

## A Case Study Approach to Identifying Anxiety in Foreign Language Learners: A Qualitative Alternative to the FLCAS Anxiety Scale<sup>4</sup>

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### **Introduction**

Language classroom anxiety has been the object of study for the last two decades as it is acknowledged to have a major impact on language learning and, most importantly, the language learner himself (Turula, 2004). Being aware of anxious language learners in the classroom is a starting point for us teachers to address the situation in terms of where language anxiety comes from and what we can do to lessen its negative effects on learning (Shingi & Ying-Ling, 2004). It is the anxious language learner's perspective, however, which has received increased attention in the last few years.

This paper is a case study with a single participant who was first observed and then interviewed about what he actually does to cope with language classroom anxiety (LCA). I originally conceived it to be research on what a group of anxious learners do to cope with LCA by duplicating a study Shingi and Ying-Ling (2004) carried out with beginning learners in Japan. Their study categorizes the strategies those learners use to cope with anxiety in the language classroom. As I reviewed the literature and my understanding of qualitative research methodological principles, I used Shingi and Ying-Ling's study as a starting point to find alternative ways to claim a language learner suffers from LCA. By avoiding the use of a statistical instrument to measure LCA, I aim to refine a methodology to systematically collect and analyze qualitative data on both the labeling of the learners as being anxious, and on the strategies they use to cope with LCA.

I will first review the relevant literature about measuring anxiety in language learners and on how strategies they might use relate to the issue of LCA in general. Then, in the methodological section, I will propose an alternative instrument to claim that a learner is anxious and what he or she does to cope with this situation. I will proceed to analyze the data obtained by relating it to the findings in Shingi and Ying-Ling (2004). Lastly, I will analyze and discuss the limitations of my study and will try to give myself and interested researchers directions for further inquiry.

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<sup>4</sup> This is a refereed article.

## Literature review

The study I base this research paper on uses a scale to statistically confirm that learners suffer from LCA. This scale known as FLCAS (Foreign Language Classroom Anxiety Scale) was developed by Horwitz, Horwitz, and Cope (1986) and consists of 33 statements subjects are asked to agree or disagree with (see Appendix 1). The results of the survey report the degree of anxiety an individual experiences in the language classroom (LC). Two other factors are important to note: (1) the scale is written in English and (2) it measures LCA in adults. The statements are mostly concerned with the learners having to produce the language orally, for LCA is generally associated with speaking and listening (Koba, 2000).

Since its development, the FLCAS has been adapted to determine the degree of LCA in various contexts. For instance, Argaman and Abu-Rabia (2002) adapted it to see whether young learners experience anxiety when reading and writing. Also, it has been translated into a variety of first languages to conduct research on beginners, especially adults, who are much more likely to experience LCA (Turula, 2004). These translations risk being misunderstood, though. For that reason, piloting a translated version of the scale is desirable. Ortega (2003), for example, conducted a study to pilot a Spanish version of FLCAS. It is worth pointing out that this Spanish version was piloted with advanced Spanish speaking learners, not with beginners. Although it is not clear which language is used in their scale, I assume Shingi and Ying-Ling (2004), used a Japanese version, for it was administered to learners in basic levels.

Nevertheless, using a scale may not be at all mandatory to determine whether an individual suffers from LCA. Oxford (1999) points out there are observable traits in determining whether a learner feels restless and uncomfortable when in language class. Observation can therefore be a reliable research instrument if we aim to qualitatively say whether and/or to what extent learners suffer from LCA. Moreover, observation can help us teachers develop sensitivity toward anxious learners, which is something we might need to work on (Crandall, 1999). First, it raises our awareness of the existence of this kind of learner in our classroom. Second, knowing which strategies learners use most frequently and how they use them can provide insights into what helps learners handle their language anxiety. This valuable information can have a strong impact on the planning of individual lessons, classroom management, and on individual students' development as language learners in particular, and as learners in general.

Yet, teachers and researchers need to be aware of cultural and personality factors, as well as facts and beliefs about learning and teaching. We may have to come to terms with many learners' lack of readiness to try out strategies which involve working collaboratively with others, for example, for the idea of a safe language learning environment is perhaps unthinkable for some of them. Competitiveness and/or being left to their own resources may frequently be what

learners are, for one reason or another, used to when learning a language in the context of a classroom. By the same token, being aware of the fact that some learners need time and space to adjust to the requirements of a collaborative learning environment can help teacher researchers better understand how to put these learners at ease so that they can work with and integrate with peers and the rest of the group (Dornyei & Malderez, 1999).

### **Research questions**

Instruments such as scales and questionnaires provide researchers with objective, straightforward information that can be fairly easily classified for later analysis. However, when aiming to replicate Shingi and Ying-Ling's study, I found the FLCAS scale particularly long and impersonal. Even though it has been tested to confidently say how anxious an individual is about learning a language, I felt if I gave a version of this scale to my learners I would be making them (1) express something which affects them directly in words which are not their own, and (2) feel I was keeping affective distance and was not genuinely interested in their answers beyond research purposes.

In addition, I thought the subjects in Shingi and Ying-Ling's study could have felt predisposed to answer in a certain fashion since they had previously labeled themselves 'anxious' when they volunteered to participate in their study. A first research question arises here: How can evidence of whether an individual suffers from LCA be collected without using FLCAS? In order to answer this question, I would need to adapt the methodology to collect data so that there would be neither segregated subjects, nor words explicitly given to express the emotions and concerns they experience in the language classroom.

If the learner is used as the primary source of information to make any claims about anxiousness and to elicit the strategies used to handle anxiety, interviews may be a more appropriate way to collect data (Creswell, 1994). The use of recording devices and actually telling learners why they are being interviewed, however, may influence and bias the learners' accounts. Moreover, a structured interview will clearly shape the sort of data obtained from it. Thus, another aspect of the methodology would have to answer the question: How can honest and genuine data about strategies to cope with LCA be elicited from self-identified anxious learners? Conducting a flexible interview that elicits spontaneous and sincere comments from anxious learners would be needed to obtain worthwhile, qualitative data.

### **Methodology**

The methodology I present here is a result of my evolving reflection about adding more qualitative value to the two points specified above: claiming a learner is anxious, and eliciting from him/her the strategies he/she uses to cope

with this anxiety, if any. I used three data collection strategies: initial identification through observation, confirmation of initial identification with a short questionnaire, and recorded interview with the subject of this study.

Initially, I observed a population consisting of three groups of Spanish-speaking learners at beginning levels, each group having from 20 to 30 students. There were 37 women and 40 men distributed in all three groups (see Appendix 2). These learners were enrolled in English as a general university requirement courses at a large public university in the south of Mexico. They ranged in age from 18 to 50 with a mean age of 22. I identified about 9 learners in each group (see Appendix 3) who I believed were experiencing some degree of anxiety in the classroom. I base these choices on what in my experience can be labeled as anxious behavior displayed by the university students in my specific institutional setting when in the role of language learners. I did not use an instrument (see Appendix 1) which would enable me to prove that an individual experiences classroom anxiety as in Shingi and Ying-Ling's study (2004). Instead, I focused on my learners' self-perception of being anxious during lessons.

### **Materials and data collection procedures**

I designed a questionnaire which would help me identify those learners who, in their own view, experience some level of anxiety in the classroom. This brief questionnaire consisted of two yes/no questions, one of which had an open-ended follow up question, and a multiple choice question (see Appendix 4). These questions were placed at the end of what was intended to look like a *fact-file card*<sup>5</sup> to be given out to every student in the groups so as to avoid segregation. This questionnaire could also allow me to identify subjects who were experiencing some kind of discomfort which was not evident to me through observation.

*Fact-file cards* were given out casually while students were carrying out a task in groups. I collected a total of 38 questionnaires from groups 2 and 3 only. As a second step I separated those questionnaires where the words 'nervous'/'anxious' were either circled or written by the learners themselves. Seven learners marked or wrote 'nervous' / 'anxious'. Four of these seven learners had previously been identified as having some degree of anxiety in my initial observation of group 3 (see Appendix 3).

At the beginning I intended to give out a second, follow up questionnaire to those seven students (Appendix 5) so that I could replicate the original study more closely. However, because of the qualitative advantage interviews have over questionnaires, I decided I would interview two students I felt I could get closer to. It was hard to keep track of Laura and Roman as they were constantly

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<sup>5</sup> Small cards containing personal and/or language learning-related information about students. Usually filled-out for learning purposes in activities such as exchanging personal information, writing profiles and so on, it can also be used by teachers to get to know learners better when course begins.

late and/or absent. Nevertheless, I did manage to get closer to Alan, and was able to record a casual, supportive conversation with him. This recorded material lasts 14 minutes (see Appendix 6).

### **Data Analysis Procedures**

The data consists of only one piece of recorded material with a single subject: Alan. The recorded material reflects a casual conversation in which I managed to ask questions 1, 3, 4 and 6 from my guiding questionnaire (see Appendix 5). Because I wanted to talk to Alan more than forcing us into a structured interview and follow the questions in order, I let the conversation go and asked questions where I felt they were appropriate (see Appendix 6).

I first analyzed the data to find evidence of Alan being an anxious learner. I use italics and inserted comments to relate the data to the theoretical background. I underline what I feel has to do with using strategies to cope with anxiety from a very general perspective about the issue; e.g. not actually using it as a strategy but acknowledging its importance in better coping with LCA. I use bold, italics *and* underline data that I feel is particularly outstanding in terms of representing three things: strategies the subject uses, reasons for using those strategies, and evidence of self-perception of being anxious.

### **Analysis of Results and Discussion**

The data is very fruitful and revealing (see Appendix 6). Alan seems to have it clear in his mind when he feels and does not feel at ease in the classroom. Feeling that he is in good hands means he is being taken care of, which in turn releases tension, while uncertainty and a lack of direction in the classroom create a feeling of lack of control which in turn causes anxiety. He seems to need a teacher he can rely on in terms of experience, approachability and knowledge. In contrast, if he feels the class is aimlessly managed, that he cannot see where he should be going, and does not have control of the situation, the result is restlessness and anxiety.

The fact that he was told off and humiliated before peers by one of his previous teachers can be another possible source of his LCA. If the classroom is perceived as a hostile environment that threatens the learner as an individual, feelings of discouragement and fear will likely result in LCA. In addition, Alan's feeling of being unable to afford learning English also places him at a disadvantage when compared to his peers. This factor, over which he feels he does not have any control, contributes negatively to both his self-perception when compared to others and what he as a learner can actually do to lessen his suffering. Learners inevitably compare themselves to peers as a consequence of language learning in settings such as school and university classrooms. What is more, comparison is frequently maintained and emphasized in these learning

environments by the teachers themselves. On the optimistic side, he seems to be aware of when help is being offered. Yet, he may feel unsure about how to handle positive circumstances due to all of the above.

The first part of the conversation helps me confidently say my subject suffers from LCA. I then proceed to elicit from him what he does to ease the pain, if anything. Alan seems to realize he is not anxious by nature and that there are circumstances that cause this state, that is, he tries to find the source of his present anxiety (see Appendix 6). This is where he starts by acknowledging it is no use hoping the teacher will change his/her methods or avoiding class altogether. Also, although the teacher may try to help learners by adapting to them he may have to take risks of his own. He has, for instance, tried to come prepared to class by looking up words in the dictionary and to get himself some tutoring. However, he had not tried seeking help from his peers, but which he recently started doing and thinks he should do more often.

Contrary to what Shingi and Ying-Ling found about which strategies are more widely used by learners, I find evidence of Alan using strategies which fall in the least-used categories: 'positive thinking' in first place, and 'peer seeking' in second. Alan's apparent preference for positive thinking strategies seems to be due to personality and cultural factors. Having previously collected some facts about his family background, I sense there is a feeling of pride and responsibility when Alan refers to family anecdotes and when he talks about trying hard even if he thinks there is very little chance of success. His tone of voice and relaxed attitude during the conversation lead me to come to positive judgments about his having an easygoing, though timid, personality.

The use of peer seeking strategies, on the other hand, is rather unconscious. This may be due to a rooted belief that learners should manage by themselves in the classroom. Peers are initially perceived as a threat, and Alan does not see himself as being sufficiently prepared and capable of achieving what they can. In his view, collaboration is impossible under these circumstances and avoidance is the result. These perceptions must have gradually changed for him by observing how integration did take place among others when he looked on from a safe distance at first, and when he started participating in tasks later on. During the course he was able to see first hand that other learners were also having problems but willing to collaboratively try, especially as no danger of humiliation followed the tasks. I find evidence of this attentiveness/sensitivity when he talks about Roman and Leonel and how they seem to be gaining confidence.

Alan acknowledges the usefulness of such safe integration although he is not aware of how in fact working with others collaboratively has become one of his own strategies. I think there is evidence for this claim in two ways. First, he has turned to help others as a way to help himself. Second, he does not seem to believe it is actually helpful in adverse circumstances because he later insists there is very little he can do to reverse his situation. This feeling of helplessness could indicate that his language learning anxiety is deeply rooted, but may be

overcome by raising his awareness of the power of collaborative work and the real opportunities he has to try out several other strategies to fight his anxiety and actually enjoy language learning.

## **Conclusions**

Although I do not use a scale to verify the levels of anxiety my subject experiences in the classroom, I do find evidence of this state through data analysis. I also find evidence of strategies he makes use of and which categories from Shingi and Ying-Ling's (2004) study these strategies belong to. This allows me to say that the methodology I follow in this paper may successfully be carried out to gather qualitative and enriching data on what anxious learners do to cope with LCA.

A possible drawback of this study, however, lies in the time it took to collect genuine data from a single subject. In addition, the use of recording devices was first introduced by one of the learners for purposes other than research (see Appendix 6, first paragraph) and this may be seen as very particular to this case study. In order to be able to generalize claims about alternative ways to carry out research which typically relies on statistical data, the qualitative data presented in this study would have to be quantitatively supported; e.g. the FLCAS scale could be administered to subjects at a later stage to see whether anxiety has decreased. Yet, getting the subject to talk about language anxiety in ways that encourage spontaneity and discourage predisposition did result in rich, genuine data, which may seem worthwhile enough to interest teacher researchers in following the methodological steps presented in this study.

The fact that avoidance on the part of the anxious learner is very likely to occur may pose some additional problems due to absenteeism, tardiness and purposeful failure. Finding ways to ensure that learners attend class and are given the opportunity to experience the use of preparation, relaxation, peer-seeking and positive-thinking strategies through collaborative work and other techniques may therefore be necessary. An additional point is the fact that the studies I cite here only focus on describing anxiety levels. They do not say whether learners have been given help with their language classroom anxiety so that they can tell the difference, nor what learners say they do when feelings of anxiety and helplessness arise.

Replicating the methodology I propose here may not result in new insights about LCA. Nevertheless, it does have implications on how both learners and teachers can become aware of the problem and how to address it. Simply approaching and being able to get shy learners to speak up little by little about their own shyness can build their self-confidence and, more importantly, their self-esteem. Similarly, designing tasks with the anxious learner in mind does have an influence on a number of classroom management elements which can help create a much safer and more comfortable learning environment.

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**Appendix 1: FLCAS Questionnaire<sup>6</sup>**

- (1) I never feel quite sure of myself when I am speaking in my foreign-language classes.
- (2) I don't worry about making mistakes in language class.
- (3) I tremble when I know that I am going to be called on in language class.
- (4) It frightens me when I don't understand what the teacher is saying in the foreign language.
- (5) It wouldn't bother me at all to take more foreign-language classes.
- (6) During language class I find myself thinking about things that have nothing to do with the course.
- (7) I keep thinking that the other students are better at languages than I am.
- (8) I am usually at ease during tests in my language class.
- (9) I start to panic when I have to speak without preparation in language class.
- (10) I worry about the consequences of failing my foreign-language class.
- (11) I don't understand why some people get so upset over foreign-language classes.
- (12) In language class I can get so nervous I forget things I know.
- (13) It embarrasses me to volunteer answers in my language class.
- (14) I would not be nervous speaking the foreign language with native speakers.
- (15) I get upset when I don't understand what the teacher is correcting.
- (16) Even if I am well prepared for language class, I feel anxious about it.
- (17) I often feel like not going to my language class.
- (18) I feel confident when I speak in foreign-language class.
- (19) I am afraid that my language teacher is ready to correct every mistake I make.
- (20) I can feel my heart pounding when I'm going to be called on in language class.
- (21) The more I study for a language test, the more confused I get.
- (22) I don't feel pressure to prepare very well for language class.
- (23) I always feel that the other students speak the foreign language better than I do.
- (24) I feel very self-conscious about speaking the foreign language in front of other students.
- (25) Language class moves so quickly I worry about getting left behind.
- (26) I feel more tense and nervous in my language class than in my other classes.
- (27) I get nervous and confused when I am speaking in my language class.
- (28) When I'm on my way to language class, I feel very sure and relaxed.
- (29) I get nervous when I don't understand every word the language teacher says.
- (30) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
- (31) I am afraid that the other students will laugh at me when I speak the foreign language.
- (32) I would probably feel comfortable around native speakers of the foreign language.
- (33) I get nervous when the language teacher asks questions which I have not prepared in advance.

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<sup>6</sup> 'A number of instruments exist, the best known of which is the Foreign Language Classroom Anxiety Scale or FLCAS, by Horwitz (1986). The FLCAS was developed to capture the specific anxiety reaction of a student to a foreign language situation. This instrument integrates three related anxieties – communication apprehension, test anxiety, and fear of negative evaluation'. Oxford, R. (1999). Learners are asked to *completely agree, agree, disagree, or completely disagree* with each of the statements.

**Appendix 2: Initial population and distribution**

| Total       | Gender     | Observed anxious learners    |
|-------------|------------|------------------------------|
| Group 1: 31 | (19m, 12w) | 12 anxious learners (4m, 8w) |
| Group 2: 26 | (12m, 14w) | 6 anxious learners (2m, 4w)  |
| Group 3: 20 | (9m, 11w)  | 9 anxious learners (6m, 3w)  |

Age: Mean 22


**Appendix 3: Group 3: Nine subjects identified as being anxious**

| Nine subjects | Observation | Self-perception of feeling anxious / nervous |
|---------------|-------------|--|
| 1(m)          | Yes         | No   |
| 2(m) Alan     | Yes         | Yes  |
| 3(w)          | Yes         | No   |
| 4(w)          | Yes         | No   |
| 5(m)          | Yes         | No   |
| 6(m) Roman    | Yes         | Yes  |
| 7(m)          | Yes         | No   |
| 8(m)          | Yes         | No   |
| 9(m) Leonel   | Yes         | Yes  |

**Appendix 4: Questionnaire/Fact file card for the whole population****HOJA INFORMATIVA**

Nombre: \_\_\_\_\_ Matrícula: \_\_\_\_\_

Carrera: \_\_\_\_\_ Edad: \_\_\_\_\_

**Usa el reverso de la hoja si así lo deseas** **Datos familiares** que desees dar (numero de hermanos, ocupación de padres, nombre o edad de hijos):**Historial de tus niveles de inglés** dentro de la carrera (año y/o semestre en que fueron cursados, recursos, opinión general sobre el haberlos tomado)

Inglés100:

Inglés 101:

**Otoño 2005. Inglés 203. Profesora Elba Méndez García.**

1. ¿Estuviste presente en el primer día de clase? Si / No
2. ¿Qué palabra define mejor el como te sentiste el primer día de clase (o el primer día que tomaste clase)? Angustiado Nervioso Inseguro Seguro Tranquilo Relajado
3. ¿Consideras que la sensación del primer día ha cambiado? Si / No ¿Por qué?

**Appendix 5: Follow-up questionnaire / Guiding questions for individual interviews**

1. ¿Qué parte o momento de la clase te hace sentir angustiado / nervioso / inseguro?
2. ¿Cómo crees que afecta esto tu aprendizaje del idioma?
3. Una vez que empieza la clase, ¿qué haces para sentirte seguro?
4. ¿Qué elementos o aspectos de la clase te ayudan a sentirte menos angustiado / nervioso / inseguro?
5. ¿Qué cambiarías de la clase para no sentirte angustiado / nervioso / inseguro?
6. ¿Qué cambiarías en ti para no sentirte angustiado / nervioso / inseguro en clase sin cambiarle nada a esta?

**Appendix 6: Tapescript of the recorded interview with Alan**

**Background to the recorded material**

At the beginning of the second half of the course (around the 35th hour of 60 hours of instruction) Alan started to overcome shyness and ventured to ask questions while I monitored groups, volunteered a couple of times to contribute with an answer and so on. One of his classmates, Manuel, was a blind, self-confident student who used a pocket tape recorder to keep a record of his and his teammates’ work throughout the course. His group members got used to being recorded when working with him, and I thought that bringing my own tape recorder would not influence interviewees negatively. The day of my conversation with Alan (during the 48th hour of instruction) the group was finishing homework exercises while I asked Manuel about himself, his own development and how I could help him and others like him in the future. I told him I would keep an audio recording of his comments for future reference and he agreed.

Alan waited until Manuel and I finished talking about how I could help other blind students. Then he approached us to say he was not working on the exercises because he had not brought his material that day and was sorry. I had been sitting with Manuel at desks in the student area, surrounded by groups of learners engaged in talking and working together when Alan joined us. Alan and I were barely noticed and it did not seem to bother him when I announced I also wanted a record of his reflections, which were surprisingly prolific and needed little elicitation (see below). Class time was about to finish and the class started to leave. We were alone only for the last two minutes of the recording.

In the beginning stages of the interview I managed to ask question 3 (“Once the lesson has started, what do you do to feel at ease?”) from my list of guiding questions. Later I managed to ask questions 1 and 4 (“What part/moment in the class makes you feel anxious/nervous/insecure?” “Is there any part of the lesson which helps you feel less anxious/nervous/insecure?”). Finally, in the last stages of the interview I asked question 6 (“Without making any changes to the lesson, what would you do differently not to feel anxious/nervous/insecure in class?”). Places where I ask these questions are marked in bold print and a comment with the question in English is inserted. Italics indicate the segments of data which I use as evidence of Alan being an anxious language learner to develop my analysis. When I feel there is strong evidence, the italics are also bold. Underlined segments relate to the strategies mentioned in the study I base this piece of research on (see document).

Int. Interviewer  
 Al. Alan

|      |   |
|------|---|
| Int. | Bueno, dices que sientes que aprendiste mas en la secundaria que en la prepa. |
| Al.  | Así es.   |
| Int. | Y eso por que.  |

|      |   |
|------|---|
| Al.  | Mire en la secundaria el profesor, igual, bueno, nos daban los libros y el profesor nos decía, miren pónganse a leer, contestan y ya contestaba yo y nos pasaba al frente, nos hacia diálogos que venían en el libro. Así nos los aprendimos de memoria y pasábamos. Mas aparte <i>siempre decía que cuando tuviéramos algún problema que se lo dijéramos, y que si no comprendíamos alguna cosa, se la dijéramos</i> , entonces así era la dinámica en clase, bueno, en la secundaria. Cuando ingrese al bachillerato pues, no nos dieron, no nos dieron el primer año ingles, el segundo año, fue hasta tercero, cuarto cuatrimestre, cuarto semestre cuando se empezaron, nos empezaron a dar clases de ingles y solamente eran cuatro profesores en el bachillerato, entonces eran, había tres ingenieros, una licenciada en psicología (interrupción, un alumno sale y me habla desde la puerta) una licenciada en psicología, entonces no había que de verdad fuera un maestro de supiera, que hubiera salido de una escuela de lenguas. Entonces, con lo poco que ellos sabían, no sabían la gran cosa (rie), por ser también, eran recientemente graduados, se habían recibido y habían ingresado al magisterio, y pues no sabían de ingles, yo digo que nada porque también, pues, o sea le decía uno nuestras dudas, 'pues déjenme investigar y mañana les digo'. Eso no es un maestro de ingles no (risas) es que, en serio no o sea si, pues no, 'déjenme ver y yo sentía que pues eran pues cosas sencillas, a lo mejor pues uno puede resolver, <i>bueno, nunca nos apoyaron, nunca nos dijeron pues, va a haber algún libro</i> , (muestra) fotocopias o, nada, solamente lo que ellos supuestamente nos dictaban y eso era con lo que ibas aprendiendo supuestamente. |
| Int. | Y acá   |
| Al.  | Aquí... bueno, hubo una maestra que... no pues, me traumo no recuerdo ni su nombre, era gordita ella, chinita, y bueno, primero me recurso. Fue porque supuestamente no participaba en clase, <i>cuando me pasaba a participar este y decía yo algo mal, me como que tartamudeo cuando no puedo pronunciarlo, y ella en lugar de corregirme me decía, no pues, estas mal, y así pues es que uno como también ya cuando te vuelven uno a decir 'pasa a participar' pues ya no...</i> (no audible) pues, me recurso. Y... cuando volví a cursar el ingles 1 fue hasta con el extraordinario, lo pase con 6 y luego el ... lo pase con 7. <i>La maestra también este, (nombre) nos, ahora si que nos, vaya nos entendía no, no yo nada mas, fue también un compañero que se había equivocado de clase, este, o sea, nos ayudaba y, como le hacíamos trabajos como que ya nos ayudaba mas a pasar la materia (inaudible) y como no, como le digo, estudie en el bachillerato y pues, no tenemos la solvencia económica para pagar unas clases de ingles (mj) mas que nada seria eso.</i>  |
| Int. | A ver,... tu ficha y, algunos datos que recabe tuyos y de otros compañeros tuyos, tu eres uno de los que me llaman la atención, este, <u>me dices que... que te sientes muy nervioso.</u>   |
| Al.  | <u>Si.</u> Por lo mismo, le digo que, a lo mejor bueno yo, <u>yo siento que fue por lo del este lo del ingles 1, le digo que nos pasaba a participar 'no, no, no, toma asiento, practica mas en tu casa' pero en lugar de que ella me dijera 'oye,</u>  |

Elba 10/12/07 15:03  
**Comment:** Expresses when he feels secure: when he feels supported.

Elba 8/12/07 12:49  
**Comment:** Uncertainty is very likely to be one of the sources of his anxiety.

Elba 10/12/07 15:04  
**Comment:** Evidence of feeling humiliated, discouraged and/or threatened. Another highly possible source of LCA.

Elba 8/12/07 12:49  
**Comment:** Acknowledging sympathy from others.

Elba 8/12/07 12:49  
**Comment:** This may be another source of anxiety. Believing that learning a language is something you pay for. Not being able to afford things causes restlessness.

Elba 8/12/07 12:49  
**Comment:** First trigger. Intention: to help him become aware of self.

Elba 8/12/07 12:49  
**Comment:** Tries to find the source of present anxiety.

Elba 10/12/07 15:05  
**Comment:** Feeling ignored?

|      |  |
|------|--|
|      | <i>que palabras tienes problemas para pronunciarlas, dime y te apoyo, no pues es re fácil' y pues haga de cuenta que llegaba, daba su clase, y se salía, no aclaraba dudas ni nada, y llegaba a la hora o antes, daba hora y media de clase y se salía ya nada mas.</i>  |
| Int. | Y así, <u>con esta clase en particular si te sentías así.</u>  |
| Al.  | <u>Al principio, ya mas después cuando, ya desde cuando dijimos que, nos explico un poco en español y un poco en ingles y hasta ahorita sentí que si, que pues he puesto mucho esfuerzo, usted ya nos apoya mas,</u> que palabras en español y a veces, o como hacer los ejercicios y ya lo entiendo mejor, me ha ido sirviendo mas. Las ultimas clases las he ido entendiendo mas, <u>siento que me ha servido, y ya entiendo por ejemplo las de (fin de un lado)</u>   |
| Int. | ¿( Que bueno, ahora, todavía te falta un semestre. Y bueno, te puede tocar lo que sea no. A mi me interesa que, por ejemplo), que <b>te toco esta maestra, o este profesor, y se da así la clase y pues, así como que de ni modos no. Tu, que haces.</b>   |
| Al.  | Por ejemplo, <u>cuando tome ingles uno yo yo vi a la profesora y eso, pues dije bueno pues, voy a intentarlo. También nunca ha sido de mi idea 'no puedo, no puedo, no puedo', siempre me han dicho que se bloquea uno mas, digo bueno, pues si, si voy a hacer el intento.</u> De hecho el primer libro si lo compre (muestra copias) (aja) este (el intento) aja dije bueno, <u>lo voy a empezar a hacer.</u> Y pues ya empecé y todo pero por lo mismo de que de, bueno, o sea, yo agarraba y llegaba yo <u>a mi casa y cuando nos dejaba tarea y agarraba yo dos diccionarios que tengo que están uno de ingles a español y de español a ingles. Buscaba yo las palabras que encontraba en ingles, y los buscaba yo y ya veía yo su significado, llegaba yo y las ponía,</u> igual no con, llego |
| Int. | Antes o después de la clase  |
| Al.  | <u>Después de clase, después.</u> Si, como ella no nos resolvía dudas ni nada yo llegaba yo a la casa, buscaba yo en el diccionario, pero ahora, también otro problema que he visto con el diccionario es que no trae todos los usos, por ejemplo, si viene en una (inaudible), el diccionario a lo mejor trae otro ejemplo, otro significado, no lo puedo ubicar, no lo puedo ubicar, lo dice que, lo que esta preguntando (mju) con la pregunta, a lo mejor podría, entendería un poco porque no entiendo completamente la pregunta (mj) entonces, pues era así nada mas que, ahorita, pues busque a un maestro que, de ingles. Es una señora que llego de Estados Unidos me estaba dando cursos de  |
| Int. | La buscaste  |
| Al.  | Si, pero, fui a una sesión. Pero lo que pasa es que ella el español no lo entiende del todo, entonces es un problema no, si no sabe el español completamente como me puede enseñar a mi ingles, que yo no se ingles, se se el español, o sea no había una forma de que pudiera yo comprender el..  |
| Int. | Aja, si. Y tu la buscaste o  |
| Al.  | Si. Mi papa es mecánico, le arregla su carro a su esposo y este el fue el que le comento y mi papa me dijo pagamos unas clases era de, de 50 pesos a la semana <b>dije yo bueno, si las podemos pagar,</b> dice pues si. Y fui a una sesión  |

Elba 8/12/07 12:49  
**Comment:** Acknowledging it needs to be a two-way effort.

Elba 8/12/07 12:49  
**Comment:** Question 3. What do you do to lessen your anxiety?

Elba 8/12/07 12:49  
**Comment:** Strategy III. Positive thinking

Elba 8/12/07 12:49  
**Comment:** Strategy I. Preparation ('Post preparation')

|      |   |
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|      | pero le digo, ese fue el problema, la señora no estaba del todo, o sea no sabía todo el idioma español como para una duda. Le hacia ‘uhm, y es, un es...’ y ella misma no encontraba la palabra.  |
| Int. | La intención era que te resolviera dudas o que era, cual era la i   |
| Al.  | Que me apoyara con lo del ingles, que me apoyara, de hecho yo llevaba las copias y pues (bajo)  |
| Int. | Llevabas tu libro   |
| Al.  | Si, no (señala copias del libro del curso)  |
| Int. | Ah, estas copias  |
| Al.  | Estas copias, fue apenas. Entonces este, no le hacia yo la pregunta ‘no que es esto’ decía ‘en español es...’ se quedaba pensando (risa). Y ya decía yo, hójole no, pues así no menos nos vamos a poder entender. Y le digo o sea, fui en buena onda así, no pues es que no me sirve. Alo mejor si fuera yo un poco mas ya mas avanzado pues si nos pudiéramos entender mejor y me hubiera servido para practicarlo pero pus no se, no voy a practicarlo.   |
| Int. | Mj, y de <b>acá con nosotros</b> , ahora si que... <b>que parte no te ayuda mucho, que parte si te ayuda</b>  |
| Al.  | Por ejemplo esto de los trabajos en equipo es muy bueno porque, con los <u>compañeros o sea unos, bueno, saben mas</u> , que aquí a veces desde el kínder les dan clases de ingles, en primaria, en secundaria, así, pues ya vienen como que mas preparados. Entonces <u>cuando yo no entiendo algo y llego ‘ah, esto es esto, es que es esto’ no se, lo voy entendiendo mejor y, trato de grabarme las, las palabras en ingles, y ya como que ellos me van diciendo pues ya como que me ayudan</u> y... al principio cuando usted no utilizaba tanto el español para dar clase, se me hacia mas difícil, se me dificultaba mas entender las cosas. Pero ahora, como ahorita como de las preguntas y esto pues ya, este lo voy comprendiendo mejor...   |
| Int. | ¿Te toco hacer al principio trabajos en equipo? ¿te toco?   |
| Al.  | En los...?  |
| Int. | Los primeros días, aja o en los otros ingleses  |
| Al.  | <u>En los otros ingleses no, no nos ponían trabajo... eran los trabajos nos lo ponían individuales</u> (mj) o así como por ejemplo ahorita de las copias, que usted nos sienta en equipos para resolverlo, (mj) <u>en las otras clases nos decían ‘resuelvan tal parte’(mj) pero no nos decían este ‘agrúpense</u> (alumnas se despiden) <u>en grupos de 2 o 3’ sino que nos decían ‘resuélvánlo’ y ya uno solito tenia que empezar a entender, pues ahí si yo los ejercicios no los hacia porque yo no se mucho de ingles</u> (mj) <u>pues no los hacia yo.</u> Y acá pos se me hace un poco mas fácil por lo mismo de que <u>los compañeros van resolviéndolos y ya voy entendiendo,</u> y pues ahorita si ya... <u>Al principio si como que no participaba yo tanto con ellos porque por lo mismo de que no entendía, pero ahora hay palabras que ya las entiendo y ‘no, pues puede ser esto, y esto’ y como que ya nos apoyamos ahí entre todos,</u> al principio no (chao, le cierro la puerta, señal ‘no gracias’) (mj) si, bueno, (ok) eso es, lo que me ha ayudado bastante, también y que ahora usted nos ha empezado a hablar un poco mas en español, o sea para (ah si?) no tanto, pero para las |

Elba 8/12/07 12:49  
**Comment:** Questions 1, 4. What moment / part of the lesson makes you feel anxious / nervous / insecure?

Elba 8/12/07 12:49  
**Comment:** Strategy IV. Peer seeking.

Elba 8/12/07 12:49  
**Comment:** Feeling isolated, cut off. Territorial classrooms.

Elba 8/12/07 12:49  
**Comment:** Belief: everyone knows what to do except me.

Elba 8/12/07 12:49  
**Comment:** Knowing first hand what to do. Need for safe integration.

Elba 10/12/07 15:07  
**Comment:** Feeling he has nothing to contribute with

Elba 8/12/07 12:49  
**Comment:** Empowerment. Collaboration which leads to safe integration.

Elba 10/12/07 15:08  
**Comment:** Stepping on safe ground.



|      |   |
|------|---|
|      | cosas que no se entienden muy bien entonces, si me ha servido bastante  |
| Int. | Mj ok, ahora entonces, ya por ultimo digamos que... : vas a seguir teniendo clases, te digo y vas a seguir teniendo de, a ver que te toca (si). Aja, y vamos a terminar la, el curso pues casi como lo empezamos. Ahorita estas prácticamente como lo empezamos pero ya están mucho mas integrados (si) eh, <b>como para que se te bajen los nervios, tanto en la clase que ahorita vamos a acabar como en las clases que te vengan... a que vas a recurrir.</b>  |
| Al.  | Pues, <u>ahora si que para entenderlo (aja) le digo, de hecho en mi casa yo tengo los libros (aja) bueno, son dos diccionarios,</u> grandes pero también como ya están un poco atrasados luego hay palabras que no se si sean recientes o no se pero no vienen en el diccionario (mj) <u>y este, pues trato.</u> Ahora también otra cosa a la que recurrí por así decirlo, <u>fue ayudarles a mis hermanos en sus tareas de ingles de la secundaria (!) (risa)</u> bueno, son de secundaria y, como se me hacen un poco mas fáciles (mj) las preguntas de secundaria que ahorita, pues ya <u>con mis hermanos y eso ya digo 'ah mira aquí es así y aquí puedes contestar esto y esto'</u> , y... a veces agarro sus libros de ingles y me pongo a hojearlos a ver que este que ya entiendo y que es lo que no entiendo y busco en el diccionario o sea, yo <u>les ayudo a hacer sus tareas, mas a mi hermana que va en tercero ya de secundaria</u> pues es con la que mas <u>me pego ahí a ver si se me pega tantito (risas) aja y entre los dos,</u> aja pues si es un poco divertido no también estar entendiendo ingles. <i>Pero pues, nada mas así y, le digo, luego hago las cosas que le diré no soy muy afecto a ingles, también, otra realidad es que el ingles, por lo mismo, no se si es porque se me haga difícil pero casi no.</i> Y también a lo mejor como <i>soy muy poco a la idea de que digo bueno, así que me vaya a servir el ingles en mi carrera le digo no, pero dicen que nunca hay que decir de esta agua no beberé,</i> porque ya puede suceder. Pero si, y entonces pues mas que nada ha sido y eso y <u>yo me trato de ayudar en esa forma, o sea, ayudarle a mi hermana y el diccionario mas que nada</u> no, el diccionario. <i>Pues en si otra cosa, como le digo, que puedo hacer?</i> (mj) pos no. Le digo, de lo del, libro de trabajo, (mj) si lo leo, y como ya esta contestado lo busco en el diccionario en español. Me dijo un amigo que no haga yo tanto eso, porque si no, estar todo buscando en español y en español, dice, nunca vas a aprender el ingles dice, 'trata de pensarlo en ingles, alo mejor cuando estés viendo una silla piénsalo en tu cabeza en ingles, chair /ei/ o, que se yo, table /ei/ o, que se yo' dice, 'pero piénsalo en ingles, dice, no te enfoques tanto a que estés a pues aquí dice esto o lo voy a buscar en el diccionario a ver que dice en español, mas que nada piensa trata de pensarlo en ingles, trata de acordarte (aja) de algo.' Eso es lo que me ha dicho pero pos si le digo |
| Int. | No lo has intentado a ver si te sirve   |
| Al.  | No lo he intentado.   |
| Int. | Pues bueno, por mal camino no vas y, los consejos que te han dado, también son de utilidad. Yo digo que todo sirve (si, eso si) todo sirve, o sea, agarra de todo (ríe), <b>todo sirve.</b> Este, si, <b>espero que también la parte grupal les ayude</b>   |

Elba 8/12/07 12:49  
**Comment:** Question 6. Without making any changes to it, what would you do differently not to feel anxious / nervous / insecure in class?

Elba 8/12/07 12:49  
**Comment:** Strategy III. Positive thinking. Voice raises here.

Elba 8/12/07 12:49  
**Comment:** Helping others: empowerment.

Elba 8/12/07 12:49  
**Comment:** Helping others: empowerment.

Elba 10/12/07 15:08  
**Comment:** Finding ways to be in contact with the language

Elba 8/12/07 12:49  
**Comment:** Feeling accompanied.

Elba 10/12/07 15:08  
**Comment:** Feelings of helplessness, little acceptance towards language learning and resignation.

Elba 8/12/07 12:49  
**Comment:** Feeling can't do much. Yet tries.

Elba 8/12/07 12:49  
**Comment:** Helplessness. Wants advice.

|      |   |
|------|---|
| Al.  | <p><u><i>No créame que si nos sirve de mucho, mas como a los demás compañeros. Ya ve L, R y ellos que también</i></u> (y que no vinieron hoy, eh? Ríe) que no vinieron y bueno, <u><i>también están mal en ingles, yo los he visto que, que les ayuda, les sirve. La verdad no se como vayan ellos pero yo he visto que si le van agarrando mas a esto del ingles</i></u></p> |
| Int. | <p>Pues si vienen mañana, mañana les pregunto también porque... bueno (si) bueno, algo mas?</p>   |

Elba 10/12/07 15:10  
**Comment:** Confirms whether something helps by itself (seeking others).