an elective subject, we expected the students to like English. This became a fact where we saw they looked very motivated and participated actively in all activities.

As mentioned before, this subject aims to foster oral communication in English, so we thought it was the most suitable group for this study. Because of the characteristics of the subject, implementation was easy to perform as there were no restrictions in terms of time or objectives to fulfil by the end of the year. For that reason, we were allowed to perform 6 lessons (in a 3-week period) in this group.

## 3.3.2 Ordinary group (4th ESO)

This 4th ESO group was composed of twenty-four students, fourteen boys and ten girls. It was a multilevel group, as differences among students' English level were obvious.

There was a detonating experience in this group as, during an exam, one of the students experienced a very uncomfortable situation with high levels of anxiety. At that moment, we also thought about including this group in the investigation, even though direct intervention was not possible due to time limitations (see section 5.3).

## 3.4 Data collection procedures

The following data gathering instruments were used in this research: Likert-scale questionnaires SLSAS and FLCAS, individual semi-structured interviews, short open questions and a research journal.

In total, 28 students participated in this research but not all of them completed all instruments. Table 2 shows the final breakdown according to each one of them.

**Table 2.**

*Number of participants who completed the different instruments.*

|  | 3rd ESO | 4th ESO | TOTAL |
|---|---|---|---|
| **Questionnaires (both SLSAS and FLCAS)** | 4 | 24 | 28 |
| **Interviews** | 4 | 9 | 13 |
| **Short open questions** | 4 | 0 | 4 |

The short open questions and the research journal were strictly linked to the intervention lessons. Hence, they only recorded features from the four students belonging to the Oral Communication group in 3rd ESO.

## 3.4.1 Questionnaires (SLSAS)

The SLSAS questionnaires (García-Pastor and Miller, 2019) include 35 items which describe common situations that can prompt anxiety in any of the four basic language skills (speaking, listening, reading and writing). The original version is set in English, but we decided to use a free Spanish translation as we thought it would be easier for the participants. It is a Likert-scale questionnaire where students can answer "nothing" to "very much" (that is, 1 to 5 points) depending on how much anxiety they feel when attempting those specific situations. In this particular case, we only used items (5) to (16), because they were strictly related to speaking. A blank copy of this questionnaire can be found in Appendix A.

Students were given brief instructions about how to fill the questionnaire and they took no more than 10 minutes. No major questions arose. The questionnaires were anonymous, students only wrote their age and year. The English teacher did not see the results and students were told their answers would not affect their English grade at all.

### 3.4.2 Questionnaires (FLCAS)

The Likert-scale questionnaire we used for this research is based on the original FLCAS (Horwitz, Horwitz and Cope, 1986). However, we decided it was easier for students to complete it in their first language, so a Spanish version adapted from Pérez-Paredes and Martínez-Sánchez (2001) was used instead. Negative statements were kept the same way as they originally appeared. This questionnaire was composed of thirty-three items where students had to "completely agree", "agree", "be neutral", "disagree" or "completely disagree" with them. A full blank questionnaire can be found in Appendix B.

The questionnaires were handed in class after a brief explanation of what students would find on them. Both groups completed the questionnaire in a maximum period of twenty minutes and no major questions arose. The questionnaires had no full names on them, but students were asked to write their three initials (name and both surnames), age and year, so it was later easier for us to establish conclusions from their results. The English teacher did not see the results and students were told their answers would not affect their English grade at all.

### 3.4.3 Interviews

We decided that the most suitable interview for this research would be an individual semi-structured one. That meant we had a pre-established guideline with some specific questions, but we also left some space for improvisation depending on the interviewee's answers. Some topics arose in all interviews and some others appeared in only a few ones, but most of the interviews followed the same layout. This layout can be found in Appendix C.

As all participants were underage, a permission signed by legal tutors was mandatory before carrying out the interviews. Originally, fourteen students were going to be interviewed but a student's family did not sign the permission and, consequently, that person was not interviewed. Because of the COVID-19 pandemic, the interviews had to be carried out online by using Google Meet. Participants were interviewed only once and all interviews were individual, attended only by the researcher and one student. The interviews were conducted in Spanish, as we thought it would be easier for students to express themselves. They lasted an average of twenty minutes each, but we let students talk as much as they wanted to. As for further analysis, the interviews were audio-recorded to be transcribed afterwards.

### 3.4.4 Research journal

We wrote a research journal as a data gathering method because we found out it was useful to get another view of how students felt when performing certain activities. As this journal was strictly related to performance, it was undertaken only within the Oral Communication group.

Despite the fact that anxiety is something difficult to detect we wrote everything that we found relevant in terms of both attitudes or physical reactions. After finishing the session, we did not only write what happened in that precise lesson but also if we noticed the evolution from one session to another in the same student, in case any progress was made. In short, the research journal included the list of activities for each session, reactions of the students (either good or bad), and any evolution, if noticed.

### 3.4.5 Short open questions

Apart from our research journal, students from the Oral Communication group were asked to answer some short open questions before finishing each lesson. Some students might not verbalise or show physical features while they are feeling uncomfortable in class, that is why we thought it could be interesting to let them write their experiences after the lesson was done. Those open questions included some aspects regarding the different activities from each session and how they felt when performing them. Students were not asked to write their names nor their initials, so they did not feel pressure to share how they felt.

## 3.5 Activities

As mentioned before, intervention could only be performed in the Oral Communication group (3rd ESO). We designed six lessons focusing on the main prompts we could get in order to observe the students' reactions (see Tables 3 to 8). The guiding thread for all lessons was travelling, except for lesson 6 which was devoted to International Women's Day, because it took place on that precise lesson. The students were not said to be participating in a research on anxiety, so their reactions were not affected by the researchers' desires, but rather their real feelings towards the activities.

**Table 3**

*Lesson 1. Prompts: Improvised speech and roleplay without testing.*

| Activity | Description |
|---|---|
| Password (warm-up) | An image is projected on-screen (within its name) but two words are forbidden to use while they are describing it. A student turns around so s/he can't see it. The rest of the group has to describe so their classmate guesses it. |
| Roleplay (part 1) | Students watch a video with some examples of common dialogues in airports and travel agencies, as they will be roleplaying afterwards. |
| Roleplay (part 2) | Unfinished dialogues are given to pairings (dialogue 1 and 2 within speakers A and B) with an issue to be solved. Dialogue 1 happens in a custom desk where a passenger has lost his/her passport. Dialogue 2 happens in a travel agency where a customer asks for information for a trip. They work in pairs to creatively solve the problems and, thereafter, they rehearse the dialogues. |
| Roleplay (part 3) | Students are asked to explain their situation to the other pairing and to perform the roleplay. |
| Improvised speech | Students are asked some open questions regarding their previous trips or similar experiences they might have had in an airport or in a travel agency. |

**Table 4.**

*Lesson 2. Prompts: Prepared monologue and discussion without testing.*

| Activity | Description |
|---|---|
| Kahoot (warm up) | Students play in pairs to review vocabulary they studied last session. |
| Monologue (part 1) | Each student is given a brochure (made by the teacher) with information regarding a touristic place: Wroclaw, Florence, Ibiza and Egypt. Students have to prepare a monologue about each place so later they will try to convince the rest which place is the best for their end-of-year trip. |
| Monologue (part 2) and discussion | Students perform their monologues. Later, they discuss in group which is the most suitable place for their trip. |

**Table 5**

*Lesson 3. Prompts: Singing a song and speaking through games.*

| Activity | Description |
|---|---|
| Singing a song (warm-up) | Students listen to the song "Flying the Flag" (Scooch), which is useful as it has some vocabulary related to airports. They need to complete the gaps with the missing words from the lyrics while they listen to the song. When completed, they sing the song altogether. |
| Gaming | Students play an adapted version of "Fun with Flags" by Sheldon Cooper, where students have to guess the right flag by its physical description or some hints about its country. |

**Table 6**

*Lesson 4. Prompt: Dictation.*

| Activity | Description |
|---|---|
| Running dictation | Out of the class, students do a running dictation in pairs. There is a dialogue in the wall (about twenty metres away from the "writing station") that students need to dictate to their partners. One person is running and dictating and the other one is only writing. They are not allowed to spell in Spanish (L1) and roles change every two minutes. The first couple who finishes writing down the dialogue wins. |

**Table 7**

*Lesson 5. Prompts: Tested monologue and dialogue (simulation of a Certificate Exam).*

| Activity | Description |
|---|---|
| Monologue | Students are given flashcards with information about several countries. They have to perform a monologue about that country that lasts about two minutes. Students are told they are tested and will receive no help from the teachers. |
| Dialogue | In pairs, students need to design and perform a dialogue that lasts around three minutes per person. They are not allowed to look at their guidelines while performing. As in the monologue, students are told they are tested and will receive no help from the teachers. |

**Table 8**

*Lesson 6. Prompt: Improvised debate (special session for Women's Day).*

| Activity | Description |
|---|---|
| Video | Students watch Emma Watson's speech at the HeForShe Campaign in 2014 ( https://www.youtube.com/watch?v=gkjW9PZBRfk ) with subtitles on. |
| Debate | After watching Emma Watson's speech, students debate concepts such as feminism, equality, gender roles, or sexuality, and any of the ideas that may arise from the video. |

## 3.6 Data analysis

To answer RQ1 (i.e., how do Secondary English learners feel and react when they are asked to perform different speaking activities?), we used data obtained from the FLCAS, the interviews, the short open questions and the research journal.

In contrast, we answered RQ2 (i.e., which are the most and least anxious speaking situations among Secondary students?) by using the SLSAS, the interviews and the short open questions.

### 3.6.1 Questionnaires (SLSAS)

The SLSAS were strictly used to answer RQ2, as they provided specific information about those situations which students found the most anxious ones. Once the questionnaires were completed, we obtained an anxiety score for each item. These questionnaires were scaled from "nothing" to "very much" (that is, 1 to 5 points) and we established the average score for each item depending on the students' answers. We divided students into their groups (3rd and 4th ESO) but we treated them as a whole. This is set as an example:

| 8. Cantar en inglés para aprender vocabulario/gramática. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 3 | 6 | 1 | 9 | 0 | 6 | 0 | 3 | 0 | 0 |
| Average: 2.11 | | | | | | | | | |

### 3.6.2 Questionnaires (FLCAS)

Initially, the FLCAS were used to state which students were going to be interviewed in the second phase of the investigation. Once the participants had fulfilled the questionnaires, they were evaluated and given a score. Each item was given a maximum score of 4 points and a minimum of 0, depending on the students' answers. We established that the higher the score was, the more anxiety students suffered, being the maximum score of 132 points. Hence, we gave 4 points if participants strongly agreed with a statement that declared an anxious situation and 0 points if they strongly disagreed, with 3-2-1 points in-between. This is set as an example:

| 9. Me pongo nervioso/a cuando tengo que hablar en clase de inglés sin haberme preparado antes. | | | | |
|---|---|---|---|---|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 4 points | 3 points | 2 points | 1 point | 0 points |

Accordingly, when a statement declared a non-anxious situation, scores were switched as it follows:

| 8. Normalmente estoy a gusto cuando hago exámenes de inglés. | | | | |
|---|---|---|---|---|
| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
| 0 points | 1 point | 2 points | 3 points | 4 points |

Statements (2), (5), (8), (11), (14), (18), (22), (28) and (32) from the FLCAS were scored this way as they alleged non-anxious situations.

We also used the FLCAS to observe patterns among the different items. We calculated the total percentage of students who agreed or disagreed with each situation[1]. Then we established the final result highlighting in bold the highest percentage of them all. We divided students into their groups (3rd and 4th ESO) but we treated them as a whole. This is set as an example:

| 4. Me pone nervioso/a no saber qué está diciendo el/la profesor/a en inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 5 | 1 | 12 | 0 | 0 | 1 | 3 | 1 | 4 |
| 21.43% | | **46.43%** | | 0% | | 14.29% | | 17.86% | |

---

[1] We cut all percentages in the 2nd decimal number. All calculations were made with Windows Scientific Calculator.

To compensate for the limitations of individual methods, we triangulated the data obtained in both questionnaires, interviews, the research journal and the short open questions.

## 3.6.3 Interviews

When all questionnaires were evaluated, students were ranked in ascending order according to their scores. Because it was too ambitious to interview all 28 participants, we decided to use the scores from the FLCAS to choose the right candidates for the interviews.

Regarding the 4th ESO group, the two students with the lowest anxiety levels, the four students with the highest anxiety levels and two students in-between were asked to be interviewed. By doing this, we got a general overview of the whole group. Regarding the Oral Communication group, as they were only four students, they were all asked to be interviewed.

The choice of candidates addressing their scores was as follows. Speakers in bold correspond to the Oral Communication group (see Table 9 below).

**Table 9.**

*Choice of the interviewees in relation to their anxiety score.*

| Anxiety score | Speakers | Anxiety score | Speakers |
|:---:|:---:|:---:|:---:|
| 8/132 | Speaker A | 61/132 | |
| 12/132 | Speaker C | 65/132 | Speaker I |
| 15/132 | | 69/132 | |
| 41/132 | | **73/132** | **Speaker L** |
| **41/132** | **Speaker J** | 79/132 | |
| 42/132 | | 86/132 | |
| **43/132** | **Speaker K** | 86/132 | |
| 44/132 | | 87/132 | |
| 48/132 | Speaker B | **88/132** | **Speaker M** |
| 48/132 | | 90/132 | |
| 54/132 | | 97/132 | Speaker E |
| 56/132 | | 104/132 | Speaker D |
| 57/132 | | 105/132 | Speaker G |
| 59/132 | | 118/132 | Speaker H |

### 3.6.3.1 Jeffersonian Transcription System

Before analysing the interviews, and, as they were audio-recorded, we transcribed them by using the Jeffersonian Transcription System (Jefferson, 2004). The symbols that we have used for the transcription of the interviews were adapted from the original Jeffersonian one and can be found in Appendix D.

### 3.6.3.2 Categorisation and coding process

McMillan and Schumacher (2012) define this type of analysis as "an inductive process of organizing data into categories and identifying models between categories". The following five fundamental tasks of the categorisation and coding process carried out are listed, explained, and applied specifically to this research, following the approaches of Ryan and Bernard (2003).

a) Sampling. Among all the documents obtained from the research, only those that were especially relevant to the study were selected.

b) Identification of topics. The process of identification of themes happened before, during and after obtaining the data, as it became a restructuring process while the interviews (alongside the rest of the data gathering instruments) were being analysed. The themes were established from the coincidences found in various interviews, as well as the relevance of what the interlocutors told and the matching with the objectives of the investigation.

c) Construction of code systems. Once the themes were established, they were associated with code systems. Codes were agreed to be represented by abbreviations of three letters, so it was easier to create the mind map after it. This is the list of all resulting codes from the interviews (see Table 10):

**Table 10**

*List of the resulting codes from the interviews*

| AMA | Activities with more anxiety | INT | Interview in English | NAT | Native speakers |
|-----|------------------------------|-----|----------------------|-----|-----------------|
| CON | Self-confidence | KNO | "You know less than you actually know" | PHY | Physical symptoms of anxiety |
| EMA | Exam: motivation or anxiety? | MIS | Mistakes | SHY | Shyness |
| EXA | Exam | MOR | More speaking lessons | SPO | Spontaneous activities |

d) Marking of texts. This consisted of assigning units of meaning to each code. It could be done with a colour legend, with analysis software (such as the Atlas.ti program) or manually. In this research, the assignment of units of meaning was done manually, taking into account those fragments that could be related to each code.

e) Construction of conceptual models. Finally, the codes were interrelated through concept maps, which summarized all the data obtained, and were established under bigger categories. In this particular case, the mind map resulting from the research took into account not only data from the interview but also relevant information from the questionnaires, the research journal and the short open questions. The final mind map can be found in section 4.

In short, codes and speeches were used to establish the main topics to answer both RQ1 and RQ2. Some statements from the FLCAS were also linked to the aim of delving into those topics.

## 3.6.4 Research journal

Together with the short open questions, the research journal became a limited source of data, as experiences were only taken from the Oral Communication group and our intervention with them. Regarding RQ1, we selected those extracts that complemented the data already offered by the FLCAS and the interviews, so conclusions could be more exhaustive. In relation to RQ2, we used the different classroom settings offered by the different prompts of each session in order to find which situations created the most (and least) anxious events.

This is set as an example. The underlined part is later used to complete the category "Fear of negative evaluation":

> *I let them work in pairs, so they finish the dialogues creatively and rehearse their roleplays. <u>I see they feel comfortable and motivated to work, as there is no pressure because the teacher is not actively staring and testing.</u> After 15 minutes, they are asked to explain their situation to the other pairing and to perform the roleplay.*

## 3.6.5 Short open questions

Short questions are also used as a complementary tool to deepen into the topics offered by the FLCAS and the interviews. Their answers are analysed, and we establish patterns to see whether all students, some of them or none share the same thoughts.

This is set as an example:

| "¿Te sientes más nervioso/a cuando tienes una actividad preparada o cuando tienes que improvisarla?" |
|---|
| "Me pongo más nervioso con las actividades improvisadas porque no las tengo preparadas y seguramente no sepa hacerlas." |
| "Me pongo más nerviosa en una actividad improvisada porque no sé si me voy a equivocar mucho" |
| "Estoy más nerviosa en lo improvisado porque siento que me voy a equivocar." |
| "En una actividad improvisada. Porque como tengo que improvisar, eso me pone más nerviosa." |

In this case, all students share the same opinion regarding the statement. Hence, we consider that it can be stated as a truth among our participants.

# 4. RESULTS AND DISCUSSION

## 4.1 Research Question 1

Research question 1 is answered thanks to the data obtained through the FLCAS, the interviews, the short open questions, and the research journal.

> *RQ1: How do Secondary EFL learners feel and react when they are asked to perform different speaking activities?*

In general terms, when they are asked to perform different speaking activities, students present:

1 - *Communication apprehension*,

2 - *Fear of negative evaluation* and

3- *Other features related to anxiety*

The following map offers a general overview of all the topics which will be discussed in-depth (see Figure 2).

**Figure 2**

*General overview of all topics which answer RQ1.*
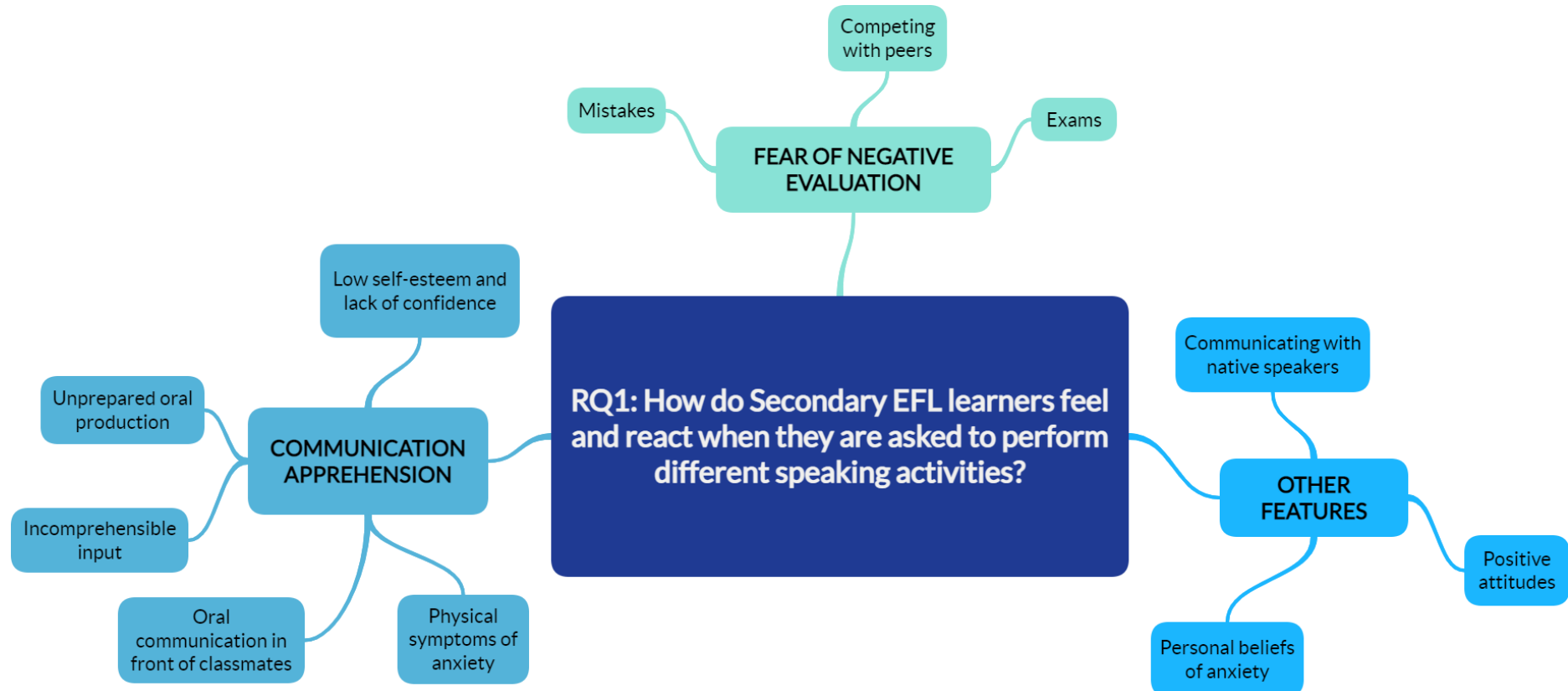
## 4.1.1 Communication apprehension

This section includes statements in which students express apprehension when they are asked to speak in English. The variables that appear are the following: low self-esteem and lack of confidence, oral production without previous preparation, incomprehensible input, oral communication in front of their classmates and physical symptoms of anxiety.

**4.1.1.1 Low self-esteem and lack of confidence**

According to the results from the FLCAS, item (1) was taken (see Table 11).

**Table 11**

*Item (1) from the FLCAS*

| 1. No me siento lo suficientemente seguro/a de mí mismo/a cuando hablo en clase de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 3 | 1 | 8 | 2 | 4 | 1 | 4 | 0 | 5 |
| 10.71% | | **32.14%** | | 21.43% | | 17.86% | | 17.86% | |

For item (1), 9 students (32.14% of the total) agreed that they do not feel safe enough when speaking in English. Only 5 students (17.86% of the total) strongly disagreed with the statement. As more information was needed, the code "CON" (self-confidence) from the interviews was also considered to see how students' confidence is related to their potential anxiety (see transcription in Appendix E). From these speeches, we state in this scenario that students who feel more confident in English suffer less anxiety when speaking this language. They agree that relying on how well (or bad) they know the subject, they feel more or less confident with their performance. It is also relevant how the pressure from being proficient in other subjects can affect their English performance, as speaker H stated.

**4.1.1.2 Oral production without previous preparation**

According to the results from FLCAS, items (9) and (33) were taken (see Tables 12 and 13).

**Table 12**

*Item (9) from the FLCAS*

| 9. Me pongo nervioso/a cuando tengo que hablar en clase de inglés sin haberme preparado antes. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 5 | 2 | 5 | 0 | 6 | 1 | 3 | 0 | 5 |
| 21.43% | | **25%** | | 21.43% | | 14.29% | | 17.86% | |

**Table 13**

*Item (33) from the FLCAS*

| 33. Me pongo nervioso/a si el/la profesor/a pregunta cosas que no me he preparado. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 5 | 0 | 7 | 2 | 3 | 1 | 4 | 1 | 5 |
| 17.86% | | **25%** | | 17.86% | | 17.86% | | 21.43% | |

For items (9) and (33), 7 students (25% of the total) agreed that they feel nervous when they need to speak spontaneously or answer unprepared questions. In contrast, 5 and 6 students (17.86% and 21.43% of the total, respectively) strongly disagreed with the statement. Since it was not a clear conclusion to be stated, the code "SPO" (spontaneous activities) from the interviews was also considered (see transcription in Appendix F). In addition, we also obtained the following data from this short open question (see Table 14):

**Table 14**

*Short open question (1)*

| **"¿Te sientes más nervioso/a cuando tienes una actividad preparada o cuando tienes que improvisarla?"** |
|---|
| "Me pongo más nervioso con las actividades improvisadas porque no las tengo preparadas y seguramente no sepa hacerlas." |
| "Me pongo más nerviosa en una actividad improvisada porque no sé si me voy a equivocar mucho" |
| "Estoy más nerviosa en lo improvisado porque siento que me voy a equivocar." |
| "En una actividad improvisada. Porque como tengo que improvisar, eso me pone más nerviosa." |

From these speeches, we can say that, although very few students feel comfortable when improvising certain activities, most of them feel less anxious when preparing their activities before presenting them in public. Thus, in this situation, we state that spontaneous activities make students feel more insecure, frightened, and nervous.

### 4.1.1.3 Incomprehensible input

According to the results from the FLCAS, items (4) and (15) were taken (see Tables 15 and 16).

**Table 15**

*Item (4) from the FLCAS*

| **4. Me pone nervioso/a no saber qué está diciendo el/la profesor/a en inglés.** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 5 | 1 | 12 | 0 | 0 | 1 | 3 | 1 | 4 |
| 21'43% | | **46'43%** | | 0% | | 14'29% | | 17'86% | |

**Table 16**

*Item (15) from the FLCAS*

| 15. Me frustro cuando no entiendo qué dice el/la profesor/a de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 5 | 1 | 9 | 0 | 3 | 1 | 3 | 1 | 4 |
| 21.43% | | 35.71% | | 10.71% | | 14.29% | | 17.86% | |

For items (4) and (15), 13 and 10 students (46.43% and 35.71% of the total, respectively) agreed that they get nervous or frustrated when they do not understand their English teacher. In contrast, only 5 students (17.86% of the total) strongly disagreed with this statement.

The codes "ENG" (subject taught in English) and "INT" (interview in English) from the interviews were also considered (see transcription in Appendices G and H, respectly). From these speeches, we state that students' anxiety increases when they do not understand what the English teacher is talking about, that is, incomprehensible input. Even though they appreciate having English lessons in the TL, they admit it is harder for them to understand and hence, they sometimes feel frustrated and more nervous. Regarding the simulation of being interviewed in English, we found particularly interesting that their main concern was not being understood by the interviewer. Consequently, they would not feel exactly anxious but rather frustrated because they cannot be as fluent as they would be in Spanish.

**4.1.1.4 Oral communication in front of their classmates**

According to the results from the FLCAS, items (13) and (24) were taken (see Tables 17 and 18).

**Table 17**

*Item (13) from the FLCAS*

| 13. Me da vergüenza salir voluntario/a en clase de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 3 | 1 | 7 | 0 | 5 | 2 | 5 | 1 | 4 |
| 10.71% | | 28.57% | | 17.86% | | 25% | | 17.86% | |

**Table 18**

*Item (24) from the FLCAS*

| 24. Me da mucha vergüenza hablar inglés delante de mis compañeros/as. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 5 | 0 | 7 | 1 | 3 | 0 | 5 | 2 | 4 |
| 21.43% | | 25% | | 14.29% | | 17.86% | | 21.43% | |

For items (13) and (24), 8 and 7 students (28.57% and 25% of the total, respectively) agreed that they are shy when volunteering or speaking in English in front of their classmates. On the other hand, 5 and 6 students (17.86% and 21.43% of the total) strongly disagreed with this statement. As percentages were really close, we decided to delve into this area by asking students when they (or their classmates) felt shy in English lessons.

The code "SHY" (shyness) from the interviews was also considered (see transcription in Appendix I). In this discourse, participants told us that shy students prefer lying and saying they have not done their homework (even if they have) and get a penalty, rather than correcting the exercises and potentially making mistakes in front of their classmates. Also, those participants who state their English level is very low, admit they feel nervous and shy when their classmates are listening to them. In short, we can affirm that shy students will be unlikely to volunteer and will feel more anxious when participating because they fear making mistakes or being misjudged by their peers.

### 4.1.1.5 Physical symptoms of anxiety

According to the results from the FLCAS, items (3) and (20) were taken (see Tables 19 and 20).

**Table 19**

*Item (3) from the FLCAS*

| 3. Empiezo a temblar cuando sé que me van a preguntar en clase de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | **Strongly disagree** | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 2 | 0 | 3 | 0 | 5 | 2 | 6 | 2 | 8 |
| 7.14% | | 10.71% | | 17.86% | | 28.57% | | **35.71%** | |

**Table 20**

*Item (20) from the FLCAS*

| 20. Siento que el pulso se me acelera cuando me piden intervenir en clase de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 3 | 1 | 10 | 1 | 1 | 2 | 5 | 0 | 5 |
| 10.71% | | **39.29%** | | 7.14% | | 25% | | 17.86% | |

For item (3), 10 students (35.71% of the total) strongly disagreed with trembling when they are asked to speak in English. Nonetheless, for item (20), 11 students (39.29% of the total) agreed that their heartbeat pounds faster when they are asked to participate in English. As we saw clear differences in these two statements, we wondered if other physical features could show up when students feel anxious. Thus, the code "PHY" (physical symptoms) from the interviews was also considered (see transcription in Appendix J). After analysing these speeches, we find students who experience stomach-ache, others who sweat, blush, or shake their legs. Hence,

we cannot state a clear physical symptom for anxiety, as every participant has different ones, but rather establish a list of common anxiety features like the ones already mentioned.

## 4.1.2 Fear of negative evaluation

This section includes statements where students feel apprehension when being evaluated. There are two main types of evaluation, one which is specifically academic (hence, mistakes and testing) and another one for peer view. The variables used are the following: fear of making mistakes, competition with peers, and anxiety within oral production and exams.

**4.1.2.1 Fear of making mistakes**

According to the results from the FLCAS, items (2) and (19) were taken (see Tables 21 and 22).

**Table 21**

*Item (2) from the FLCAS*

| 2. No me preocupa tener errores en clase de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | **Disagree** | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 4 | 0 | 4 | 1 | 4 | 1 | 7 | 2 | 5 |
| 14.29% | | 14.29% | | 17.86% | | **28.57%** | | 25% | |

**Table 22**

*Item (19) from the FLCAS*

| 19. Me da miedo que el/la profesor/a corrija cada fallo que tengo. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | **Strongly disagree** | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 1 | 0 | 1 | 1 | 5 | 1 | 6 | 1 | 11 |
| 7.14% | | 3.57% | | 21.43% | | 25% | | **42.86%** | |

For item (2), 8 students (28.57% of the total) disagreed with not worrying about making mistakes in English (hence, they did indeed worry). Additionally, for item (19), 12 students (42.86% of the total) strongly disagreed with fearing the teacher to correct their mistakes. From these two statements we see that students care about making mistakes and, moreover, they want their teachers to tell them when they make them.

Additionally, we were interested in finding out how much students liked their mistakes to be corrected when they were speaking, and which were the most anxious situations when teachers gave them feedback. Therefore, the code "MIS" (mistakes) from the interviews was also considered (see transcription in Appendix K). From these speeches, we observe that most students prefer to be told their mistakes after finishing their interventions. The majority feel more anxiety if teachers interrupt them while they speak, because they feel they are making a lot of mistakes. On the other hand, a few students prefer teachers to correct them while they talk, so they can avoid future mistakes.

Finally, to support this last finding, we used the following entry from the research journal in session 2, where teachers did not correct students' mistakes while they were speaking:

*"The teachers are observing from a corner while students talk to each other. As teachers don't interfere with correcting their mistakes but instead let students speak, they keep talking fluently and comfortably (mostly in English, they barely use Spanish)."*

In short, each student has different preferences towards this matter. However, we state that choosing the wrong feedback strategy may make students feel more anxious.

**4.1.2.2 Anxiety and competing with peers**

According to the results from the FLCAS, items (7), (23) and (31) were taken (see Tables 23, 24 and 25).

**Table 23**

*Item (7) from the FLCAS*

| 7. Pienso que el resto de la clase sabe más inglés que yo. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 2 | 7 | 0 | 4 | 0 | 6 | 2 | 2 | 0 | 5 |
| 32.14% | | 14.29% | | 21.43% | | 14.29% | | 17.86% | |

**Table 24**

*Item (23) from the FLCAS*

| 23. Tengo la sensación de que mis compañeros/as hablan inglés mejor que yo. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 2 | 5 | 1 | 6 | 0 | 6 | 1 | 4 | 0 | 3 |
| 25% | | 25% | | 21.43% | | 17.86% | | 10.71% | |

**Table 25**

*Item (31) from the FLCAS*

| 31. Temo que mis compañeros/as de clase se rían de mí cuando hablo en inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 5 | 0 | 2 | 0 | 2 | 1 | 9 | 4 | 4 |
| 21.43% | | 7.14% | | 7.14% | | 35.71% | | 28.57% | |

For item (7), 9 students (32.14% of the total) strongly agreed when asked if they thought their classmates knew better English than them. Similarly, for item (23), 14 students (50% of the

total) agreed and strongly agreed with the idea that their classmates speak better English than them. It is exceptional that 3 out of 4 students from Oral Communication (that is, 75% of the total) belong to this group, when their English level was remarkably better than the average group.

On the contrary, for item (31), when asked if they feared that other classmates could laugh at them when they speak in English, 10 students (35.71% of the total) disagreed. We wondered how peer view could affect students' performance and whether it could make them feel more anxious. Then, the code "PEV" (peer view) from the interviews was also considered (see transcription in Appendix L). From these answers, we see that peer view plays an important role for students, as they do not want to be seen by their classmates as failed learners. Those students with high levels of anxiety may feel uncomfortable when they are asked to speak in front of their peers. Then, despite the fact that FLCAS showed that students do not care about their peers laughing at them when they speak in English, we see from the interviews that they really do. Even more, their anxiety rises because of this.

### 4.1.2.3 Anxiety in oral production and exams

According to the results from the FLCAS, item (8) was taken (see Table 26).

**Table 26**

*Item (8) from the FLCAS*

| 8. Normalmente estoy a gusto cuando hago exámenes de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | **Neutral** | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 4 | 1 | 4 | 2 | 6 | 1 | 3 | 0 | 7 |
| 14.29% | | 17.86% | | **28.57%** | | 14.29% | | 25% | |

For item (8), 8 students (28.57% of the total) felt neutral when asked if they were comfortable while being tested in English. Nonetheless, 7 students (25%) strongly disagreed with this statement. As we needed more information regarding this topic, we decided to use the code "EXA" (exams) from the interviews (see transcription in Appendix M) From these speeches,

we can see students have a bad time when being tested. Some of them feel nervous before starting (while queueing or just after the exam has been handed out) and some others feel nervous while the exam is on. Speaker F also comments that some students go through anxiety feelings after finishing because they restrain their feelings during the exam. Briefly, we notice that exams are a relevant source of anxiety and, for most of them, they are indeed the worst-case scenario.

As we also knew about the concept of "facilitating anxiety" (Mulyono et al., 2019; Raffety et al., 1997; Selvam et al., 2016), we wondered if some students would also find exams as a source of motivation. Then, the code "EMA" (exam: motivation or anxiety?) found in the interviews was taken (see transcription in Appendix N). In general, we see that students still see exams as a source of anxiety rather than motivation. Some of them declare that they are aware the exam is important and thus, they push themselves to perform better. Yet, the vast majority feel pressure, stress and anxiety when being tested, as speaker M stated "yo tiraría a estar más nerviosa porque sabes que es importante para ti (0.5) que me están evaluando y tal".

Finally, as we tested students during session 6 of our intervention, we wrote the following observations in the research journal:

> *"I see that those two students facing me look way more nervous than the other two, who can't see me. After being tested, students told me they felt more anxious just before the conversation started (but they didn't feel nervous while they were speaking). However, those two students who were facing me told me they felt pressure because I was staring at them while they were performing. The other two said they didn't feel anything because they couldn't see my face while they were speaking."*

These observations come to demonstrate the fact that teachers' attitude during exams can also influence students' anxiety. It should be highlighted that for a few participants exams can be motivating but, overall, they are a triggering source of anxiety to take into account.

## 4.1.3 Other features related to anxiety

This category includes some other feelings and situations students face when speaking in English which are not strictly related to communication apprehension nor fear of negative

evaluation. The selected variables are the following: fear of communicating with native speakers, positive attitudes towards English and personal beliefs about students' anxiety.

### 4.1.3.1 Fear of communicating with native speakers

According to the results from the FLCAS, items (14) and (32) were taken (see Tables 27 and 28).

**Table 27**

*Item (14) from the FLCAS*

| 14. No me pondría nervioso/a si tuviera que hablar en inglés con una persona nativa. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | **Neutral** | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 4 | 1 | 3 | 0 | 8 | 0 | 4 | 2 | 5 |
| 17.86% | | 14.29% | | **28.57%** | | 14.29% | | 25% | |

**Table 28**

*Item (32) from the FLCAS*

| 32. Me sentiría seguro/a hablando con un grupo de nativos. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | **Neutral** | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 3 | 0 | 0 | 1 | 14 | 2 | 4 | 1 | 3 |
| 10.71% | | 0% | | **53.57%** | | 21.43% | | 14.29% | |

For items (14) and (32), 8 and 15 students (28.57% and 53.57% of the total, respectively) felt neutral when asked if they would feel nervous or confident when interacting with English native speakers. We thought one reason why they could feel neutral was that maybe they had not had enough experiences with native speakers (NS), as participants are relatively young (14-16 years old). Thus, to get more information regarding this topic, the code

"NAT" (native speakers) from the interviews was taken (see transcription in Appendix O). From these speeches, we see that students do not feel exactly nervous when speaking with natives, but still they find some differences when compared to non-native speakers (NNS). Some of them are worried if NS do not understand them; some others feel really comfortable when speaking with them because they are not being assessed.

Regarding the conversation assistant from Manchester in the High School (which was only with the Oral Communication group), students felt a little bit uncomfortable and nervous at the beginning because she had a different accent and, apparently, she spoke too fast for them. In short, we cannot state a general conclusion regarding anxiety and NS, as students may face them in many different ways. However, we still consider it is an important aspect to bear in mind for anxious students, as it may help some of them gain more self-confidence because they are practising English without being directly tested.

### 4.1.3.2 Positive attitudes towards English

According to the results from the FLCAS, item (5) was taken (see Table 29).

**Table 29**

*Item (5) from the FLCAS*

| 5. No me importaría dar más clases de inglés. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Strongly agree** | | **Agree** | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 3 | 6 | 1 | 8 | 0 | 7 | 0 | 2 | 0 | 1 |
| **32.14%** | | **32.14%** | | 25% | | 7.14% | | 3.57% | |

For item (5), 18 students (that is 64.28% of the total) strongly agreed and agreed when asked if they would mind having more English lessons. We found these data very relevant because, despite having students with high levels of anxiety between the participants, they still wanted to have more English lessons. We wondered if results would change when addressing specifically speaking lessons. So, the code "MOR" (more speaking lessons) from the interviews was also taken (see transcription in Appendix P). From these speeches, we state that students wish for more speaking lessons, as they feel that is what is lacking the most in the

subject. They are aware of the importance of speaking and, even anxious students think those lessons could help them improve their results, as speaker D mentioned: "yo creo que algo sí que me ayudaría (1) realmente lo que yo quiero es aprender inglés no evitar inglés (0.5) yo quiero aprobar inglés (0.5) no pondría pegas a tener más clases de speaking".

### 4.1.3.3 Personal beliefs about students' anxiety

According to the results from the FLCAS, item (12) was taken (see Table 30).

**Table 30**

*Item (12) from the FLCAS*

| 12. Durante la clase de inglés me pongo tan nervioso/a que me olvido de cosas que ya sé. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 3 | 2 | 6 | 0 | 5 | 2 | 6 | 0 | 4 |
| 10.71% | | 28.57% | | 17.86% | | 28.57% | | 14.29% | |

For item (12), 8 students (28.57% of the total) agreed and also 8 students disagreed with the idea of forgetting things they already knew when they feel nervous.

As results were confusing, we decided to delve into this topic by asking our interviewees if they had had this feeling before. Hence, the code "KNO" (you feel you know less than you actually know) was also considered (see transcription in Appendix Q). Overall, students agree that when they feel anxious, they go blank and forget most of what they know in English. This could be related to the pressure they feel when being tested. If they know their mistakes can cause their failure, students' anxiety increases and they may get stuck, giving the impression they know less English that they actually know.

Regarding item (12), we can suspect that those students who agreed or disagreed based their opinion on whether they feel nervous or not in class. However, when they feel nervous (in class or outside) they generally think their English seems worse because of how nervous

they feel. Hence, in this case, we state that being nervous can cause a worse performance than expected by students.

## 4.2 Research Question 2

Research question 2 is answered thanks to the data obtained through the SLSAS, the interviews, the short open questions, and the research journal.

> *RQ2: Which are the most and least anxious speaking situations among Secondary EFL learners?*

In the first place, we decided to use the SLSAS, as they were specifically designed for students to rank their anxiety level in those concrete situations. Despite having 35 items, we only chose items (5) to (16) as they were directly linked to speaking. The following items were analysed:

(5). Exponer, tú solo/a, una presentación sobre un tema que has preparado.

(6). Exponer, en grupo, una presentación sobre un tema que habéis preparado.

(7). Repetir palabras o frases para practicar pronunciación junto al resto de la clase.

(8). Cantar en inglés para aprender vocabulario/gramática.

(9). Responder a las preguntas del/la profesor/a en clase.

(10). Hablar en parejas o en pequeños grupos bajo la supervisión del/la profesor/a.

(11). Escenificar un diálogo (role-play) con tus compañeros/as.

(12). Hablar con nativos/as ingleses por Skype (u otras plataformas de videollamada).

(13). Hablar con nativos/as ingleses por teléfono.

(14). Hacer un examen oral (preparado previamente) delante de tu profesor/a.

(15). Hacer un examen oral (sin preparación previa) delante de tu profesor/a.

(16). Participar en un debate/discusión que el/la profesor/a evalúa.

After analysing the questionnaires, we obtained the following mean averages for each item (see Figure 3). The complete results with all answers for every item can be found in Appendix R.

**Figure 3**

*SLSAS results*
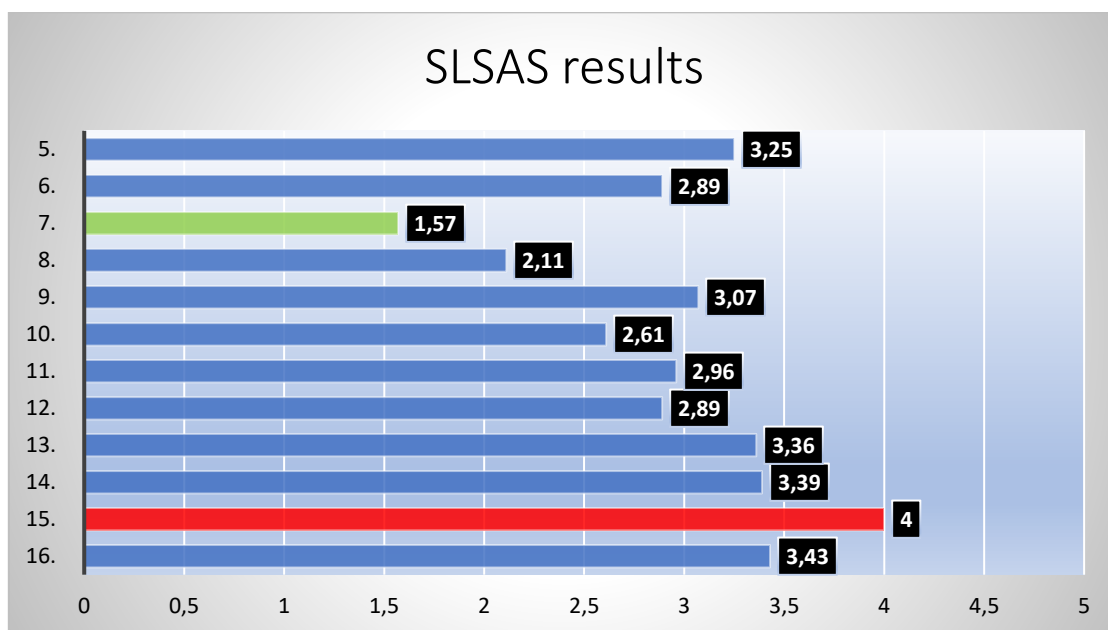


We observe that item (15) gets the highest average between these participants whilst item (7) gets the lowest average. From these results we can say that the most anxious situation is "unprepared testing" whereas "repeating drills altogether" is the least anxious experience for them.

Despite these results being enough for our investigation, we decided to explicitly ask students about any other situation they might consider nerve-wracking when speaking English and why. Then, the code "AMA" (activities with more anxiety) from the interviews was also considered to delve into this question (see transcription in Appendix S). Although we can see some minor differences between students with low anxiety and high anxiety, most of them still agree that the most anxious situation is the one where they have to improvise while being assessed. Thus, an improvised monologue in an exam would be the worst experience. From here, we reassure what results from SLSAS provided: the most anxious situation is unprepared individual testing. Speaker C thinks the most difficult moment is just before starting the exam but then, after s/he starts, s/he gets confident because s/he is fluent, and s/he feels better. In contrast, Speaker D's intervention is interesting as s/he finds it barely impossible to speak in front of the class (assuming that is because s/he has the highest level of anxiety in the whole group). It is remarkable, then, that self-confidence plays a crucial role in how students confront

specific situations, despite the fact that most of them agree with unprepared tests being the most anxious circumstance.

We also analysed some short open questions from our intervention to finally confirm that testing plays a determining role with high levels of anxiety (see Tables 31, 32 and 33).

**Table 31**

*Short open question (2)*

| "¿Cómo te has sentido al trabajar con la canción en clase? ¿Te has puesto nervioso/a?" |
| --- |
| "Me he sentido segura y no me he puesto nerviosa." |
| "Me lo he pasado muy bien y no estaba nerviosa." |
| "Estaba tranquila y me he divertido porque hemos cantado." |
| "Me ha parecido una actividad muy dinámica y entretenida y no me he puesto nervioso." |

**Table 32**

*Short open question (3)*

| "¿Te sientes más nervioso/a al cantar una canción o en un monólogo improvisado? ¿Por qué crees que te pones más nervioso/a en una situación o en otra?" |
| --- |
| "En un monólogo, ya que tengo que improvisar, eso me pone más nerviosa que cantar una canción." |
| "Me pongo más nerviosa en un monólogo improvisado porque no sé si voy a fallar mucho." |
| "En un monólogo improvisado porque tengo que inventármelo y a lo mejor no sé decir algo." |
| "Me pongo más nervioso en los monólogos improvisados porque no lo tengo preparado y no sé si lo sabré decir." |

**Table 33**

*Short open question (4)*

| **"Imagina que la sesión de hoy formara parte de un examen para una prueba oficial (B1, B2…). Sabiendo que tus errores pueden descontarte nota, ¿cómo crees que te sentirías durante la prueba? ¿Estarías más nervioso/a? ¿Motivado/a?"** |
|---|
| "Estaría súper nerviosa, es más, creo que no me saldrían las palabras y me costaría muchísimo más expresarme." |
| "Pues estaría nerviosa pero intentaría no estarlo para procurar que me salga bien." |
| "Me sentiría nerviosa y eso me dificultaría la fluidez." |
| "Este año voy a hacer el B1 en menos de un mes y cada vez estoy más nervioso. Me quedaría en blanco." |

From these answers we can finally conclude that activities like songs or repeating drills make students feel comfortable and not nervous at all. Testing keeps being the most anxious situation for them, probably influenced by the fear of negative evaluation or the pressure of failing the subject.

# 5. CONCLUSIONS

Once the study has finished, we proceed to summarise the main ideas of the research and comment on their didactic implications. Then, we identify the main issues we faced while investigating, that is, our limitations. Finally, we suggest which future lines of investigation future studies could pursue in this field of study.

## 5.1 Main ideas

Our main objectives with this research were, in the first place, to give a wider perspective on how anxious students are when performing different speaking activities in English and, secondly, to establish which activities are the most and least anxious to them. To answer these inquiries, 28 Secondary students participated in this study. We used several data gathering instruments, such as interviews and questionnaires and we later triangulated them to obtain a more extensive viewpoint on this line of work. From these goals, and using these data gathering instruments, we reached the following conclusions.

Students fear communicating in English when their self-esteem is low and they are not confident enough in their abilities. Consequently, they link their capability with their safeness when speaking. They might also feel shy when producing output in front of their classmates because they also fear negative evaluation, meaning that they think their classmates could laugh at them if they make mistakes. Regarding physical symptoms, anxious Secondary students suffer a wide range of them, including trembling, blushing, faster heartbeats, or stomach-ache. Despite these uncomfortable features, our participants also show positive attitudes towards English when thinking that more speaking lessons would be advisable for them to improve their proficiency level.

Concerning activities, the most anxious situation for students is facing unprepared oral tests. This happens because exams are one of the main prompts for students to be anxious in class. Most learners feel uncomfortable when being tested, and they generally get more nervous than motivated when they sit an exam, so we could not find any student with clear facilitating anxiety. Also, students prefer rehearsing and planning activities rather than them being spontaneous. They usually get nervous when improvising because they feel they will make more mistakes than when they plan what to say. In contrast, the least anxious activity for students is repeating drills altogether, that is, an activity that is not improvised but guided, and non-testing.

## 5.2 Didactic implications

Anxiety is mostly a negative phenomenon that influences students in their foreign language learning. Teachers must know how their students feel and how anxious situations may affect their learning process. Consequently, they may have a direct impact on their performance, as stated by several publications (Dewaele 2002; Horwitz, 2001; Zhang, X. 2019). In short, teachers have to be aware of the concept of "foreign language anxiety" and how to avoid it where possible by knowing which situations may affect their performance and which are the main prompts of this apprehension. Therefore, this study may help them in that regard.

## 5.3 Limitations

The main limitations of this research are due to the COVID-19 pandemic and its restrictions. From March 2019, the Spanish government established specific measures that affected some procedures in High Schools.

When this research was undertaken (February-March 2021), group rates were limited to 12 students per class. Consequently, most Secondary groups were split up in halves and students were attending lessons every other day. In particular, for the 4th ESO group, the class was divided into two halves. This led to an issue because their lesson plan was extremely squeezed in time. This group had English lessons every Monday-Wednesday-Friday and, as pupils were attending every other day, each half-group had three in-class English lessons every two weeks. Students could only attend half of the programmed lessons in-class, the other half was taught online by completing activities uploaded on Moodle platform. Henceforth, we could not perform any intervention within this group, and we only obtained information from them thanks to their questionnaires and their interviews.

Another difficulty we found was that we, researchers, who were teacher trainees in High Schools whilst conducting this study, were not able to choose the group we wanted to work with. We were assigned a tutor with pre-established groups, and we could only choose our participants from those groups. As stated in section 3 of this work, the Oral Communication group (embraced in 3rd ESO) was originally the only group for this investigation, but as the sample was too little, we broadened it to another group. There was no possibility of accessing another 3rd ESO group, though, as our assigned tutor did not have any other in that year. Because of the pandemic, it was impossible for us to move to other groups, or to work with

other tutors, as bubble groups were mandatory. Ergo, our tutor had a 4th ESO group, which was the closest we could get to compare with in terms of level and age.

Finally, time limitations also affected the development of this study. The fact that our internship only lasted 2 months, that we could barely implement any sessions and that lesson plans were already fixed before we arrived, made our study constrained in many aspects. We are sure that this study could be improved with a longer investigation period or with a wider selection of groups of different ages. Also, being limited by COVID-19 restrictions made our investigation more laborious than it would have been in a common situation.

## 5.4 Future lines of investigation

To conclude, several methodological directions for future research should be mentioned as we think foreign language anxiety still has a long path of investigation. Once teachers know how anxious students can react to several activities and which situations may cause more anxiety to them, it is important to carry out a number of techniques that may help those students to overcome their stress. The point is not to avoid those activities, but to make them more pleasurable to those anxious learners. Some methodologies such as suggestopedia (Larsen-Freeman & Anderson, 2018) may be useful when dealing with those stressful situations.

In another aspect, this study was very restricted regarding time and participants. With regard to time, we suggest future longitudinal studies over longer periods than ours. Future researchers may focus on one group to study their progress with an anxiety pre-test and post-test and see their evolution after applying a concrete methodology in-between. Another potential direction for future research is the inclusion of students from other High Schools, other levels, other ages, even with other first languages. Our participants were all from the same High School, with similar English level and age, and all Spanish-speakers. Because of that, some patterns regarding any of the previous characteristics may have occurred unnoticed in our work.

Finally, we must be cautious about generalising the results that emerge from this study, as future research should aim to collect more information about this subject matter. The current work, in any case, hopes to have modestly contributed to the field of anxiety and foreign language learning.

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# APPENDICES

APPENDIX A: SLSAS' BLANK COPY.

| Items | Nada (1) | No mucho (2) | Más o menos (3) | Mucho (4) | Muchísimo (5) |
|---|---|---|---|---|---|
| 1. Exponer, tú solo/a, una presentación sobre un tema que has preparado. | | | | | |
| 2. Exponer, en grupo, una presentación sobre un tema que habéis preparado. | | | | | |
| 3. Repetir palabras o frases para practicar pronunciación junto al resto de la clase. | | | | | |
| 4. Cantar en inglés para aprender vocabulario/gramática. | | | | | |
| 5. Responder a las preguntas del/la profesor/a en clase. | | | | | |
| 6. Hablar en parejas o en pequeños grupos bajo la supervisión del/la profesor/a. | | | | | |
| 7. Escenificar un diálogo (role-play) con tus compañeros/as. | | | | | |
| 8. Hablar con nativos/as ingleses por Skype (u otras plataformas de videollamada) | | | | | |
| 9. Hablar con nativos/as ingleses por teléfono. | | | | | |
| 10. Hacer un examen oral (preparado previamente) delante de tu profesor/a. | | | | | |
| 11. Hacer un examen oral (sin preparación previa) delante de tu profesor/a. | | | | | |
| 12. Participar en un debate/discusión que el/la profesor/a evalúa. | | | | | |

APPENDIX B: FLCAS' BLANK COPY.

| Items | Muy de acuerdo | De acuerdo | Neutral | En desacuerdo | Muy en desacuerdo |
|---|---|---|---|---|---|
| 1. No me siento lo suficientemente seguro/a de mí mismo/a cuando hablo en clase de inglés. | | | | | |
| 2. No me preocupa tener errores en clase de inglés. | | | | | |
| 3. Empiezo a temblar cuando sé que me van a preguntar en clase de inglés. | | | | | |
| 4. Me pone nervioso/a no saber qué está diciendo el/la profesor/a en inglés. | | | | | |
| 5. No me importaría dar más clases de inglés. | | | | | |
| 6. Durante la clase de inglés pienso en cosas que no tienen que ver con la asignatura. | | | | | |
| 7. Pienso que el resto de la clase sabe más inglés que yo. | | | | | |
| 8. Normalmente estoy a gusto cuando hago exámenes de inglés. | | | | | |
| 9. Me pongo nervioso/a cuando tengo que hablar en clase de inglés sin haberme preparado antes. | | | | | |
| 10. Me preocupan las consecuencias de suspender inglés. | | | | | |
| 11. No entiendo por qué otras personas pueden sentirse mal en clase de inglés. | | | | | |
| 12. Durante la clase de inglés me pongo tan nervioso/a que me olvido de cosas que ya sé. | | | | | |
| 13. Me da vergüenza salir voluntario/a en clase de inglés. | | | | | |
| 14. No me pondría nervioso/a si tuviera que hablar en inglés con una persona nativa. | | | | | |
| 15. Me frustro cuando no entiendo qué dice el/la profesor/a de inglés. | | | | | |
| 16. Aunque me prepare la clase, me pongo nervioso/a. | | | | | |
| 17. Normalmente no me apetece ir a clase de inglés. | | | | | |
| 18. Me siento seguro/a de mí mismo/a cuando hablo en clase de inglés. | | | | | |
| 19. Me da miedo que el/la profesor/a corrija cada fallo que tengo. | | | | | |
| 20. Siento que el pulso se me acelera cuando me piden intervenir en clase de inglés. | | | | | |
| 21. Cuanto más inglés estudio, más me lío. | | | | | |
| 22. No tengo presión ni me preocupa no ir preparado/a las clases de inglés. | | | | | |
| 23. Tengo la sensación de que mis compañeros/as hablan inglés mejor que yo. | | | | | |
| 24. Me da mucha vergüenza hablar inglés delante de mis compañeros/as. | | | | | |
| 25. El ritmo de clase es tan rápido que me preocupa ir atrasado/a. | | | | | |
| 26. En comparación, de normal estoy más nervioso/a en clase de inglés que en otras clases. | | | | | |
| 27. Me pongo nervioso/a mientras hablo espontáneamente en clase de inglés. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 28. Antes de entrar en clase de inglés estoy seguro/a y relajado/a. | | | | | |
| 29. Me pongo nervioso/a cuando no entiendo cada una de las palabras que mi profesor/a usa. | | | | | |
| 30. Me agobia la cantidad de cosas que hay que aprender para poder hablar en inglés. | | | | | |
| 31. Temo que mis compañeros/as de clase se rían de mí cuando hablo en inglés. | | | | | |
| 32. Me sentiría seguro/a hablando con un grupo de nativos/as. | | | | | |
| 33. Me pongo nervioso/a si el/la profesor/a pregunta cosas que no me he preparado. | | | | | |

APPENDIX C: LAYOUT FOR THE SEMI-STRUCTURED INTERVIEWS.

*1. ¿Qué actividades en el aula de inglés te ponen más nervioso/a y por qué? ¿Con cuáles estás más cómodo/a?*

*2. ¿Alguna vez has hablado con nativos angloparlantes? ¿Cómo ha sido tu experiencia?*

*3. ¿Has vivido situaciones de estrés o ansiedad en clase de inglés? ¿Has visto que alguno/a de tus compañeros/as las haya vivido?*

*4. ¿Cómo te enfrentas a los exámenes de inglés? ¿Te pones nervioso/a?*

*5. ¿Te gustaría tener más clases de speaking en inglés? ¿Crees que son importantes?*

*6. ¿Te gusta cómo tu profesor/a de inglés da la clase? ¿Estás cómodo/a con él/ella?*

*7. ¿Cómo te corrigen los errores tus profesores/as de inglés? ¿Cómo te gustaría que lo hicieran?*

*8. Físicamente, ¿cómo notas cuándo estás nervioso/a?*

*9. ¿Cómo te sentirías si hiciésemos esta misma entrevista en inglés?*

APPENDIX D: JEFFERSONIAN TRANSCRIPTION SYMBOLS.

| Symbol | Meaning |
| --- | --- |
| (0.5) | Rest longer than two-tenths of a second. It is expressed by decimal numbers where (1) equals to one second. |
| : | Elongation of a vowel-like or consonantal sound. |
| <u>todos</u> | Underlined words are the ones the speaker remarks while speaking. |
| * | Inaudible sound. |
| ? | Interrogative intonation (it is written before the first word with that intonation) |
| ↑ | A rise in the volume of the voice |
| ↓ | Down in the volume of the voice |
| < … > | The speech is faster than usual. |
| > … < | The speech is slower than usual. |
| (x) | Doubt. The speaker stutters while speaking. |
| £ | The speaker uses a "smiling voice". His/her voice sounds kind as if he/she is smiling while speaking. |
| practic- | The hyphen equals an abrupt cut in that word. The speaker interrupts him/herself and doesn't pronounce the whole word. |
| *(laughter)* | Italics work as stage directions in a play. They indicate those actions that take place during the conversation and are not strictly related to verbal speech. For instance, laughs or sighs. |
| $ | The dollar symbol is to substitute a proper name mentioned by speakers. |

APPENDIX E: TRANSCRIPTION OF THE CODE "CON" FROM THE INTERVIEWS.

| CON - Self-confidence ||
|---|---|
| **SPEAKER** | **SPEECH** |
| A | depende de la confianza que tengas en el ejercicio (0.8) no es lo mismo que te pregunten de un texto donde tienes que completar con cualquier palabra (0.6) y ahí te va a levantar la mano una persona que diga ↑ esto lo tengo <u>muy</u> bien >porque tengo un nivel muy alto< (0.4) y luego si es un ejercicio sólo de completar con past simple (0.5) y como sabes que sólo es con past simple la gente que le da un poco más de vergüenza dice bueno (0.3) levanto la mano que sé una cosa |
| B | no (0.3) desmotivado no estoy (0.5) estoy cómodo porque me sé las cosas y sé decirlas (1) me gusta cuando me preguntan (x) saber lo que es (1) no me gustaría no saberlo |
| G | mu:y nerviosa mu:::y nerviosa (0.3) me pongo hasta temblando (1) porque en mi mente yo creo que no estoy preparada y que me va a salir mal |
| G | yo sé >y yo soy muy consciente< de que no estoy a la altura del resto porque es que mi nivel es el doble de bajo que el resto (0.3) pero es que además se nota >es que se nota< (1) y también pues bueno (0.5) yo que me pongo nerviosa porque no es que no vaya a llegar a su nivel >porque es que no voy a llegar nunca< es más el quiero hacerlo bien porque yo quiero hacerlo bien (0.3) ↓ pero es que no me sale (0.3) ↓↓ y no sé cómo hacerlo |
| H | a mí eso me pasa con inglés (0.5) porque con el resto de asignaturas soy muy bueno y yo no me puedo permitir tener un fallo |

APPENDIX F: TRANSCRIPTION OF THE CODE "SPO" FROM THE INTERVIEWS.

| SPO - Spontaneous activities | |
|---|---|
| **SPEAKER** | **SPEECH** |
| A | tú cuando te preparas algo te va a salir mejor que si lo improvisas |
| C | depende del caso (1) si uno te dice ↑ te vamos a examinar de eso para saber el nivel que tenéis >y tal y tal< me suelo poner muy nervioso (1) pero si es algo espontáneo sólo para comentar en clase (0.3) no suelo estar muy nervioso |
| B | me pondría más nervioso que de normal (0.4) pero tampoco mucho ↓ porque tengo buen nivel |
| K | sí que es verdad que en el debate como se improvisa (x) da como más miedo a equivocarte y esas cosas |
| K | me pone mucho más nerviosa improvisar (1) me da miedo el equivocarme o no saber expresarme como yo quiero (0.5) entonces es como que te pones nerviosa al hablar |
| F | uf: (0.5) ahí es que al principio tienes muchísimo miedo de decir >a ver si lo voy a estar haciendo mal< pe:::ro luego bien la verdad (0.5) lo llevo mejor casi <u>eso</u> que cuando me piden una cosa tal cual (0.5) porque ahí tengo más miedo de equivocarme (x) porque aquí te piden que hagas un poco lo que te salga en el momento y eso es mejor |
| M | en un debate es que puf: a mí me cuesta un poco arrancar en inglés porque me sale el español (0.5) entonces preferiría un diálogo porque está más planificado |
| M | yo es que (x) a la hora de improvisar me pongo mucho más nerviosa que cuando tengo algo preparado (0.3) aunque me estén mirando mientras hablo |
| G | me pondría más nerviosa en lo espontáneo y además notaría muchísima diferencia (1) porque al yo prepararlo sé que tengo que decir >esto esto y esto< y si es espontáneo tengo que saber <u>qué</u> decir (0.5) si lo que digo está bien o <u>mal</u> (0.5) ↓ y me pongo el <u>doble</u> de nerviosa |
| H | estaría más cómodo en la que me preparo (2) si es espontáneo estoy más nervioso porque no sé si cuando lo digo lo voy a decir bien ?y si lo que digo está mal |

APPENDIX G: TRANSCRIPTION OF THE CODE "ENG" FROM THE INTERVIEWS.

| ENG - Subject taught in English | |
|---|---|
| **SPEAKER** | **SPEECH** |
| E | a veces como todo lo que dice no lo entiendo (0.5) pues a veces digo ?qué estará diciendo *(laughter)* pero son tantos días que al final te acostumbras a que sea todo en inglés |
| E | años anteriores (0.5) mis profesoras me hablaban en castellano y $ *[English teacher]* que lo explica todo en inglés >que yo creo que es lo mejor< pues al principio impresiona bastante *(laughter)* |
| H | ella *[English teacher]* hablaba en inglés y yo cuando la escuchaba decía >no me estoy enterando de nada< y sin embargo este curso cuando habla la mayoría de cosas sí que las entiendo (2) algunas palabras se me escapan pero muchas de las palabras que dice las entiendo (0.5) entonces (x) entonces yo creo que sí funciona (1) al principio te pegas el susto porque no entiendes nada pero poco a poco vas entendiendo y es lo mejor para ti |
| D | me siento muy mal (0.5) porque como a mi me cuesta el inglés y no lo entiendo cuando estoy en clase no entiendo nada de lo que dicen (1) en una conversación entre profesor y alumno o: cuando habla la profesora (0.3) lo paso muy mal porque no sé <u>nada</u> |
| D | me da rabia no entender nada y me enfado conmigo por no entenderlo (1) otros años la asignatura la entendía más porque los profesores hablaban en español (2) ↓↓ sin embargo ahora: muy pocas cosas se dicen en castellano entonces me cuesta bastante más (x) ↓ poco a poco voy mejor ↓↓ pero me cuesta |
| D | muchas veces $ [English teacher] habla en inglés y yo no sé (0.5) lo <u>intento</u> (0.3) pero no lo sé ↓↓ y no me gusta (0.8) ↓me pongo muy nerviosa (4) antes no tenía ese problema porque los profesores nos lo daban en castellano (1) a mí la gramática me la han explicado en español (0.5) yo di todo inglés en castellano ↑ £si el año pasado tengo un 8 en inglés (x) si yo hubiera escuchado inglés igual ahora no llegaría a clase sin entenderlo (0.5) de verdad es que antes no hablábamos casi en inglés |

APPENDIX H: TRANSCRIPTION OF THE CODE "INT" FROM THE INTERVIEWS.

| INT - Interview in English | |
| --- | --- |
| **SPEAKER** | **SPEECH** |
| C | a ver (0.3) yo puedo tener algún fallo hablando pero siendo entre dos no me pondría nervioso (0.5) y sabiendo que no me estás examinando estaría mucho más tranquilo aún |
| J | pues la verdad es que estaría muchísimo más nerviosa e: porque con todo lo que estamos hablando ahora yo no sé si sabría explicarme (x) entonces sí (0.5) estaría más nerviosa |
| B | estaría relajado porque a mí (0.3) personalmente (0.5) hablar inglés es de lo que más me gusta (1) me siento súper (1) súper bien y como que le da un toque <u>interesante</u> a lo que es hablar |
| K | estaría más nerviosa porque (0.5) en inglés nos cuesta como más expresarnos en ese momento improvisadamente (1) el español es nuestra lengua y quieras o no es más fácil (0.8) pero con el inglés cuesta más hablar y contestar a lo que te dicen |
| I | ↓ no sé (0.5) normal (0.8) porque como no te examinan ni nada: (1) tampoco pasaría nada |
| F | nerviosa estaría igual porque ahora ya que llevo un rato hablando contigo >no estoy nerviosa estoy bien< pero <u>pero</u> no tendría tanto que contarte ni serían tan largas mis respuestas porque tendría que pensarlas mucho para estructurarlas y decírtelas |
| L | pue:s sí que me pondría nervioso pero no mucho (1) aunque (0.5) quizás estaría más tenso si quisiera decir algo y no supiera cómo decirlo (x) estaría como más frustrado que nervioso |
| M | nervio:sa: (1.5) pero no tanto como crees (0.5) sólo porque no sabría improvisar en inglés (1) nerviosa pero poco |
| E | *(laughter)* mucho más nervioso porque no es una lengua que domine mucho (x) puede ser que no te entienda del todo y que no pueda encontrar las palabras que necesito |
| G | ?si fuera en inglés ↑↑ u:: pues cogiendo el móvil de mi madre y mirando el traductor *(laughter)* yo creo que estaría nerviosa porque no puedo contar todo lo que yo quiero |
| H | estaría asustado porque no sabría explicarte todo lo que quiero (1) tendría que estar con el traductor al lado *(laughter)* (1) no estaría nervios- bueno (0.3) >nervioso por si no me entiendes< (1) pero sobre todo estaría frustrado porque no te podría contar tantas cosas como te cuento ahora en español |
| D | no sabría hacerla en inglés (2) estaría nerviosa porque cuando no sé hacer algo me pongo muy nerviosa y me agobio enseguida |

APPENDIX I: TRANSCRIPTION OF THE CODE "SHY" FROM THE INTERVIEWS.

| SHY - Shyness | |
|---|---|
| **SPEAKER** | **SPEECH** |
| A | las personas que no saben mucho (0.6) tienen vergüenza de hablar y que pronuncien mal una palabra (.) y no sepan decirlo o: se queden en blanco |
| A | situaciones que les pregunten un ejercicio (0.3) y yo se que la persona a la que le han preguntado >por que es mi amigo y sé que lo ha hecho< pero por vergüenza a que lo tenga mal dice ↑ no lo tengo hecho y prefieren llevarse un negativo o una amonestación en itaca * prefieren que les caiga un negativo a que: (x) lo que tengan puesto esté mal |
| A | yo creo que en clase están (0.5) las personas que <u>saben</u> (1.5) las personas que saben (0.3) pero que por vergüenza participan menos (0.6) y después ya está la gente que le cuesta la asignatura y cuando le preguntas dice >nonono< porque le da vergüenza |
| B | yo creo que cuanto menos sabes hablar un idioma >en este caso inglés< <u>más</u> vergüenza te da hablarlo con alguien que no tienes tanta confianza (0.3) porque en cierto modo crees que estás haciendo el ridículo ?no |
| I | si es una actividad que hay que hablar delante de toda la clase y eso (0.3) ahí sí que me daría mucha vergüenza |
| E | yo como no sé mucho inglés (x) me pongo nervioso y me da vergüenza que me oigan |
| D | en las demás asignaturas suelo preguntar pero en inglés no (1) hacerlo en medio de la clase me da vergüenza porque no quiero que la clase se pare por mi (0.5) cuando no entiendo algo llamo >no siempre porque me sigue dando vergüenza< ha habido veces que no he entendido algo y he dicho que sí sólo por no parar la clase |

APPENDIX J: TRANSCRIPTION OF THE CODE "PHY" FROM THE INTERVIEWS.

| PHY - Physical symptoms | |
|---|---|
| **SPEAKER** | **SPEECH** |
| J | yo la verdad es que no sé por qué pero voy a toda velocidad (0.3) como que tengo que hacer todo en todo momento (0.3) no puedo estar quieta en ningún momento |
| B | me pongo súper nervioso y súper rojo (x) sobre todo rojo |
| B | en el examen a lo mejor por fuera se me vería calmado pero por dentro estaría súper nervioso (x) supe:r mal |
| K | yo siento que sudo mucho (0.5) aunque no tenga calor yo sudo: me sudan las manos (1) por ejemplo <u>roja</u> no me suelo poner |
| I | a mí me pasa lo de las piernas (x) que no sé (0.5) las empiezo a mover mucho |
| F | yo no me pongo roja (0.3) a mí lo que pasa es que la barriga me empieza a temblar (0.5) tipo como si fueran retortijones (0.3) me tiembla muchísimo la barriga (0.3) aunque yo creo que desde fuera no se me nota porque no me pongo roja ni nada de eso |
| L | no es algo raro pero (x) es una cosa que me sale sola (1) y es que a lo mejor empiezo a jugar con lo que tenga más cerca (0.4) algo que tenga en las manos (0.3) una goma: para: estar más tranquilo |
| M | primero me duele la barriga (0.5) después estoy haciendo todo el rato con el pie (0.8) el típico movimiento ese: y para evitar eso suelo coger un boli para moverlo y así evitar lo del pie |
| E | yo me trabaría y también si estuviésemos de pie ?no (0.3) me estaría moviendo todo el rato |
| G | lo que me suele pasar es que empiezo a temblar (0.5) el corazón me va más rápido y es como que mi mente se bloquea (0.3) sólo ve >estoy nerviosa estoy nerviosa< y lo voy a hacer mal (1) y me olvido de todo el inglés que sé |
| H | se me sale la adrenalina (1) noto que estoy súper acelerado >que ya soy acelerado de normal< pero cuando noto que voy mucho más rápido es cuando sé que estoy nervioso |

APPENDIX K: TRANSCRIPTION OF THE CODE "MIS" FROM THE INTERVIEWS.

| MIS - Mistakes | |
|---|---|
| **SPEAKER** | **SPEECH** |
| C | yo pienso que cortarte para decírtelo es el peor error que puede cometer un profesor (0.5) porque te puede poner más nervioso (1) y después (0.3) prefiero que lo diga individualmente porque a mí no me interesan los errores del otro (0.3) y a ese tampoco los míos |
| B | que apunten los errores me pone un poco tenso (x) si me van cortando no me pondría nervioso pero sí sería un poco: (1) me estás cortando lo que quiero decir (0.3) <u>cállate</u> *(laughter)* |
| K | yo prefiero que (0.3) mientras estoy hablando que me vaya corrigiendo para yo saber en qué momento se utiliza una cosa u otra (1) sí que es verdad que si estoy haciendo una prueba de un speaking y me van a cortar (0.3) pues prefiero que lo apunten (0.5) pero <u>siempre</u> que me lo digan (0.3) no quiero que lo dejen pasar |
| I | creo que lo mejor es que te lo digan en el momento (0.4) porque así ya sabes los errores que vas teniendo sobre la marcha (x) y no volver a cometer el mismo error mientras sigas hablando |
| F | a mí particularmente que me corten me da nervios porque pienso (x) que la he cagado (0.5) que de todas maneras si se notan mucho los errores yo no voy a estar fijándome (0.5) así que prefiero que se lo anoten y me lo digan al final |
| L | prefiero que me lo digan al final (0.5) porque si yo veo que está apuntando los errores o que me está cortando (0.3) siento que lo estoy haciendo muy mal |
| M | lo mejor es cuando al final te lo dicen (0.5) porque lo otro me pone muy nerviosa (0.5) porque si me cortas >hablando mal< me has jodido el diálogo y: si veo que lo están apuntando pienso >ya lo he hecho mal ya lo he hecho mal< y me pongo nerviosa |
| M | yo no quería hablar porque a la mínima que decías algo mal *[English teacher]* ↑ te quitaba un punto ↑↑ y a mí eso me fastidiaba un montón (1) entonces al final la gente no hablaba |
| E | prefiero que los comenten (0.6) porque si ves que te está rectificando(0.5) o te comenta los errores tú te sientes más incómodo o: te pones nervioso (1) porque sabes que lo estás haciendo <u>mal</u> (2) que un profesor te interrumpa es lo peor que te puede hacer |
| H | yo prefiero que no te diga nada ni escriba nada (1) si te corrige todo el rato al final piensas >la estoy cagando la estoy cagando la estoy cagando< y no te deja soltarte (3) si te escribe(0.5) tú ves que la estas liando mucho y te pones mucho más nervioso de lo que estabas antes de entrar >que ya era espectacular< (4) entonces si te dicen las dudas al final está bien (0.5) pero mientras estás en el speaking no estás tan nervioso que si te cortan o si ves que escriben los errores |
| D | si me va a ayudar para hablar mejor después (0.3) que me paren (0.8) pero si obviamente tengo muchos fallos prefiero que me lo apunten y luego: me lo digan (0.5) porque si me paran cada dos por tres por los fallos me pondría muy nerviosa |
| D | que me digan los errores a mí me ayuda muchísimo (1) pero una vez ya está hecho |

APPENDIX L: TRANSCRIPTION OF THE CODE "PEV" FROM THE INTERVIEWS.

| PEV - Peer view | |
|---|---|
| **SPEAKER** | **SPEECH** |
| A | estar en blanco porque te quedas pensando: <u>esto</u> posiblemente se me queden todos mirando y digan >este chaval es tonto< |
| E | a mí me afecta bastante (1) porque son personas que conozco (0.5) y prefiero que se ría alguien que <u>no</u> conozco a que se ría de mí alguien que veo todos los días (1.5) por eso en el <u>examen</u> si estoy con alguien que <u>no</u> conozco me da más igual si me equivoco(0.5) pero con mis amigos es peor |
| H | o también los nervios por si lo que digo lo escuchan mis compañeros (1) >y la voy a cagar y digo una tontería y al final quedo en ridículo< (2) eso es lo que me pone más nervioso |
| D | hablar delante de los de mi clase no me gusta porque todos saben bastante inglés >al menos aunque sea con el nivel mínimo< entonces me da mucha rabia porque no me gusta que se rían de mí (0.5) yo lo pienso y creo que ellos piensan bua: es que no sabe hablar inglés >y a mi eso no me gusta< entonces en ese momento no puedo hacerlo (1) me pongo >muy muy nerviosa< me puedo agobiar y ponerme a llorar |

APPENDIX M: TRANSCRIPTION OF THE CODE "EXA" FROM THE INTERVIEWS.

| EXA - Exams | |
|---|---|
| **SPEAKER** | **SPEECH** |
| J | cuando voy a entrar sí que estoy motivada en plan >me va a salir bien< pero a lo mejor el día de antes (0.3) o cuando me despierto que tengo que ir sí que estoy muy nerviosa (1) porque no sé quién me va a examinar (0.3) ?quién es la persona (1) pero en el momento en el que voy a entrar estoy muy motivada |
| J | ahí me puse nerviosa porque pensaba a ver si voy a decir algo ma:l o: a ver si una frase va a estar mal dicha |
| B | sí que es verdad que de todos los casos <u>ahí</u> es donde más nervioso me pongo |
| B | en el examen a lo mejor por fuera se me vería calmado pero por dentro estaría súper nervioso (x) supe:r mal |
| K | justo en los momentos de antes estoy súper tensa (1) luego cuando empiezo a hablar es como que (x) como que me suelto y ya bien (0.3) ya estoy menos nerviosa |
| F | hay gente que no lo pasa mal en el examen en sí (0.3) sino que se guarda <u>todo</u> (0.3) rollo (0.5) llega el examen (0.3) no siente nada (0.3) y después del examen sueltan todos los nervios que han estado guardando durante el examen |
| F | en la cola de lo que es me va a tocar en dos personas (0.3) me está diciendo que vaya ya (0.3) yo eso lo paso fatal (0.5) podría salir corriendo e irme porque no aguanto esos nervios |
| M | entras y piensas que el examen va a ser horrible (1) luego te lo dan (0.3) lo ves y te relajas porque te lo sabes |
| G | el examen: el examen es lo peor (1) es por mi mentalidad de pensar ↑ hostia es el examen (0.3) como me salga mal voy a suspender |
| H | en un examen no me puedo permitir el lujo de cagarla porque me van a poner la nota final (1) entonces <u>ahí</u> me pongo mucho más nervioso (1) >que de hecho la cago más porque como estoy más nervioso la cago mucho más< |

APPENDIX N: TRANSCRIPTION OF THE CODE "EMA" FROM THE INTERVIEWS.

| EMA - Exam: motivation or anxiety? ||
|---|---|
| **SPEAKER** | **SPEECH** |
| A | dependería de lo bien que me siento hablando ese día sobre el tema (0.8) sí que hay temas que te podría hablar durante horas (0.8) y luego hay temas que duraría muy poco si no lo conozco |
| C | a ver (0.5) siempre estás un poco nervioso cuando te dicen te toca a ti ?sabes (1) te pones ahí (0.3) tenso (1) de normal me suelo poner nervioso pero cuando veo que el chaval de al lado va igual que yo: (x) me suelo poner normal (0.3) tirando a un poco nervioso |
| C | es depende de cómo me levante ese día *(laughter)* si uno se levanta pesimista:: (0.5) pero si uno se despierta con ganas de comerse el mundo lo más seguro es que no tengas miedo (1) pero igualmente en esos casos suelo ponerme nervioso |
| J | cuando voy a entrar sí que estoy motivada en plan >me va a salir bien< pero a lo mejor el día de antes (0.3) o cuando me despierto que tengo que ir sí que estoy muy nerviosa (1) porque no sé quién me va a examinar (0.3) ?quién es la persona (1) pero en el momento en el que voy a entrar estoy muy motivada |
| B | todo lo contrario a motivado (0.5) estoy muy nervioso pero vamos (x) muchísimo |
| B | de entrada estaría muy nervioso (1) pero si veo que voy bien estaría un poco más relajado |
| K | ambas (x) >o sea< un poco de ambas lo de guau (0.8) es el día del examen (0.5) tengo que hacerlo bien (1) pero sí que es verdad que al ser la prueba final estás como más motivado (0.5) pero sí (0.3) también te pones más nervioso |
| I | es una mezcla porque: entras motivado y eso pero despue:s también estás nervioso (0.5) porque: tienes presión y eso porque quieres aprobar |
| F | pues (x) tienes un poco de todo (0.5) por una parte me digo ↑ piensa que lo vas a hacer bie:n (0.3) que si estás aquí es porque te lo has preparado bien (0.5) pero por otra parte los nervios que estaban ahí de decir >madre mía no conozco a nadie< >si la cago el otro no va a saber qué decir y va a ver que no lo entiendo< o sea que yo creo que 50 50 (0.5) si es todo nervios al final no te saldría ni hablar (0.3) por otra parte te motivas y dices he estado practicando y tal (0.3) y me va a salir bien (0.3) y das lo mejor de ti |
| L | tiro más para los pensamientos negativos (2) porque: si me lo puedo preparar con alguien que conozco (0.3) luego se me hace mucho más fácil (1) porque ya tengo la confianza (0.5) pero si es alguien que no conozco: no sé qué va a opinar |
| M | yo tiraría a estar más nerviosa porque sabes que es importante para ti (0.5) que me están evaluando y tal |
| E | yo estaría nervioso >porque en cualquier examen estás nervioso< pero como no conoces nada de esas personas me motivaría un poquito |
| H | yo me siento nervioso (1) porque cuando hice el examen el que me tocó de pareja lo conocía muy poco y no sabía lo que él sabía de inglés (1) entonces pensé (0.5) si la cago yo y él lo hace bien (0.3) suspendo yo |
| H | cuando estoy a punto de entrar estoy super nervioso casi temblando (0.5) y luego cuando entro estoy un poco más tranquilo (0.3) pero antes de entrar estoy >muy muy nervioso< |

| | |
|---|---|
| D | yo estoy muy nerviosa (0.3) porque sé que me juego la nota pero también me esfuerzo al máximo (0.5) porque es la nota final que voy a tener |
| D | estaría nerviosa (1) muchísimo (1) agobiada: (0.5) pero también estaría del tipo $ *[D]* esfuérzate porque tienes que sacar buena nota y además te lo has preparado |

Appendix O: Transcription of the code "NAT" from the interviews.

| NAT - Native speakers | |
|---|---|
| **SPEAKER** | **SPEECH** |
| J | a ver (0.3) yo sí que notaba un poco de diferencia con $ *[conversation assistant from Manchester in the High School]* porque si estás hablando en inglés con alguien español (0.3) si hay alguna palabra en inglés que no sabes se la puedes traducir al español (1) si sólo hablamos en el idioma del nativo es más complicado porque a lo mejor no te entiende bien |
| K | cuando no entendía a los nativos me ponía <u>tan</u> nerviosa que era de- por favor (0.3) <u>necesito</u> entenderlo (0.5) y se me notaba porque no los entendía o porque necesitaba contarles a mis padres lo que *[native people]* les decían |
| K | yo me doy cuenta de que cuando hablo con gente que no tiene el acento al que yo estoy acostumbrada a hablar (0.3) me cuesta el <u>triple</u> entender a esa persona (0.3) porque hablan muy ↑ rápido o porque hablan muy ↑ cerrado (1) y luego (0.3) si es hombre me cuesta entenderlo <u>más</u> que si es mujer |
| K | con $ *[conversation assistant from Manchester in the High School]* me costaba al principio porque el acento era muy diferente al de mis profesores de inglés (0.5) pero luego ya me acostumbré y ya la entiendo (1) pero sí que es verdad que al principio como no tenía el mismo acento (0.4) me costó un poco |
| F | en estas situaciones estoy <u>mejor</u> que en cualquier otra situación de profesores que te van a evaluar ?sabes (0.3) porque yo creo que ahí no estoy pensando tanto que me van a juzgar si me equivoco (0.5) sólo que estoy hablando para que me entiendan (0.3) no sé si usaré >bien bien< la estructura como en un examen que te tienen que puntuar (x) en ese momento tú hablas un poco como te surge porque esa persona no te va a puntuar |
| F | yo estoy bien si estoy hablando con esa persona yo sola (0.8) a mí lo que me pone nerviosa es tener que traducir a otra persona (0.3) porque si esa persona no entiende al nativo y yo le digo algo que a lo mejor no es verdad (0.3) ya la información se cambia y ya no sale la conversación bien |
| L | para mí es casi igual (0.5) pero sí que hay veces que no llego a entenderla del todo *[talking about the conversation assistant from Manchester]* (2) cuando hablo con ella sí que me pongo un poco más de los nervios porque no sé si me va a entender o no |
| M | yo cuando está $ *[conversation assistant from Manchester in the High School]* no hablo mucho porque prefiero no cagarla *(laughter)* pero sé que tengo que hablar (0.5) entonces me pongo muy nerviosa porque sé que tengo que hablar en inglés sí o sí |
| M | como $ *[conversation assistant from Manchester in the High School]* es inglesa >total total< pues: me pongo más nerviosa porque sé que $ *[English teacher]* me va a entender en español y: si hago algo mal puedo rectificar y estoy más tranquila (x) pero si hablo con $ *[conversation assistant]* sé que tengo que estar perfecta para que me entienda y me pongo muy nerviosa |
| E | puedo decir algún castellanismo y ella *[English teacher]* sabe lo que estoy diciendo (1) y luego puede ser que la nativa no me entienda |
| H | ahí no tengo la presión del examen (0.3) y hablo un poco más relajado |

APPENDIX P: TRANSCRIPTION OF THE CODE "MOR" FROM THE INTERVIEWS.

| MOR - More speaking lessons ||
| --- | --- |
| **SPEAKER** | **SPEECH** |
| A | yo creo que tendría que haber más clases de hablar (x) de hablar en general (0.5) que te pregunten ?qué opinión tienes de tal cosa (0.3) y ahí en ese mismo instante >hablar hablar hablar< |
| A | ahora en clase se explica un 95 gramática y un 5 de speaking ?sabes (1) yo creo que >50 50 no< pero un 65 35 estaría bien (0.7) de 5 días a la semana que una sesión fuera para hablar (0.3) una semanal por lo menos porque yo sé que gente como $ *[student with a lot of anxiety]* al principio lo pasaría mal (0.5) pero luego a lo mejor estás 4 meses hablando y mejoras mucho |
| E | de la forma adecuada sí (2) que no ponga nerviosa a la gente (0.5) que sea un speaking como más privado y que el resto de la clase no nos vea |
| G | todo lo que se ponga de más pues a mejora:r (1) a mejorar siempre |
| H | yo de hecho creo que sería la sesión que a la gente le gustaría más(1)  al principio les costaría mucho (0.5) pero: £ se dice que la práctica hace al maestro (1) yo creo que haría que la gente que está nerviosa dejaría de estarlo por la práctica |
| D | yo creo que algo sí que me ayudaría (1) realmente lo que yo quiero es aprender inglés no evitar inglés (0.5) yo quiero aprobar inglés (0.5) no pondría pegas a tener más clases de speaking |

APPENDIX Q: TRANSCRIPTION OF THE CODE "KNO" FROM THE INTERVIEWS.

| KNO - You feel you know less than you actually know ||
|---|---|
| **SPEAKER** | **SPEECH** |
| A | yo sé que $ *[student]* que tú sabes que participa bastante (0.3) está en un nivel más bajo que el mío (0.6) y luego $ *[student]* está en un nivel superior a él pero se corta y parece que sabe menos |
| J | yo estaba muy nerviosa porque estaba todo el mundo mirándome (0.5) no me salían las palabras (0.5) y parecía que llevaba dos años dando inglés (1) yo me sentía como un poco: pequeña delante de todos |
| J | estaba con gente que no tenía este problema y no se ponían nerviosos al hablar (0.4) y yo pensaba jo: (0.5) es que vamos al mismo nivel y a mí me cuesta muchísimo más |
| B | es impotencia sobre todo (0.5) porque tú sabes que deberías saber hacer eso (0.3) pero en ese momento >por lo que sea< sobre todo no (x) no te sale |
| I | sí (0.5) alguna vez sí me ha pasado (0.6) que estaba haciendo ↑ el examen (0.5) y como estaba muy nervioso pues no pensaba muy bien (1) y al salir del examen digo ↑ es que podría haber dicho más cosas |
| F | es que cuando te comen los nervios tú no sacas todo el potencial que tienes (0.3) ni sacas todo lo que tú de verdad sabes de inglés |
| L | cuando estoy en blanco: (0.8) sólo se me ocurren equis palabras y por más que me las sepa no me salen |
| E | sí (0.3) porque cuando estás más tranquilo te vienen mejor las ideas (0.8) cuando estás nervioso ya no sabes qué decir >o qué hacer< |
| H | yo pienso que (x) que cuando estás nervioso no tienes el mismo rendimiento que cuando estás tranquilo (1) y a mí eso me ha pasado |

APPENDIX R: RESULTS FROM SLSAS FOR EACH ITEM.

| 5. Exponer, tú solo/a, una presentación sobre un tema que has preparado. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 4 | 2 | 2 | 2 | 4 | 0 | 9 | 0 | 5 |
| **Average: 3'25** | | | | | | | | | |

| 6. Exponer, en grupo, una presentación sobre un tema que habéis preparado. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 1 | 2 | 2 | 7 | 1 | 5 | 0 | 8 | 0 | 2 |
| **Average: 2'89** | | | | | | | | | |

| 7. Repetir palabras o frases para practicar pronunciación junto al resto de la clase. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 3 | 14 | 1 | 6 | 0 | 3 | 0 | 1 | 0 | 0 |
| **Average: 1'57** | | | | | | | | | |

| 8. Cantar en inglés para aprender vocabulario/gramática. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 3 | 6 | 1 | 9 | 0 | 6 | 0 | 3 | 0 | 0 |
| **Average: 2'11** | | | | | | | | | |

| 9. Responder a las preguntas del/la profesor/a en clase. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |

| 0 | 5 | 2 | 5 | 2 | 1 | 0 | 7 | 0 | 6 |
|---|---|---|---|---|---|---|---|---|---|

| Average: 3'07 |
|---|

| 10. Hablar en parejas o en pequeños grupos bajo la supervisión del/la profesor/a. |
|---|

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|---|---|---|---|---|---|---|---|---|---|
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 2 | 7 | 1 | 4 | 0 | 6 | 1 | 3 | 0 | 4 |

| Average: 2'61 |
|---|

| 11. Escenificar un diálogo (role-play) con tus compañeros/as. |
|---|

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|---|---|---|---|---|---|---|---|---|---|
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 7 | 0 | 2 | 3 | 6 | 1 | 4 | 0 | 5 |

| Average: 2'96 |
|---|

| 12. Hablar con nativos/as ingleses por Skype (u otras plataformas de videollamada). |
|---|

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|---|---|---|---|---|---|---|---|---|---|
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 4 | 2 | 5 | 2 | 8 | 0 | 2 | 0 | 5 |

| Average: 2'89 |
|---|

| 13. Hablar con nativos/as ingleses por teléfono. |
|---|

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|---|---|---|---|---|---|---|---|---|---|
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 1 | 1 | 4 | 2 | 7 | 1 | 8 | 0 | 4 |

| Average: 3'36 |
|---|

| 14. Hacer un examen oral (preparado previamente) delante de tu profesor/a. |
|---|

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|---|---|---|---|---|---|---|---|---|---|

| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
|------|------|------|------|------|------|------|------|------|------|
| 0 | 3 | 1 | 6 | 0 | 1 | 3 | 7 | 0 | 7 |

**Average: 3'39**

**15. Hacer un examen oral (sin preparación previa) delante de tu profesor/a.**

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|----------|------|--------------|------|-----------------|------|-----------|------|---------------|------|
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 0 | 0 | 0 | 3 | 0 | 2 | 3 | 12 | 1 | 7 |

**Average: 4**

**16. Participar en un debate/discusión que el/la profesor/a evalúa.**

| Nada (1) | | No mucho (2) | | Más o menos (3) | | Mucho (4) | | Muchísimo (5) | |
|----------|------|--------------|------|-----------------|------|-----------|------|---------------|------|
| 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO | 3ESO | 4ESO |
| 2 | 7 | 1 | 9 | 0 | 6 | 1 | 2 | 0 | 0 |

**Average: 3'43**

APPENDIX S: TRANSCRIPTION OF THE CODE "AMA" FROM THE INTERVIEWS.

| AMA - Activities with more anxiety | |
|---|---|
| **SPEAKER** | **SPEECH** |
| C | yo tengo muy poca vergüenza entonces lo que más nervioso me pone es saber que el siguiente me toca a mí (1) yo creo que es matador (0.5) a mí eso me mete miedo (x) nada de hacer una canció:n o un traba:jo o nada de eso |
| C | me pongo nervioso al empezar pero una vez veo que me sale fluido me pongo más tranquilo |
| J | cuando tienes que hablar de un tema más serio (0.3) como cuando hablamos del feminismo (1) y piensas ↑ a ver si voy a decir algo y no se me entiende bien |
| J | yo creo que la peor fue la del debate del feminismo (0.3)  porque es ahí improvisado y no lo tienes preparado (1) entonces en ese momento no sabes si lo vas a decir bien o mal |
| B | cantar me pondría súper nervioso (0.5) luego: (x) a mí por ejemplo siempre me pone más tranquilo un diálogo porque puedes ir tirando de la otra persona (1) se puede hacer mejor que un monólogo que <u>sólo</u> estás tú |
| K | yo creo que fue la actividad del día de la mujer porque como tenías que hablar <u>más</u> (0.5) y con palabras como más <u>específicas</u> (0.8) sí que me costó como expresarme más |
| I | con la de cantar estaría muy cómodo (0.3) y el diálogo con mi compañero que me lo prepa:ro y eso también (1) el diálogo que me preparo y hago delante de la clase y me examinan tampoco me pone mu:y nervioso (0.5) el monólogo ↓ ya sí que:: (1) y el monólogo improvisado que te examinan (0.3) <u>ahí</u> sí que hay más nervios (2) lo que más nervios me da es que sea examinado y que sea monólogo |
| L | me puso nervioso la actividad del diálogo en pareja (0.5) porque sabía que me estabas mirando (1) y como sabía que me estabas evaluando pue:s |
| L | para mí los debates no (x) no me ponen nervioso porque es algo a lo que estoy acostumbrado |
| E | lo del monólogo improvisado y que te vea la gente creo que sería lo peor (2) y lo mejor yo creo que sería cantar toda la clase porque ahí nos disimulamos entre todos |
| H | menos nervioso sería algo como repetir palabras porque si lo hacemos a coro y lo haces mal el resto te tapa (1.5) y la más nerviosa sería la improvisación (0.3) la improvisación con diferencia *(laughter)* |
| D | un monólogo sola sin habérmelo preparado: >aunque todos los casos me pondrían muy nerviosa y a lo mejor algunos no los haría< y hacer una exposición yo sola delante de la clase sería imposible (1) y cuando tengo que hacerlo me agobia un montón (0.5) ↓↓ es que no puedo |