LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

ANXIETY IN ENGLISH LANGUAGE LEARNING: A CASE FROM COLOMBIA

A Study of the Effect of Anxiety in Oral Production of Fifth Semester at Fundación Universitaria Colombo Internacional

CARTAGENA DE INDIAS D, T Y P
2018

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Trabajo de grado para optar el título de

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Abstract

The purpose of the present research study was to determine the effects and causes of anxiety on students of Bachelor in Basic Education program with an emphasis in English in the Fundación Universitaria Colombo Internacional (UNICOLOMBO), making use of a mix research method to collect data in a population of 25 students of the fifth semester. Such data collection was analyzed through 3 categories that correspond to the categories exposed by Horwitz (1986) in his researches about anxiety. Great authors such as Horwitz, Krashen and Gardner were studied to establish the relationship between anxiety and English language learning processes. The data collection revealed impressive results that accurately describe the context and the situation UNICOLOMBO is having in terms of English learning processes. The main tool used to data collection was the Foreign Language Classroom Anxiety Scale (FLCAS), which has been made used to study Foreign Language Anxiety (FLA) around the world and to open new scenarios in Colombia about this issue.

Keywords: Foreign Language Anxiety, Foreign Language Classroom Anxiety Scale, English in Colombia

Introduction

It is well known that in the process of acquiring a language, many mistakes are committed by learners of any language. However, it seems that a second language acquisition brings with it, a fear that does not allow certain learners to develop their language skills fluently. Commonly, this issue is known as Foreign Language Anxiety (FLA) (Horwitz & Cope, 1986). Such problem can even turn into a traumatic experience at the most extreme cases, producing a hatred feeling to a language by the learners.

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UNICOLOMBO, a higher education institution whose mission is to contribute to the training of bilingual professionals with a high social sense, with management of English language skills and use of new technologies. The university also aims to generate a multiplying effect that will accelerate the competitiveness of our city and the Caribbean region. Offers the Bachelor in Basic Education program with an emphasis in English, with qualified registration Res. 1261 of the MEN, whose purpose is the training of integral teachers, with a high pedagogical domain, with ethical values and command of the English language, oriented to the integral formation of the student with emphasis on research, with proficiency in English and open to universal knowledge

UNICOLOMBO is located in Cuatro Vientos neighborhood and gathers many learners of every social class, from the lowest to the highest. Students in the Bachelor program in Education with an emphasis in English study eight semesters. In addition to this, the university also brings side courses to enhance students' English abilities. In the classrooms, several activities are led by the teachers to improve the speaking, listening, writing, and reading. The university also has language laboratories which are fully adapted to teach English through interactive activities. There are 51 classrooms with full air conditioner, administrative offices, cafeteria, an auditorium and a library which are well suited for students to practice English. In fifth semester The Bachelor in Education with an emphasis in English, students face a new challenge since every subject is totally in English, and not as it was in the previous semesters, with only one or two English subjects.

At this point, learners demonstrate a bad use of English Taking into account the university context; students do not display a good use of English for basic interpersonal communicative skills. Cummins (2001) relate to this stating that there are two kinds of discourse: primary and

secondary. The primary one makes reference to the very initial socialization, the face to face interactions at home. The second one alludes to that interaction that happens beyond the basic interaction at home, in external institutions such as the school, and external contexts related to religion, politics or business. It might be said that beyond those two kinds of speech the level of English language gives to individuals the access to a specialized vocabulary and functions of the language according to the area in which they are involved. Both approaches are extremely important taking into account the context of the classes and the activities students develop through the educational process, such as small scale research made as Classroom Projects and presented at the end of the semester. In some cases, academic activities confusion which leads students to anxiety, as it will be further detailed. Solving this problem is not easy and quick since it might be connected to psychological issues of each learner. Sometimes these problems such as anxiety and demotivation are related with their high expectations. Based on the previous description, the question guiding this research project is: How does anxiety affect the English learning process of fifth semester students of the Education Program at UNICOLOMBO?

 Thus, the present research seeks to determine the role of FLA, and the effects that it has on the learning process of students of the fifth semester of the Education Program at the Fundación Universitaria Colombo Internacional, as a way to face this so-feared phenomenon at the moment of making use of English language and acceding to new knowledge through English. To achieve this purpose, we have determined three specific objectives: to analyze performance in correlation with FLA, to make an analytic description of students' performance and finally identify the barriers that Foreign Language Anxiety brings to them.

 Knowing what the role of this FLA phenomena is on the learners of fifth semester of the Education Program, UNICOLOMBO will have the opportunity to improve its Bachelor in

Education with an emphasis in English Program. Getting to know the role of FLA on these students could also help UNICOLOMBO to carefully think about the contents and approaches related to the English teaching process as a way to eliminate this phenomenon.

This research could provide some important strategies that would allow students feel comfortable when they are using English in their classroom to present projects during their major. In addition, some other possible positive results would include improving their academic performance which can contribute to better results at international tests taken by the students.

Colombia's public education has some failures that bring negative consequences when students enter to the university because, in most cases, English learners are not used to interacting in English with other people. To illustrate this, some valuable statistics show that Colombian education, which runs mostly on the public sector, is usually characterized by low academic performance, whereas in private schools the education is significantly better. According to a study developed in 2015 by the British Council, in Colombia, the 25,8% of all Colombian population studies English -via public and private institutions- which belongs just to 11.5 million people. The PDFCLE (Programa de Fortalecimiento de Competencias Extranjeras) aims to make students achieve the B1 level for students in 11th grade by the end of 2019. Unfortunately, only a 7% percent of Colombian students poorly reach an A1 level at 11th grade. PDFCLE further findings reveal that public English education has been poorly invested: lack of teacher training, resources, technologies, funding and more. Additionally, classrooms standards are unclear, and classrooms have an exaggerated amount of students.

Private English education differs from the previous statistics. Contrary to the public education scenario, private education is decently invested, running with more and better

resources. An evidence of it, private educational institutions scores on national standardized test SABER are meaningfully superior to scores on public schools.

Taking into consideration of what previously was explained, it can be said that there is enough motivation to talk about FLA. It might be relevant to say that FLA is a topic that has not much significant researches; it is a topic that still needs more accuracy to bring some significant results. However, researches have been conducted by many authors all around the world and most of them are related to the English Language learning process.

The research conducted by Kamarulzaman. M.H., Ibrahim.N., Yunus. M. M., Ishak. N. M. (2013), had as objective, to explore gifted learner's English language anxiety in ESL setting, by surveying 119 gifted learners of PERMATApintar National Gifted Center (PpNGC), at the University Kebangsaan Malaysia, Malaysia. The results were not very significant. However, they ended up at favor of students: gifted students of PpNGC had certain level of English language anxiety, but not generally anxious. This anxiety was reflected in their examination but not in their communication. On the other hand, the most significant data around the research was that female students displayed more anxiety as compared to the male students.

Wörde.(2003), in his paper, Students' Perspectives on Foreign Language Anxiety, identified the factors that helped to the anxiety phenomenon, trying to understand a little more about the role that this plays in the second language acquisition. This study corroborated previous research about FLA. Indeed, anxiety can reduce significantly the process of second language acquisition. By reducing this anxiety, the retention of data and learner motivation increases. Therefore, the author established many recommendations to face language anxiety.

"A Study On The Correlation Between Self-Efficacy and Foreign Language Learning Anxiety", the research conducted by Cubukcu, (2008), explored if the anxiety level of foreign language learners is related to their self-efficacy levels or some other factors, using the Foreign language Learning Anxiety Scale and the Self-Efficacy Scale. The results demonstrated that the anxiety is not related to students 'own self-efficacy levels. However, students with low self-efficacy have higher level of anxiety than students that have high self-efficacy.

The research conducted by Eslami. Z., Huang and S., Sophia Hu. R. (2010), tried to approach to FLA from another sight. In their paper, the relationship between Teacher and Peer Support and English-Language Learners' Anxiety, analyzed the relationship between support and foreign language learners' anxiety making use of the Foreign Language Classroom Anxiety Scale, and the Classroom Life Measure. This research dropped significant data: teacher supporting was the most pervasive variable in relation to language-learning anxiety. Nevertheless, teacher support was negatively correlated with speech anxiety and fear of negative evaluation as well as fear of failing the class, and positively correlated with student comfort with English-language learning.

Alrabai (2014), in his research, Foreign Language Anxiety in the Saudi EFL Context, conducted a research project for three years, to study the levels and sources of FLA among 1389 Saudi EFL learners. This research provided a range of implications and recommendations for the varied elements of the EFL teaching and learning process in Saudi Arabia: the teacher, the learner, and the EFL policymakers in this context.

Another FLA sample from Turkey was conducted by Elaldı (2016), in Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey. The purpose of this research was to discover foreign language anxiety levels of students studying in

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the Faculty of English Language and Literature at Cumhuriyet University, Sivas, Turkey, in preparatory class and, in fourth grade. Furthermore, it aimed to examine whether gender factor was effective on foreign language anxiety of students. No changes seemed to occur between a foreign language learning and anxiety depending on long-term effects. It appeared to be related to some factors leading to anxiety in foreign language learning such as high expectations.

Cakıcı, D. (2016), in "The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement ", aimed to investigate the correlation among test anxiety (TA), foreign language anxiety (FLA) and language achievement of university preparatory students learning English as a foreign language. The investigation provided valuable insight on TA and FLA in EFL context. There were important avenues for future research.

Finally, as another example of research about FLA, Terantino. (2014), guided a Skype Video Conferencing for Less Commonly Taught Languages: Examining the Effects on Students' Foreign Language Anxiety. This study investigated through a Skype videoconferencing for completing oral exams in a university Russian course, to determine if there was a significant difference in the foreign language anxiety levels of students completing oral interviews conducted face to face (F2F) and students completing oral interviews conducted via Skype video conferencing. While the results demonstrate that utilizing Skype videoconferencing to complete the oral exams did not negatively affect the students' foreign language anxiety while completing oral assessments, Skype did not assist with lowering the students' anxiety. As stated previously, a result of no significant difference may be enough to support further use of videoconferencing in limited contexts.

FLA cannot be conceived without "anxiety" itself. In a short review, anxiety is a psychological problem that affects us all in every aspect of life, and cannot be only attached to

psychological consequences. Physical consequences are very common in anxiety scenarios, and they can carry to the one involved in this situation, many diseases. However, this is not the case to be cleared in this paper. There are several concepts of anxiety, but only the Foreign Language Anxiety will be exposed.

Horwitz (1986), defines FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process". Horwitz foreign language anxiety divided anxiety into three related performance anxieties 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation. Communication apprehension is a kind of shyness that, accordint to Horwitz (1986), is characterized by fear or anxiety of communication with others. It is the difficulty of speaking in groups or in public ("Stage Fright"), or hear or learn spoken messages (receiver anxiety) are all manifestations of communication apprehension. In Test-anxiety, Horwitz, refers to a type of performance anxiety stemming from a fear of failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Fear of negative evaluation, defined by Horwitz as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively," which is a third anxiety related to foreign language learning.

Kitano (cited by Zhang and Zhong, 2012), settled the high standards of the level of native speakers as one of the causes for FLA. The inability to attain these high standards conducted students to develop anxiety, making them feel nervous and as a consequence, unwilled to achieve them. Another similar study conducted by Gregersen and Horwitz (2002), showed that anxiety is also related to perfectionism. Anxious students acted displeased to their oral performance in front

of people even their skills were higher than other students. Conversely, non-anxious students acknowledged their weaknesses and settled real standards in order to improve their English performance: the differences between these subjects were in the personal standards. In opposite to the high standards, students with low standards can also develop anxiety. According to Sparks and Ganschow (cited by Zhang and Zhong, 2012), learners who have difficulties in the native language are likely to experience problems in the second language.

On the other hand, Bailey (cited by Tóth, 2007), determined that FLA also occurs by competitiveness, as a personal trait. According to Bailey, competitiveness is a "desire to excel in comparison to others" (p. 92), which manifested in 3 steps: 1) openly comparing to other classmates and personal expectations, 2) the need to surpass other learners, and 3) the preoccupation around of tests and grades. These three factors lead anxiety, especially when competitive learners think of them as less competitors in comparison with others, making them unwilling to compete.

Hashemi and Abbasi (cited by Elaldi (2016), stated that "formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language" (p. 2). In other words, according to Elaldi if the classroom environment is more friendly and informal, it is less likely to have anxiety cases. Regarding to it, according to Krashen (1985), there are several factors that can directly influence SLA (Second Language Acquisition). At first instance, there is motivation. In order to achieve any language goals, set by individuals, motivation plays a great relevance no matter if it is disposed by the teacher or not. In addition, Gardner (1985) also talks about motivation stating that "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p. 01). For both authors, there are 2 types of

motivations: an integrative one (to be social) and an instrumental one (acquire a higher language status). Attitude is the second factor, which corresponds to students' way to feel and think towards any topic, mixing the cognitive, affective and the behavior dimensions. Self-confidence as a third factor deeply connects to individual's personality. Some students might be more willing to socialize with others and gain experience, whereas others might be more self-oriented striving to language development by themselves; it could be because they feel afraid of committing mistakes in front of others. Finally, there is Anxiety, which can be expressed in several ways as it will be further explained.

FLA affects directly the process of foreign language learning. According to some researchers conducted by Gardner, Tremblay and Masgoret (1997), FLA has the highest negative correlation with language achievement. Self-esteem, attitude, motivation and autonomy are variables which are negatively connected with FLA. In a wider way, MacIntyre and Gardner, (as cited by Alrabai, 2014), stated that anxiety affects at least five dimensions:

-Academic domain: the low levels of academic performance in foreign language learning are results of high levels of FLA.

-Social domain: anxiety leads to learners to avoid interpersonal communication often.

-Cognitive domain: anxiety locks the input of certain information to the learners' cognitive system, and this affects directly the speed rate and accuracy of the learning process.

-Personal domain: the process of language learning can become a traumatic experience for a learner, affecting and reducing his self-esteem and self-confidence.

-Communication: anxiety might obstruct communication by making feel learners like "freezing-up".

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Teachers and Peers' role

A big influence in academic performance is the support from teachers and learners' peers. Supporting learners makes them engage actively and helps them perform with a greater effort (Goodenow, as cited by Huang, 2010). Students' social performance is also improved if students like the school. Indeed, it is as it was exposed by Horwitz (2008), teachers help students feel better in the foreign language learning process. Horwitz also suggests, as one of the role of instructors, support students to make them realize about their own discomfort and expectations as a way to reduce FLA.

Chapter I: Methodology

A qualitative and quantitative research method guided and provided the required instruments to complete this project. Taking into account the words of Creswell & Plano (As cited by Bian, 2012), we shall quote the very definition of Mixed Research method as it follows:

"…as a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.

Using this research method makes this research work itself more flexible at the moment of considering data collecting methods and data presentation. For instance, some features of a mixed research include quantitative and qualitative data collection and analysis, mixing of data in both quantitative and qualitative methods, priority of methods if that is the case, useful for multiple research study moments (multi-phases) and mixing of interaction and interdependence at data collection

Questionnaires are available for both methods. However, for qualitative method questionnaires are open-ended, and the people involved in it provide detailed answers with their own words. In a quantitative method, questionnaires propose closed questions in which the respondents chose the answers between the choices already stated in the questionnaire. The present work will be based on Questionnaires and observations, using both qualitative and quantitative methods.

The research took place at Fundación Universitaria Colombo Internacional. This is a Private institution which offers educational programs focused on English study to be used and applied to different fields of knowledge. It is located in the neighborhood of Cuatro Vientos in a commercial zone, "Avenida Pedro de Heredia". It is surrounded by sport fields, a grocery store, and a Furniture store, it is a three floor building; there are spacious classrooms, a laboratory room, three technological rooms, an auditorium and a library.

This research is focused on students of the fifth semester of Education program, which are 25 students in total. They are between 18 to 30 years old. Students come from popular neighborhoods from all around the city of Cartagena. They are students that live in neighborhoods of socio economic strata of 1 to 3. Many of them have studied in public schools and in private ones as well. As they are studying Education, which are entirely on English (methodologies, approaches, strategies and everything related to education), university offers classes side English courses to strengthen their English capacities. These English courses take another approach, since they are taught as EFL (English as a Foreign Language).

The data collection was performed by two observations, which were performed taking into account the insufficiency of the results of the first observation. The first technique that was used for data collection was an observation. The night of the first observation, students were told

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they were going to be observed and everything they were going to talk was going to be analyzed for the present study, but no observations or interventions of any kind would be performed to not to interrupt their classes. The context in which this observation happened was basically a class where content is taught through English for this reason every topic is developed and discussed using only English instead of the mother tongue. Easily explained, this approach focuses the class in teaching real content about the students' major using English in real time. Students are compelled to give their opinions, questions, and whatever doubt they have must be stated in English, since the context runs in ESL.

It must be acknowledged that many students are still in a deep process of improving their English level with the courses Unicolombo University provides them. Many of them felt very insecure and many others really felt confident. Without nothing more to add, let us proceed to the very details of the observation.

The class starts with a short review of the previous topics students have been learning. Some students displayed great English skills when talking and it appeared to be they had no fear at all. But when the professor starts to make open questions for the entire classroom, there are no responses, until the professor approaches to them with more clear examples and clues about the answers. Then the students provide some clear answers. In that moment, it was noticed that perhaps they started to show some symptoms of communication apprehension.

The professor normally continues the class, which develops with some peculiarities that might have shown more examples of anxiety. When asked open questions, 2 or 3 students used to translate using Google Translate in several times. One case in particular was when, in an open question to the classroom, a student barely talks and just whispers some words. Almost no one could hear his words at all, so it could have been said this was a really clear of FLA. After the

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review of topics, the class proceeds with presentations about the topics they have developed. Students gathered in groups and shared what they have read and learnt about those topics that were related to the 8 components of the Sheltered Instruction Observation Protocol (SIOP).

Eventually, the professor makes a question (What does SIOP stand for?) but there are no answers for it, some of the students might know the answer but they feel insecure. Afterwards, the professor precedes to give examples about SIOP and makes open questions about opinions, a student whispers an answer (no one can hear), then a loudly answer is given by one of the previous students that participated, showing no fear during the intervention, however there are faces of discomfort and insecurity.

Students were paying attention about Sheltered instruction observation protocol explanation but the same people were answering the questions and some of them just were whispering. There was a particular case of a student using Google translate on his cellphone about some words he could not understand. In addition, he does not participate or whispers anything at all. Consequently, professor announces next activity: reading and explaining between themselves, they made about ten groups to study about SIOP for 10 minutes, reading on their copies and phones.

Groups moved to explain the topics they were given to the rest of the classroom. After that activity, they were asked to complete the Questionnaire of the Foreign Language Classroom Anxiety Scale, developed by Horwitz & Cope (1986). They were also asked to be completely honest about this. Some students were helped with many questions they did not understand. There were interesting results but not enough to provide solid outcomes. In the observation, little singularities took place, but in the questionnaire, things were a little bit more complex. In order to clarify all those doubts, a second observation took place the day after the first one, to see what

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was really happening. Students also made presentations in groups, but about another subject. The results were really more solid and interesting.

After the conclusion of the first observation, we proceeded with the second observation, which had more solid outcomes. Students of 5th semester gave presentations about several topics in Communication 5 subject. After the professor words, the first student of group one proceeded, and committed a lot of mistakes, did not have a fluent vocabulary and also omitted letters in many words. Witnessing this situation, the professor corrected mistakes in front of them. The second student committed mistakes but was not that frightened about it because she knew her classmates. Student one went again and vacillated to speak, she expressed: "I have a lot of fear". Both students completely vacillated when they tried to talk in from of the classroom; they both stared at the professor as a sign of fear of negative evaluation. Student one eventually excused in the middle of the exposition and both dropped out of the exposition arguing they were so nervous, one of them said she is useless in those topics. Most of the students shown no interest about the first group. Students that were presenting the topic excused too much to the teacher at the end.

The second group was a single student handling lot of papers that basically was the topic for her presentation. She omitted a lot of letters in her pronunciation but was willing to continue. In general, she managed to successfully end her presentation. Teacher proceeded to give feedback to all the class about the importance of eye contact and preparation and told the first group they were so scared because their level of English and grammatical use.

The third group showed a good English level. The first student asked to the classroom to give him some nouns, the first one to answered vacillated and after a while whispers something. Students displayed high interest on his speech. A student giving the presentation asked another

student to say a sentence using a verb but she just whispered something, the student who is presenting the topic insisted and she finally gave an answer, admittedly this group had a good class management.

Some students of the group four were handling papers that were constantly seeing, they seem to be very nervous and insecure, they also hesitated too much when talking and stared a lot at the teacher instead of looking at the students. One of the students was worried too much and pushed the student in charge of the computer to click at the next slideshow. She barely talked, she expressed incoherent sentences and stared to the teacher like trying to validate what she said. One of the students had an excellent English level and managed to conclude.

In the last group the first student mocked herself because she felt really insecure even though she had the slideshows with explicit information about the presentation. The next student read a lot from her papers and could not stand the presentation so she just said a few words. The third one, seemed to be more prepared with a better English level and continued with the topic, she committed some mistakes but she continued talking.

Item Analysis

In order to evaluate and examine the implications of FLA in students of fifth semester we use different items which provide necessary data to analyze if there are cases of FLA, based on Foreign Language Classroom Anxiety Scale, Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986), It was divided into some categories that give specific data to the develop of this research. The main intention is determine FLA cases in real situations of oral production in classes, so that provide how students are facing their use of English language and the relation of it with FLA.

FLCAS has a lot of items that display the different situations students face when studying using a Second language. In many of these situations where students were agreeing with the

questions would not mean they could display symptoms of anxiety. It was necessary to determine whether agreeing a question was a sign of anxiety or not. For example, if a student agreed with statement 18 "I feel confident when I speak in FL class", that would not mean he had presented signs of anxiety. Disagreeing with the statement would do it, and answering with neutral would not determine if a student presents anxiety or not. Being neutral about it means it is more likely to have specific anxiety moments according to the students' criteria.

Data collection was divided into three big categories of FLCAS (which are going to be further detailed). Percentages were concluded taking into account those three statements: Agree, Disagree and Neutral. Each one of them corresponds to a 33% percentage. As it was a questionnaire which students of course did.

Chapter II: Research Outcomes

Foreign Language Classroom Anxiety Scale, developed by Horwitz & Cope in 1986, is divided into three big categories, which correspond to the three main reasons why students are victims of FLA, according to the authors. The first category is about the Communication apprehension, which is immersed in questions 1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32 of the questionnaire that was applied to students. The second category goes to Fear of Feedback by peers and teachers, is implicit in questions 2, 7, 13, 19, 23, 31, 33. And finally, the text anxiety is measured in items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26 and 28. (see Appendix 1)

The graphic one shows the results of data displayed about the first category, Communication apprehension shows that there, are evidently cases of positive anxiety in the classroom. Even though at the first stage of data collection (observation), students did not display many symptoms, their honesty at the Questionnaire was more than evident to say that there are cases of FLA in the 5th semester class.

Category 1
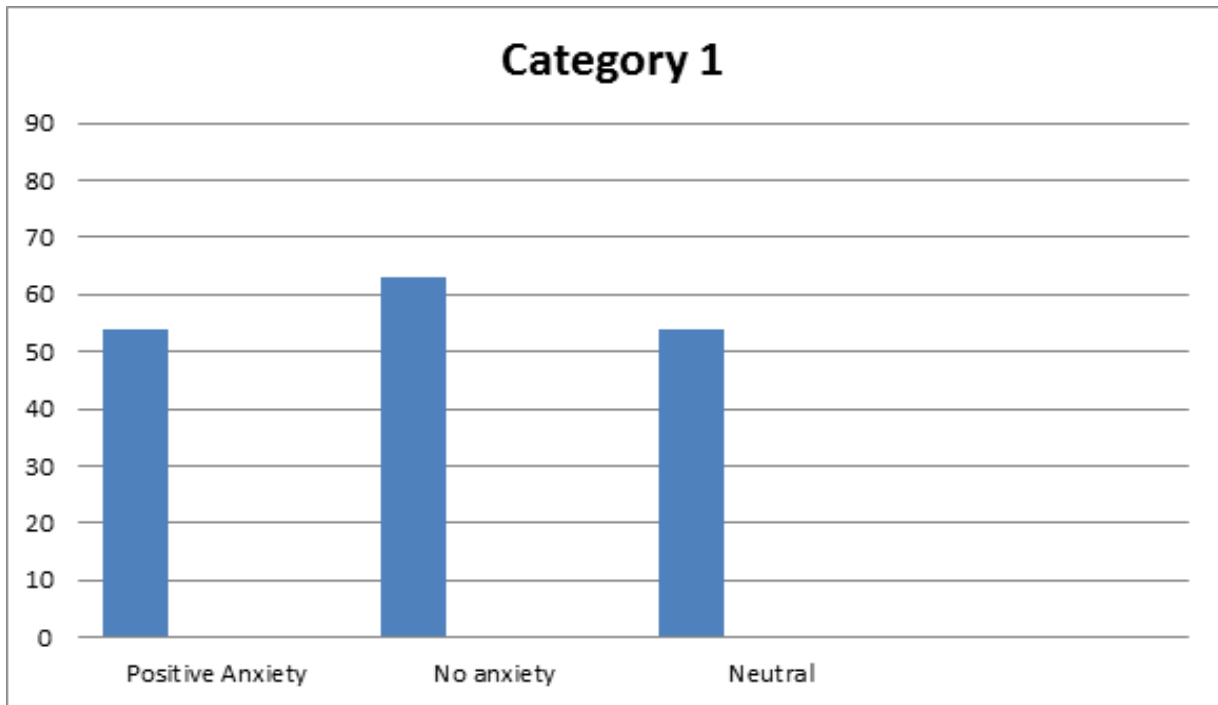
1. Communication apprehension.

According to the previous graphic, there were 54 compiled answers that ended up in cases of FLA, 63 for non FLA cases and 54 more for Neutral cases. Real percentages according to the compiled answers would be the following:

	Compiled answers	Percentage
Positive anxiety cases	54	31,57
No anxiety cases	63	36, 84
Neutral	54	31, 57

1.1 Real percentages of the number of times students answered A, D and N.

31, 57% of students of the 5th semester seem to have symptoms of Communication apprehension anxiety, in several contexts and situations according to the statements of the

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questionnaire. 36, 84% of the students show no evidence of FLA. Finally, a 31, 57% of those students are in a neutral state, which means that they could present FLA in specific cases. This is bounded to students' domain of English: neutral might be considered students with an average domain of English that are likely to have "anxiety moments" in specific contexts.

According to Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Students that present FLA related to Communication apprehension are likely to:

➢ Not feeling sure of themselves when they are speaking in front of others and in front of native English speakers.

➢ Not fully understand what the professor says in class.

➢ Be confident and get nervous when they talking in foreign language classes, that is, basically in every subject of 5th semester considering every one of them is in English.

The next graphic shows the results for the category 2 which is, Fear of Feedback by peers and teachers display the following results:
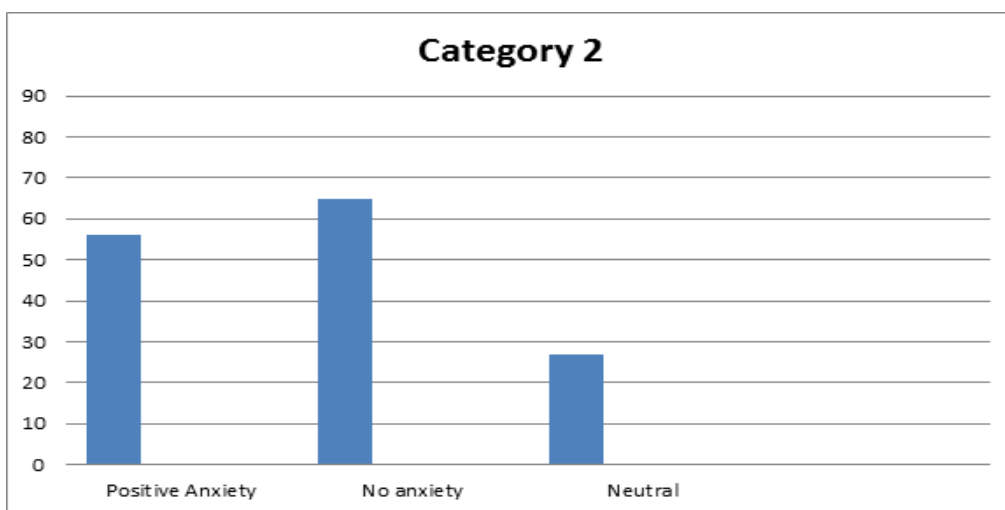

2. Fear of Feedback by peers and teachers

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The compiled answers for positive anxiety cases under the Fear of feedback by peers and teacher's category were 56, accordingly to this 37, 83% of students have symptoms of FLA. Non-anxiety cases have compiled answers for 65, that means that 43,91% of students have not been affected by FLA. Neutral cases have a percentage of 18,24 %, which means it is lower comparing it to the first category. Students that present FLA related to the fear of feedback by peers and teachers by Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). are likely to:

➢ Worry about the language mistakes they commit in classes.

➢ Think other students are better than them in terms of English level and skills.

➢ Get embarrassed and nervous when answering questions in classes.

➢ Afraid of being corrected by the professor and their classmates.

The last category about test anxiety refers to students whose English performance display anxiety stemming from a fear of failure. These students' experience considers really difficult tests and quizzes. Even the brightest and most prepared students often make errors that make them fall into FLA.
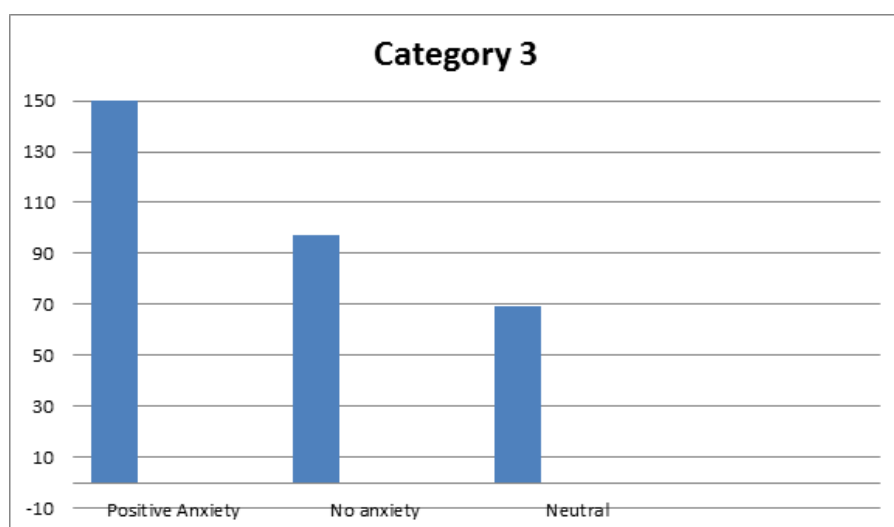
3. Text anxiety

It is evident that this category presents a higher level of FLA compared to the previous 2 categories. The reason why it might be related to the percentage value tests have in general, in every subject of Education mayor in 5th semester.

	Compiled answers	Real percentage
Positive anxiety cases	150	47, 76
No anxiety cases	97	30, 69
Neutral	69	21, 83

3.1 Real percentages of the number of times students answered A, D and N. (Text anxiety).

As a result of this, positive cases of FLA increased significantly in this last category. As a consequence, students with apparent cases of FLA of test anxiety, are likely to:

➢ Be bothered about taking more English classes.

➢ Think about things that have nothing to do with the class, during the class itself.

➢ Feel stressed during tests of every subject.

➢ Worry about failing any subjects.

➢ Get nervous and forget about things they already know.

➢ Not wanting to attend classes.

➢ Have physical demonstration of anxiety such as trembling when they are called in classes for activities or any other peculiarity.

➢ Get more confused about topics when studying for tests.

➢ Worry about being left behind because they feel the class is moving way too fast.

In spite of the results of the first phase of data collection, the observation, results were undoubtedly more precise in the FLCAS (Foreign Language Classroom Anxiety Scale). In overall, FLA cases, Non-anxiety cases and Neutral ones are displayed in this graphic:

General Outcomes

Neutral, 23.62

No anxiety, 35.43

Positive Anxiety, 40.94
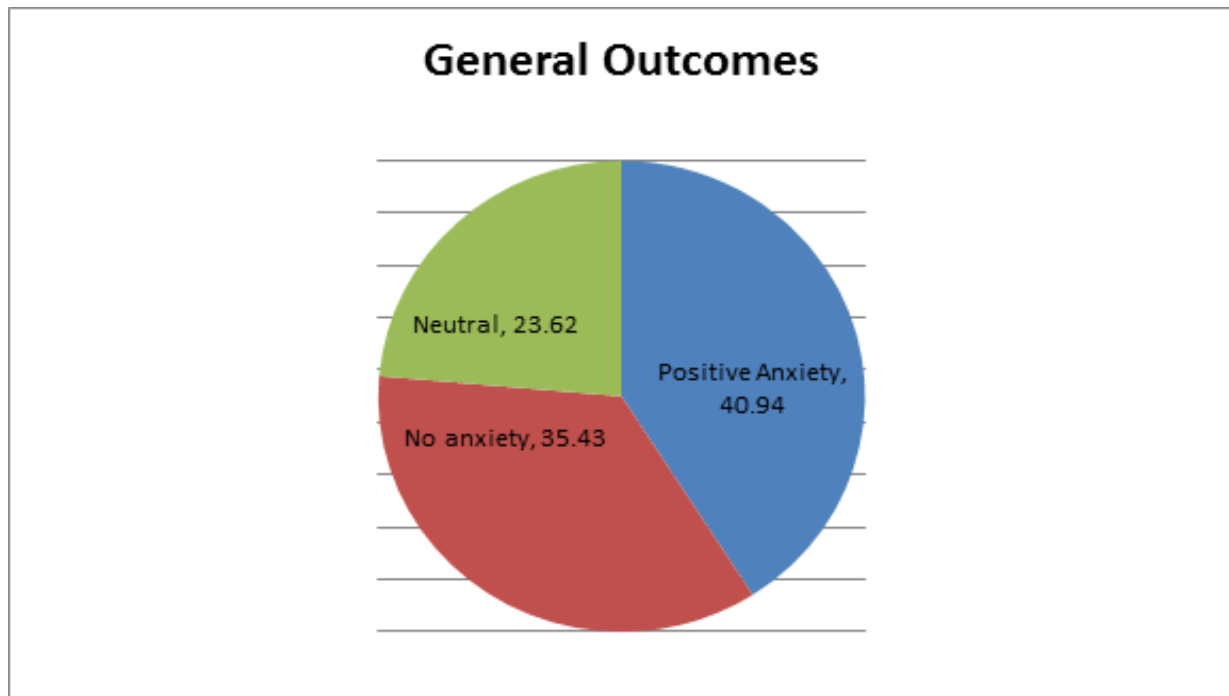
4. The graphic shows general percentages of all 3 categories.

40, 94% of students show signs of FLA, which have many reasons, as they are stated in every category. 35,43 % of students do not manifest any signs of FLA, and finally, 35,43% of students feel neutral about it; that is, specific "moments" of FLA according to the context, as it was stated previously.

Discussion

As part of the UNICOLOMBO university, we ourselves took into account the situations students present at UNICOLOMBO and this research project was set in order to identify what was really happening inside students' English learning processes. As students, we were quite

conscious of the reality UNICOLOMBO was facing about how students do not display the English level they should have. Language Anxiety is a problem that affects not only our institution, since the whole country is in the middle of a process to become a bilingual country. The research works previously revealed, show that in fact, it is an issue with international scales. In order to study that problem, the main question was set: How does anxiety affect the English learning process of fifth semester students of the Education Program at UNICOLOMBO? With objectives and reasons to make the research defined, we chose the population to be studied, taking into account the transition between the flexibility of language students have at the first semesters, to the full English classes, and 5th semester was clearly the perfect scenario for it.

According to the research results, it is quite evident to affirm that students of the fifth semester of Education in UNICOLOMBO, present symptoms of FLA. Af first sight, everything seemed this was not the case, but after a deep analysis of the data collected in the observations and the implementation of FLCAS (Foreign Language Classroom Anxiety Scale), impressive results were exposed. It is also accurate to affirm that FLA is not an issue that might be constantly running among students. The situation in which a student is likely to suffer language anxiety depends on the several scenarios their language learning occurs. Complexity of the topics taught in every subject at the university might trigger FLA, as happened in the observations of the data collection: students are likely to be more anxious and confused with complex topics according to degree of complexity.

Similar studies display that indeed FLA is a construct of each student that varies according to each context. Even though Cakıcı (2016) reported that there is no relationship between the test anxiety (category 3), the present research revealed that, contrary to his research, there is a relationship between English performance and English students' outcomes displayed in

tests and performance in overall in the university context, that is linked to their English level, as occurred in the second observation. The less English level students have, the more FLA they will be likely to experiment. Cakıcı's research results state that "The correlation between test anxiety and academic achievement does not mean that there is a direct cause-effect between these two variables (p.194)". If his results state that there is no relationship between test anxiety and academic achievement, but the current research outcome displays that there is a relationship between them, then the main issue would be related to students' English level. Important data like this must be taking into account in order to diminish anxiety levels. UNICOLOMBO must work harder to have better learning contexts to teach, to develop accurate strategies that enhance students' English performance.

Learners and professor do not comprehend the role and repercussions of FLA at all, the reactions of experience of FLA can variety in every learner, in some of them anxiety could bring negative influences on their language acquisition and affect their performance, whereas students who experience a moderate anxiety just avoid some classroom activities like oral participation, so it is important that students will be able to work with negative feelings so that it does not affect the learning and performance of English; Some learners may completely forget what they want to say or be unable to perform in any way (oral or written) because it is human and natural to feel anxiety in certain situations, foreign language anxiety would be manage by teacher's supportive who will manage the anxiety in classroom offering concrete suggestions and understanding of students feelings with a good classroom environment debilitating foreign language anxiety.

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Appendix 1.: Questionnaire

Foreign Language Classroom Anxiety Scale

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 don't 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'm going to be called on in language class.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

4. It frightens me when I don't 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 don't 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 don't 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'm 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 con- fused I get.

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

22. I don't 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'm 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 don't 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