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THE EFFECTS OF ANXIETY ON SECOND LANGUAGE ACQUISITION

A Thesis  
presented in partial fulfillment of requirements  
for the degree of Master of Arts  
in the Department of Modern Languages  
The University of Mississippi

by

JINGJING TU

July 2014

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## ABSTRACT

Anxiety occurs in second/foreign language learning. A large body of previous research has demonstrated the effect of language anxiety on second/foreign language learning. Many studies have found anxiety has a debilitating effect on language learning. Factors associated with anxiety have also been investigated widely. This study focuses on the effects of the interlocutor(s) and communication contexts on language anxiety experienced by a group of ESL students studying at a flagship university in the Southeastern United States. A background questionnaire and an adapted instrument called Second Language Speaking Anxiety Scale were utilized in order to report the anxiety that students experienced under various conversation conditions. The results indicate that the interlocutor(s) and communication contexts could cause a difference in the anxiety that students experience.

## DEDICATION

This thesis is dedicated to everyone who encouraged me and guided me through the entire tough time of finishing this work. In particular, I must thank my family who gives me the biggest support on every decision that I have made in my life.

## ACKNOWLEDGEMENTS

I must first thank my advisor, Dr. Tamara Warhol and my committee members Dr. Esim Erdim and Dr. Donald Dyer. I also thank all of the participants in this study and the Intensive English Program.

Finally, I must say the biggest thank you to my parents who have been supporting me to study in the U.S for years and have always respected and understand every decision that I have made in my life. I would not be here if without you.

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## I. INTRODUCTION

To be a confident second language speaker is a challenging thing. I get anxious when I speak a second language in various contexts. However, it is not an individual feeling; people feel anxious when using a second/foreign language due to different factors.

For the past three decades, a body of research has demonstrated that foreign language anxiety is a specific type of anxiety (Horwitz et al., 1986; MacIntyre & Gardner, 1989, 1991b). It can be defined as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (MacIntyre & Gardner, 1994, p.284). Much research has found a negative relationship between anxiety and performance (Horwitz et al., 1986; MacIntyre & Gardner, 1989; Phillips, E. M., 1992; Aida, 1994; MacIntyre, P.D., K.A., & Clement, R., 1997; Woodrow, L., 2006). Various instruments to measure this anxiety have been created such as the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), the Self-Report Anxiety Inventory (Young, D. J., 1986), and the Second Language Anxiety Speaking Scale (Woodrow, L., 2006). As a complex phenomenon, various factors associated with foreign language anxiety have also been studied (Onwuegbuzie, A.J., Bailey, P., & Daley, C. E., 1999; Gregersen, T., & Horwitz, E. K., 2002).

Even though there has been a great deal of research into the field of foreign language anxiety, some aspects still lack adequate study. First, although anxiety in foreign language classrooms has been largely investigated, anxiety in out-of-class environments has garnered less attention. Second, the difference of anxiety in communicating with native speakers and non-native speakers so far has never been a key point in the studies of foreign language anxiety.

My personal experience in second language learning and the gaps in the previous studies have brought me to this research. I am curious to know more about people's feelings and experiences in learning a second language. Thus, this study will first look into a group of ESL learners' anxiety in learning English in the U.S. Then, the study will investigate whether language anxiety varies in ESL students depending on different situations, including the linguistic background of the interlocutors, the social role of the interlocutors, and the context of the conversation.

## II. LITERATURE REVIEW

For the past three decades, researchers have been interested in anxiety occurring in foreign/second language learning. Previously, Spielberger (1983) defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Investigators, then, recognized the difference between language anxiety and other forms of anxiety. (Gardner, 1985; Horwitz et al., 1986; MacIntyre & Gardner, 1989). Horwitz, Horwitz and Cope (1986) did a landmark research in 1986. They proposed a situation-specific anxiety construct called Foreign Language Anxiety with communication apprehension, fear of social evaluation, and test anxiety as its components. This operationalization of its components has been partly supported in the later studies.

In their theoretical clarification on the anxiety and second language learning, MacIntyre and Gardner (1989) found that communication apprehension and fear of social evaluation were the main factors in foreign language anxiety, whereas test anxiety was just a general problem and it was independent from the foreign language anxiety. Similarly, in an examination of Horwitz, Horwitz and Cope's construct of foreign language anxiety, Aida (1994) also showed that speech anxiety and fear of negative evaluation were important components of foreign language anxiety but test anxiety was not. Thus, MacIntyre and Gardner (1994) finally defined language anxiety as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.

A large body of previous research has demonstrated the effect of language anxiety on second/foreign language learning. Results have been relatively uniform but still have shown

some amount of ambiguity. Many of the studies have found anxiety is debilitating in varying target languages and in varying contexts (Horwitz et al., 1986; MacIntyre & Gardner, 1989; Phillips, E. M., 1992; Aida, 1994; MacIntyre, P.D., K.A., & Clement, R., 1997; Woodrow, L. 2006). Specifically, Horwitz et al (1986) found that anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety. In their study of French as a second language, MacIntyre and Gardner (1989) found significant negative correlations between French Classroom Anxiety and performance on the learning and production of French vocabulary. Phillips (1992) also found a significant negative correlation between anxiety and the designed oral exam, which consisted of free cultural talk -- to talk freely on a given cultural topic randomly selected from readings and role-play. The study indicated that compared to the relaxed students, anxious students used significantly less dependent clauses and produced shorter Communication Units (CU) on the average. The CU, in this study, was basically an independent clause with all its modifiers but also included sentence fragments used as grammatical predication. Therefore, the percent of words in CUs was used to measure the quantity of comprehensible output and syntactic maturity. Additionally, the study investigated students' attitudes towards the test and suggested anxious students had a negative attitude towards the test.

In an examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety, Aida (1994) replicated the result that the high anxiety group of Japanese learners received significantly lower grades ( $\bar{x}$ =85.6) than the low anxiety group ( $\bar{x}$ =89.8). MacIntyre and Clement (1997) found a negative correlation between language anxiety and both actual and self-perceived language performance in the four types of task—speaking, listening, reading and writing. More recently, in Woodrow's study (2006), a negative relationship between both in-class anxiety and out-of-class anxiety and the oral performance of IELTS is found. However, a

few studies found no relationship or positive relationship between anxiety and achievement in second language learning (Chastian, 1975; Kleinmann, 1977).

Furthermore, studies have shown that foreign language anxiety occurred in almost every aspect of language learning. Saito, Horwitz, and Garza (1999) found reading in the target language is anxiety-provoking. Kim (2000) found a negative relationship between foreign language listening anxiety and listening proficiency. In a study of the subtle effects of language anxiety on second language learning, MacIntyre and Gardner (1994) found correlations between anxiety and each language acquisition stage--input, processing and output. Indeed, among all of the learning skills, speaking has been considered as the most anxiety-provoking (Horwitz et al., 1986) and particular research has been done in examining the effects of anxiety on speaking performance. Young (1986) found a significant correlation between anxiety and Oral Proficiency Interview performance when actually second language ability was controlled. However, problems arose when conditions varied. Phillip (1992) also found a significant negative correlation between anxiety and test performance. In a comparison of the two studies, as Horwitz (2001) puts it, this study may be more representative of the relationship between anxiety and oral performance in actual language classes than Young's because the students were participating in an oral interview for which they would receive a grade and were third-semester college French students rather than pre-service teachers.

As anxiety has played a major role in second or foreign language learning researchers have been interested in what factors have caused or been associated with the anxiety in second language acquisition. Early, Gardner and MacIntyre (1993) presented a socio-education model with an emphasis on the cognitive and affective factors in second language acquisition. Further, Onwuegbuzie, Bailey and Daley (1999) did an in-depth study on the factors associated with

foreign language anxiety. Twenty-six independent variables -- gender, age, academic achievement, semester course load, visiting foreign countries, high school foreign languages, college foreign languages, status of foreign language course, foreign language proficiency of family, expected final foreign language course average, perceived creativity, perceived intellectual ability, perceived scholastic competence, perceived job competence, perceived appearance, perceived social acceptance, perceived level of humor, perceived self-worth, cooperativeness, value placed on cooperative learning, competitiveness, value placed on competitive learning, individualism, value placed on individualistic learning, academic locus of control, and study habits -- have been investigated under a battery of instruments, including the Foreign Language Classroom Anxiety Scale, the Self-Perception Profile for College Students, the Social Interdependence Scale, the Academic Locus of Control Scale, the Study Habits Inventory, and the Background Demographic Form. Three aspects of self-perception -- students' expectation of their overall achievement in foreign language courses, perceived self-worth, and perceived scholastic competence -- were found to be predictors of foreign language anxiety.

Gregersen and Horwitz (2002) found a link between language anxiety and perfectionism and that foreign language-anxious and perfectionist students had some common traits. As they state, "Perfectionism was operationalized as comments reflecting high personal performance standards and procrastination, fear of evaluation, and error consciousness." Interestingly, Woodrow (2006) indicated that English learners from Confucian Heritage Cultures (China, Japan, Korea) were more anxious than other ethnic groups.

In order to measure this unique type of anxiety, researchers have created a group of instruments in various settings, including the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz and Cope, 1986), French Class Anxiety and French Use Anxiety (MacIntyre

& Gardner 1994), Self-Report Anxiety Inventory (Young, 1986), and Second Language Anxiety Speaking Scale (Woodrow, 2006). Among all of these instruments, the Foreign Language Classroom Anxiety Scale (FLCAS) has been the most administered one. The FLCAS is a Likert scale, measuring the level of anxiety. It includes items relating to communication apprehension, test anxiety and fear of negative evaluation. Aida (1994) used an adapted FLCAS for students of Japanese and replicated Horwitz et al.'s study findings. The adapted FLCAS is a four-factor model consisting of speech anxiety and fear of negative evaluation, fear of failing the class, comfortableness in speaking with native Japanese, and negative attitudes towards the Japanese class. MacIntyre and Gardner's instrument focuses on the three stages of language learning – input, processing and output. However, these measurements only focus on in-class anxiety.

Only recently, Woodrow developed the Second Language Speaking Anxiety Scale (SLSAS) to investigate both the in-class and out-of-class speaking anxiety of English learners in Australia. Although the scale is validated by the confirmatory factor analysis, the anxiety provoking situations it contained are not complete enough as it only has 12 items and only 4 of them are variables of out-of-class anxiety. Language anxiety is complex and multifaceted, and it tightly relates to one's second language learning. Although a large body of studies has been done in this field, more research is still needed, especially for English as a second language. Since a considerable number of students are coming to native English speaking countries or areas to study English, their chances of using English to interact with both native English speakers and non-native English speakers will be greatly increased. In this sense, their experience of anxiety in communication with these two different groups may be different. Thus, studies in this new subfield would be meaningful.



### III. METHODOLOGY

The present study aims to investigate foreign language anxiety in a group of ESL students studying in the USA. In particular, the study focuses on how anxiety varies in ESL students when factors change. Data were collected by using a background questionnaire and a second language speaking scale. Specifically, the study will address the following research questions:

1. Does language anxiety in ESL students vary depending on the linguistic background of the interlocutors (i.e., communicating with NES versus NNES)?
2. Does language anxiety in ESL students vary depending on the social role of the interlocutors?
3. Does language anxiety in student-teacher communication vary depending on the context (i.e., in the classroom versus in non-classroom contexts)?

#### A. PARTICIPANTS

16 students (N=16, 50% male, 50% female) from one class in an Intensive English Program at a research university in the Southeastern United States participated in this study. All of these students have taken at least one semester ESL instruction at the time of data collection and been placed at the advanced level after taking the placement test at the beginning of the semester. Their age ranged from 18 to 41. Their first languages varied from Arabic (N=4), Portuguese (N=5), Korean (N=2), Vietnamese (N=3), and Chinese (N=1) to French (N=1).

#### B. DATA COLLECTION

The study has been approved by the University of Mississippi's Institutional Review

Board (IRB). Students enrolled in one advanced-level class in the spring semester 2014 were solicited to participate in this study as volunteering work. It would not cause adversary effect on their credit if anyone would not participate in the study or stopped their participation during the study.

Two surveys were utilized in order to address the research questions: (1) a demographic questionnaire; and (2) an adapted version of the Second Language Speaking Anxiety Scale (SLSAS).

Demographic Questionnaire: the questionnaire contains 14 items for gathering data about participants' cultural, educational, and linguistic background. Data to be collected include general background information, such as age, gender, etc., as well as participants' first language, their current country of residence, their ethnicity, their general educational background, and their English-language educational background.

Adapted Second Language Speaking Anxiety Scale (SLSAS): the instrument was created based on the one used in Woodrow's study (2006), with the purpose to assess the language anxiety of participants when the linguistic background and social role of interlocutors and the contexts of student-teacher communication differ. The instrument is a 5-point Likert type scale consists of 13 items.

### C. DATA ANALYSIS

The Adapted Second Language Speaking Anxiety Scale is the central source of the data, so the descriptive analysis is utilized first in order to gain basic information about each item of the scale. Then t-tests and boxplots will be performed for data analysis. The demographic questionnaire works as a representative sample to give a glimpse of the whole population in the

Intensive English Program.

#### IV. RESULTS

As the Adapted Second Language Speaking Anxiety Scale is a Likert-type scale, the bigger the number is, the higher anxiety the participant experiences. The result of the descriptive analysis is illustrated in the following table:

<b>Question</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Std. Deviation</b>	<b>Range</b>
1. A native speaker I do not know asks me questions.	2.375	2.000	2.0	.9574	3.0
2. A non-native speaker I do not know asks me questions.	2.000	2.000	1.0	1.0954	3.0
3. Having a conversation out of class with a friend who is a native speaker of English.	2.438	3.000	3.0	1.0308	3.0
4. Having a conversation out of class with a friend who is a non-native speaker of English.	1.625	1.500	1.0	.7188	2.0
5. Asking questions or advice in English from a faculty or staff member at the university who is a native speaker of English.	2.188	2.000	2.0	.9106	3.0
6. Asking questions or advice in English from a faculty or staff member at the university who is a non-native speaker of English.	1.938	2.000	1.0 <sup>a</sup>	.9287	3.0

7. Taking part in a conversation out of class with a group of native speakers of English.	2.625	3.000	3.0	1.2583	4.0
8. Taking part in a conversation out of class with a group of non-native speakers of English.	2.000	2.000	1.0 <sup>a</sup>	1.0954	4.0
9. Taking part in a conversation out of class with a group of people including both native speakers and non-native speakers of English	2.250	2.000	2	1.0646	4.0
10. Attending a class in which the teacher is a native speaker of English.	1.813	2.000	2.0	.7500	2.0
11. Attending a class in which the teacher is a non-native speaker of English.	2.000	2.000	2.0	.9661	3.0
12. Speaking informally out of class to your English teacher who is a native English speaker.	1.938	2.000	1.0 <sup>a</sup>	.9287	3.0
13. Speaking informally out of class to your English teacher who is a non-native English speaker.	1.938	2.000	1.0 <sup>a</sup>	.9287	3.0

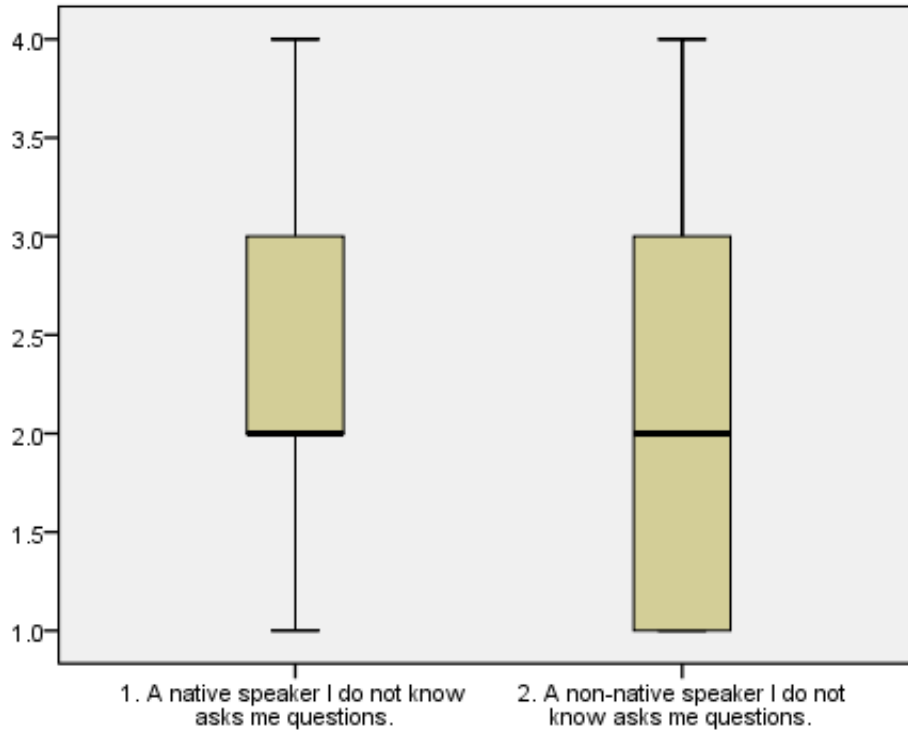
*Table 1: Descriptive Analysis of Each Item in SLSAS*

To address the first research question, t-tests are conducted respectively to compare the anxiety difference in the participants when communication with native English speaker as opposed to non-native English speaker in a particular communicative context. Therefore, question 1 and 2, question 3 and 4, question 5 and 6, question 7 and 8, question 10 and 11, question 12 and 13 were considered as a contrastive pair, so the paired-sample t-tests are conducted to compare the means within each pair. Other than the results from the t-test, boxplot

graphs are illustrated to demonstrate the distribution of the samples.

		Pair 1
		<b>1. A native speaker I do not know asks me questions. - 2. A non-native speaker I do not know asks me questions.</b>
Paired Differences	Mean	.3750
	Std. Deviation	.6191
	Std. Error Mean	.1548
	95% Confidence Interval of the Difference	
	Lower	.0451
	Upper	.7049
t		2.423
df		15
Sig. (2-tailed)		.029

*Table 2: Pair 1 T-Test Result*



*Figure 1: Pair 1 Boxplot*

There is a significant difference in anxiety score when communicating with a native English speaker whom the participant doesn't know ( $M=2.375$ ,  $SD=.9574$ ) and with a nonnative English speaker who the participant also does not know ( $M=2.000$ ,  $SD=1.0954$ );  $t(15) = 2.423$ ,  $p=0.029$ . This suggests that in the situation when unfamiliar people come to ask the ESL students question, they felt anxious differently depending on the linguistic background (NES VS NNES) of the interlocutor. Means also show that the participant felt more anxious when the interlocutor was a native speaker. The boxplot shows that the distribution of question 2 is more normal than that of question 1.

		<b>Pair 2</b>		
		<b>3. Having a conversation out of class with a friend who is a native speaker of English. - 4. Having a conversation out of class with a friend who is a non-native speaker of English.</b>		
Paired Differences	Mean	.8125		
	Std. Deviation	.9811		
	Std. Error Mean	.2453		
	95% Confidence Interval of the Difference	Lower	.2897	
		Upper	1.3353	
t	3.313			
df	15			
Sig. (2-tailed)	.005			

Table 3: Pair 2 T-Test Result



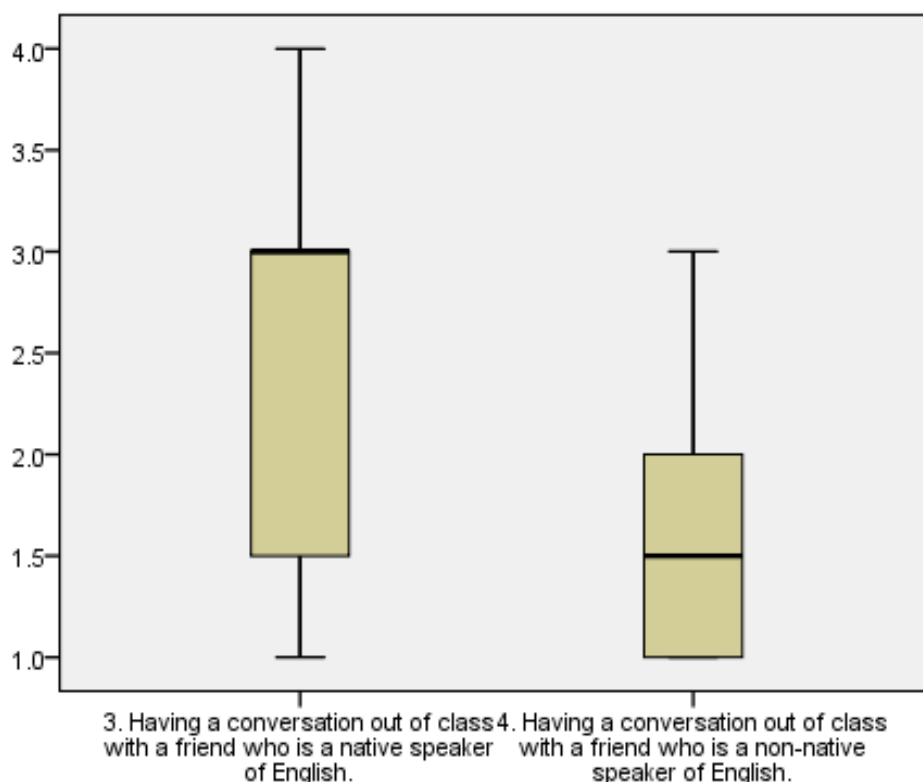


Figure 2: Pair 2 Boxplot

In pair 2, there is a significant difference in anxiety score when having a conversation with a friend who is a native speaker ( $M=2.438$ ,  $SD=1.0308$ ) and a friend who is a nonnative speaker ( $M=1.625$ ,  $SD=.7188$ ) in the outside class context;  $t(15)=3.313$ ,  $p=0.005$ . This suggests that having a conversation with a friend in an outside of class environment, the anxiety that participants experienced was different depending on the linguistic background of the interlocutor (NES VS NNES). The means of the two variables shows participants felt more anxious when the interlocutor was a native English speaker. The size of the boxplot of question 3 is bigger than that of question 4, and the median line of question 3 is higher than that of question 4. The boxplot also shows that participants felt more anxious when the interlocutor was a native speaker.

			<b>Pair 3</b>
			<b>5. Asking questions or advice in English from a faculty or staff member at the university who is a native speaker of English. - 6. Asking questions or advice in English from a faculty or staff member at the university who is a non-native speaker of English.</b>
Paired Differences	Mean		.2500
	Std. Deviation		.6831
	Std. Error Mean		.1708
	95% Confidence Interval of the Difference	Lower	-.1140
		Upper	.6140
t			1.464
df			15
Sig. (2-tailed)			.164

Table 4: Pair 3 T-Test Result

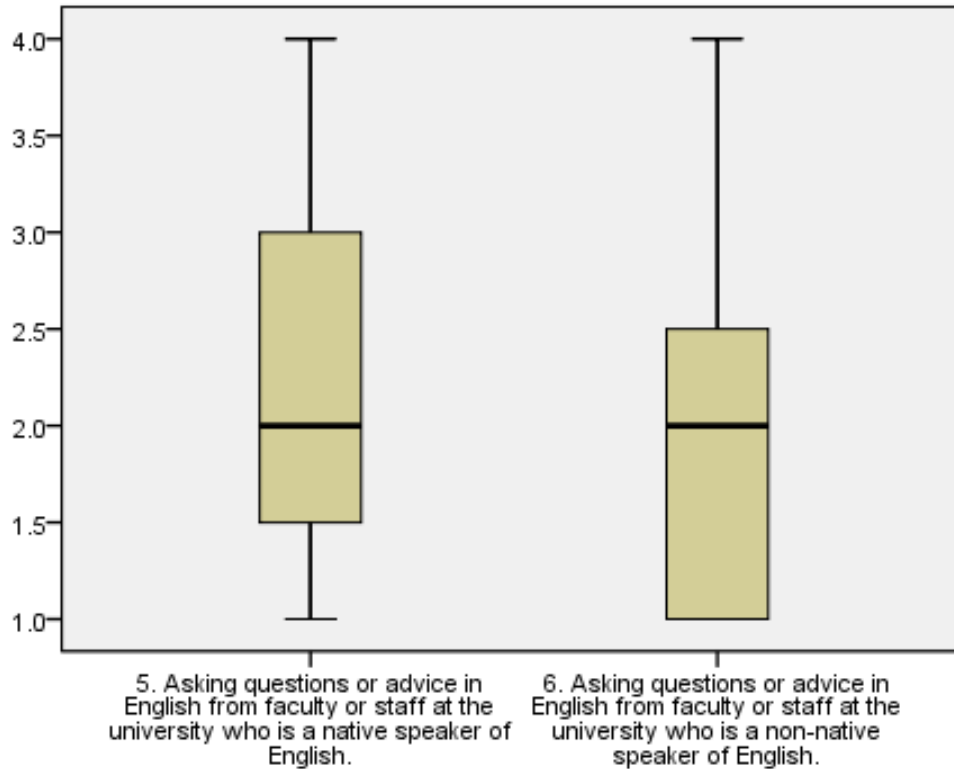
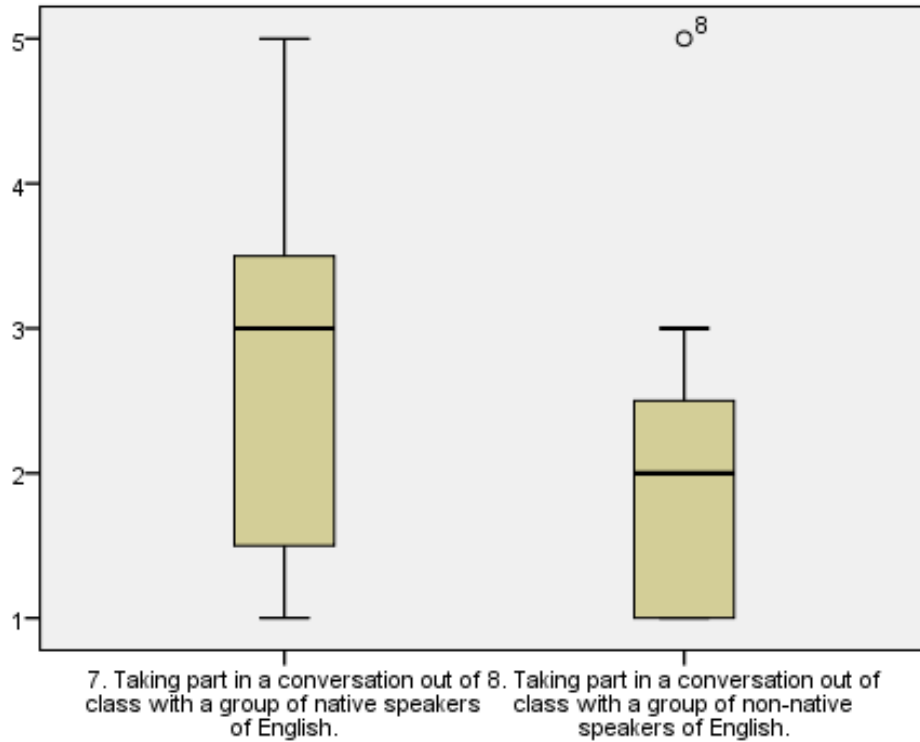


Figure 3: Pair 3 Boxplot

The t-test result indicates that there is no significant difference in the anxiety score when talking to a university faculty or staff member who was a native speaker ( $M=2.188$ ,  $SD=.9106$ ) and one who was a nonnative speaker ( $M=1.938$ ,  $SD=.9287$ );  $t(15)=1.464$ ,  $p=.164$ . However, the boxplot shows that the majority of the participants in the group felt less anxious when the interlocutor was a nonnative speaker. The means of the two variable also show a slight difference.

		<b>Pair 4</b>	
		<b>7. Taking part in a conversation out of class with a group of native speakers of English. - 8. Taking part in a conversation out of class with a group of non-native speakers of English.</b>	
Paired Differences	Mean	.6250	
	Std. Deviation	.8851	
	Std. Error Mean	.2213	
	95% Confidence Interval of the Difference	Lower	.1534
Upper		1.0966	
t		2.825	
df		15	
Sig. (2-tailed)		.013	

Table 5: Pair 4 T-Test Result



*Figure 4: Pair 4 Boxplot*

For pair 4, there is a significant difference found in anxiety score when having a conversation with a group of people who were native speakers ( $M=2.625$ ,  $SD=1.2583$ ) and those who were nonnative speakers ( $M=2.000$ ,  $SD=1.0954$ );  $t(15)=2.825$ ,  $P=0.013$ . This suggests that the language anxiety participants felt was different depending on the linguistic background of the interlocutors (NES VS NNES). The difference in means of the two variables and the boxplot both show that when the interlocutors were nonnative speakers, participants felt less anxious than when they were native speakers. However, there is an outlier in question 8.

		<b>Pair 5</b>		
		<b>10. Attending a class in which the teacher is a native speaker of English. - 11. Attending a class in which the teacher is a non-native speaker of English.</b>		
Paired Differences	Mean	, -.1875		
	Std. Deviation	1.0468		
	Std. Error Mean	.2617		
	95% Confidence Interval of the Difference	Lower	-.7453	
		Upper	.3703	
t	-.716			
df	15			
Sig. (2-tailed)	.485			

Table 6: Pair 5 T-Test Result

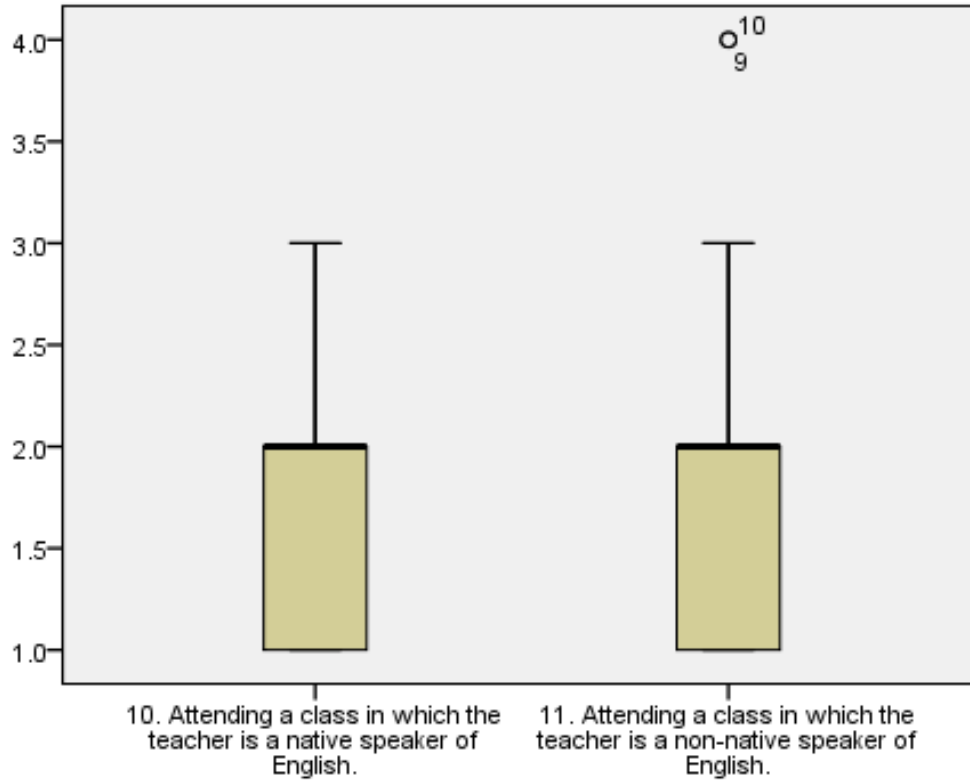


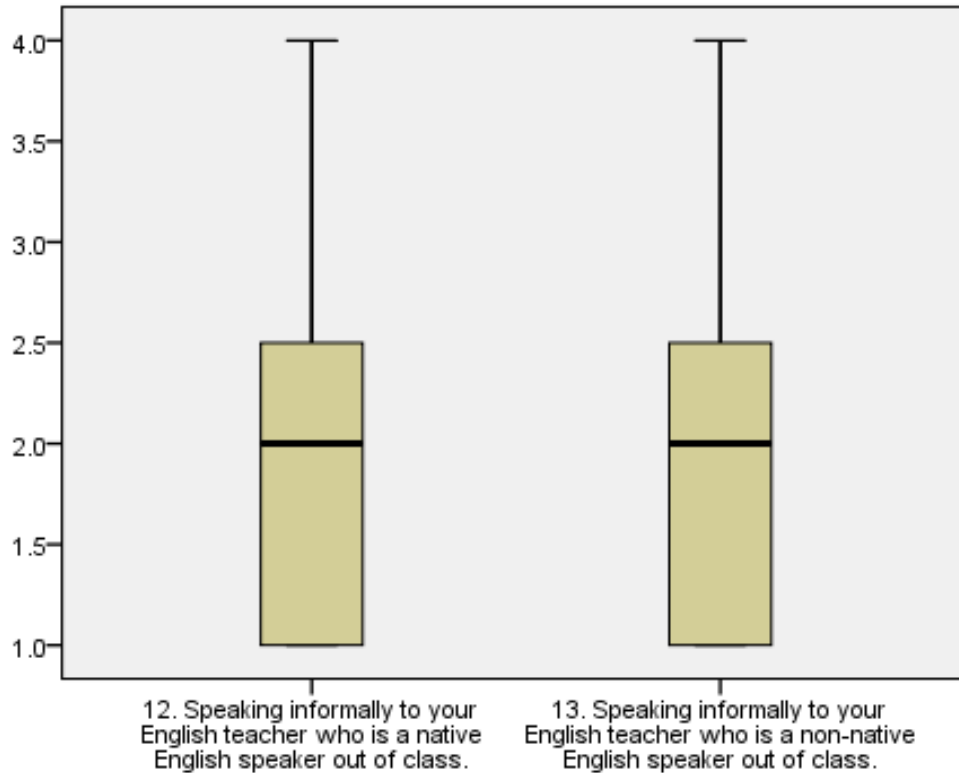
Figure 5: Pair 5 Boxplot

The t-test result indicates that there is no significant difference found in anxiety score when attending a class in which the teacher was a native speaker ( $M=1.813$ ,  $SD=0.7500$ ) and attending a class in which the teacher was a nonnative speaker ( $M=2.000$ ,  $SD=0.9661$ );  $t(15) = 0.716$ ,  $p=0.485$ . Also, the boxplot shows no difference between the two variables, except that question 11 has an outlier.

		<b>Pair 6</b>		
		<b>12. Speaking informally to your English teacher who is a native English speaker out of class. - 13. Speaking informally to your English teacher who is a non-native English speaker out of class.</b>		
Paired Differences	Mean	.0000		
	Std. Deviation	.5164		
	Std. Error Mean	.1291		
	95% Confidence Interval of the Difference	Lower	-.2752	
		Upper	.2752	
t	.000			
df	15			
Sig. (2-tailed)	1.000			

Table 7: Pair 6 T-Test Result





*Figure 6: Pair 6 Boxplot*

Both the t-test and boxplot indicate that there is no difference at all between communicating with a native English teacher and with a nonnative English teacher outside of class.

The second research question aims to investigate the anxiety that participants experience when the social role of interlocutors changes from friends to university faculty or staff, so the analysis focuses on question 3, 4, 5, and 6. Question 3 and 4 altogether can be considered as one dependent variable, and Question 5 and 6 can be considered as another dependent variable, so a t-test is utilized again to compare the anxiety difference in the two conditions. A boxplot is given to demonstrate the distribution of the data.

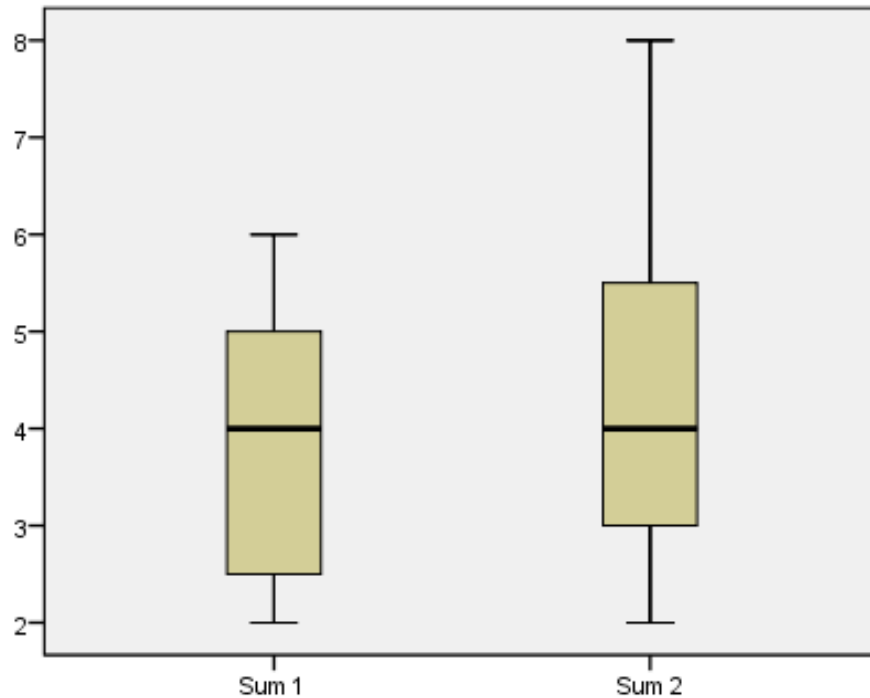
<b>Participant</b>	<b>Q 3</b>	<b>Q 4</b>	<b>Sum 1 (=Q3+Q4)</b>	<b>Q 5</b>	<b>Q 6</b>	<b>Sum 2 (=Q5+Q6)</b>
1	3	1	4	1	1	2
2	1	1	2	2	2	4
3	4	2	6	3	3	6
4	2	2	4	2	2	4
5	2	1	3	2	1	3
6	3	1	4	3	3	6
7	1	1	2	1	1	2
8	3	3	6	4	4	8
9	4	1	5	2	1	3
10	3	2	5	1	2	3
11	3	2	5	2	2	4
12	2	2	4	3	3	6
13	1	1	2	2	2	4
14	1	1	2	1	1	2
15	3	2	5	3	2	5
16	3	3	6	3	1	4

*Table 8: Anxiety Score for Question 3, 4, 5, and 6*

	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Pair Sum 1</b>	4.06	16	1.482	.370
<b>Sum 2</b>	4.13	16	1.708	.427

		<b>Pair 7</b>
		<b>Sum 1 – Sum 2</b>
Paired Differences	Mean	-.063
	Std. Deviation	1.569
	Std. Error Mean	.392
	95% Confidence Interval of the Difference	Lower Upper
T		-.159
Df		15
Sig. (2-tailed)		.876

Table 9: Friends VS Faculty/Staff Paired Sample T-Test



*Figure 7: Pair 7 Boxplot*

A t-test was conducted to compare the anxiety level in condition when the interlocutor was a friend and when the interlocutor was a university faculty or staff member. The study found that there is no significant difference between a friend ( $M=4.06$ ,  $SD=1.482$ ) and a faculty or staff member ( $M=4.13$ ,  $SD=1.708$ );  $t(15) = 0.159$ ,  $p=0.876$ . However, on the boxplot, variable sum 2 has a larger range than variable sum 1.

The third research question investigates the effect of the communication context on the anxiety that participants may experience. The study focuses on the anxiety difference in speaking with a teacher, no matter whether he or she is a native English speaker or nonnative English speaker, and in the in class context and outside class context. The analysis was performed in the same way as the second research question.

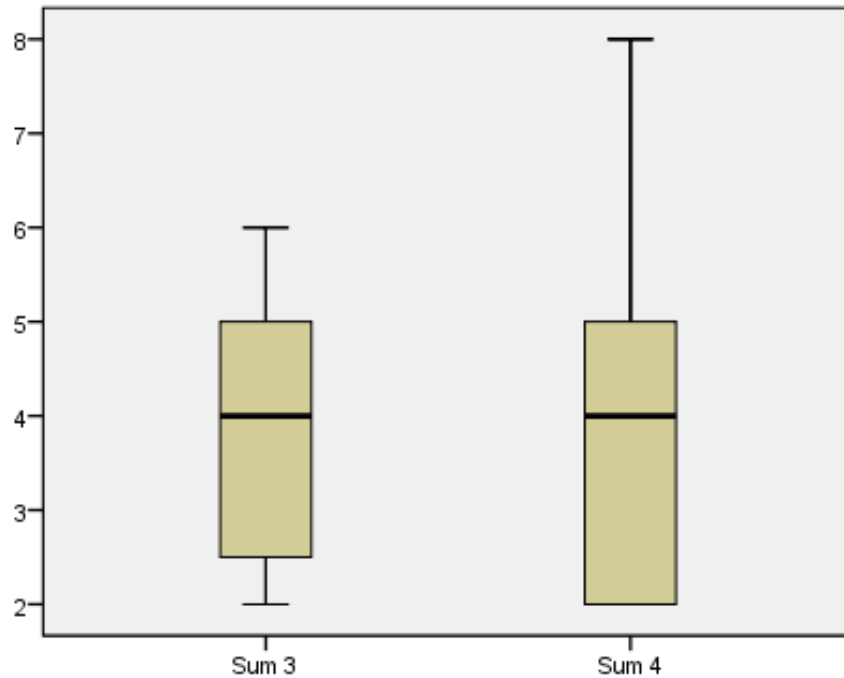
<b>Participant</b>	<b>Q 10</b>	<b>Q 11</b>	<b>Sum 3 (=Q10+Q11)</b>	<b>Q 12</b>	<b>Q 13</b>	<b>Sum 4 (=Q12+13)</b>
<b>1</b>	2	2	4	2	2	4
<b>2</b>	1	1	2	2	2	4
<b>3</b>	3	3	6	3	3	6
<b>4</b>	2	1	3	2	2	4
<b>5</b>	1	1	2	1	1	2
<b>6</b>	2	2	4	1	1	2
<b>7</b>	1	1	2	1	1	2
<b>8</b>	2	2	4	4	4	8
<b>9</b>	2	4	6	2	3	5
<b>10</b>	1	4	5	1	2	3
<b>11</b>	3	2	5	3	3	6
<b>12</b>	2	2	4	2	2	4
<b>13</b>	2	2	4	1	1	2
<b>14</b>	1	1	2	1	1	2
<b>15</b>	3	2	5	3	2	5
<b>16</b>	1	2	3	2	1	3

*Table 10: Anxiety Score for Question 10, 11, 12, and 13*

	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
<b>Pair Sum 3</b>	3.81	16	1.377	.344
<b>Sum 4</b>	3.88	16	1.784	.446

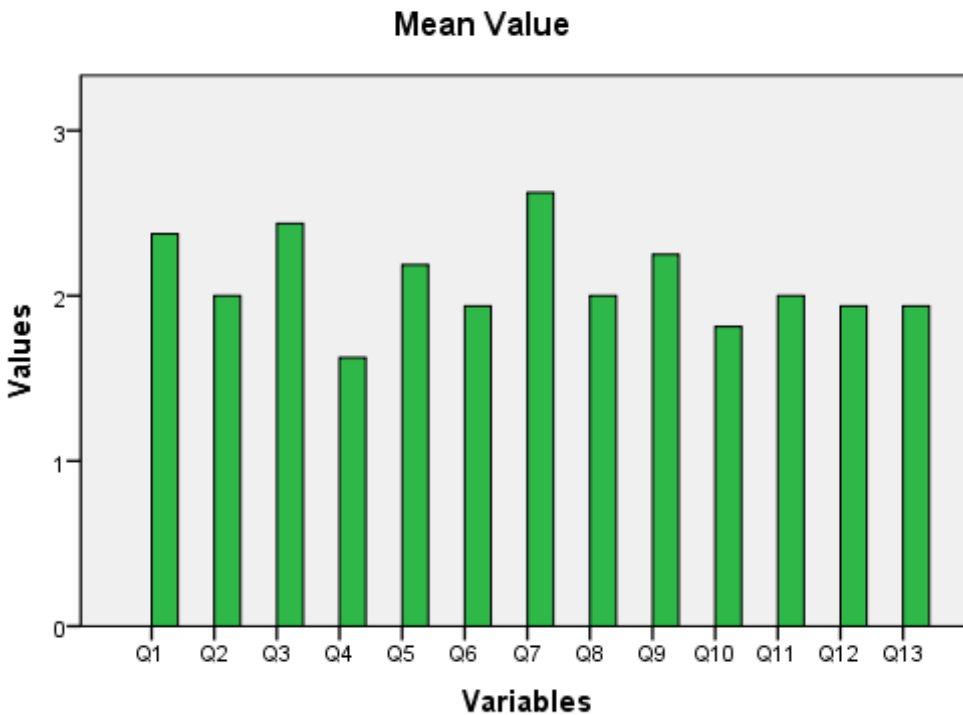
		<b>Pair 8</b>
		<b>Sum 3 – Sum 4</b>
Mean		-.063
Std. Deviation		1.526
Std. Error Mean		.382
95% Confidence Interval of the Difference	Lower	-.876
	Upper	.751
T		-.164
Df		15
Sig. (2-tailed)		.872

*Table 11: In Class VS Out of Class Paired Sample T-Test*



*Figure 8: Pair 8 Boxplot*

As with the second question, there is no significant difference found in anxiety level when students were speaking with a teacher in the in class context ( $M=3.81$ ,  $SD=1.377$ ) and outside class context ( $M=3.88$ ,  $SD=1.784$ );  $t(15) = 0.164$ ,  $p=0.872$ . However, the boxplot shows that variable sum 4 has a larger range.



*Figure 9: Mean Value of Each Item in SLSAS*

Figure 9 shows that the participants as a whole would feel somewhat anxious when speaking a second language in various contexts, although some individuals felt no anxiety in some conditions.

The results of t-tests found significant differences in pair 1, pair 2 and pair 4, no significant difference in pair 3 and pair 5, and no difference in pair 6. However, from Figure 9, except pair 5 and 6, communicating with a NES (or a group of NESs) causes higher anxiety than with a NNES (or a group of NNESs) even in different conversation conditions. Interestingly, the social role of interlocutor in pair 5 and pair 6 is the teacher.

Even though t-tests found no significant difference in pair 7 and pair 8, boxplots showed that sum 2 has larger range than sum 1, and sum 4 has larger range than sum 3. This suggests that



when the interlocutor was a university faculty or staff, no matter his/her what linguistic background, the anxiety that participants felt ranged widely within the group itself, implying that the social role of the interlocutor has some effect on language anxiety; similarly, when the student-teacher communication happened in a more informal condition, no matter the linguistic background of the teacher, the anxiety that students felt ranged widely within the group itself, implying that the context of student-teacher communication has some effect on language anxiety.

## V. DISCUSSION

The reason for performing a demographic questionnaire is to get a representative sample to reflect the entire population in the Intensive English Program. The study itself is a case study, and it couldn't investigate the anxiety in a larger group of people.

Students felt more anxious when the interlocutor was a NES no matter the social role of the interlocutor was a stranger, a friend, or a university faculty member. However, this did not apply to the condition when the interlocutor was a teacher. Attending a class in which the teacher is a NNES may cause more anxiety for participants. One assumption for this may be that a nonnative English teacher often has a particular accent that may cause problem for students to follow. Another assumption could be that a nonnative English teacher may have a teaching style which is different from other native English teachers. Students may be more familiar with a native English teacher's teaching style than a nonnative English teacher's teaching style. This may also lead to a higher anxiety.

The study has some limitations. Firstly, the sample size (N=16) is small. There were two individuals marked "1" (not anxious at all) for every item in the Second Language Anxiety Scale, which means they did not feel anxious at all in any situations. The two individuals are both male students. Their answers might cause a difference in the final result of the data due to the small size of the sample. Secondly, other factors such as gender, first language and culture may cause effects on language anxiety. However, these factors have not been considered into this case study.

The findings of this study also provide some pedagogical implication for ESL teachers. Teachers first need to consider the possibility that anxiety is responsible for the behaviors of

students. In addition, teacher should build a student-friendly class environment and also suggest some useful learning strategies to students to allay their language anxiety. For instance, students could be seated with those they are familiar and once they get used to the class environment they could be arranged with other students. Lastly, students should be encouraged to have more communication both in class and out of class, and with people from different background. For example, teachers can design some social activities that have students working with local communities.

## VI. CONCLUSION

The study found that anxiety exists in a group of ESL students studying in an intensive English program at a research university in the Southeastern United States of America. The most important finding in the study is that the interlocutor could be a factor that causes a difference in the anxiety that students experience in oral communication. Specifically, students would feel more anxious when the interlocutor is a native English speaker, no matter who the interlocutor is a friend, a university faculty member or a stranger. However, having a conversation with a native English teacher does not cause more anxiety than having a conversation with a nonnative English teacher. Additionally, the study found the communication context could influence the anxiety that students experience when communicating with their teacher. Finally, from the pedagogical perspective, the study implies the ESL teachers to take effective methods to help students reduce their anxiety and improve their English skills.

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## LIST OF APPENDICES

APPENDIX A: DEMOGRAPHIC QUESTIONNAIRE



1. Gender: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. What is your nationality? \_\_\_\_\_
4. What is your first language? \_\_\_\_\_
5. What language(s) do you speak proficiently?
6. When did you start to learn English? \_\_\_\_\_
7. How long have you been studying English? \_\_\_\_\_
8. Until now, how long you have been having ESL instruction in the U.S? \_\_\_\_\_
9. What was your education level before you came to the U.S? \_\_\_\_\_
10. When did you first arrive in the U.S? \_\_\_\_\_
11. When did you enroll in this intensive English program? \_\_\_\_\_ -
12. When will you finish this intensive English program? \_\_\_\_\_
13. Will you start or continue an academic program after you finish your IEP program?  
\_\_\_\_\_ If so, what will the program be? \_\_\_\_\_  
And where will this program be? \_\_\_\_\_
14. What proficiency level do you consider yourself are: native-like, *superior*, *advanced*,  
*intermediate*, *novice*. (Underline your choice)

APPENDIX B: ADAPTED SECOND LANGUAGE SPEAKING ANXIETY SCALE

Not at all Anxious	Slightly Anxious	Moderately Anxious	Very Anxious	Extremely Anxious
1	2	3	4	5

Situation	Anxiety Level
1. A native speaker I do not know asks me questions.	1 2 3 4 5
2. A non-native speaker I do not know asks me questions.	1 2 3 4 5
3. Having a conversation out of class with a friend who is a native speaker of English.	1 2 3 4 5
4. Having a conversation out of class with a friend who is a non-native speaker of English.	1 2 3 4 5
5. Asking questions or advice in English from a faculty or staff member at the university who is a native speaker of English.	1 2 3 4 5
6. Asking questions or advice in English from a faculty or staff member at the university who is a non-native speaker of English.	1 2 3 4 5
7. Taking part in a conversation out of class with a group of native speakers of English.	1 2 3 4 5
8. Taking part in a conversation out of class with a group of non-native speakers of English.	1 2 3 4 5
9. Taking part in a conversation out of class with a group of people including both native speakers and non-native speakers of English.	1 2 3 4 5
10. Attending a class in which the teacher is a native speaker of English.	1 2 3 4 5
11. Attending a class in which the teacher is a non-native speaker of English.	1 2 3 4 5
12. Speaking informally out of class to your English teacher, who is a native English speaker.	1 2 3 4 5
13. Speaking informally out of class to your English teacher, who is a non-native English speaker.	1 2 3 4 5

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