

UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL

INSTITUTO DE LETRAS

RAFAEL LEOTE DUTRA

**ANXIETY AND FOREIGN LANGUAGE LEARNING:
DEALING WITH NEGATIVE EMOTIONS IN THE CLASSROOM**

PORTO ALEGRE

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Trabalho de conclusão de curso de graduação apresentado ao Instituto de Letras da Universidade Federal do Rio Grande do Sul como requisito para a obtenção do título de Licenciado em Letras - Língua Inglesa e Literaturas de Língua Inglesa.

Orientadora: Profa. Dra. Ingrid Finger

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“Education must provide the opportunities for self-fulfillment; it can at best provide a rich and challenging environment for the individual to explore, in his own way.”

(Noam Chomsky)

RESUMO

Este estudo investigou como proficiência e idade estão relacionadas à Ansiedade em Língua Estrangeira. Para isso, 88 participantes, adultos e adolescentes com diferentes níveis de proficiência, responderam ao *Language History Questionnaire* e à *Foreign Language Classroom Anxiety Scale*. A análise dos dados revelou que (1) existe uma correlação significativa negativa entre a média de proficiência autoavaliada e o nível de ansiedade dos participantes; e (2) existe uma correlação significativa positiva entre a idade dos participantes e o seu nível de ansiedade. Em outras palavras, quanto menor o nível de proficiência, maior o nível de ansiedade, e, quanto maior a idade, maior o nível de ansiedade. Os resultados deste estudo mostram que a ansiedade em língua estrangeira está relacionada à proficiência e idade.

Palavras chave: ansiedade, aprendizagem de língua estrangeira, proficiência, idade.

ABSTRACT

This study aimed to investigate how proficiency and age are related to Foreign Language Anxiety. 88 participants, adults and teenagers with different levels of proficiency, answered the Language History Questionnaire and the Foreign Language Classroom Anxiety Scale. The data analyses revealed that (1) there is a significant negative correlation between the participants' mean self-assessed proficiency and level of anxiety, and (2) there is a significant positive correlation between participants' age and their level of anxiety. In other words, the lower the proficiency level, the higher the anxiety level. Likewise, the older the participant is, the higher the anxiety level. The results of the study demonstrate that Foreign Language Anxiety is related to level of proficiency and age.

Keywords: anxiety, foreign language learning, proficiency, age.

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1. INTRODUCTION AND JUSTIFICATION

Emotions are an important part of our lives. They are present in our daily routine at home, at work, and in a number of situations, affecting our decisions and our mood. They are so common and intrinsic to the human being that one could barely explain the concept of what they are. The influence of our feelings is present when we try to learn something new, such as driving, dancing, or new tasks at a new job. Likewise, emotions play significant role when one decides to learn a foreign language. The process of language acquisition may cause both positive and negative feelings, which leads us to questions such as how do we respond to the arousal of emotions – especially the negative ones – during the foreign language learning process? How do they affect us?

Learning a new language can be very difficult for some individuals. The learning process may trigger negative emotions. A very recurring negative emotion that has received particular attention from researchers is anxiety (Horwitz et al., 1986; Dewaele, 2002; Dewaele et al., 2016; Dewaele, 2017; Dewaele et al., 2017; MacIntyre, 2017). As an English teacher, I have noticed that some students unconsciously create barriers to their learning process. They demonstrate fear and concerns about the results they are expecting, or about their performance in the target language. Thus, I decided to study the relationship between anxiety and foreign language learning and realized that not much attention has been given to the matter in Brazil. Since dealing with something we language teachers do not understand much about can be quite challenging, learning and discovering what variables trigger feelings of anxiety in the classroom is key. Horwitz et al. (1986) highlight the importance of identifying anxiety in students in language classes due to the impact of anxiety in the language learning process.

Even though language teachers often follow specific methodologies, these methodologies do not include how we should deal with Foreign Language Anxiety (hereafter called FLA) in the classroom. Without training and support, teachers may face complicated situations with anxious learners. Students themselves very often report they feel like they will never learn a new language. They also frequently say things such as “I

can understand, but when I have to speak I feel stuck. I cannot find the words. I do not have enough vocabulary". Usually these same students know what to say and know how to express what they want to say, but they get extremely nervous and uncomfortable with the fact that they have to communicate in a foreign language and end up not being able to speak. These negative emotions can be a problem and an obstacle in the learning process. Therefore, I argue that knowing the findings from research on FLA may be a very important tool for language teachers.

Previous studies have shown the role emotions play in the learning process and demonstrated that there are variables that trigger FLA. Horwitz et al. (1986) argue that people who are already anxious are more likely to show FLA. Another study carried out by Dewaele et al. (2016) found out that female learners experience more FLA. Studies about emotions also showed that they affect our cognition. According to Méndez López & Peña Aguilar (2013), emotions can even influence student's decision about keeping on with the studies and, once language teachers are aware of that, they might develop better approaches to help increase rapport with the students. Frenzel (2007, *apud* KHAJAVY, 2017) also studied the effects of emotions on the learning process and credited anxiety as an impediment for student's communication practice. Not much attention in the literature, however, has been given to how age and proficiency are related to FLA, which are the focus of the present study.

Different reasons have been considered triggers for anxiety. Within this context, this study aims to investigate whether age and proficiency can be considered variables in FLA. In order to do so, 90 English learners were invited to answer the Foreign Language Classroom Anxiety Scale (hereafter called FLCAS), created by Horwitz et al. (1986). This scale was used to measure the participants' anxiety levels. A Language History Questionnaire (hereafter called LHQ) was also used to provide background about participants' use and knowledge of the English Language and personal information such as age, gender and history of language study.

This TCC is organized as follows. After this introduction, the theoretical background about emotions and anxiety, which gave support to the research, is presented, followed by the section on the method. After that, the results and discussion are presented. This

TCC ends with the final considerations, where some pedagogical implications derived from this study are discussed.

2. REVIEW OF LITERATURE

2.1 THE ROLE OF EMOTIONS IN LEARNING

According to Ismail (2015), teachers nowadays have been focusing on the cognitive domain of learning and neglecting how affect interferes with learning. However, emotions are also an important part of the learning process. The author conducted a study with 315 Saudi EFL learners of English Language about emotions such as anger, anxiety, enjoyment, hope, hopelessness, pride, boredom and shame in an academic environment and found that positive and negative class emotions play significant part in the student's outcomes. Frenzel (2007, *apud* KHAJAVY, 2017) explains how emotions affect the learning process by saying that positive emotions "are influential factors in student's psychological well-being" (p. 6) and they help students to achieve better results. On the other hand, when students have anxiety - which is a negative emotion - concerning the language instruction, language acquisition may become a tough goal

FL anxiety has been defined as "worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1999, p.27). Foreign language classrooms can be full of anxiety-provoking situations (Horwitz et al., 1986; Khodadady & Khajavy, 2013; Young, 1991), especially when language learners must communicate in a foreign language. It has been found that communication anxiety is one of the main obstacles to fostering willingness to communicate (Peng & Woodrow, 2010; Khajavy et al., 2016; MacIntyre, Baker, Clément & Donovan, 1996) (KHAJAVY, 2017, p. 6)

Ideally, the classroom should be a place with a good atmosphere, so negative emotions such as tension and anxiety would not easily emerge. According to Dewaele and Mercer (2018), students' and teachers' emotions and motivation are linked. The atmosphere in the classroom can be affected negatively depending on the teacher's attitudes. It is not only the students, therefore, who should be positive regarding the process of learning a new language. If teachers do not have positive emotions towards the process, students are likely to experience bad emotions as well. "Teacher attitudes towards their students are also reflected in the emotions that teachers experience and express both consciously and unconsciously in their behaviours in class." (DEWAELE &

MERCER, 2018, p. 181). Thus, it is imperative that teachers try to establish a good rapport with the learners.

According to López & Aguilar (2013), it is very common for English Language learners to have bad experiences during their learning process. Many students report having problems with previous language teachers, and attribute their difficulties to these experiences.

If a student, for example, has had very bad learning experiences which he or she attributes to his or her capacities, he or she might not be willing to participate in any learning activity again because he or she considers that the cause of failure is something he or she cannot change (his or her cognitive ability); however, if a learner considers that the reason for failure is that he or she did not make his or her best effort, then he or she could go into a new learning situation with the disposition to make his or her best effort so he or she can have better results this time. (LÓPEZ; AGUILAR, 2013, p. 111)

By the same token, Fredrickson (2004) states that positive emotions improve cognition and attention. Moreover, the author argues, they expand people's attention, help undo persistent negative emotions, fuel psychological resiliency, build personal resources and improve psychological and physical well-being. According to Ismail (2015), taking in consideration students' emotions "should be an aim of education" (p. 30), and teachers should talk about it with their students because this could provide more enjoyment in class.

2.2 ANXIETY

One may think anxiety is a problem of the modern world. This is probably because it is much easier to notice how anxiety affects us in our daily lives. The modern pace of life that technology has provided us with makes everything happen faster. We are surrounded by information, work, concerns, problems, and those things often suffocate us. It seems like everyone is always running out of time to handle all the obligations, and that anxiety is affecting people worldwide. Although many people report suffering from it, they do not actually know what anxiety is.

The first writings about anxiety actually date back to the Greeks and Romans. According to Silverman and Field (2011), in the past, anxiety in children was seen as

vulnerability. It was only in the second half of the nineteenth century that anxiety in children acquired the status of a disorder. The first one to regard anxiety as a mental illness was Emminghaus (1887) in his book *Anomalies of the Feelings*. According to Emminghaus (1887 apud SILVERMAN; FIELD, 2011, p. 15), anxiety was pathological and had no recognizable cause.

In his systematic discussion of symptomatology in child psychiatry, *Anomalies of the Feelings*, Emminghaus (1887) also became the first to afford anxiety (Angor) a significant role in mental illness. He regarded anxiety, cowardice, and nervousness as pathological only “if they were present as new behavior in the child in addition to other signs of a psychic disorder . . .” (p. 70). (SILVERMAN; FIELD, 2011, p. 15)

When we use the word ‘anxiety’, we may be referring to an emotion about how we are feeling in a particular moment or situation because of bad or good events in our lives. Anxiety can be classified into *state* or *trait*. According to Oxford (1999), if language anxiety starts as isolated episodes when students need to perform in the target language, for instance, it is just a passing state. However, if episodes of anxiety become recurrent, language anxiety becomes a lasting trait. Anxiety can mean a number of things. From a momentary emotion to a disorder. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), anxiety is, in fact, an umbrella term. There are different kinds of disorders related to it. The one that best seems to apply for language instruction is the Generalized Anxiety Disorder, since the DSM-5 describes this disorder as “excessive anxiety and worry (apprehensive expectation) about a number of events or activities.” (p. 222) Likewise, Barlow (2002, apud CRASKE et al, 2009) claims that anxiety is a mood state when someone thinks about the future and is concerned about the outcome, having in mind that negative events are about to happen. Another study made by Craske et al (2009) also uses Barlow’s definition.

This view of human fear and anxiety is comparable to the animal predatory imminence continuum. [6] That is, anxiety corresponds to an animal’s state during a potential predatory attack and fear corresponds to an animal’s state during predator contact or imminent contact.” (CRASKE et al., 2009, p. 1067)

As noted above, some special attention has been given to the matter, and the construct of anxiety has changed throughout history. Besides, anxiety can also be a complication in

the process of learning a new language. According to Oxford (1999), language anxiety is one of the most common problems learners face during the learning process. Therefore, it is key to improve our understanding of the relationship between anxiety and language learning.

2.3 FOREIGN LANGUAGE ANXIETY

Research about FLA started in the seventies. According to MacIntyre (2017), there are three broad approaches to Language Anxiety research, which are the Confounded Phase, the Specialized Approach, and the Dynamic Approach. During the Confounded Phase, it was difficult for researchers to establish a relation between a construct of anxiety and the process of learning languages.

All of these types of measures were available and being used for various purposes at the time in psychology, the discipline from which Scovel and other language researchers were taking their lead. However, what was not clear at the time was that the measures of anxiety that were adapted from psychology for use in language studies had little to do with language itself. (MACINTYRE, 2017, n.p)

There were many kinds of measures for research studies related to anxiety, but none of them specific to the field of language learning. Yet, some scholars did notice that anxiety interfered in students' motivation. In the Specialized Approach, research studies focused on identifying a concept for anxiety which was precisely associated with the process of learning languages. It was in this phase that Horwitz et al. (1986) designed the Foreign Language Classroom Anxiety Scale (FLCAS), a scale to measure levels of FLA that has been used in several studies in the field, and the first anxiety measure tool specifically designed for language learning. According to Dewaele (2017), the major breakthrough of this phase was the possibility of discerning the construct of language anxiety from the former approach, which was a blend of several kinds of anxiety. During this phase, it was also discovered that FLA affects abilities such as listening, speaking, writing and reading in different ways. Finally, in the third phase, the Dynamic Approach, research studies with the support of technology (shooting, heart rate monitoring) started investigating anxiety within communicational situations.

This new, emerging tradition emphasizes situating anxiety among the multitude of interacting factors that affect language learning and development. Anxiety is continuously interacting with a number of other learner, situational, and other factors including linguistic abilities, physiological reactions, self-related appraisals, pragmatics, interpersonal relationships, specific topics being discussed, type of setting in which people are interacting, and so on. (MACINTYRE, 2017, n.p)

According to Horwitz et al. (1986), FLA is a specific anxiety reaction. In other words, instead of being anxious in a variety of situations, one normally gets anxious specifically when it comes to learning a new language. Horwitz et al. (1986, p. 125) describe anxiety as a “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. Many teachers, for instance, have listened to their students claiming to have mental blocks when studying a foreign language. Even though these students may be good learners, they have problems to learn a new language because anxiety hinders their performance in class. This negative emotion is unconsciously harming students' performance. MacIntyre and Gregersen (2012, p. 195) claim that language anxiety is “a voluntary and/or involuntary call for help”, and when learners face problems in the learning process because of negative emotions, teachers have to find resources to transform these feelings into positive emotions.

Some authors have made an attempt to discover who demonstrates more levels of anxiety. Horwitz et al. (1986) say that people who are anxious in other aspects of their lives tend to be more likely to show anxiety related to language learning. Other studies, on the other hand, have demonstrated that there are some specific variables. A study carried out by Dewaele et al. (2016), for instance, found out that female learners experience more FLA, and they are also more affected by both positive and negative emotions (in the classroom) than male peers. In this study, in which items from FLCAS were also used to measure anxiety levels, 1736 multilinguals were interviewed in order to assess gender differences in foreign language enjoyment and foreign language anxiety. The authors concluded that female learners worried more about mistakes and were less confident, but also had more fun in the classes when compared to male learners.

Findings from previous research studies seem to suggest that not only internal factors are triggers for anxiety in language instruction, but external factors are also responsible for or at least related to FLA. However, these external factors can be soothed

by language teachers. For example, a study carried out by Dewaele et al. (2017) also found a strong correlation between anxiety and enjoyment in 189 high school students and found out that the role of the teacher was more related with student's enjoyment than with student's anxiety. The authors concluded that teachers have to foster enjoyment in classroom. That is, creating a good environment for the students, in which they feel comfortable to learn, may avoid negative emotions and lessen FLA. According to the authors, an ideal strategy to deal with anxious learners would be to focus on positive emotions instead of focusing on negative emotions.

3. METHOD

This study has empirical characteristics. It involved the use of a scale to measure the participant's anxiety levels. This method section is divided into general and specific objectives, hypotheses, participants, materials, procedures for data collection and analysis. This study was approved by the Ethics Committee under the number **CAAE** 97908318.4.0000.5347.

3.1 GENERAL OBJECTIVES

The prime goal of this research is to investigate the effects of anxiety in instructed foreign language learning. This study aims to focus on variables that can trigger FLA in English learning students, more specifically, proficiency and age. Answering this question may help teachers to create strategies that might contribute to create a good environment for students who demonstrate signs of anxiety in their learning process.

3.2 SPECIFIC OBJECTIVES

The specific objectives of the present study are:

- (A) Investigate the relationship between proficiency level in the target language and FLA levels.
- (B) Investigate the relationship between age of learning English and FLA levels.

3.3 HYPOTHESES

The hypotheses below were elaborated to verify the specific objectives aforementioned:

- (A1) Beginners are expected to demonstrate higher FLA levels:

Their proficiency level will be obtained through the self-assessment items in the LHQ. Crossing this information with the results of the FLCAS will show whether proficiency level in the foreign language affects FLA.

(B1) Adults are expected to demonstrate higher FLA levels:

The candidate's age will be obtained through the LHQ. Crossing this information with the results of the FLCAS will show whether age affects FLA.

3.4 PARTICIPANTS

Since the study had to investigate differences between teenagers and adults, it was necessary to find participants who comprised this age range. The teenagers (students from middle and high school) were recruited in a private regular school in the city of Novo Hamburgo, and the adults (students of English Language) were recruited in a public university in Porto Alegre. In total, 90 learners of English Language participated in this research. All of them had been recruited through spoken invitation before they consented. In the case of underage students, they were authorized by their parents.

Only those who met the criteria below were included in the sampling:

- be Brazilian
- speak Portuguese as first language;
- be currently taking English lessons;

The following items were used as exclusion criteria:

- not being Brazilian
- not speaking Portuguese as first language
- people with intellectual or cognitive disability

All volunteers who contributed to the research were not paid and were free to withdraw in case they wanted to cancel their participation.

3.5 MATERIALS

3.5.1 *Language History Questionnaire (LHQ)*

The *Language History Questionnaire* - LHQ used in this study is based on the Language Background Questionnaire for Research with Bilinguals developed by Scholl & Finger (2013). This questionnaire is divided into three parts. The first one is about education background, and in this part, participants are asked to choose the option that represents their schooling level. The second part is about the environment where the participants learned English Language; in this part, participants choose one or more options that represent where they first learned English (eg., at home, at school, in a private language course, or others). In the last part, participants assess their own level of proficiency considering *reading and listening comprehension*, and *written and oral production*. The LHQ is provided in Appendix.

3.5.2 *Foreign Language Classroom Anxiety Scale (FLCAS)*

In 1983, beginner students of English Language were invited to participate in a "Support Group for Foreign Language Learning" at the University of Texas (Horwitz et al., 1986). Two groups were formed to attend meetings where they would discuss concerns and difficulties related to language learning. This experiment resulted in the creation of the Foreign Language Classroom Anxiety Scale, a questionnaire that measures the level of Foreign Language Anxiety in a classroom through thirty-three questions. These questions are divided into three categories: *Communication apprehension* (eleven questions), *fear of feedback by peers and teachers* (seven questions), and *fear of language tests* (fifteen questions). The results classify learners as showing 1) a low level of anxiety, 2) a medium level of anxiety, or 3) a high intensity anxiety. Since the participants of the present study range from beginners to advanced students, the scale was translated into Brazilian Portuguese. In order to make sure the translation did not remove the gist of the original scale, two proficient English readers made a back translation. Participants have five options to answer questions such as:

"I start to panic when I have to speak without preparation in language class."

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

If the participant chooses the option *strongly agree*, his score will be considered as a five, which means this answer leads to high intensity anxiety. On the other hand, if the participant answers *strongly disagree*, it will be considered one instead of five, leading to a low level of anxiety. The total score of the scale ranges from 33 to 165.

3.6 PROCEDURES FOR DATA COLLECTION

The tasks were applied in a sequential order. First, participants' parents (in the case of underaged students) signed one authorization, the *Termo de Consentimento Livre e Esclarecido*. After that, the participants had to sign the *Termo de Assentimento*, a document that students themselves signed to state they agreed with their parent's authorization. Soon after, participants answered the *Language History Questionnaire*, used to obtain student's background information, such as age and self-assessed proficiency. Finally, they answered the FLCAS, used to measure their anxiety levels. On the day of data collection, decided in agreement with the coordination (in the school) and professors (at university), students received all documents printed and filled them manually.

3.7 PROCEDURE FOR DATA ANALYSIS

Once all data was collected, the information was manually inserted in an Excel spreadsheet in the following order: number, name, age, total score, anxiety level, and group. The FLCAS gives the result as a total score ranging from 33 to 165, so the total scores from each participant were classified as follows. This calculation was based on Horwitz et al. (1986)

Score	Classification
33 - 75 (low)	1
76 - 119 (medium)	2
Above 120 (high)	3

Later on, all data was transposed to the software SPSS, so it would be possible to compare the information from the LHQ and the FLCAS and find out whether the variables are related.

4. DATA ANALYSIS AND DISCUSSION

After applying the exclusion criteria, 88 participants were included in the final sample. The sampling consisted of 23 male learners (26.1%) and 65 female learners (73.9%). Mean age was 18.81 (SD 4.328). All of them self-evaluated their proficiency considering reading, writing, listening and speaking. They should self-evaluate each ability from 1 to 6. The lump-sum was divided by four so each participant would have a mean proficiency also ranging from 1 to 6. One of the problems was that, due to reasons we can only presume, participants with lower levels of proficiency did not differentiate much from participants with higher levels of proficiency (considering mean proficiency). Perhaps they either did not know how to accurately evaluate their proficiency, or they did not feel comfortable to answer honestly. Even though I expected to find a higher difference between the participants' proficiency levels, this did not compromise the results.

The first specific objective of this research was to investigate to what extent proficiency and FLA are related. Beginners were expected to demonstrate higher levels of FLA, a hypothesis which was supported by the results found. After running the analysis of data from the LHQ and the FLCAS on SPSS, a significant negative correlation was found between mean proficiency and level of anxiety ($r=-0.390$; $p=0.000$). This result means that the lower the participant's proficiency level, the higher their level of anxiety.

The second specific objective of this research was to investigate whether age could be a variable in FLA. Adults were expected to demonstrate higher levels of anxiety, a hypothesis which was also supported by the results found. The analysis of the data related to age and levels of anxiety revealed a significant positive correlation ($r=0.026$; $p=0.035$). This result means that the older the participant, the higher their anxiety level.

The results found in this study seem to suggest that both adults and beginner learners of English language are more affected by FLA than young adults and more advanced learners, respectively. This may be due to the fact that adults have less time to practice the target language when compared to teenagers and are usually impatient and in a hurry to see results; therefore, they are more likely to have negative emotions (such

as anxiety) towards the whole learning process. Moreover, beginners might be less confident due to the fact that they do not yet master the language. However, as they advance in learning, anxiety tends to reduce. These are all, of course, assumptions. More detailed research on these external factors would be necessary to better understand all the variables that led to these results.

5. FINAL CONSIDERATIONS

The goal of the present study was to investigate the relationship between foreign language anxiety (FLA) and two specific individual variables: proficiency and age. The findings of this study suggest that both adults and beginner learners of English language are more affected by FLA than young adults and more advanced learners, respectively. What motivated the research in the first place was mainly the possibility of thinking about new approaches to deal with anxiety in the classroom. Therefore, we expect that these results will contribute to help teachers to create strategies that might contribute to ensure a good environment for students who demonstrate signs of anxiety in their learning process. Hopefully, this will be a starting point for future research studies on emotions and language learning in Brazil.

There were some obstacles throughout the development of this study. One of them was the difficulty of finding adult learners willing to participate. Initially, it was intended to collect data in a private language school, but all groups were too age-mixed. Even in the groups that the private language school had informed to be formed by only adults had actually a lot of teenagers, which made the data collection harder. I decided to start again the data collection with adults at a university in Porto Alegre, where I would be able to find actual adult groups who were studying English. The problem was that all adults who participated were studying English to be either teachers or translators, and I do not know to what extent this fact compromises the results.

We usually think of different learning environments as different contexts. However, once I paid closer attention to the answers to the FLCAS, I realized that, in truth, every learner provides a different context. Proof of that is the presence of inconsistent answers in the scale. A participant who answers *concordo totalmente* to item 24 from the FLCAS (*Sinto muita insegurança para falar em frente dos outros alunos.*) would be very unlikely to choose *discordo* to item 31 (*Tenho medo de que os outros alunos rirão quando eu falar*) because these answers seem to be contradictory. This inconsistency demonstrates the existence of unknown variables to each individual that cannot be reached with the FLCAS.

At the end of the analyses, I wondered whether I was trying to calculate something that cannot be calculated: emotions. I tried to calculate how much anxiety learners have, and I realized that maybe this is not the best solution to deal with anxiety as a teacher, which took me back to what Dewaele et al. (2017) said about how to deal with anxiety in the classroom. According to the authors, teachers should work more towards the arousal of positive emotions rather than focusing on negative ones. Therefore, the most important pedagogical implication this study brings is the endorsement of the teacher role as an agent who should foster positive emotions in the classroom. Pekrun (2014) suggests teachers should use their own emotional experiences to better understand students.

Positive teacher emotions can promote students' enjoyment of learning within the classroom and can have long-lasting effects on the value of learning perceived by students. Therefore, teachers should take care to show the positive emotions they feel about teaching and the subject matter, and make sure that they share positive emotions and enthusiasm with their students. (PEKRUN, 2014, p. 21)

The author claims that teachers are able to help students develop self-confidence and reduce negative emotions through high-quality instructions and should be careful with the peer climate in the classroom, for example (PEKRUN, 2014, p. 28)

This study aimed to focus on age and level of proficiency, but Horwitz et al. (1986) stated that people who are anxious in other aspects may show anxiety related to language learning as well. Comparing these two studies would suggest that maybe adults tend to be more anxious. However, this situation is changing. More and more teenagers are looking for therapy, for example, so we probably have a bigger number of young people suffering from high levels of anxiety nowadays. Having in mind that focusing on positive emotions is the best answer for now, and that teenagers are increasingly becoming anxious, the next step should be identifying how to foster positive emotions in teenagers during language instruction. The future is positive.

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APPENDIX I

Language History Questionnaire

QUESTIONÁRIO DE HISTÓRICO DA LINGUAGEM PARA PESQUISAS COM BILÍNGUES

Data: _____ Participante nº: _____

Nome: _____ Sexo: () F () M

Data de nascimento: ____/____/____ Local de nascimento: _____

Nível de escolaridade:

 Ensino fundamental completo Ensino médio incompleto {..... anos} Ensino fundamental incompleto {.....anos} Ensino superior Ensino médio completo Pós-graduação

Indique onde você aprendeu a Língua Inglesa (marque tantas opções quantas forem necessárias):

 Casa Escola Curso de idiomas Sozinho Outro: _____

Circule, em uma escala de 1 a 6, seu nível de proficiência na Língua Inglesa

(1 = muito baixo, 2 = baixo, 3 = razoável, 4 = bom; 5 = muito bom e 6 = proficiente):

Leitura 1 2 3 4 5 6

Escrita 1 2 3 4 5 6

Compreensão auditiva 1 2 3 4 5 6

Fala 1 2 3 4 5 6

APPENDIX II

Foreign Language Classroom Anxiety Scale

1. Nunca sinto segurança quando falo durante minha aula.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

2. Eu não me preocupo com erros em aula.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

3. Eu tremo quando eu sei que serei chamado durante a aula.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

4. Fico assustado quando não entendo o que o(a) professor(a) está dizendo na aula.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

5. Não me incomodaria frequentar mais aulas de LE.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

6. Durante a aula de LE, fico pensando sobre coisas que não estão relacionadas à aula.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

7. Acho que os outros alunos são melhores do que eu.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

8. Fico tranquilo durante testes.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

9. Eu entro em pânico quando preciso falar sem me preparar previamente.

Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

10. Fico preocupado com as consequências de uma reprovação.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

11. Não entendo o motivo de algumas pessoas ficarem chateadas devido à aula.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

12. Fico nervoso(a) quando esqueço coisas que sei.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

13. Fico constrangido(a) em me voluntariar para responder perguntas.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

14. Não ficaria nervoso(a) falando a língua estrangeira com nativos.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

15. Fico triste quando não entendo o que o(a) professor(a) está corrigindo.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

16. Mesmo que eu esteja bem preparado(a) para a aula eu fico nervoso.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

17. Eu frequentemente sinto vontade de faltar à aula.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

18. Sinto confiança quando falo durante a aula.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

19. Sinto medo de que o professor(a) esteja pronto para corrigir cada erro que eu cometa.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

20. Sinto meu coração pulsar quando vou ser chamado em aula.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

21. Quanto mais eu estudo, mais confuso fico.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

22. Não me sinto pressionado para me preparar bem para as aulas.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

23. Sempre sinto que os outros alunos falam melhor do que eu.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

24. Sinto muita insegurança para falar em frente dos outros alunos.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

25. A aula é tão rápido que sinto medo de ficar para trás.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

26. Sinto mais tensão e nervosismo nas aulas do que meus colegas.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

27. Fico nervoso e confuso quando estou falando em aula.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

28. Quando estou a caminho da aula, fico tranquilo.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

29. Fico nervoso quando não entendo cada palavra do que o(a) professor(a) diz.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

30. Fico perplexo com a quantidade de regras que devem ser aprendidas para se aprender a falar.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

31. Tenho medo de que os outros alunos rirão quando eu falar

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

32. Eu ficaria mais confortável próximo de falantes nativos da língua que estou estudando.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

33. Fico nervoso(a) quando o(a) professor(a) faz perguntas para as quais não me preparei com antecedência.

- Concordo totalmente Concordo Não concordo nem discordo Discordo Discordo totalmente

APPENDIX III

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

O projeto de pesquisa `Ansiedade e Aprendizagem De Língua Estrangeira: Lidando com Emoções Negativas em Sala de Aula` insere-se nos estudos de psicolinguística e tem como objetivo identificar os possíveis efeitos da ansiedade no processo de aprendizagem de Língua Inglesa. Para tanto, serão analisadas as respostas dos participantes, aprendizes de Língua Inglesa, à escala sobre ansiedade. Solicitamos sua autorização para que seu(sua) filho(a) participe da pesquisa respondendo a um questionário sobre sua experiência linguística e respondendo a um questionário que busca identificar a ansiedade no processo de aprendizagem. A identidade do participante será mantida em sigilo, conforme Resolução CNS 510/2016. Os resultados obtidos na tarefa serão armazenados em um banco de dados para posterior análise e discussão. Seu(sua) filho(a) pode não se beneficiar diretamente desta pesquisa, no entanto, acreditamos que sua participação no estudo possa ajudar a ampliar nossa compreensão sobre os efeitos cognitivos do bilinguismo e multilinguismo. A participação na pesquisa não ocasionará nenhum dano físico ou moral aos participantes, sendo a duração dos procedimentos, 20 minutos, a única inconveniência já que ocasionará a perda de um tempo de aula no planejamento curricular.

AUTORIZAÇÃO

Eu, _____, pelo presente Termo de Consentimento Livre e Esclarecido, declaro que autorizo a participação de meu(minha) filho(a) _____ neste projeto de pesquisa, pois fui informado, de forma clara e detalhada, livre de qualquer forma de constrangimento e coerção, dos objetivos e justificativa desta pesquisa, dos procedimentos a que seremos submetidos(as), dos riscos, desconfortos e benefícios e sobre as tarefas que realizaremos, todos acima listados. Fui, igualmente, informado:

* da garantia de receber resposta a qualquer pergunta ou esclarecimento a qualquer dúvida acerca dos procedimentos, riscos, benefícios e outros assuntos relacionados com a pesquisa;

* da liberdade de retirar meu consentimento, a qualquer momento, e de retirar a participação de meu (minha) filho(a) do estudo, sem justificativa e sem que isso me traga prejuízo;

* da garantia de que meu(minha) filho(a) não será identificado(a) quando da divulgação dos resultados e que as informações obtidas serão utilizadas apenas para fins científicos vinculados ao presente projeto de pesquisa.

O pesquisador responsável por este projeto de pesquisa é a professora Dr. Ingrid Finger (ingrid.finger@ufrgs.br) telefone institucional: 51-3308.6704; endereço institucional: gabinete N°220 do Prédio Administrativo do Instituto de Letras do Campus do Vale da UFRGS. Quaisquer dúvidas podem ser sanadas junto ao graduando Rafael Leote Dutra (rafaell@colegiosinodaldapaz.org.br), fone: 51-99354.3429) ou junto ao Comitê de Ética em Pesquisa da UFRGS (CEP/UFRGS: 51-33083738). O presente documento será assinado em duas vias de igual teor, ficando uma com o voluntário da pesquisa ou seu representante legal e outra com o pesquisador.

Porto Alegre, ___/___/___

Assinatura do participante

Assinatura do responsável pela coleta de dados

APPENDIX IV

TERMO DE ASSENTIMENTO

Você está sendo convidado(a) a participar da pesquisa `Ansiedade e Aprendizagem De Língua Estrangeira: Lidando com Emoções Negativas em Sala de Aula`. Esta investigação insere-se nos estudos de psicolinguística e tem como objetivo identificar os possíveis efeitos da ansiedade no processo de aprendizagem de Língua Inglesa. Você será convidado(a) a responder a um questionário sobre sua experiência linguística e a responder a uma escala. Para participar deste estudo, primeiramente o responsável por você deverá autorizar e assinar um termo de consentimento. Além disso, o responsável por você poderá retirar o consentimento ou interromper a sua participação a qualquer momento. A sua participação é voluntária, por isso, você não terá nenhum custo, nem receberá qualquer vantagem financeira. A recusa em participar dessa pesquisa não acarretará qualquer penalidade ou modificação na forma em que você é atendido(a) pelo pesquisador que irá tratar a sua identidade com padrões profissionais de sigilo, , conforme Resolução CNS 510/2016. A participação na pesquisa não ocasionará nenhum dano físico ou moral, sendo a duração das atividades, 40 minutos, a única inconveniência já que ocasionará a perda de tempo de aula no planejamento curricular. Você pode não se beneficiar diretamente desta pesquisa, no entanto, acreditamos que sua participação no estudo possa ajudar a ampliar nossa compreensão sobre os efeitos da ansiedade no ensino de Língua Inglesa.

Eu, _____, fui informado(a) dos objetivos do presente estudo de maneira clara e detalhada, tive oportunidade de ler esse termo e de esclarecer minhas dúvidas. Sei que a qualquer momento poderei solicitar novas informações, e o meu responsável poderá modificar a decisão de participar se assim o desejar. Tendo o consentimento do meu responsável já assinado, declaro que concordo em participar desse estudo.

O presente documento será assinado em duas vias de igual teor, ficando uma com o(a) participante da pesquisa (menor de idade) e outra com o pesquisador.

O pesquisador responsável por este projeto de pesquisa é a professora Dr. Ingrid Finger (ingrid.finger@ufrgs.br) telefone institucional: 51-3308.6704; endereço institucional: gabinete N°220 do Prédio Administrativo do Instituto de Letras do Campus do Vale da UFRGS. Quaisquer dúvidas podem ser sanadas junto ao graduando Rafael Leote Dutra (rafaell@colegiosinodaldapaz.org.br, fone: 51-99353 3429) ou junto ao Comitê de Ética em Pesquisa da UFRGS (CEP/UFRGS: 51-33083738).

Porto Alegre, ___/___/___

Assinatura do participante

Assinatura do responsável pela coleta de dados