

RUNNING HEAD: HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION OF HIGH SCHOOL
STUDENTS

by

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A Master's Project
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Master of Science in Education
Teaching English to Speakers of Other Languages
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Fredonia, New York

December 2011

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled How anxiety affects second language acquisition of high school students by Gilbert W. Snyder III, Candidate for the Degree of Master of Science in Education, Teaching English to Speakers of Other Languages, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.



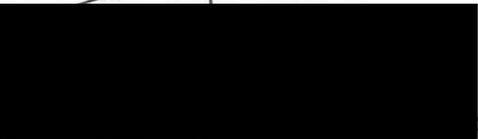
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Abstract

In the present study, I sought to measure the relationship between anxiety and second language acquisition in English as a Second Language (ESL) students, as well as students enrolled in foreign language classes (Spanish, French, and German). Work done by Rene von Worde (2003) and Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope (1986) formed the basis for the study. The present study looked to answer four research questions: 1) Do students believe that anxiety hinders language acquisition?; 2) Which factors do students believe contribute to anxiety?; 3) Which factors do students believe may help reduce anxiety?; 4) How is anxiety manifested in the students?. To complete the research, I asked a local high school to allow me access to both sets of students. Included in the original sample were six ESL students and five foreign-language learners. However, only one ESL student submitted their parental consent form, leaving the total number of participants at six (one ESL, and five foreign-language learners). The students were asked to complete the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope, 1986), as well as an oral survey based on items used by von Worde (2003). The findings showed that amongst this group of ESL/foreign language learners, that anxiety was not a contributing factor to their inability to learn a second language.

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Introduction

Anxiety is an emotion that affects every person. Many factors can cause a person to experience feelings of anxiety. Adults may experience anxiety caused by their jobs while students may experience heightened levels of anxiety as a result of peer pressure or an impending important test or project. English language learners, as well as those students learning a foreign language, experience anxiety when it comes to such classroom activities as speaking in front of a group of their fellow students, or taking a test in a language other than their first language (L1).

English language learner students present a particular set of problems that native speakers of English do not. ELL students are classified in New York State as being beginners, intermediate, advanced and proficient speakers of English. However, although they may not speak English proficiently, this by no means suggests that they cannot comprehend the content they are being taught in school, or that they do not already have background knowledge that they can access. ELL students present educators with the challenge of making the content comprehensible, while also keeping in mind the various emotions that their instructional practices may stir up in their students.

For the purposes of this study, I will be examining to what extent anxiety affects students' ability to acquire a second language, whether it be English or another language. If students, regardless of whether or not they are native speakers of English, are intimidated by their teachers' instructional practices, feelings of nervousness, a lack of self-confidence and even a loss of interest in school may result, as may feelings of anxiousness. According to Horwitz, Horwitz and Cope (1986), and MacIntyre and Gardner (1989), language anxiety represents a specific kind of anxiety aroused by situational factors such as tests, speaking in front of class, and being called on

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by the teacher.

I first became interested in this topic after being assigned a literature review in a previous class of my Master's program. After researching the topic, I began to think of my experiences learning Spanish as a second language while in middle and high school. It was not a pleasant experience as the atmosphere in the classroom and poor teaching strategies led me to lose interest in the class, and I eventually failed. I even passed Spanish II one year, but did so poorly in Spanish III the following year that the school moved me back into Spanish II, where I failed. The teachers I had ranged, in my opinion, from poor to extremely poor in terms of providing an environment that offered positive learning experiences. Often times, when called on in class to respond in Spanish, I would freeze, anxiety would set in and I would stutter out an answer I could only hope was right. My teachers had a hard enough time figuring out effective classroom management strategies, that they looked past ways to make their classroom a place where learning and order could be achieved in a fun, meaningful and positive manner. Looking back on the totality of my language-learning experiences, I began to realize that anxiousness fed into my dislike and failures in the class. Now, through my proposed study, I would like to find out the reasons why students experience feelings of anxiousness when learning a second language.

Sometimes life presents you with an opportunity that you cannot pass up. In 2009 I was presented with information about a grant program called Project ELA for students enrolled in the SUNY Fredonia State Teaching English to Speakers of Other Languages program (TESOL), which provided tuition assistance along with invaluable opportunities for professional development through various workshops and seminars. Needing to complete a Masters program by September 2012, I felt that enrolling in the TESOL program and pursuing inclusion in Project ELA would be beneficial to my development as an educator.

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Being one of many unemployed Social Studies teachers, I knew that I would need to enroll in a program that would help me to better achieve my ultimate goal of becoming a teacher. Given the influx of speakers of other languages in the United States over the last 15 years and the number of native-born English language learners (ELLs) in the U.S. already, it became obvious that there would be a need for teachers specifically trained to educate ELLs. The number of ELL students in American public schools is nearly 5 million, and is projected to double by 2015, with nearly eight of every 10 ELLs speaking Spanish (National Education Association, 2011). However, districts across the country have students who speak a variety of languages other than Spanish. Regardless of the ELL students primary language, they all deserve an opportunity to learn English as their second language as a normal course of their education.

Growing up in a small city in a primarily rural county, I was exposed to myriad cultures, learning from each experience. Hispanics represent the largest minority group in my county (5.2%), and are followed by African Americans (2.6%), persons reporting two or more races (1.2%), American Indian/Alaska Native persons (0.6%) and Asian persons (0.5%) (U.S. Census Bureau, 2010). From my very first day of kindergarten, I was in school with students learning English as a second language. I can remember a time when education practices like Sheltered Instruction Observation Protocol (SIOP) did not exist, and times when bilingual education was still an afterthought in parts of the U.S.

Through the course of my proposed study, I hope to better understand the reasons why students, both ELL and foreign language learners, experience feelings of anxiety. I will use both quantitative and qualitative measures to discern whether or not feelings of anxiety directly affect students' ability to acquire a second language. It is the duty of the teacher to provide the most effective measures for their students to learn. Teachers must take into account how their practic-

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es, techniques, and strategies affect their students' ability to comprehend the content that they are teaching. Language anxiety, according to Horwitz (2001) is one of the most affective factors influencing the success of language learning while Horwitz and Young (1991) noted through questionnaire studies, that there is a significant negative relationship between anxiety and various second language (L2) achievement measures, such as students' final grades and their performances on oral proficiency tests. This phenomenon does not just affect ELL students; it affects native English speaking students who are enrolled in foreign language classes as well. The literature on the effects of anxiety on ELLs and foreign language learners is vast, and informative, and helped form the basis of my proposed study.

Review of the Literature

Anxiety, which can be described as subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system and is one factor that can affect a students' ability to learn a second language (Spielberger, 1983). Scholars and researchers such as Brown (2000), Dornyei (2005)), Ellis (1994), Cheng, Horwitz & Schallert (1999) and Horwitz (2001), have noted that anxiety is one of the affective factors which plays an important role in L2 acquisition, and performance. It is the purpose of this literature review to gain an understanding of how students' anxiety levels affect their ability to acquire a second language, as well as how anxiety relates to pedagogy and learning strategies. Although ELLs and foreign language learners present similar types of learners, there are some differences.

Foreign Language Learners

Foreign language learners for the purposes of this study are those students who are native English speaking students enrolled in Spanish, German, or French classes while ELL students are those students whose L1 is a language other than English. Ewald (2007) noted that most

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experienced language teachers intuitively recognize that anxiety is not a positive ingredient of successful learning, and often go to great lengths to avoid creating undue tensions for their students. Researchers Horwitz, Horwitz, and Cope (1986) suggested that foreign language courses induce more anxiety than courses in other disciplines. The anxiety caused by these courses may stem from not only the inherent anxiety caused by the foreign language classes, but the actual classroom experience itself. This, according to Ewald (2007) may produce adverse effects on the learners.

Cubukcu (2008) noted that anxiety is not felt when foreign language students speak with native speakers, explaining that speaking is a problem in the class atmosphere where the teacher is present. Despite the anxiety they feel however, they are not hesitant to learn a foreign language; however those with low self-efficacy have a higher level of anxiety than students with high self-efficacy (Cubukcu, 2008). Other research, such as Kim (2009), suggests that foreign language students reported more anxiety in conversation activities, than while engaging in reading activities. Awan, Azher, Anwar and Naz (2010) also suggested that speaking in the L2 in front of others heightened students' levels of anxiety, while Mills (2007) concluded that foreign language learners experiencing anxiety embody apprehension and avoidant behavior that often interfere with performance in everyday life as well as in academic situations. The above findings can most likely be associated with ELL students as well, as both ELL and foreign language learners are in similar situations. Both sets of students are learning an L2, and both sets of students will be susceptible to similar experiences of anxiety provoking activities and situations. As Awan, Azher, Anwar and Naz (2010) pointed out, students also worried about grammatical mistakes, pronunciation and being unable to respond quickly, noting that those factors were the biggest causes of anxiety. Both ELL and foreign language learners will undoubtedly experience

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all of the above factors. Another anxiety-causing factor may be how the students acquire their L2.

Review of Krashen's Monitor Model

One of the most widely discussed theoretical models of language acquisition over the last 30 years has been Krashen's monitor model, which posits that acquisition and learning are used in very specific ways. Furthermore, the monitor model claims that acquisition normally "initiates" our utterances in a second language, and is responsible for our fluency, also noting that learning has only one function – to monitor or edit our understanding and comprehension. Krashen's (1982) Monitor Model, included five hypothesis: 1) acquisition-learning hypothesis; 2) monitor hypothesis; 3) natural order hypothesis; 4) input hypothesis; 5) affective filter hypothesis.

Lightbown and Spada (2006) stated that Krashen's Monitor Model was first developed in the 1970s, during a time when there was a growing dissatisfaction with language teaching methods based on behaviorism. According to Brumfit (2000) Krashen's view became very popular in the 1980s, due in large part because it offered an explanation of why language learners in formal classroom settings often fail to achieve fluency in the target language. The acquisition-learning hypothesis notes that we acquire language as we are exposed to samples of the second language which we can comprehend. This is in much the same way children acquire their first language, which is to say with no conscious attention to language form. The learning aspect of Krashen (1982) meant that we learn through conscious attention to form and rule learning. Yue-hai (2008) elaborates this point further by noting that conscious focus on form or rules is "learning", while subconscious focus on content or meaning is "acquisition".

Krashen's (1982) monitor hypothesis notes that the learner, through the use of a learned

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system, will edit, or “monitor”, what they hear and how it is reproduced through verbalization. Esau and Keene (1981) suggested however, that the overuse of the monitor can, in fact, be harmful, noting that such overuse of the monitor, and of learned skills, can effectively block the acquired skills essential to complete a task, especially in terms of the writing process. Krashen (1981) however, through the review of previous case studies, found evidence to reinforce the belief that monitoring generally improves accuracy levels, while also noting that monitor users show an overt concern with using language correctly, regarding their unmonitored speech and writing as careless.

Krashen's (1982) natural order hypothesis follows previously held thinking that people acquire their L2 in the same manner that they acquire their L1, meaning in this case, that what is acquired unfolds in predictable sequences, noting that the features that are easiest to state – and thus learn – are not always the first to be acquired (Lightbown & Spada, 2006).

The input hypothesis concludes that acquisition occurs when one is exposed to language that is comprehensible and that contains the “ $i + 1$ ”, with the “ i ” representing the level of language already acquired, and the “ $+1$ ” representing a metaphor for language, such as words, grammatical forms, and aspects of pronunciation, that are a step beyond the “ $i + 1$ ” level (Krashen, 1982). Zou (2009) noted that something happens during the input process that causes second language learners' acquisition of the target language to stop, noting further that it is most likely due to a lack of appropriate input in listening, speaking, reading and writing. However, one other theory related to language learning may account for why some students do not retain certain aspects of the target language.

The affective filter as formulated by Krashen (1982) is a metaphorical barrier that prevents learners from acquiring language, even when appropriate input is available. The affect

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refers to feelings, motives, needs, attitudes and emotional states, and a learner who is tense, anxious, or bored, may filter out input, thus making it unavailable for acquisition (Krashen, 1982). The higher the filter, the less information the student will acquire, which may in turn lead to heightened levels of anxiety within the students.

Factors that Affect Second Language Acquisition

Every student learns differently than their classmates. Lightbown and Spada (2006) called these “Individual differences in second language learning” recognizing eight different learner characteristics: intelligence; aptitude; learning styles; motivation and attitudes, identity and ethnic group affiliation, learner beliefs and personality.

Personality, as described by Lightbown and Spada (2006) has many characteristics that have been proposed as likely to affect second-language learning, Among those characteristics is learner anxiety, or feelings of worry, nervousness, and stress that many students experience when learning a second language. Anxiety can affect how people acquire a second language, and is a topic that has been covered by various scholars. Tasnimi (2009) notes that one problem researchers have is they are not specific as to the type of anxiety they are measuring, pointing out two important anxiety distinctions that are generally mentioned. Tasnimi (2009) explained that the first type of anxiety, beneficial/facilitating, is motivation for learners to fight a new learning task while promoting students to make an extra effort to overcome their feelings of anxiety. The second type of anxiety Tasnimi (2009) reported on was Inhibiting/debilitating anxiety, which causes learners to avoid the learning task in order to avoid the source of anxiety. These differ from the other types of anxiety that have been researched.

“Trait anxiety”, “state anxiety” and “situation-specific anxiety” are three other forms of anxiety that have been theorized to affect students' learning. “Trait anxiety” is explained as being

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a stable part of a person's personality, which gives them a more permanent tendency to be anxious. On the other hand, “state anxiety” has been described as an apprehension that is experienced at a particular point in time, while “situation-specific anxiety” is explained as the anxiety one may feel due to a specific type of situation or event (Tasnimi, 2009). “Situation-specific anxiety” may be the type of anxiety best used to describe the anxious feelings students get in class, whether they are taking an important test, or learning a new language. Brantmeier (2005) found that anxiety about oral tasks may be a factor involved in the L2 reading process, while Horwitz, Horwitz and Cope (1991) described foreign language anxiety as a complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning which arise from the uniqueness of the language learning process. Other scholars, such as Chang (2010) also agree that anxiety and other factors, such as listening anxiety, play a major role in how students acquire an L2.

How Competency Levels May Lead to Feelings of Anxiety

Researchers have found that the arousal of anxiety most likely makes some students reluctant to speak their L2, and if language learners choose not to communicate, they will be unable to re-assess their competence. Oya, Manalo and Greenwood (2004) suggest that instructors should not assume absolute uniformity as far as the demands of different tasks on their students are concerned, as some tasks may simply be more challenging for some of their students, because of factors that the instructors have little control over. MacIntyre, Noels and Clement (1997) meanwhile, suggested that students who are reluctant to speak will not progress as rapidly as students who are more relaxed, and will, in turn, retain a high level of anxiety, while Chang (2010) suggested that listening anxiety does not decrease simply due to an improvement in listening competence. Chang (2010) in a study using 92 vocational college students in Taipei,

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Taiwan, aged 18 and 19, majoring in Applied English, used two groups: an Extensive Listening group and a Formal Instruction group, to offer some possible explanations for this. The first explanation was that the Extensive Listening group experienced a completely new learning approach, in which they did not receive formal instruction, second, the majority of the students were test-oriented learners, and third, the quantity of materials the Extensive Listening group studied was much greater than they had experienced previously. von Worde (2003) noted test anxiety as being high in regard to oral testing and listening exercises, while MacIntyre, Baker, Clement and Donovan (2003) found that anxiety reduction could possibly lead to further increases in perceived competence, further noting that those high in communication anxiety might be prone to underestimating their communicative competence. Finding ways to effectively reduce anxiety is the challenge many teachers face.

An inability to comprehend, having to participate in speaking practice, the way they are taught and how they are corrected by their instructors are all sources von Worde (2003) notes as being conducive to raising feelings of anxiety within students. von Worde (2003) involved 15 participants in an attempt to identify the factors, as perceived by students, that may contribute to anxiety, and those factors that may reduce anxiety in an attempt to understand more fully the role that anxiety may play in learning a foreign or second language. This study found that students' inability to comprehend what was being said in the classroom provoked considerable anxiety while speaking and being called on in class made the students feel overwhelmed. Also, several students were concerned that the class moved too quickly, and they did not have sufficient time to digest the rules and vocabulary. In terms of error correction, students in von Worde's 2003 study reported that they became frustrated when the teacher would correct the error before they had time to completely formulate a response. Na (2007) lends credence to von Worde (2003) in

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that Na (2007) attributes the existence of students' anxiety to their level of proficiency or comprehension, noting that in English classes where much of the communication is needed, high school students were more anxious than in their other classes.

Anxiety: Gender Differences in Second Language Acquisition

Soderman and Oshio (2008), in their study on 22 students at the 3e International School in Beijing, China, found that teachers in Eastern (Mandarin speaking) classes were more likely to rate girls rather than boys as being anxious. MacIntyre, Baker, Clement and Donovan (2003) also found that, in regard to their willingness to communicate (WTC), boys' levels of anxiety remained constant while girls showed an increase in WTC and a decrease in anxiety, which they linked to the onset of puberty. Baker and MacIntyre (2000) however, suggested that boys prefer L2 communication outside the classroom, whereas girls preferred in-class communication. Na (2007) noted that in general, females are more adept in language learning than males, pointing to research that has found that females usually score higher on English exams than their male counterparts. Therefore, as Na (2007) concludes, it is not hard to imagine that females are more confident in their abilities to learn a new language well, whereas males, who have a higher frequency of language learning failure, are inclined to attribute their bad performances in English classes to their low ability, thus making them more anxious.

Zheng (2008) found that language anxiety is not merely an add-on element that can be neglected in L2 acquisition; rather it is a central emotional construct that is essential in influencing second language learning. If students are unable to cope with their anxiety, their performance and willingness to learn may be affected. Na (2007) added that anxiety can play a somewhat debilitating role in language learning, noting that high-anxiety students, whether male or female, may be discouraged, lose faith in their abilities, escape from participating in

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classroom activities, and even give up the effort to learn a language well.

How Anxiety Relates to Students' Classroom Experiences

Learning English as a second language is a process that is accompanied by anxiety, which can negatively influence the performance of students (Kostyuk, et al., 2010). Another factor that may prohibit second-language learning can be found in von Worde (2003), who noted that some students felt that their teachers taught to the higher level or native speakers, also reporting a perception of being compared negatively to the native speakers. However, some research has shown that contact with the people and culture of the target language can possibly reduce anxiety (Na, 2007). In places such as China, where English learners, especially high school students, rarely have adequate opportunities to communicate and engage native speakers of English, students tend to experience more anxiety in English classrooms (Na, 2007).

Comparisons to their peers, learning strategies, interest in learning a second language, and motivation to learn a second language were named by Yan and Horwitz (2008) as the most immediate sources of anxiety experienced by students engaged in learning a second language. Another anxiety-causing factor associated with language learning comes from the speaking component of second-language learning. Khan and Zafar (2010) found that all of the students in their study saw increased anxiety levels when asked to respond orally during a vocabulary recall activity. Speaking in class in *one's* native tongue can often times be a daunting task, so it is easy to see how having to do so in a language a student is not entirely comfortable speaking can raise their level of anxiety. Cheng, Horwitz and Schallert (1999) echoed Khan and Zafar (2010) in that they found that some language learners may feel particularly anxious about speaking in the second language, further noting that L2 learners feel certain levels of anxiousness while engaging in writing tasks, alluding to the possibility that students may feel levels of anxiousness

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in reading and listening tasks.

Cheng, Horwitz and Schallert (1999) note that some anxious students may be afflicted by a low self-confidence when asked to speak a second language, while others may be largely influenced by the possibility of failure, flawed performances, and negative evaluations. Their research, conducted on 433 Taiwanese English majors, further indicates that some students may be affected in their writing by low writing-related self-esteem, negative affect toward the writing activity and fear of evaluation.

Also, Cheng, Horwitz and Schallert (1999) found that negative self-perceptions of language competencies play an important role in how the experiences of the subjects within their study attributed not only to their anxiety from simply being in the classroom, but their anxiety toward writing as well. Those findings are a major component to acquiring a second language. However, where non-traditional classroom structures are concerned, Pichette (2009), found that there is a tendency for writing anxiety to be lower in distance learning than in normal classroom learning. This is due in large part to the fact that those who enroll in distance learning, expect to write more. Yan and Horwitz (2008) referred to second language learning as a personal and ego-involving endeavor, with personal feelings expressly influencing their anxiety, concluding also that motivation, which has been found to be a strong predictor of success in language learning, is tied to other important learner variables such as goals, expectations, anxiety and learning strategies.

Effects of Anxiety on Second Language Learning

Scholars have studied the effects of anxiety on second language learning in various settings and amongst various subjects of differing grade and competency levels. von Worde (2003) notes myriad researchers who have consistently revealed that anxiety can impede foreign

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language production and achievement. von Worde (2003) found through interviews, that when students were asked to describe their feelings toward second language learning, several students provided examples of how anxiety led to frustration and even anger. For anyone who has been stressed, whether it is stress induced by an important assignment, work, or learning a new language, it is easy to see how frustration and anger towards the task at hand can impede progress. Na (2007) focused on the experiences of 115 second-year students. The data suggested, through the use of a questionnaire and an achievement test, that students have especially high levels of anxiety toward negative evaluations as well as the fact that levels of anxiety associated with English language learning, indeed affected their achievement. Of course other factors, aside from a negative evaluation, can lead to heightened levels of anxiety in new language learners.

MacIntyre, Noels and Clement (1997) found through their research, that there is a distinct relationship between language anxiety and their students' measure of achievement. Further evidence provided by MacIntyre and Gardner (1994) suggests that language anxiety tends to correlate with measures of performance in second language, but not in the native language. The findings of MacIntyre and Gardner (1994) seem plausible in that students would seemingly feel less apprehension to answer a question or perform learning tasks in a language in which they have achieved fluency. This shows that their anxiety is related to L2 learning and performance, rather than simply anxiety associated with academic performance.

Oya, Manalo and Greenwood (2004) found that individuals experiencing greater levels of anxiety would make more mistakes in their sentence construction; especially if they were speaking in a language they are not fully confident in using. Oya, Manalo and Greenwood (2004) were in line with MacIntyre and Gardner (1994), in that the former study used a similar model, obtaining similar results. Both studies looked at learning in three stages: input, processing and

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output. This is to say they studied how students received the information, understood the information, and relayed the information, whether through standardized tests or in class assignments. The studies found that anxiety affects all three stages. At the input level, anxiety arousal can limit a person's ability to pay attention, concentrate and encode information. At the processing stage, anxiety can impair cognitive processing, resulting in poor organization, storage and assimilation of information. Finally, at the output stage of the model, anxiety can negatively affect the organization and speed at which students retrieve information (Oya, Manalo & Greenwood, 2004). Other research has been conducted to find out how anxiety affects students' ability to learn an L2, as well as factors that promote anxiety.

How anxiety affects students' engagement in speaking activities was also the topic of Baker and MacIntyre (2000). Their study found that anxiety does not just affect low-level language learners, but that it in fact affects advanced speakers as well, noting that advanced speakers see themselves as competent, and therefore feel they must live up to certain social expectations, thus creating anxiety (Baker & MacIntyre, 2000). Some scholars (MacIntyre, Baker, Clement & Donovan, 2003) argued that the fundamental goal of L2 instruction should be to produce students who are willing to use the language for authentic communication. They desire their students learn the L2 because they intend to use it in their daily lives and are not just learning it to fulfill a graduation requirement. The two studies discussed here focus on students' willingness to communicate. Baker and MacIntyre (2000) found that students in an immersion program correlated anxiety with their willingness to communicate in their L2, further noting that among non-immersion students, perceived competence and not anxiety, was the key factor in determining their willingness to communicate. von Worde (2003) found that one form of anxiety came when students' teachers began to reprimand them before they had time to completely

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formulate a response whereas Pichette (2009) found that, in regards to the difference in learning Spanish rather than English in French-speaking Quebec, lower anxiety levels may have been attributed to cognateness, as Spanish resembles French more than English, especially in regard to pronunciation and syntax. Baker and MacIntyre (2000) also found, in regard to immersion students, that there was much more pressure on these students to speak well and meet performance standards, making anxiety a central factor for these students. They further noted that the greater communicative demands placed on the students in immersion settings, as well as the emphasis on performance, may leave to these students having heightened levels of anxiety. Regardless of the level of speaking competence, one thing seems to be certain, anxiety plays a role in the performance of second-language learners and it is the duty of the teacher to devise applicable strategies to try and lower their students' anxiety.

Strategies to Reduce Anxiety in Classrooms

One of the ways in which teachers can alleviate their students' anxiety levels is by using strategies that help reduce anxiety, rather than elevate it. Taking language pedagogy into account, one may notice that anxiety is not just an internal, private phenomenon generated by individual students alone, as their anxiety may be affected by external factors, such as teaching and test practices, peer interaction, overall task requirements and the instructional environment (Noormohamadi, 2009). Grounded theory analysis (GTA) can help to identify sources of anxiety as related to classroom instruction, as suggested in Xiu Yan and Horwitz (2008). The study, which included six Chinese graduate students studying at an American institution of higher learning, found, through the affinity-generating process, 12 major thematic variables related to anxiety. They were: regional differences; language aptitude; gender; foreign language anxiety; language learning interest and motivation; class arrangements; teacher characteristics; language

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learning strategies; test types; parental influence; comparison with peers; and achievement. Yan and Horwitz (2008) reported that in order to reduce students' anxious feelings, sources of anxiety in specific language learning settings should be identified and modified wherever possible.

Perhaps the students with the greatest need for modified or differentiated instruction are those students who have been found to have low self-confidence. Cheng, Horwitz and Schallert (1999) suggest that the identification of the link between low self-confidence and anxiety exacerbates the importance of providing non-threatening and supportive instructional environments where a heightened level of learners' self-confidence is likely to occur. In distance language classrooms, where second language learning occurs, Pichette (2009) found that using more extensive and detailed written materials, using portfolio assignments, providing more materials for test preparation, and including interesting and humorous content all went a long way to helping reduce language learners' anxiety levels.

Berho and Defferding (2005) concluded that the use of art from the target culture, as well as original pieces from the students provide a fertile teaching opportunity, as the creation of original art, as well as the considered analysis of artwork representative of target cultures, provide myriad opportunities for communicative activities in the four skill areas: reading; writing; speaking and listening. Practice and comprehension of those four areas are essential in the education of L2 learners. According to Khan and Zafar (2010), anxiety arousal at the early stages of processing will create cognitive deficits that can only be overcome when the individual has the opportunity to re-learn the missing material. Their research also notes that anxiety reduction alone might make a student feel better and improve their chances for future success, but it would not guarantee the recovery of material not previously learned, and therefore anxiety-reduction strategies should be accompanied by efforts to re-input information that the students

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may be missing or have improperly processed due to heightened levels of anxiety (Khan & Zafar, 2010). Researchers agree that anxiety is a cause of students' inability to process information, and therefore teachers must come up with ways to adequately reduce anxiety levels within their classrooms. Cho, Ahn and Krashen (2005), studied 37 fourth grade students using narrow reading techniques, which was described as having the advantage of providing the developing reader with a familiar context, or rather familiar background knowledge, that helps make texts more comprehensible. The results indicated that students showed more interest and confidence in reading in English, were more eager to read English, and showed more awareness of the benefits of narrow reading. Narrow reading is a strategy that relates more to student-centered instructional frameworks rather than older teacher-centered frameworks.

Moving away from a teacher-centered approach to a more student-centered approach seems to be the way of the present. Wu (2010) noted that English education in Taiwan has recently shifted from grammar-focused reading methods to more communication-oriented strategies. One factor affecting the student-centered approach however is the anxiety levels of L2 learners. MacIntyre, et. al (1998) noted that students' willingness to communicate (WTC) influenced how frequently L2 learners actively engaged in communicating in their second language. Wu (2010) addressed this learning dilemma through the use Communicative Language Teaching (CLT). Wu (2010) notes that CLT puts the focus on the learner, with the role of the teacher being that of the facilitator, adviser, and co-communicator. CLT is similar to the Sheltered Instruction Observational Protocol (SIOP) (Echevarria, Vogt & Short, 2000) in that its focus is on the student rather than the teacher. It allows for interaction between the students, and with that interaction, comes the practice of the target language. There are, of course, other student-centered approaches to learning.

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Cooperative Learning, according to Johnson (2005) as referenced in Suwantarathip and Wichadee (2010) is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. In this type of learning environment, not only are the students responsible for learning what is being taught, but also for helping teammates learn, helping to create an atmosphere of achievement. Suwantarathip and Wichadee (2010) further note that teachers can use this approach to stimulate students to acquire the knowledge, as well as create interpersonal and team skills. von Worde (2003) found that students endorsed group work as a means to both practice material and interact with their peers while also noting that small group work might allow anxious students additional time to practice before they were expected to participate with the entire class. The additional practice is therefore intended to lower students' levels of anxiety, helping them raise their levels of achievement.

Oya, Manalo and Greenwood (2004) focused their research on how a student's personality relates to their anxiety levels in regard to performing oral tasks. The research found that the instructors' expectations about the oral performance of their students should, to some extent, be adjusted depending on what they know about the personality characteristics of their students and the relative anxiety-inducing nature of the situations in which students are required to speak (Khan & Zafar, 2010). However, if students feel incompetent or if they expect to fail, anxiety probably results (MacIntyre, Noels & Clement, 1997). Students, no matter their age or grade level, need to feel competent in what they are doing in order to avoid heightened levels of anxiety. MacIntyre, Noels and Clement (1997) found that highly anxious students do not perceive their competence to be as high as an objective analysis may reveal it to be.

Casado and Dereshiwsky (2001) discussed seven affective techniques to alleviate feelings

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of anxiety as cited by modern-language teaching experts. These techniques include: 1) Making Students aware that being fluent and getting a good accent in the target language takes, in most cases, several years of study and practice; 2) Providing students with positive reinforcement and creating a relaxed classroom environment; 3) Helping students who have a mental block towards language learning by providing them with out-of-the-classroom assistance; 4) Conducting class activities in groups; 5) Explaining grammar concepts in beginning and elementary classes in the native, not in the target language; 6) Forming support groups for performance-concerned students so they can discuss concerns and difficulties encountered in language learning; 7) Using smaller classes to help instructors identify students experiencing anxiety and give them special attention and support.

Casado and Dereshiwsy (2001) also noted that besides these affective pedagogical methods, schools should adopt innovative approaches to minimize apprehension and maximize student achievement. Horwitz and Young (1991) note that anxiety-reducing activities cannot solve any sort of deep-seated or generalized personality problem, but they will however, be useful to teachers and students who simply want to understand and reduce the usual sort of overanxious feelings that sometimes tend to arise in language-learning situations. In regards to anxiety, Horwitz and Young (1991) note that teachers should strive to create learning conditions that will keep anxiety levels reasonably low, further concluding that teachers should encourage their learners to discuss anxiety openly, finding creative ways to lower their students' anxiety levels. Cheng, Horwitz and Schallert (1999) look to research on second language anxiety that appears to support language-skill-specific anxiety as a means to address pedagogical problems. The authors note that although there is clear recognition of speaking anxiety and writing anxiety, they were pleased to find a trend toward listening comprehension and reading anxiety, noting

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that this research foreshadows the development of more sensitive and appropriate measurement instruments that can diagnose learners' anxiety problems more accurately.

Research has shown that feelings of anxiety are a factor that can affect a person's ability to acquire a second language. Researchers have further noted its adverse effects on students, both those who are foreign language learners and those learning English as a second language. The research has shown distinctions between how anxiety affects both male and female language learners as well as affective strategies to help reduce language-learning anxiety. My proposed study will look to examine and reaffirm the extent to which anxiety affects a person's ability to acquire a second language.

Methodology

Anxiety is something that can affect every one of us and for various reasons. Students of all ages are susceptible to academic anxiety whether it is anxiety caused by an important test in their math class, a social studies project or, for the purposes of this study, when learning a second language. Anxiety, as described previously by Spielberger (1983), is subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system, and is one factor that can affect a students' ability to learn a second language.

The purpose of this research project was to look more specifically at how anxiety affects the second language acquisition of students in grades 9-12. Students may begin learning a second language much earlier than their freshman year of high school, some, in fact, will begin learning a second language before they begin to walk, however, for the purposes of this study, I focused only on second language acquisition at the high school level. The participants were English language learner (ELL) students, as well as native English speaking students learning a foreign language.

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Setting

The school, which is located in an urban area, is the second largest public high school in a predominantly rural county of Western New York, which enrolled 624 high-school-aged students (14-18) -- both male and female -- in Grades 9-12 during the 2009-10 school year (www.nystart.gov). The largest population subset was white (314, 50%), and was followed by Hispanic/Latino (223, 36%), African American (65, 10%), Asian/Native Hawaiian or Other Pacific Islander (18, 3%), and American Indian/Native Alaskan (4, 1%). District-wide, 919 (46%) of the students were eligible for the free lunch program, while 197 (10%) qualified for the reduced lunch program.

Participants

The participants for the study were selected due to the fact that this particular district has a large enough sample of both ESL and native-English speaking students for the study to be carried out. There were a total of twenty-three ESL students in the high school for the 2009-10 school year, and a total of 144 foreign language learners for the same school year. The foreign language students were enrolled in: Spanish, German, and French classes. Of the 23 ESL students tested for the New York State English as a Second Language Assessment Test (NYSESLAT), 4% tested as beginners, 26% intermediate, 22% advanced and 48% proficient on the listening and speaking portion, while 22% tested as beginners, 39% as intermediate, 22% advanced, and 17% as proficient on the reading and writing portion (nystart.gov). The specific students selected from the pool of high school ESL students and students studying in foreign languages were one transitional ESL student, one Spanish student, two French students and two German students. However, the present study initially sought to include six transitional ESL students, two native-English speaking students learning German, two learning French, and two

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learning Spanish. However, because only one of the ESL students was able to produce a parental consent form, the sample was changed from 12 to six, as only five foreign language learners were included in the sample size.

The study was undertaken through contact with the school district's superintendent, and the specific school's principal. A letter of consent, as well as an overview of the proposed study, was sent to the superintendent, and principal of the selected school, to inquire if they would be willing to allow the study to be carried out at the school. Once I obtained their permission to conduct the study, I sought out the teachers and asked for their cooperation, as well as the cooperation and participation of the students and their parents. Contact was made with the ESL and foreign language teachers to see if they would be willing to allow the study to be conducted in their classrooms. Upon gaining approval from the school, and with the full cooperation of the teachers, a letter of consent was issued to the students and their parents seeking permission to allow up to 15 students, but no less than 10, to participate in the study (see Appendix A for sample consent forms and letters). However, as previously mentioned, the sample size was limited to six participants. All of the participants were enrolled in a foreign language class or in the school's English as a Second Language program, in grades 9-12. For the purposes of the study, and for the purposes of equal representation, I looked to use an equal number of foreign language and ELL students, and all of the participants were recruited through the cooperation and consent of the school's administrators, teachers, the participants and their parent(s)/guardian(s). Unfortunately I was only able to enroll one ESL student in the study.

Design of study

The design of the study included both a self-reporting survey adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz and Cope (1986) and an oral

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survey method adapted from von Worde (2003). The FLCAS was a 33-item, self-report measuring instrument, which was scored on a five-point Likert Scale. The five points ranged from “strongly agree” to “strongly disagree”, and was developed to capture the specific essence of foreign language anxiety in a classroom setting, and to provide investigators with a standard measure (von Worde, 2003). The oral interview was comprised of five questions designed to help investigate the participants' experiences and attitudes towards foreign language learning, and how feelings of anxiety might affect their ability to acquire their L2, and were completed in a classroom setting.

The design of the study was both qualitative (through the use of the oral survey) and quantitative (through the use of the FLCAS). The first step was to allow the students to complete the FLCAS, while the second step was for the participants to complete the oral survey. For the purposes of this study, I originally intended to complete the data collection after the conclusion of the regular school day, as to not take any instructional time away from the participants or their teachers, but the teachers were more than willing to let me conduct both the FLCAS and oral survey during regularly-scheduled class time. The FLCAS took no longer than 15-20 minutes, and the oral survey should took no longer than 3-5 minutes.

The study focused on the participants' beliefs, experiences, and feelings in an attempt to better comprehend the phenomenon of anxiety associated with second-language-learning, and to better understand the following four research questions which this study sought to answer. The questions in the oral survey were first posited by von Worde (2003) and I hoped to further pursue an answer to them through this study. The questions were as follows:

1. Do students believe that anxiety hinders language acquisition?
2. Which factors do students believe contribute to anxiety?

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3. Which factors do students believe may help reduce anxiety?
4. How is anxiety manifested in the students?

Data collection

The study was carried out during the course of the normal school day, with a great deal of cooperation from the participant's teachers. I preferred not to take any instructional time away from the students, or their teachers, but the teachers were more than willing to allow me to conduct the study during regular class time. The participants were given a copy of the FLCAS, which they completed by circling the number of the answer that corresponded with how they felt about each individual item. When completed, the participants turned in their completed FLCAS to myself. For the oral survey, each participant was interviewed individually, until they answered the questions. Participants were not required to answer every question on either the FLCAS or the oral survey.

The oral surveys were recorded with an audio recorder, and later transcribed by myself and compared to the participants' FLCAS. Ideally, I completed the administration of the FLCAS, oral surveys over the course of a two-week period in late October. I planned on administering 3-5 FLCAS and oral surveys per day, keeping the participants grouped together in trios or quintets of ELL and foreign language students. The oral surveys were conducted on an individual basis. Both the FLCAS and transcriptions were coded by number to ensure the privacy of the participants and to allow for more coherent analysis of the data. The purpose of using both the FLCAS and the oral survey instrument was to provide a validity check for the study.

Data analysis

The data was analyzed by using the scoring guide for the FLCAS, which provided a means to chart the participants score on the 33-item self-reporting instrument. That score was

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matched to a range of scores to determine whether or not the participants were experiencing any form of anxiety brought on by learning a second language. An oral survey was also administered for further evidence as to whether or not anxiety is a significant deterrent to a person's ability to acquire a second language. After both the FLCAS was scored and the oral survey responses were transcribed, I looked to see if there were any areas of language learning that promoted heightened levels of anxiety.

Findings

The purpose of this study was to determine how anxiety affects a student's ability to learn a second language, whether it be students in an ESL class, or students in a foreign language class such as German, French or Spanish. To help understand the findings, the study sought to answer four essential questions: 1) Do students believe that anxiety hinders language acquisition?; 2) Which factors do students believe contribute to anxiety?; 3) Which factors do students believe may help reduce anxiety?; 4) How is anxiety manifested in the students? The initial presumption was that anxiety, in fact, was a contributing factor to a student's ability to acquire a second language. However, after the results were collected, and analyzed, the initial presumption did not appear to be true.

A total of 11 participants were contacted and enrolled in the study at its inception. Unfortunately, due to a lack of parental consent forms for five of the 11 participants, only six were able to participate. Of those six, all completed the 33-item FLCAS, a quantitative instrument used to determine to what extent anxiety affects a student's ability to learn a second language. The FLCAS's scoring range was 33-165, with 33 representing the lowest score and 165 the highest score. The FLCAS was broken down into five sub-ranges with scores of 33-64 representing very relaxed feelings toward anxiety, scores of 65-85 representing relaxed feelings,

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scores of 86-106 representing feelings of mild anxiety, scores of 107-123 representing feelings of anxiousness, and scores of 124-165 representing feelings of high anxiety.

In the present study, the range of responses on the FLCAS were 52-116 (see Appendix D), with a mean score of 76.16667, and a standard deviation of 26.36981. Half of the participants reported that they were very relaxed, one reported that they were relaxed, while two reported feelings of anxiousness while learning a second language. The FLCAS had a total of 10 questions related to positive statements (2, 5, 8, 11, 14, 18, 22, 24, 28, 32) while the other 23 were related to negative statements (1, 3, 4, 6, 7, 9, 10, 12,13, 15, 16, 17, 19, 20, 21, 23, 25, 26, 27, 29, 30, 31, 33). Of the 10 items related to positive statements, 39 of 60 (65%) favorable responses were recorded, while of the 23 items related to negative statements, 27 of 138 (19.565%) negative responses were recorded.

According to Horwitz, Horwitz & Cope (1986), there are three components of language anxiety – communication apprehension, test anxiety and fear of negative evaluation. The eight items for communication apprehension were 1, 9, 14, 18, 24, 27, 29 and 32, the five items related to test anxiety were 2, 8, 10, 19 and 21, while the nine items related to fear of negative evaluation were 3, 7, 13, 15, 20, 23, 25, 31 and 33. The final 11 items were placed in a group which could be described as anxiety of second language classes (Na, 2007). Of the eight items related to comprehension anxiety, 30 of 48 (62.5%) favorable responses were recorded, while of the five items related to test anxiety, 18 of 30 (60%) favorable responses were recorded. In terms of negative evaluation, 37 of 45 (56.923%) favorable responses were recorded, and in regard to anxiety of an L2, 40 of 60 (60.60%) favorable responses were recorded.

The data, included both strongly agree, agree, disagree and strongly disagree, were

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tabulated to compile the requisite information. With that in mind, the analysis of the data shows that the participants, in large part, do not display feelings of anxiety toward their learning of a second language. In fact, the majority of the participants seem to embrace learning a second language. As the data above suggests, when it comes to comprehension, test taking, being evaluated and general thoughts on the learning of a second language, the participants overwhelmingly reported no signs of anxiety, as a total of 125 favorable responses were recorded.

Along with the FLCAS, an oral survey instrument comprised of five questions was administered to four participants to help investigate the participants' experiences and attitudes towards foreign language learning, and how feelings of anxiety might affect their ability to acquire their L2. The five questions were: 1) What do you enjoy most about your ESL/Foreign Language class?; 2) When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?; 3) How do you think people in your classroom will react if you make mistakes?; 4) Do you have any ideas of ways to make the ESL/Foreign Language Class less stressful?; 5) How do you feel now, after addressing some of these issues?

As it was with the quantitative data, the results from the oral survey showed little to no negative effects of anxiety on second language acquisition. Two of the five questions (Nos. 2 and 3) on the oral survey were employed to determine how negative evaluation or stress may induce anxiety-causing reactions. In terms of how the participants react to a stressful situation, the majority of them reported that they actively seek a solution to whatever may be causing them stress. As one participant put it, "I normally seek a solution. I just try to go with the flow." Another participant offered this response, "Usually I tend to worry about it, but then I give up on (the worrying) and try to find a solution for it."

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Some of the participants reported that if they made a mistake in class, a number of their classmates might laugh at them, but they also noted that there was no malice intended. One participant, in regards to how their classmates might react if they made a mistake, stated that, “They just laugh, but they aren’t laughing at me.” Another participant stated that, “In my class, I don’t think they would be mean whatsoever. I think they would try to help you fix (the mistake).” All of the students also seemed to enjoy their ESL/foreign language classes.

One participant stated that, “It’s a lot of fun. It’s a very relaxed environment. If you get something wrong, you don’t get attacked. It’s a nice correction. You can move on and learn from your mistakes.” A second participant claimed that, “We’re learning something new and it’s a very at-ease atmosphere.” Further evidence that the participants seem to enjoy their ESL/foreign language learning experiences was offered by a third participant who noted that s/he enjoyed getting the opportunity to learn something that they would not normally get to learn. Overall, the study indicated that anxiety does not negatively affect the participants’ ability to learn a second language. However, only six participants were used, which may be too small of a sample to make a general statement in terms of to what extent anxiety affects the ability of all ESL/foreign language learners.

Discussion

Research has shown that the effects of anxiety can adversely affect a person’s ability to acquire a second language, which involves four levels of competency: speaking; listening; writing and reading. Woodrow (2006) found that anxiety can adversely affect oral communication for students speaking English, while MacItyre and Gardner (1989) concluded that anxiety leads to deficits in learning and performance. Saito, Horwitz and Garza (1999) found

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that students with higher levels of foreign language anxiety also tended to have higher levels of reading anxiety, noting that students with higher levels of reading anxiety received significantly lower grades than students with lower anxiety levels.

The relationship between communication competence and communication anxiety has concerned theorists in speech communication and in second language acquisition (Foss & Reitzel, 1988). However, Foss and Reitzel (1988) also noted that anxiety associated with foreign language learning differs from general communication anxiety, further noting that language learners have the dual task of not only learning a second language, but performing in it as well. How a student performs in the second language can potentially be seen as a manifestation of how anxiety affects a their ability to acquire a second language.

Teachers should be aware of the potential effects anxiety has on their students' abilities to acquire a second language. Matsuda and Gobel (2003), in a study on the possible relationships between general foreign language classroom anxiety and foreign language reading anxiety, found that one way to dissipate any feelings of anxiety, may be to foster the student's self-confidence, implying that teachers need to reduce anxiety and enhance self-confidence by encouraging students' involvement in classroom activities while at the same time creating a comfortable atmosphere. Matsuda and Gobel (2003) also noted that students feel more comfortable about speaking with small numbers of classmates than confronting the whole class. In terms of reading anxiety, Saito, Horwitz and Garza (1999) found that reading in a foreign language is anxiety provoking, also noting that there are two basic options for teachers to consider: 1) help students cope with the anxiety-producing situation; and 2) make the learning context less stressful. As for the present study, it was assumed that the participants would show signs of the effects of anxiety on second language acquisition. However, the results did not bare that assumption out.

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After analyzing the data, the findings suggested that in the majority for the participants, feelings of anxiety did not have any effect on their ability to acquire a second language. The methods employed were implemented in previous studies (von Worde, 2003 & Horwitz, Horwitz, & Cope, 1986) and were used in an attempt to better understand the phenomenon of how anxiety affects the acquisition of a second language. The lack of anxiety seen in the participants was likely due to the relaxed classroom atmosphere created by their teachers, in which their practices made learning fun and enjoyable.

Before undertaking the present study, I was aware that there were going to be limitations that I would encounter, and I feel I did as best as I could to overcome them. The main limitation I encountered was getting the students to turn in to their ESL/foreign language teacher, the parental consent form needed for them to take part in the study. Of the 11 students recruited, only six provided both their own, and parental consent. A limitation I knew I would encounter, and in fact did, was getting the participants to open up when doing the oral survey portion of the study. Having previous experience interviewing members of the age group enlisted, I knew that I was going to have trouble getting the participants to offer more than one or two word responses to the questions on the oral survey instrument. This is exactly what happened, but I feel with a few probes, I was able to get the students to open up enough on most of the questions to provide me with appropriate data.

Four research questions were posited before the present study was undertaken, and after the data was collected and analyzed, some answers can now be offered. In regards to whether or not students believe that anxiety hinders language acquisition, it appears that within this study, the answer is no. Only two of the participants provided scores on their FLCAS that classified them as experiencing anxiety which was caused by learning a second language. Furthermore,

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after conducting the oral survey, it became clear that the participants, for the most part, enjoyed their second-language learning experiences.

The second question asked which factors students believe contribute to anxiety. However, after analyzing the data, it was clear that the students did not believe anxiety hindered their ability to acquire a second language. In fact, of the 23 items that involved a negative statement, only 27 of 138 possible responses could be related to anxiety negatively affecting the students' abilities to acquire a second language. In terms of test anxiety, only one participant disagreed that they were at ease while taking tests while learning a second language. Four of the six participants disagreed that they were afraid that their ESL or foreign language teacher was ready to correct every mistake they made, further suggesting that anxiety was low on their lists of factors that impede their ability to acquire a second language.

The third question asked which factors they believe may help reduce anxiety while the fourth question inquired as to how anxiety is manifested in the students. Because the results of the present study suggested that anxiety did not limit the majority of the participants' ability to acquire a second language, it was hard to answer the two previously mentioned questions. However, in the two participants that did indicate that they experience heightened levels of anxiety while learning a second language, two of the participants suggested that they worry about the consequences of failing their ESL or foreign language class while those same two participants also indicated that they start to panic when they have to speak in their ESL/foreign language class without proper preparation. Those two findings suggest that anxiety may manifest in the participants is fear of negative evaluation, or rather a fear of failing.

Although I was aware the results of the present study could show that anxiety is not a root cause of a student's ability to acquire a second language. However, I did not expect the

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results to suggest that anxiety had as little effect on their ability to acquire a second language as they did. Perhaps the participants were telling the truth on the FLCAS and the results are an accurate representation of their feelings toward whether or not anxiety affects their ability to learn a second language. A final limitation that the study presented was the chance that the participants either over reported, or under-reported their feelings of whether or not anxiety negatively affected their ability to acquire a second language. After talking with a four of the six participants however, I do not believe that the participants under-reported, or over-reported on any of the items of the FLCAS. During the study, I spent some time speaking with the participants' teachers, and saw the teachers in action. They were both relaxed, and in turn, provided their students with what appeared to be a stress-free environment in which to learn a second language. The participants, and their classmates, engaged in activities that both encouraged independent learning, as well as activities that had them practicing speaking with one another. The speaking activities help students learn a second language, as it encourages speaking fluency, as well as positive interactions with those that may speak the language with greater fluency. The fact that the teachers provide a relatively stress-free and calm learning atmosphere, may have led to the results that the current study provided. Due to the lack of responses on the FLCAS that would have indicated heightened levels of anxiety while learning a second language, it appears that the teachers' abilities to create a positive learning environment has lowered their students' levels of anxiety.

Whether or not anxiety affects a much larger portion of the populations' ability to acquire a second language is one thing that the present study cannot confirm. However, there is enough research to suggest that anxiety does in fact pose some threat to students ability to learn an L2, and unfortunately, because no two people are ever alike, anxiety is something that will most

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likely never be fully eradicated when it comes to speaking, reading, writing or even listening and trying to comprehend a second language.

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Appendix A

Foreign Language Classroom Anxiety Scale

1. I never feel quite sure of myself when I am speaking in my foreign language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

2. I don't worry about making mistakes in language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

3. I tremble when I know that I'm going to be called on in language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

5. It wouldn't bother me at all to take more foreign language/ESL classes.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

6. During language/ESL class, I find myself thinking about things that have nothing to do with the course.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

7. I keep thinking that the other students are better at languages than I am.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

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8. I am usually at ease during tests in my language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

9. I start to panic when I have to speak without preparation in language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

10. I worry about the consequences of failing my foreign language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

11. I don't understand why some people get so upset over foreign language/ESL classes.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

12. In language/ESL class, I can get so nervous I forget things I know.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

13. It embarrasses me to volunteer answers in my language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

1. Strongly agree
2. Agree
3. Neither agree nor disagree

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4. Disagree
5. Strongly disagree

16. Even if I am well prepared for language/ESL class, I feel anxious about it.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

17. I often feel like not going to my language class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

18. I feel confident when I speak in foreign language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

19. I am afraid that my language/ESL teacher is ready to correct every mistake I make.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

21. The more I study for a language/ESL test, the more confused I get.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

22. I don't feel pressure to prepare very well for language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

1. Strongly agree

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2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

25. Language/ESL class moves so quickly I worry about getting left behind.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

26. I feel more tense and nervous in my language/ESL class than in my other classes.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

27. I get nervous and confused when I am speaking in my language/ESL class.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

28. When I'm on my way to language/ESL class, I feel very sure and relaxed.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

29. I get nervous when I don't understand every word the language/ESL teacher says.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree

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5. Strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

1. Strongly agree

2. Agree

3. Neither agree nor disagree

4. Disagree

5. Strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

1. Strongly agree

2. Agree

3. Neither agree nor disagree

4. Disagree

5. Strongly disagree

33. I get nervous when the language/ESL teacher asks questions which I haven't prepared in advance.

1. Strongly agree

2. Agree

3. Neither agree nor disagree

4. Disagree

5. Strongly disagree

Appendix B
Oral Survey Instrument

What do you like best about your foreign language/ESL class?

- 1) When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?
- 2) How do you think people in your classroom will react if you make mistakes?
- 3) Do you have any ideas of ways to make the ESL/foreign language class less stressful?
- 4) How do you feel now, after addressing some of these issues?

Oral survey responses:

What do you enjoy most about your ESL/Foreign Language class?

Participant 1: "My friends. And we get to talk in English."

Participant 2: "I like getting the opportunity to learn something that you wouldn't normally get to learn."

Participant 3: "It's a lot of fun. It's a very relaxed environment. If you get something wrong, you don't get attacked. It's a nice correction, you can move on and learn from your mistakes."

Participant 4: "We're learning something new and it's a very at-ease atmosphere."

When you find yourself in a stressful situation, do you primarily worry, or do you actively seek a solution?

P1: "I try to get away, try to get out of the situation. I try to do my best, but if I can't, I will go in early the next day and ask the teacher for help."

P2: "I normally seek a solution. I just try to go with the flow."

P3: "I try and look for a solution."

P4: "Usually I tend to worry about it, but then I give up on (the worrying) and try to find a solution for it."

How do you think people in your classroom will react if you make mistakes?

P1: "They just laugh. But they aren't laughing at me."

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P2: "In my class, I don't think they would be mean whatsoever. I think they would try to help you fix (the mistake)."

P3: "We just kind of laugh it off. I'm pretty good at French, so if I make a mistake, they just make a little joke and we move on."

P4: "I usually just get corrected, but it's all good. We're there to learn anyway."

Do you have any ideas of ways to make the ESL/Foreign Language Class less stressful?

P1: "We try to do our best and make the class relaxed, but sometimes we can't. I just try and do my work."

P2: "From my experience with my German teacher, there's no pressure put on you whatsoever."

P3: "Not really."

P4: "Not really. I think (the teacher) does a really good job."

How do you feel now, after addressing some of these issues?

P1: "I feel happy."

P2: "I feel good. It feels good to talk about it."

P3: "I feel relieved."

P4: "Pretty good."

Appendix C
Letters of Consent

How Anxiety Affects Second Language Acquisition

I, _____, the principal of _____, do hereby give consent to Gilbert W. Snyder III, a student in the Teaching English to Speakers of Other Languages (TESOL) program, at the State University of New York at Fredonia, to conduct a research study designed to study how anxiety affects second language acquisition in English language learners (ELLs), as well as native English speaking students who are enrolled in foreign language classes (Spanish, German, French).

There are no known risks if you decide to participate in this research study. There are no costs to you, or the participants for participating in the study. The information the participants will provide will help me to better understand how anxiety affects a person's ability to acquire a second language. There will be two parts to your participation. The first part will be a self-reporting survey called the Foreign Language Classroom Anxiety Scale, which the participants will base their responses to from their own experiences. The items will be scored on 5-point Likert scale, with the responses ranging from "Strongly disagree" to "Strongly agree." The second part of the survey will include a 10 question oral survey, which will be recorded using an audio device. The self-reporting survey should take no more than 15-20 minutes, with the oral survey taking no more than 20-25 minutes. The information collected may not benefit you, or the participants directly, but the information collected during this study should provide more general benefits.

This survey is anonymous. The participants will not write their names on the survey. No one will be able to identify their surveys, or their answers, and no one will know whether or not they participated in the study. Individuals from SUNY Fredonia and the Institutional Review Board may inspect these records. Should the data be published, no individual information will be disclosed.

The participants' participation in this study is voluntary. By completing the FLCAS and oral survey, they are voluntarily agreeing to participate. The participants will be asked to be sure to answer all questions on the FLCAS, and answer, to the best of their abilities, all of the questions on the oral survey. The participants may also withdraw consent from the study at any time they see fit.

If you have any questions about the study, please contact Gilbert W. Snyder III at snyd9895@fredonia.edu, or at 716-410-5468.

The SUNY Fredonia Institutional Review Board has reviewed my request to conduct this project. If you have any concerns about your rights, or the rights of the participants in this study, please contact Maggie Bryan-Peterson, Human Subjects Administrator and Director, Office of Sponsored Programs Phone: 673-3528; e-mail: petersmb@fredonia.edu.

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

How Anxiety Affects Second Language Acquisition

I, _____, the parent/guardian of _____, do hereby give consent to Gilbert W. Snyder III to use my child in his research study designed to study how anxiety affects second language acquisition in English language learners (ELLs), as well as native English speaking students who are enrolled in foreign language classes (Spanish, German, French).

Gilbert W. Snyder III is a student in the Teaching English to Speakers of Other Languages (TESOL) program, at the State University of New York at Fredonia. The study is being conducted as partial fulfillment of a Masters of Education degree.

There are no known risks if you decide to allow your child to participate in this research study. There are no costs to you, or your child for participating in the study. The information the participants will provide will help me to better understand how anxiety affects a person's ability to acquire a second language. There will be two parts to your child's participation. The first part will be a self-reporting survey called the Foreign Language Classroom Anxiety Scale, which your child will base their responses to from their own experiences. The items will be scored on a 5-point Likert scale, with the responses ranging from "Strongly disagree" to "Strongly agree." The second part of the survey will include a 10 question oral survey, which will be recorded using an audio device. The self-reporting survey should take no more than 15-20 minutes, with the oral survey taking no more than 20-25 minutes. The information collected may not benefit your child directly, but the information collected during this study should provide more general benefits.

The surveys are anonymous, and your child will not write their names on the surveys. No one will be able to identify their surveys, or their answers, and no one will know whether or not they participated in the study. Individuals from SUNY Fredonia and the Institutional Review Board may inspect these records. Should the data be published, no individual information will be disclosed.

Your child's participation in this study is voluntary. By completing the FLCAS and oral survey, they are voluntarily agreeing to participate. Your child will be asked to be sure to answer all questions on the FLCAS, and answer, to the best of their abilities, all of the questions on the oral survey. Your child may also withdraw consent from the study at any time you, or they see fit.

If you have any questions about the study, please contact Gilbert W. Snyder III at snyd9895@fredonia.edu, or at 716-410-5468.

The SUNY Fredonia Institutional Review Board has reviewed my request to conduct this project. If you have any concerns about your rights, or the rights of the participants in this study, please contact Maggie Bryan-Peterson, Human Subjects Administrator and Director, Office of Sponsored Programs Phone: 673-3528; e-mail: petersmb@fredonia.edu.

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

How Anxiety Affects Second Language Acquisition

I, _____, after being invited to participate in a research study about how anxiety affects second language acquisition in English language learners (ELLs), as well as native English speaking students who are enrolled in foreign language classes (Spanish, German, French), do agree to participate in the above mentioned study.

The study will be conducted by Gilbert W. Snyder III, a student in the Teaching English to Speakers of Other Languages (TESOL) program, at the State University of New York at Fredonia. The study is being conducted as partial fulfillment of a Masters of Education degree.

There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The information you provide will help me to better understand how anxiety affects a person's ability to acquire a second language. There will be two parts to your participation. The first part will be a self-reporting survey called the Foreign Language Classroom Anxiety Scale, which you will base your responses to on your own experiences. The items will be scored on 5-point Likert scale, with the responses ranging from "Strongly disagree" to "Strongly agree." The second part of the survey will include a 10 question oral survey, which will be recorded using an audio device. The self-reporting survey should take no more than 15-20 minutes, with the oral survey taking no more than 20-25 minutes.

The information collected may not benefit you directly, but the information learned in this study should provide more general benefits.

This survey is anonymous. Do not write your name on the survey. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Individuals from SUNY Fredonia and the Institutional Review Board may inspect these records. Should the data be published, no individual information will be disclosed.

Your participation in this study is voluntary. By completing the FLCAS and oral survey, you are voluntarily agreeing to participate. Please be sure to answer all questions on the FLCAS, and answer, to the best of your abilities, all of the questions on the oral survey.

If you have any questions about the study, please contact Gilbert W. Snyder III at snyd9895@fredonia.edu, or at 716-410-5468.

The SUNY Fredonia Institutional Review Board has reviewed my request to conduct this project. If you have any concerns about your rights in this study, please contact Maggie Bryan-Peterson, Human Subjects Administrator and Director, Office of Sponsored Programs Phone: 673-3528; e-mail: petersmb@fredonia.edu.

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

Gilbert W. Snyder III
3697 East Lake Road
Dunkirk, N.Y. 14048
April 19, 2011

Dear Mr. Lyons,

I am currently enrolled as a graduate student in the Teaching English to Speakers of Other Languages (TESOL) program at SUNY Fredonia. During the fall semester I will be looking to conduct a survey measuring the affects of anxiety on second-language acquisition. For me to be able to complete this study, I will need participants, and therefore I am asking for your permission to allow 15-20 of your students to participate in my proposed study. Ideally I would like to use 10 foreign language and 10 English as a Second Language students. The participants will be asked to complete a Foreign Language Classroom Anxiety Scale (FLCAS), as well as an oral survey consisting of 10 questions designed to measure levels of anxiety they experience in the classroom.

I will be proposing that the study be conducted during the school day; however, if that time frame is not acceptable, I will ask that the study be conducted after the regular school day has concluded. The purpose of my study will be to examine how certain aspects of students' educational experiences within a foreign language/ESL classroom can cause feelings of anxiety. It is through the use of the FLCAS and oral survey that I hope to find the answers to my research questions.

Thank you for your time and consideration,

Gilbert W. Snyder III

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

Appendix D FLCAS Scoring Guide

| | SA | A | N | D | SD | |
|----|----|---|---|---|----|--|
| 1 | 5 | 4 | 3 | 2 | 1 | |
| 2 | 1 | 2 | 3 | 4 | 5 | |
| 3 | 1 | 2 | 3 | 4 | 5 | |
| 4 | 5 | 4 | 3 | 2 | 1 | |
| 5 | 1 | 2 | 3 | 4 | 5 | |
| 6 | 5 | 4 | 3 | 2 | 1 | |
| 7 | 5 | 4 | 3 | 2 | 1 | |
| 8 | 1 | 2 | 3 | 4 | 5 | |
| 9 | 5 | 4 | 3 | 2 | 1 | |
| 10 | 5 | 4 | 3 | 2 | 1 | |
| 11 | 1 | 2 | 3 | 4 | 5 | |
| 12 | 5 | 4 | 3 | 2 | 1 | |
| 13 | 5 | 4 | 3 | 2 | 1 | |
| 14 | 1 | 2 | 3 | 4 | 5 | |
| 15 | 5 | 4 | 3 | 2 | 1 | |
| 16 | 5 | 4 | 3 | 2 | 1 | |
| 17 | 5 | 4 | 3 | 2 | 1 | |
| 18 | 1 | 2 | 3 | 4 | 5 | |
| 19 | 5 | 4 | 3 | 2 | 1 | |
| 20 | 5 | 4 | 3 | 2 | 1 | |
| 21 | 5 | 4 | 3 | 2 | 1 | |
| 22 | 1 | 2 | 3 | 4 | 5 | |
| 23 | 5 | 4 | 3 | 2 | 1 | |
| 24 | 5 | 4 | 3 | 2 | 1 | |
| 25 | 5 | 4 | 3 | 2 | 1 | |
| 26 | 5 | 4 | 3 | 2 | 1 | |
| 27 | 5 | 4 | 3 | 2 | 1 | |
| 28 | 1 | 2 | 3 | 4 | 5 | |
| 29 | 5 | 4 | 3 | 2 | 1 | |
| 30 | 5 | 4 | 3 | 2 | 1 | |
| 31 | 5 | 4 | 3 | 2 | 1 | |
| 32 | 1 | 2 | 3 | 4 | 5 | |
| 33 | 5 | 4 | 3 | 2 | 1 | |
| | | | | | | |

HOW ANXIETY AFFECTS SECOND LANGUAGE ACQUISITION

FLCAS Scores

| | Part. 1 | Part. 2 | Part. 3 | Part. 4 | Part. 5 | Part. 6 |
|--------|-----------|-----------|-----------|-----------|------------|------------|
| 1 | 2 | 1 | 4 | 2 | 2 | 3 |
| 2 | 3 | 1 | 1 | 2 | 3 | 2 |
| 3 | 2 | 1 | 3 | 2 | 1 | 3 |
| 4 | 1 | 1 | 2 | 2 | 4 | 3 |
| 5 | 1 | 1 | 1 | 2 | 3 | 3 |
| 6 | 2 | 3 | 1 | 3 | 3 | 3 |
| 7 | 2 | 2 | 1 | 4 | 2 | 3 |
| 8 | 1 | 1 | 3 | 2 | 2 | 5 |
| 9 | 2 | 1 | 1 | 1 | 4 | 5 |
| 10 | 1 | 1 | 2 | 5 | 5 | 4 |
| 11 | 2 | 5 | 3 | 2 | 4 | 5 |
| 12 | 1 | 1 | 1 | 2 | 4 | 5 |
| 13 | 2 | 2 | 1 | 2 | 2 | 3 |
| 14 | 2 | 1 | 2 | 2 | 4 | 3 |
| 15 | 3 | 1 | 1 | 2 | 3 | 5 |
| 16 | 2 | 4 | 3 | 2 | 4 | 5 |
| 17 | 1 | 1 | 1 | 2 | 3 | 4 |
| 18 | 2 | 5 | 1 | 2 | 3 | 3 |
| 19 | 1 | 1 | 3 | 2 | 4 | 1 |
| 20 | 1 | 1 | 1 | 2 | 2 | 2 |
| 21 | 1 | 5 | 1 | 2 | 3 | 3 |
| 22 | 2 | 2 | 2 | 2 | 4 | 5 |
| 23 | 1 | 2 | 2 | 4 | 2 | 2 |
| 24 | 2 | 2 | 5 | 2 | 2 | 5 |
| 25 | 1 | 1 | 2 | 2 | 3 | 4 |
| 26 | 1 | 1 | 1 | 2 | 3 | 4 |
| 27 | 1 | 1 | 1 | 2 | 2 | 3 |
| 28 | 1 | 1 | 1 | 2 | 3 | 2 |
| 29 | 2 | 1 | 1 | 2 | 4 | 3 |
| 30 | 1 | 1 | 1 | 2 | 4 | 5 |
| 31 | 1 | 1 | 1 | 2 | 2 | 5 |
| 32 | 2 | 2 | 1 | 4 | 3 | 1 |
| 33 | 2 | 1 | 3 | 2 | 3 | 5 |
| Scores | 52 | 56 | 58 | 75 | 100 | 116 |



Request for Human Subjects Review

Complete both Part I and Part II of this application.
Return to Human Subjects Review Committee, SUNY
Fredonia, E 230 Thompson Hall. Phone: 716 673-3528;
FAX 716 673-3802.

Part I

Project Name: ___How Anxiety Affects Second Language Acquisition_

Principal Investigator #1: Gilbert W. Snyder III

Check one of the following: ___ Faculty/Staff Principal Investigator
___X_ Student Principal Investigator

Signature of Principal Investigator #1

Department: Education. Phone Number: 716-410-5468
Campus Address: _3697 East Lake Road, Dunkirk, NY, 14048
Email Address: snyd9895@fredonia.edu

Principal Investigator #2:

Check one of the following: ___ Faculty/Staff Principal Investigator
___ Student Principal Investigator

Signature of Principal Investigator #2

Department: _____ Phone Number: _____
Campus Address: _____ Email Address: _____

(Additional Principal Investigators' information should be in the same format on an attached sheet.)

STUDENT PRINCIPAL INVESTIGATORS MUST LIST THE SUPERVISING FACULTY MEMBER AND HAVE THE FACULTY SPONSOR SIGN THE FACULTY VERIFICATION THAT APPEARS BELOW.

Faculty Sponsor: Dr. Janiel Rey

Faculty Verification: I have read this student's Application for Human Subjects (Part I and Part II). I accept responsibility for the manner in which this study will be carried out. I am convinced that benefits from this research outweigh any risks.

Number of Subjects: 15-20

Type of Subjects: __x_ Male __x_ Female

Check all that apply: ___ Adults, note the age range: _____

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Special subjects (Protected classes)

Individuals with disabilities Prisoners

Type of Procedures:

Check all that apply

Review of record

Interview

Hypnosis

Observation

Videotaping

Photographs

Self-disclosure

Threats/Embarrassment

Survey (mail-in, phone, in-person, in-class, on-line)

Standardized Tests

Recording of identifiable personal data

Other

(specify) _____

—

Where will research take place? Off campus Indicate place Chautauqua County _____

On campus Indicate place _____

Time and Length:

Date study will begin: N/A _____

Date study will end: N/A _____

Will subjects be compensated? No
 Yes

If yes, specify nature and/or amount _____

Under what terms will subjects be compensated: _____

Who will obtain consent? The principal investigator will obtain consent from the principal, teachers, and students, as well as their parent(s)/guardian(s).

I have completed the CITI On-Line Human Subjects Protection Training. A Certificate (or copy) is:

(Circle one)

on file in the Research Office. Attached.

NOTE: For students, the supervising faculty member must also have completed the training.

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Committee Use Only

Type of Review: Exempt Expedited Full Committee Emergency

Approval Date: _____

Closure date: _____

Memorandum received:

Starting Research: Yes No

Ended Research: Yes No

Application for the Use of Human Subjects - Part II

Please address each numbered item in the order given. Incomplete applications will be returned to the principal investigator. If there are sections that are not applicable to your research, please explain why. Use the following as your guide:

1. Name the principal investigator. Describe his/her qualifications and any relevant experiences; **attach a copy of the vitae of the principal investigator and faculty sponsor, if appropriate.** If a student has been identified as the principal investigator, the role of the faculty sponsor(s) in guaranteeing compliance with the procedures outlined in this application as well as compliance with the regulations governing the use of human subjects must be mentioned.

Faculty sponsors should meet with student researchers to review human subjects protection and to monitor data collection.

I, Gilbert Walter Snyder III, will be acting as the principal investigator. I have worked with English language learners (ELLs) in the past as both a tutor and a substitute teacher in the Dunkirk City School District. Also, during the Spring semester of 2011 at SUNY Fredonia, as a part of EDU540, I worked with an ELL student for 10 sessions, and could see some apprehension, as well as some signs of anxiety when it came to the student having to take a test. I have previously taken two research courses at SUNY Fredonia – EDU 570 and EDU 660 – and I will be enrolled in EDU 690 when the study will be conducted.

2. Explain the procedures involved to carry out your ***in detail***. What is the overall goal of your study and what are your specific objectives? What will you do? What will the subjects do? A list of the steps in your study is often helpful. It is important that you describe your research protocol in enough detail that an uninformed reader can understand what is involved in your research project.

The purpose of this research project will be to look more specifically at how anxiety affects the second language acquisition of students in grades 9-12. Students may begin learning a second language much earlier than their freshman

year of high school, some, in fact, will begin learning a second language before they begin to walk, however, for the purposes of this study, I will focus only on second language acquisition at the high school level. The participants will be ELL students, as well as native English speaking students learning a foreign language. The design of the study will include both a self-reporting survey adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Horwitz and Cope (1986) and an oral survey method adapted from von Worde (2003). The FLCAS is a 33-item, self-report measuring instrument, which is scored on a five-point Likert Scale. The five points range from “strongly agree” to “strongly disagree”, and was developed to capture the specific essence of foreign language anxiety in a classroom setting, and to provide investigators with a standard measure (von Worde, 2003). The oral survey will be comprised of 10 questions designed to help investigate the participants' experiences and attitudes towards foreign language learning, and how feelings of anxiety might affect their ability to acquire their L2. The design of the study is both qualitative (through the use of the oral survey) and quantitative (through the use of the FLCAS). The first step will be to allow the students to complete the FLCAS, while the second step will be for the participants to complete the oral survey. For the purposes of this study, I will look to complete the data collection after the conclusion of the regular school day, as to not take any instruction time away from the participants or their teachers. The FLCAS should ideally take no longer than 15-20 minutes, and the oral survey should take no longer than 20-25 minutes, in an ideal situation.

The study will focus on the participants' beliefs, experiences, and feelings in an attempt to better comprehend the phenomenon of anxiety associated with second-language-learning, and better understand the following four research questions which this study seeks to answer. The questions in the oral survey were first posited by von Worde (2003) and I hope to further pursue an answer to them through this study. The questions are as follows:

5. Do students believe that anxiety hinders language acquisition?
 6. Which factors do students believe contribute to anxiety?
 7. Which factors do students believe may help reduce anxiety?
 8. How is anxiety manifested in the students?
3. Describe the individuals who will participate in your study, noting their age (or age ranges), gender, ethnic background, and health status (if known). Mention other characteristics that make your subjects identifiable (for example, “elderly males living in supervised living arrangements in rural Chautauqua County”). There are protected classes of subjects (i.e., pregnant women, children under the age of 18 years, individuals with disabilities, prisoners, and any individual viewed as vulnerable). If your subject pool includes members of these protected classes or has the potential for inclusion of these protected classes, full Human Subjects Review Committee review will be necessary and the more complete your Request for Review, the more likely a timely approval will be issued.

The participants for the proposed study will be selected due to the fact that this particular district has a large enough sample of both ESL and native-English speaking students to carry out the study. There were a total of twenty-three ESL students for the 2009-10 school year and a total of 144 foreign language learners for the same school year. The foreign language students were enrolled in were:

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Spanish, German, and French classes. Of the 23 ESL students tested for the New York State English as a Second Language Assessment Test (NYSESLAT) 4% tested as beginners, 26% intermediate, 22% advanced and 48% proficient on the listening and speaking portion, while 22% tested as beginners, 39% as intermediate, 22% advanced, and 17% as proficient on the reading and writing portion (nystart.gov).

The study will be undertaken through contact with the school principal, then by seeking out the teachers' cooperation, as well as the cooperation and participation of the students and their parents. A letter of consent, as well as an overview of the proposed study, will be sent to the principal of the selected school to inquire if the principal would be willing to allow the study to be carried out at the school. Contact will then be made with the ESL and foreign language teachers to see if they would be willing to allow the study to be conducted in their classrooms. Upon gaining approval from the school, and with the full cooperation of the teachers, a letter of consent will be issued to the students and their parents seeking permission to allow up to 20 students, but no less than 15, to participate in the study (see Appendix A for sample consent forms and letters). All of the participants will have to be enrolled in a foreign language class or in the school's English as a Second Language program, in grades 9-12. For the purposes of the study, and for the purposes of equal representation, I will look to use an equal number of foreign language and ELL students, and all of the participants will be recruited through the cooperation and consent of the school's administrators, teachers, the participants and their parent(s)/guardian(s).

4. Identify the data you hope to collect and how you will collect those data. Mention all instruments you will use and **attach a copy of these instruments to your application**. Please note that if you are using a piece of equipment, you just need to describe that equipment. Describe how you will use the information you collect; that is, to further research on your topic, to further research, to provide some form of treatment, to improve student performance, etc. Describe what will happen to the data/videotapes/audiotapes you collect upon the completion of the study.

Ideally, the study will be carried out after school, depending on the level of cooperation provided by the ESL and foreign language teachers. I would prefer not to take any instructional time away from the students, or their teachers. The participants will be given a copy of the FLCAS, which they will complete by circling the number of the answer that corresponds with how they feel about each individual item. When completed, the participants will turn in their completed FLCAS to myself. For the oral survey, each participant will be interviewed individually, until all questions have been answered. The oral surveys will be recorded with an audio recorder, and later transcribed by myself and compared to the participants' FLCAS. Once all of the FLCAS and oral surveys are completed, I will ask all of the participants to come together for a group discussion. Ideally, I would like to complete the administration of the FLCAS, oral surveys and group discussion over the course of the school week (Monday-Friday). I plan on administering 3-5 FLCAS and oral surveys per day, keeping the participants grouped together in trios or quintets of ELL and foreign language students. The oral surveys will be done individually. Both the FLCAS and transcriptions will be

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coded by number to ensure the privacy of the participants and to allow for more coherent analysis of the data. The purpose of using both the FLCAS and the oral survey instrument is to provide a validity check for the study.

The data will be analyzed by aligning the participants' self-reported FLCAS scores with their responses to the oral surveys to see if there is any correlation, or discrepancies between their FLCAS responses and their responses to the oral survey items. This will provide for validity in their responses. I will then look to see what the average score of all the participants on the FLCAS items were, to see if there if there are any areas of language learning that promote heightened levels of anxiety.

5. Describe how you will recruit subjects for your study and how you will handle obtaining their informed consent for participation. Informed consent is one of the most important components of conducting research that involves living human subjects. State who will obtain consent and what information on your study will be provided to potential subjects. Federal regulations mandate that if a research study involves subjects under 18 years of age, consent must be obtained from the parent or legal guardian AND the minor child. You must have two separate forms when minor children are involved in your research: a parent form and a child consent form. Here at *Fredonia*, a child's consent form must be included in research protocol involving children ages 5 to 17 years. The language used in a minor child consent form must be appropriate to the age of the child. **You must attach a copy of all consent forms to your application.**

The subjects will be recruited by making contact with a high school in Chautauqua County that has a student population that includes both ELL students, as well as foreign language learners. I will obtain their informed consent by first seeking consent to conduct the study from the building's administrator (principal), then, I will seek the consent for participation from the ESL and foreign language teachers, in the event that the study cannot be undertaken after the normal school day. Finally, I will seek the consent of the student participants, as well as their parent(s)/guardian(s). I will include in the consent form the purpose of the study, a description of the study, and the expectations of the participants.

To ensure that your consent forms meet federal standards, please include

- a. a statement that this is research
 - b. the purpose of your study
 - c. a description of your procedures
 - d. how long subjects will be involved in your study
 - e. both the potential benefits and the risks and/or discomforts of participants
 - f. any alternatives to the treatment you provide, if appropriate
 - g. how confidentiality of subjects and their data will be maintained
 - h. a statement that participation is voluntary and that the subjects can withdraw at any time without penalty; and
 - i. the names and phone numbers of contact people for your study.
6. This component contains four parts:

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- a. Identify any potential risks: physical, psychological, social, legal, or another type of risk. Mention the likelihood of these risks occurring and their seriousness. Describe alternative treatments that might be advantageous to the subjects.

I do not foresee any potential risks, physical, psychological, social, legal, or otherwise. The study does not involve any physical activities, nor will it involve any activities that will involve any social or legal ramifications. Perhaps the only psychological effects of the study is if any of the participants have severe reactions to anxiety causing phenomena, such as having to take any kind of assessment, educational, or research related. A possible solution to this would be to inform the participants that I will be the only one graded on the outcome of the information they provide. Hopefully, that will lower their anxiety, and they will provide the most valid responses to the items on the FLCAS, as well as during the oral survey.

- b. Where appropriate, state how you will ensure that your subjects receive necessary medical or professional intervention if they have adverse effects to your treatment/research protocol.

N/A

- c. Tell how you will maintain the safety of your subjects during your study.

The participants' safety will not be in danger, and I cannot not see any scenario during my study where their safety will be in jeopardy.

- d. If there are risks in your study, tell how the risks are balanced by the benefits to be gained by the subjects from their participation in your study. Also mention the relationship of the risks to the knowledge that will be gained from your study.

7. If your study deals with a sensitive issue and/or the data you collect deals with criminal acts, sexual conduct and behavior, drug and alcohol use, sensitivity and awareness to potential risks, and/or liabilities to your subjects, you will need to clearly state the precautions taken to minimize risks or liabilities.

Not applicable

8. Mention how you will prevent any risk to violating the confidentiality of the subjects involved in your study.

To prevent any risk of violating the confidentiality of the participants, I will code their research instruments with a number, rather than their names. The only information that I will have with their names on it will be their consent forms, which will not be aligned with their responses on the research instruments, and will be kept in a locked drawer separate from the surveys.

If you have questions about your research project or how this application should be completed, please feel free to contact any of the following individuals:

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Maggie Bryan-Peterson, Human Subjects Administrator and Director, Office of Sponsored Programs
Phone: 673-3528; e-mail: petersmb@fredonia.edu

Barbara Mallette, Chair, Human Subjects Committee, Professor, College of Education
Phone: 673-3311; e-mail: barbara.mallette@fredonia.edu

Cheryl Drout, Member, Human Subjects Committee, Chair, Psychology Department
Phone: 673-3129; e-mail: cheryl.drout@fredonia.edu

Alan Laflamme, Member, Human Subjects Committee, Chair, Sociology Department
Phone: 673-3205; e-mail: alan.laflamme@fredonia.edu

Bridget Russell, Member, Human Subjects Committee, Associate Professor, Speech Pathology/Audiology. Phone:673-4616; e-mail: bridget.russell@fredonia.edu

Sally Turner, Member, Human Subjects Committee, Director, Counseling Center
Phone: 673-3424; e-mail: sally.murphy@fredonia.edu

Rhea Simmons, Member, Human Subjects Committee, Associate Professor, College of Education
Phone:673-4718; e-mail rhea.simmons@fredonia.edu

Amendments to IRB

- 5) Describe how you will recruit subjects for your study and how you will handle obtaining their informed consent for participation. Informed consent is one of the most important components of conducting research that involves living human subjects. State who will obtain consent and what information on your study will be provided to potential subjects. Federal regulations mandate that if a research study involves subjects under 18 years of age, consent must be obtained from the parent or legal guardian AND the minor child. You must have two separate forms when minor children are involved in your research: a parent form and a child consent form. Here at *Fredonia*, a child's consent form must be included in research protocol involving children ages 5 to 17 years. The language used in a minor child consent form must be appropriate to the age of the child. **You must attach a copy of all consent forms to your application.**

The subjects will be recruited by making contact with Dunkirk Senior High School, in Chautauqua County, that has a student population that includes both ELL students, as well as foreign language learners. After meeting with the principal, I will contact the foreign language teachers and request time in their classes to make a brief (10-15 minute) presentation on the study to ask for participants. Finally, I will seek the consent of the student participants, as well as their parent(s)/guardian(s). I will seek consent from the student first and then their parent(s)/guardian(s). I will include in the consent form the purpose of the study, a description of the study, and the expectations of the participants. I will also provide letters of consent in the potential participants, and their parent(s)/guardian(s) native language.

To ensure that your consent forms meet federal standards, please include

- a. a statement that this is research
- b. the purpose of your study

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- c. a description of your procedures
- d. how long subjects will be involved in your study
- e. both the potential benefits and the risks and/or discomforts of participants
- f. any alternatives to the treatment you provide, if appropriate
- g. how confidentiality of subjects and their data will be maintained
- h. a statement that participation is voluntary and that the subjects can withdraw at any time without penalty; and
- i. the names and phone numbers of contact people for your study.

6) This component contains four parts:

- a. Identify any potential risks: physical, psychological, social, legal, or another type of risk. Mention the likelihood of these risks occurring and their seriousness. Describe alternative treatments that might be advantageous to the subjects.

I do not foresee any potential risks, physical, social, legal, or otherwise. The study does not involve any physical activities, nor will it involve any activities that will involve any social or legal ramifications. The only potential risks I foresee is the potential for the students to experience heightened levels of anxiety. The study may have the potential for anxiety causing phenomena, such as having to take any kind of assessment, educational, or research related. A possible solution to this would be to inform the participants that I will be the only one graded on the outcome of the information they provide. Hopefully, that will lower their anxiety, and they will provide the most valid responses to the items on the FLCAS, as well as during the oral survey. Participants will be able to withdraw from the study at any time without penalty. If the participants do experience heightened levels of anxiety however, they will be advised to speak with their school counselor.

- b. Where appropriate, state how you will ensure that your subjects receive necessary medical or professional intervention if they have adverse effects to your treatment/research protocol.

I would advise the participants to speak with their school counselor.

- c. Tell how you will maintain the safety of your subjects during your study.

The participants' safety will not be in danger, and I cannot not see any scenario during my study where their safety will be in jeopardy.

- d. If there are risks in your study, tell how the risks are balanced by the benefits to be gained by the subjects from their participation in your study. Also mention the relationship of the risks to the knowledge that will be gained from your study.