

# Anxiety as a decisive factor in learning English as a Second Language (ESL) in Compulsory Secondary Education (CSE) and *Baccalaureate* students from the Andorran, Spanish and French educational systems

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## **List of Acronyms and Abbreviations**

**CBE:** Competency-Based Education

**CSE:** Compulsory Secondary Education

**EFL:** English as a Foreign Language

**ELA:** English Language Acquisition

**ESL:** English as a Second Language

**LS:** Learning Styles

**L1:** Mother/Father/Parent tongue, first language, arterial language or native language

**L2:** Foreign or second language

### **Abstract**

The present research has the main purpose of explaining how the feeling of anxiety is recurrently present in Compulsory Secondary Education (CSE) and among Baccalaureate students in English classrooms in Andorra. It also examines how this affects the process of learning the English language. Another of the main purposes of this work is to offer alternative practices and techniques to reduce this feeling and to be able to promote success in our educational practice of teaching English. In the reality of learning English as a Second Language (ESL), regardless of the methodology used by the teacher, there is also present the issue of fear. Some approaches which put an emphasis on communication and oral interaction may tend to increase this feeling of fear. This feeling generates anxiety and it directly affects the development of language skills. When learning is frustrated by fear, all this can lead to trauma in students and this can last well into adulthood. Therefore, it will be a reflection tool for the analysis of how the teaching methodology and the educational practices in the English class can favour or reduce the feeling of anxiety and how this affects students in their learning. It will also help us reflect on problems associated with this feeling and understand of the affective variables influence in academic performance.

**Key words:** anxiety, CSE, Baccalaureate, ELA, teaching methodology

### **Resum**

La present investigació té com a objectiu principal explicar com la sensació d'ansietat està present de forma recurrent a l'educació secundària obligatòria (ESO) i entre els estudiants de Batxillerat a les aules d'anglès d'Andorra. També examina com això afecta el procés d'aprenentatge de la llengua anglesa. Un altre dels principals propòsits d'aquest treball és oferir pràctiques i tècniques alternatives per reduir aquest sentiment i poder promoure l'èxit en la nostra pràctica educativa d'ensenyar anglès. En la realitat de l'aprenentatge de l'anglès com a segona llengua, independentment de la metodologia emprada pel professor, també hi ha present el component de la por. Alguns enfocaments que posen èmfasi en la comunicació i la interacció oral poden tendir a augmentar aquesta sensació de por. Aquest sentiment genera ansietat i afecta directament el desenvolupament de les habilitats lingüístiques. Quan l'aprenentatge està frustrat per la por, tot això pot provocar traumes en els estudiants que poden durar fins a l'edat adulta. Per tant, serà una eina de reflexió per a l'anàlisi de com la metodologia d'ensenyament i les pràctiques educatives a la classe d'anglès poden afavorir o reduir la sensació d'ansietat i com aquesta afecta els estudiants en el seu aprenentatge. També ens ajudarà a reflexionar sobre problemes associats a aquest sentiment i a comprendre la influència de les variables afectives en el rendiment acadèmic.

**Paraules clau:** ansietat, ESO, Batxillerat, aprenentatge de la llengua anglesa, metodologia d'ensenyament

## 1 Introduction

### 1.1 Justification

The present research has the main purpose of explaining how the feeling of anxiety, recurrently present in Compulsory Secondary Education (CSE) and Baccalaureate English classrooms, affects the process of learning English as a second language (ESL). Different authors hold dissimilar opinions regarding anxiety and its effect in language learning. Arnold (2000, 8) argues that "it is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension". However, other researchers do not share this negative vision of anxiety. Psycholinguists such as Scovel (1978) distinguish between facilitating anxiety and debilitating anxiety; the former corresponds to a positive type of anxiety that would help learners encourage their learning.

A practical outcome of this work should be to offer alternative practices aimed at reducing this feeling of anxiety so as to be able to promote success in our educational task of teaching English. In the reality of learning English as a Second Language (ESL), regardless of the methodology used by the teacher, there is also present the issue of fear. Some approaches which put an emphasis on communication and oral interaction may tend to increase this feeling of fear. This in turn generates anxiety and it directly affects students as an obstacle which hinders the development of language skills [...] *fear and anxiety undermine cognitive capacity and short circuit the learning process* (L. Darling-Hammond et al., 2020, 102). When learning is frustrated by fear, all this can lead to trauma in students and it can last well into adulthood. For that reason, this work aims to provide a reflection tool for the analysis of how the teaching methodology and the educational model in the English class can favour or reduce the feeling of anxiety and how it affects students in their learning. It is necessary to reflect on the problems associated with this feeling of anxiety and to seek a clearer understanding of how the affective variables influence academic performance.

Ultimately, it will be possible to verify if our initial hypotheses in relation to anxiety are a characteristic of the different educational environments in the Principality of Andorra. To do this, we will carry out surveys on students at different levels of the three educational systems of the Principality of Andorra (Andorran, French and Spanish) which will allow us to compare and discuss their results. Our main objective is to study how anxiety associated to fears and insecurities can be mitigated by motivation in Compulsory Secondary Education (CSE) and *Baccalaureate* students. Moreover, teaching strategies will be offered to reduce the effect and presence of anxiety in the classroom. We seek alternatives to the infamous rule or axiom "spare the rod and spoil the child", or in the words of Oxford (2003), "If there is harmony between (a) the student (in terms of style and strategy preferences) and (b) the combination of instructional methodology and materials, then the student is likely to perform well, feel confident, and experience low anxiety. If clashes occur between

(a) and (b), the student often performs poorly, feels unconfident, and experiences significant anxiety.

## **1.2 Hypotheses**

Our hypotheses about SLA in our research are:

- Anxiety directly affects English Language Acquisition (ELA).
- A competence-based educational system and a student-centred methodology cause less anxiety than a traditional teacher-centred educational approach.

## **1.3 Background of the study**

When we are determining which factors affect the learning of a second language, there has always been a dichotomy between the cognitive variables (covering attributes such as intelligence or memory) and the affective variables (including motivation, self-concept or anxiety). All things considered, we could say that the former variables refer to the person's abilities while the latter variables have to do with their attitudes.

The teacher needs to know how to recognize both, cognitive and affective variables in order to act accordingly and in the best possible way. This has to do with the fact that until now, cognitive factors (intelligence, memory) have been taken more into account in students, leaving aside their emotional aspects. The balance must be found in order to, not only enrich the teaching-learning process, but also educate in a more holistic way in the classroom.

Furthermore, different authors consider that attending to the emotional component should receive more attention; psychologist Daniel Goleman states that "Emotions out of control impede the intellect [...] emotional competence is the master aptitude, facilitating all other kinds of intelligence" (Goleman, 2009: 171). This emotional element in our classrooms should be examined not only in students but also in teachers, especially when we study learning and communicating in English.

Other scholars from other disciplines, such as pedagogy, have researched and written about anxiety. The studies of Oxford (2003) are based on clarifying what processes and situations cause anxiety and how to deal with them. Another interesting research is the one that was carried out by the University of Malaga through the CAEX questionnaire (1999). This study concluded that women suffer much more anxiety than men in addition to certain obsessive thoughts on the part of students.

It seems evident that the aforementioned emotional variables, and more significantly anxiety, can favour or hinder the process of learning and teaching the English language. As the previous authors have studied, and research continues, anxiety can block the student and make them learn more slowly. It is imperative to know if it has to do with internal factors of the students themselves, if it is intrinsic to their personality or if it has to do with the context: the language classroom. The new



educational reality, as well as the new teaching-learning methods, can increase, lessen or even eradicate the anxiety that is generated in the language classroom. Through this research we aim at identifying which are the methodologies that reduce or even eliminate anxiety in the teaching of ESL. We will conduct surveys on groups of students from the different educational systems in the Principality of Andorra in order to analyse the results and, in addition, prepare our conclusions in the light of the proposed initial hypotheses.

## **2 Methodology**

To verify our hypotheses we will analyse not only the results of our surveys, but also previous works carried out on the subject by different authors<sup>3</sup>. This analysis will allow us to compare the different English classroom practices from a methodological point of view and also to identify the psychological processes that influence the teaching of ESL. By doing so, this study will permit us to reach conclusions, test hypotheses and state recommendations to reduce or eventually remove anxiety from the English classroom.

The causes of suffering anxiety in the English classroom can be motivated by many factors such as: having full proficiency of the language, inferiority complexes by comparing oneself with other classmates, fear of speaking in public, fear of the reaction of the teacher, etc. and this is where the teacher has a very important role. Teachers must know how to identify the causes of anxiety, eradicate them and, above all, offer alternatives and tools to students so that the situation does not happen again. If this situation does occur, the teacher may be held responsible (directly or indirectly) for the student's failure. For this reason, this will be the backbone of our research, with an active-participatory methodology by students and teachers for the benefit of both.

The ideal outcome would be that teachers favour in the English classroom a warm, safe and trustful environment among the group; a place where students feel valued, and where teachers not only keep in mind their abilities but also attend to their diversity. All this will substantially reduce the anxiety that some may feel towards learning English. A class environment where students do not feel judged or undervalued, where the fear of being wrong does not exist should be the goal of everybody in the teaching community, from the teachers themselves to the governing authorities.

Therefore, the practices proposed to reduce the anxiety of students require teachers to implement the following actions:

- Foster self-esteem and also student confidence during the activities.

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<sup>3</sup> Ansari, M.S (2015); Campbell, J. D. (1990); Darling-Hammond et. al (2020); De Prada E. (1991); Dörnyei, Z. (1998); Ellis, A. (2003); Gutiérrez, J. L. G., Jiménez, B. M., Hernández, E. G., & Pcn, C. (2005); Heyde, A. W. (1979); Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986); MacIntyre, P. D., & Gardner, R. C. (1989); Oxford, R. (2003); Rojas, E. (2008); Rubio, F. (2004); Scovel, T. (1978); Spielberger, C. D. (1980), Tanveer, M. (2007), Turula, A. (2002) and Young, D. (1991).

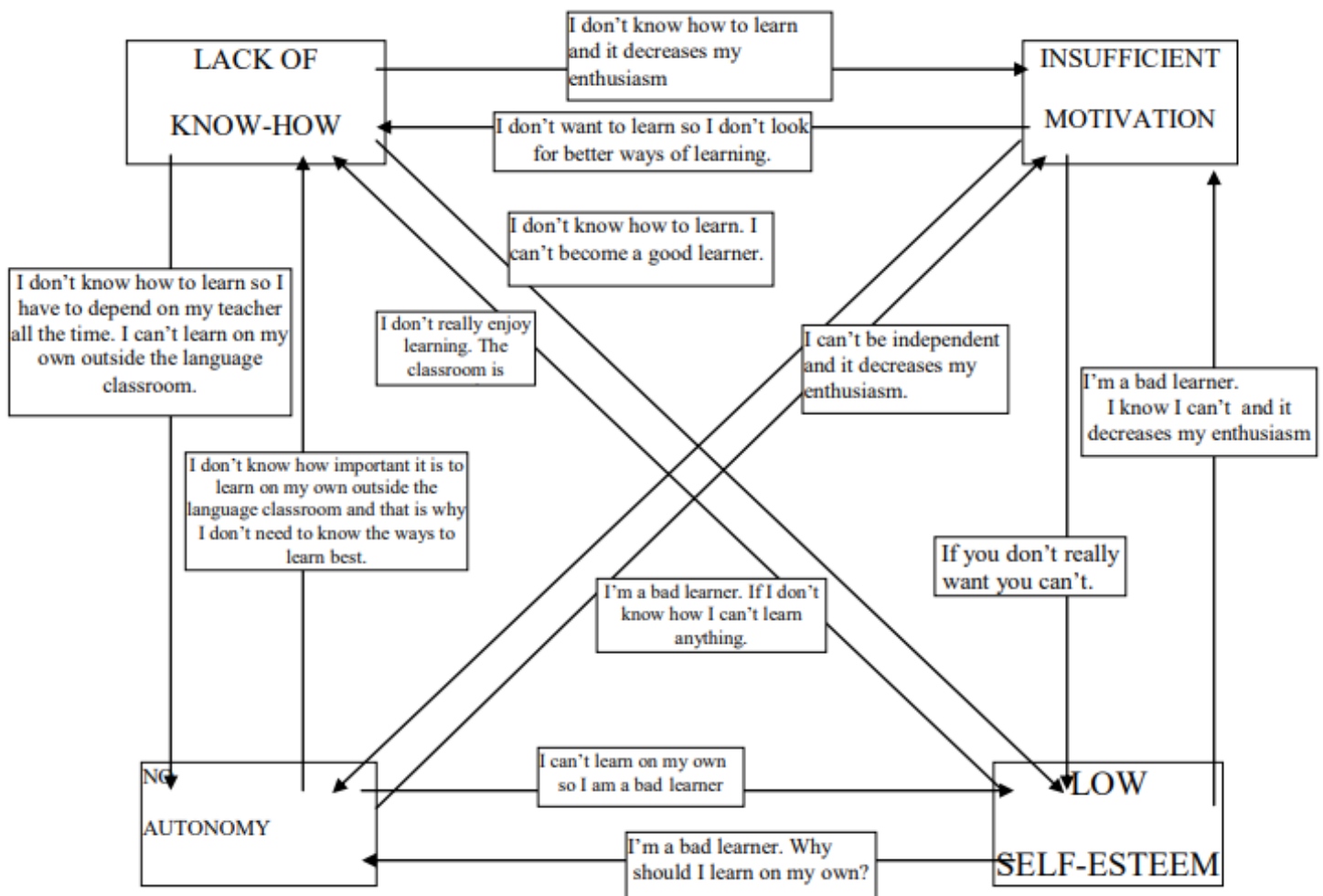
- Ensure that students understand that error is part of learning and that they should not be afraid of making errors.
- Accompany students in the process of establishing objectives and goals throughout the course and also help them find strategies to overcome obstacles.
- Make an accompaniment with students that can help them see where they have to go and how they can do it.
- Promote significant rewards so that students can use the English language during class and are motivated to do so. Motivation will be the key for learning to be meaningful.
- Encourage a cooperative environment during classes instead of a competitive one that can cause anxiety.

### 3 Theoretical framework

As mentioned earlier there are different types of anxiety, MacIntyre and Gardner (1989) differentiate between generalized anxiety and communicative anxiety, with the latter one directly related to learning foreign languages. We can also mention the claims of Scovel (1978) that makes a differentiation between anxiety as a trait of the person and anxiety as a state. It is also worth mentioning the findings of Turula (2002) who identifies the learner's affective barriers and their interrelations (Figure 1).

**Figure 1**

The learner's affective barriers and their interrelations (Turula, A., 2002)



### **3.1 The educational methods**

In our 21<sup>st</sup> Century classrooms we can distinguish different educational methods and diverse teaching styles. On the one hand, we have the classic educational method, which focuses on the same routine followed every day by students and teachers. In other words, students attend class to listen to all the explanations that come from the different teachers. It is the so-called master method, where the teacher is the centre and the only source of knowledge. Durkheim & Simpson (1963) define this model as:

*“All education consists of a continuous effort to impose on a child ways of seeing, thinking and acting, to those who would not reach spontaneously, and that are claimed by society as a whole and by the social environment to which in particular it's destined”.*

On the other hand, as of late, we have witnessed different instances of a model where the teacher ceases to be the only source of learning and its position is more that of an accompanying guide that does not interfere with the student's own learning process, but rather attends to the cognitive, socio-affective and sensory dimensions of the students. In the line of this model, which seems more adjusted to our contemporary educational reality, we find that Rousseau (1762) already specified this educational perspective in his studies:

*“Undoubtedly, clearer and safer notions of the things that one learns for oneself are acquired than those that are known by the teaching of another, and, in addition to the fact that reason does not usually subserviently submit to authority, one ends up being more ingenious to find relationships, link ideas, [...] that when, adopting everything to the way they give it to us, we let our spirit fall into neglect [...]”*

#### **3.1.1 Traditional educational models**

Traditional educational methods in the teaching of foreign languages have been the most used ones for a long time. In fact, they are still valid in many educational centres and language academies.

##### **3.1.1.1 Grammar translation method**

Followers of this method pursue a learning based on memorizing grammar rules and vocabulary for the subsequent translation of texts. The role that the student plays in this process is totally passive, there is little participation in the class, rather, it is the teacher who develops the active role and dictates the pertinent corrections to the students. Teachers do not need to know the language at all since they present the grammar explanation in the mother tongue (L1). This is detrimental to the learning of the foreign language since, when the language is not spoken in class, oral comprehension and expression cannot be exercised. This will make students have many difficulties to express themselves in the foreign language (L2) and when they do, they have a poor pronunciation.

In addition, the textbook is widely used with the relevant teaching material, which results in the teacher having a lower level of preparation. For all this, the teacher favours an exclusively standard teaching practice. This method focuses on important structures which are presented with grammar explanations by the teacher. Thus, it is the teacher who will decide whether or not a student knows the foreign language depending on the degree of memorization of the grammar rules that have been previously memorized.

### **3.1.1.2 Audio-lingualism**

This method is based on building learning by concentrating on orality and, later, writing. In fact, there is a lot of impact on pronunciation and many exercises are aimed at improving orality, correcting mistakes and positively reinforcing the correct structures. The student who receives this learning model will gradually memorize vocabulary and syntactic structures. Proof of this can be found in such common technique such as the pattern drills method, consisting of repeating structures until memorization. As you do it, the difficulty level will increase. In this model, motivation plays a very important role. In fact, the same results will not be obtained with an unmotivated student than with a motivated student. The main problem of this method is the lack of creativity on the part of the students in the fulfilment of the tasks. The fact of constantly repeating phrases and dialogues is a demotivating factor that directly affects language learning.

### **3.1.1.3 Direct method**

This model emphasizes language skills by focusing on oral language. Unlike the previous model, in this case, the teacher tries not to use the source language at any time. To ensure that it is not used the teacher tries to explain the words that are not understood or the new vocabulary. Knowledge and learning are going to develop in a natural and gradual way.

In this specific model, the teacher seeks student participation using everyday vocabulary and expressions. On the one hand, the teaching of grammar is done in an inductive way. The student also focuses on the imitation of the teacher although it depends a lot on improvisation in the classroom. The level of knowledge of the language by the teacher must be native or near-native because of the oral nature of the activities of the method. On the other hand, by constantly encouraging dialogue between student and teacher, the level of exhaustion turns out to be rather high. This may not favour learning and it increases demotivation.

## **3.1.2 Alternative educational approaches**

In front of the different traditional methods, other alternatives have appeared. They are becoming more and more accepted and they are facing less and less opposition from the teachers.

### **3.1.2.1 Community language learning**

This method was promoted by the American psychotherapist Charles A. Curran in 1961. It is mainly based on teamwork and focuses on adult students. It consists of the students working with this method function as a team. In collaboration with each other, without stress and competitiveness. The teacher's role, in this case, acquires a guiding role without authoritarianism to favour autonomous student learning.

### **3.1.2.2 Silent Way**

This model is based on total silence on the part of the teacher during class. It was created by the Egyptian pedagogue and scientist Caleb Gattegno in 1972. The silent educational model is based on the teacher communicating through gestures, writings, colours, etc. but without forcing or encouraging memorization, as in other cases. Grammar structures and vocabulary are visible in the classroom. One of the disadvantages of this method is that, since the teacher is completely silent, the correct pronunciation and intonation are not encouraged.

### **3.1.2.3 The Natural Approach**

During the 1970's and 1980's Krashen, a linguist and professor at the University of Southern California, and Terrel developed the theoretical basis of this approach based on the theory of second language acquisition. This approach is based on Krashen's five hypotheses:

- The Acquisition-Learning Hypothesis claims that the former is a process similar to that used by children to develop the ability to communicate in the L1, whereas the latter refers to the conscious study of the rules and the grammar of a language.
- The Natural Order Hypothesis points out that the acquisition of grammatical structures follows a predictable order.
- The Monitor Hypothesis explains that learning a language leads to the development of an internal editor or monitor.
- The Input Hypothesis maintains that for learning to take place, input must be comprehensible but one step beyond the student's linguistic ability.
- The Affective Filter Hypothesis argues that there are a series of affective variables that facilitate or hinder the acquisition of a second language, among them motivation, self-esteem and anxiety.

### **3.1.2.4 Total Physical Response**

This alternative educational model was promoted by psychologist and Professor James Asher in 1969. The object of the method seeks a totally dynamic, fun and enjoyable learning. It is based on the fact that the child first listens to an instruction in the L1 and then carries out said instruction. In this way, the language is gradually understood and they learn to use it when they are prepared.

### **3.1.2.5 Suggestopedia**

This model was driven by the Bulgarian neuropsychiatric Georgi Lozanov in 1984. On the one hand, this method is mainly aimed at reducing the fear of making mistakes. Context is important to carry out this model. That is why the seats in class are much more comfortable, the light must be dim and the teacher can play background music. On the other hand, suggestopedia looks for cerebral suggestion through fun and dynamic activities such as: music, dramatization, etc.

To sum up, it is worthwhile pointing out the fact that even though all these methods are different, they all acknowledge the importance of affect in their principles.

## **3.2 How does learning occur?**

The learning process is based on neuroplasticity, a process which as time moves forward, it diminishes. To clarify the concept, we could define neuroplasticity as the ability of the human brain to increase or decrease neuronal ramifications from certain stimuli in the cerebral cortex. From our birth to adolescence, our brain develops and grows. At 10 years of age, an adult's brain is already developed. It is important to stimulate the baby as early as possible. This will allow a much faster development. It is from adolescence that the brain begins to lose neuronal connections. If you add the consumption of toxic substances, malnutrition or alcohol, this loss of neuronal connections increases. More specifically, when we refer to the learning process, the cerebral hippocampus is stimulated. The hippocampus is one of the nuclei of the limbic system. For this reason, students will learn and acquire more knowledge when learning produces satisfaction and emotion.

Studies on how learning occurs can be divided into two large groups: empiricist approaches (inductive point of view, focusing on external stimuli from the outside world) and rationalistic approaches (deductive point of view, knowledge stimulates deduction and it reinforces the experience). Within these approaches, we will focus on three important theories about the learning of second languages: Chomsky's innatist hypothesis, Piaget and Vygotsky's interactionism theory and Skinner's behavioural theory.

### **3.2.1 Chomsky's innate hypothesis**

According to Chomsky (2006), people are born, biologically prepared, to learn a language. His studies and approaches are based on the concept of "Universal Grammar"; a range of categories and traits that the child unites and transforms to learn the language and form the language. For Chomsky, this is true and it is demonstrated that all children learn languages in the same way, and at approximately the same age. For all this it is necessary to have a set of previous norms and structures that for him would be the "Universal Grammar".

### 3.2.2 Piaget and Vygotsky's interactionist theory

Piaget states in his theory that the learning process occurs through the interaction of the innate properties of the child with the surrounding environment, subject to external stimuli. This theory also highlights the importance of the child's will in the learning process, since this feeling gives meaning to its actions, and these provide important information. Therefore, knowledge is going to occur between the interactions of external information with the innate principles of the person. On the other hand, Vygotsky maintains that "language and cultural exchanges shape the development of the student's capacities" (Vygotsky, 1978).

### 3.2.3 Skinner's behaviourism theory

According to this behavioural theory (behaviourism comes from cognitive psychology), learning a foreign language or a second language other than the mother tongue is based on imitation and repetition. For behaviourism, learning a language is learning a series of habits. Those of the mother tongue will interfere with the learning of those of the second language, thus, the more the habits resemble, the easier the learning will be. Skinner assures in his behavioural theory that language learning is not an intellectual process, it is mechanical. He corroborated it with the system of positive and negative reinforcements in his studies with animals. For Skinner (Delprato and Midgley, 1992) this process is the same for both humans and animals, comparing it to the child's learning when they make mistakes and according to the reinforcing response provided by the teacher.

### 3.3 Affective variables related to the learning of ESL

In this section we will analyse those variables that influence the learning process of a foreign language and investigate which characteristics we can have an influence on, in order to improve learning. Stern (1983, 338) distinguishes five sets of variables that influence the learning process: social context, learner characteristics, learning process, learning conditions and learning outcomes.

In learning itself, and using a foreign language is a transactional process that involves emotional factors in the student. Since the second half of the last century, scientists have been studying the importance of affective variables in learning. Bower (1981) proved that emotion powerfully influenced cognitive processes. Stern (1983, 386) goes beyond that and claims that *the affective component contributes at least as much as and often more to language learning than the cognitive skills*. (The emphasis is his) E. Hilgard (1963: 267 in D. Brown 1973: 232) insisted that "purely cognitive theories of learning will be rejected unless a role is assigned to affectivity." Likewise, the Council of Europe's (2001) approach to modern languages acknowledges the importance of affective factors and includes the *Existential Competence*, which embraces elements such as motivation, self-confidence, anxiety/fear, among the competences directly concerned with language learning.

After a thorough revision of empiric evidence, social psychologists Bless and Fielder stressed that affective variables have a direct influence on cognition: *the presented*

*findings indicate that individuals' affective states have pronounced effects on cognitive and behavioural regulation on a large variety of dimensions* (Bless and Fiedler, 2005).

After all this research and analysis of the state-of-the-art in the field of teaching and learning ESL, we have decided to focus our attention on the following personal and affective variables: self-confidence, learning styles, motivation and anxiety/fear.

### **3.3.1 Self-confidence**

Different studies showed that self-confidence, i.e. how one feels about their abilities, is directly related to a better and more effective teaching and learning of a language. Heyde (1979) conducted studies with American university students and reported that there is a positive correlation between self-esteem and oral production. Brown argues that [...] *no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity* (Brown, 2000: 145). The image that we have of ourselves, conditions us. In the same way that it influences how we act and exhibit ourselves to the outside world; it also does so in the language classroom, since identity and language are interrelated.

On the other hand, and in reference to self-confidence a person can have a low confidence in themselves while they carry out a given task. That is what differentiates the terms of self-esteem and self-confidence. The former refers to how a person feels about themselves on the whole, while the latter denotes how a person feels in relation to their abilities and can change from situation to situation. We should not, however, confuse having high self-esteem with a disproportionate and harmful ego.

It will be essential for the teacher, although sometimes it is not simple, to promote the development of the self-confidence of their students in the activities carried out in the classroom, creating an environment of support and attention. This, in turn, will result in the students increasing their self-esteem. Students with low self-esteem will tend not to participate and it will be essential to make the student progress in their learning, in a safe way and at a non-traumatic pace, so that they can follow the rhythm of the rest of the classmates. This fact will redirect the attention of the student and we will promote successful learning.

### **3.3.2 Learning styles**

In relation to the construct Learning Styles (LS), and in view of the numerous classifications that we find nowadays, we must point out that it is not our objective to decide which model or theory is the most reputable. We have analysed different studies that compared different models of classification of LS (De Bello, 1990; Cassidy, 2004; Coffield et al., 2004)) and we have adopted the definition proposed by Keefe as quoted by Alonso et al., (1997, 48): *Learning Styles are the cognitive,*



*affective and physiological traits, which serve as relatively stable indicators of how students perceive, interact and respond to their learning environments.*

The review of LS models by Coffield suggests that there may be more than 70 models of classification of LS, though they recognize that 13 of them are the most reliable. With the intention to categorize these models, the authors classify them in five main groups or families:

- Those that are constitutionally based.
- Those based on the cognitive structure.
- Those related to a relatively stable personality type.
- Those based on flexibly stable learning preferences.
- Those that move from LS to learning approaches or strategies.

Due to our position as educators in the classroom, it was considered appropriate to study the students' LS following a model of the group that classifies the learners based on their flexibly stable learning preferences, and within this family we decided on a model based on the process since it is here where we can modify the educational actions.

One of the most trusted models within that group is the one formulated by Felder-Silverman (Felder, 1996). This model specifically classifies students considering the dichotomies Visual-Verbal and Sequential-Global. These four dimensions proved to be crucial at the time of considering the LS of students. Different works (Graf et al., 2007; Monteagudo, 2014) have demonstrated the importance of this model in relation to the design and development of technology-enhanced learning materials.

### **3.3.3 Motivation**

For different authors, motivation is one of the most studied factors in relation to success or failure in foreign language learning (Gardner, 1960; Dörnyei, 1998; Gardner, 2000, Arnold 2000, Gardner, 2005) among others This motivation, a priori, attracts the person to study this second language and will be depended upon for the student to continue on their learning path, despite the obstacles and difficulties that may be encountered. Arnold (2000) explains different types of motivation:

- Integrative motivation (the desire to learn a language to relate to another culture).
- Instrumental motivation (it originates in practical reasons).
- Intrinsic motivation (it stems from the student's own learning experience).
- Extrinsic motivation (it arises from processes external to the learning process).

Ellis (2008, 36) describes that motivation can be:

- Causative, (i.e. have an effect on learning)
- Resultative, (i.e. be influenced by learning)
- Intrinsic, (i.e. derived from personal interests)
- Extrinsic, (i.e. derived from external sources)

In order to understand how motivation influences the learning process we examined some of the theories that have studied it. The *theory of planned behaviour* outlined by Ajzen claims that the most important determinant of action is a person's intention. (Ajzen & Fishbein, 2005). The expectancy-value theories have been very influential in motivational psychology. According to these theories, motivation depends on two key factors:

- The expectation of success that the student has with the task.
- The value attributed by the student to the success of the task.

If one of them is absent, the motivation will be impacted and the individual may not solve the proposed task. Dörnyei (1998) recognizes that three aspects are the most important factors that motivate the expectation of the student's success:

- Attribution theory is the ability to evaluate past experiences and how this assessment influences the way of facing new challenges. The less controllable those causes that can cause failure are, the lower the chance of success.
- Self-efficacy theory refers to the way in which we value our skills and competencies. The proposed activities must make sense to the students and must be able to be executed successfully so that they can feel in control during their performance.
- Self-worth theory has to do with the attempt to preserve the person's self-esteem. Those students who think they can fail in their tasks are not going to do them to avoid further damaging their self-esteem.

Another interesting term to know is the concept of flow, coined by the psychologist Csikszentmihalyi (1990). This concept, which can be applied to both students and teachers, can be defined as the state in which the person is completely absorbed in what they are doing and pays attention to the task without interruptions, thus, joining actions with conscience. In order to achieve this state in our classrooms, the activities proposed by the teacher must have clear goals and must not be neither too easy nor too difficult. This methodological proposal will allow maintaining the motivation and attention of the student. And it is important that the teacher feels this motivation to promote it in the language classrooms.

Arnold (2007) proposes a series of suggestions to encourage motivation in the language classroom:

- The teacher must promote student autonomy through learning strategies.
- The teacher must favour intrinsic motivation and not extrinsic.
- The teacher must enhance cooperative activities that are based on student interests.
- The teacher must ensure that evaluation tests allow the contributions to students' knowledge by offering feedback.

### **3.4 Anxiety**

In the same way as with other variables and the components of affectivity, there is no consensus on the most accurate definition of anxiety. For this reason, we will try to adopt the definition that best corresponds with our research. Firstly, and according to the definition offered by the Dictionary of the Royal Spanish Academy (2017), we can define anxiety as: “A state of agitation, restlessness or anxiety. Anguish that usually accompanies many diseases, in particular certain neuroses, and that does not allow patients to calm down”.

However, this description of the concept is very short for the topic we want to address. Besides, this definition pays special attention to concepts and situations related to medicine or psychology. We must define the concept in relation to our field to understand it better. Different authors have written about anxiety. Spielberger (1980) defines anxiety as: "Anxiety is an unpleasant emotional reaction produced by an external stimulus, which is considered by the individual as threatening, producing physiological and behavioural changes in the subject".

Another definition that complements Spielberger's is the one offered by PhD Enrique Rojas, Professor of Psychiatry at Harvard University. Rojas (2008) states that:

*“Sometimes you can think that you don't have to do things right, but better than others, which implies a different and disfigured orientation of life, which gives rise to a deep dissatisfaction that adds to the anxiety of hypertrophied competitiveness. [...]”*

Ansari (2015) suggests that anxiety, broadly speaking, is “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system”. In the line with that, Tanveer (2007) suggest that anxiety “is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (Hilgard, Atkinson, & Atkinson, 1971 cited in Scovel, 1991:18).

In addition to the definitions of the different authors we can differentiate two types of anxiety: adaptive and pathological. The former is an answer that helps to be alert and the latter is the result of how fear makes it difficult for the person to have a fully normal life, as in the cases of obsessions or phobias.

#### **3.4.1 Types of anxiety**

Anxiety is a construct that has been more frequently studied in relation to psychology than in didactics. Nonetheless, we will try to clarify concepts and state the classifications proposed by different authors in reference to the learning of foreign languages. For the teacher, knowing them will mean being able to adjust the educational intervention and establish methodological strategies in the language classroom.

Rubio (2004) classifies anxiety into four main categories:

- Considering the origin of the stimulus: existential anxiety (feeling of uneasiness when we ask questions about who we are or why we are in this world), exogenous anxiety (arises from external social conflicts) and endogenous anxiety (arises from the person himself, like panic attacks, phobias ...).
- Taking into account the point of view of its nature: trait anxiety, state anxiety and situational anxiety (anxiety in certain situations, such as exams. Also known as language anxiety).
- According to its intensity: phobias, anxiety neurosis, anxiety reactive to stress and normal tension. This last classification is more aimed at psychological intervention and it is not so related to teaching.
- Facilitating anxiety and debilitating anxiety: the first is related to academic performance and the second damages the students' performance through doubt and concern. These constructs are independent of each other.

The different authors who have worked and studied the type of anxiety associated to language learning, describe it, mainly, as a set of personal perceptions, beliefs, behaviours and feelings related to the language classroom and the learning of the foreign language. Rubio (2004) goes further and identifies three types of anxiety associated to language learning:

- Anxiety associated to communicative apprehension (type of shyness characterized by fear of communicating with others).
- Anxiety before exams.
- Anxiety associated with fear of a negative evaluation by another person.

See Table 1 for detailed differences between pathological anxiety and adaptive anxiety.

**Table 1**

*Differences between pathological anxiety and adaptive anxiety (Perea, C., 2020)*

<b>Pathological anxiety</b>	<b>Adaptive anxiety</b>
Apparently it is unmotivated and inexplicable.	It is a motivated and explainable response.
High or severe intensity	Its intensity is moderate.
It is maladaptive (instead of helping, unfair)	It is adaptive (helps the person).
Disproportionate reaction to the situation	Expected and common reaction.
Degree of suffering: high and lasting	Degree of suffering: limited and transitory.
Degree of interference in daily life: deep	Degree of interference in daily life: absent

### **3.4.2 Anxiety in learning English**

Language learning is not simply the study of grammatical norms and linguistic rules. It goes much further. We need to understand it as a process in which students can be involved in a vulnerable situation because they are exposed to negative judgements, especially at the time of oral communication and interaction. This can result in the students having a poor image of themselves. As we have previously commented, these factors can hinder the learning process. These circumstances, apart from blocking learning and conditioning the process of participation in the language classroom, can worsen the students' qualifications.

When we are involved in an academic context to learn a new language, a priori, we can feel some sort of uneasiness because our capacity for expression can be limited. This situation can cause blockage and disinterest towards learning. It will be essential to make students and also teachers understand that making mistakes is part of the teaching-learning process. In this way we will prevent the fear of ridicule from emerging in the English classrooms thus hindering our job as ESL teachers. It is advisable not to force our students to speak when they do not feel prepared but rather that it should be the student who develops the desire to learn the English language. That is why it is very important for teachers to understand the circumstances and the motivating factors to be able to correct the intervention, both to eradicate existing anxiety and worry, and to prevent them from taking place.

It is important to highlight the meaningful role that the teacher has in the learning and teaching of the foreign language since in the language classroom we can find students who feel restless about exams and concerned about the evaluation. It should be noted that the range of impact of anxiety produced by the fear of a negative evaluation by other people is greater compared with the fear of examinations. In other words, we teachers must understand that one of the most powerful fears of students is the fear of making mistakes in front of their peers, while exams are different tool of evaluation thus resulting in the different type of anxiety. This later kind of fear may result in students preferring to leave the questions blank rather than making mistakes. This fact can make it difficult to concentrate for the rest of the test and to remember those elements that they had previously studied and that they already know.

This uneasiness due to a non-positive evaluation in a given exam can hinder the optimal development of the learning process, and it can appear in any evaluation circumstance. That is why monitoring and promoting continuous observational registration of the students' performance is important in order to mitigate the value and the fear of the exams as well as the incorporation of evaluation among peers.

### **3.4.3 Sources of anxiety**

Different studies in the scientific literature reveal that there are several factors that cause anxiety. Some of them can cause this uneasiness in the students to be intermittent in their appearance while others may be more recurrent. Rubio (2004)

identifies six factors causing anxiety and proposes the following classification of elements that are a source of anxiety in language learning:

1. A low level of knowledge and use of the language in relation to the learning process being carried out is the first source that causes anxiety in the student. However, it should be pointed out that the studies carried out around these hypotheses are contradictory. Liu & Huang (2011: 6) proved "the existence of difference in the level of uneasiness between low-level and high-level students in the study of English as a foreign language." Whereas, Allwright and Bailey (in Rubio 2004: 89) show that "anxiety is not exclusive to students with a lower level of knowledge. The highest level can also have it".
2. The second one that is mentioned is the wrong methodology carried out by the teacher. Many teachers believe that a distant and authoritative attitude is the best in relation to their students. And today there are still many teachers who confuse the concept of discipline with that of authority. This second being the main generator of a hostile climate in the language classroom. By resorting to this type of methodology we can generate unwanted results thus creating a climate of fear and insecurity in the classroom. There are other beliefs that may affect the teaching-learning process, such as fear of work in pairs. But one of most obnoxious is the practice carried out by many teachers which consists in constantly correcting the mistakes of their students and recriminating those mistakes. By doing so we may affect the self-esteem of our students and reduce their participation in the classroom. One of the considerations that we should have as teachers at the time of correction is not the correction as such, but the way in which it is done, when and especially, the frequency.

It is also important to grant enough time for the student to process the information and answer the teacher's questions since this can reduce anxiety. It is about fostering a safe and relaxed environment. The teacher must know how to understand and interpret the silences of the students, as well as the repetitions they can make of the questions, with caution. This way of filling the silence can give us clues about insecurity or as a sign of not being able to respond adequately.

A related source is the interaction between teachers and students. The relation between the methodology and teaching style of the teacher and the learning style of the student can affect learners in their final grades, thus causing anxiety. The teaching style will determine the teaching profile and favour, or not, an environment of safety and comfort in the classroom. One of the most traditional practice is to focus more on the teacher, leaving aside the needs of the students. Thus, this can be a great source of anxiety if we do not consider the needs of the students and the effect of affective variables in the learning process.

3. A third source of anxiety that the author mentions has to do with evaluation. The teacher has to take into account that the process and evaluation methods in the students generate anxiety, especially in those students who have a low level of self-esteem. Some evaluation methods generate more anxiety than others.
4. Likewise, novelty operates in similar way. To avoid the negative influence of it, we must be precise and clear in order to avoid vagueness and doubt. This vagueness that the teacher can produce is also a factor that causes anxiety in the classroom, not only at the time of the examination but also during the methodological processes developed in the classes. Such vagueness can raise doubts and students may feel disoriented, frustrated and deceived in their learning process and, even more, if this is reflected in their grades.
5. In the fifth place we find the previous history of the student. With this factor, the author wants to make reference to the fact that if a student has experienced previous situations where anxiety has appeared, it can appear again if the same conditions or similar characteristics occur. This is because it associates the feeling with the situation previously experienced. In the early stages of learning it is normal for students to encounter a series of difficulties due to their lack of ability or due to lack of knowledge of the subject. It is in this process that the attitude is going to be a determining factor of anxiety since if, when facing them, you feel distressed, it can cause such unease.
6. Finally, the sixth source is the intrapersonal and interpersonal factors of students. When we refer to intrapersonal factors, we mean those that have to do with personality, student self-concept, self-confidence, etc. On the other hand, interpersonal factors are those that are influenced by other people. When we talk about the sources that can cause anxiety these two factors have a very determining character. According to Bailey (in Rubio 2004: 89), "language anxiety in the intrapersonal and interpersonal fields is normally generated due to a low level of self-esteem and a high degree of competitiveness". Clearly, the personality of the student is a conditioning factor to feel more or less anxiety.

Some additional variables that determine student anxiety are perfectionism and the fear of speaking in public. These are conditioned by personality traits that, in turn, determine the learning style. Chapelle (1986) concluded that "a certain degree of tolerance favours learning; on the contrary, an excess of tolerance can lead to a state of passivity, with dire results". Therefore, the ideal is to favour an intermediate level of tolerance.

Other aspects to consider are the ability to reflect and the students' impulsiveness. According to Rubio (2004), "impulsive students would register higher levels of anxiety, precisely because of that lower control." On the other hand, it is also worth highlighting competitiveness and cooperation since the former also influences the levels of anxiety of students in the classroom. Competitiveness appears in those

students who have an idealized image of their performance even though this that does not correspond to the reality of the classroom. This error causes them anxiety and directly affects their language learning process and their self-esteem if they fail to achieve their academic goals.

On the other hand, and not less important, extraversion, self-concept and introversion must be taken into account. This last factor that certain students can present produces more anxiety than extraversion, characteristic of students with a more outgoing nature, as Rubio (2004) points out “introverted students tend to experience more anxiety, due, in part, to the continuing feeling of threat produced by communicative activities”. Regarding the self-concept, authors such as Price (in Rubio 2004) have studied “a correlation between low self-esteem and the appearance of anxiety in language learning”. Students are exposed to situations that can affect their self-concept and their self-perception if they do not know how to manage themselves well and we, as teachers, should be helpful for the learning process to flow properly. It is a chain reaction.

If the student has a false negative perception about their intervention, in their learning process or in their classroom interventions, they will not automatically want to participate proactively. And the lack of trust causes great consequences in the student, such as fear, directly affecting performance and academic results, also psychological effects on self-expression, identity and self-esteem. If we add to this all the negative attitude of underestimating their learning abilities and skills, this feeds the situation and further encourages the anxiety situation.

#### **3.4.4 Analysis of the anxiety variable**

It was not until the 1970's that researchers started to investigate on the effects of anxiety on the learning of foreign languages. The result of these studies, which continued in the 80's and 90's have been rather heterogeneous. Up to the point that different authors hold quite opposing views. Scovel (1978) argued that anxiety as a psychological construct is quite difficult to understand; he went on to assert that it was not related to language acquisition. On the opposite side, we find Ellis (2003) who directly relates the ability to learn foreign languages to anxiety.

In a similar work, Spielberger (1980) analysed the relationship between intelligence, the difficulty of a task and anxiety. Spielberger showed that high values of anxiety in simple tasks are beneficial for learning but, by complicating the task, they are harmful. He also said that they do not equally affect individuals and that students with higher IQ are better able to overcome the difficulties. According to Scovel (1978), some of the variables that have to be taken into account are: the level of intelligence, the difficulty of the task and the degree of familiarity with the task. When analysing the different conditions and situations that can cause anxiety and that may be the key to their learning, it is necessary to subdivide the general concept into two: facilitating anxiety and debilitating anxiety. Gardner (2004) analyses that "in the early



stages of learning, anxiety is non-existent and only develops as the individual grows and lives negative experiences".

Other works analysed the relationship between anxiety and aptitude in the native language. Rubio (2004) considers that "there is equivalence between the ability to learn in the native language and the ability to learn in the foreign language." The skills and abilities that are held in the native language will be the basis for supporting the learning of the foreign language. Such correlation may be conditioned by anxiety since, the lower the level of oral and written skills, the greater the anxiety, because of worse results. It could be said that is a process in which linguistic and anxiety levels reciprocally feed into each other.

One of the least studied areas, but not less important, is the relationship between student gender and anxiety. Authors such as Campbell (1990) show that the female gender tends to have more anxiety than the male, although the same author states that it may be due more to the form of expressiveness and the cause is excluded by female physiology.

#### **3.4.5 Situations that produce anxiety**

In this section, we will examine the concept of pathological anxiety and will identify the concrete circumstances where the anxiety of students and teachers come from. We will also detail the recognizable effects and consequences of such anxiety in the teaching-learning process.

#### **3.4.6 Situations from which anxiety originates**

If we wanted to single out the precise origin of the students' anxiety in the English class, we would be making a mistake, since it is impossible to isolate only one factor due to the fact that there are several interlinked reasons and causes that can originate it.

As it is a multi-faceted condition, we should seek to improve the teaching methodology as a whole to reduce anxiety. An investigation carried out by Pérez concluded that "*It would be necessary for teachers to take these anxiety levels into account and use methods that make that these are reduced, so that the students feel more relaxed and less pressured. In this way the students would gain confidence and the results would likely be higher.*" (Pérez, 2015: 40).

One recurring circumstance that causes anxiety is coping with exams, especially oral tests. Eysenck & Keane (2000) explained that "in the classroom many students are afraid to speak in public, there is also a feeling of vulnerability when speaking in a foreign language since there is a fear of making a mistake and being judged by the teacher or the rest of the students".

Oral interactions in the classroom generate a lot of anxiety because of the fear of failing. Additionally, they can produce insomnia, nausea and headaches. When a student does not know how to orally communicate correctly in the L2, and compares

their performance with that of other classmates, the result is the appearance of a lot of distress. This is expressed, at the time of performing a particular oral task, by the use of pauses, delays, hesitations. A similar circumstance is when the student has difficulties to understand the grammar that is being explained in the classroom. For the student who does not understand it asking for clarification can be a huge challenge.

Another cause of anxiety that is often ignored in the classroom and that generates uneasiness, is writing. We can observe how students feel a certain trepidation about it. As teachers of English, we must set ourselves objectives around this topic and establish a series of techniques and methodologies that allow students not to suffer nervousness and/or frustration at the time of written expression or a written guided activity.

Different studies have pointed out that promoting self-confidence, creating positive attitudes toward committing mistakes and peer correction are the most successful strategies for reducing anxiety levels. It is imperative not to neglect the studies and investigations of all those causes that produce this anxiety as well as the resulting recommendations to reduce the phenomenon.

The main problem of anxiety is that it can be involuntarily lengthened and intensified over time. This circumstance makes it become something much more serious than it initially was. There is growing evidence that if discomfort is left unattended, it can end up causing a trauma in the student.

The feeling of anxiety becomes pathological through three different models. The first model is established when a person joins any type of thought to a memory that has generated trauma. This thought becomes toxic. The second is based on the observation of patterns (when children witness certain behaviours at home, they can reproduce specific conducts) and on the verbal aspect (if the parent overreacts to certain situations, the child will associate these moments with nervousness and anxiety). The last and third model consists of inherited fears and innate concerns of the person: fear of heights, animals, death, etc. These fears fall into the category of pathological anxiety, a disorder which does not yet present sufficiently rational explanatory basis.

A related problem of anxiety in the language classroom is that when you suffer it, it is quite complicated to improve, thrive and learn in class. Some of the main causes could be poor performance, shame to censorship and / or correction and the feeling of inferiority.

Currently, many people who suffer from anxiety do not resort to specific professional help because of their ignorance and the poorly conceived stigma resulting from going to a psychologist. "It is very important that these taboos be eliminated to favour the inclusion of any person in a process that helps solve certain problems that affect health" (Ehrman et al., 2003).

### 3.4.7 Techniques for the prevention and reduction of anxiety

As it has been seen before, it is very important that the teacher can manage and implement the necessary strategies to deal with and/or prevent different socio-affective problems that can affect students in the English classroom.

We should know how to find the methodological balance that includes and addresses the diversity in the classroom, bearing in mind that this task is quite complicated. Evidence of this, is the fact that while there are some authors who have done studies about this topic, the truth is that there is no perfect single technique. The reality of the classroom is one in which no two students are alike. Therefore, what works in one case does not have to work in another.

Young (1991) proposes four techniques that seek to treat anxiety related to interpersonal and intrapersonal factors in the English classroom. The main objective proposed by the author is that students recognize those emotions that cause anxiety or discomfort, such as fear, and learn how to interpret, in a more realistic way, those situations that produce such emotions and feelings, facing them rather than avoiding them. The techniques proposed by Young (1991) are the following:

- Students must verbalize and write their fears. This technique will allow them, once they have shared their emotions with the rest, to realize that they are not the only ones who have such feeling of uneasiness or worries. One of the main disadvantages that we can find with this technique is that by writing about these fears, students may feel vulnerable due to the fact that they recognize and manifest them, thus producing the opposite effect than what we are trying to achieve. Therefore, it is important that if this technique is carried out, it should be done anonymously, so that students do not have to reveal their fears in front of their peers.
- Use an “anxiety chart” to rate the anxiety they feel at a particular time in class and throughout the year. Students, with this graphic, will be able to observe that at different times when the graphic has been made, they have not felt the same degree of anxiety. This will allow them to analyse, in a more realistic way, their fears and concerns.
- Journal of experiences: through this technique, students can recognize all those feelings that produce vulnerability and learn how to cope with them to continue working towards a realistic goal.
- Use positive self-talk: This method consists in students talking to themselves, in a positive rather than negative way, using encouraging phrases that can make them thrive by stimulating them to manage those wrong ideas and/or false conceptions they may have about learning English.

Researchers Hauck and Hurd from the Open University (UK) acknowledge the significance of these tactics and produce a list of 11 strategies used to deal with language anxiety. Among them, the mention “giving oneself a reward or treat when

one does well” or “being aware of physical signs of stress that might affect language learning”. (Hauck and Hurd, 2005).

These techniques have to be carried out regularly for them to be successful. It is the teacher guidance in putting them into practice which will help students counteract those unwanted conceptions in order to facilitate their learning process.

In relation to anxiety produced by the interaction between the teacher and the student, two of the most frequent issues are the correction of errors and the overall teacher attitude towards the student.

In reference to the correction of the errors one of the most recommended techniques is to ask again or repeat what the student has said but in the correct way. This technique does not make the student feel mocked or ridiculed and allows them to recognize the mistake made in a pedagogical way without generating apprehension, fear or anxiety. Another useful technique would be to congratulate communication between students, regardless of grammar incorrection. This will make them understand that it is not only important how something is said but what is said, that is, the message we want to convey.

Similarly, in relation to the overall teacher attitude, it must be said that teachers should offer encouraging reinforcement in the classroom thus becoming a positive companion during this teaching-learning process. Accordingly, the manners and the sense of humour of the teacher will become key factors for this learning process to develop successfully. Should the teacher have difficulties to be amusing or charming due to their personality traits, a possible alternative would be to make students work in pairs, in this way anxious students can rely on the help of a trusted peer, thus reversing the negative effects caused by their anxiety.

It is important to identify which are the most appropriate strategies to avoid the appearance of anxiety in the classroom. This will enable us to carry out activities more focused on the realities and emotional needs of students through games or with motivational activities. Hence, it will be easier for students to think, gradually, in the foreign language rather than in the mother tongue. When we consider games as a classroom activity, we cannot limit ourselves to traditional games. Nowadays there are different technology-enhanced gaming tools that are much more motivating and attractive for students (Genial; Edpuzzle; Kahoot; Educaplay)<sup>4</sup>. Similarly, we can use problem solving activities such as escape-rooms which can be more appealing and pleasant for students. Additionally, if a student makes mistakes while participating in a new gaming activity, these mistakes are more easily excused.

However, we must be careful and be attentive to the incorporation of games in the classroom since they can be accompanied by an excessive unwanted

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<sup>4</sup> Genial: [www.genial.ly](http://www.genial.ly); Edpuzzle: [www.edpuzzle.com](http://www.edpuzzle.com); Kahoot: [www.kahoot.com](http://www.kahoot.com); Educaplay: [www.educaplay.com](http://www.educaplay.com)

competitiveness which can in turn result in the appearance of the undesirable anxiety. We must be especially careful with those activities that may be more subject to nervousness and frustration, such as those that require oral interactions. These situations can cause the opposite effect to what we would like in the English classroom. We must make a methodological adaptation and follow-up with continuous observational registration, to avoid unhealthy practices.

One of the alternatives to avoid these undesired anxious situations would be to make a preliminary instance of the activity in a smaller group or in a cooperative group. It will make them feel more secure and relaxed. It is important that the teacher can adapt, methodologically, some of these tasks that cause more insecurity, such as those previously mentioned oral communication activities. In fact it is important to do it because we must offer students the strategies and tools to overcome the fears they have towards this kind of activity so that they can modify their attitudes for their academic benefit.

Young (1991) sets out some tips to deal with the feeling of unease that the evaluation process produces. For example, the exams should reflect the contents that have been worked in the classroom; with the approach we have given them, to avoid feelings of vagueness and confusion in the students. The teacher can display beforehand the contents that will be included in the test in order to reduce the nervousness, frustration and anxiety that the exam can produce.

#### **3.4.8 How anxiety hinders learning**

Some experts mention that “a certain degree of anxiety is beneficial to maintain motivation in the English classroom” (Ehrman et al., 2003), however, many studies carried out in relation to this topic demonstrate the opposite, i.e. that anxiety hinders learning by the mental blockade that appears in the mind of the students. In fact, it is shown that recurrent episodes of anxiety generate insecurity and this in turn can result in trauma in relation to the use and learning of the foreign language. According to (Ehrman et al., 2003), the psychological symptoms and effects on students suffering from anxiety are:

- Concern.
- Fear.
- Excessive sweating.
- Lack of concentration.
- Memory loss.
- Palpitations.
- Avoidance of the situation by missing school.
- Mind lock.
- Difficulties in memorization.
- Communication problems during class.
- Lower oral and written comprehension.

- Incorrect grammar correction.
- Making short and poor compositions.
- Unjustified errors.
- Short-term memory loss.
- Distorted beliefs about learning.

It is not surprising that a student who is suffering from anxiety and fear of language learning starts missing schools or even drops out. Facing the circumstances that produce the anxiety is an overwhelming task and the student shows disease symptoms prior to the situation that is generating anxiety and trauma. Eysenck & Keane (2000) specified in their studies that “a student suffering from anxiety will have a much weaker learning compared to his other classmates”.

A large number of students who suffer anxiety end up dropping all those objectives and goals they had in relation to learning the foreign language. For a person suffering from anxiety, those objectives are considered unattainable, which is synonymous of failure. As teachers of English we must avoid that our methodology can produce all these conditions. In the event that we find an equal or similar situation we must alternatives specially for those students who have been victims of a poor methodology. It is essential that those students forget what they have experienced and renovate the motivation that will make them learn again, in an environment that does not generate anxiety.

#### **3.4.9 How anxiety affects students**

When a student suffers from anxiety there are direct consequences on their mental health. The main causes that create student anxiety are different. The strategies and skills that we as adults can have to manage stressing situations are not the same as what our students possess. However, even though they as teenagers are intrinsically embedded with anxiety, they should also be able to manage to reduce it because all situations and moments that can generate stress and anxiety directly affect their daily lives and life in the classroom.

When the situation becomes unsustainable for the student, this can be the beginning of a chain of negative events. It is possible for the student who feels fear and anxiety to avoid going to school, staying home to elude it. This situation generates more anxiety and rejection, from friends and family, because the student cannot complete their studies. Another consequence of the chain of events may be that many young people seek to calm this anxiety with the use of alcohol and drugs. It should be remembered that their social skills and strategies are not those of adults, which makes it difficult for them to face this situation.

There is no doubt that this situation of consumption of toxic substances is dangerous for young people because it has a direct impact on their health. Taken to the extreme, it can become a complicated situation if the victim enters a vicious circle from which it is very difficult to get out without professional and family help. Besides,

if we consider the economic aspect, not all those who suffer from this condition can pay for professional help. In addition, we must continue working to change the stigmatized concept that we have in adolescence of professional help since not everyone will want to receive it. This will directly affect the recovery time of the student and may become lifelong.

All this, if it is not approached with time and with the speed that this type of situation requires on the part of all the agents involved, the students can end up suffering depressions that can be extended over time and can generate rejection and failure; both personal and school.

### **3.5 Strategies to reduce anxiety in the classroom**

After analysing the main variables that produce anxiety, it is intended, in this section, to establish a series of methodological measures aimed at reducing anxiety during the learning of the foreign language.

The role played by the teacher in reducing anxiety is very important. To do this we must identify where it comes from and eliminate the cause whenever possible. It is the responsibility of the English teacher to offer strategies and tools to the students so that they can face anxiety and overcome that circumstance that harms them in their learning process. As teachers we must seek the success of every single student in the group. A failure in one of them will be a failure of the teacher, too.

To make this possible the methodology plays a very important role. Depending on how the teacher acts, it may have a greater or lesser effect on reducing the anxiety of the pupil. The environment that the teacher should favour must be welcoming and trustworthy; one in which students are not afraid to make mistakes and can laugh at the mistakes made since that is part of the learning process.

Another of the fundamental things is the relationship of respect that must exist between the teacher and the student. The adult should always treat pupils with respect and understand that students must be able to express their concerns in a safe, cooperative and stress-free environment. One especial circumstance to take into account is the oral interaction; it is important not to force the communicative situation if it is perceived that the student is not yet prepared to engage in this kind of exchange; students will eventually progress in this interaction in a natural way when they feel safe and accompanied by both the adult and their peers.

To reduce anxiety, it is essential to promote students' self-esteem and confidence during the performance of English activities, as well as to establish achievable goals, i.e. the task should be only a little beyond where the student is then. This in turn, will facilitate one of the teacher's most important duties, to accompany students throughout the entire process so that they always know how to proceed.

It is a chain reaction because if there is an environment of trust, with good positive reinforcements based on a significant reward system, students will not be afraid to

make mistakes. Consequently, classroom learning will occur more quickly as they will be more motivated to use the language in class and their desire to learn will be increasingly significant.

We will enhance motivation and confidence, among other positive outcomes, by setting transferable learning objectives that encourage students and by providing tailored teaching environments that suit the students' individual learning needs. In this sense, a system that is based on teaching competences rather than the mastery of facts seems to be more successful in doing so. Hence, we can argue that Competency-Based Education (CBE) facilitates the task of adapting the learning activity to the individual needs of the student. By creating technology enhanced teaching materials under the theoretical framework of Gamification, teachers can foster motivation and interest in their students. (Perea, 2020). Cooperative learning, profusely used in CBE, is another strategy that has proved successful in reducing anxiety in the foreign language classroom. Nagahashi evidenced "*that Communication apprehension, in particular, may be diminished by providing opportunities for students to develop speaking skills in small, supportive groups of their peers.*" (Nagahashi, 2007).

#### **4 From theory to practice: study on the influence of anxiety in English class among high school students**

##### **4.1 Procedure**

In order to verify our initial approaches, a research has been carried out. Subjects are English students of compulsory secondary education and *Baccalaureate*. One of the details of the study is that students are asked for age, gender and nationality. These variables are going to be taken into account. This will help us to study and conclude if these variables influence the results we can obtain. The researcher Rubio (2004), an expert in this topic, affirms that the anxiety factor has to be seen according to the gender of the student and females are more prone to suffer it than the males.

The first two groups of students attended the Mare Janer and Sant Ermengol schools in the Principality of Andorra. The schools are part of the Spanish school system and are managed by the *Consejería de Educación de España en Andorra*, a department of the Spanish Embassy that coordinates the activities of 5 educational establishments. One group of students attended ESO (CSE) while the other group was formed by *Baccalaureate* students.

The tests were completed by students belonging to the four different levels of compulsory secondary education, and also by the two high school groups corresponding to the two levels of the post obligatory stage. To complete the comparative study of the students of the different schools systems in the Principality of Andorra, the same test was completed by an equal sample of students of the Andorran educational system as well as the analogous students of the French educational system.



## **4.2 Objectives**

### **4.2.1 Main objective**

- Check to what extent the anxiety situation is taken into account in compulsory secondary education and high school students and how to prevent it with a methodology adapted to the diversity of the English classroom.

### **4.2.2 Operative objectives**

- Analyse the anxiety construct and the main factors that cause it.
- Distinguish the types of anxiety that can occur in the language classroom.
- Examine the different psychological and pedagogical theories that relate foreign language learning and anxiety.
- Investigate the factors and variables that accompany anxiety.
- Understand the reality of the language classroom and how it affects student learning.
- Study the different teaching methodologies that can be implemented in the language classroom and how they shape the teaching-learning process.
- Provide strategic tools for teachers to prevent the appearance of anxiety and intervene in the language classroom.
- Draw conclusions and formulate the relevant pedagogical discussion.

## **4.3 Technique used**

To prepare the questionnaire, we have taken into consideration those questions that were most relevant in accordance with the object of study of the work, and the most representative for the students of the different educational centres. The data obtained will serve to provide correlations. The data obtained will serve to test our hypotheses and continue working on future research in relation to learning the English language.

Using a quantitative methodology, the questionnaire asked students to indicate their age, gender and nationality. All responses are analysed and interpreted according to the initial statements and related to the topic of work. It is especially important to analyse and identify the probable relationships and correlations between the anxiety factor and the different variables mentioned above.

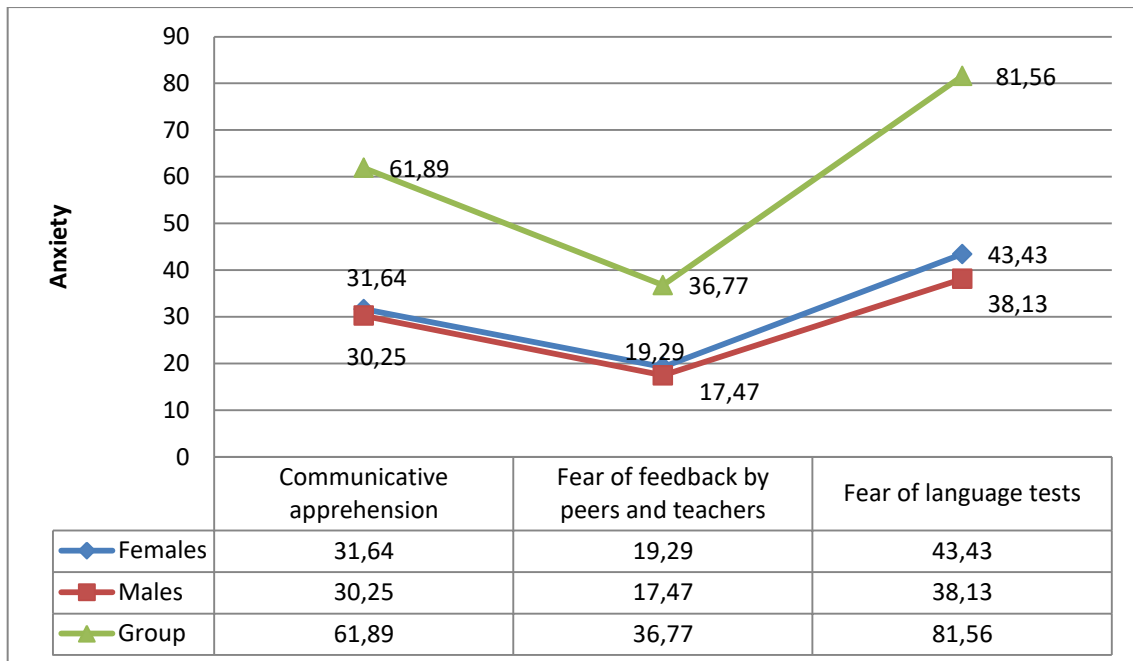
However, all data that does not fall within the range of the work and, especially, those records that can be mistaken because they do not relate to the object should be discarded. The study, in order to be more significant, has been extended to educational centres of the three educational systems of Andorra: the Andorran educational system, the French educational system and the Spanish educational system.

## **4.4 Results**

Below are the results that have been obtained in this research. These are analysed in the next section.

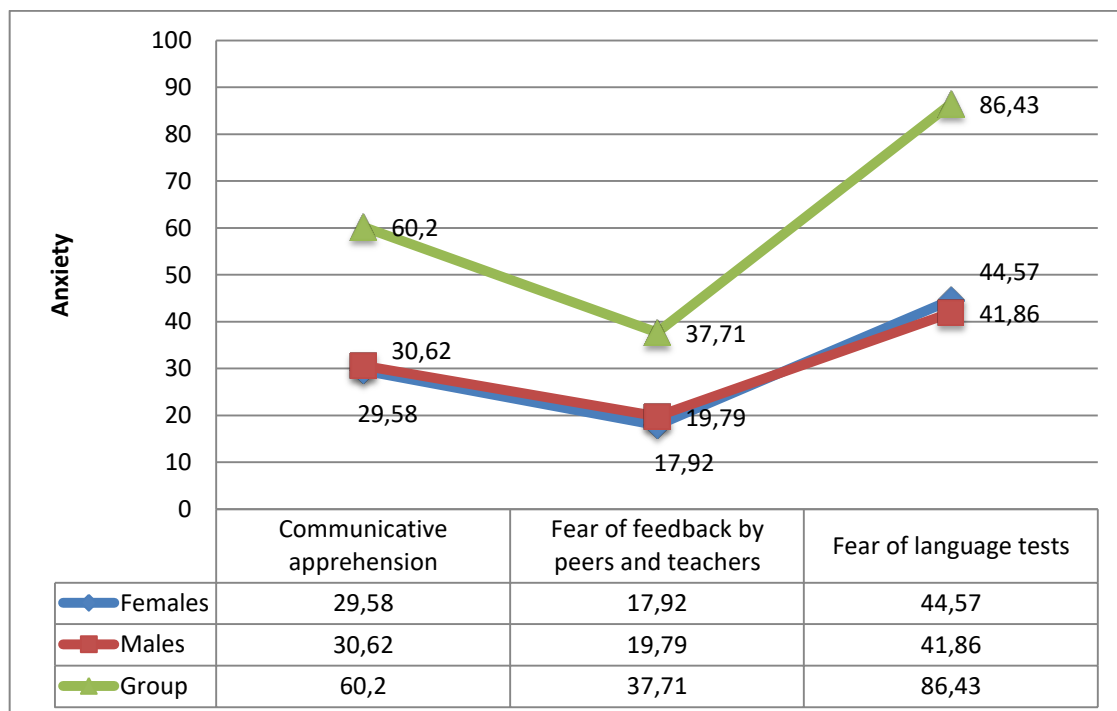
**Figure 2**

*Class Anxiety. 1<sup>st</sup> course Baccaulaureate. Spanish high school (Perea, C., 2020)*



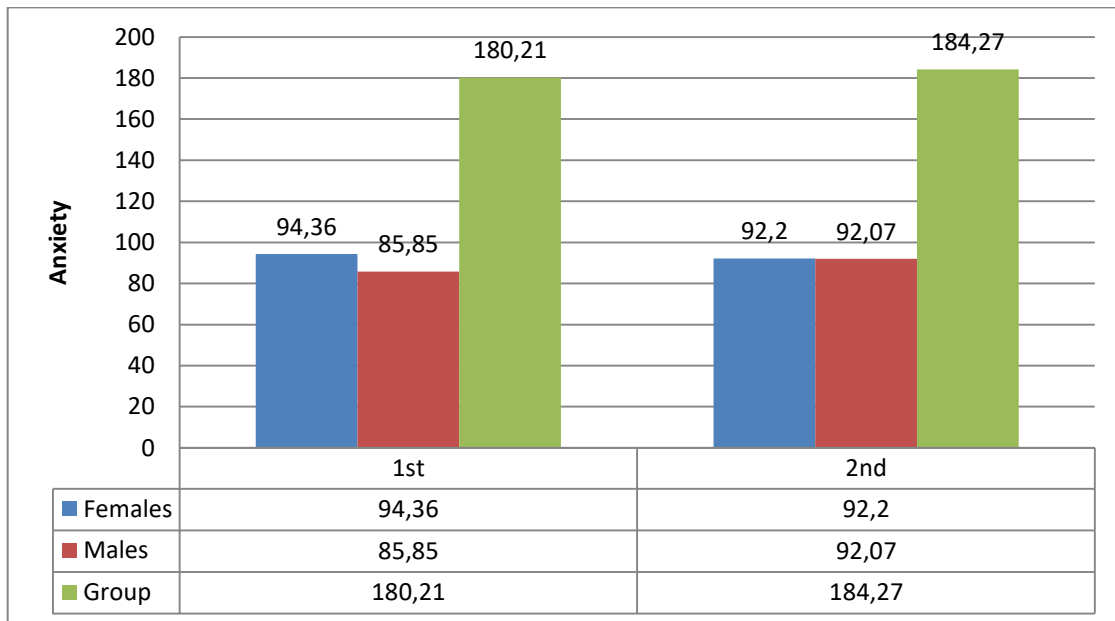
**Figure 3**

*Class Anxiety. 2<sup>nd</sup> course Baccaulaureate. Spanish high school (Perea, C., 2020)*



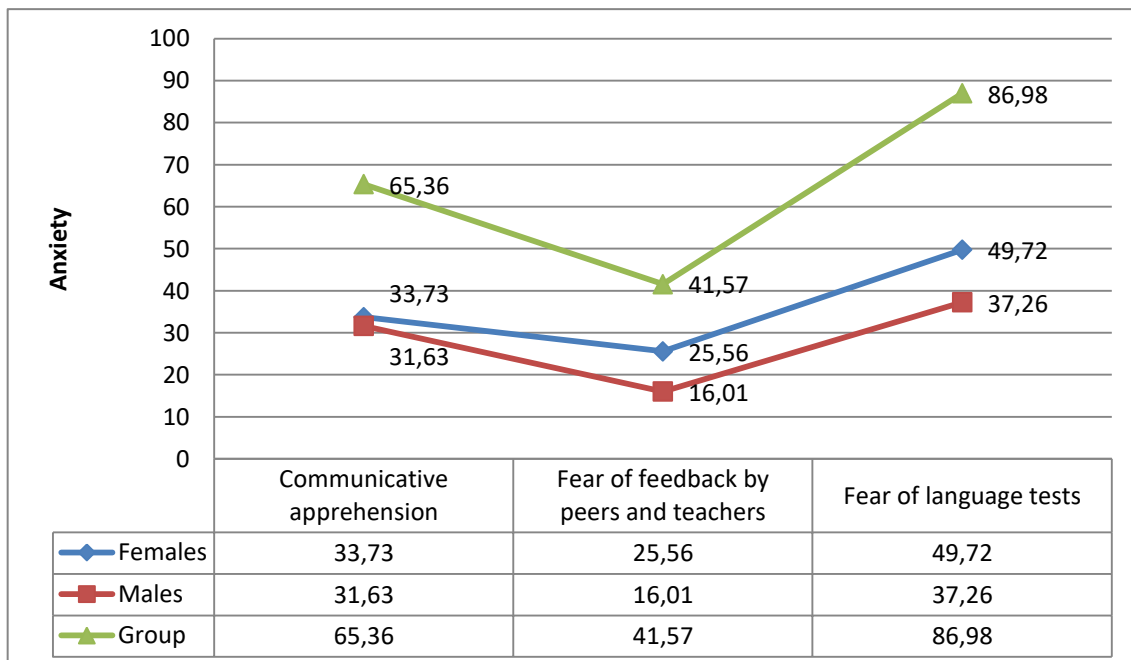
**Figure 4**

*Class Anxiety. 1<sup>st</sup> and 2<sup>nd</sup> course Baccaulaureate. Spanish high school (Perea, C., 2020)*



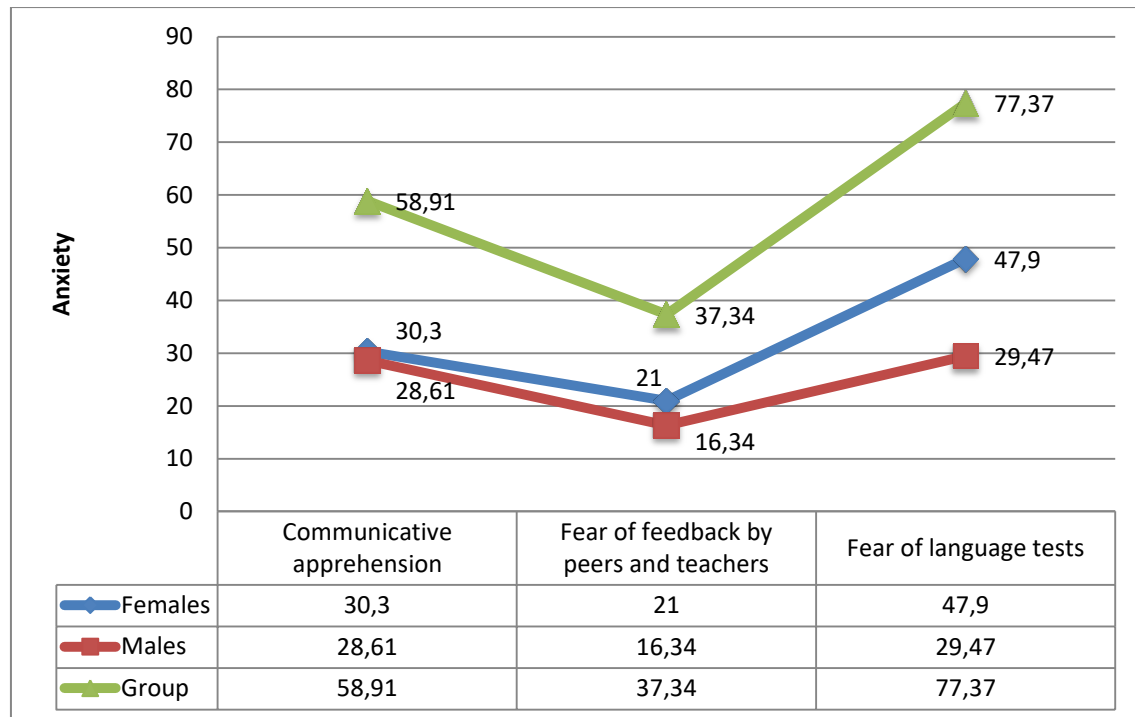
**Figure 5**

*Class Anxiety. 1<sup>st</sup> course Baccaulaureate. Andorran high school (Perea, C., 2020)*



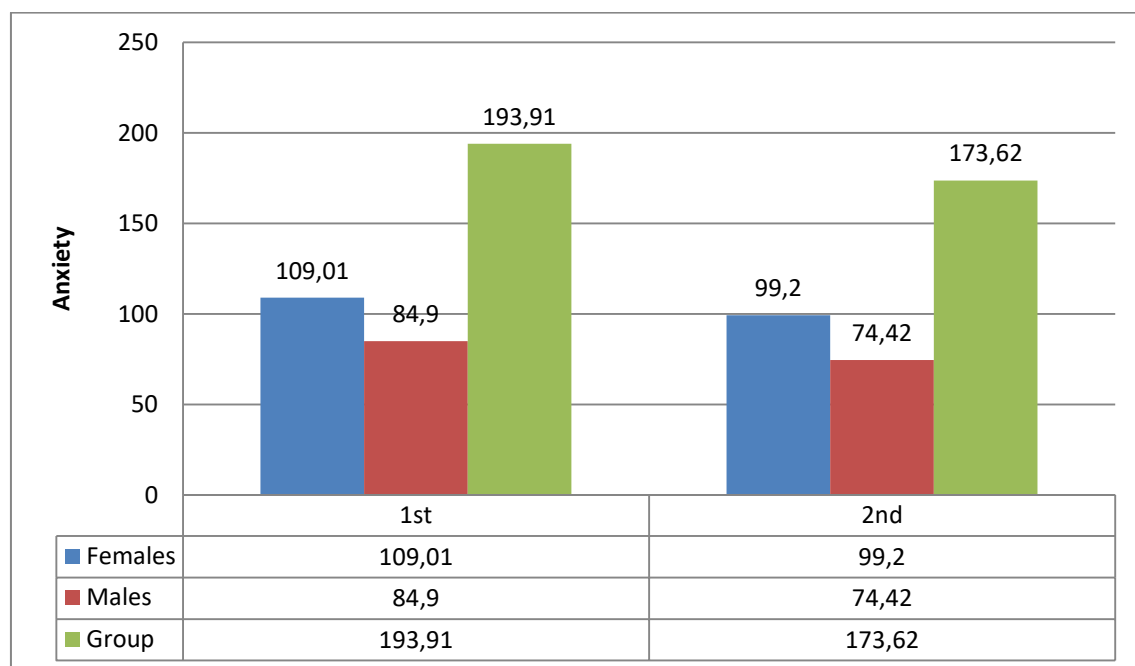
**Figure 6**

*Class Anxiety. 2<sup>nd</sup> course Baccaulaureate. Andorran high school (Perea, C., 2020)*



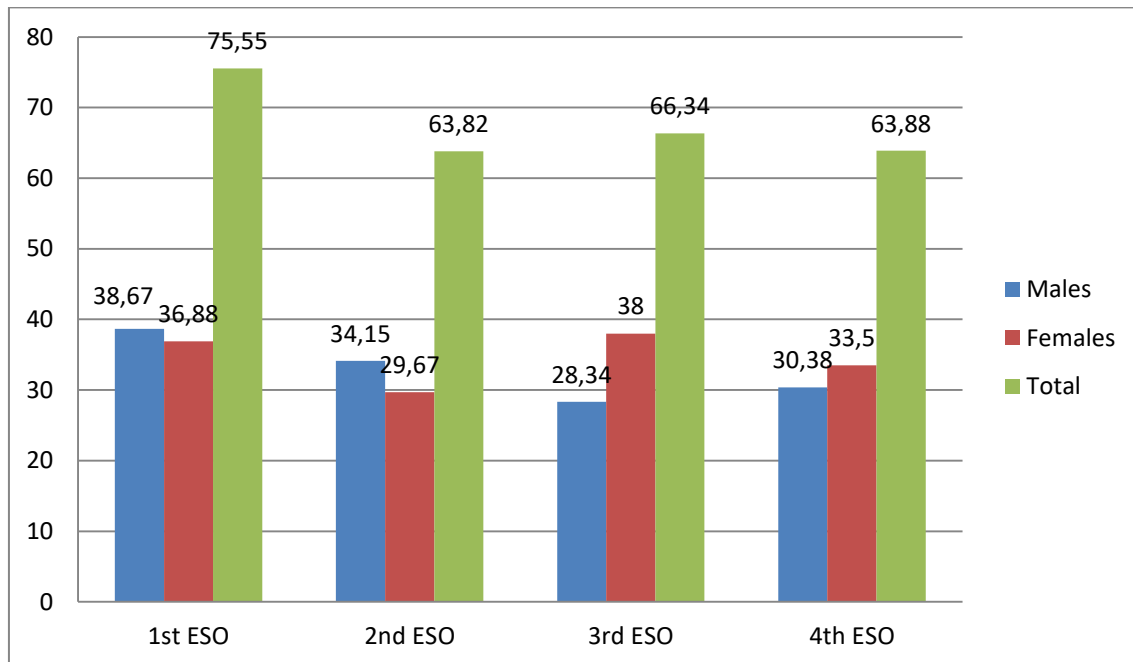
**Figure 7**

*Class Anxiety. 1<sup>st</sup> and 2<sup>nd</sup> course Baccaulaureate. Andorran high school (Perea, C., 2020)*



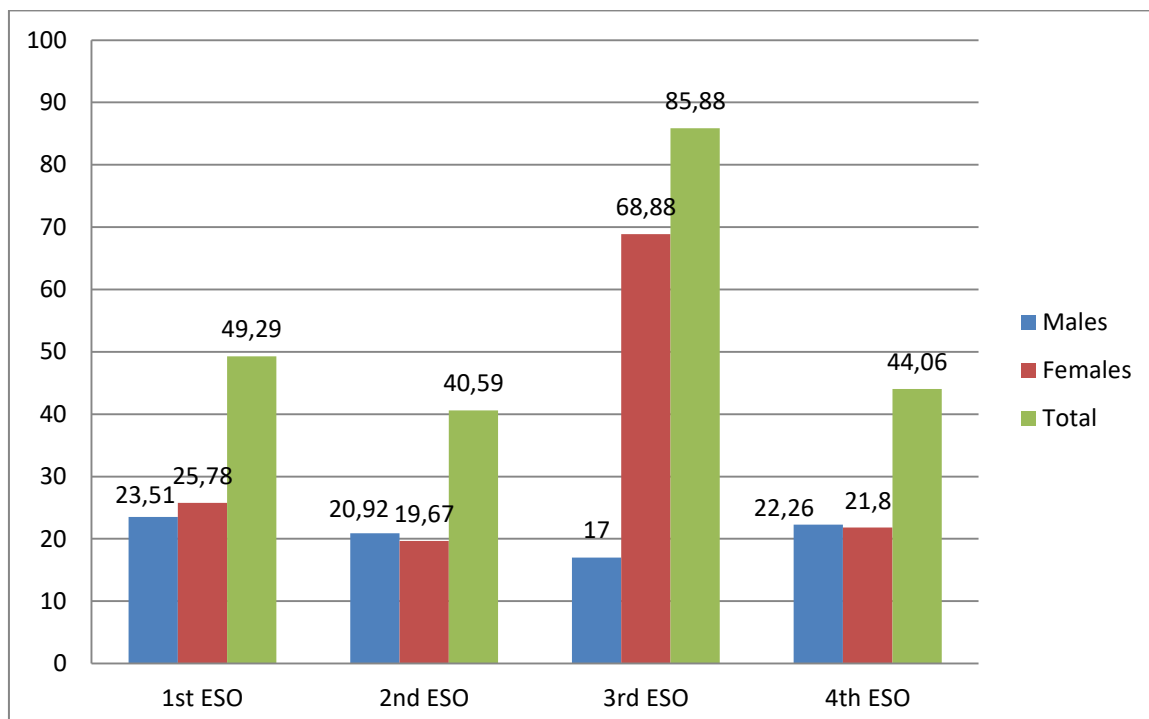
**Figure 8**

*Andorran educational system. Communicative apprehension. Andorran high school of CSE (Perea, C., 2020)*



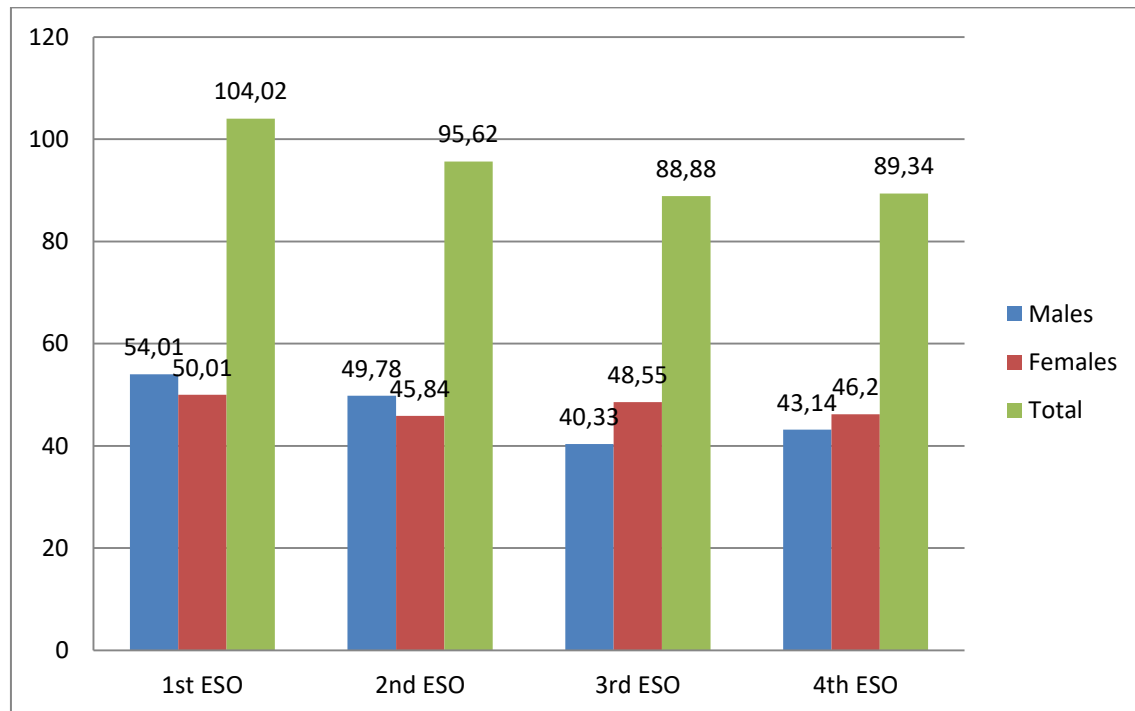
**Figure 9**

*Andorran educational system. Fear of feedback by peers or teachers. Andorran high school of CSE (Perea, C., 2020)*



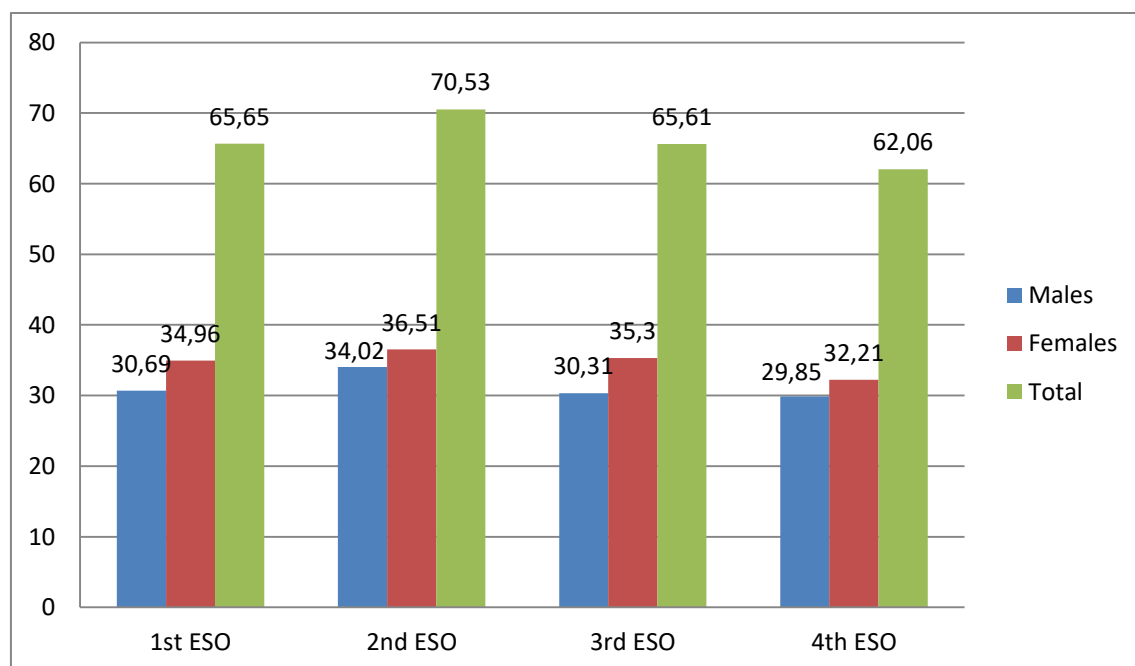
**Figure 10**

*Andorran educational system. Fear of English tests. Andorran high school of CSE (Perea, C., 2020)*



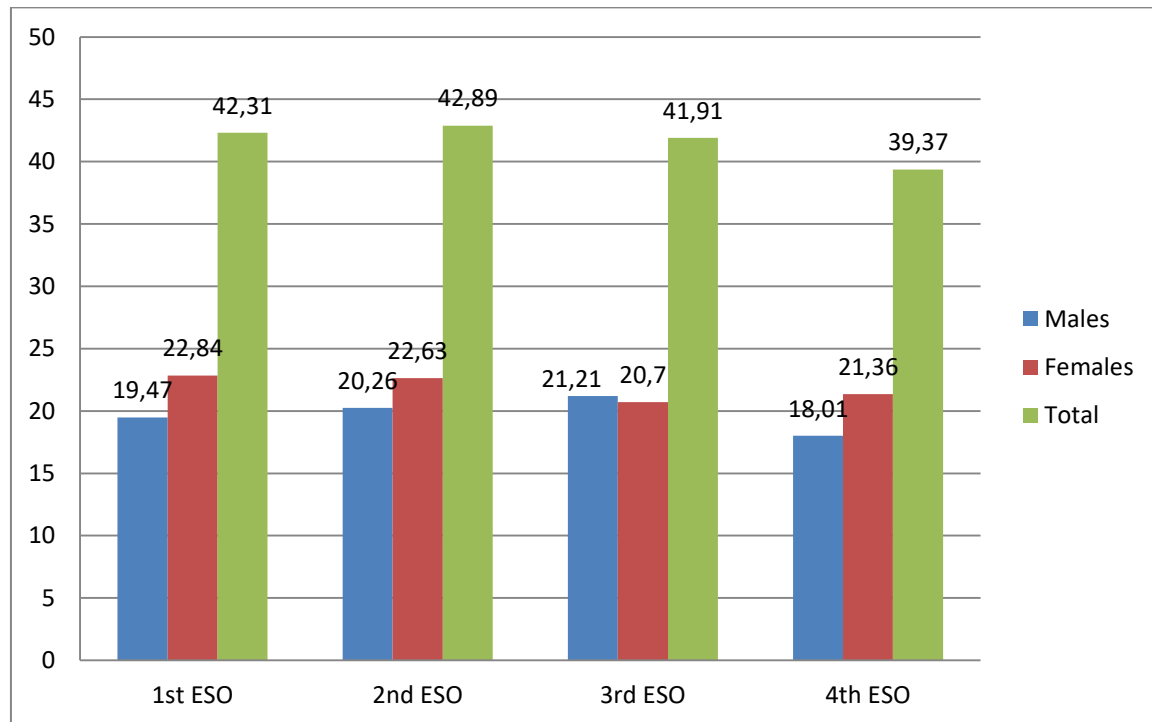
**Figure 11**

*Spanish educational system. Communicative apprehension. Spanish high school of CSE (Perea, C., 2020)*



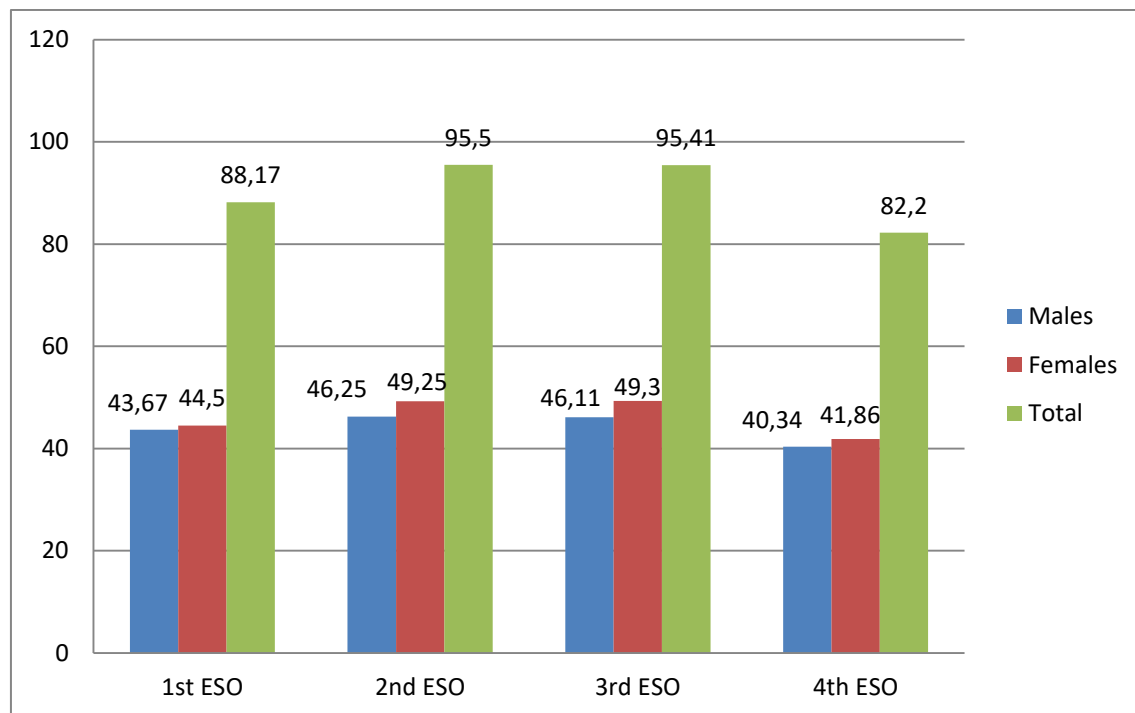
**Figure 12**

*Spanish educational system. Fear of feedback by peers or teachers. Spanish high school of CSE (Perea, C., 2020)*



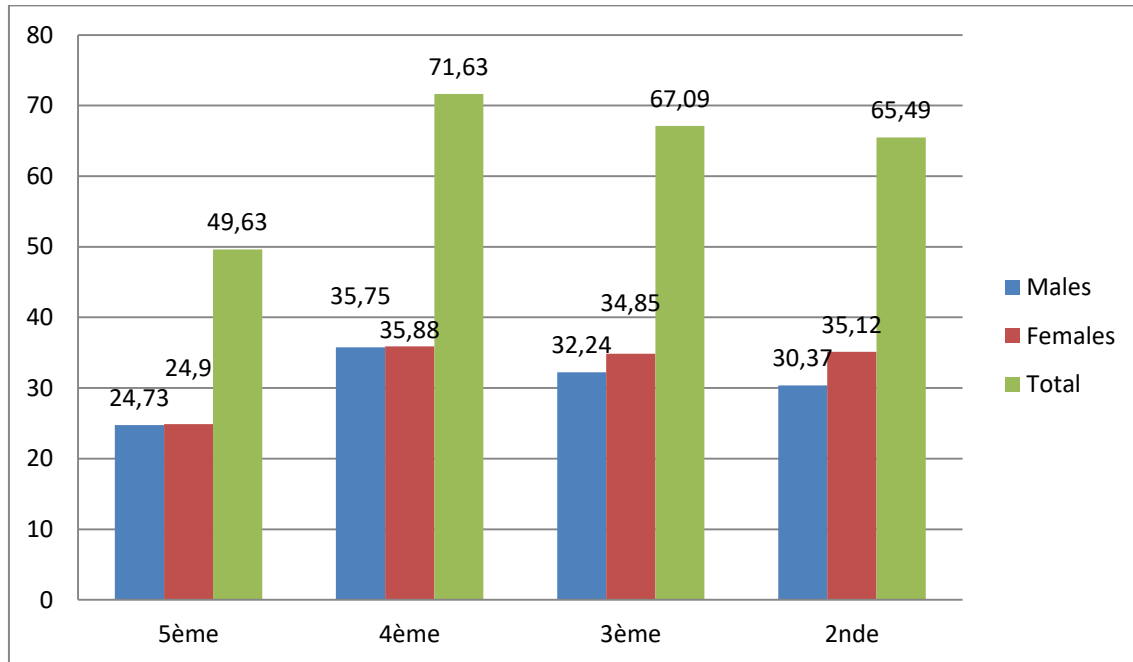
**Figure 13**

*Spanish educational system. Fear of English tests. Spanish high school of CSE (Perea, C., 2020)*



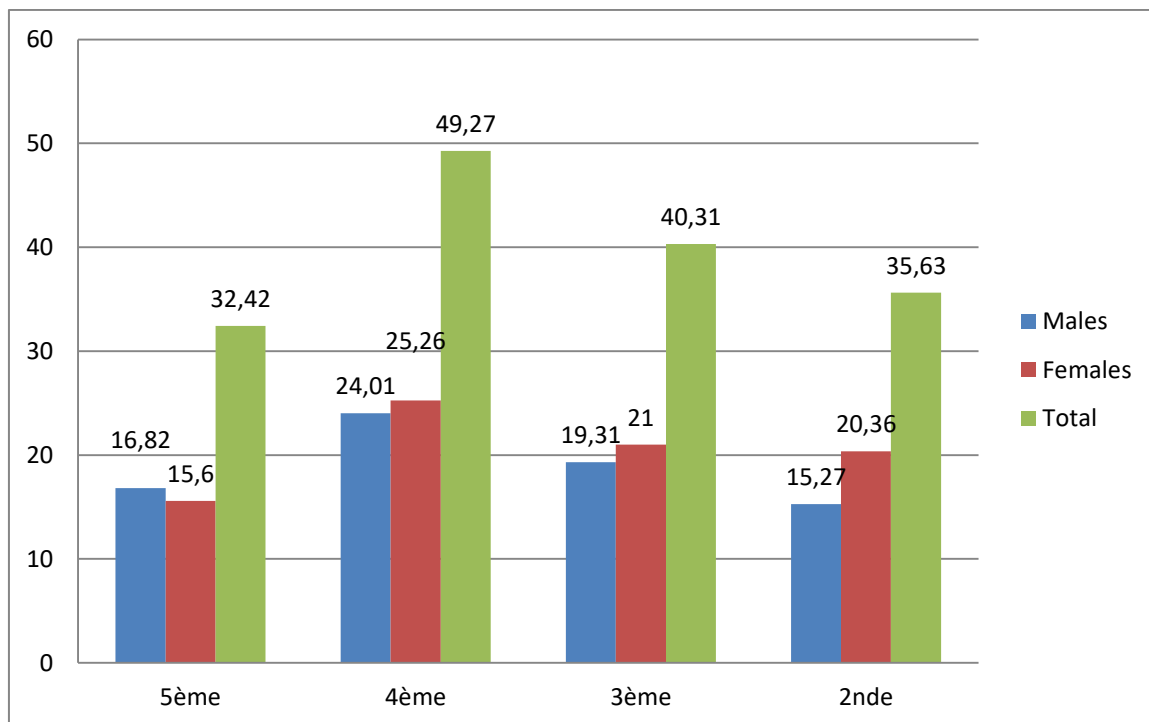
**Figure 14**

*French educational system. Communicative apprehension. French high school of CSE (Perea, C., 2020)*



**Figure 15**

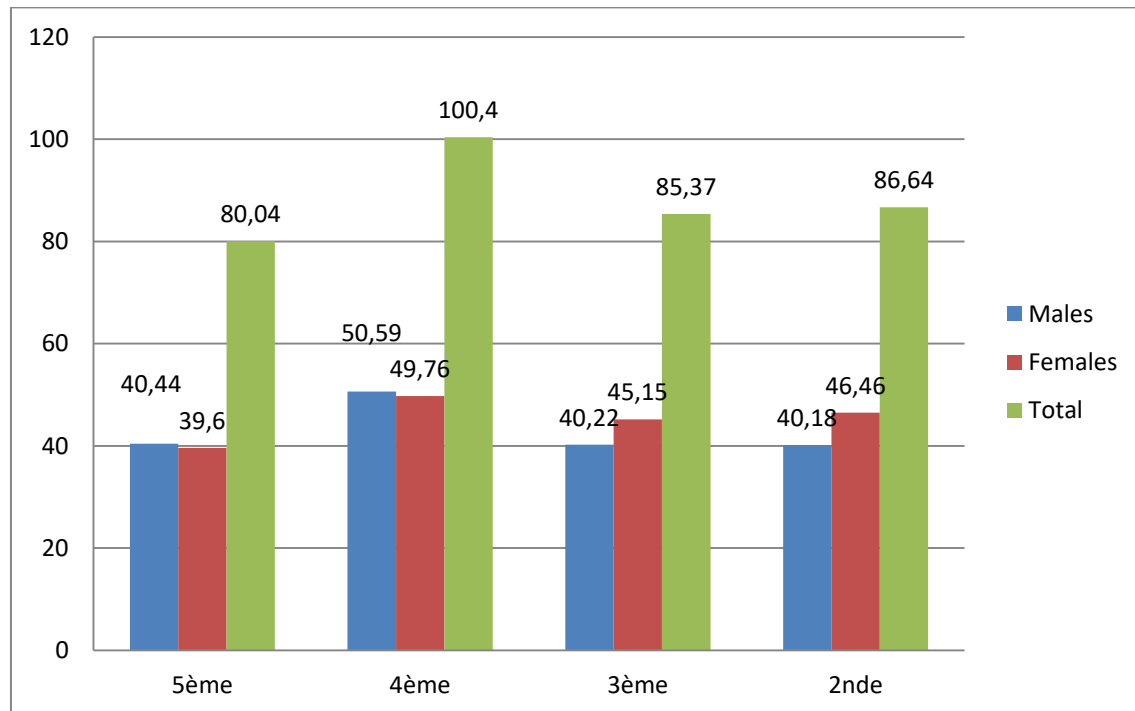
*French educational system. Fear of feedback by peers or teachers. French high school of CSE (Perea, C., 2020)*





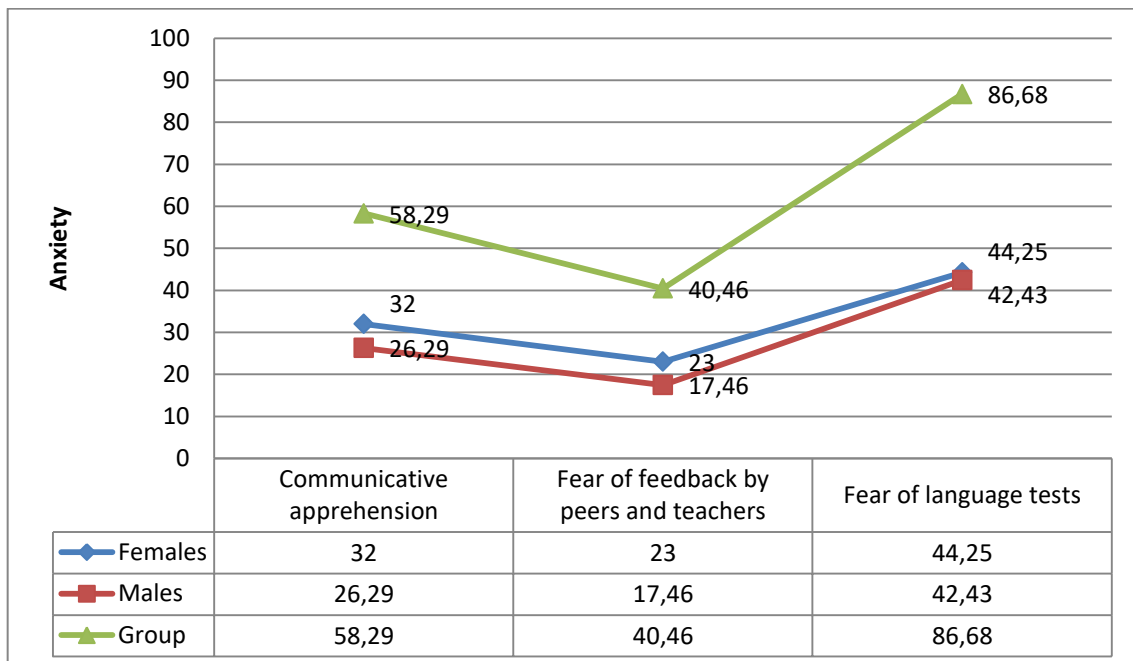
**Figure 16**

*French educational system. Fear of English tests. French high school of CSE (Perea, C., 2020)*



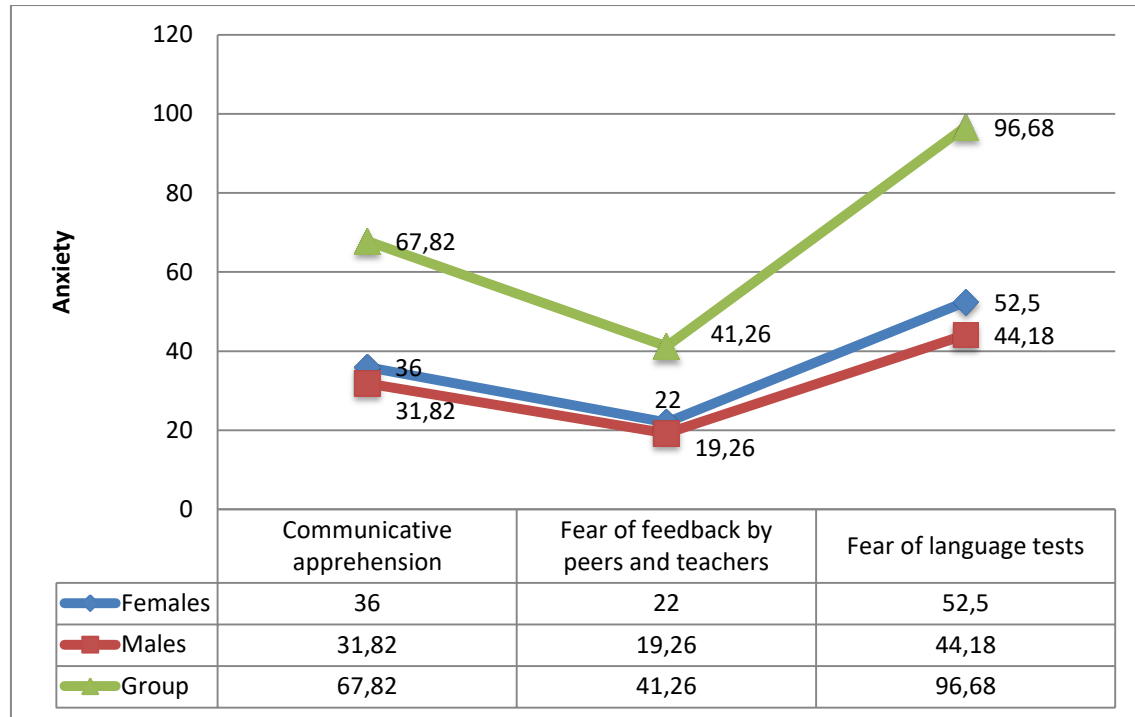
**Figure 17**

*Class Anxiety. 1<sup>st</sup> course of Bacculaureate. French high school (Perea, C., 2020)*



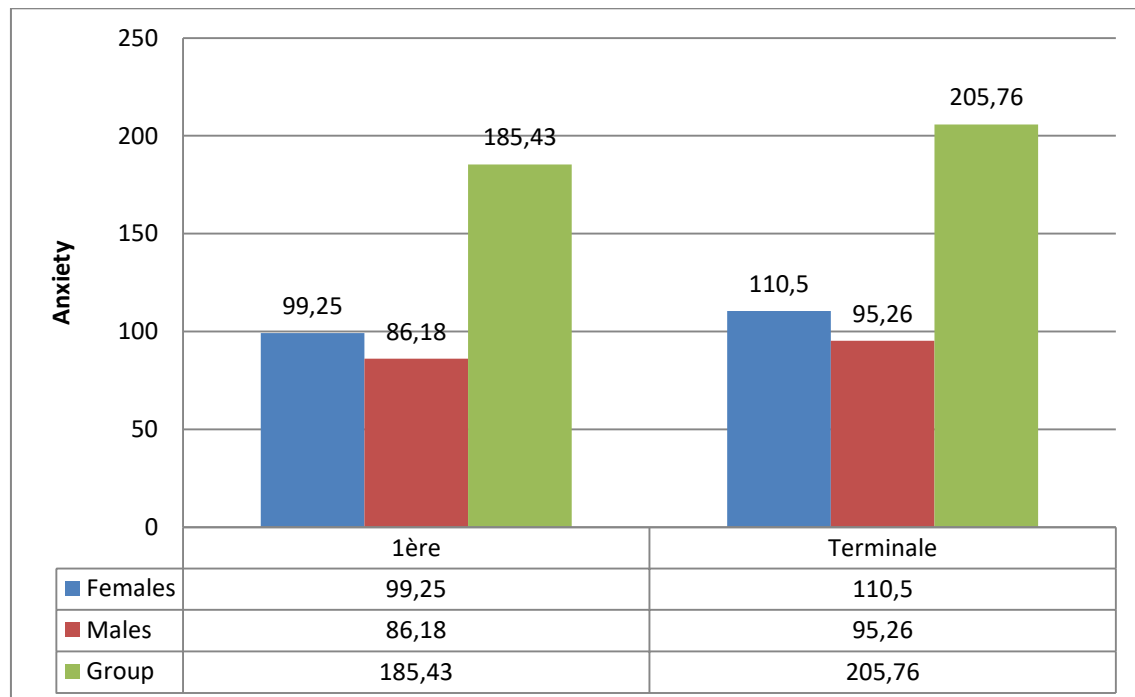
**Figure 18**

*Class Anxiety. 2<sup>nd</sup> course of Bacculaureate. French high school. (Perea, C., 2020)*



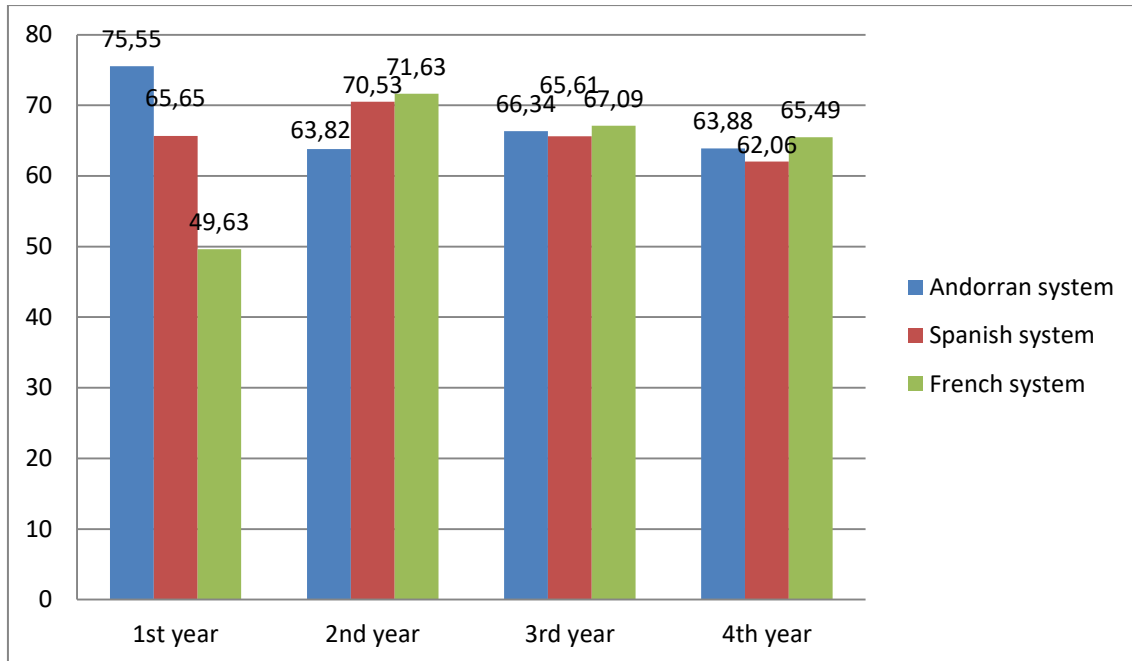
**Figure 19**

*Class Anxiety. 1<sup>st</sup> and 2<sup>nd</sup> year Bacculaureate. French high school. (Perea, C., 2020)*



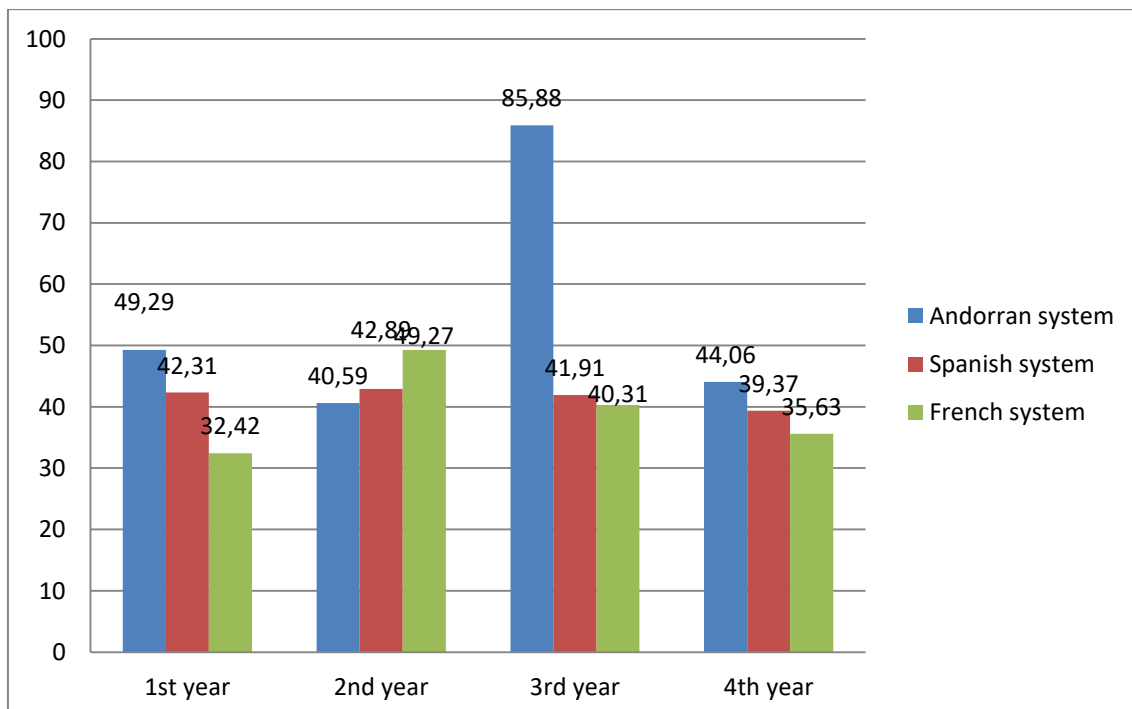
**Figure 20**

*Communicative apprehension in CSE students. (Perea, C., 2020)*



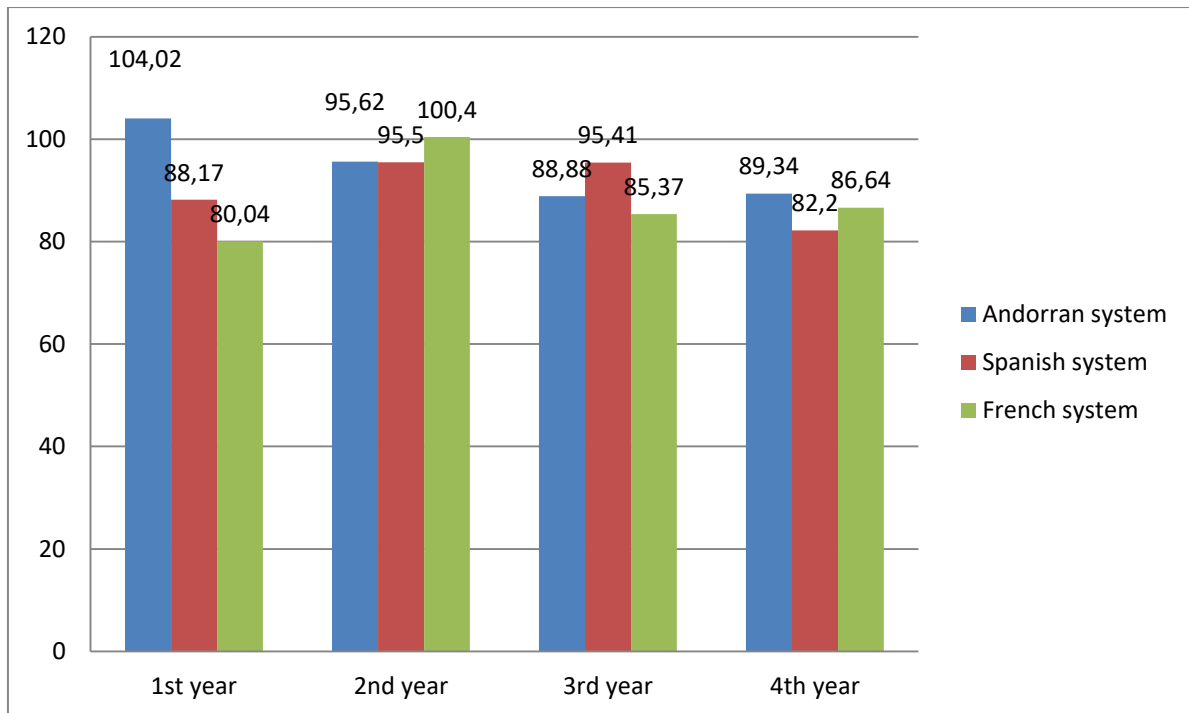
**Figure 21**

*Fear of feedback by peers or teachers in CSE students. (Perea, C., 2020)*



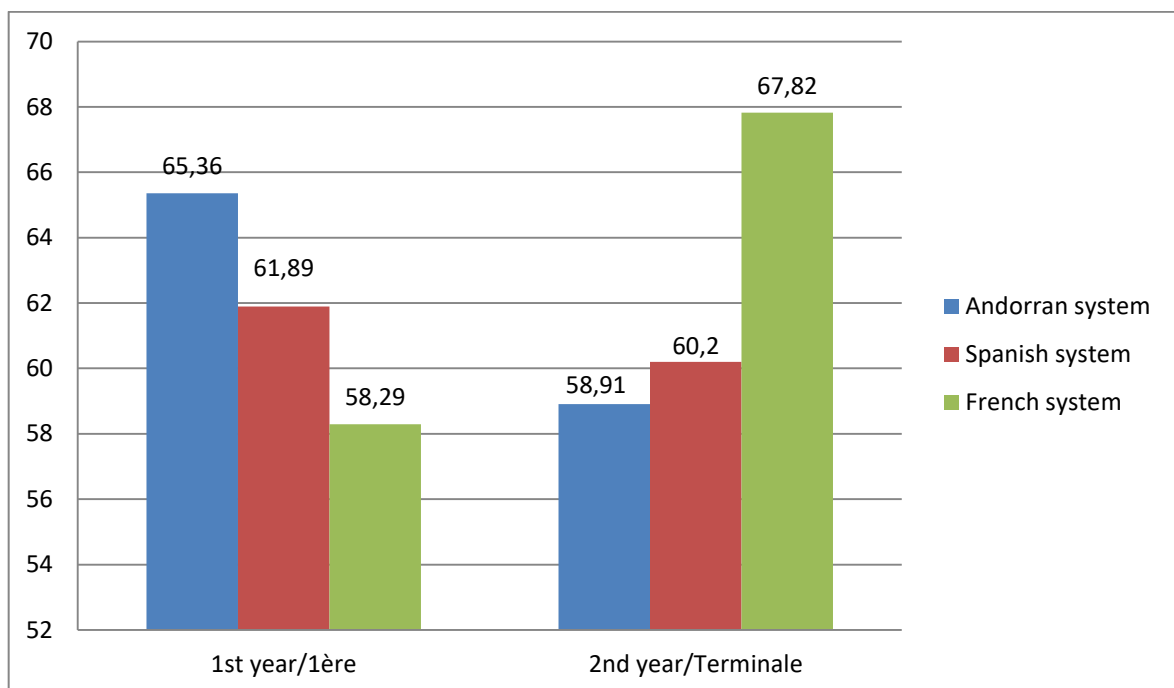
**Figure 22**

*Fear of English tests in CSE students. (Perea, C., 2020)*



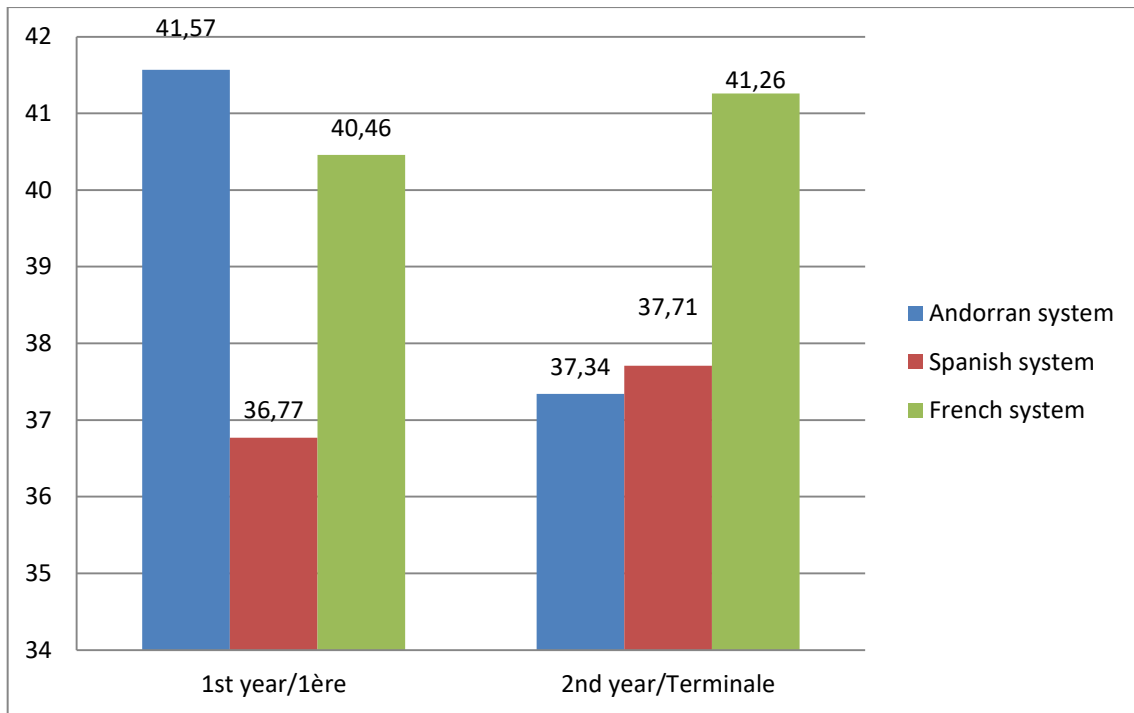
**Figure 23**

*Communicative apprehension in Bacculaureate students. (Perea, C., 2020)*



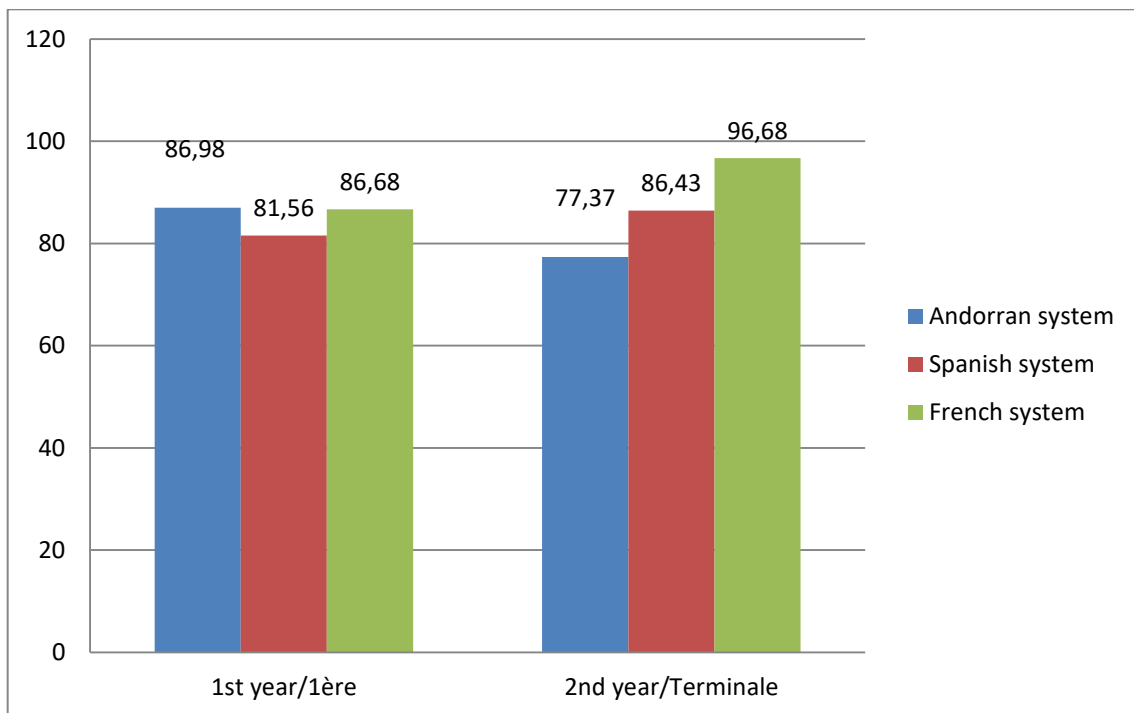
**Figure 24**

*Fear of feedback by peers or teachers in Bacallaureate students. (Perea, C., 2020)*



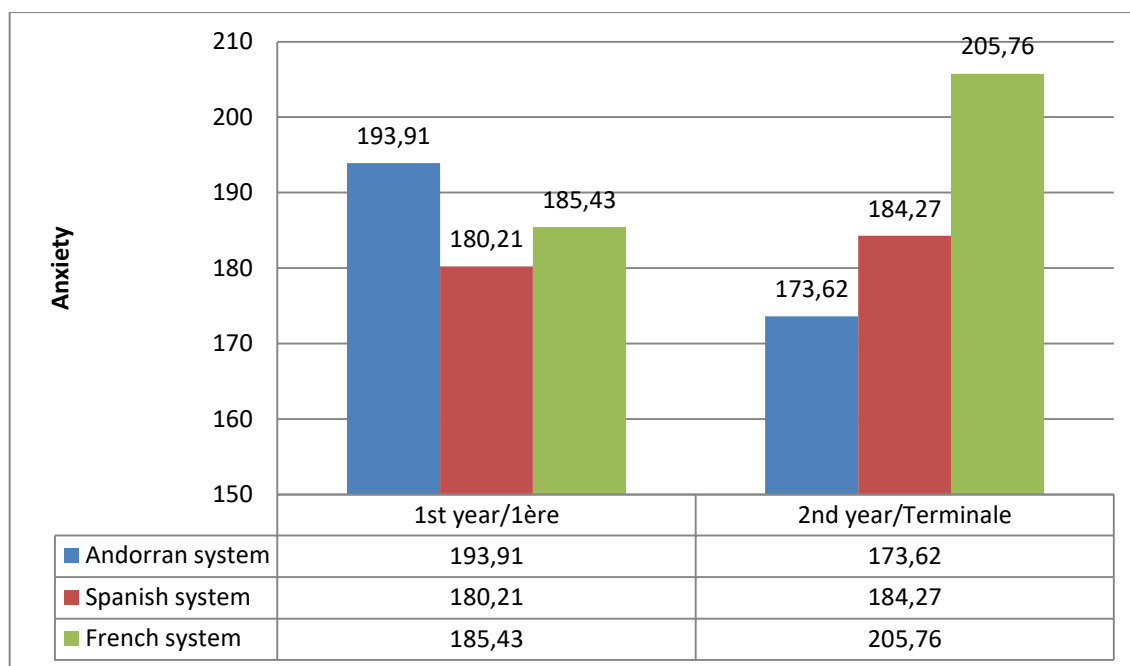
**Figure 25**

*Fear of language tests in Bacallaureate students. (Perea, C. 2020)*



**Figure 26**

*Anxiety in Baccaulaureate students. (Perea, C., 2020)*



#### **4.5 Discussion**

As we have explained throughout our work, which is consistent with matching studies carried out by Rubio (2004), speaking in public and communicating with others in a language other than mother tongue is one of the greatest sources of anxiety. On the other hand, the writing in a language different from the usual one generates a lot of rejection, known as written apprehension. Different studies have been published in reference to this term and it is interesting to mention the questionnaire made in 1975 that aims to assess the degree of anxiety of this phenomenon. It is not surprising that we find a certain hostility towards the writing in English since it requires greater control and precise organization, unlike oral communication and expression. It will be up to us to find those strategies and methods that can reverse this situation in our language classrooms.

The data that we have collected seems to corroborate the studies of Rubio (2004) where he mentions that anxiety changes according to sex, females being more likely to suffer from it than males and also being different in how to deal with these circumstances and factors.

When analysing the results, we can also examine how the use of communication and expression in English becomes increasingly awkward as years go by. The shame factor has a lot to do with it, since at an earlier age people are not as afraid of social ridicule/disapproval as when they are teenagers. In this way we can speculate that as age progresses, anxiety increases accordingly.

**Discussion Figure 2:** Students who score above 120 points reflect a high intensity anxiety. We can see that the group has a medium intensity anxiety in every category (<120). All in all, analysing all the categories together, we can highlight the high level of the group's anxiety (>120) (Figure 2). At the same time, we can consider that females have a high level of anxiety in this group and in all the categories. It could be because of their fear to do or say something that could turn out to be an absurd remark or an appalling situation.

**Discussion Figure 3:** Students who score above 120 points reflect a high intensity anxiety. We can see that the group has a medium intensity anxiety in every category (<120). All in all, analysing all the categories together, we can consider the high level of the group's anxiety (>120) (Figure 3). At the same time, we can consider that males have a high level of anxiety in Category 1 and Category 2. Females have a high level in Category 3. It could be because of their fear to do or say something that could turn out to be an absurd remark or an appalling situation. In addition, we can consider the pressure of being in the last year before college.

**Discussion Figure 4:** We can see how both groups have a high level of anxiety. Specifically, we can highlight that the second-year of baccalaureate group slightly exceeds the first group. Surely, because of the pressure of the final exams and the importance that they give to such tests. In the second group it is the male students who have more anxiety in comparison to the female students, the most prominent, in the first year group. In both groups, category three is the most predominant, so we can say that both groups are anxious in relation to language exams.

**Discussion Figure 5:** Students who score between 70-120 points reflect a medium intensity anxiety (<120). All in all, analysing all the categories together, we can highlight the high level of the group's anxiety (>120). At the same time, we can consider that females have a high level of anxiety in this group and in all the categories. It could be because of their fear to do or say something that could turn out to be an absurd remark or an appalling situation.

**Discussion Figure 6:** Students who score above 120 points reflect a high intensity anxiety. We can see that the group has a medium intensity anxiety in every category (<120). All in all, and analysing all the categories together, we can point out the high level of group's anxiety (>120) (Figure 6). At the same time, females have a high level of anxiety in all the categories. It could be because of their fear to do or say something that could turn out to be an absurd remark or an appalling situation. In addition, we can consider the pressure of being in the last year before college.

**Discussion Figure 7:** We can see how both groups have a high level of anxiety. Specifically, we can highlight that the first-year baccalaureate group exceeds the second group. Probably because of the pressure of the exams, the type of *baccalaureate* (international *baccalaureate*) and the importance that they give to such tests. In the second group females have more anxiety being the same as in

the first-year group. In both groups, category three is the most predominant, so we can say that both groups are anxious about language exams.

**Discussion Figure 8:** The figures fall within standard ranges (<120). It is interesting to highlight the average anxiety in the communicative apprehension of the 1st group of CSE which may be due to the change of primary education to secondary. It should also be noted that females in 3rd group of CSE stand out more than boys. It is a very significant value that requires further analysis.

**Discussion Figure 9:** All values are within normal ranges (<75) except the 3rd group of CSE. There is a very significant change in this category. We can assume that there is an important problem with the group that needs further consideration. Females are very anxious to the feedback of the group and/or the teacher's feedback, too.

**Discussion Figure 10:** The figures fall within standard ranges (<120). It is worthwhile to point out the average anxiety in the 1st group of CSE which may be due to the change of primary education to secondary plus the final exams. It should also be noted that females in 3rd CSE group stand out more than males, as the other categories. It is a very significant value that requires further consideration

**Discussion Figure 11 and Figure 12:** All values are within normal ranges (<75). It is interesting to notice the average anxiety in the 2<sup>nd</sup> group of CSE (Figure 11). It should also be noted that females stand out more than males in all the courses. It is a significant value that needs further study.

**Discussion Figure 13:** The figures fall within standard ranges (<120). It is worthwhile to point out the average anxiety in the 2<sup>nd</sup> and 3<sup>rd</sup> group of CSE. It should also be noted that females stand out more than males in all the other categories and groups. It is a substantial value that calls for further study.

**Discussion Figure 14 and Figure 15:** The parameters fall within standard ranges (<75). It should be noticed the average anxiety in the 2<sup>nd</sup> course of CSE (Figure 14). It should also be noted that females stand out more than males in all the courses. It is a significant value to take in account.

**Discussion Figure 16:** The figures fall within standard ranges (<120). Please notice the average anxiety in the 2<sup>nd</sup> course of CSE. It should also be noted that this group is very anxious.

**Discussion Figure 17:** Scores in students who show ratings between 70-120 points reflect a medium intensity anxiety (<120). All in all, scoring all the categories together, we can point out the high level of group's anxiety (>120) (Figure 17). At the same time, we can consider that females have a high level of anxiety in this group and in all the categories. It could be because of their fear to do or say something that could turn out to be an absurd remark or an appalling situation.



**Discussion Figure 18:** Scores in students who show ratings above 120 points reflect a high intensity anxiety. We can see that the group has a medium intensity anxiety in every category (<120). All in all, scoring all the categories together, we can point out the high level of group's anxiety (>120) (Figure 18). At the same time, we can consider that females have a high level of anxiety in all the categories. It could be because of their fear to do or say something that could turn out to be an absurd remark or an appalling situation. In addition, we can consider the pressure of being on the final course.

**Discussion Figure 19:** We can see how both groups have a high level of anxiety. Specifically, we can highlight that the 2<sup>nd</sup> course of *Baccalaureate* group exceeds the first group. Probably, because of the pressure of the final exams and also the importance that they give to such tests. In addition to the exams that they have to complete during the course. In both groups females have more anxiety. In both groups, category three is the most predominant, so we can say that both groups are anxious about language exams.

**Discussion Figure 20:** The parameters fall within normal ranges. (<120). Please notice the average anxiety in the 1<sup>st</sup> group of CSE of the Andorran system and the change that appears between the 1<sup>st</sup> year and the 2<sup>nd</sup> year of the French system. The Spanish system has average results.

**Discussion Figure 21:** It is important to highlight the 3<sup>rd</sup> group of CSE of the Andorran system. It is a very anxious group. The Andorran system has the highest level of anxiety in this category. The rest of the systems show average figures.

**Discussion Figure 22:** It is important to highlight the 1<sup>st</sup> group of CSE of the Andorran system and the 2<sup>nd</sup> group of the French system. They are very anxious groups. The Andorran system has the highest level of anxiety in this category. The rest of the systems show average figures.

**Discussion Figure 23:** The comparison of category 1 shows how the Andorran system (<75) and the French (<75) are the systems with the students with more anxiety in the first course and in the second respectively.

**Discussion Figure 24:** The comparison of category 2 shows how the Andorran system (>75) and the French (>75) are the systems with the students with more anxiety in the first and in the second courses respectively.

**Discussion Figure 25:** The comparison of category 3 shows how the Andorran system (>75) and the French (>75) are the systems with the students with more anxiety in the first and in the second courses respectively.

**Discussion Figure 26:** The comparison shows how the Andorran system (>120) and the French (>120) are the systems with the students with more anxiety in the first and in the second courses respectively.

## 5. Conclusions

After analysing and interpreting the data obtained in the present study we can confirm the importance of socio-affective factors when learning a foreign language and more specifically, English. However, in the teaching-learning process of a language that is not the mother tongue, we cannot classify as anxiety all those other negative emotions that may appear in the context where the intervention takes place. They should not be ignored, nevertheless, since they also play an important role in the academic development of students.

We can observe that negative emotions acquire a higher percentage level in the question that refers to the situation when students do not understand the teacher. But we also find them in the question that measures how they feel when these same students make mistakes at the time of expressing themselves in the foreign language. It is undoubtedly important that the teacher knows these affective variables in the process of learning the foreign language to avoid situations that may hinder the normal learning process of the student.

The analysis of the data seems to confirm that Competency Based Education is better prepared to deal with today's challenges than traditional educational approaches due to the fact that it can provide differentiated support based on the individual student learning needs.

Society is changing very rapidly; students nowadays are different from what they used to be a mere 10 years ago. We should ask ourselves if educational methodologies and practices are changing with the times. Teachers should adapt accordingly, both psychologically and academically to be able to deal with these circumstances. That is why teacher training becomes of the utmost importance.

Teachers should be trained to master the social skills that allow them to deal with those more conflictive students that challenge their authority in the classroom. Ease of access to information and skilful use of ICT devices and tools, though mainly for entertainment purposes, produce in some students the wrong impression that they know more than the teacher.

The teaching profession has traditionally required a good set of socio-affective skills. Nowadays, with the shift of the centre of attention from the teacher to the student, socio-affective competence on the part of the teacher to be able to solve interpersonal conflicts or handle high levels of stress is one of the most necessary set of abilities that teachers must master. Experience and above all training, should be a priority for educational authorities in order to provide teachers with the appropriate means to face the challenges of our 21<sup>st</sup> Century classrooms.

Furthermore, specific training on computer-enhanced materials design and development, as well as ICT tools and resources (Genial; Edpuzzle; Educaplay; Kahoot) will provide teachers with the necessary means to plan and create materials

and teaching experiences that will increase not only the motivation of students but also the satisfaction of teachers themselves.

An expected outcome of these training should be to change a situation all too common in our society today, that is to repeatedly attribute teachers a student's school failure while never granting them most students' success; a situation that generates a lot of psychological wear and tear and that can be one of the causes of the anxiety that teachers suffer today.

Teaching, as we know it today, must be enriched. We must continue to educate more globally and holistically. Furthermore, it is necessary to go deeper into the socio-affective dimension, although much progress has been made in recent years. The student becomes the protagonist of the educational action, with its needs and attention. We must adapt the methodology to the reality of our classrooms while attending to those most affective and personal reasons that can affect the learning process of our students. We must find the balance between the relationship of cognitive and affective components.

On the other hand, by placing the perspective of the student as the core of study, we have been able to deepen the incidence of affective variables and factors related to anxiety in the teaching-learning process in foreign languages. On the other hand, theoretical methodological data for the teacher and strategies to know how to act in possible cases that may occur in the language classroom have been provided.

All in all, this study has allowed us to understand more clearly how the anxiety variable affects our students and how it operates in the teaching-learning process in the English classroom. In other words, it has granted us a general picture of the educational reality in the Principality of Andorra. But more importantly, this research into the socio-affective variables in education has provided us the opportunity to identify, use and recommend more effective methodological strategies.

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## 7 Annexes

### 7.1 Annexe 1: FLCAS Questionnaire

#### **Foreign Language Class Anxiety Scale (FLCAS)**

**Age:** 12 – 13 – 14 – 15 – 16 – 17 – 18

**Gender:** Man | Woman

**Nationality:** Andorran | Spanish | Portuguese | French | Other

**Answer the questionnaire with a cross (X) and be sincere, please!**

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**2. I do not worry about making mistakes in language class.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**3. I tremble when I know that I am going to be called on in language class.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**4. It frightens me when I do not understand what the teacher is saying in the foreign language.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree



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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**11. I do not understand why some people get so upset over foreign language classes.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**15. I get upset when I do not understand what the teacher is correcting.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**18. I feel confident when I speak in foreign language class.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**20. I can feel my heart pounding when I am going to be called on in language class.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**22. I do not feel pressure to prepare very well for language class.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**28. When I am on my way to language class, I feel very sure and relaxed.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**29. I get nervous when I do not understand every word the language teacher says.**

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

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

	Strongly agree
	Agree
	Neither agree nor disagree
	Disagree
	Strongly disagree

**Table 2**

Class Anxiety. 1<sup>st</sup> course *Baccalaureate*. Spanish high school.

Number	14
Age 16	14
Andorran	13
Spanish	1

Number	8
Age 16	6
Age 17	2
Andorran	8

**Number of students (1<sup>st</sup> course): 22**

**Females**

**Males**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	1	0	5	6	2	
	1	1	2	3	1	
I do not worry about making mistakes in language class.	5	0	2	5	2	
	3	0	1	4	0	
I tremble when I know that I am going to be called on in language class.	0	1	4	7	2	
	0	0	4	2	2	
It frightens me when I do not understand what the teacher is saying in the foreign language.	2	0	3	5	4	
	1	0	3	2	2	
It wouldn't bother me at all to take more foreign language classes.	5	0	8	0	1	
	1	0	5	1	1	
During language class, I find myself thinking about things that have nothing to do with the course.	5	0	4	5	0	
	2	0	4	2	0	
I keep thinking that the other students are better at languages than I am.	5	0	5	2	2	
	2	0	0	2	4	
I am usually at ease during tests in my language class.	3	2	6	3	0	
	2	0	5	1	0	
I start to panic when I have to speak without preparation in language class.	5	1	2	3	3	
	2	1	2	0	3	
I worry about the consequences of failing my foreign language class.	5	1	2	4	2	
	2	0	3	1	2	
I do not understand why some people get so upset over foreign language classes.	3	0	9	2	0	
	0	0	2	5	1	
In language class, I can get so nervous I forget things I know.	5	0	5	2	2	
	0	0	4	2	2	
It embarrasses me to volunteer answers in my language class.	1	0	2	6	5	
	2	1	0	2	3	
I would not be nervous speaking the foreign language with native speakers.	6	0	3	4	1	
	2	0	3	2	1	
I get upset when I do not understand what the teacher is correcting.	1	1	3	6	3	
	1	0	3	1	3	
Even if I am well prepared for language class, I feel anxious about it.	1	0	3	4	6	
	1	0	2	3	2	
I often feel like not going to my language class.	3	0	3	4	4	
	0	0	1	3	4	
I feel confident when I speak in foreign language	4	1	6	3	0	

class.	2	0	3	2	1	
I am afraid that m language teacher is ready to correct every mistake I make.	0	1	4	6	3	
I can feel my heart pounding when I am going to be called on in language class.	0	1	3	2	2	
The more I study for a language test, the more confused I get.	1	0	6	5	2	
I do not feel pressure to prepare very well for language class.	1	0	2	3	2	
I always feel that the other students speak the foreign language better than I do.	1	0	3	5	5	
I feel very self-conscious about speaking the foreign language in front of other students.	1	0	0	2	5	
Language class moves so quickly I worry about getting left behind.	5	0	4	5	0	
I feel more tense and nervous in my language class than in my other classes.	3	0	4	1	0	
I get nervous and confused when I am speaking in my language class.	6	0	4	3	1	
When I am on my way to language class, I feel very sure and relaxed.	1	1	1	2	3	
I get nervous when I do not understand every word the language teacher says.	3	0	9	2	0	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	0	2	2	1	
I am afraid that the other students will laugh at me when I speak the foreign language.	1	0	3	6	5	
I would probably feel comfortable around native speakers of the foreign language.	0	0	2	3	3	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	4	0	1	2	7	
	2	1	0	2	3	
	1	0	2	8	2	
	2	1	1	2	2	
	8	0	4	1	1	
	2	0	2	3	1	
	1	1	4	4	4	
	1	0	2	2	3	
	3	2	3	4	2	
	1	1	1	2	3	
	4	1	3	2	4	
	1	1	0	2	4	
	6	0	6	2	0	
	1	0	5	2	0	
	2	1	5	2	4	
	1	1	2	1	3	
	33	6	46	47	22	
<b>CATEGORY 1: Communicative apprehension</b>	11.79	1.71	9.86	6.71	1.57	31.64
	17	4	27	20	20	
	10.63	2	10.13	5	2.5	30.25
	22.415	3.71	19.99	11.71	4.07	61.89
	22	3	25	26	21	
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	7.86	0.86	5.36	3.71	1.5	19.29
	10	5	7	15	19	
	6.25	2.5	2.63	3.75	2.34	17.47
	14.11	3.36	8	7.46	3.84	36.77
	50	4	65	55	37	
<b>CATEGORY 3: Fear of language tests</b>	17.86	1.14	13.93	7.86	2.64	43.43
	17	1	40	34	28	
	10.63	0.5	15	8.5	3.5	38.13
	28.49	1.64	28.93	16.36	6.14	81.56

**Table 3**

Class Anxiety. 2<sup>nd</sup> course *Baccalaureate*.

Spanish high school.

Number	13
Age 17	11
Age 18	2
Andorran	12
Spanish	1

Number	9
Age 17	9
Andorran	7
Spanish	2

**Males**

**Females**

**Number of students (2<sup>nd</sup> course): 22**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	0	0	3	4	2	
	3	0	4	5	1	
I do not worry about making mistakes in language class.	0	0	3	6	0	
	5	0	4	4	0	
I tremble when I know that I am going to be called on in language class.	0	0	4	3	2	
	1	0	4	4	4	
It frightens me when I do not understand what the teacher is saying in the foreign language.	1	1	2	1	4	
	1	0	2	6	4	
It wouldn't bother me at all to take more foreign language classes.	5	0	3	0	1	
	2	0	7	3	1	
During language class, I find myself thinking about things that have nothing to do with the course.	2	0	4	2	1	
	6	0	5	2	0	
I keep thinking that the other students are better at languages than I am.	4	0	0	2	3	
	4	0	4	3	2	
I am usually at ease during tests in my language class.	2	0	5	1	1	
	2	0	6	4	1	
I start to panic when I have to speak without preparation in language class.	0	0	5	1	3	
	2	0	4	6	1	
I worry about the consequences of failing my foreign language class.	2	1	4	1	1	
	2	0	5	2	4	
I do not understand why some people get so upset over foreign language classes.	1	0	1	6	1	
	6	0	6	1	0	
In language class, I can get so nervous I forget things I know.	2	0	3	4	0	
	4	0	4	4	1	
It embarrasses me to volunteer answers in my language class.	1	1	4	2	1	
	2	0	4	5	2	
I would not be nervous speaking the foreign language with native speakers.	2	0	2	3	2	
	5	0	2	3	3	
I get upset when I do not understand what the teacher is correcting.	2	1	2	2	2	
	2	0	2	7	2	
Even if I am well prepared for language class, I feel anxious about it.	0	0	4	3	2	
	1	0	1	8	4	
I often feel like not going to my language class.	4	0	2	2	1	
	2	0	4	3	4	



I feel confident when I speak in foreign language class.	3	0	3	2	1	
	2	0	7	4	1	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	4	4	1	
	2	0	4	3	4	
I can feel my heart pounding when I am going to be called on in language class.	1	0	2	3	3	
	0	0	4	7	3	
The more I study for a language test, the more confused I get.	2	0	2	2	3	
	4	0	1	3	5	
I do not feel pressure to prepare very well for language class.	8	0	1	0	0	
	5	1	4	1	2	
I always feel that the other students speak the foreign language better than I do.	2	1	2	3	1	
	4	0	6	1	2	
I feel very self-conscious about speaking the foreign language in front of other students.	2	0	6	1	0	
	5	0	5	3	0	
Language class moves so quickly I worry about getting left behind.	0	0	2	3	4	
	2	0	4	2	5	
I feel more tense and nervous in my language class than in my other classes.	1	0	3	1	4	
	0	0	2	4	7	
I get nervous and confused when I am speaking in my language class.	1	0	2	3	3	
	2	0	3	5	3	
When I am on my way to language class, I feel very sure and relaxed.	7	0	2	0	0	
	6	1	4	2	0	
I get nervous when I do not understand every word the language teacher says.	0	1	3	4	1	
	2	0	1	7	3	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	0	3	4	1	
	2	0	3	4	4	
I am afraid that the other students will laugh at me when I speak the foreign language.	0	1	3	3	2	
	2	0	3	4	4	
I would probably feel comfortable around native speakers of the foreign language.	4	0	3	1	1	
	6	0	4	2	1	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	0	0	3	3	3	
	2	0	4	4	3	
<b>CATEGORY 1: Communicative apprehension</b>	<b>16</b>	<b>3</b>	<b>34</b>	<b>26</b>	<b>20</b>	
	8.89	1.34	11.34	5.78	2.23	<b>29.58</b>
	<b>32</b>	<b>0</b>	<b>37</b>	<b>52</b>	<b>23</b>	
	12.31	0	8.54	8	1.77	<b>30.62</b>
	21.2	1.34	19.88	13.8	4	<b>60.2</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>7</b>	<b>3</b>	<b>19</b>	<b>23</b>	<b>11</b>	
	3.89	1.34	6.34	5.12	1.23	<b>17.92</b>
	<b>21</b>	<b>0</b>	<b>29</b>	<b>24</b>	<b>17</b>	
	8.08	0	6.7	3.7	1.31	<b>19.79</b>
	11.97	1.34	13.04	8.82	2.54	<b>37.71</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>37</b>	<b>1</b>	<b>42</b>	<b>31</b>	<b>24</b>	
	20.56	0.45	14	6.89	2.67	<b>44.57</b>
	<b>43</b>	<b>2</b>	<b>60</b>	<b>50</b>	<b>41</b>	
	16.54	0.62	13.85	7.7	3.15	<b>41.86</b>
	37.1	1.07	27.85	14.6	5.82	<b>86.43</b>

**Table 4**

Class Anxiety. 1<sup>st</sup> course *Baccalaureate*.

Andorran high school.

Number	8
Age 16	8
Andorran	7
Spanish	1

**Males**

Number	7
Age 16	7
Andorran	6
Other	1

**Females**

**Number of students (1<sup>st</sup> course): 15**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	1	4	0	2	0	
	0	0	2	5	1	
I do not worry about making mistakes in language class.	0	2	0	3	2	
	4	0	1	2	1	
I tremble when I know that I am going to be called on in language class.	2	3	1	0	1	
	0	0	2	5	1	
It frightens me when I do not understand what the teacher is saying in the foreign language.	2	1	3	0	1	
	1	0	0	3	4	
It wouldn't bother me at all to take more foreign language classes.	4	1	1	1	0	
	2	1	3	1	1	
During language class, I find myself thinking about things that have nothing to do with the course.	0	3	3	1	0	
	4	1	2	1	0	
I keep thinking that the other students are better at languages than I am.	5	2	0	0	0	
	1	0	3	2	2	
I am usually at ease during tests in my language class.	1	2	3	1	0	
	2	1	2	3	0	
I start to panic when I have to speak without preparation in language class.	4	1	1	1	0	
	1	0	1	4	2	
I worry about the consequences of failing my foreign language class.	3	3	1	0	0	
	1	1	1	4	1	
I do not understand why some people get so upset over foreign language classes.	2	0	1	2	2	
	1	0	3	4	0	
In language class, I can get so nervous I forget things I know.	2	2	1	1	1	
	1	0	1	4	2	
It embarrasses me to volunteer answers in my language class.	2	4	0	0	1	
	1	0	1	2	4	
I would not be nervous speaking the foreign language with native speakers.	1	1	2	2	1	
	2	2	4	0	0	
I get upset when I do not understand what the teacher is correcting.	1	2	1	3	0	
	0	1	3	3	1	
Even if I am well prepared for language class, I feel anxious about it.	4	1	1	1	0	
	0	0	2	3	3	
I often feel like not going to my language class.	2	0	1	2	2	
	2	0	4	0	2	

I feel confident when I speak in foreign language class.	0	0	2	5	0	
	6	0	2	0	0	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	4	2	1	
	0	0	1	3	4	
I can feel my heart pounding when I am going to be called on in language class.	3	2	0	2	0	
	0	1	0	4	3	
The more I study for a language test, the more confused I get.	0	1	3	1	2	
	0	0	1	1	6	
I do not feel pressure to prepare very well for language class.	1	0	4	2	0	
	3	0	3	2	0	
I always feel that the other students speak the foreign language better than I do.	4	2	1	0	0	
	0	0	2	5	1	
I feel very self-conscious about speaking the foreign language in front of other students.	0	2	3	1	1	
	3	1	4	0	0	
Language class moves so quickly I worry about getting left behind.	1	0	1	3	2	
	0	0	1	2	5	
I feel more tense and nervous in my language class than in my other classes.	2	0	2	1	2	
	0	0	2	2	4	
I get nervous and confused when I am speaking in my language class.	2	2	1	2	0	
	0	0	1	4	3	
When I am on my way to language class, I feel very sure and relaxed.	2	0	4	1	0	
	1	2	4	1	0	
I get nervous when I do not understand every word the language teacher says.	0	2	3	2	0	
	0	0	3	4	1	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	2	0	1	1	
	1	1	3	2	1	
I am afraid that the other students will laugh at me when I speak the foreign language.	2	3	1	1	0	
	0	0	2	3	3	
I would probably feel comfortable around native speakers of the foreign language.	0	1	4	0	2	
	4	0	3	1	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	3	3	0	0	1	
	1	0	2	3	2	
<b>CATEGORY 1: Communicative apprehension</b>	<b>12</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>6</b>	
	8.57	10.3	8.57	5.43	0.86	<b>33.73</b>
	<b>18</b>	<b>5</b>	<b>26</b>	<b>26</b>	<b>13</b>	
	11.25	2.5	9.75	6.5	1.63	<b>31.63</b>
	19.82	12.8	18.32	11.9	1.99	<b>65.36</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>16</b>	<b>16</b>	<b>6</b>	<b>6</b>	<b>5</b>	
	11.43	9.14	2.57	1.71	0.71	<b>25.56</b>
	<b>7</b>	<b>0</b>	<b>12</b>	<b>20</b>	<b>17</b>	
	4.38	0	4.5	5	2.13	<b>16.01</b>
	15.81	9.14	7.07	6.71	2.84	<b>41.57</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>29</b>	<b>18</b>	<b>27</b>	<b>19</b>	<b>12</b>	
	20.71	10.3	11.57	5.43	1.71	<b>49.72</b>
	<b>17</b>	<b>7</b>	<b>31</b>	<b>32</b>	<b>28</b>	
	10.63	3.5	11.63	8	3.5	<b>37.26</b>
	31.34	13.8	23.2	13.4	5.21	<b>86.98</b>

**Table 5**

Class Anxiety. 2<sup>nd</sup> course *Baccalaureate*.

Andorran high school.

**Number of students (2<sup>nd</sup> course): 13**

Number	3
Age 17	1
Age 18	2
Andorran	3

Number	10
Age 17	10
Andorran	8
Portuguese	2

**Males**

**Females**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	3	0	6	1	0	
	0	0	1	2	0	
I do not worry about making mistakes in language class.	3	0	1	5	1	
	0	0	3	0	0	
I tremble when I know that I am going to be called on in language class.	2	1	3	2	2	
	0	0	1	2	0	
It frightens me when I do not understand what the teacher is saying in the foreign language.	0	0	3	6	1	
	0	0	1	2	0	
It wouldn't bother me at all to take more foreign language classes.	3	0	4	3	0	
	0	0	2	1	0	
During language class, I find myself thinking about things that have nothing to do with the course.	3	0	5	1	1	
	2	0	1	0	0	
I keep thinking that the other students are better at languages than I am.	5	1	1	3	0	
	0	0	2	1	0	
I am usually at ease during tests in my language class.	5	0	4	1	0	
	1	0	2	0	0	
I start to panic when I have to speak without preparation in language class.	3	0	3	4	0	
	0	0	2	1	0	
I worry about the consequences of failing my foreign language class.	5	0	1	3	1	
	1	0	2	0	0	
I do not understand why some people get so upset over foreign language classes.	1	0	2	6	1	
	0	0	0	3	0	
In language class, I can get so nervous I forget things I know.	1	1	3	4	1	
	1	0	0	2	0	
It embarrasses me to volunteer answers in my language class.	1	0	5	3	1	
	0	0	1	2	0	
I would not be nervous speaking the foreign language with native speakers.	2	0	3	2	3	
	1	0	2	0	0	
I get upset when I do not understand what the teacher is correcting.	2	1	5	2	0	
	0	0	2	1	0	
Even if I am well prepared for language class, I feel anxious about it.	5	0	5	0	0	
	0	0	1	2	0	
I often feel like not going to my language class.	1	0	6	2	1	
	0	0	0	2	1	

I feel confident when I speak in foreign language class.	1	0	3	6	0	
	0	0	3	0	0	
I am afraid that my language teacher is ready to correct every mistake I make.	3	0	0	4	3	
	0	0	0	2	1	
I can feel my heart pounding when I am going to be called on in language class.	4	0	3	2	1	
	0	0	1	2	0	
The more I study for a language test, the more confused I get.	1	0	3	4	2	
	0	0	0	2	1	
I do not feel pressure to prepare very well for language class.	2	0	5	2	1	
	1	0	2	0	0	
I always feel that the other students speak the foreign language better than I do.	5	0	2	3	0	
	0	0	1	2	0	
I feel very self-conscious about speaking the foreign language in front of other students.	1	0	4	4	1	
	0	0	1	2	0	
Language class moves so quickly I worry about getting left behind.	2	0	1	6	1	
	0	0	0	3	0	
I feel more tense and nervous in my language class than in my other classes.	4	0	2	4	0	
	0	0	1	2	0	
I get nervous and confused when I am speaking in my language class.	2	0	3	5	0	
	0	0	1	1	1	
When I am on my way to language class, I feel very sure and relaxed.	4	0	5	0	1	
	0	0	3	0	0	
I get nervous when I do not understand every word the language teacher says.	0	1	3	5	1	
	0	0	1	2	0	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	0	7	2	0	
	0	0	1	2	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	2	0	0	7	1	
	0	0	0	3	0	
I would probably feel comfortable around native speakers of the foreign language.	1	0	4	3	2	
	0	0	3	0	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	1	3	5	0	
	0	0	1	2	0	
<b>CATEGORY 1: Communicative apprehension</b>	<b>15</b>	<b>2</b>	<b>44</b>	<b>40</b>	<b>8</b>	
	7.5	0.8	13.2	8	0.8	<b>30.3</b>
	<b>1</b>	<b>0</b>	<b>18</b>	<b>13</b>	<b>1</b>	
	1.6	0	18	8.67	0.34	<b>28.61</b>
	9.1	0.8	31.2	16.7	1.14	<b>58.91</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>20</b>	<b>2</b>	<b>12</b>	<b>30</b>	<b>6</b>	
	10	0.8	3.6	6	0.6	<b>21</b>
	<b>0</b>	<b>0</b>	<b>8</b>	<b>12</b>	<b>1</b>	
	0	0	8	8	0.34	<b>16.34</b>
	10	0.8	11.6	14	0.94	<b>37.34</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>43</b>	<b>2</b>	<b>52</b>	<b>44</b>	<b>12</b>	
	21.5	0.8	15.6	8.8	1.2	<b>47.9</b>
	<b>6</b>	<b>0</b>	<b>16</b>	<b>21</b>	<b>2</b>	
	10	0	4.8	14	0.67	<b>29.47</b>
	31.5	0.8	20.4	22.8	1.87	<b>77.37</b>

**Table 6**

Class Anxiety. 1<sup>st</sup> course CSE.

Andorran high school.

Number	6
Age 12	5
Age 13	1
Andorran	4
Portuguese	1
Other	1

Number	8
Age 12	5
Age 13	3
Andorran	7
Spanish	1

**Males**

**Females**

**Number of students (1<sup>st</sup> course): 14**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	2	0	4	0	2	
	1	0	2	1	2	
I do not worry about making mistakes in language class.	0	0	2	4	2	
	4	0	0	2	0	
I tremble when I know that I am going to be called on in language class.	4	0	1	3	0	
	2	0	2	0	2	
It frightens me when I do not understand what the teacher is saying in the foreign language.	2	0	6	0	0	
	3	1	0	1	1	
It wouldn't bother me at all to take more foreign language classes.	1	1	1	3	2	
	2	0	2	0	2	
During language class, I find myself thinking about things that have nothing to do with the course.	5	0	2	1	0	
	5	0	1	0	0	
I keep thinking that the other students are better at languages than I am.	6	0	1	1	0	
	5	0	0	0	1	
I am usually at ease during tests in my language class.	0	0	2	3	3	
	2	0	1	1	2	
I start to panic when I have to speak without preparation in language class.	6	1	0	1	0	
	5	0	0	1	0	
I worry about the consequences of failing my foreign language class.	6	0	1	0	1	
	5	0	0	1	0	
I do not understand why some people get so upset over foreign language classes.	2	1	5	0	0	
	3	0	1	1	1	
In language class, I can get so nervous I forget things I know.	4	0	3	1	0	
	3	0	0	1	2	
It embarrasses me to volunteer answers in my language class.	4	0	0	3	1	
	2	0	1	0	3	
I would not be nervous speaking the foreign language with native speakers.	1	1	0	1	5	
	3	0	0	0	3	
I get upset when I do not understand what the teacher is correcting.	5	1	2	0	0	
	5	0	1	0	0	
Even if I am well prepared for language class, I feel anxious about it.	2	2	2	2	0	
	3	0	0	1	2	
I often feel like not going to my language class.	3	0	4	1	0	
	2	0	1	0	2	

I feel confident when I speak in foreign language class.	0	1	2	2	3	
	1	0	0	4	1	
I am afraid that my language teacher is ready to correct every mistake I make.	4	0	4	0	0	
	2	0	1	3	1	
I can feel my heart pounding when I am going to be called on in language class.	5	1	0	1	1	
	4	1	0	1	0	
The more I study for a language test, the more confused I get.	2	0	2	4	0	
	2	0	3	1	0	
I do not feel pressure to prepare very well for language class.	0	1	5	0	2	
	4	0	0	0	2	
I always feel that the other students speak the foreign language better than I do.	5	1	1	1	0	
	3	1	0	0	2	
I feel very self-conscious about speaking the foreign language in front of other students.	3	0	1	4	0	
	2	0	2	0	2	
Language class moves so quickly I worry about getting left behind.	3	0	4	0	1	
	3	0	0	1	2	
I feel more tense and nervous in my language class than in my other classes.	3	0	1	4	0	
	2	0	1	2	1	
I get nervous and confused when I am speaking in my language class.	4	0	3	1	0	
	3	0	1	1	1	
When I am on my way to language class, I feel very sure and relaxed.	5	1	2	0	0	
	5	0	0	0	1	
I get nervous when I do not understand every word the language teacher says.	5	2	1	0	0	
	4	1	1	0	0	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	1	4	0	0	
	5	0	0	1	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	4	1	1	2	0	
	0	0	1	2	3	
I would probably feel comfortable around native speakers of the foreign language.	0	0	1	5	2	
	1	1	0	2	2	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	4	1	1	2	0	
	3	1	1	1	0	
<b>CATEGORY 1: Communicative apprehension</b>	<b>31</b>	<b>7</b>	<b>24</b>	<b>14</b>	<b>12</b>	
	19.38	3.5	9	3.5	1.5	<b>36.88</b>
	<b>33</b>	<b>3</b>	<b>7</b>	<b>11</b>	<b>12</b>	
	27.5	2	3.5	3.67	2	<b>38.67</b>
	46.98	5.5	12.5	7.17	3.5	<b>75.55</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>27</b>	<b>3</b>	<b>10</b>	<b>13</b>	<b>3</b>	
	16.9	1.5	3.75	3.25	0.38	<b>25.78</b>
	<b>19</b>	<b>2</b>	<b>4</b>	<b>8</b>	<b>10</b>	
	15.83	1.34	2	2.67	1.67	<b>23.51</b>
	32.73	2.84	5.75	5.92	2.05	<b>49.29</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>43</b>	<b>6</b>	<b>35</b>	<b>23</b>	<b>10</b>	
	26.88	3	13.13	5.75	1.25	<b>50.01</b>
	<b>49</b>	<b>1</b>	<b>12</b>	<b>10</b>	<b>19</b>	
	40.83	0.67	6	3.34	3.17	<b>54.01</b>
	67.71	3.67	19.13	9.09	4.42	<b>104.02</b>

**Table 7**

Class Anxiety. 2<sup>nd</sup> course CSE.

Andorran high school

**Number of students (2<sup>nd</sup> course): 19**

Number	13
Age 13	10
Age 14	3
Andorran	10
Portuguese	1
Spanish	1
Other	1

**Males**

Number	6
Age 13	6
Andorran	6

**Females**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	0	0	3	3	0	
	2	0	7	2	2	
I do not worry about making mistakes in language class.	0	0	2	3	1	
	1	0	2	6	4	
I tremble when I know that I am going to be called on in language class.	1	0	4	1	0	
	2	0	2	5	4	
It frightens me when I do not understand what the teacher is saying in the foreign language.	3	0	1	0	2	
	5	0	7	2	0	
It wouldn't bother me at all to take more foreign language classes.	4	0	1	1	0	
	9	0	4	0	1	
During language class, I find myself thinking about things that have nothing to do with the course.	2	0	4	0	0	
	7	0	5	1	0	
I keep thinking that the other students are better at languages than I am.	3	0	2	1	0	
	7	0	3	1	2	
I am usually at ease during tests in my language class.	1	0	2	0	3	
	5	0	4	1	3	
I start to panic when I have to speak without preparation in language class.	4	0	0	1	1	
	3	0	5	2	3	
I worry about the consequences of failing my foreign language class.	3	0	2	0	1	
	9	0	4	0	0	
I do not understand why some people get so upset over foreign language classes.	2	0	1	1	2	
	9	0	1	0	3	
In language class, I can get so nervous I forget things I know.	4	0	1	1	0	
	7	0	1	3	2	
It embarrasses me to volunteer answers in my language class.	1	0	4	1	0	
	2	0	4	3	4	
I would not be nervous speaking the foreign language with native speakers.	1	0	1	0	4	
	2	0	8	1	2	
I get upset when I do not understand what the teacher is correcting.	0	0	5	1	0	
	6	0	4	2	1	
Even if I am well prepared for language class, I feel anxious about it.	3	0	1	2	0	
	5	0	5	1	2	
I often feel like not going to my language class.	0	0	3	3	0	
	2	0	3	5	3	



I feel confident when I speak in foreign language class.	0	0	3	2	1	
	2	0	8	0	3	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	1	1	4	
	2	0	3	4	5	
I can feel my heart pounding when I am going to be called on in language class.	2	0	1	3	0	
	5	0	3	0	5	
The more I study for a language test, the more confused I get.	0	0	1	3	2	
	2	0	6	1	4	
I do not feel pressure to prepare very well for language class.	3	0	2	1	0	
	5	0	5	2	1	
I always feel that the other students speak the foreign language better than I do.	1	0	4	1	0	
	6	0	6	1	0	
I feel very self-conscious about speaking the foreign language in front of other students.	1	0	1	4	0	
	5	0	2	2	4	
Language class moves so quickly I worry about getting left behind.	0	0	3	2	1	
	3	0	5	1	4	
I feel more tense and nervous in my language class than in my other classes.	0	0	1	2	3	
	2	0	2	5	4	
I get nervous and confused when I am speaking in my language class.	0	0	3	2	1	
	1	0	6	1	5	
When I am on my way to language class, I feel very sure and relaxed.	1	0	4	1	0	
	7	0	5	0	1	
I get nervous when I do not understand every word the language teacher says.	0	0	3	1	2	
	4	0	5	0	4	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2	0	3	1	0	
	7	0	4	1	1	
I am afraid that the other students will laugh at me when I speak the foreign language.	1	0	3	2	0	
	6	0	1	4	2	
I would probably feel comfortable around native speakers of the foreign language.	0	0	1	5	0	
	3	0	5	5	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	0	3	1	1	
	4	0	4	3	2	
<b>CATEGORY 1: Communicative apprehension</b>	<b>11</b>	<b>0</b>	<b>24</b>	<b>20</b>	<b>11</b>	
	9.17	0	12	6.67	1.83	<b>29.67</b>
	<b>40</b>	<b>0</b>	<b>61</b>	<b>18</b>	<b>25</b>	
	15.38	0	14.08	2.77	1.92	<b>34.15</b>
	24.55	0	26.08	9.44	3.75	<b>63.82</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>7</b>	<b>0</b>	<b>19</b>	<b>10</b>	<b>6</b>	
	5.83	0	9.5	3.34	1	<b>19.67</b>
	<b>28</b>	<b>0</b>	<b>23</b>	<b>22</b>	<b>19</b>	
	10.77	0	5.31	3.38	1.46	<b>20.92</b>
	16.6	0	14.81	6.72	2.46	<b>40.59</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>26</b>	<b>0</b>	<b>31</b>	<b>20</b>	<b>12</b>	
	21.67	0	15.5	6.67	2	<b>45.84</b>
	<b>79</b>	<b>0</b>	<b>55</b>	<b>25</b>	<b>37</b>	
	30.38	0	12.7	3.85	2.85	<b>49.78</b>
	52.05	0	28.2	10.5	4.85	<b>95.62</b>

**Table 8**

Class Anxiety. 3<sup>rd</sup> course CSE.

Andorran high school

**Number of students (3<sup>rd</sup> course): 12**

Number	3
Age 14	1
Age 15	2
Andorran	2
Spanish	1

Number	9
Age 14	7
Age 15	2
Andorran	8
Other	1

**Males**

**Females**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	1	0	8	0	0	
	0	0	0	0	3	
I do not worry about making mistakes in language class.	0	1	6	2	0	
	1	0	2	0	0	
I tremble when I know that I am going to be called on in language class.	8	0	1	0	0	
	0	0	1	1	1	
It frightens me when I do not understand what the teacher is saying in the foreign language.	2	2	3	1	1	
	0	0	1	3	0	
It wouldn't bother me at all to take more foreign language classes.	1	0	1	2	5	
	2	0	1	0	0	
During language class, I find myself thinking about things that have nothing to do with the course.	7	0	1	0	0	
	2	0	1	0	0	
I keep thinking that the other students are better at languages than I am.	6	0	3	0	0	
	0	0	0	2	1	
I am usually at ease during tests in my language class.	1	0	2	2	4	
	1	0	1	1	0	
I start to panic when I have to speak without preparation in language class.	7	0	1	1	0	
	0	0	0	2	1	
I worry about the consequences of failing my foreign language class.	6	2	1	0	0	
	0	0	1	1	1	
I do not understand why some people get so upset over foreign language classes.	2	0	5	1	0	
	1	0	2	1	0	
In language class, I can get so nervous I forget things I know.	1	1	3	4	1	
	0	0	0	3	0	
It embarrasses me to volunteer answers in my language class.	4	1	4	0	0	
	0	0	1	0	2	
I would not be nervous speaking the foreign language with native speakers.	3	0	5	1	0	
	1	1	1	0	0	
I get upset when I do not understand what the teacher is correcting.	3	0	3	1	2	
	0	0	1	1	1	
Even if I am well prepared for language class, I feel anxious about it.	3	0	4	1	1	
	0	0	0	1	2	
I often feel like not going to my language class.	0	0	6	2	1	
	1	0	0	1	1	

I feel confident when I speak in foreign language class.	1	0	4	3	1	
	1	0	2	0	0	
I am afraid that my language teacher is ready to correct every mistake I make.	4	0	4	0	1	
	0	2	0	0	1	
I can feel my heart pounding when I am going to be called on in language class.	6	0	3	0	0	
	0	0	0	1	2	
The more I study for a language test, the more confused I get.	2	0	3	4	0	
	1	0	0	1	1	
I do not feel pressure to prepare very well for language class.	3	0	4	2	0	
	0	1	1	1	0	
I always feel that the other students speak the foreign language better than I do.	3	0	6	0	0	
	0	0	1	1	1	
I feel very self-conscious about speaking the foreign language in front of other students.	7	0	2	0	0	
	1	0	0	1	1	
Language class moves so quickly I worry about getting left behind.	1	0	2	5	1	
	0	0	1	0	2	
I feel more tense and nervous in my language class than in my other classes.	1	0	1	4	3	
	0	0	0	1	2	
I get nervous and confused when I am speaking in my language class.	4	0	4	1	0	
	1	0	0	2	0	
When I am on my way to language class, I feel very sure and relaxed.	5	0	3	2	0	
	1	1	0	1	0	
I get nervous when I do not understand every word the language teacher says.	4	0	3	1	0	
	0	0	0	3	0	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	4	0	2	1	2	
	0	0	1	1	1	
I am afraid that the other students will laugh at me when I speak the foreign language.	4	1	2	0	2	
	0	0	0	2	1	
I would probably feel comfortable around native speakers of the foreign language.	0	0	5	4	0	
	1	1	0	0	1	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	0	8	0	0	
	1	0	1	1	0	
<b>CATEGORY 1: Communicative apprehension</b>	<b>36</b>	<b>2</b>	<b>40</b>	<b>14</b>	<b>6</b>	
	20	0.89	13.34	3.1	0.67	<b>38</b>
	<b>5</b>	<b>2</b>	<b>6</b>	<b>13</b>	<b>8</b>	
	8.33	2.67	6	8.67	2.67	<b>28.34</b>
	28.33	3.56	19.34	11.8	3.34	<b>66.34</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>22</b>	<b>3</b>	<b>33</b>	<b>2</b>	<b>3</b>	
	12.22	1.33	11	0.44	0.33	<b>68.88</b>
	<b>2</b>	<b>2</b>	<b>5</b>	<b>6</b>	<b>6</b>	
	3.33	2.67	5	4	2	<b>17</b>
	15.55	4	16	4.44	2.33	<b>85.88</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>47</b>	<b>2</b>	<b>40</b>	<b>29</b>	<b>16</b>	
	26.11	0.89	13.33	6.44	1.78	<b>48.55</b>
	<b>9</b>	<b>2</b>	<b>9</b>	<b>14</b>	<b>13</b>	
	15	2.67	9	9.33	4.33	<b>40.33</b>
	41.11	3.56	22.33	15.8	2.43	<b>88.88</b>

**Table 9**

Class Anxiety. 4<sup>th</sup> course CSE.

Andorran high school

Number	8
Age 16	3
Age 17	1
Age 15	4
Andorran	5
Spanish	2
Other	1

**Males**

Number	10
Age 15	10
Andorran	9
Spanish	1

**Females**

**Number of students (4<sup>th</sup> course): 18**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	5	0	2	2	1	
	1	0	4	3	0	
I do not worry about making mistakes in language class.	1	1	6	0	2	
	5	0	1	2	0	
I tremble when I know that I am going to be called on in language class.	6	0	1	3	0	
	2	0	1	4	1	
It frightens me when I do not understand what the teacher is saying in the foreign language.	3	0	1	3	3	
	3	0	4	0	1	
It wouldn't bother me at all to take more foreign language classes.	3	0	3	2	2	
	2	0	2	3	1	
During language class, I find myself thinking about things that have nothing to do with the course.	9	1	0	0	0	
	3	0	3	1	1	
I keep thinking that the other students are better at languages than I am.	5	0	0	5	0	
	1	0	4	2	1	
I am usually at ease during tests in my language class.	2	0	4	2	2	
	3	0	0	2	3	
I start to panic when I have to speak without preparation in language class.	3	1	3	3	0	
	3	0	3	2	0	
I worry about the consequences of failing my foreign language class.	5	1	2	1	1	
	3	0	2	1	2	
I do not understand why some people get so upset over foreign language classes.	5	0	3	0	2	
	5	0	0	3	0	
In language class, I can get so nervous I forget things I know.	0	0	4	3	3	
	0	0	4	3	1	
It embarrasses me to volunteer answers in my language class.	3	0	2	3	2	
	2	0	1	2	3	
I would not be nervous speaking the foreign language with native speakers.	1	1	2	4	2	
	1	0	4	1	2	
I get upset when I do not understand what the teacher is correcting.	2	1	5	2	0	
	2	0	0	3	3	
Even if I am well prepared for language class, I feel anxious about it.	1	0	3	4	2	
	1	0	2	1	4	
I often feel like not going to my language class.	3	0	3	3	1	
	1	0	2	4	1	

I feel confident when I speak in foreign language class.	1	1	2	3	3	
	2	0	4	0	2	
I am afraid that my language teacher is ready to correct every mistake I make.	2	0	4	4	0	
	0	0	5	2	1	
I can feel my heart pounding when I am going to be called on in language class.	1	1	6	1	1	
	4	0	0	3	1	
The more I study for a language test, the more confused I get.	1	2	2	1	4	
	2	0	1	2	3	
I do not feel pressure to prepare very well for language class.	0	3	6	1	0	
	1	0	4	1	2	
I always feel that the other students speak the foreign language better than I do.	5	0	2	2	1	
	3	0	3	2	0	
I feel very self-conscious about speaking the foreign language in front of other students.	1	0	5	2	2	
	1	0	3	3	1	
Language class moves so quickly I worry about getting left behind.	1	0	3	2	4	
	1	0	2	2	3	
I feel more tense and nervous in my language class than in my other classes.	0	0	3	2	5	
	1	0	3	0	4	
I get nervous and confused when I am speaking in my language class.	1	1	3	5	0	
	1	0	2	4	1	
When I am on my way to language class, I feel very sure and relaxed.	4	2	3	1	0	
	6	0	1	1	0	
I get nervous when I do not understand every word the language teacher says.	2	1	4	2	1	
	0	0	1	2	5	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	1	3	3	2	
	2	0	5	1	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	4	1	2	0	3	
	3	0	5	0	0	
I would probably feel comfortable around native speakers of the foreign language.	1	3	6	0	0	
	1	0	2	4	1	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	0	4	4	1	
	2	0	4	2	0	
<b>CATEGORY 1: Communicative apprehension</b>	<b>23</b>	<b>10</b>	<b>36</b>	<b>29</b>	<b>14</b>	
	11.5	4	10.8	5.8	1.4	<b>33.5</b>
	<b>17</b>	<b>0</b>	<b>32</b>	<b>23</b>	<b>16</b>	
	10.63	0	12	5.75	2	<b>30.38</b>
	22.13	4	22.8	11.6	3.4	<b>63.88</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>21</b>	<b>2</b>	<b>20</b>	<b>18</b>	<b>9</b>	
	10.5	0.8	6	3.6	0.9	<b>21.8</b>
	<b>16</b>	<b>0</b>	<b>23</b>	<b>12</b>	<b>5</b>	
	10	0	8.63	3	0.63	<b>22.26</b>
	20.5	0.8	14.63	6.6	1.53	<b>44.06</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>41</b>	<b>10</b>	<b>46</b>	<b>26</b>	<b>27</b>	
	20.5	4	13.8	5.2	2.7	<b>46.2</b>
	<b>35</b>	<b>0</b>	<b>27</b>	<b>31</b>	<b>27</b>	
	21.88	0	10.13	7.75	3.38	<b>43.14</b>
	42.38	4	23.93	12.9	6.08	<b>89.34</b>

**Table 10**

Class Anxiety. 1<sup>st</sup> course CSE.

Spanish high school

Number	12
Age 12	9
Age 13	3
Andorran	11
Spanish	1

Number	6
Age 12	6
Andorran	6

**Males**

**Females**

**Number of students (1<sup>st</sup> course): 18**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	1	0	4	1	0	
	2	0	10	0	0	
I do not worry about making mistakes in language class.	1	0	1	2	2	
	4	0	5	2	1	
I tremble when I know that I am going to be called on in language class.	4	0	1	1	0	
	5	0	2	3	2	
It frightens me when I do not understand what the teacher is saying in the foreign language.	2	0	2	1	1	
	0	0	6	4	2	
It wouldn't bother me at all to take more foreign language classes.	2	0	2	0	2	
	0	0	2	0	10	
During language class, I find myself thinking about things that have nothing to do with the course.	4	0	1	1	0	
	9	0	1	1	1	
I keep thinking that the other students are better at languages than I am.	3	0	2	1	0	
	3	0	7	0	2	
I am usually at ease during tests in my language class.	0	0	2	0	4	
	1	0	3	4	4	
I start to panic when I have to speak without preparation in language class.	4	0	0	2	0	
	5	0	2	5	0	
I worry about the consequences of failing my foreign language class.	4	0	2	0	0	
	9	0	2	0	1	
I do not understand why some people get so upset over foreign language classes.	2	0	3	1	0	
	0	0	7	3	2	
In language class, I can get so nervous I forget things I know.	1	0	3	1	1	
	3	0	3	4	2	
It embarrasses me to volunteer answers in my language class.	0	0	3	3	0	
	0	0	3	3	6	
I would not be nervous speaking the foreign language with native speakers.	4	0	0	1	1	
	3	0	3	0	6	
I get upset when I do not understand what the teacher is correcting.	1	0	2	3	0	
	2	0	2	5	3	
Even if I am well prepared for language class, I feel anxious about it.	1	0	2	2	1	
	2	0	3	5	2	
I often feel like not going to my language class.	0	0	3	2	1	
	2	1	4	1	4	

I feel confident when I speak in foreign language class.	1	0	3	0	2	
	2	0	5	2	2	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	2	3	1	
	2	0	1	3	6	
I can feel my heart pounding when I am going to be called on in language class.	2	0	1	2	1	
	2	0	3	3	4	
The more I study for a language test, the more confused I get.	0	0	2	2	2	
	0	0	7	2	3	
I do not feel pressure to prepare very well for language class.	1	0	2	1	2	
	4	0	4	4	0	
I always feel that the other students speak the foreign language better than I do.	2	0	3	1	0	
	6	0	4	2	0	
I feel very self-conscious about speaking the foreign language in front of other students.	2	0	2	1	1	
	0	0	9	1	2	
Language class moves so quickly I worry about getting left behind.	0	0	3	1	2	
	0	0	4	2	6	
I feel more tense and nervous in my language class than in my other classes.	0	0	3	1	2	
	6	0	4	0	2	
I get nervous and confused when I am speaking in my language class.	1	0	3	1	1	
	1	0	7	2	2	
When I am on my way to language class, I feel very sure and relaxed.	4	0	0	2	0	
	8	0	3	1	0	
I get nervous when I do not understand every word the language teacher says.	1	0	2	3	0	
	1	0	5	5	1	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2	0	3	0	1	
	3	0	4	3	2	
I am afraid that the other students will laugh at me when I speak the foreign language.	5	0	1	0	0	
	1	0	3	4	4	
I would probably feel comfortable around native speakers of the foreign language.	2	0	3	0	1	
	4	0	4	4	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	3	0	2	1	0	
	4	1	3	1	3	
<b>CATEGORY 1: Communicative apprehension</b>	<b>21</b>	<b>0</b>	<b>24</b>	<b>13</b>	<b>7</b>	
	17.5	0	12	4.3	1.16	<b>34.96</b>
	<b>23</b>	<b>0</b>	<b>57</b>	<b>31</b>	<b>20</b>	
	9.6	0	14.25	5.17	1.67	<b>30.69</b>
	27.1	0	26.25	9.47	2.87	<b>65.65</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>14</b>	<b>0</b>	<b>14</b>	<b>11</b>	<b>3</b>	
	11.67	0	7	3.67	0.5	<b>22.84</b>
	<b>20</b>	<b>1</b>	<b>26</b>	<b>15</b>	<b>22</b>	
	8.3	0.34	6.5	2.5	1.83	<b>19.47</b>
	19.97	0.34	13.5	6.17	2.33	<b>42.31</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>25</b>	<b>0</b>	<b>30</b>	<b>17</b>	<b>18</b>	
	20.83	0	15	5.67	3	<b>44.5</b>
	<b>51</b>	<b>1</b>	<b>52</b>	<b>33</b>	<b>43</b>	
	21.25	0.34	13	5.5	3.58	<b>43.67</b>
	42.08	0.34	28	11.2	6.58	<b>88.17</b>

**Table 11**

Class Anxiety. 2<sup>nd</sup> course CSE.

Spanish high school

Number of students (2<sup>nd</sup> course): 20

Number	12
Age 13	11
Age 14	1
Andorran	12

Number	8
Age 13	7
Age 14	1
Andorran	7
Spanish	1

**Males**

**Females**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	2	0	4	2	0	
	2	0	3	6	1	
I do not worry about making mistakes in language class.	0	1	4	1	2	
	1	1	4	5	1	
I tremble when I know that I am going to be called on in language class.	4	1	1	2	0	
	1	1	4	5	1	
It frightens me when I do not understand what the teacher is saying in the foreign language.	7	0	0	1	0	
	8	0	3	1	0	
It wouldn't bother me at all to take more foreign language classes.	2	0	2	2	2	
	3	0	0	4	5	
During language class, I find myself thinking about things that have nothing to do with the course.	0	0	7	1	0	
	5	0	6	1	0	
I keep thinking that the other students are better at languages than I am.	4	1	2	1	0	
	6	2	3	1	0	
I am usually at ease during tests in my language class.	0	0	1	4	3	
	1	1	2	4	4	
I start to panic when I have to speak without preparation in language class.	5	1	1	1	0	
	2	2	6	0	2	
I worry about the consequences of failing my foreign language class.	8	0	0	0	0	
	9	0	1	2	0	
I do not understand why some people get so upset over foreign language classes.	1	0	4	3	0	
	1	0	6	4	1	
In language class, I can get so nervous I forget things I know.	3	1	3	1	0	
	5	3	1	3	0	
It embarrasses me to volunteer answers in my language class.	2	1	1	3	1	
	1	0	5	4	2	
I would not be nervous speaking the foreign language with native speakers.	0	1	2	3	2	
	3	0	5	4	0	
I get upset when I do not understand what the teacher is correcting.	4	0	3	0	1	
	7	2	2	1	0	
Even if I am well prepared for language class, I feel anxious about it.	3	1	4	0	0	
	1	3	2	5	1	
I often feel like not going to my language class.	2	0	1	3	2	
	2	3	4	1	2	



I feel confident when I speak in foreign language class.	1	1	4	0	2	
	2	0	3	5	2	
I am afraid that my language teacher is ready to correct every mistake I make.	0	1	3	4	0	
	1	0	4	4	3	
I can feel my heart pounding when I am going to be called on in language class.	4	2	2	0	0	
	1	2	4	3	2	
The more I study for a language test, the more confused I get.	1	1	1	4	1	
	2	0	3	5	2	
I do not feel pressure to prepare very well for language class.	0	0	6	1	1	
	2	1	6	2	1	
I always feel that the other students speak the foreign language better than I do.	2	2	1	3	0	
	5	2	4	1	0	
I feel very self-conscious about speaking the foreign language in front of other students.	1	1	3	3	0	
	3	0	6	3	0	
Language class moves so quickly I worry about getting left behind.	1	1	1	2	3	
	3	3	3	1	2	
I feel more tense and nervous in my language class than in my other classes.	2	0	2	4	0	
	3	1	4	3	1	
I get nervous and confused when I am speaking in my language class.	3	0	3	2	0	
	1	1	6	4	0	
When I am on my way to language class, I feel very sure and relaxed.	6	0	1	1	0	
	8	0	4	0	0	
I get nervous when I do not understand every word the language teacher says.	2	1	1	4	0	
	7	0	2	2	1	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2	1	4	1	0	
	5	1	3	3	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	3	1	3	1	0	
	4	1	2	4	1	
I would probably feel comfortable around native speakers of the foreign language.	1	0	4	3	0	
	1	0	5	3	3	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	4	1	0	
	2	2	4	2	2	
<b>CATEGORY 1: Communicative apprehension</b>	<b>28</b>	<b>5</b>	<b>29</b>	<b>20</b>	<b>5</b>	
	17.5	2.5	10.88	5	0.63	<b>36.51</b>
	<b>41</b>	<b>6</b>	<b>38</b>	<b>28</b>	<b>9</b>	
	17.1	2	9.5	4.67	0.75	<b>34.02</b>
	34.6	4.5	20.38	9.67	1.38	<b>70.53</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>12</b>	<b>9</b>	<b>18</b>	<b>14</b>	<b>3</b>	
	7.5	4.5	6.75	3.5	0.38	<b>22.63</b>
	<b>20</b>	<b>8</b>	<b>26</b>	<b>21</b>	<b>9</b>	
	8.34	2.67	5	3.5	0.75	<b>20.26</b>
	15.84	7.17	11.75	7	1.13	<b>42.89</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>38</b>	<b>7</b>	<b>36</b>	<b>28</b>	<b>12</b>	
	23.75	3.5	13.5	7	1.5	<b>49.25</b>
	<b>45</b>	<b>18</b>	<b>50</b>	<b>43</b>	<b>22</b>	
	18.75	6	12.5	7.17	1.83	<b>46.25</b>
	42.5	9.5	26	14.2	3.33	<b>95.5</b>

Number	9
Age 14	7
Age 15	2
Andorran	7
Spanish	2

Number	10
Age 14	9
Age 16	1
Andorran	8
Spanish	1
Other	1

**Table 12**

Class Anxiety. 3<sup>rd</sup> course CSE.

Spanish high school

**Males**

**Females**

**Number of students (3<sup>rd</sup> course): 19**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	0	2	4	4	0	
	0	1	5	2	1	
I do not worry about making mistakes in language class.	1	1	3	4	1	
	0	0	4	5	0	
I tremble when I know that I am going to be called on in language class.	2	1	3	3	1	
	1	0	4	0	4	
It frightens me when I do not understand what the teacher is saying in the foreign language.	4	1	1	2	2	
	0	2	5	1	1	
It wouldn't bother me at all to take more foreign language classes.	2	1	3	2	2	
	2	1	1	2	3	
During language class, I find myself thinking about things that have nothing to do with the course.	8	0	2	0	0	
	6	0	2	0	1	
I keep thinking that the other students are better at languages than I am.	3	3	3	1	0	
	3	1	4	1	0	
I am usually at ease during tests in my language class.	3	0	1	5	1	
	2	0	1	3	3	
I start to panic when I have to speak without preparation in language class.	2	4	2	0	2	
	2	1	2	3	1	
I worry about the consequences of failing my foreign language class.	4	2	2	2	0	
	5	1	3	0	0	
I do not understand why some people get so upset over foreign language classes.	2	1	6	1	0	
	2	0	5	2	0	
In language class, I can get so nervous I forget things I know.	3	2	3	0	2	
	1	2	5	1	0	
It embarrasses me to volunteer answers in my language class.	3	3	1	1	2	
	2	1	1	3	2	
I would not be nervous speaking the foreign language with native speakers.	2	0	2	6	0	
	0	0	2	6	1	
I get upset when I do not understand what the teacher is correcting.	4	1	4	0	1	
	3	2	3	1	0	
Even if I am well prepared for language class, I feel anxious about it.	5	0	2	1	2	
	2	1	4	2	0	
I often feel like not going to my language class.	5	1	0	2	2	
	3	2	1	3	0	

I feel confident when I speak in foreign language class.	2	0	3	4	1	
	1	0	3	3	2	
I am afraid that my language teacher is ready to correct every mistake I make.	1	1	5	2	1	
	3	1	2	2	1	
I can feel my heart pounding when I am going to be called on in language class.	4	3	0	2	1	
	1	2	3	0	3	
The more I study for a language test, the more confused I get.	0	1	5	3	1	
	0	0	4	3	2	
I do not feel pressure to prepare very well for language class.	1	0	7	2	0	
	2	0	7	0	0	
I always feel that the other students speak the foreign language better than I do.	4	1	3	1	1	
	2	0	6	1	0	
I feel very self-conscious about speaking the foreign language in front of other students.	3	3	2	0	2	
	1	0	4	2	2	
Language class moves so quickly I worry about getting left behind.	2	0	2	4	2	
	1	0	2	5	1	
I feel more tense and nervous in my language class than in my other classes.	0	2	3	2	3	
	3	0	1	3	2	
I get nervous and confused when I am speaking in my language class.	2	2	4	0	2	
	0	0	5	3	1	
When I am on my way to language class, I feel very sure and relaxed.	4	2	4	0	0	
	3	1	1	2	2	
I get nervous when I do not understand every word the language teacher says.	4	1	4	1	0	
	1	3	2	1	2	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2	3	2	2	1	
	4	0	2	3	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	4	2	1	1	2	
	1	0	3	2	3	
I would probably feel comfortable around native speakers of the foreign language.	0	1	6	2	1	
	1	0	5	1	2	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	2	2	4	1	1	
	2	1	4	2	0	
<b>CATEGORY 1: Communicative apprehension</b>	<b>25</b>	<b>18</b>	<b>34</b>	<b>21</b>	<b>12</b>	
	12.5	7.2	10.2	4.2	1.2	<b>35.3</b>
	<b>13</b>	<b>9</b>	<b>36</b>	<b>26</b>	<b>13</b>	
	7.23	4	12	5.78	1.3	<b>30.31</b>
	19.73	11.2	22.2	9.98	2.5	<b>65.61</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>13</b>	<b>13</b>	<b>20</b>	<b>11</b>	<b>8</b>	
	6.5	5.2	6	2.2	0.8	<b>20.7</b>
	<b>13</b>	<b>4</b>	<b>24</b>	<b>16</b>	<b>6</b>	
	7.2	1.78	8	3.56	0.67	<b>21.21</b>
	13.7	6.98	14	5.76	1.47	<b>41.91</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>45</b>	<b>16</b>	<b>43</b>	<b>29</b>	<b>17</b>	
	22.5	6.4	12.9	5.8	1.7	<b>49.3</b>
	<b>34</b>	<b>10</b>	<b>44</b>	<b>26</b>	<b>21</b>	
	18.89	4.44	14.67	5.78	2.33	<b>46.11</b>
	41.39	10.8	27.57	11.6	4.03	<b>95.41</b>

**Table 13**

Class Anxiety. 4<sup>th</sup> course CSE.

Spanish high school

Number	6
Age 15	3
Age 16	3
Andorran	6

Number	14
Age 15	13
Age 16	1
Andorran	12
Spanish	1
Other	1

**Males**

**Females**

**Number of students (4<sup>th</sup> course): 20**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	6	1	2	4	1	
	1	0	2	2	1	
I do not worry about making mistakes in language class.	3	0	5	5	1	
	1	0	3	2	0	
I tremble when I know that I am going to be called on in language class.	4	0	4	1	5	
	0	0	2	4	0	
It frightens me when I do not understand what the teacher is saying in the foreign language.	4	0	1	2	7	
	0	0	3	2	1	
It wouldn't bother me at all to take more foreign language classes.	8	0	1	2	3	
	2	0	3	2	0	
During language class, I find myself thinking about things that have nothing to do with the course.	7	0	2	5	0	
	3	0	0	2	1	
I keep thinking that the other students are better at languages than I am.	4	0	3	4	3	
	2	0	1	3	0	
I am usually at ease during tests in my language class.	3	0	5	3	3	
	1	0	1	3	1	
I start to panic when I have to speak without preparation in language class.	4	0	1	6	3	
	0	0	3	0	3	
I worry about the consequences of failing my foreign language class.	7	1	2	2	2	
	3	0	2	1	0	
I do not understand why some people get so upset over foreign language classes.	3	0	6	4	1	
	2	0	4	0	0	
In language class, I can get so nervous I forget things I know.	4	0	6	2	2	
	0	0	4	2	0	
It embarrasses me to volunteer answers in my language class.	4	0	2	6	2	
	0	0	2	3	1	
I would not be nervous speaking the foreign language with native speakers.	6	0	2	1	5	
	3	0	0	2	1	
I get upset when I do not understand what the teacher is correcting.	3	0	4	6	1	
	0	0	5	1	0	
Even if I am well prepared for language class, I feel anxious about it.	3	0	1	4	6	
	0	0	2	2	2	
I often feel like not going to my language class.	3	0	1	3	7	
	0	0	2	2	2	

I feel confident when I speak in foreign language class.	4	0	5	1	4	
	2	0	3	1	0	
I am afraid that my language teacher is ready to correct every mistake I make.	4	0	3	5	2	
	1	0	2	2	1	
I can feel my heart pounding when I am going to be called on in language class.	5	0	3	3	4	
	0	0	1	4	1	
The more I study for a language test, the more confused I get.	2	0	4	2	6	
	0	0	2	2	2	
I do not feel pressure to prepare very well for language class.	6	0	4	4	0	
	0	0	5	1	0	
I always feel that the other students speak the foreign language better than I do.	4	0	5	4	1	
	1	0	2	2	1	
I feel very self-conscious about speaking the foreign language in front of other students.	5	0	4	2	3	
	0	1	3	1	1	
Language class moves so quickly I worry about getting left behind.	3	0	0	5	6	
	0	0	1	3	2	
I feel more tense and nervous in my language class than in my other classes.	3	0	1	3	7	
	0	0	1	3	2	
I get nervous and confused when I am speaking in my language class.	4	0	3	4	3	
	0	0	3	2	1	
When I am on my way to language class, I feel very sure and relaxed.	5	0	3	4	2	
	3	0	1	2	0	
I get nervous when I do not understand every word the language teacher says.	3	0	4	3	4	
	0	0	1	4	1	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	0	3	4	4	
	0	0	5	1	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	6	0	5	3	0	
	0	0	2	3	1	
I would probably feel comfortable around native speakers of the foreign language.	6	0	4	3	1	
	2	0	3	0	1	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	4	0	5	2	3	
	0	0	2	3	1	
<b>CATEGORY 1: Communicative apprehension</b>	<b>48</b>	<b>1</b>	<b>33</b>	<b>36</b>	<b>36</b>	
	17.14	0.29	7.07	5.14	2.57	<b>32.21</b>
	<b>8</b>	<b>1</b>	<b>31</b>	<b>16</b>	<b>10</b>	
	6.67	0.67	15.5	5.34	1.67	<b>29.85</b>
	23.81	0.96	22.57	10.5	4.24	<b>62.06</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>29</b>	<b>0</b>	<b>28</b>	<b>29</b>	<b>12</b>	
	10.36	0	6	4.14	0.86	<b>21.36</b>
	<b>5</b>	<b>0</b>	<b>14</b>	<b>18</b>	<b>5</b>	
	4.17	0	7	6	0.84	<b>18.01</b>
	14.53	0	13	10.1	1.7	<b>39.37</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>61</b>	<b>1</b>	<b>43</b>	<b>47</b>	<b>54</b>	
	21.79	0.29	9.21	6.71	3.86	<b>41.86</b>
	<b>14</b>	<b>0</b>	<b>31</b>	<b>33</b>	<b>13</b>	
	11.67	0	15.5	11	2.17	<b>40.34</b>
	33.46	0.29	24.71	17.7	6.03	<b>82.2</b>

Number	11
Age 12	9
Age 13	2
Andorran	8
Spanish	1
Portuguese	1
French	1

Number	10
Age 12	9
Age 13	1
Andorran	6
Portuguese	1
French	1

**Table 14**

Class Anxiety. 1<sup>st</sup> course CSE.

French high school

**Males**

**Females**

**Number of students (5ème): 21**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	3	0	0	2	4	
	1	0	1	0	9	
I do not worry about making mistakes in language class.	5	0	1	2	2	
	7	0	2	2	0	
I tremble when I know that I am going to be called on in language class.	1	0	2	3	4	
	2	0	1	0	8	
It frightens me when I do not understand what the teacher is saying in the foreign language.	1	0	0	0	9	
	1	0	2	0	8	
It wouldn't bother me at all to take more foreign language classes.	3	0	7	0	0	
	7	0	4	0	0	
During language class, I find myself thinking about things that have nothing to do with the course.	0	0	7	3	0	
	3	0	2	2	4	
I keep thinking that the other students are better at languages than I am.	0	0	0	3	7	
	1	0	1	5	4	
I am usually at ease during tests in my language class.	4	0	4	2	0	
	8	0	1	1	1	
I start to panic when I have to speak without preparation in language class.	1	0	2	2	5	
	1	0	1	2	7	
I worry about the consequences of failing my foreign language class.	1	0	2	2	5	
	2	0	1	3	5	
I do not understand why some people get so upset over foreign language classes.	8	0	2	0	0	
	8	0	1	1	1	
In language class, I can get so nervous I forget things I know.	1	0	0	1	8	
	0	0	1	1	9	
It embarrasses me to volunteer answers in my language class.	1	0	0	4	5	
	0	0	1	3	7	
I would not be nervous speaking the foreign language with native speakers.	4	0	2	1	3	
	0	0	2	3	6	
I get upset when I do not understand what the teacher is correcting.	0	0	2	2	6	
	4	0	3	1	3	
Even if I am well prepared for language class, I feel anxious about it.	4	1	1	1	3	
	4	0	0	2	5	
I often feel like not going to my language class.	2	0	2	4	2	
	2	0	4	1	4	

I feel confident when I speak in foreign language class.	4	0	4	0	2	
	5	0	3	1	2	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	1	4	5	
	3	0	0	3	5	
I can feel my heart pounding when I am going to be called on in language class.	2	0	3	0	5	
	1	0	1	1	8	
The more I study for a language test, the more confused I get.	0	0	0	4	6	
	0	0	4	2	5	
I do not feel pressure to prepare very well for language class.	2	0	2	2	4	
	4	0	2	1	4	
I always feel that the other students speak the foreign language better than I do.	3	0	2	0	5	
	1	0	1	4	5	
I feel very self-conscious about speaking the foreign language in front of other students.	3	0	2	2	3	
	0	0	2	3	6	
Language class moves so quickly I worry about getting left behind.	0	0	1	4	5	
	3	0	1	3	4	
I feel more tense and nervous in my language class than in my other classes.	0	0	1	2	7	
	1	0	1	3	6	
I get nervous and confused when I am speaking in my language class.	1	0	0	3	6	
	1	0	1	2	7	
When I am on my way to language class, I feel very sure and relaxed.	8	0	1	1	0	
	6	0	3	1	1	
I get nervous when I do not understand every word the language teacher says.	1	0	1	3	5	
	1	0	3	4	3	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0	0	1	5	4	
	1	0	1	5	4	
I am afraid that the other students will laugh at me when I speak the foreign language.	2	0	5	2	1	
	2	0	1	3	5	
I would probably feel comfortable around native speakers of the foreign language.	3	0	3	2	2	
	7	0	0	4	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	0	2	1	6	
	2	0	5	2	2	
<b>CATEGORY 1: Communicative apprehension</b>	<b>21</b>	<b>0</b>	<b>17</b>	<b>22</b>	<b>49</b>	
	10.5	0	5.1	4.4	4.9	<b>24.9</b>
	<b>22</b>	<b>0</b>	<b>19</b>	<b>25</b>	<b>55</b>	
	10	0	5.18	4.55	5	<b>24.73</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	20.5	0	10.28	8.95	9.9	<b>49.63</b>
	<b>12</b>	<b>0</b>	<b>11</b>	<b>16</b>	<b>31</b>	
	6	0	3.3	3.2	3.1	<b>15.6</b>
	<b>16</b>	<b>0</b>	<b>11</b>	<b>22</b>	<b>28</b>	
<b>CATEGORY 3: Fear of language tests</b>	7.27	0	3	4	2.55	<b>16.82</b>
	13.27	0	6.3	7.2	5.65	<b>32.42</b>
	<b>36</b>	<b>1</b>	<b>35</b>	<b>29</b>	<b>49</b>	
	18	0.4	10.5	5.8	4.9	<b>39.6</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>51</b>	<b>0</b>	<b>27</b>	<b>22</b>	<b>65</b>	
	23.18	0	7.36	4	5.90	<b>40.44</b>
	41.18	0.4	17.86	9.8	10.8	<b>80.04</b>

Number	12
Age 13	11
Age 14	1
Andorran	9
Portuguese	1
French	1
Spanish	1

Number	8
Age 13	6
Age 14	2
Andorran	7
French	1

**Table 15**

Class Anxiety. 2<sup>nd</sup> course CSE.

French high school

**Males**

**Females**

**Number of students (4ème): 20**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	6	0	2	0	0	
	2	0	4	5	1	
I do not worry about making mistakes in language class.	1	0	1	4	2	
	3	0	4	4	1	
I tremble when I know that I am going to be called on in language class.	3	0	2	2	1	
	7	0	2	1	2	
It frightens me when I do not understand what the teacher is saying in the foreign language.	3	0	3	2	0	
	6	0	1	3	2	
It wouldn't bother me at all to take more foreign language classes.	3	0	3	2	0	
	3	0	2	2	5	
During language class, I find myself thinking about things that have nothing to do with the course.	3	0	5	0	0	
	10	0	1	0	1	
I keep thinking that the other students are better at languages than I am.	6	0	1	1	0	
	5	0	2	4	1	
I am usually at ease during tests in my language class.	0	0	7	0	1	
	3	0	2	5	2	
I start to panic when I have to speak without preparation in language class.	5	0	3	0	0	
	6	0	1	3	2	
I worry about the consequences of failing my foreign language class.	5	0	2	0	1	
	2	0	6	3	1	
I do not understand why some people get so upset over foreign language classes.	1	0	3	3	1	
	5	0	3	3	1	
In language class, I can get so nervous I forget things I know.	5	0	3	0	0	
	5	0	1	3	3	
It embarrasses me to volunteer answers in my language class.	3	0	1	3	1	
	3	0	4	3	2	
I would not be nervous speaking the foreign language with native speakers.	2	0	1	1	4	
	3	0	2	1	6	
I get upset when I do not understand what the teacher is correcting.	2	0	5	0	1	
	7	0	3	2	0	
Even if I am well prepared for language class, I feel anxious about it.	2	0	4	1	1	
	5	0	3	3	1	
I often feel like not going to my language class.	5	0	2	0	1	
	8	0	2	1	1	



I feel confident when I speak in foreign language class.	0	0	3	3	2	
	5	0	1	4	2	
I am afraid that my language teacher is ready to correct every mistake I make.	3	0	3	1	1	
	8	0	2	1	1	
I can feel my heart pounding when I am going to be called on in language class.	6	0	1	0	1	
	7	1	0	4	0	
The more I study for a language test, the more confused I get.	1	0	5	1	1	
	5	0	2	3	2	
I do not feel pressure to prepare very well for language class.	0	0	6	1	1	
	2	0	5	3	2	
I always feel that the other students speak the foreign language better than I do.	5	0	2	1	0	
	4	0	3	3	2	
I feel very self-conscious about speaking the foreign language in front of other students.	0	0	3	4	1	
	5	0	3	3	1	
Language class moves so quickly I worry about getting left behind.	2	0	3	1	2	
	4	0	2	5	1	
I feel more tense and nervous in my language class than in my other classes.	1	0	4	2	1	
	7	0	2	2	1	
I get nervous and confused when I am speaking in my language class.	3	0	4	0	1	
	6	0	1	3	2	
When I am on my way to language class, I feel very sure and relaxed.	2	0	4	1	1	
	5	0	2	4	1	
I get nervous when I do not understand every word the language teacher says.	4	0	1	1	2	
	4	0	3	4	1	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	4	0	4	0	0	
	8	0	3	1	0	
I am afraid that the other students will laugh at me when I speak the foreign language.	4	0	2	1	1	
	5	0	4	1	2	
I would probably feel comfortable around native speakers of the foreign language.	2	0	1	4	1	
	2	0	2	4	4	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	6	0	1	1	0	
	9	0	1	0	2	
<b>CATEGORY 1: Communicative apprehension</b>	<b>31</b>	<b>0</b>	<b>30</b>	<b>15</b>	<b>12</b>	
	19.38	0	11.25	3.75	1.5	<b>35.88</b>
	<b>54</b>	<b>0</b>	<b>24</b>	<b>33</b>	<b>21</b>	
	22.5	0	6	5.5	1.75	<b>35.75</b>
41.88	0	17.25	9.25	3.25	<b>71.63</b>	
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>28</b>	<b>0</b>	<b>11</b>	<b>12</b>	<b>5</b>	
	17.5	0	4.13	3	0.63	<b>25.26</b>
	<b>37</b>	<b>0</b>	<b>20</b>	<b>16</b>	<b>11</b>	
	15.42	0	5	2.67	0.92	<b>24.01</b>
32.92	0	9.13	5.67	1.55	<b>49.27</b>	
<b>CATEGORY 3: Fear of language tests</b>	<b>39</b>	<b>0</b>	<b>54</b>	<b>14</b>	<b>13</b>	
	24.38	0	20.25	3.5	1.63	<b>49.76</b>
	<b>78</b>	<b>1</b>	<b>35</b>	<b>42</b>	<b>24</b>	
	32.5	0.34	8.75	7	2	<b>50.59</b>
56.88	0.34	29	10.5	3.63	<b>100.4</b>	

Number	13
Age 14	12
Age 15	1
Andorran	9
French	2
Other	2

Number	7
Age 14	7
Andorran	7

**Table 16**

Class Anxiety. 3<sup>rd</sup> course CSE.

French high school

**Males**

**Females**

**Number of students (3ème): 20**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	0	0	5	0	2	
	4	0	4	4	1	
I do not worry about making mistakes in language class.	1	0	2	4	0	
	0	0	6	5	2	
I tremble when I know that I am going to be called on in language class.	2	0	0	2	3	
	1	0	1	5	6	
It frightens me when I do not understand what the teacher is saying in the foreign language.	4	0	0	0	3	
	4	0	5	2	2	
It wouldn't bother me at all to take more foreign language classes.	2	0	4	0	1	
	4	0	4	1	4	
During language class, I find myself thinking about things that have nothing to do with the course.	6	0	0	1	0	
	7	0	1	4	1	
I keep thinking that the other students are better at languages than I am.	2	0	3	2	0	
	6	0	3	2	2	
I am usually at ease during tests in my language class.	3	0	1	0	3	
	3	0	4	4	2	
I start to panic when I have to speak without preparation in language class.	3	0	0	2	2	
	4	0	4	1	4	
I worry about the consequences of failing my foreign language class.	1	0	4	1	1	
	3	0	2	4	4	
I do not understand why some people get so upset over foreign language classes.	1	0	5	1	0	
	5	0	4	3	1	
In language class, I can get so nervous I forget things I know.	3	0	2	2	0	
	2	0	4	2	5	
It embarrasses me to volunteer answers in my language class.	3	0	0	1	3	
	2	0	5	4	2	
I would not be nervous speaking the foreign language with native speakers.	5	0	1	1	0	
	5	0	5	2	1	
I get upset when I do not understand what the teacher is correcting.	2	0	2	1	2	
	3	0	6	3	1	
Even if I am well prepared for language class, I feel anxious about it.	1	0	0	3	3	
	3	0	6	1	3	
I often feel like not going to my language class.	1	0	3	0	3	
	1	0	5	2	5	

I feel confident when I speak in foreign language class.	6	0	1	0	0	
	2	0	5	4	2	
I am afraid that my language teacher is ready to correct every mistake I make.	2	0	2	2	1	
	4	0	4	3	2	
I can feel my heart pounding when I am going to be called on in language class.	4	0	0	2	1	
	3	0	2	5	3	
The more I study for a language test, the more confused I get.	3	0	0	1	3	
	2	0	5	2	4	
I do not feel pressure to prepare very well for language class.	4	0	1	0	2	
	2	0	5	4	2	
I always feel that the other students speak the foreign language better than I do.	2	0	1	4	0	
	0	0	6	5	2	
I feel very self-conscious about speaking the foreign language in front of other students.	2	0	2	2	1	
	3	0	4	3	3	
Language class moves so quickly I worry about getting left behind.	1	0	1	1	4	
	2	0	2	6	3	
I feel more tense and nervous in my language class than in my other classes.	2	0	1	1	3	
	1	0	4	4	4	
I get nervous and confused when I am speaking in my language class.	1	0	1	1	4	
	2	0	1	8	2	
When I am on my way to language class, I feel very sure and relaxed.	3	0	1	2	1	
	3	0	7	1	2	
I get nervous when I do not understand every word the language teacher says.	2	0	3	1	1	
	1	0	4	6	2	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0	0	3	1	3	
	3	0	3	5	2	
I am afraid that the other students will laugh at me when I speak the foreign language.	2	0	1	3	1	
	3	0	4	5	1	
I would probably feel comfortable around native speakers of the foreign language.	5	0	1	0	1	
	5	0	5	2	1	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	2	0	4	0	1	
	2	0	4	4	3	
<b>CATEGORY 1: Communicative apprehension</b>	<b>30</b>	<b>0</b>	<b>19</b>	<b>9</b>	<b>19</b>	
	21.43	0	8.14	2.57	2.71	<b>34.85</b>
	<b>36</b>	<b>0</b>	<b>46</b>	<b>40</b>	<b>21</b>	
	13.85	0	10.62	6.15	1.62	<b>32.24</b>
35.28	0	18.76	8.72	4.33	<b>67.09</b>	
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>14</b>	<b>0</b>	<b>13</b>	<b>16</b>	<b>6</b>	
	10	0	5.57	4.57	0.86	<b>21</b>
	<b>17</b>	<b>0</b>	<b>32</b>	<b>28</b>	<b>14</b>	
	6.54	0	7.38	4.31	1.08	<b>19.31</b>
16.54	0	12.95	8.88	1.94	<b>40.31</b>	
<b>CATEGORY 3: Fear of language tests</b>	<b>37</b>	<b>0</b>	<b>23</b>	<b>17</b>	<b>28</b>	
	26.43	0	9.86	4.86	4	<b>45.15</b>
	<b>42</b>	<b>0</b>	<b>56</b>	<b>48</b>	<b>49</b>	
	16.15	0	12.92	7.38	3.77	<b>40.22</b>
42.58	0	22.78	12.2	7.77	<b>85.37</b>	

**Table 17**

Class Anxiety. 4<sup>th</sup> course CSE.

French high school

Number	11
Age 15	8
Age 16	2
Age 17	1
Andorran	10
French	1

**Males**

Number	9
Age 15	6
Age 16	3
Andorran	8
Portuguese	1

**Females**

**Number of students (2nde): 20**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	1	0	6	0	2	
	3	0	3	3	2	
I do not worry about making mistakes in language class.	0	0	1	5	3	
	3	0	1	7	0	
I tremble when I know that I am going to be called on in language class.	4	0	1	2	2	
	2	0	0	2	7	
It frightens me when I do not understand what the teacher is saying in the foreign language.	2	0	1	5	1	
	0	0	3	4	4	
It wouldn't bother me at all to take more foreign language classes.	6	0	3	0	0	
	6	0	4	1	0	
During language class, I find myself thinking about things that have nothing to do with the course.	6	0	3	0	0	
	5	0	4	2	0	
I keep thinking that the other students are better at languages than I am.	3	0	6	0	0	
	1	0	2	4	4	
I am usually at ease during tests in my language class.	3	0	5	0	1	
	3	0	6	1	1	
I start to panic when I have to speak without preparation in language class.	3	0	3	1	2	
	1	0	0	5	5	
I worry about the consequences of failing my foreign language class.	2	0	5	1	1	
	2	0	5	1	3	
I do not understand why some people get so upset over foreign language classes.	0	0	4	4	1	
	7	0	2	2	0	
In language class, I can get so nervous I forget things I know.	4	0	2	1	2	
	1	0	2	4	3	
It embarrasses me to volunteer answers in my language class.	3	0	1	3	2	
	1	0	1	4	5	
I would not be nervous speaking the foreign language with native speakers.	5	0	1	1	2	
	5	0	2	1	3	
I get upset when I do not understand what the teacher is correcting.	0	0	6	3	0	
	1	0	1	6	2	
Even if I am well prepared for language class, I feel anxious about it.	1	0	2	5	1	
	1	0	3	3	4	
I often feel like not going to my language class.	4	0	1	1	3	
	0	0	2	3	6	

I feel confident when I speak in foreign language class.	2	0	4	3	0	
	2	0	7	1	1	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	6	2	1	
	0	0	3	1	7	
I can feel my heart pounding when I am going to be called on in language class.	5	0	1	0	3	
	3	0	0	0	8	
The more I study for a language test, the more confused I get.	3	0	1	3	2	
	1	0	2	3	5	
I do not feel pressure to prepare very well for language class.	2	0	5	3	0	
	5	0	2	2	1	
I always feel that the other students speak the foreign language better than I do.	3	0	3	3	0	
	2	0	2	4	3	
I feel very self-conscious about speaking the foreign language in front of other students.	3	0	1	3	2	
	3	0	1	4	3	
Language class moves so quickly I worry about getting left behind.	0	0	1	5	3	
	0	0	3	4	4	
I feel more tense and nervous in my language class than in my other classes.	0	0	1	4	4	
	0	0	2	1	8	
I get nervous and confused when I am speaking in my language class.	2	0	4	1	2	
	1	0	0	3	7	
When I am on my way to language class, I feel very sure and relaxed.	4	0	3	1	1	
	8	0	3	0	0	
I get nervous when I do not understand every word the language teacher says.	2	0	1	4	2	
	0	0	3	5	3	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2	0	3	3	1	
	0	0	2	6	3	
I am afraid that the other students will laugh at me when I speak the foreign language.	4	0	1	2	2	
	3	0	1	2	5	
I would probably feel comfortable around native speakers of the foreign language.	6	0	0	3	0	
	5	0	3	2	1	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	2	0	4	1	2	
	0	0	1	7	3	
<b>CATEGORY 1: Communicative apprehension</b>	<b>28</b>	<b>0</b>	<b>30</b>	<b>27</b>	<b>14</b>	
	15.56	0	10	6	1.56	<b>35.12</b>
	<b>21</b>	<b>0</b>	<b>25</b>	<b>40</b>	<b>34</b>	
	9.55	0	6.82	10.9	3.1	<b>30.37</b>
	25.11	0	16.82	16.9	4.66	<b>65.49</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>15</b>	<b>0</b>	<b>22</b>	<b>16</b>	<b>10</b>	
	8.34	0	7.34	3.56	1.12	<b>20.36</b>
	<b>10</b>	<b>0</b>	<b>11</b>	<b>29</b>	<b>27</b>	
	4.55	0	3	5.27	2.45	<b>15.27</b>
	12.89	0	10.34	8.83	3.57	<b>35.63</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>44</b>	<b>0</b>	<b>38</b>	<b>30</b>	<b>24</b>	
	24.45	0	12.67	6.67	2.67	<b>46.46</b>
	<b>44</b>	<b>0</b>	<b>38</b>	<b>29</b>	<b>50</b>	
	20	0	10.36	5.27	4.55	<b>40.18</b>
	44.45	0	23.03	11.9	7.22	<b>86.64</b>

**Table 18**

Class Anxiety. 1<sup>st</sup> course *Baccalaureate*.

French high school

Number of students (1ère): 11

Number	7	Number	4
Age 16	7	Age 16	3
French	1	Age 17	1
Andorran	5	Andorran	2
Other	1	French	2

**Males**

**Females**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	1	0	2	1	0	
	0	0	2	1	4	
I do not worry about making mistakes in language class.	3	0	0	1	1	
	2	0	2	3	0	
I tremble when I know that I am going to be called on in language class.	1	0	1	2	0	
	0	0	3	1	3	
It frightens me when I do not understand what the teacher is saying in the foreign language.	0	0	2	2	0	
	0	0	1	2	4	
It wouldn't bother me at all to take more foreign language classes.	2	0	0	1	1	
	5	0	1	0	1	
During language class, I find myself thinking about things that have nothing to do with the course.	1	0	2	1	0	
	1	0	4	1	1	
I keep thinking that the other students are better at languages than I am.	2	0	1	1	0	
	3	0	1	0	3	
I am usually at ease during tests in my language class.	1	0	2	1	0	
	3	0	3	1	0	
I start to panic when I have to speak without preparation in language class.	1	0	1	2	0	
	0	0	2	3	2	
I worry about the consequences of failing my foreign language class.	1	0	1	2	0	
	3	0	1	1	2	
I do not understand why some people get so upset over foreign language classes.	1	0	2	1	0	
	4	0	3	0	0	
In language class, I can get so nervous I forget things I know.	2	0	1	1	0	
	0	0	4	2	1	
It embarrasses me to volunteer answers in my language class.	2	0	1	0	1	
	1	0	0	3	3	
I would not be nervous speaking the foreign language with native speakers.	1	0	2	0	1	
	5	0	0	2	0	
I get upset when I do not understand what the teacher is correcting.	2	0	1	1	0	
	1	0	2	1	3	
Even if I am well prepared for language class, I feel anxious about it.	3	0	0	1	0	
	0	0	1	3	3	
I often feel like not going to my language class.	1	0	0	0	3	
	1	0	0	3	3	

I feel confident when I speak in foreign language class.	0	0	2	1	1	
	3	0	2	2	0	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	0	3	1	
	0	0	1	2	4	
I can feel my heart pounding when I am going to be called on in language class.	2	0	0	2	0	
	1	0	1	2	3	
The more I study for a language test, the more confused I get.	0	0	0	2	2	
	0	0	2	1	4	
I do not feel pressure to prepare very well for language class.	1	0	2	1	0	
	5	0	2	0	0	
I always feel that the other students speak the foreign language better than I do.	1	0	2	0	1	
	1	0	2	2	2	
I feel very self-conscious about speaking the foreign language in front of other students.	2	0	0	2	0	
	1	0	3	1	2	
Language class moves so quickly I worry about getting left behind.	0	0	0	2	2	
	0	0	1	2	4	
I feel more tense and nervous in my language class than in my other classes.	1	0	0	1	2	
	0	0	1	2	4	
I get nervous and confused when I am speaking in my language class.	1	0	1	2	0	
	1	0	2	1	3	
When I am on my way to language class, I feel very sure and relaxed.	1	0	2	1	0	
	5	0	2	0	0	
I get nervous when I do not understand every word the language teacher says.	0	0	2	1	1	
	1	0	2	1	3	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	0	1	1	1	
	1	0	2	2	2	
I am afraid that the other students will laugh at me when I speak the foreign language.	1	0	1	2	0	
	1	0	2	1	3	
I would probably feel comfortable around native speakers of the foreign language.	1	0	1	1	1	
	5	0	0	2	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	2	0	0	2	0	
	1	0	5	0	1	
<b>CATEGORY 1: Communicative apprehension</b>	<b>10</b>	<b>0</b>	<b>15</b>	<b>14</b>	<b>5</b>	
	12.5	0	11.25	7	1.25	<b>32</b>
	<b>17</b>	<b>0</b>	<b>15</b>	<b>17</b>	<b>20</b>	
	12.14	0	6.43	4.86	2.86	<b>26.29</b>
	24.64	0	17.68	11.9	4.11	<b>58.29</b>
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	<b>11</b>	<b>0</b>	<b>5</b>	<b>9</b>	<b>4</b>	
	13.75	0	3.75	4.5	1	<b>23</b>
	<b>9</b>	<b>0</b>	<b>13</b>	<b>11</b>	<b>16</b>	
	6.43	0	5.6	3.14	2.29	<b>17.46</b>
	20.18	0	9.35	7.64	3.29	<b>40.46</b>
<b>CATEGORY 3: Fear of language tests</b>	<b>18</b>	<b>0</b>	<b>13</b>	<b>19</b>	<b>10</b>	
	22.5	0	9.75	9.5	2.5	<b>44.25</b>
	<b>28</b>	<b>0</b>	<b>30</b>	<b>19</b>	<b>29</b>	
	20	0	12.86	5.43	4.14	<b>42.43</b>
	42.5	0	22.61	14.9	6.64	<b>86.68</b>

**Table 19**

Class Anxiety. 2<sup>nd</sup> course *Baccalaureate*.

French high school

Number	11
Age 17	7
Age 18	4
Andorran	9
French	2

**Males**

Number	2
Age 17	2
Andorran	1
Portuguese	1

**Females**

**Number of students (Terminale): 13**

Question	SA	A	NAD	D	SD	T
I never feel quite sure of myself when I am speaking in my foreign language class.	0	0	2	0	0	
	2	0	5	4	1	
I do not worry about making mistakes in language class.	0	0	2	0	0	
	4	0	5	3	0	
I tremble when I know that I am going to be called on in language class.	0	0	0	2	0	
	0	0	1	6	5	
It frightens me when I do not understand what the teacher is saying in the foreign language.	1	0	0	1	0	
	0	0	4	3	5	
It wouldn't bother me at all to take more foreign language classes.	2	0	0	0	0	
	5	0	3	3	1	
During language class, I find myself thinking about things that have nothing to do with the course.	1	0	1	0	0	
	4	0	6	1	1	
I keep thinking that the other students are better at languages than I am.	0	0	1	1	0	
	1	0	5	3	3	
I am usually at ease during tests in my language class.	2	0	0	0	0	
	6	0	6	0	0	
I start to panic when I have to speak without preparation in language class.	1	0	1	0	0	
	3	0	5	2	2	
I worry about the consequences of failing my foreign language class.	1	0	1	0	0	
	0	0	8	2	2	
I do not understand why some people get so upset over foreign language classes.	1	0	1	0	0	
	1	0	3	6	2	
In language class, I can get so nervous I forget things I know.	1	0	0	1	0	
	2	0	3	3	4	
It embarrasses me to volunteer answers in my language class.	1	0	1	0	0	
	2	0	4	2	4	
I would not be nervous speaking the foreign language with native speakers.	0	0	2	0	0	
	4	0	1	6	1	
I get upset when I do not understand what the teacher is correcting.	0	0	2	0	0	
	1	0	5	2	4	
Even if I am well prepared for language class, I feel anxious about it.	1	0	0	1	0	
	2	0	2	1	7	
I often feel like not going to my language class.	0	0	2	0	0	
	4	0	0	4	4	



I feel confident when I speak in foreign language class.	0	0	2	0	0	
	2	0	8	1	1	
I am afraid that my language teacher is ready to correct every mistake I make.	0	0	1	1	0	
	2	0	1	4	5	
I can feel my heart pounding when I am going to be called on in language class.	1	0	0	1	0	
	1	0	4	3	4	
The more I study for a language test, the more confused I get.	0	0	1	1	0	
	1	0	2	5	4	
I do not feel pressure to prepare very well for language class.	1	0	1	0	0	
	4	0	5	2	1	
I always feel that the other students speak the foreign language better than I do.	0	0	1	1	0	
	2	0	4	0	6	
I feel very self-conscious about speaking the foreign language in front of other students.	1	0	1	0	0	
	3	0	4	4	1	
Language class moves so quickly I worry about getting left behind.	0	0	1	1	0	
	2	0	4	2	4	
I feel more tense and nervous in my language class than in my other classes.	0	0	0	2	0	
	0	0	5	3	4	
I get nervous and confused when I am speaking in my language class.	0	0	0	2	0	
	0	0	3	4	5	
When I am on my way to language class, I feel very sure and relaxed.	1	0	1	0	0	
	6	0	5	1	0	
I get nervous when I do not understand every word the language teacher says.	1	0	0	1	0	
	2	0	3	3	4	
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0	0	2	0	0	
	2	0	4	3	3	
I am afraid that the other students will laugh at me when I speak the foreign language.	1	0	1	0	0	
	2	0	3	4	3	
I would probably feel comfortable around native speakers of the foreign language.	1	0	1	0	0	
	3	0	5	4	0	
I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	0	0	1	0	
	1	0	5	2	4	
<b>CATEGORY 1: Communicative apprehension</b>	5	0	13	4	0	
	12.5	0	19.5	4	0	36
	22	0	47	36	27	
	10	0	12.82	6.55	2.45	31.82
	22.5	0	32.32	10.5	2.45	67.82
<b>CATEGORY 2: Fear of feedback by peers and teachers</b>	3	0	7	4	0	
	7.5	0	10.5	4	0	22
	14	0	27	18	25	
	6.36	0	7.36	3.27	2.27	19.26
	13.86	0	17.86	7.27	2.27	41.26
<b>CATEGORY 3: Fear of language tests</b>	12	0	9	9	0	
	30	0	13.5	9	0	52.5
	38	0	57	41	43	
	17.27	0	15.55	7.45	3.91	44.18
	47.27	0	29.05	16.5	3.91	96.68

