

## ASSESSMENT OF EFL CLASSROOM ACTIVITIES AND INSTRUCTORS' PERSONAL CHARACTERISTICS AND BEHAVIORS AS SOURCES OF FOREIGN LANGUAGE ANXIETY

### ANÁLISIS DE LAS ACTIVIDADES DE AULA, DE LAS CARÁCTERÍSTICAS PERSONALES Y DEL COMPORTAMIENTO DE LOS PROFESORES COMO FUENTES DE ANSIEDAD EN LA ENSEÑANZA DE UN IDIOMA EXTRANJERO

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#### ABSTRACT

The present study assessed the perceived anxiety of 56 EFL students enrolled in the subject *Intensive English I* at an eastern Venezuelan university towards a set of 26 in-class activities and their instructors' personal characteristics and behaviors. Data were gathered through a questionnaire and supplemented by classroom observation. The results of the study confirmed those of previous research. Students felt anxious when they had to speak English in front of the class, but at ease in non-oral activities. Furthermore, the results indicated that instructors helped their students alleviate their anxieties by promoting a non-threatening atmosphere in the classroom, setting up more realistic expectations, encouraging them to use the target language all the time, and by not being too concerned about grammatical accuracy. In contrast, they increased their students' anxiety levels by asking them to speak in front of their peers, administering pop quizzes, speaking English in class all the time, and by being bad-tempered, unfriendly, sarcastic, and authoritarian.

**KEY WORDS:** Anxiety, EFL classroom activities, instructors' personal characteristics and behaviors.

#### RESUMEN

La presente investigación examinó la ansiedad percibida por 56 estudiantes de la asignatura *Inglés Intensivo I* en la Universidad de Oriente en Venezuela ante un conjunto de actividades y ante las características personales y las conductas de sus profesores. La recolección de información se realizó con la aplicación de un cuestionario diseñado para tal efecto y se complementó con algunas observaciones de clase. Los resultados confirmaron los hallazgos de investigaciones previas. Los estudiantes se sintieron ansiosos cuando tuvieron que hablar inglés frente a sus compañeros de clases, pero cómodos en actividades que no exigieran producción oral. Además, los resultados indicaron que los profesores reducían la ansiedad de sus estudiantes al promover una atmósfera placentera en el aula, mantener expectativas más realistas, animarlos a usar la lengua meta todo el tiempo y no preocupándose demasiado por la precisión gramatical. Por el contrario, aumentaban el nivel de sus estudiantes al exigirles hablar frente a sus compañeros, hacerles pruebas sin previo aviso, hablarles en inglés todo el tiempo y al ser malhumorados, poco amigables, sarcásticos y autoritarios.

**PALABRAS CLAVE:** Ansiedad, actividades en clases de inglés como lengua extranjera, características personales y comportamiento de los instructores.

#### INTRODUCTION

Foreign language (FL) anxiety is viewed as a situation-specific anxiety arising from the learners' low self-appraisal of their communicative abilities in the FL (Horwitz, Horwitz, and Cope, 1986; Horwitz, 2001). MacIntyre and Gardner (1994) defined FL anxiety as

“the feeling of tension and apprehension associated with second language contexts, including speaking, listening, and learning” (p. 248).

Although research on the potential interference of anxiety on FL learning and performance dates back to the early 70's, it was not until two decades ago that consistent

evidence supporting such a negative effect began to emerge. Early research on the relationship of anxiety and FL achievement and performance (e.g., Chastain, 1975; Backman, 1976; Swain and Burnaby, 1976; Kleinmann, 1977) produced mixed and conflicting results. In his review of anxiety research, Scovel (1978) attributed the discrepant findings at least in part to the inconsistency of the anxiety measures used and concluded that anxiety cannot be viewed as “a simple, unitary construct, but as a cluster of affective states, influenced by factors which are intrinsic and extrinsic to the foreign language learner” (p. 134).

In the 80's, advances in theory and measurement led to more productive FL anxiety research. Comprehensive models of FL anxiety that views anxiety as a distinct phenomenon arising from the uniqueness of learning a FL in formal classroom settings were developed (see for example, Horwitz et al., 1986 and MacIntyre and Gardner, 1989). In addition to their model, Horwitz et al. developed the Foreign Language Anxiety Scale (FLCAS), a 33-item scale to measure this anxiety. With the use of the FLCAS, the findings regarding anxiety and language achievement have been relatively uniform, showing consistently a moderate negative correlation between anxiety and measures of FL achievement (typically final grades).

In the last two decades, FL anxiety research has grown drastically both in number and areas of inquiry, including the relationship between anxiety and achievement (e.g., Horwitz, 1986; Aida, 1994; Rodríguez, 1995); the role of language anxiety on students' biases in their self-ratings of second language proficiency (e.g., MacIntyre, Noels, and Clément, 1997); the existence of specific anxieties: reading anxiety (e.g., Saito, Horwitz, and Garza, 1999; Sellers, 2000), writing anxiety (Cheng, Horwitz, and Schallert, 1999; Cheng, 2002), listening anxiety (Elkhafaifi, 2005); the stability of general FL anxiety across languages (Rodríguez and Abreu, 2003); and sources of FL anxiety (Young, 1990; Koch and Terrell, 1991; Price, 1991; Rodríguez, 1997).

Research on the sources of FL anxiety is intuitively appealing to FL teachers as this strand of research seeks to identify the sources of language anxiety. The identification of these sources might help FL teachers organize their classes in a manner which could minimize student anxiety reactions. However, only a few studies on this area of inquiry have been conducted.

Young (1990) found that those oral activities that put students on the spot were rated by her American high-school students as anxiety-provoking, while those that

did not were perceived as neutral. Furthermore, students reported that their instructors alleviated their anxiety by being friendly, patient, relaxed, and by having a good sense of humor. Finally, they reported that teachers reduced their anxiety by not overreacting to mistakes, by promoting group work, and by letting them volunteer answers instead of calling on them.

Koch and Terrell (1991) investigated which activities and techniques within the *Natural Approach* were perceived by their college learners of Spanish as enjoyable and which ones as stressful. They reported great variability in learner reactions to activities, despite the fact the method was specifically designed to reduce students' anxiety. Generally, any given activity rated “comfortable” by some students was rated “stressful” by others. The activities rated as enjoyable by the majority of students were those that did not demand oral production. Conversely, the activities judged as stressful were those in which students had to speak in the target language in front of the class.

Price (1991) identified major sources of anxiety among her 10 anxious college students. Speaking the FL (Spanish) in front of their peers generated the greatest source of anxiety. Other major sources of anxiety included their beliefs that other students were better than them at learning languages and that learning a FL required a special aptitude that they did not possess. Finally, they felt that their teachers would reduce their levels of anxiety by being friendly, by encouraging them not be afraid of making mistakes, and by helping them develop more realistic expectations.

More recently, Rodríguez (1997) expanded Young's (1990) study by including a greater number of in-class activities and by examining the instructors' personal characteristics and behaviors that were felt by students as anxiety-provoking. His findings were consistent with those of Young (1990). Students rated the speaking-oriented activities that demanded high student exposure as the most anxiety-provoking. On the contrary, they perceived those activities that involved little or no risk of exposure as anxiety-reducing. Furthermore, students reported that their English teachers reduced their anxiety levels by being friendly, by having a good sense of humor, and by preparing their classes well. Finally, students reported that their anxiety increased when the teachers put them on the spot and by being bad-tempered, sarcastic, and authoritarian.

As this review of the literature indicates, research on

the sources of FL anxiety in the classroom has remained relatively unexplored. Moreover, in some cases (i.e., Koch and Terrell, 1991) the outcomes have not been clear-cut. Finally, all research studies in this area with the exception of Rodríguez's (1997) have involved native speakers of English. In the present study all the participants were Spanish speakers who were being trained to become EFL teachers. Specifically, the present study looked into how the students of Intensive English 1 at UDO during the semester I-2006 rated their anxiety levels towards a set of 26 in-class activities and the personal characteristics and behaviors of their teachers. Intensive English 1 was chosen because of its strong emphasis on oral production and grammatical accuracy which made it a key setting to study the anxiety phenomenon.

Four research questions guided the present study:

1. To what extent did the anxiety levels generated by the in-class activities differ from each other?
2. Which instructors' personal characteristics and behaviors were perceived by the Intensive English I students as anxiety-reducing?
3. Which instructors' personal characteristics and behaviors were perceived by the Intensive English I students as anxiety-provoking?
4. To what extent were the data from the questionnaire consistent with those obtained through classroom observation?

## METHOD

### *Design*

In the present study, a non-experimental design was used. There was no experimental treatment and students were not assigned randomly to any experimental condition.

### *Participants*

Fifty students (31 females and 19 males) enrolled in the five sections of *Intensive English I* at UDO during the semester I-2006 participated in the study. Their ages ranged from 17 to 41 with a mean of 22 years. Additionally, the instructors of those sections, all highly-experienced EFL teachers, participated indirectly in the study by granting permission to the researchers to administer the questionnaire during their regular classes and by giving

consent to be observed in the classroom.

### *Materials*

A questionnaire written in Spanish, to avoid potential language confusion by the students, was used to collect most of the data (see Appendix). The questionnaire was a modified version of Rodríguez's (1997) and included two major sections. The first major section listed 26 in-class activities (see Appendix) for students to rate the anxiety level each activity generated in them. Two important modifications were implemented in this part of the questionnaire relative to Rodríguez's (1997): 1) Six activities were deleted after being rated as highly unusual by a group of EFL teachers in informal surveys. 2) A 7-point bipolar scale with two anchors: "ninguna ansiedad" (no anxiety) and "muchísima ansiedad" (very much anxiety) rather than a 5-point Likert-type scale was used in the present study to yield greater variability. Hence, the possible scores for each activity ranged from 1 (no anxiety) to 7 (very much anxiety). As in Rodríguez (1997), students were instructed to rate only those activities that had taken place in the semester in which the study was conducted to reduce the potential carryovers from previous experiences.

The second major section of the questionnaire was identical to that of Rodríguez's (1997) and included four open-ended questions. The first question asked students to list their instructors' personal characteristics perceived as anxiety-reducing. The second question asked students to enumerate those characteristics that produced the opposite effect. The third question asked students to describe the things their English teachers did that alleviate their anxiety. Finally, the fourth question dealt with those things their instructors did that were felt as anxiety-provoking. Students were advised to write their responses in Spanish to allow for as much elaboration as possible. The questionnaire also included a section of personal information in which students were asked to report their age and gender.

### *Procedure*

The questionnaire was administered by the researchers during students' regular classes of Intensive English I. Students were urged to complete the whole questionnaire and to do it honestly because their responses would be anonymous and therefore, would not have any effect on their course grades. Prior to the administration of the questionnaire, the researchers met with the instructors to inform them about the study and to seek their consent

to administer the questionnaire in their class time and to be observed in their classrooms. For reasons beyond the scope of this study, only three of the five sections were observed. Special attention was directed to the teachers' methodology and students' participation in class in order to examine the extent to which the data drawn out of the questionnaire were confirmed by classroom observations.

## RESULTS

### *Anxiety ratings of EFL in-class activities*

The anxiety ratings of each activity were averaged across students. The means and standard deviations of

all the activities, listed in ascending order are shown in Table 1. As Table 1 shows, the anxiety ratings ranged from 2.06 for activity 4 to 4.16 for activity 8, indicating that overall the in-class activities were felt to generate relatively low levels of anxiety. In addition, it shows that the activities that generated the least amount of anxiety were the following: Activity 4 "Read silently an English text," activity 13 "Look up in a dictionary the meaning of some English words," and activity 12 "Listen to an English song having its lyric." Finally, it shows that the most anxiety-provoking activities were: activity 8 "Participate in debates in English," activity 11 "Describe orally in English a given chart," and activity 17 "Summarize orally in English a text read."

Table 1. Means and Standard Deviations of Anxiety Ratings by Activity (n = 50)

	M	SD
Activity 4	2.06	1.62
Activity 13	2.20	1.91
Activity 1	2.42	1.42
Activity 24	2.46	1.80
Activity 12	2.58	2.19
Activity 20	2.60	2.17
Activity 15	2.68	2.05
Activity 10	2.82	1.95
Activity 21	2.96	1.99
Activity 18	3.12	2.00
Activity 2	3.18	1.78
Activity 23	3.20	2.19
Activity 9	3.30	1.85
Activity 6	3.32	2.02
Activity 16	3.40	1.90
Activity 19	3.44	1.80
Activity 25	3.46	1.91
Activity 26	3.48	1.95
Activity 22	3.50	1.90
Activity 7	3.58	1.51
Activity 5	3.78	1.94
Activity 3	3.80	1.54
Activity 14	3.84	1.68
Activity 17	3.94	1.66
Activity 11	4.12	1.72
Activity 8	4.16	1.71

However, Table 1 does not inform us accurately whether the anxiety levels generated by the activities differed statistically from each other. In order to address this issue, a 95% confidence interval was graphed. The confidence intervals for all the activities are illustrated in Figure 1. If the confidence intervals of any two activities overlap, it

means that the anxiety levels generated by those activities are statistically comparable; if they do not overlap, then, statistically, anxiety levels are significantly different. As it can be seen in Figure 1, there are two clusters of activities whose confidence intervals do not overlap. The first cluster consists of eight activities, including activity 1 "Write

the answers of written questions drawn from English texts,” activity 4 “Read silently an English text,” activity 10 “Work in small groups,” activity 12 “Listening to an English song having its lyric,” activity 13 “Look up in a dictionary the meaning of some English words,” activity 15 “Do the exercises in your English Textbook,” activity 20 “Repeat in chorus after the teacher,” and activity 24 “Receive explanations in Spanish of English grammar.”

The second cluster includes five activities: activity 3 “Answer in English oral questions drawn out of a dialog or a text,” activity 8 “Participate in debates in English,” activity 11 “Describe orally in English a given chart,” activity 14 “Report orally in English the results of an interview,” and activity 17 “Summarize orally in English a text read.” The students perceived the latter cluster of activities as significantly more anxiety-provoking than the former.

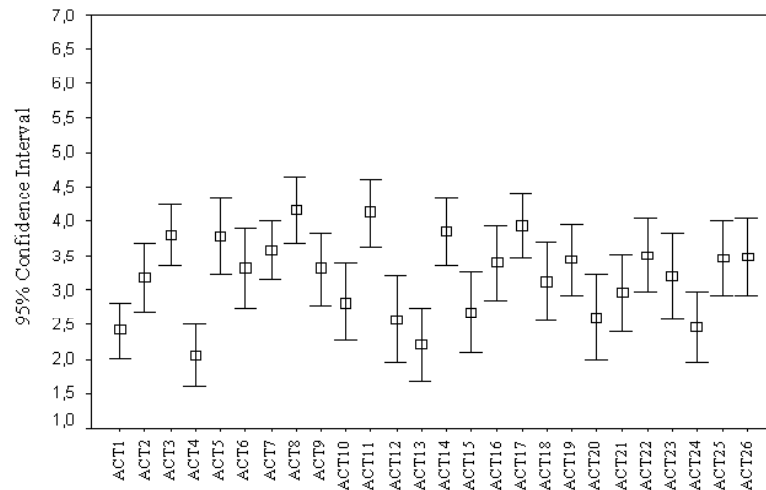


Figure 1. 95% Confidence Interval of Anxiety Means by Activity

*Instructors’ personal characteristics and behavior*

In order to examine the instructors’ personal characteristics and behaviors perceived by the students as either anxiety-provoking or anxiety-reducing, a procedure similar to that of Young (1990) and Rodríguez (1997) was used. If a comment was mentioned more than twice, it was categorized as a comment item. Conversely, if it was mentioned only once or twice, it was eliminated from the analysis because it might have been idiosyncratic. To simplify the analysis even further, comments that were somewhat inherently similar were placed in a broad comment item. For example, comments such “Read

in front of the class,” “Give an oral presentation,” and “Perform a dialog in front of the class” were included in the comment item “Put students on the spot.”

The number of comments to the questions that were analyzed varied considerably (63, 24, 37, and 27 comments to the first, second, third, and fourth question, respectively). Comments regarding the first question, summarized in Table 2, indicate that the instructors’ personal characteristics reported by the students as anxiety-reducing were the following: friendly (38.09%), dynamic (15.87%), understanding (14.28%), patient (14.28%), good sense of humor (11.11%), and make students feel comfortable (6.34%).

Table 2. Instructors’ personal characteristics reported as anxiety-reducing

Personal characteristics	#of comments	Percent
Friendly	24	38.09
Dynamic	10	15.87
Understanding	9	14.28
Patient	9	14.28
Good sense of humor	7	11.11
Make students feel comfortable	4	6.34

Responses to the second question, shown in Table 3, indicate that the instructors' personal characteristics felt by the students as anxiety-provoking were bad tempered (33.33%), unfriendly (29.16%), sarcastic (25%), and authoritarian (12.5%).

Table 3. Instructors' personal characteristics reported as anxiety-provoking

Personal characteristics	#of comments	Percent
Bad Tempered	8	33.33
Unfriendly	7	29.16
Sarcastic	6	25.00
Authoritarian	3	12.50

The comments displayed in Table 4 indicate that students reported that their instructors reduced their levels of anxiety by promoting in-class games (51.35%), telling jokes (13.51%), encouraging them to create and perform dialogues (13.51%), engaging in friendly talks (10.81%), and promoting group work (10.81%).

Table 4. Instructors' activities that reduced students' anxiety

Personal characteristics	#of comments	Percent
Promote in-class games	19	51.35
Tell jokes	5	13.51
Dialogues	5	13.51
Friendly talk	4	10.81
Promote group work	4	10.81

Finally, the comments in Table 5 indicate that their instructors increased their anxiety levels by putting them on the spot (77.77%), giving pop quizzes (11.11%), and speaking English all the time (11.11%).

Table 5. Instructors' activities that increased students' anxiety

Personal characteristics	#of comments	Percent
Put students on the spot	21	77.77
Pop quizzes	3	11.11
Speak English all the time	3	11.11

*Classroom observations*

Three sections of Intensive English 1 were observed by the researchers. In the first section, the class centered on lesson 3 of Super Goal 3 (Dos Santos, 2001), entitled *Arrivals and Departures*. Students were paired off to complete an activity. The activity consisted on asking and answering questions related to flight departures, arrivals, and destinations, using either the present progressive or the form "be going to" to describe future events. Students hardly spoke English during the completion of the activity. The teacher walked around the groups, monitoring the activity by answering students' questions and clarifying their doubts. He did it mostly in English although he

used Spanish whenever comprehension broke down. The classroom was very quiet. Once the students completed the activity, the teacher asked three pairs to voluntarily act out the dialogue. Then the teacher corrected some of the errors made during the presentations. He left the room and the observation ended (observation time: 2 hours).

The second observation period lasted about one hour and a half. By the time the researchers entered the classroom, the class had already begun. The teacher was reviewing the first three lessons of Super Goal 3, stressing the grammatical aspects of such lessons (use of the progressive to describe present and future events). The students mostly used Spanish to communicate among



themselves; they used English only to answer the teacher's questions or to require clarifications from her. The class was quite passive. The students were asked to answer some questions from the book and to voluntarily read their answers. Some students manifested their fear to do it in front of their peers; others however, did it without showing any concern for their potential errors. Some students read the answers very slowly, laughed at themselves, made a lot of errors, and told the teacher "Teacher, I don't speak English well." The teacher always encouraged them to read their answers and not to be ashamed of their errors because she claimed that everybody made mistakes, especially when learning a second language. Immediately after the completion of this activity, the teacher continued with the revision of the lessons until the time was over.

The third observation period was the shortest of the three as it only lasted 35 minutes approximately. Only six students attended the class. The teacher distributed some material for them to practice and clarified their doubts regarding the content to be evaluated in the third practical test which was scheduled for the following day.

## DISCUSSION

The purpose of the present study was to investigate the perceived anxiety of the Intensive English 1 students at UDO during the semester I-2006 towards a set of 26 in-class activities and their instructors' personal characteristics and behaviors. Four research questions guided the study.

The first research question assessed the extent to which the anxiety levels generated by the activities differed from one another. The results of the study indicated that students felt significantly more anxious when they had to speak English in front of the class. In contrast, they reported being significantly less anxious when they engaged in activities that did not require oral performance. These findings support those of previous studies by Young (1990) and Rodríguez (1997). Another noteworthy outcome in the present study was the low overall mean anxiety ratings for all in-class activities. This result is pedagogically encouraging given the negative effect that anxiety seems to play on FL acquisition.

The second research question examined which instructors' personal characteristics and behaviors reduced their students' perceived levels of anxiety. Students commented that their instructors reduced their anxiety by promoting in-class games, dialogues and group work, telling jokes, by being friendly, dynamic,

understanding, patient, and by having a good sense of humor. These findings concurred with those of previous studies (e.g., Young, 1990; Price, 1991, and Rodríguez, 1997).

The third research question assessed which instructors' personal characteristics and behaviors were rated by students as anxiety-provoking. Students reported that their English instructors raised their anxiety by asking them to speak in front of their peers, administering pop quizzes, speaking English in class all the time, and by being bad-tempered, unfriendly, sarcastic, and authoritarian. These results were strikingly similar to those of Rodríguez's (1997).

Finally, the fourth research question examined the extent to which classroom observations confirmed the data gathered through the questionnaire. Unfortunately, as stated earlier only three out of the five sections were observed. Classroom observations, particularly in the first two sections, supported some of those findings. It was observed that the majority of the students felt most anxious whenever they had to answer questions orally or dramatize dialogues in front of the class, but relaxed when they were asked to complete written exercises in their textbook. Furthermore, it was observed that in the second section even the least- proficient students, aware of their limited competence in English, dared to volunteer answers thanks to the encouragement of their instructor to do so. However, contrary to the finding from the questionnaire that students experienced relatively low levels of anxiety in all the activities surveyed in this study, it was observed that a high percentage of students felt quite nervous when they engaged in oral activities.

The finding that the students in the present study felt most anxious when they had to perform orally in front of their peers emerged throughout this investigation. However, it does not imply that oral activities are to be banned from Intensive English I because, as we know, the main purpose of this course is to develop students' oral production. Rather, instructors should help their students cope with their anxieties by promoting a non-threatening atmosphere in the classroom, setting up more realistic expectations, encouraging them to use the target language all the time, and by not being too concerned about grammatical accuracy.

## CONCLUSIONS

The results of the present study confirmed those of previous FL anxiety research and provided additional

support through classroom observation. Students felt anxious when they had to speak English in front of the class, but at ease in non-oral activities. We recognize the limitations of the present study. First, data were collected in only one level and single observations made in three out of the five sections. Furthermore, the criteria used to measure anxiety during the observations were quite lenient. Hence, it is suggested that future research include students from all academic levels, more regular classroom visits with objective criteria, and students' interviews to obtain a clearer picture of FL anxiety. Second, the extent to which the interaction between students' competence and their familiarity with the in-class activities affect their perceived levels of anxiety was not assessed in this study. Therefore, it is suggested that this issue be addressed in future research.

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el salón de clase de Inglés Intensivo I del semestre A-06 del núcleo de Sucre de la Universidad de Oriente, las características personales y las conductas de los profesores. El cuestionario consta de tres partes: En la primera parte se le solicitará información demográfica (edad y género). En la segunda encontrarán una lista de 26 actividades que se presentan con cierta frecuencia en las clases de Inglés Intensivo I y deberán encerrar en un círculo el número que consideren conveniente para expresar el nivel de ansiedad o nerviosismo que cada una de ellas les genere. Finalmente, en la tercera parte encontrarán cuatro preguntas de respuestas abiertas sobre las características personales y las conductas de sus instructores que aumentan o reducen sus niveles de ansiedad.

Este cuestionario es totalmente confidencial y anónimo y la información contenida en él será de uso exclusivo de los investigadores.

**APÉNDICE**

**CUESTIONARIO**

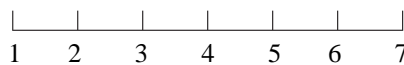
El presente cuestionario tiene como objetivo investigar la ansiedad generada por las actividades realizadas en

Agradecemos altamente su colaboración.

EDAD: \_\_\_\_\_

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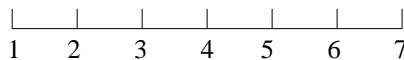
1. Responder en forma escrita preguntas escritas extraídas de los textos.



Ninguna ansiedad

Mucha ansiedad

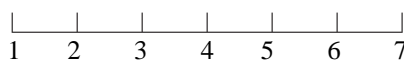
2. Recibir explicaciones gramaticales en inglés.



Ninguna ansiedad

Mucha ansiedad

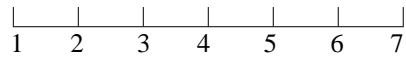
3. Responder en inglés preguntas orales de un diálogo u otro texto.



Ninguna ansiedad

Mucha ansiedad

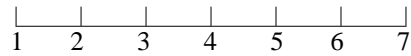
4. Leer silenciosamente algún material en inglés.



Ninguna ansiedad

Mucha ansiedad

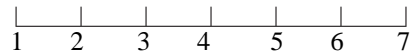
5. Dramatizar en inglés una situación o diálogo frente a tus compañeros.



Ninguna ansiedad

Mucha ansiedad

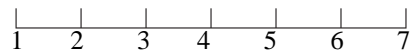
6. Cantar en grupo una canción en inglés.



Ninguna ansiedad

Mucha ansiedad

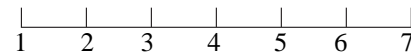
7. Entrevistar en inglés a un compañero de clase y ser entrevistado por éste.



Ninguna ansiedad

Mucha ansiedad

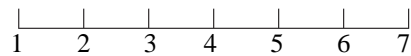
8. Participar en debates en inglés.



Ninguna ansiedad

Mucha ansiedad

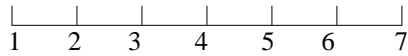
9. Elaborar un diálogo en pareja y representarlo frente a tus compañeros.



Ninguna ansiedad

Mucha ansiedad

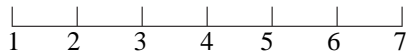
10. Trabajar en grupos de tres (3) o cuatro (4).



Ninguna ansiedad

Mucha ansiedad

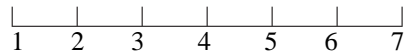
11. Describir oralmente una lámina en inglés.



Ninguna ansiedad

Mucha ansiedad

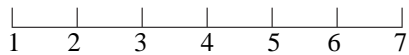
12. Escuchar una canción en inglés teniendo la letra de la canción.



Ninguna ansiedad

Mucha ansiedad

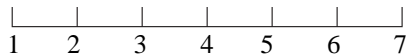
13. Buscar en el diccionario el significado de algunas palabras en inglés.



Ninguna ansiedad

Mucha ansiedad

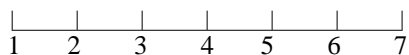
14. Reportar oralmente en inglés los resultados de una entrevista a un compañero de clase o a otra persona.



Ninguna ansiedad

Mucha ansiedad

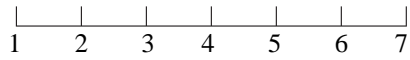
15. Realizar los ejercicios en tu libro de inglés.



Ninguna ansiedad

Mucha ansiedad

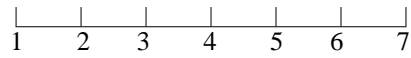
16. Escribir una composición en inglés.



Ninguna ansiedad

Mucha ansiedad

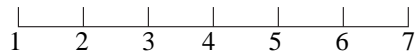
17. Realizar un resumen oral en inglés del material leído.



Ninguna ansiedad

Mucha ansiedad

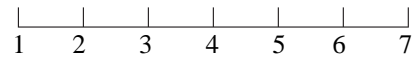
18. Resolver crucigramas en inglés.



Ninguna ansiedad

Mucha ansiedad

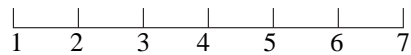
19. Formular preguntas en inglés a un compañero de clase.



Ninguna ansiedad

Mucha ansiedad

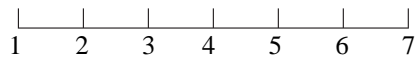
20. Repetir en coro después del profesor.



Ninguna ansiedad

Mucha ansiedad

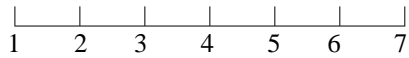
21. Escribir tus respuestas en la pizarra.



Ninguna ansiedad

Mucha ansiedad

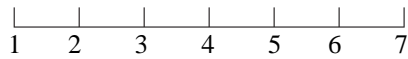
22. Tomar dictados en inglés.



Ninguna ansiedad

Mucha ansiedad

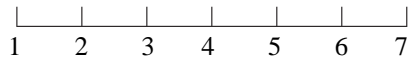
23. Repetir individualmente después del profesor.



Ninguna ansiedad

Mucha ansiedad

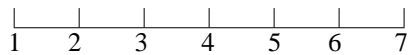
24. Recibir explicaciones en castellano de aspectos gramaticales del inglés.



Ninguna ansiedad

Mucha ansiedad

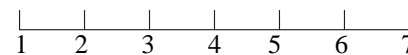
25. Competir por equipos en juegos diseñados por el profesor.



Ninguna ansiedad

Mucha ansiedad

26. Leer individualmente después del profesor.



Ninguna ansiedad

Mucha ansiedad

1.- ¿Qué características personales de los profesores de Inglés Intensivo I reducen tu ansiedad?

2.- ¿Qué características personales de los profesores de Inglés Intensivo I aumentan tu ansiedad?

3.- ¿Qué cosas hacen en clase los profesores de Inglés Intensivo I que reducen tu ansiedad?

4.- ¿Qué cosas hacen en clase los profesores de Inglés Intensivo I que aumentan tu ansiedad?