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Foreign language spoken performance anxiety

Master's Diploma Thesis

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*I declare that I have worked on this thesis independently,
using only the primary and secondary sources listed in the bibliography.*

.....

Author's signature

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1 INTRODUCTION

It can certainly be agreed that some aspects of our lives are so crucial that only hardly could we do without them. Among these aspects are such that have been evolving probably since the very beginning of human society, and maybe because of this, have adapted and as a result have taken so many varied forms across the cultures but always serve similar functions. They have been intensively studied, analysed, theorized about but still again and again brought into attention and subjected to further questioning. Yet, many of these aspects have not been fully accounted for and quite often it happens that the more has been found about them, the more questions arise. This work has been designed to interrelate two fundamental features that on one hand divide societies and on the other unite them again. These two aspects are language and emotions. The author of the present work hopes to illustrate how their relation is modified by the developmental necessities, i.e. stemming from the need of societies and cultures to mutually share experiences via different languages. This need for communication has brought about uncountable issues, among which is also the one treated by this thesis. Maybe only intuitively but still one can assume that humans as being with feelings are affected by their environment, from macro and micro perspectives and also by relations one has with the society of which he or she is member as well as his or her relation to ‘the others’. We cannot deny that a rainy day, a dispute or outcome of presidential elections evoke many feelings, often quite a mix of them. But still, even when under the influence of such affective states, one needs to function normally which means one still needs to communicate. And sometimes it happens that we need to use means of communication that is not our native one. This leads us to question the extent of influence of emotions on daily lives, on daily communication.

Another integral element of a human life is learning. It could be said that people learn all the time. Individuals learn from interaction with surroundings, from personal experiences as well as those handed down by parents, friends and last but not least, teachers. Learning is supposed to make people more adapt and prepared for future lives, to enhance chances to succeed in whatever the meaning of life is. Individual's chances are also increased with ability to communicate not only in mother tongue but also in a foreign language. **Many people study languages for countless reasons but not all feel comfortable, motivated or equally successful to their peers.**

The aim of this thesis is to shed light onto the question whether the way individuals feel when they try to speak in a language not native to them has any effect on the quality of their oral communication. This thesis questions the role of anxiety experienced towards foreign language, particularly in classroom or evaluative environment, and a possible shift of quality of the spoken performance. If such relationship is attested, the following question concerns the aspects of speech that can be shown as apparently changed and induced by experienced foreign language anxiety.

1.1 The outline and objectives of this work

The present study will attempt to put forward a coherent review of the issue of foreign language anxiety and it will be predominantly combined with phonetics.

The theoretical section of this thesis will be initiated with the introduction of the general issue of anxiety with main focus on the differentiation between state and trait anxiety as well as facilitating and debilitating anxiety, i.e. both concepts relating to this subject. Later, the problem of anxiety will be related to the foreign language education environment. The already existent data within this research area will be made use of to

support the general argument of this thesis, i.e. that there is a meaningful connection between how self-assured and comfortable people feel in a particular speaking occasion (which could be directly related to foreign language speaking situation as well) and of what efficiency and quality this oral performance under such circumstances is. A few more theoretical concepts concerning foreign language anxiety will be introduced so that a solid background for the practical section is prepared. This also includes an outline of possible manifestations that anxiety can have on affected learners with closer observation of potential deterioration of speaking abilities that will be in the main focus of this thesis. Nevertheless, foreign language anxiety will also be assessed from the perspective of the other language skills, not only speaking, namely listening, reading and writing. Foreign language anxiety will be presented as consisting of three major performance anxieties, i.e. communication apprehension, test anxiety and fear of negative evaluation. Young's model of six factors will also be included as it needs to be borne in mind that these have an effect on potential development of foreign language anxiety. Furthermore, a very brief analysis of three stages of language learning: input, processing and output, will be shown from the perspective of foreign language anxiety.

The major part of this endeavour will be undertaken from the point of view of psycholinguistics but it will be completed by application of phonological analysis of potential effect of anxiety (in the sense of vocal cues of anxiety) on oral performance which will be preceded by description of English language prosody system. A few authors will be mentioned or referred to throughout the text in order to demonstrate that the issue of anxiety has already been addressed as a research topic in numerous foreign language learning communities. Furthermore, some methodological implications of former and recent research findings concerning the issue of anxiety and the education environment will be added to the appendix section of this thesis to show that although

anxiety might be commonly encountered in foreign language classes, there are pedagogical techniques and approaches to reduce its impact on individuals and hopefully, will also generally raise even greater awareness of this issue related to foreign language learning and teaching. Hopefully, this review will be beneficial for both educators as well as themselves. Moreover, when speaking of the appendices section, it will also feature a section devoted to the concept of motivation and self-efficacy with their possible impact on speaking performance's quality. It is demonstrated that they need to be studied due to their close relation to the issue of foreign language anxiety.

In the practical section of the thesis, foreign language anxiety will be studied chiefly in terms of its actual effects on spoken performance of people demonstrating various degrees of these difficulties that are specific to language learning. The methodology of this section shall be described later but to provide a short overview the process can be summarized as follows. A group of university students will be invited to partake in language anxiety measuring test, i.e. Foreign Language Classroom Anxiety Scale introduced by Horwitz, Horwitz & Cope (1986). The same group of volunteers will be further asked to provide two recordings, each from a different environment, i.e. home and school. This procedure is designed in this manner so that the supposed features of anxiety related to language-classroom environment can be marked down in the participants' spoken performance on the basis of comparison with their home recording. The two sets of recordings employed here are required in order to provide sufficient amount of material to promote comparison and analysis of individual phonological features as well as other aspects of the speech of each participant. These will be contrasted within the two distinguished environments so that a correlation

relating to the setting of the recording and possible change in quality of their spoken performance could be made.

Briefly concluded, the goal of the practical section is to find correlation between the level of anxiety and actual quality shift in spoken performance of tested students that is directly related to the situation and environment in which it was obtained.

1.2 Hypotheses

The goal of this thesis is to find evidence for the argument that there is a correlation between the degree of foreign language anxiety and actual spoken performance in individual speakers (who are foreign, i.e. Czech learners of English) that is reflected by the shift of quality of their spoken performance in terms of prosodic (stress, intonation etc.) and other features, for instance grammatical accuracy, pronunciation correctness, fluency, etc.¹. This work will attempt to provide relevant data for support or rejection of the following hypotheses.

The first hypothesis (H1): There is a significant correspondence between the level of detected foreign language anxiety and the deterioration of the spoken performance in terms of prosodic features such as average, minimum and maximum pitch values and loudness as well as other aspects of spoken performance as for instance grammaticality or fluency. This change in quality of the spoken performance will be detectable on the basis of comparison of the individual speech samples from two different environments and situations which can be directly contrasted to detected level of foreign language anxiety.

¹ The inclusion of some of the examined aspects has been inspired by a study by Wilson (2006).

The second hypothesis (H2): It can be generally supposed that, based on the general concept of communication apprehension, participants with higher levels of detected foreign language anxiety will, in contrast to their less anxious peers, be generally less able or fluent speakers especially when not speaking in familiar, comfortable or secure environment. The experienced foreign language anxiety will result in more frequent occurrence of longer silent passages and more apparent pauses while these speakers will also tend either to make more grammatical mistakes or forget learned material or target language vocabulary or to use vocal gestures such as “*ehm*” more frequently.

1.3 Motivation for the study of foreign language classroom anxiety

The explanation for the selection of this topic is very simple – the author of the thesis believes that research within this area is enlightening, appealing and beneficial as it can lead to numerous pragmatic, methodological or pedagogical inferences. The author, in her prior bachelor studies, gathered a number of data within the area of psycholinguistics, namely regarding the relation of emotions (anger, surprise, fear, happiness) to spoken language as well as to influence of emotions on changes of various phonological aspects of spoken language (e.g. pitch, intonation, stress). In her bachelor thesis she found out that there is an observable correspondence between emotional states and changes of prosodic features in spoken performance, which, as a matter of fact will be one of the elements examined here.

Another reason for determination to pursue this issue was that, despite the fact that there seems to be a significant volume of data concerning particularly research of this area of interest, for instance Scovel (1978), Young (1991), MacIntyre & Gardner

(1994), Oxford (1999), Wörde (2003), Pappamihel (2002), Chan (2004), Woodrow (2006); the Czech community of learners of the English language (or any other foreign language) have been rather neglected, i.e. they have not been, according to a survey of studies in the English language on this topic, targeted as possible participants in such studies. Therefore, in spite of plenitude of data grounding the hypotheses about existence and effect of foreign language anxiety, there is still a perceptible research gap and the goal of this thesis is to initiate the process of completing this gap.

And, last but not least, when examining the above mentioned studies, it is noticeable that vast majority of them focus on confirming the relation of foreign language anxiety on e.g. general learning achievement (assessed most of the times on the basis of final grades of students) or focus on providing methodological solutions within the educational environment. Nevertheless, what seems to be overlooked is concentration on the actual effect of anxiety on spoken performance, i.e. the research does not show what exactly changes in the spoken performance that the achievement of individuals with higher levels of anxiety is worse, particularly in terms of phonological and other aspects when it is compared with the results of their non-or-less-anxious peers as well as their own performance in less evaluative and more relaxed environment,.

1.4 Methods

The methodology employed in the theoretical section will be mostly descriptive and will attempt to serve as a solid background for the practical section. It will make use of a number of data put forward by researchers within this field in linguistic, methodological and psychological journals and other literatures.

The objective of the practical section will be to assess all of the obtained data, i.e. to process the distributed Foreign Language Classroom Anxiety Scale (FLCAS), analyse individual recordings, to consider their interconnectedness and derive relevant conclusion from these observations.

The content of the theoretical and practical sections as well as the materials presented in the appendices have all been carefully organized and selected and everything that is included in this study should serve one goal: so that the topic of foreign language anxiety is thoroughly approached and understood.

I THEORETICAL SECTION

2 ANXIETY AND COMMUNICATION APPREHENSION

As the issue of foreign language anxiety (FLA) is to be processed, it seems reasonable to initiate this debate with a general overview of the psychological concept of anxiety and directly related notions which shall serve as an information background for the analysis of FLA that will follow later. This chapter will introduce hypotheses about state and trait anxiety and will differentiate between facilitating and debilitating effects of anxiety as they are presented in pertinent literatures. The chapter will be closed with general specifications of anxiety-indicating symptoms and potential measuring strategies.

2.1 Concept of anxiety: General perspective

From the broadest perspective possible, the concept of anxiety can be approached as it is described in psychological encyclopaedias. Anxiety is defined by American Psychological Association² as “*an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure*”. They further describe that “*people with anxiety disorders usually have recurring intrusive thoughts or concerns*” which result in tendencies to *avoid certain situations out of worry* and confirm that anxiety can be manifested in *physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat*.

² Anxiety. (n.d.). In *American Psychological Association*. Retrieved from <http://www.apa.org/topics/anxiety/>

Although one might be tempted or convinced to think that anxiety is the same as fear, it is not exactly true. Henig (2009) points out that difference lies in the fact that fear applies to a real and objective danger that is present at the particular time in which it is experienced. Anxiety is more like *a generalized sense of dread* about something that might as well as might not even be present. Scovel (1978) attest that anxiety is *a state of apprehension, a vague fear that is only indirectly associated with an object* (p. 134). Interestingly, Pappamihel (2002) generalizes that *highly anxious individuals may have a lower threshold of threat recognition* (p. 330) which essentially suggests that they are more inclined (in comparison with less anxious individuals) to evaluate situations as threatening. Furthermore, in some cases, feelings of anxiousness can become a more serious matter as it is in cases of clinical anxiety disorder which can take number of forms, i.e. Henig (2009) enumerates: panic, social anxiety, phobia, obsessive-compulsive disorder, post-traumatic stress and a general anxiety disorder, which, according to this author, makes *anxiety the most common mental illness in America, affecting an estimated 40 million adults, according to the National Institute of Mental Health*.

As has been shown; anxiety is an emotional state and as such, referring to Scovel (1978) *it is generated through the arousal of the limbic system which plays an important, though indirect, role in many kinds of enterprises, including communication* (p. 134). This is further explained by Henig (2009) who in her article reports that great role in threat-recognition process is played by amygdala which function is to respond to threat and novelty and to control *physiological response to changes in the environment*.

2.1.1 State and trait anxiety concepts

The state vs. trait anxiety distinction dates back into year 1966 in which it was elaborated, among others, by Spielberger (referred to in McCroskey, 1977). This notion is important as it is very often employed in foreign language anxiety studies. As Grös et al. (2007) note, Spielberger (1983) defined **state anxiety** as *existing in a transitory emotional state that varies in intensity and fluctuates over time* while **trait anxiety** suggests *a stable susceptibility or a proneness to experience state anxiety frequently* that creates the notion of anxiety as a *personality trait* (p. 369). Pappamihel (2002), also referring to Spielberger (1983), stresses out that those individuals who show signs of trait anxiety *are more likely to become anxious regardless of situation* because it is component of their character while state anxiety is defined by its tendency to occur under certain conditions which makes it more of a *social type of anxiety* (p. 330). This differentiation is essential for the analysis of foreign language anxiety as supposedly there are anxious individuals under almost any circumstances while others suffer from anxiety difficulties under certain conditions only. Pappamihel (2002) further refers to MacIntyre & Gardner (1991) who suggest one more distinction, i.e. **situation-specific anxiety** that may be triggered by well-defined anxiety-producing events (p. 330). This was attested by Piniel (2006) whose study results showed that *it is possible that a learner studying two foreign languages simultaneously develops different levels of foreign language classroom anxiety* for each language (p. 45). The explanation lies predominantly, at least for his study, in the role of the instructor (p. 1) but it is possible to account for it differently, too, e.g. in Young (1991) who put forward six typical sources for FLA that will be dealt with later. In addition, Henig (2009) claims that anxious people *are generally conscientious and almost obsessively well-prepared* and

that e.g. *test-taking anxiety can lead to better studying*. This not always strictly negative effect of anxiety was studied under term **facilitating anxiety** and is complementary to second notion – **debilitating anxiety** and both are presented in the following section.

2.1.2 *Facilitating and debilitating anxiety concepts*

Interestingly, learning process does not necessarily have to be impeded by anxiety. This was proposed by Scovel (1978) and put forward by many others, e.g. Khodadady & Khajavy (2013) who suggest that anxiety could actually influence language performance as well as language learning positively, enhancing them (p. 270).

Originally, it was Scovel (1978) who asserted that in certain situations, for instance when the required task is relatively easy, anxiety can have facilitating effect on learning (p. 137). Nevertheless, it still results in deteriorated performance when the difficulty increases. He also maintained that intelligence plays its important role by stating that *higher states of anxiety facilitate learning at upper levels of intelligence whereas they are associated with poorer performance at lower IQ levels* (p. 136). This roughly means that anxiety will have a positive motivational effect for students with higher IQ but in lower IQ students it will more likely lead to negative reinforcement (p. 137). Scovel (1978) further noted that it depends on the stage of the learning activity because increased anxiety at later stage might improve performance but has absolutely contrary effect in earlier stages of learning (p. 136). Here, an analogy could be drawn between what has just been mentioned and foreign language anxiety (FLA). In her research, Sila (2010) puts forward and partly validates an argument that *FLA differs in relation to levels of instruction and to basic language skills. FLA is reported in receptive skills at beginner levels and in productive skills as the levels advance* (p. 83).

Scovel (1978) explains that good performance in any branch of endeavour (music, sport, language learning) *depends on enough anxiety to arouse the neuromuscular system to optimal levels of performance, but at the same time, not so much that the complex neuromuscular systems underlying these skills are disrupted.* This implies that the general aim should be to maintain some balance, *to keep the organism in tune with its ever-changing environment* (p. 138). He concludes that *facilitating anxiety motivates the learner to 'fight' the new learning task; debilitating anxiety motivates the learner to 'flee' the new learning task* (p. 139).

2.1.3 Communication apprehension concept

One of the vital notions within the field of anxiety and within theoretical concepts and contiguous research subjects that have developed since (e.g. FLA) was McCroskey's (1977) concluding observation that *some people are more apprehensive orally than are other and this negative apprehension has a negative impact on their communication behaviour as well as on other important aspects of their lives* (p. 78). However, it was pointed out that there already was, at that time, research treating this area of interest but the labels somewhat varied, e.g. stage fright, reticence, shyness, audience sensitivity, and communication apprehension (CA). The concept of CA describes behaviour of a person with higher level of CA as tending to avoid communication because of felt need to keep away from fear or anxiety that he or she has learned to associate with communication situations or encounters. This notion should not be confused with person's unwillingness to communicate which is used to describe a *global predisposition to avoid communication* that is caused by a variety of elements, e.g. *apprehension, alienation, low self-esteem, introversion etc..* From this

explanation it should be clear that CA functions as a sub-construct of reticence or unwillingness to talk. It is true that reticence and CA have numerous aspects in common but the essential differentiation lies in the fact that reticent people are characteristically silent while in CA it is anxiety that functions as *causative agent producing this characteristic behaviour pattern* (p. 79). An example of CA is e.g. the commonly known phenomenon – *stage fright* – which is a feeling of anxiety or fear in situations such as giving public speech, acting or singing or generally performing in front of an audience that is understood or experienced as observing and evaluating the individual.

The question, then, concern the cause of CA. McCroskey (1977) argued that *CA's cause must lie primarily in a child's experiences during the formative years since a child is probably not born with it*. He further hypothesized that *CA is a learned trait, conditioned through reinforcement for the child's communication behaviours and the school environment is very likely to strengthen the CA*³ (p. 80). One of rationalizations for CA is diversity of family environments that provide and reinforce children's communication patterns. McCroskey (1977) referred to research findings where people largely affected by CA were originally *from first and second generation ethnic families* and also *children brought up in rural environment* (p. 81). Nevertheless, this question has not been closed yet because as he noted, there are still detectable differences between individuals even within a single family which further arouses one's curiosity. For instance Hadziosmanovic (2012) refers to Samuelsson (2011) arguing that *speaking anxiety is a specific social phobia that 15-20% of human population suffers from, and it*

³ McCroskey (1977) explains that CA and withdrawal behaviour are even more reinforced in the school environment as *"the school demands silence much of the time; the child with high CA will find it easy to conform to this requirement but also will observe the aversive stimuli given to the "normal" children who are not silent when the school expects quiet"* (p. 80).

could be a hindrance in studies and life in general (p. 9). Similar outcomes were cited by McCroskey (1977) who suggested that approx 20% of college student populations may be described as having high trait CA (p. 79). This confirms that not insignificant percentage of population has to deal with a variety of symptoms and overcome numerous obstacles caused by higher level of CA, or anxiety in general. These symptoms will be described in the following section.

2.1.4 Detecting and measuring anxiety

Henig (2009) describes a three-way definition to identification of any emotion:

- a. **the physiological state of brain;**
- b. **subjectively described feeling** by the individual;
- c. **behaviour** that is **triggered by experienced emotion;**

and claims that *anxiety can occur at all the three levels*. Moreover, it is noted that, obviously, there are dissimilarities in subjective experience and individuals can perceive hyper arousal of brain either negatively (feel anxiety or tension) or positively as some might *enjoy the sensation as 'alert'*. Differences can be tracked down in subject's behaviour, too. Some people's reaction is repression towards the unpleasant feelings and effort to endure normal behaviour. Other people react by withdrawal. The only uniting features to emotional arousal can be found in the physiology as individuals cannot exert conscious control over their bodily reactions. This three-way differentiation was attested by Scovel (1978) in his definition of a three-way measurement of anxiety. He enumerated behavioural tests that focus on observation of actions or conduct of subjects (*floor pacing by a father in a maternity waiting room* (p. 134)). Use of subject's self-reports describing internal feelings are also made use of (*"I feel uneasy when awaiting the delivery of my first child."*). And, physiological test are employed to measure heart rate,

blood pressure, or palmar sweating, too (p. 134, 135). Some researchers, as McCroskey (1977), differentiate between measurement of state and trait anxiety (p. 81-84). It should be clear that all the three measuring strategies can be applied to measurement and assessment of either state or trait anxiety. This study will make use primarily of self-reports (foreign language classroom anxiety scale) and of acoustic analysis by Praat.

The physiological measuring has been used and interpreted as *an easy and quantifiable indicator of a subject's emotional state* because the physiology works relatively comparably, i.e. physiological responses through the autonomic nervous system are triggered by the limbic system. Scovel (1978), nevertheless, warns that seeming empirical objectivity is an illusion as *there is enormous individual variation in the physiological reactions of subjects under different states of emotional arousal* (p. 135). Moreover, Scovel (1978) did not really praised the two remained techniques (tests and self-reports) either as *they are not as easily quantifiable as the physiological tests* but their advantage lies in their precision in terms of *focusing on a specific affective construct* while in measuring physical reaction one can *only assume to be related to affective involvement* (p. 135, 136).

Now, the issue of how anxiety is explicitly manifested in affected people can be approached. Here, for instance Grös et al. (2007) differentiated between **cognitive** and **somatic symptoms** (p. 369). As far as somatic symptoms are concerned, Henig (2009) reports chest pounding similar to a 'fighting situation' (due to amygdala's hyper action *everything is perceived as disturbing*), more activity within right hemisphere is associated with negative mood and anxiety, recorded is a typical increase of heart rate and blood pressure as well as pupil dilatation as a response to stress that is detectable from *higher levels of stress hormones, cortisol and norepinephrine*. Scovel (1978) added *higher forearm* (others mention general muscular) *tension* (p. 135) while Wörde

(2003) reported *headaches, clammy hands, cold fingers, shaking, sweating, pounding heart, tears, foot tapping, desk drumming* and commented that some students are nervous *days in advance* which has negative effect on other classrooms' performances as well. He noted that anxious students claim that e.g. "*I just completely blank out and everything is like a jumble in my head.*" Wörde (2003) further adds that some students might become impatient or even angry because of experienced frustration, others *start flipping through the books* (p. 8). Henig (2009) completes this list with general observation of *increased motor activity, fretting and crying*. And, McCroskey (1977) pointed out that *some people with high levels of trait communication apprehension have speech problems, such as articulation or voice disorders (and stutters almost always have high trait communication apprehension)* (p. 80).

3 FOREIGN LANGUAGE ANXIETY

This chapter will be devoted to the foreign language anxiety concept (FLA). FLA's correspondence to and grounding in the general notion of anxiety and communication apprehension is undeniable. However, foreign language anxiety belongs to a quite restricted area. The main focus of this section will be to show how foreign language anxiety operates in affected individuals, what the factors influencing the development of higher levels of FLA are as well as how it affects language abilities (speaking, listening, reading, and writing) and the three stages of learning process.

3.1 General introduction to the issue of foreign language anxiety

When processing data from this area of interest it should be first and foremost understood, as Gardner (2007) suggests, that studying a second language is not an identical but rather genuine, specific process that unlike most other subjects *involves taking on elements of another culture*. The fact is that each individual is a member of a specific culture and immediate family environment that are likely to exert influence in terms of *attitudes, beliefs, personality characteristics, ideals, expectations* and these might be also related to *language learning, beliefs about its value, meaningfulness, expectations about what can be achieved, and the importance of various personality characteristics in the learning process* (p. 13). Despite its uniqueness, language learning is not the only area where anxiety is detectable and according to Tran (2012) *research has shown that anxiety is not uncommon in almost all disciplines of learning* (p. 69).

If the attention is now turned to the issue of foreign language anxiety (FLA), it shall be observed that there are numerous definitions. Tran's (2012) listed Young's (1992) description of FLA *as a complicated psychological phenomenon peculiar to*

language learning; or MacIntyre & Gardner's (2004) characterised FLA as *the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning* but it were most likely Horwitz, Horwitz & Cope (1986) who first conceptualised FLA as *a unique type of anxiety specific to foreign language learning* (p. 69) although there were calls for such enterprise even earlier, when for example Scovel (1978) noted that *it might be worthwhile to investigate the possible relationship between physiological measures of emotional arousal and success in foreign language performance* (p. 135). Few years later, Horwitz, Horwitz & Cope (1986) defined FLA as *the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system* which can cause worsening of performance in many areas, e.g. science or mathematics, too. They further specify that naturally, *when anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions* (p. 125) although Tran (2012) admits that *it is possible that students with general anxiety are likely to experience FLA* as well (p. 70).

A significant notion was put forward by Pappamihel (2002) who stressed out that not all individuals can verbalize their language anxiety freely or be specific about their emotional reactions although they report feeling anxious (p. 335). Other people *claim to have a mental block against learning a foreign language*, in spite of being generally good and motivated learners with appropriate attitudes towards the target language and culture. They *may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class*, as Horwitz, Horwitz & Cope (1986) indicated and further argued that *language learning itself is a profoundly unsettling psychological proposition because it directly threatens an individual's self-concept and world-view* (p. 125). Furthermore, it has been observed by Horwitz (2001) that FLA can generate

negative emotional reactions to language learning which is associated with *immature second language communicative abilities*. Adults' communicative skills are seldom challenged in native language communication environment which helps them maintain their self-image of *reasonable intelligent, socially-adept individuals*. Communication in a foreign or second language is of different nature – it *entails risk-taking and is necessarily problematic because it will be evaluated according to uncertain or even unknown linguistic and socio-cultural standards* (p. 128).

The notion of self-concept with focus on self-efficacy and motivation will be reviewed in the appendix section in order to show its relation to FLA. For now, the immediately following section will question the effects and causes of FLA.

3.1.1 *Effects of foreign language anxiety in language learning*

After it has been shown e.g. by Horwitz (2001) that anxiety reactions are detectable in *clinical experience, empirical findings, and personal reports with respect to language learning* (p. 112)), this section will review the recorded effects of FLA so that affected students can be identified and treated appropriately. This identification task might not seem complicated as Horwitz, Horwitz & Cope (1986) argue that *subjective feelings, psycho-physiological symptoms, and the behavioural responses of the anxious foreign language learners are essentially the same as for any specific anxiety* (p. 126). Some of these symptoms have been mentioned in the communication apprehension section. Many researchers list other physiological, psycho-physiological, behavioural or cognitive reactions. To mention just a few, Horwitz, Horwitz & Cope (1986) reported *apprehension, worry, dread, difficulties with concentration, forgetfulness, sweat, have palpitations, avoidance behaviour* (p. 126) and *tenseness, trembling, perspiring, palpitations, sleep disturbances* (p. 129), Young (1991) identified 'fight' responses with

the obvious physiological signs of *sweaty palms, nervous stomachs, accelerated heartbeat and pulse rates* together with tendency to reduce social interactions in many ways (anxious students don't start new conversations and generally speak less). Another reports include feelings of *'freezing up' when called on to perform, forgetting words or phrases learned, nervous laughter, avoiding eye contact, joking, short answer responses*, (p. 429, 430). Woodrow (2006) noticed *blushing, racing heart, stammering and fidgeting, self-deprecating thoughts* (p. 310). Young (1991) recorded that some individuals smile and nod frequently and seldom interrupt others as they feel need to protect their self-image of *friendly, agreeable, polite, interested and even sociable* individuals (p. 429). Avoidance reactions include skipping classes and postponing homework (Horwitz, Horwitz & Cope, 1986, p. 126), or *avoiding speaking in class* and some students might have *elaborate methods to participate indirectly* via sharing the answer and having friends answer it for them, some students *come unprepared, crouch in the last row, or act indifferent* (Young, 1991, p. 430) while others adopt 'ignore-everything' attitude (Pappamihel, 2002, p. 345). Tsiplakides & Keramida (2009) warned that teachers are quite likely to interpret these anxiety reactions in most of the cases as *lack of motivation, or low performance or 'poor attitude'* (p. 40). In other cases Horwitz, Horwitz & Cope (1986) also recorded instances of over-studying as a strategy to compensate for errors that could create even more frustration when the effort is not appropriately awarded, e.g. grades are not improved (p. 126).

These more or less general symptoms of can be completed with behaviour or reactions that are of great importance for this thesis and were reported by Horwitz, Horwitz & Cope (1986). Probably the most crucial is the general claim that FLA has been shown as *affecting the communication strategies students employ in language class* that lead more anxious students to *avoid difficult or personal messages in the*

target language and to use of *different types of grammatical constructions* in comparison to less anxious students (p. 126). Young (1991) argued that *manifestation of anxiety in the foreign language classroom could surface in the form of **distortion of sounds, inability to reproduce the intonation and the rhythm of the language*** (p. 430). Pappamihel (2002) observed that some students with higher FLA values prefer writing tasks or generally, *written and nonverbal formats* to having to speak (p. 345).

The critical notion was cited by Tanveer (2007) positing that ***anxiety can be accurately decoded both through prosodic (stress and intonation pattern), paralinguistic (non verbal) features of vocal communication*** and through visual non-verbal cues (p. 30). The prosodic and paralinguistic features in relation to emotional states will be studied later but their important role should be acknowledged even here.

The following section will provide an assessment of FLA in terms of its relation to language skills.

3.1.2 *Foreign language anxiety and language skills*

One of the most common strategies to the description of foreign language anxiety includes observation of its effect in terms of individual skills within the process of language learning. Interestingly, some research data, cited for instance by Al-Shboul et. al. (2013), show that *the negative relationship between FLA and achievement seems to vary according to the target language and specific skill* (p.39) as well *different levels of language proficiency* (p. 42).

Most of the time, attention is directed to the oral performance. Generally speaking, communicating individuals rely mostly on listening and speaking skills and these have been identified as *anxiety-provoking in foreign language activities*, i.e. these

are causative activities for development of communication apprehension due to experienced *lack of control of oral communication* (Chan, 2004, p. 292, 293). This notion was attested by Sila (2010) who claims that *people are often anxious about their ability to function in a foreign language, particularly in oral/aural situations* (p. 84); by Woodrow (2006) who reported *significant negative relationship between second language speaking anxiety (both in-class and out-of-class) and oral performance* (p. 314, 321) or by Tsiplakides (2009) who states that speaking is *the most anxiety-provoking aspect in second language learning situation* (p. 40). Hadziosmanovic (2012) explains that for an anxious student speaking activities entail *risk of talking too fast, skipping sentences, mumbling, reading notes directly, failing to have an eye contact with the audience* etc. (p. 10). Nevertheless, anxious students might respond well towards some methodologies applied in the class. Horwitz, Horwitz & Cope (1986) showed that drill exercises or prepared presentations are much better endured by students with lower FLA tolerance whereas e.g. role-play activities can pose difficulties such as ‘freezing’ or problems with discrimination of sounds, comprehension of the message or its content (p. 126). Sila (2010) suggests that it is because *listening and speaking demand high levels of concentration in a time frame not controlled by the students*; i.e. anxiety is developed as the students realize that they have only one chance to *successfully process the input or output* in contrast to reading and writing tasks which *allow for correction* (p. 84).

Considerably less researched or studied are reading and writing skills, although it can be concluded that FLA exerts an influence over these as well. Considering native language examination of writing, Horwitz, Horwitz & Cope (1986) imply that *students with higher levels of writing anxiety write shorter compositions* (p. 126). On the other hand, it has been mentioned above that students with CA tend to prefer written over

spoken forms of tasks or communication and some *may even develop higher than normal skills in this form of communication in order to compensate for their perceived inadequacies in oral communication* (McCroskey, 1977, p. 84).

With regard to reading skill, Wu (2011) writes that students reading a text in a foreign language attempt to decode an *unfamiliar script* which, as such, implies chances of *encountering difficulty in processing it* which in turn might lead to frustration and anxiety (p. 279). Furthermore, concerning FLA with respect to its effect on reading capacity, more anxious students are likely to remember less of the text's content in comparison with their less anxious classmates and generally have poorer reading comprehension and reading performance (p. 280, 281).

3.2 The three performance anxieties

The main focus of this chapter will concern the general concept of foreign language anxiety as being related to or consisting of three performance anxieties, namely communication apprehension (CA), test anxiety (TA) and fear of negative evaluation (FNE). This division was originally introduced together with the FLA concept by Horwitz, Horwitz & Cope (1986) (p. 127). These three performance anxieties are tested by the foreign language classroom anxiety scale (FLCAS) that will be reviewed in subsequent section.

3.2.1 Communication apprehension

The notion of communication apprehension has been introduced as a general concept in the preceding chapter. Nevertheless, this section will discuss CA in its close

relation to FLA and might offer its further specification although, naturally, many of the features are shared.

Horwitz, Horwitz & Cope (1986) defined communication apprehension as *a type of shyness characterized by fear of or anxiety about communicating with people*. They also commented that it can create difficulties when speaking in pairs, groups or in public as well as when listening and that it generally plays *a large role in FLA* as students are likely to have limited or no control *of the communicative situation and their performance is constantly monitored*. All these characteristics are more or less typical for the general CA but what is particular for the foreign language class is that it requires communication *via a medium in which only limited facility is possessed* and for that reason individuals might feel extraordinary difficulty in verbalizing their thoughts and ideas as well as understanding others (p. 127). The same characteristics were attested by Tsiplakides (2009) who posits that limited knowledge of the target language causes uncomfortable feelings, discouraging students from participating in speaking (p. 39).

To the general effect of CA (withdrawal and avoidance of communication) McCroskey (1977) added notion that *when people with high CA do participate, their verbalizations are likely to differ from those of people with lower CA* – people with high CA include significantly more rhetorical interrogatives (*you know?, you see?, okay?*), and it has also been found that *highly apprehensive members of brainstorming groups tend to be lower producers of original ideas* (p. 86). Behaviour of people with CA tend to exhibit specific preferences towards seating (avoid places in the front or in the middle), size of the classroom (the bigger, the better), choice of partners (more steady relationships because dating somebody new implies use of communication strategies that might be difficult to follow) or selection of occupation (the less communication is required, the better). In some accounts, people with high CA are perceived by others

(with both high and low CA) as less likeable or sociable, *cool, independent, uncommunicative, disciplined, rational, hard-to-know, task oriented, business-like or cooperative, risk-avoiders, slow to take action, 'go-along' persons, nondirective*. To complete the list, McCroskey (1977) continues by adding that *people exhibiting high tension in their communication behaviour are perceived as less socially attractive, less competent, less sexually attractive, less attractive as a communication partner, less extroverted but of slightly higher character* (p. 88-90). With all these descriptions it is not difficult to infer that they are likely to have an impact on individuals' lives in terms of personal, academic, occupational, economic and social segments.

3.2.2 Test anxiety

Chan (2004) defines test anxiety as *the tendency to view with alarm the consequences of inadequate performance in an evaluative situation* which occurs as a reaction to previous poor performance(s) in test situations that leads students to *develop a negative stereotype about tests and have irrational perception in evaluative situations*. Chan (2004) further notes that some *may have false beliefs in language learning and they habitually put impractical demands on themselves* (p. 293). Among these false beliefs, Tsiplakides (2009) noted that students might understand speaking as a test situation rather than as an opportunity for communication and improvement (p. 39).

FLA with regard to test anxiety can be manifested in students' *persistent 'careless' errors in spelling or syntax* while some learners realize making mistakes made due to nervousness after the test is finished (Horwitz, Horwitz & Cope, 1986, p. 126). Among the reasons that have the potential of creating TA one can find *task difficulty, lack of preparation, poor time management and poor study habits, worrying about past performance, how friends and others are doing, the negative consequence of*

failure etc. (Yahya, 2013, p. 234, 241). It has also been hypothesized that *the higher the students' ability level, the lower the test anxiety* (Young, 1991, p. 427).

3.2.3 Fear of negative evaluation

Horwitz, Horwitz & Cope (1986) put forward that it is because of the particular authenticity of the language learning process that otherwise competent speakers might start to doubt their range of mastered means of communication in the target foreign language, and might feel incompetent due to their limited knowledge which results in self-imposed threats to their own self-esteem. They explain fear of negative evaluation as *apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively*. However, FNE has a broader scope and is not restricted to foreign language learning as it can occur *in any social evaluative situation such as interviewing for a job*.

All things considered, they infer that students may develop acute sensitivity to the evaluative situations (which might be real or imagined) and given the fact that their communicative attempts will be assessed *according to uncertain or unknown linguistic and socio-cultural standards, second language communication entails risk taking and is necessarily problematic* (p. 128). This stand on FNE has been taken, studied and acknowledged by many researchers, e.g. Chan (2004), Young (1991) or Tsiplakides (2009) who write that FNE might be experienced by learners because of their unrealistic expectations towards foreign language learning as they *do not consider language errors as a natural part of the learning process but as a threat to their image, and a source for negative evaluations either from the teacher or their peers* (p. 39).

3.3 Young's six factors

After it has been shown what forms FLA can take and what its symptoms are, it is time to ask what causes it. This sub-chapter will make use of the model established by Young (1991) in which he describes six factors that related to FLA. These will be introduced, even though only briefly, in the next sub-sections. The model has been widely adopted in FLA research, for example by Tsiplakides (2009) who take over all the six types of FLA sources while others, e.g. Chan (2004), in conclusion to his study, defined five sources for FLA: *low proficiency, fear of negative evaluation, competition of games, anxious personality and pressure from students themselves and their parents* as well as five anxiety-provoking situations which were found to be: *tests, speaking in front of others, spelling, incomprehensible input and speaking to native speakers* (p. 287). Looking back at Young (1991), it can be summarized that FLA arises from: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language learning; 4) instructor-learner interactions; 5) classroom procedures; 6) language testing (p. 427). Their brief description shortly follows. Moreover, the appendix section also provides further information on the role of motivation and self-efficacy as significantly relevant aspects to the issue of foreign language anxiety which need to be taken into account when searching for or determining the possible sources of FLA.

3.3.1 *Personal and interpersonal anxieties*

Most of the attention focuses to this category of issues and, according to Young (1991) among its significant sources are *low self-esteem and competitiveness*, especially in cases where *students compare themselves to others or to an idealized self-image*.

Generally put, low self-esteem creates feelings of worry in individuals who stress the importance of being well-thought of and accepted by their peers (p. 427). Young (1991) posits that *anxiety in the language learning context is wrapped up in the phenomenon termed 'club membership' which causes that the affective filter is down when you consider yourself a member of the group* which is essentially desired and driven, especially in children, by the need to identify oneself as a *member of the group that speaks that language* and, therefore, functions as *strong motivation for identification or assimilation to attend to the input very carefully, so that their output will match the input* (p. 428)

3.3.2 *Learner beliefs about language learning*

Learner beliefs are said to be one of the *major contributors to language anxiety*. These beliefs concern convictions about practices that are *important for successful language learning* as they are inferred by the student. Among these belongs the idea that *pronunciation is the most important practice* (a lot of students place great stress on *speaking with 'an excellent accent'*), necessity of *learning vocabulary, communication, memorization of grammar, travelling to a country where the language is spoken, translation and making friends* are accepted as crucial to the outcome of the learning process by many students, as Young (1991) listed them (p. 428). Students might feel overly concerned over *the correctness of their utterances* while their unrealistic expectations (e.g. towards the length of the period of time necessary for achieving good command of the target language) can lead to the development of anxiety. Another conviction is that that *some people are more able to learn a foreign language than others* (Young, 1991, p. 428). Horwitz, Horwitz & Cope (1986) formulated hypothesis

that *beliefs about language learning contribute to the student's tension and frustration in the classroom* when they recorded students' convictions such as *that nothing should be said in the foreign class until it can be said correctly* or *that it is not okay to guess an unknown word*. These students do not realize or cannot accept the fact that *even excellent students make mistakes or forget words and need to guess*. As a result, false or erroneous beliefs function as a factor for the development of anxiety as they *represent impediments to the development of foreign language fluency and performance* (p. 127).

3.3.3 *Instructor beliefs about language learning*

Quite undeniably, the instructors play a major role as they are in the position of creating the classroom environment, *setting up the social context within the classroom*. Young (1991) stresses out that it is faulty for the instructors to adopt any of the following behaviour: constant error correction, not letting the classroom work in pairs/groups fearing this might cause disorder or chaos within the class, or not letting the students speak (teacher talks and teaches while students just sit and listen), treating students like a 'drill sergeant' (p. 248). On the contrary, there is a variety of methodological approaches the instructors can apply to create an environment that would not cause or further develop students' problems with foreign language anxiety. These approaches are described and can be consulted in the appendix to his work.

3.3.4 *Instructor-learner interactions*

Young (1991) noted that it is particularly *harsh manner of correcting students' errors* that is behind experienced FLA as learners reporting *anxiety over responding incorrectly, being incorrect in front of their peers and looking or sounding 'dumb'* feel

concerned about how their peers will judge their mistakes. Nevertheless, some are capable of accepting error correction as a necessary intervention on the part of the teacher but it depends mostly on how (and how often) it is executed and when (p. 249).

3.3.5 Classroom procedures

This source of anxiety concerns particularly *having to speak in the target language in front of a group*, and this anxiety type has been defined as communication apprehension. Some students do report that *oral presentations in front of the class and oral skits as the most anxiety-producing* while other sources for FLA are *oral quizzes, being called on to respond in the target language* (Young, 1991, p. 249). Wörde (2003) recorded examples in which anxious students with FNE eventually started to project frustration and *negative thoughts onto the teacher* and reported that some thought that “*The teacher was trying to make you feel stupid*” (p. 6). This shows that the selection and application of classroom procedures does matter and that language teachers should be supportive and sensitive to the needs of the individuals and the class as a whole.

3.3.6 Language testing

Anxious reactions have been found particularly towards *language test items* (as well as in particular question type, e.g. those not prepared for) and can occur e.g. when students have learned something that was stressed during the classroom but was substituted by different tasks in the test (teaching using the communicative approach x testing via grammar tests) which can lead to frustration and anxiety. Young (1991) also claimed that the more novel, ambiguous or evaluative the situation is; the more apprehension will be experienced (p. 429).

3.4 Three stages of language learning

This sub-chapter describes the general process of language learning to facilitate understanding of how languages are learned in general. This information should be found important for the detection of possible interference with the issue of FLA. It is a model of learning introduced by Tobias (1986) but referred to by many, e.g. MacIntyre & Gardner (1994) and it divides *cognitive processes involved in language acquisition* into three stages: input, processing, and output. Tobias (1986) noted that, in addition to this, obviously, this model's stages should not be understood as *discrete sections* as whilst *the stages themselves may not have clear dividing lines that separate one from the other*; they are *interdependent* (p. 286). MacIntyre & Gardner (1994) detected *significant negative correlations between language anxiety and second language performance at both the Input and Output stages* (p. 298). They further inferred that anxiety experienced at one stage is likely to induce anxiety at other stages, too, and suggest that *students anxious in one context, e.g. French class will likely be anxious in other contexts, e.g. using French* (p. 290). This has been attested by others, e.g. Chan (2004) who pointed out that, anxiety research on the effects of anxiety usually emphasizes the output stage *in terms of production, performance, course grades, and other criteria* (p. 295). Krashen (1985) in Wörde (2003) maintained that *anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition*. He noted that there is marked interaction among *anxiety, task difficulty, and ability, which interferes at the input, processing, retrieval and at the output level* (p. 1).

3.4.1 The input stage

This stage, according to MacIntyre & Gardner (1994) represents *learner's first experiences with a given (external) stimulus at a given time* and its task is to help create *the initial representation of items in memory* which is based on this stimulus in cooperation with *attention, concentration, and encoding*. If a student's feelings are aroused because of anxiety at this stage, due to interconnectedness of all the three stages this will have an *impact on all subsequent stages* because the item's representation in one's brain is of somewhat lower quality, i.e. *fewer items are available for processing or later retrieval*. Reasons for this are numerous, e.g. the teacher or the communication partner might speak too fast or their speech is incomprehensible to the listener while the written material might seem too complicated or complex to follow. This results in the need to ask for repetition or to re-read the text *several times to compensate for missing input* (p. 286). However, Chan (2004) claimed that students can acquire language by *understanding input that is a little beyond their current level of competence* (, p. 311).

3.4.2 The processing stage

MacIntyre & Gardner (1994) define this stage as involving *the cognitive operations performed on the subject matter*, particularly in terms of *organization, storage, and assimilation of the material* (p. 286). This means that the student internally manipulates with the stored items that were taken in at the input stage. Noteworthy is, according to Tobias (1986), that *anxiety impairs cognitive processing on tasks that are more difficult, more heavily reliant on memory, and more poorly organized; each of these increases the demands on processing time* (p. 286). Krashen (1985) inferred that when cognitive function is impaired by anxiety, anxious students *may learn less and may not be able to demonstrate what they have learned, therefore may experience even*

more failure which in turn escalates their anxiety. This, of course, may cause other related problems with self-esteem, self-confidence and risk-taking ability, and ultimately hampers proficiency in the second language (p. 1).

3.4.3 *The output stage*

MacIntyre & Gardner (1994) describe the output stage as consisting of the production of learned material. It is obvious, that performance at this stage is highly dependent on previous stages, in terms of the output organization and the retrieval speed (p. 287). This stage involves demonstration of student's ability to communicate and use the target language. Also, performance at this stage is assessed in tests and oral examinations. Horwitz's (1986) reported students who feel like 'frozen' during the evaluation situation although they claim that they have studied the given material, however, their achievement does not correspond to the time spent learning (p. 287).

4 EMOTIONS IN RELATION TO ORAL PERFORMANCE

The aim of the following section is to review the most significant touchstones that exist in the relationship of emotions and speech. Even only intuitively one it can be agreed that emotions, being undoubtedly essential ingredients of everyday lives, must have certain impact on how people express themselves verbally and non-verbally. It has also been noticed that it is not only about what is said under influence of emotions but, very importantly, how it is said and whether it is in accordance of what has been said, too. It has been postulated by Mozziconacci (2002) that *speech communication conveys more than the syntactic and semantic content of sentences* (p. 1) while Borod et al. (2000) argued that regarding the transfer of emotions, there is a variety of channels that need to be taken into account. In their study Borod et al. (2000) focused on *facial, prosodic/intonational, and lexical/verbal* ones (p. 193). On the subject of the second stage of communicating emotions, i.e. processing (the first part: expression), they stated that it had been agreed by most theorists that an array of components are involved, e.g. *stimulus appraisal, subjective feeling, physiological arousal, motor expression, goal-directed behaviour* (p. 194). The results of their study suggest that for the perception of emotions, all the three above channels are interconnected and they further hypothesise about *a general processor for the identification of emotional stimuli across communication channels; even though facial, prosodic, and lexical stimuli are processed independently through somewhat separate sensory modality systems* (p. 205). Almost identical suggestion comes from Raithel & Hielscher-Fastabend (2004) who posit that *emotional prosody and the perception of linguistic intonation contours seem to be processed by the same or similar brain structures* (p. 7-8).

This clearly shows that prosody is an integral component of communication in general as well as of communication of emotional content and thus deserves further investigation. It can be concluded, according to Metallinou (2011), that *human expressive interactions are characterized by an ongoing unfolding of verbal and nonverbal cue; such cues convey the interlocutor's emotional state* which is constant with variability in its intensity and clarity (p. 2288).

4.1 English language prosody

From a general perspective, the goal of this thesis is to show that emotions do influence spoken performance, and more specifically, that certain emotions can be related to the process of learning a foreign language, i.e. foreign language anxiety, and as such exert a level of influence on how students sound when speaking the foreign language. The stimulus of anxiety on speech of foreign learners of English will be studied from number of perspectives, e.g. grammaticality of the recorded spoken performances, pronunciation correctness, vocal gestures, hesitations etc., but first and foremost is the perspective of prosodic (and paralinguistic) features.

Prosodic features are commonly classified as belonging to the group of suprasegmental features, which in turn are characterized by Clark & Yallop (1990) as *not identified easily as discrete segments* (p. 276) while Pavlenko (2007) defined suprasegmentals as *aspects of speech that involve more than one segment* although it has also been noted that *the three terms, prosodic, suprasegmental, and paralinguistic, are used often in overlapping manner* (p. 49). The following section will attempt to provide a systematic approach to the suprasegmental features of the English language.

4.1.1 Paralinguistic features

Following Clark & Yallop (1990), it should be born in mind that *it is not at all easy to determine whether particular style of speech of delivery is an unconscious habit* (which can also relate to *speaker's anatomy or physiology*), *or a deliberate – and therefore communicative attempt to project a certain personality*. And, quite relevantly to this thesis, they it is further stated that *an obvious example is the effect of nervousness since everybody is familiar with certain features of speech that tell that the speaker is nervous* (p. 276-277). Pavlenko (2007) claims that this category also consists of *vocal gestures such as sobs or snickers, and language specific vocalizations, e.g.: “yuk”*. Nevertheless, *the main paralinguistic feature is voice quality, or timbre of the voice, which is often called ‘the key to the vocal differentiation of discrete emotions’ and as such is a result of voice setting, i.e. the overall posture of the vocal organs for speech, tenseness, the degree to which lips are used in pronunciation etc.* (p. 49, 50). If some other theorists are observed, for instance Clark & Yallop (1990), used the term extralinguistic features, which are, in their definition quite close to what has been suggested by Pavlenko (2007), i.e. they imply that speakers do not usually have an immediate control over these features of voice quality that *reflect the nature of speaker's larynx and vocal tract; while physical illness such as respiratory tract infection may have a profound and pervasive effect on speech* (p. 276). Moreover, Pavlenko (2007) adds that the setting of these varies both among individuals as well as within a language and for instance in English it is common to encounter voice qualities such as *whisper, nasal voice, breathy voice, whiny voice, husky voice, creaky voice, ‘smiley’ voice, and falsetto* (p. 49).

4.1.2 Prosodic features

Pavlenko (2007) points out that this second category of suprasegmentals is often *discussed in terms of three acoustic dimensions, each associated with a cluster of features: a. **frequency** (pitch, tone, intonation); b. **intensity** (loudness and stress); and c. **duration** (rhythm and rate of articulation)*⁴ (p. 50). It should be noted that this approach is slightly different from traditionally accepted Gimson's account (edited by Cruttenden, 2008) although the individual features' definitions remain similar.

In accordance with this division, Clark & Yallop (1990) claim that *pitch, duration and loudness are the principal phonetic correlates; and are fundamental to our perception of emotion, attitude and other such information conveyed in speech* (p. 279).

Another theorist, Roach (2000) suggests that speech without prosody will most definitely sound *mechanical* which creates an obstacle to understanding speech. It is further claimed that particularly intonation has several significant roles: it enables expression of emotions and attitudes, helps distinguish individual phrases and clusters of information, helps to signal the focus of the communicated message and gives prominence, i.e. stress, to syllables whereas in most cases *incorrect stress placement causes intelligibility problems for foreign learners* (p. 91, 163).

The following sub-section includes brief introduction to the English prosodic features as they are defined in various literatures (Roach, 2000; Pavlenko, 2007; Clark & Yallop, 1990; Cruttenden, 2008) which can be accessed for more details.

⁴ Note: This division will be used as a basis for the description of the individual aspects of English prosody in the subsequent section.

Pitch, or fundamental frequency (F_0), as Pavlenko (2007) states, is dependent on *how fast the vocal cords vibrate; the faster they vibrate, the higher the pitch* (p. 50). Clark & Yallop (1990) explain that *this vibration is controlled by muscular forces determining vocal folds settings and tension of the larynx and provide source of energy for the phonation itself*. They also point out that in English, pitch is *the most salient determinant of prominence*; this means that pitch height or generally changes of pitch create the effect of stress rather than loudness or length (p. 280). Pavlenko (2007) mentions the importance of distinguishing between relative pitch (related to speaker's normal pitch range) and absolute pitch while the first is *a better cue for emotional expression* (p. 49). She further posits that in so called intonation languages in which group English, German or Russian can be found; *pitch conveys utterance rather than word meanings* (which is the case of tone languages, e.g. Vietnamese, African); and it is so because intonation (used in reference to *the contour of pitches, high/low*), when combined *with other cues, signal emotions and their degree of intensity* (p. 51).

When it comes to description of **tone**, Clark & Yallop (1990) admit that in general sense *its definition is almost synonymous with pitch*, nevertheless, only a finite number of discrete tones is recognized, e.g. *high, low, falling, rising, or level, and in English tones are part of what is usually called intonation but in many languages* (again, so called tone languages) *tones are more directly associated with syllables or lexical items*, i.e. for instance *a single lexical item /ma/ can actually have four different meanings*, just because a different tone can be used (p. 286). Roach (2000) classifies complex tones as combinations of the discrete tones (*fall-rise, rise-fall*) which have their functions, too (p. 137-139).

To the definition of **intonation**, Clark & Yallop (1990) indicate that it is *often described, somewhat impressionistically, as a matter of 'musical features' or speech*

'tunes or melodies'. They conclude that *it is true that the prosodic features, including aspects as tempo and pitch setting, signal what may loosely be summarized as 'attitudinal' factors (speaker's tiredness, anger).* Nevertheless, they warn that *it would be an injustice to English intonation to suggest that it does no more* because it really does carry semantic functions, too, e.g. *definiteness or tentativeness* (p. 304). Moreover, Pavlenko (2007) explains that because of differences between tone and intonation languages, as well as due to the fact that in different speech communities intonation contour has different meanings, it is obviously possible that these variation might result in misunderstandings in cross-cultural and cross-linguistic communication (p. 51).

In terms of intensity group of prosodic aspects, we need to discuss **loudness** and **stress**. Loudness is defined by Clark & Yallop (1990) as *the perceptual correlate of intensity, which is usually expressed as magnitude of sound pressure variation in the speech signal* (p. 282), to which definition Pavlenko (2007) contributes that *overall loudness is an individual characteristic that is influenced by the context, e.g. the distance between the two interlocutors*. Stress, or prominence, she posits, can be understood as *a point in a stretch of speech that is more prominent than the surrounding context; i.e. the stressed unit can be either syllable, part of a word, a word, or a phrase which is uttered with a greater amount of energy than the unstressed unit*. The prominence is marked by *pitch, amplitude, or duration, or by all of them* (p. 52). Roach (2000) further listed *loudness, length, pitch and different vowel quality, and their combination* among the factors that contribute to syllable being perceived as stressed, while *the strongest effect is produced by pitch (and sometimes length)* (p. 86).

According to Roach (2000), the description of stress is greatly influenced by the unit where it is assigned. Stress is, in fact, multi-levelled and for instance stress of English words is a relatively difficult matter (particularly when compared to languages such as

Czech, Polish or French where its position can be predicted rather effortlessly) while sentence stress generally functions as a focal point assigned by the speaker according to the importance of individual elements of the communicated message (p. 87). The notion of free lexical stress is also attested by Clark & Yallop (1990) who claim that *there is no simple rule that lexical stress always falls on a particular syllable of the word*. Nonetheless, they note that *despite the persistence of the terms 'word-stress' or 'lexical stress', the patterning of spoken English is not based on words* (p. 295).

To the last category of **duration** belong **rhythm** and **rate of articulation**. These two aspects compose, according to Pavlenko (2007) *overall tempo of speech* (p. 53). Clark & Yallop (1990) comment on duration in a sense that *it is a property of sounds or units and as such cannot be separated from the larger context of time and timing in speech production* while another fact is that individual speech segments are of varied durations. However, *overall syllable duration is more important than segment duration, and relative duration more important than absolute duration* (p. 281). Noteworthy also is that, as stated by Clark & Yallop (1990), *while syllable duration is quite elastic, the actual duration is an important contribution to the perceived prominence of the syllable*. Nevertheless, durational relations are language specific and because of that *the way in which rhythmic structure and stress placement are integrated in a given language will also influence duration patterns* (p.381). Pavlenko (2007) posits that *the rhythm of an utterance is made up of a pattern of stresses*, while in a larger sense *rhythm refers to a regular beat that establishes itself in the talk through the even placement of accented syllables in time* (p. 53). But still, Roach (2000) noted that there might be variety even in individuals in relation to the context or situation in which the speech takes place, i.e. *in speaking English one might vary in how rhythmically they*

speak, e.g. public speaking speech types are characteristically very rhythmical while when hesitating or being nervous people commonly speak arhythmically (p. 122-123).

One further observation should be made before this section is closed completely. It concerns the relation of the English language prosody features and Czech speakers. This is essential since all the study participants are Czech students of English. It should be clear that both Czech and English prosodic systems will be necessarily varied in certain features – simply put, English and Czech do not sound the same. This can be observed e.g. in Skaličková's (1979) account of stress, particularly word stress in Czech which she noted to be, unlike in English, automatically placed on the first syllable and basically serves as a signal of the beginning of a new word while in English it has more functions as it can help distinguish a noun from a verb or a phrase from a compound word (Polónyová, 2012). Even such, seemingly minor, differences in stress placement or overall rhythm can be interpreted as a source of possible misunderstandings and worsened intelligibility in cross-cultural communication. Importantly, in the connected speech English words, unlike Czech ones, are subjected to various modifications. One of these is the fact that the quality of vowels in English often undergoes variety of changes in correspondence to many factors while Czech unstressed syllables do not lose almost anything from their acoustic features (Polónyová, 2012, p. 25). Another notion is that significant, particularly for English, are differences in minimal and maximal ranges of intonation and pitch values which is unlikely in Czech. All these, and probably few more differences, add to the overall impression that the two languages, Czech and English, do not essentially sound the same which could, naturally, impose limitations for the learners to acquire desired skills in the use of English prosodic features that could be successfully applied in the course of individual's spoken performance. From

the author's personal observation, English language teachers generally yield most attention within their classes to development of other aspects of the foreign language competency, particularly grammar and vocabulary, and therefore, awareness of prosodic features, both on instructors' and students' parts, is very often absent. As a result, since Czech learners of English do not focus (or are not instructed to focus) on suprasegmental features, together with the general tendency in the Czech language for monotonousness and flatness, in numerous cases Czech students of English sound robot-like in their spoken performance which can also be incomprehensible due to these factors. It will be the aim of the practical section to reveal to which extent the study participants' performances are changed in terms of desired use of prosodic features with change in the speaking context. The analysis could also reveal lack of command over the expression of these features in general and, could show that anxiety is expressed by changes in loudness, monotonousness and overall tempo of speech which is, however, yet to be confirmed or rejected.

For now, this section can continue by an observation of how all these aspects work together in communication of feelings. The subsequent section aims at explaining how anxiety is indicated by the above mentioned suprasegmental features.

4.2 Vocal cues of anxiety in speech

This chapter is included in order to shed more light onto the question how emotions, in this case anxiety (as well as fear), are displayed in oral performances. Although the focus of this thesis are foreign learners of English and their vocal cues to feelings of tension, nervousness and anxiety, one can assume that similar vocal indications will be present in other groups of speakers as well in whom there are

whatever reason to feel anxious. But it also might be that speakers with FLA are much more prone to displaying their discomfort. This shall be seen in the analysis of the individual recordings and cannot be straightforwardly answered yet.

There always are individual differences which makes it almost impossible to draw general conclusions. Pavlenko (2007) even admits that together with *individual differences, context, and L2 proficiency* it is also *the level of anxiety experienced by the L2 speakers* that plays a significant role in this issue (p. 71). Pavlenko (2007) does not doubt ‘prototypicality’ of *some vocal cues to affective meanings* while she admits that they are still inherently ambiguous and context-dependent which is probably the greatest obstacle to the design of *vocal profiles for emotions* (p. 48). Nevertheless, this study’s focus is on the comparison of individual speakers in relaxed and highly stressful conditions in relation to their reported levels of anxiety which should help reveal real correlations between anxiety and individual oral performances while it also should illustrate how subject’s speech is changed under stressful situations. This rationalizing is in agreement with Pavlenko (2007) who, in reference to Frick (1985), also maintains that *some states, such as anxiety, may be characterized exclusively by the divergence from the usual pattern, but the direction of such divergence in terms of pitch, loudness, or rate of articulation will vary from speaker to speaker* (p. 48).

From a general perspective, Mozziconacci (2002) claims that prosodic cues are always employed on both ends, by the speaker as well as the listener, and serve both to encode and decode communicated message; for which reason their role is crucial in structuring the discourse as it helps signal the focus of the message. Mozziconacci (2002) summarizes that *prosodic cues provide information such as the speaker’s gender, age, and physical condition, and the speaker’s view, emotion, and attitude*

towards the topic, the dialogue partner or the situation (p. 1) while Metallinou et al. (2011) add that prosody suggests the level of activation of the speaker (p. 2288).

If the attention is turned to the general notion of emotions for a moment, it shall be observed, in for instance Kring & Sturat (2008), that *there is fairly good consensus that emotions are adaptive and serve important functions*. From broader perspective, *emotions are complex systems that developed through the course of human evolutionary history to prepare an organism to act in response to environmental stimuli and challenges*. However, they continue, emotions are interpretations, composed of variety of aspects, e.g. *behavioural or expressive, feeling or experiential, and physiological*. These features are always *coordinated within the individual* and perform *number of important intra- and interpersonal functions* (p. 313-315).

4.2.1 Prosodic features of anxiety

This sub-section will review various descriptions of anxiety, as well as fear, in terms of their prosodic aspects. Fear will be included in this assessment because, as Banse & Scherer (1996) note, fear and anxiety belong to the same emotion family (p. 622) so their prosodic aspects are quite likely to be similar, if not identical. They also maintain that anxiety is expected to be comparable especially with panic fear as these two emotions compose an emotion pair (another pairs are e.g. sadness and despair, hot and cold anger) for which it is typical to be *similar in quality and differ mainly in intensity* (p. 616). Besides, fear is included in this review due to the fact that a thorough description of anxiety alone is very scarce in the available literatures at the moment. With fear, following Banse & Scherer (1996), one can expect *high arousal levels* which is in considerable acoustic agreement with its vocal cues; this is supported by evidence

of increased mean F_0 (which has been detected in *milder forms of the emotions such as worry or anxiety*, too), extended F_0 range and *high-frequency energy* while reports also show faster rate of articulation (p. 616). When assessing fear, Pavlenko (2007) agrees that pitch level is high (but lower than in anger) and attests to the occurrences of expanded pitch range with occasional high peaks, intonation is reportedly rising while accompanying paralinguistic features are e.g. *falsestto, irregular voicing, precise articulation*. For anxiety Pavlenko (2007) comments that high pitch levels, soft loudness and paralinguistic features similar to singing have been reported (p. 46-47). '*Nervous giggles*' that could indicate *apprehension, anxiety, shame, or embarrassment* are furthermore included (p.50). It could also be expected that in cases where anxiety confines with depression, *narrow or reduced pitch range, monotonous speech, and incongruent contours* can be traceable as these are *vocal correlates of depression in English* (p. 68). Other studies, e.g. Marcos et al. (1973) suggests that *dysfluencies, hesitations, and pauses in the speech of L2 users may be caused by anxiety about communicating in the less proficient language, as well as by on-going lexical searches, and should not be taken as evidence of a lack of affective involvement* (p. 71).

II PRACTICAL SECTION

The objectives of the following section are several. First step will be taken towards an introduction of the Foreign Language Classroom Anxiety Scale (FLCAS) as it is one of the first tools introduced for the measurement and overall assessment of the foreign language classroom anxiety (FLCA). This introduction will serve as an information background for the subsequent analysis of results obtained by administration of the very same scale among the study subjects (who will be briefly introduced in later section of this chapter). The findings of the questionnaire analysis will be analysed and summarized so that they can be subsequently correlated with the assessment of individual sets of recordings submitted by the individual study participants. The procedure applied for the assessment of the recordings will be as follows. Each study participant's recordings will be studied individually so that maximum possible distinction between the two environments (home and school) in which the recordings took place can be made. The means for analysis of the recordings will be manifold, e.g. a program for depiction of intonation contours and pitch ranges will be employed. Another methodology consists of an assessment of the spoken performances. The results will be contrasted to the FLCAS results so that a relation between FLA and individual spoken performances can be established.

The final results of this section shall eventually allow overall conclusion of the study and provide evidence for confirmation or rejection of the hypotheses of this work.

5 FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

This section will begin with an introduction of the questionnaire employed for the assessment of the level of foreign language anxiety as subjectively perceived by the individuals participating in this study.

The Foreign Language Classroom Anxiety Scale was designed by Horwitz, Horwitz & Cope (1986) and consists of 33 statements which aim at an evaluation of communication apprehension (CA), test anxiety (TA) and fear of negative evaluation (FNE) that have been showed as related to FLA (p. 129). For instance CA can be take the form of nervousness experienced before or during a speaking task and is tested by items no. 1, 9, 14, 18 or 27 in the scale. TA is reflected e.g. in items no. 8 or 21 while FNE is questioned in items such as no. 7, 23, 31. Each statement is to be rated or graded on a five-point Likert scale with rages from 1 (strongly agree) to 5 (strongly disagree). Nine of the statements are negatively worded, 24 are worded positively. The total scores can range from 33 to 165 points. Generally concluded; the higher the score, the higher the FLA (Tran, 2012, p. 71). This scale was designed to reflect the findings of Horwitz et al. (1986) in their previous empirical research in which they invited *students in beginning language classes at the University of Texas to participate in a 'Support Group for Foreign Language Learning'* (p. 128-129).

The FLCASs of the present study were distributed among seven students of the English philology program at the University of Jan Evangelista Purkyně in Ústí nad Labem who were all, at the moment of filling in their questionnaires, completing their Bachelor's degrees of the program. Four of the participants were females (57%), three of them were males (43%). All were of approximately the same age, although their exact age was not recorded. The study will make use of their first names (or numbers

assigned to them); their last names shall be kept anonymous to maintain their privacy. The same students were later asked to allow recording sessions, which procedure will be described afterwards. The participants were administered the original scale in the English language and were allowed as much time as they needed to complete it as well as to ask any supplementary questions. A blank sample of FLCA questionnaire can be consulted in the appendix while the overall results will be presented shortly. For better orientation within the subsequently presented materials, table 1 with students' first names and assigned identification numbers can be consulted.

Table 1 List of students' names and assigned number

Student no. 1: Kateřina

Student no. 2: Rostislav

Student no. 3: Marie

Student no. 4: Petr

Student no. 5: Alena

Student no. 6: Daniel

Student no. 7: Anna

5.1 FLCAS overall results

This section shall present scores obtained by the individual participants as well as a general summary. The answers recorded in the submitted questionnaires are depicted in the following table 2 where the first line depicts the overall percentage of students who selected the respective alternative while the second line always enumerates those participants who decided to mark the corresponding answers.

Table 2 FLCAS items

	SA*	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	29%**	14%	43%	14%	0%
	5, 7	6	1, 2, 3	4	–
2. I don't worry about making mistakes in language class.	0%	14%	29%	57%	0%
	–	2	3, 5	1, 4, 6, 7	–
3. I tremble when I know that I'm going to be called on in language class.	0%	29%	0%	57%	14%
	–	5, 7	–	1, 3, 4, 6	2
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	0%	0%	43%	57%	0%
	–	–	1, 5, 7	2, 3, 4, 6	–
5. It wouldn't bother me at all to take more foreign language classes.	43%	43%	14%	0%	0%
	1, 2, 3	4, 6, 7	5	–	–
6. During language class, I find myself thinking about things that have nothing to do with the course.	0%	29%	43%	29%	0%
	–	3, 5	1, 4, 6	2, 7	–
7. I keep thinking that the other students are better at languages than I am.	14%	14%	57%	14%	0%
	6	1	2, 4, 5, 7	3	–
8. I am usually at ease during tests in my language class.	0%	0%	71%	29%	0%
	–	–	1, 2, 3, 4, 5	6, 7	–
9. I start to panic when I have to speak without preparation in language class.	14%	14%	0%	71%	0%
	5	7	–	1, 2, 3, 4, 6	–
10. I worry about the consequences of failing my foreign language class.	0%	29%	29%	43%	0%
	–	2, 6	5, 7	1, 3, 4	–
11. I don't understand why some people get so upset over foreign language classes.	0%	0%	14%	71%	14%

–	–	2	1, 4, 5, 6, 7	3
12. In language class, I can get so nervous I forget things I know.				
14%	14%	14%	57%	0%
5	7	4	1, 2, 3, 6	–
13. It embarrasses me to volunteer answers in my language class.				
0%	14%	29%	43%	14%
–	5	1, 7	2, 4, 6	3
14. I would not be nervous speaking the foreign language with native speakers.				
0%	57%	14%	29%	0%
–	1, 2, 5, 7	6	3, 4	–
15. I get upset when I don't understand what the teacher is correcting.				
0%	57%	29%	14%	0%
–	1, 3, 5, 6	4, 7	2	–
16. Even if I am well prepared for language class, I feel anxious about it.				
0%	71%	0%	29%	0%
–	1, 2, 4, 5, 7	–	3, 6	–
17. I often feel like not going to my language class.				
0%	0%	43%	29%	29%
–	–	1, 4, 7	5, 6	2, 3
18. I feel confident when I speak in foreign language class.				
0%	14%	29%	57%	0%
–	2	3, 4	1, 5, 6, 7	–
19. I am afraid that my language teacher is ready to correct every mistake I make.				
0%	14%	29%	57%	0%
–	1	2, 7	3, 4, 5, 6	–
20. I can feel my heart pounding when I'm going to be called on in language class.				
0%	57%	0%	43%	0%
–	1, 2, 5, 7	–	3, 4, 6	–
21. The more I study for a language test, the more confused I get.				
14%	0%	29%	57%	0%
2	–	1, 6	3, 4, 5, 7	–
22. I don't feel pressure to prepare very well foreign language class.				
0%	43%	43%	14%	0%
–	1, 2, 4	3, 5, 7	6	–
23. I always feel that the other students speak the foreign language better than I do.				
0%	43%	57%	0%	0%
–	2, 4, 6	1, 3, 5, 7	–	–

24. I feel self-conscious about speaking the foreign language in front of other students.	0%	29%	29%	43%	0%
	–	2, 7	1, 4	3, 5, 6	–
25. Language class moves so quickly I worry about getting left behind.	0%	43%	43%	14%	0%
	–	2, 5, 6	1, 4, 7	3	–
26. I feel more tense and nervous in my language class than in my other classes.	0%	14%	29%	57%	0%
	–	7	4, 5	1, 2, 3, 6	–
27. I get nervous and confused when I am speaking in my language class.	0%	29%	57%	14%	0%
	–	5, 7	1, 3, 4, 6	2	–
28. When I'm on my way to language class, I feel very sure and relaxed.	0%	29%	57%	14%	0%
	–	1, 7	2, 3, 4, 6	5	–
29. I get nervous when I don't understand every word the language teacher says.	0%	14%	29%	43%	14%
	–	2	4, 7	1, 5, 6	3
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	0%	57%	14%	14%	14%
	–	2, 5, 6, 7	4	1	3
31. I am afraid that other students will laugh at me when I speak the foreign language.	0%	14%	29%	43%	14%
	–	6	4, 7	1, 2, 5	3
32. I would probably feel comfortable around native speakers of the foreign language.	0%	43%	57%	0%	0%
	–	1, 3, 7	2, 4, 5, 6	–	–
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	14%	29%	29%	29%	0%
	5	6, 7	3, 4	1, 2	–

* SA = strongly agree; A = agree; N = neither agree nor disagree; D = disagree; SD = strongly disagree

** Data in this table are rounded to the nearest whole number, i.e. percentages may not add to 100 due to rounding.

The review of recorded answers of individual participants with overall percentages for each item were presented to ground analysis that is to follow in an attempt to provide a general conclusion of the answers recorded in the administered questionnaires. The aim is to highlight important findings that would facilitate generalisations for the question of anxiety-spoken performance interrelation. Individual study participants' responses will be addressed in a subsequent examination. The results drawn from the two recordings sets shall be related to the results of the questionnaire for each participant individually so that the role of the environmental change and measured anxiety level can be fully investigated.

The above table 2 clearly shows that 43% of the participants do not feel any particular tension when speaking in the foreign language class. In relation to this, the same percentage of students does not feel embarrassed to voluntarily answer a question in a foreign language class. Even greater number of participants, 71%, rejects feelings of panic when speaking without preparation, and over half of them (57%) reject forgetting things due to experienced nervousness. However, 28% strongly agree or admit feelings of panic and tendency to forget in such occasions. Moreover, in over 50% of cases they admit feelings of worry (nevertheless, not always accompanied by physical symptoms: trembling was recorded in 29% and pounding heart by 57% of cases) when it comes to the actual performance which is interesting because on the whole, the same amount of participants, i.e. 57% of them (but not necessarily the same participants, of course) state they would not feel nervous when communicating with a native speaker of the studied language. Moreover, 57% also claim that they do not evaluate competency of other students in their class neither as better nor as worse than their own, although 43% feel that in speaking they are surpassed by their peers.

Interestingly, the participants, i.e. students of English philology, might have already come to a realization that it is not essentially important to understand the full content of the input (which is in contrary to instances of unrealistic expectations of some students concerning the process of language learning) which is reflected by their relative ease towards the teacher's input that might not be fully understood by them (43% do not experience any particular problems and 57% actually disagree that they would be negatively affected by their incomplete comprehension of the instructor's input). Another item revealed that majority (71%) of the participants do not feel distinctively stress-free while taking part in a written test and 29% reject feeling, literally, at ease.

Therefore, it is surprising that 57% report worry when speaking (and only 14% actually admit they would feel confident about their performance) although it has been shown that they do not feel markedly less competent in the target language than their peers, they are quite flexible in cooperating even in situations with incomplete instructor's input and are open to communication with the natives. The reason for this might lie in the fact that 57% feel overwhelmed by the number of rules that must be learned to speak the foreign language. Undoubtedly, in some other classes the impulse for feelings of worry also might be motivated by fear of being laughed at (but here it has not been attested as over half of the participants disagreed with this being the case).

The tendency for avoidance strategies (not going to class) as a response to experienced anxiety was not fully attested here either. It can be seen that although 71% of participants report feelings of anxiety (even in situations when they have actually prepared in advance), 58% of them do not report temptation to skip the class (and 29% actually feel relaxed when going to the class) while remaining 43% do not have anyhow distinctively clear opinion about not going to the class.

The conclusion that can be drawn from the above presented FLCAS at this point is in accordance with Horwitz et al. (1986) who similarly state that *foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning* (p. 130). It can be seen that in 71% of cases students declare feeling of anxiety although they might relate it to various aspects of the foreign language class. As this review treats the overall results of the tested group and does not pay any particular attention to the individual participants it is impossible to conclude the general impetus for anxiety but ideally, it will be easier to determine motivation for anxiety in the individuals in the subsequent section.

5.2 Individual FLCAS results

When assessing the results obtained in the administered FLCAS it was possible to arrive at very general conclusion concerning the overall results of the group of tested students. It has been recorded that at least 71% of participants feel, under variety of circumstance, anxiety. The results have pointed to the fact that there is a tendency to feel negatively affected by the possibility of being incorrect in production of the target language (57% worry about making mistakes) while 14% strongly disagree and 29% disagree with statement in item no. 11: *"I don't understand why some people get so upset over foreign language classes."* The feelings of worry about making mistakes and other anxiety sources (speaking tasks, fear of being laughed at by peers that could be further intensified by instructor's inappropriate error correction) can be traced in around 85% of students. Many other generalizations could be made concerning the overall results of the tested group. However, the table 3 shall present results from a slightly

different perspective as it will demonstrate a summary of individual scores and can serve as a reference for the examination of individual results, too.

Table 3 Descriptive Statistics for Foreign Language Classroom Anxiety Scale

Possible range	Actual range	Mean	Standard deviation
33-165	82-112	96	10.97

As seen in the table, the possible score range for each individual is between 33 to 165 points (the generalization *the lower the score, the lower the FLCAS* can be applied). The individual scores of the participants are somewhat concentrated in the medial positions (the least anxious student scored 49 points more than the minimum, which equals here the lowest anxiety level while the most anxious student reached the score of 112 points which means that he lacks just 53 points to reach the maximum highest score). The assertion that the study participants all reach somewhat medial scores can also be attested by the fact that while the mean (which is the average of all scores, i.e. a result of summing up all scores and dividing them by the total number of all scores) of the original FLCAS is 99 points, the table shows that the mean average of all the study participants is 96. The last item in the above table is standard deviation which measures variability in scores, for the results of this study it is almost 11 points. For comparison, the study introduced by Wilson (2006) recorded FLCAS standard deviation to be 19.34 points. This shows that Wilson's (2006) results were much more varied (p. 221).

Now, the focus shall turn to results and generalizations of the individual questionnaires. The answer sheets collected from all the participants with marked answers and points that were given to them with overall score and frequency for each

point can be consulted in the appendix. The figures recorded in the answer sheets were selected because it might be interesting and relevant to study the grading system used by the individual students since there were marked differences in how frequently individual participants assigned the most extreme grade to the items, i.e. some tended to neither agree nor disagree with the items most of the time while others expressed (strong) agreement or disagreement more often. The appendix offers a graphic display of the items selected by the individual students with points that were assigned to them. This section shall process the obtained data and provide a commentary.

5.2.1 Kateřina

The score of student no. 1 was 92 points, which is actually the 3rd lowest that has been scored and is 4 points below the mean value of the overall results. The frequency table also shows that the student in her answers decided not to be very radical as she expressed strong opinion in just one case, i.e. for item no. 5 where she strongly agreed with the statement: *“It wouldn’t bother me at all to take more foreign language classes”*. This shows that the student does not feel any anxiety towards the study of the target language. However, this is in contradiction to what she admits later in item no. 16: *“Even if I am well prepared for language class, I feel anxious about it.”* or item 20: *“I can feel my heart pounding when I’m going to be called on in language class.”* Nevertheless, she takes indifferent position towards speaking activity itself as in 27 she neither agrees nor disagrees with the statement: *“I get nervous and confused when I am speaking in my language class.”* To see where the potential reasons for experiencing anxiety are, the items with the highest score should be attended. In fact, this situation occurs in 8 instances, for items 2, 4, 11, 15, 16, 18, 19 and 20. If these are examined, it

can be seen that this student admits fear of making mistakes (2) which goes hand in hand with her negative feelings towards anticipation of instant and permanent error correction (19). Not only it can be unpleasant for this student when she does not comprehend the teacher's input in the target language (4), incomplete understanding regarding the correction of her mistakes can also make her feel upset (15). This can be interpreted as an explanation of why, in item 18, she disagrees with the statement: "*I feel confident when I speak in foreign language class*". As it could have been observed earlier, the possible conclusion is that the main source of anxiety of this student lies, mostly, somewhere among the classroom factors, particularly in the role of the instructor. This was also attested in her response to items 8 and 21 (where she does not express any particular tension towards written tests nor does she admit tendency to become forgetful or confused as a result of experienced anxiety during this activity). It has been noted even earlier that the role of the teacher cannot be belittled as he or she has the responsibility to facilitate the target language and his or her preferences for approaches towards the taught material as well as methodologies adopted for error correction can be directly related to the level of anxiety experienced by the students.

This student had difficulty to take a position towards variety of statements; these include items 1, 4, 6, 8, 13, 17, 21, 23, 24, 25, 27. It could be said that she feels somewhat indifferent towards volunteering answers in the class (13) or being tempted to skip the class completely (17). The student expresses neutral position also towards the statement 24 which regards her feeling self-conscious about speaking the foreign language in front of the other students (item 1 is also related) as well as item 23 which concerns her feelings towards performance of the other students. From these responses it can be understood that she does not experience any severe problems with her self-esteem as she does not manifest any particular fear of being negatively evaluated by her

peers (which she attested in item 31). Lastly, this examination should not omit items where she scored the least (2 points), i.e. these are the least stressful. Reportedly, the student does not feel any anxiety towards the consequences of failing the foreign language class (10) nor does she feel overwhelmed by the number of rules you have to learn to speak a foreign language (30).

In conclusion, the main anxiety agent or trigger for this student, according to the recorded answers, is making mistakes in the production of the target language and the role of the language instructor in a particular relation to error correction and incomprehensible input. Generally, the student does not suffer from elevated levels of CA (she also agreed that being around and speaking to the native speakers would be comfortable). The student does not show any significant physical signs of anxiety (no trembling, item 3) although she admits pounding heart (20). The final summary is:

- **marked fear of making mistakes, incomprehensible teacher's input plus incomprehensible error correction and error correction itself;**
- **lower CA (not worried about the speaking activities), lower TA and lower FNE on the part of her peers.**

5.2.2 *Rostislav*

The answer sheet of student no. 2 indicates that he has reached the second lowest score, i.e. 86 points. Considering that the maximum value assigned to the most anxious participant of this study was 112, this student shall be regarded as one of the least anxious participants. Given the fact that the mean average for all the participants is 96 points and standard deviation a little below 11 points, this student still reaches values that are below the average for this study. Nevertheless, lower score does not necessarily

mean that the participant is not, under specific circumstances, influenced by feelings of tension or anxiety. To search for possible anxiety-inducing elements in this student, the items that brought him the most points need be analysed.

The student gained the maximum score, 5 points, for two items in the scale (it needs to be said that some other participants did not take such intensive stance against any item in the questionnaire but still have reached higher score, which shows that to reach higher anxiety score one needs to show consistent tendency for anxiety reactions towards language learning environment). These items are no. 16: *“Even if I am well prepared for language class, I feel anxious about it.”* and 21: *“The more I study for a language test, the more confused I get.”* It could be hypothesized that item 21 explains the other, 16. However, other elements can be seen as influential, too, and for instance his worry about item 21 can be induced by feeling overwhelmed (stated in item 30) by the number of rules needed to learn to speak a foreign language. In other statements, e.g. no. 8 (*“I am usually at ease during tests in my language class.”*) the student does not express anyhow stronger opinion towards the item (neither agrees nor disagrees) which would otherwise even more support the interpretation of the anxiety source to be in test-taking situations. But still, the student admits feeling of worry towards the consequences of failing his foreign language class (10) which probably, together with worry about the full possible comprehension of the instructor’s input (29), can cause feelings of nervousness as well as heart pounding in anticipation of being called on in the language class (20). All these factors then could explain why this student shows tendency to belittle his language skills as he states (23) that: *“I always feel that the other students speak the foreign language better than I do.”*

If we observe the other end of the spectrum, this student denies other physiological symptoms of anxiety, i.e. trembling (3) or avoidance strategies such as

item no. 17 that regards skipping the class (or thinking about something unrelated, item no. 6) and, on the contrary, admits that he would not mind taking even more language classes (5). The second lowest score (2 points) was assigned to this student in most of the cases as he expressed agreement or disagreement with almost 50 per cent of items (16 items out of 33). This means that e.g. he does not show tendency to fear negative evaluation on the part of his peers (31) and actually feels self-conscious about speaking the foreign language (18, 27) as well as in front of other students (24).

Student no. 2 focuses on correct production of the target language and therefore is quite aware of vast number of rules that need to be adhered to which causes him to feel overwhelmed. He expresses mild tension towards the comprehension of the teacher's input that he feels is necessary to understand completely and he also has tendency to perceive his peers as more competent users of the target language (which, on the other hand, does not make him withdraw from classroom activities as he is not afraid of being laughed at by his peers, items 31 and 24). All this somewhat contributes to stated heart pounding during language class although he strongly denies trembling in the same situation. However, generally speaking, this student does not seem to have any particular difficulties with coping with the language class. He also indicates ability to react spontaneously to questions, i.e. does not feel nervous when speaking without preparation (33, 9, 12) and in comparison to other classes, he does not seem to be more tense or stressed in the language classroom (26). The summary of the main features is:

- **lower anxiety level towards foreign language class without markedly specified source of stress, only general feeling of tension towards the language learning process, especially the complexity of the target language** (*"The more I learn, the more I get confused"; "I get overwhelmed by the number of rules that need to be learned"*).

5.2.3 Marie

Student no. 3 has reached the lowest score (82) among participants in this study so generally put, she should have the lowest level of anxiety related to the study of the English language. The following analysis will try to summarize the most typical elements that, nevertheless, could induce mild anxiety reactions as well as areas or tasks in which the student feels most comfortable.

The student was assigned the highest possible grade (5 points) in just one item, i.e. no. 11: *"I don't understand why some people get so upset over foreign language classes"* where she indicated strong disagreement. This does not necessarily mean that the student herself experiences FLA but more likely has developed understanding for chances of such feeling to occur in others, too. On the other end of the spectrum the student has indicated in six instances strong agreement (or disagreement) which brought her just one point showing the least anxious reaction towards items 5, 13, 17, 29, 30, and 31. This implies that the student does not feel any degree of embarrassment to volunteer answers in language class (13) or fear of being laughed at (31) when speaking in front of the peers. She does not seem to feel inhibited in her performance by the target language complexity (30, 21) nor she experiences need to avoid the language classes (17) and, on the contrary, actually would not be bothered to take even more foreign language classes (5). The student states she does not experience nervousness even when the teacher's input is not completely understood (29) while a situation in which she would not understand what the teacher is correcting could make her feel upset (15). However, the instances where she reached 4 points for each statement could help explain in which situations she is likely to experience some degree of anxiety. These statements include items no. 6, 14, 15, 24, and 25. As it can be observed, in

comparison to other study participants, student no. 3 has decided to agree or disagree (and therefore get 4 points) in 5 instances while students with higher scores (which should equal to higher anxiety level) showed tendency to exhibit agreement or disagreement in more than 10 cases (the most anxious students 12-13 times). This shows that for student no. 3 there are rather few anxiety causative elements. From her answers it can be suggested that although she does not fear being humiliated by others (31), she still exhibits lower self-esteem as she feels uneasy when speaking the foreign language in front of other students (24) as well as the native speakers (14). Interestingly, her apparent lower self-esteem for speaking tasks does not cause her to belittle her target language communicative capacity in comparison to her peers whom she does not see as markedly better than her (7, 23) . Interestingly she attests to the tendency to be easily distracted during the class and agrees that she finds herself thinking about other things unrelated to the course (6) as maybe she perceives the class to be lengthy (25).

On the other hand, there are quite many instances where she scored only 2 points, i.e. the student denies trembling (3) or having problems with pounding heart (20) when being called on to speak (3) or even panicking when speaking without preparation (9). She further rejects being worried about the consequences of failing the course (10), or being frightened when the teacher's input is incomprehensible (4) and she also disagrees with experiencing nervousness of such degree that would cause her forget the learned material (12) or nervousness at all when she is prepared for the class (16). And, to complete the analysis, in 9 cases out of 33 she did not take any strong stance towards the statements (1, 2, 8, 18, 22, 23, 27, 28, and 33). This means that she cannot say whether she feels sure of herself or not when speaking in the foreign language class (1, 18) nor she takes positive or negative attitude towards making mistakes (2) in the class in general, or when taking tests (8). She does not express any strong opinion about

being nervous and confused when speaking in the language class (27), nevertheless, she does not feel sure or relaxed when going to the class either (28).

The answers indicate that this student is in general sufficiently confident while participating in all the tasks that are involved in the language class and generally does not consider the foreign language class to be more anxiety-inducing than other classes (26). Although she seems to have an active attitude towards participating in the class, she still exhibits lower self-esteem in some aspects of the class. Nevertheless, FNE as the source of anxiety can be most likely rejected. More likely she exhibits lower self-confidence when it comes to spoken interaction with native speakers and students, so a slight CA can be traced. A particular instance that has been found to induce anxiety is incomprehensible error correction on the part of the teacher (while she does not experience marked uneasiness towards being corrected in general, 19). In conclusion, the typical features of this student are:

- **active attitude towards the foreign language class** (*does not fear to answer questions nor worries about being laughed at by the peers*);
- **lower self-esteem in some aspects, especially when speaking with peers and natives = slight CA which seems to be balanced by healthy confidence in other aspects;**
- **tendency to be distracted easily and upset when not understanding what the teacher is correcting.**

5.2.4 Petr

The next analysis will focus on the answers of student no. 4. This student, with score 92 points, also belongs to the group of less anxious students of the study although

in some respect he can be considered somewhat marginal. Nevertheless, it must be born in mind that in most of the cases (17 out of 33) he decided not to express either positive or negative opinion about the statements which is quite different from all the other participants who had tendency to be more unambiguous. He did not mark a single 5-graded or 1-graded item and for only 5 items he gained 4 points for each while in 11 cases he was assigned 2 points which brought him classification among other less anxious participants. The items (2, 11, 14, 16, 23) which gained him 4 points will be surveyed first as it might help indicate most influential stressors.

The student clearly shows tendency to worry about making mistakes in the foreign language class (2) and about speaking with the natives (14). He also admits that his anxiety about the language class prevails even in situations when he has prepared well and in advance (16). These responses can be probably related to expectations of his performance being worse than of his peers (23). All the mentioned elements can be understood as the strongest factors in inducing anxiety in this student. From different perspective, however, the student rejects physiological symptoms such as trembling (3) or pounding heart (20) or panicking (9) when speaking without preparation. It can also be observed that the student feels relatively confident when speaking in the class in general (1), when volunteering answers (13), when not understanding the teacher's input (4) or being corrected by the teacher (19). Failing the course (10) does not seem to be a factor inducing anxiety at all and in fact even more classes could be attended by the student (5) without experiencing negative feelings. In contrast to other participants, student no. 4 agrees that the amount of effort he makes in an attempt to be competent in the target language is equal to the result of his learning, i.e. anxiety does not have debilitating effect in this participant, especially in terms of language tests (21). In spite of this, in majority of cases the student did not indicate anyhow stronger or distinctive

opinion. This creates an obstacle to the analysis of his most typical features so at least a tentative interpretation shall be attempted.

Concerning FNE, participant no. 4 shows no fear directly linked to being laughed at when speaking (31) and by and large does not evaluate his foreign language competency as lower or higher in comparison to his peers (7). Neutral attitude is also expressed towards his general speaking ability, as can be seen for instance in item no. 18 concerning confidence when speaking, in item no. 24 when speaking directly in front of other students or when being around the natives (32) while item no. 27 regards nervousness and confusion which is showed as not particularly marked either (27). He even does not agree nor disagrees with feeling nervous when speaking without preparation (33). Concerning TA, the student does not seem to be particularly stressed nor relaxed during tests (8) which is the same as when he is on his way to the language class (28), however, he does not show tendency for avoidance behaviour (skipping classes, 17) nor he views the foreign language classroom as more stressful than other classes (26). Lastly, regarding his attitude towards the teacher's input, he is somewhat neutral, i.e. he neither agrees nor disagrees with the following statements, 29: *"I get nervous when I don't understand every word the language teacher says."* and 15: *"I get upset when I don't understand what the teacher is correcting."* To conclude, he:

- **most worries about making mistakes and about speaking with the natives;**
- **in general expresses relatively stable level of anxiety towards the foreign language class which can prevail even if he is well prepared;**
- **tends to view his foreign language competency as lower (or medial) in comparison with his peers but shows relative confidence and activity towards speaking in the class.**

5.2.5 Alena

A simple comparison of this student's results with the other participants' shows that this student reached the highest score (112 points) which is in this study correlated with the highest degree of FLA. From the evaluation of her answers it can be seen that items with the highest value (5 points) have been chosen by this student 4 times, indicating that among the most significant stressors for this student is speaking without preparation (9) and being asked to answer without preparation (33), and as these tasks belong to the normal procedures applied within any foreign language classroom, student no. 5 reports nervousness of such intensity that it causes her to forget things already learned (12) and induces feeling of uncertainty about her competencies (1).

Within the group of items graded by four points, one can find physiological symptoms of anxiety, i.e. trembling (3) or heart pounding (20) in anticipation of being called on in the language class. This can probably explain why the student feels anxiety even if she has prepared in advance for the class (16) and feels uncertain and tense when on her way to the classroom (28). The student exhibits symptoms of CA, among which are low self-confidence, confusion and nervousness concerning speaking in the foreign language class (18, 27) and in front of her peers (24) which lead to avoidance behaviour (unwillingness to volunteer answers, item no. 13) as well as difficulties with concentration (6). Among other factors that play role in high level of anxiety in this student is the complexity of the target language itself (30) while also upsetting is incomprehensible error correction on the part of the teacher (15). For these reasons the student cannot agree with statement 11: *"I don't understand why some people get so upset over foreign language classes."*

Among the least stressful tasks the student enlisted speaking with the native speakers (14). The student further disagrees with being afraid of teacher's correction of all of her mistakes (19), of incomprehension of the teacher's input (29, which shows that she does not necessarily need to understand everything the teacher says) and of being laughed at when speaking by her peers (31). She rejects that skipping the classes would be tempting for her (17) and admits that proper preparation can bear its fruits and anxiety does not, in this aspect (21: preparation for a language test), induce confusion.

The group of neutral opinions (graded with 3 points) is also quite large and includes 10 items: 2, 4, 5, 7, 8, 10, 22, 23, 26, and 32. This shows that the student does not express strong approval or disapproval towards statements such as no. 2: *"I don't worry about making mistakes in language class."* or 4: *"It frightens me when I don't understand what the teacher is saying in the foreign language."* The student probably considers herself as moderately competent in the target language in comparison to her peers (7, 23). She feels neutral about attending more foreign language classes (5, and expresses neutral opinion towards anxiety that she might feel in other classes, 26) as well as consequences of failing the foreign language class (10). The fact that she is most likely inhibited in her spoken performance by experienced CA is attested by her neutral position towards other aspects of the foreign language class, e.g. test-taking situations (8). In conclusion, among most typical features of this student belong:

- **anxiety induced by necessity to use (particularly speak) the target language without preparation;**
- **intensive nervousness that can lead to forgetting and uncertainty about speaking competency;**
- **physiological symptoms of anxiety: trembling, heart pounding as well as psychological symptoms: low self-confidence, confusion,**

nervousness, concentration difficulties and general negative anticipation concerning the upcoming foreign language class which are all components of communication apprehension.

5.2.6 Daniel

From the results of student no. 6 it can be concluded that he reaches the third highest level of experienced foreign language anxiety (101 points) and the following interpretation shall determine the most responsible anxiety-inducing agents.

Interestingly, the student has reached quite high score although he decided to select item graded with 5 points only once (obviously, the students did not know how many points their selection would earn them), and this item is no. 7: *“I keep thinking that the other students are better at languages than I am.”*

As it shall be seen, low self-esteem and confidence concerning speaking tasks is manifested more times, i.e. he disagrees with item no. 18 regarding confidence when speaking in the foreign language class, item 1 which is very similar to 18, and also admits that he is worried about making mistakes (2) in the foreign class in general as well as during test-taking situations (8). Items no. 23 (*“the other students speak the foreign language better than I do”*) and 31 (*“I am afraid that other students will laugh at me when I speak the foreign language”*) further attest to the tendency to suffer from low self-esteem which was indicated previously by the strong agreement with item 7. This student exhibits apprehension towards speaking the foreign language in front of other students (24) which can be caused by reportedly overwhelming number of rules of the target language (30) and consequent fear of being laughed at (admitted in item 31). In this situation, being asked to answer questions without preparation (33) can induce

anxiety, too. Other sources for anxiety are possibility of failing the foreign language class (10), which probably explains the experienced pressure towards preparation for the class (22), and incomprehensible correction of errors by the teacher (15).

Among the least stressful factors the student included incomprehensible teacher's input (4, 29) and teacher's instant error correction (19). The student denies experiencing any physiological symptoms of anxiety (no trembling, 3, no heart pounding, 20, no panicking, 9). Interestingly, while declaring CA and FNE towards some tasks that take place within the foreign language classroom, the student still rejects having problems with attending even more foreign language classes (5), rejects feeling embarrassed to answer questions (13, but probably previously prepared as it is shown above that speaking without preparation can cause troubles, though) as well as experiencing troubles with forgetting caused by nervousness (12). He does not even agree with being tempted not to go to the class at all (17) because the foreign language class is not distinctively more stressful than any other classes (26) and if he prepares, the tendency to feel anxious reportedly decreases (16).

In some of the instances the student decided not to express agreement or disagreement. These items include numbers 6, 14, 21, 27, 28, and 32. It can be observed that he does not report particular tendency to be distracted during the foreign language class (6) neither he expresses problems in communication or simply being around the native speakers (14, 32). What is slightly in contradiction to previous statements is item no. 27 where he seems to have 'only' neutral opinion about being nervous and confused when speaking in the language class although it has been seen than in some other cases he fears speaking tasks (especially unprepared ones). He also takes neutral stance towards being the more confused, the more he studies for a test (21) as well as towards feeling sure, relaxed on his way to the class (28). In conclusion this student has:

- **tendency to belittle his own language competencies, especially regarding speaking tasks and as a result he is worried to be laughed at probably mainly because of making mistakes due to the complexity of the target language grammar;**
- **however, tries to take an active stance against this (for which reason e.g. not understanding teacher's error correction is upsetting), while he still feels markedly less confident when lacking preparation time;**
- **generally speaking, low confidence and the vision of failing the language course seem threatening and induce particular pressure to prepare for the class although the student is not aware of any symptoms that could give away his tension or anxiety.**

5.2.7 Anna

Student no. 7, with her score 107 points, reached the second highest anxiety level among the other study participants.

The student was given the maximum points (5) in response to only one item, no. 1: *"I never feel quite sure of myself when I am speaking in my foreign language class."* which indicates her general tendency to experience a degree of anxiety in relation to attending foreign language courses or individual classes. The aim now is to find the strongest elements that can be interpreted as inducing anxiety. Among these are those items graded with 4 points. First of all, this student admits experiencing physiological symptoms of anxiety (trembling, 3, heart pounding, 20) but these are 'mere' side effects of fear of being called on in the class. But what is their cause? She admits worry about making mistakes in language class (2) and during tests (8) as well as tendency to panic

when being asked to speak without preparation (9). Reasons for panicking can be numerous, and reportedly include such nervousness that she forgets things already known (12) which further leads to anxiety even in situations she has prepared before for (16). Another reason for low self-esteem and confidence regarding speaking skills (which is directly manifested in items 18 and 27) is the complexity of the target language grammar that is “*overwhelming*” (30). There is probably no doubt why this student admits problems with anxiety in situations for which she had no chance to prepare in advance (33) and generally considers language courses more stressful than other classes (26). However, she would not mind taking more foreign language classes (5) and even though her language classes seem to be stressful, the student does not reject that on her way there, she would feel sure and relaxed (28). When communicating with the natives, she rejects feeling uncomfortable or nervous (14, 32). Quite in contrast to how she expressed herself regarding speaking tasks before, the student declares that she “*feels self-conscious about speaking the foreign language in front of other students*” (24). It is possible that she is inclined to feel anxiety only in situations for which she has not prepared in advance as it was shown above.

Even this student selected rather neutral answer for a group of items which in this case is quite extensive. As with student no. 4, this creates an obstacle to interpretation. Concerning her subjective evaluation of her language capacities in comparison to the others she estimates to be somewhere in the middle (does not see others better or worse than her, items no. 7 and 23). The student does not exhibit anyhow particular fear of being laughed at by others (31) either. Concerning the teacher’s input, she does not seem to worry about missing out parts of what the teacher is saying in general (4, 29) or regarding incomprehensible error correction (15). The student neither agrees nor disagrees with other items, too, which include 10, 13, 17, 19, and 22. This student:

- **is never quite sure of herself when speaking in her foreign language class (especially without preparation) and often experiences physiological symptoms of anxiety;**
- **- reports worry about making mistakes while speaking and taking tests and reports states of panic and forgetfulness induced by anxiety;**
- **and interestingly, is neutral towards quite important aspects of the process of language learning (speaking to the native speakers, not understanding completely the teacher's input etc.).**

5.3 Summary of individual FLCAS results

As it could have been observed, the material that was collected from all the study participants was in no respect monolithic or unambiguous. It has been demonstrated that the theoretical layers of any concept always have certain, very specific and individual realizations. The results of individual participants show that approximately two distinctive groups can be delimited, i.e. group of students with low level of FLA among which are those scoring between 82 and 93 points (with the last one being a somewhat marginal member) while the second group consists of students whose score varied between 101 and 112 and those can be considered as suffering from raised level of FLA as they all show levels that are above the theoretical (for FLCAS in general) as well as actual (of this study) mean average. It is important to note, that it should not even have been expected that the results could be anyhow standardized. For that reason the evaluation was carried out individually so that the most effective anxiety sources could be detected. This helped create a brief conclusion or a profile for each participant so that FLCAS results can be subsequently correlated to the obtained material from the

recording section, again individually for each participant. After this is done, proper generalizations can be made. The attention shall now turn to the recording section which will analyse the obtained recorded material.

6 RECORDINGS

The aim of the following section is to present and analyse the recorded materials that were obtained and designed so that they provide support for approval or rejection of the main hypotheses of this thesis. The primary objective is to find evidence of qualitative change in the spoken performance of the individual participants that could be directly related to the change of environment and situation in which the recording took place and the amount of anxiety that the particular participant is likely to suffer from according to the FLCAS results presented above. This is the reason why employing two recordings is so essential for the thesis. Individual comparisons will be in the centre of attention so that later, more general conclusion to the issue of FLA and its effect on spoken performance can be drawn on their basis. The analysis of recordings will try to employ variety of instruments and to approach the issue from more perspectives. First and foremost, this section will try to provide elaboration of prosodic features, especially pitch and intensity values that can be detected in the recordings provided by participants together with rate of articulation (RA). Description of this procedure shall be described in later section. Next layer of analysis concerns a variety of aspects such as grammatical accuracy, pronunciation correctness, fluency as well as frequency of recurrent silent passages and vocal gestures. The importance of analysing spoken performance in terms of grammaticality and fluency was explained, for instance, by Steinberg & Horwitz (1986) who studied the effect of induced anxiety on content and elaboration of second language speech. Moreover, they presented findings regarding the effect of writing apprehension in native speakers which was found to be related to the length of written composition, i.e. the higher the apprehension, the shorter, less elaborate the text is and contains lower number of intense words. They also cite Kleinmann (1977) who found

that the grammatical structures used by ESL learners varied with their level of facilitating anxiety (p. 131). In their research, Steinberg & Horwitz (1986) concluded that *subjects undergoing an experimental treatment aimed at making them feel anxious described visual stimuli less interpretively than did subjects in a relaxed, comfortable environment* (p. 135).

It might prove to be quite challenging to objectively evaluate all these aspects of spoken performance; nevertheless, this analysis needs to be at least attempted.

As it has been mentioned before, the results of the FLCAS showed that the study participants could be divided into two groups according to their scores from the anxiety questionnaire. It remains to be seen whether results from the recordings will be in agreement with this division tentatively made. However, individual results will have much greater importance because only they can serve as the basis for generalization.

6.1 Analyses of the recordings

To see some generalizations about how anxiety is reflected in the vocal cues in speech, previous sections should be consulted. However, it can be summarized that this emotional state has various realizations among which are paralinguistic features (vocal gestures such as sobs; and voice quality) and prosodic features (as Clark & Yallop (1990) noted, *pitch, duration and loudness are the principal phonetic correlates and are fundamental to perception of emotion*, p. 279). But still, these conclusions must be understood as somewhat generalized. It would probably be false to expect every person to express emotional states identically. The situation is quite contrary, i.e. although some generalizations can be made, individual expression will always slightly vary.

Now, the focus will be turned to the procedure of obtaining data for the subsequent analysis. The process of acquiring necessary recordings was (as well as their ultimate analysis shall be) somewhat complicated, nevertheless, has been done at its best. The participants of the study have already been described above. Aside from taking part in the FLCAS, they also agreed to volunteer to the second stage – to partake in two recording sessions. The first session (chronologically) took place at the students' university during a highly evaluative situation. All of the participants, at the moment of recording, were taking their final state exams. A recording programme (Audacity) was used together with a minimum of other equipment which consisted of a personal computer (Asus, K53S) and a microphone that was placed nearby the examined student. However, some noises were inevitably recorded together with the performance of the students. The state exams were divided into two fractions: historical background and literature section and linguistic section. The recordings were obtained at the historical and literature part, which lasted approximately 15 minutes. For the purposes of analysis, this recording was shortened and approximately 90 seconds speeches were extracted. The primary criterion for the selection of an extract was that the student should speak ideally uninterrupted by the examiners. The second session took place at individual students' home and the recording was carried out by them (nobody else was present to supervise the recording session), using any media available. They were asked to try speaking without preparation and particularly reading prepared texts was forbidden. Otherwise the students were given relative freedom to express their attitude towards a set of questions which they were presented shortly before the recording. The questions were: *How long have you been studying English and what are your school/work related future plans? What are your hobbies? What impression do you have from your state exam? How did you feel while taking your exam and did you feel affected by stress?*

Transcription of both recordings is available in the appendix and the supplemented CD can also be used (note for labelling the recordings and transcript: *S* in the label stands for *student*, and is followed by number that was assigned to the student, *E* = exam situation, *H* = home recording; e.g. *S1E* = student no. 1, exam situation)

The procedure which shall follow shortly concerns the individual comparison of pitch and intensity (values obtained by processing the sound files through a specialized software for acoustic analysis, the Praat programme) in both recordings for each participant and it will be designed as follows: the second recording which was made at home will be examined first to serve as the comparison basis for the other, exam, recording. Other aspects of speech, as they were described above, will also be in the centre of attention. The contrast found between the two recordings can be correlated to the change of the environment and situation in which the recording was obtained and the degree of anxiety reaction towards particularly the situation. The examination of individual study participants follows in the immediate section.

6.2 Kateřina: S1H & S1E recordings

From the analysis of the foreign language classroom anxiety scale (FLCAS) it is already known that this student does not report severe problems with foreign language anxiety and actually belongs to the group of least anxious students of this study. Her more detailed profile based on the evaluation of the FLCAS can be consulted above. This section will focus on examination of her two recordings.

The values that were obtained in the analysis by the Praat programme are depicted in table 4 together with approximate rate of articulation (RA) that was calculated as a ratio of number of syllables per second.

Table 4 *S1H and S1E values*

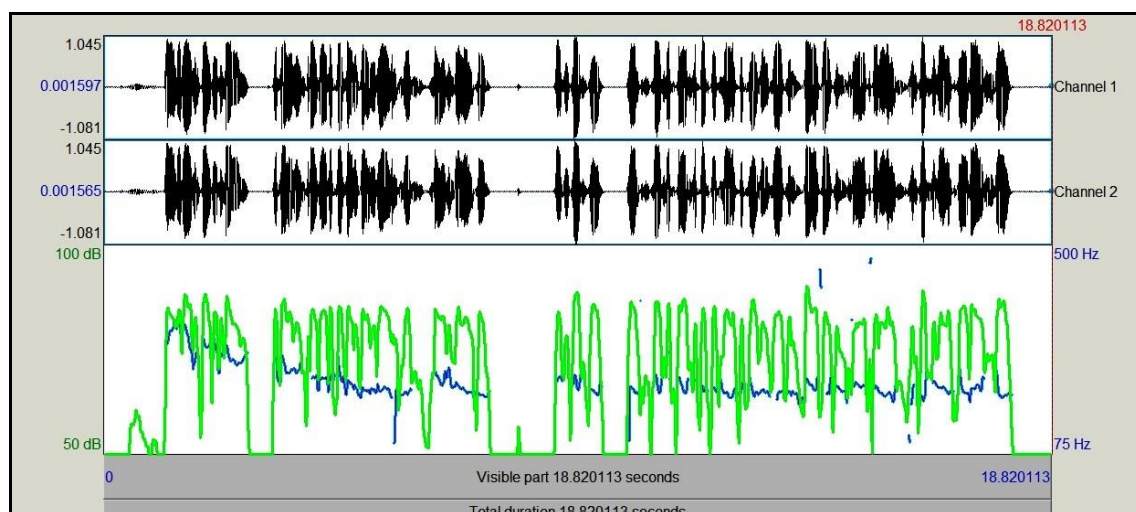
	MI*	MinP	MaxP	RA (syllables/sec)
S1H	79.25 dB	76.24 Hz	499.88 Hz	2.90 (206/71)
S1E	58.06 dB	75.83 Hz	438.16 Hz	3.41 (252/74)

* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; Rate of articulation

It can be observed that the two recordings of comparable length do share some similarities and in the whole do not represent anyhow abrupt changes between the two situations in which they were obtained. Some minor changes can be detected in terms of intensity where the observation is that the student's loudness during the exam was lower than when she was recording herself at home. The values of minimal pitch are quite similar in both recordings while maximum pitch shows to be raised in the relaxed home atmosphere where, surprisingly, the rate of articulation drops. The overall impression from the spoken performance of this student is that she has tendency to speak quite fast, and seemingly, the more nervous this student is, the faster and louder she speaks. It needs to be mentioned that in her home recording there were noticeably less silent passages as well as less vocal gestures "*ehm*" while the recording from the exam contains relatively greater amount of these (the ratio is approximately 7 during the exam to 2 at home). Other aspects noticeable in her speech during the exam are slight hesitations, audible gulps in between phrases particularly at the beginning, a few searches for words and a few slips of the tongue together with their corrections while the overall impression is that her voice is a little shakier in S1E recording.

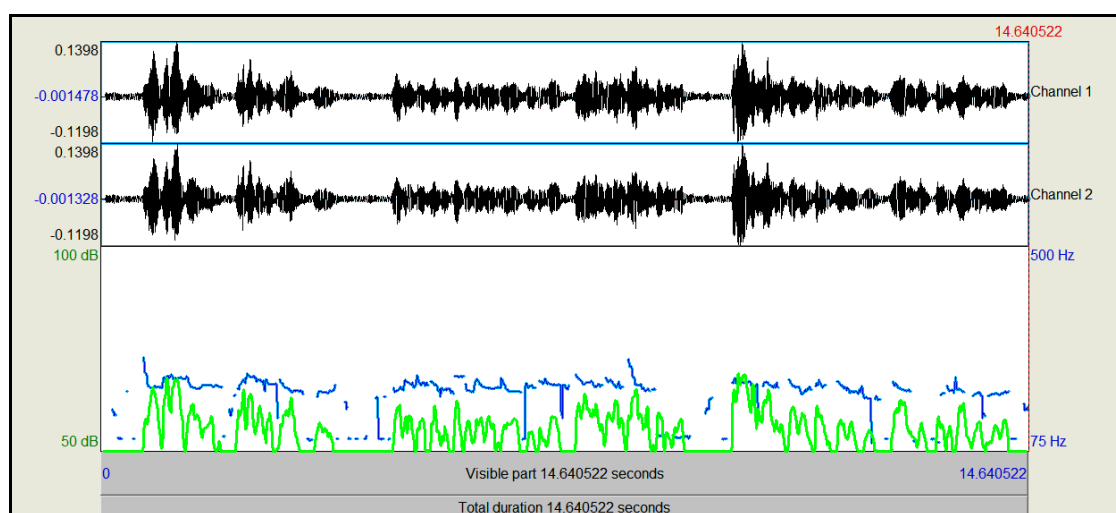
So that the Praat programme could analyse and depict pitch and intensity values, the recordings needed further shortening so after a random selection extracts of between 14 and 18 seconds length were employed.

Figure 1 S1H short: Pitch and Intensity Contour



“And about the state exam, to be honest I’d rather forget about it all, it was so humiliatin’ and stressful. Like stress of course affected my performance. I couldn’t breathe, I couldn’t eat ‘n I was stressing out for days so...”

Figure 2 S1E short: Pitch and Intensity contour



“And after that finally Elizabeth the first...ehm...can be considered the peak of the Renaissance, first of all her rule was really stable so she...avoided all the struggles in a struggles with religious persecution and...”

Note: the green contour stands for pitch values while the blue one represents intensity. The two diagrams show that while the home recording is quite dense (the speech is faster and more intense – louder), the exam situation recorded sort of disconnected parts of speech that are interrupted by passages of silence, hesitations and lexical searches.

As far as other aspects of the contrast between the two recordings are concerned, grammatical accuracy was not detected to particularly deteriorate in the more stressful and evaluative situation, however, a few instances of incorrect personal pronouns (*he/she*) use can be noticed together with some other lapses. In addition, faster rate of articulation in the exam situation also created some slight problems with understanding her speech and it can be said that under stress, this student might have problems with gibbering. All in all, the exam situation speech seems to be more formal and the student probably uses learned or at least in advance prepared phrases (all the state exam participants are given approximately 15 minutes preparation time and are allowed to take notes and consult them during the exam itself) whereas the home recording seems to be less formal (e.g. *like* at the beginning of a sentence, *humiliatin'*, *kinda*) from which it can be seen that the student felt more relaxed and probably didn't perceive this situation as evaluative (of the content of her speech). The student makes some remarks about the state exam in her home recording where she claims that it was a *humiliating* experience and that *she would rather forget about it*.

6.3 Rostislav: S2H & S2E recordings

This student reached the second lowest score in the FLCAS which should indicate his level of anxiety induced by situations regarding the use of the foreign language is

quite low (although some general feeling of tension can prevail according to the results). The summary of this student's values for pitch and intensity (as processed by the Praat programme) and the rate of articulation that was calculated mechanically as a ratio of number of syllables per second are shown in table 5.

Table 5 *S2H and S2E values*

	MI*	MinP	MaxP	RA (syllables/sec)
S2H	73.75 dB	70.34 Hz	494.96 Hz	2.69 (320/119)
S2E	58.93 dB	72.95 Hz	412.52 Hz	3.04 (346/114)

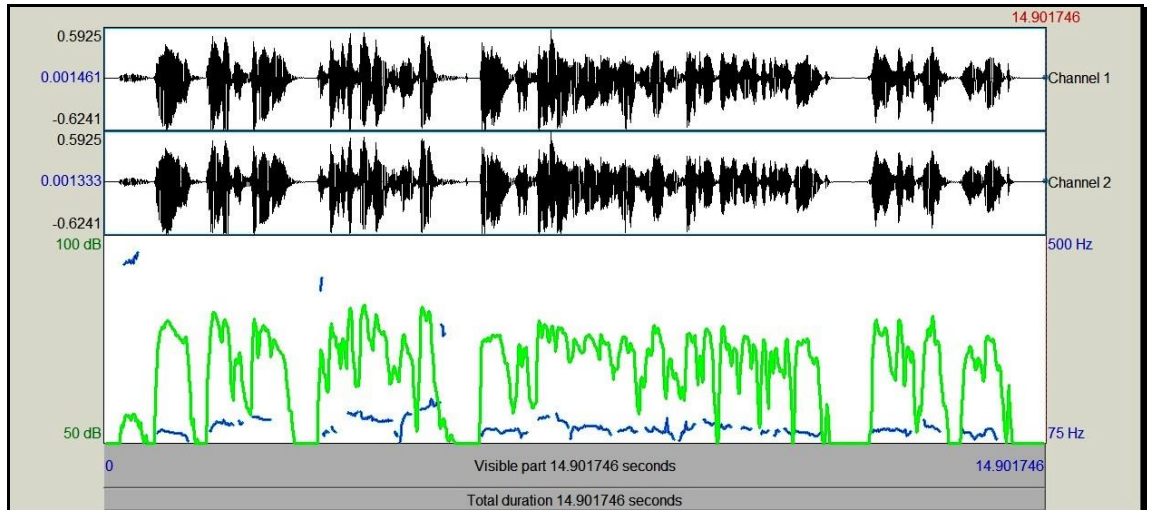
* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; RA = Rate of articulation

The above table depicts processed data analysis of two, comparably long, recordings. As far as the intensity (loudness) is concerned, exam recording seems to be of lower value than the home made one, however, values for minimal pitch are not that sharply different while maximum pitch from the home environment proves to be notably higher. What is interesting, similarly to the previous, supposedly less anxious student, even this student spoke faster during the exam situation than at home. It might prove intricate to try to find accountable explanation at this stage. Nevertheless, the author of this thesis infers that the nature of the exam situation itself might impose the feeling of necessity to speed up and increase the number of items (pieces of knowledge) that are communicated in order to signal the student's preparedness and overall awareness of the topic. It would also explain why this student slows down in the tempo of speech and extends his pitch range at home as he probably feels lesser amount of

stress to demonstrate good knowledge of the conversation topic as well as good command of the foreign language. The same reason could also explain why he seems to pay a little more attention to the sound of his spoken performance and tries, even more than during the exam, to approximate the native-like accent, also perhaps because now he feels the recording focuses not much on the content of his speech as it centres on its form (although none of the students were informed about the specific purpose of the recordings). Figures 2 and 3 on the next page show how randomly selected extracts from the recordings can be processed in terms of pitch and intensity contours. In the exam situation diagram it can be observed that the student's speech is divided into separate chunks that are often replaced by passages where the student is organizing his ideas, thinking about what to say, breaking into short pauses of silence. On the other hand, the home recording seems to follow a quite stable pattern without any abrupt interruptions in between phrases. The phrasing in home environment is much clearer and more regular while in the exam situation, sudden peaks and falls of pitch can be detected. Other features that could be noticed in the student's speech during the exam are for instance repetition of some elements (articles, parts of phrases). The number of silent passages and vocal gestures "*ehm*" is notably smaller than in the previous student. He exhibits many slips of the tongue followed by immediate correction (*her mental institution or her mental status*) and has tendency to reorganize the beginnings of the sentence. At the end of one of his monologues there is an audible "*phew*", likely a sign of relief. The home recording is markedly less formal (e.g. elision of *t* in *but*) and is clearly spontaneous. On the whole, both performances do not show any severe deviations in the grammaticality. About the state exam the student commented that he experienced stress, especially in situations when he knew the members of committee

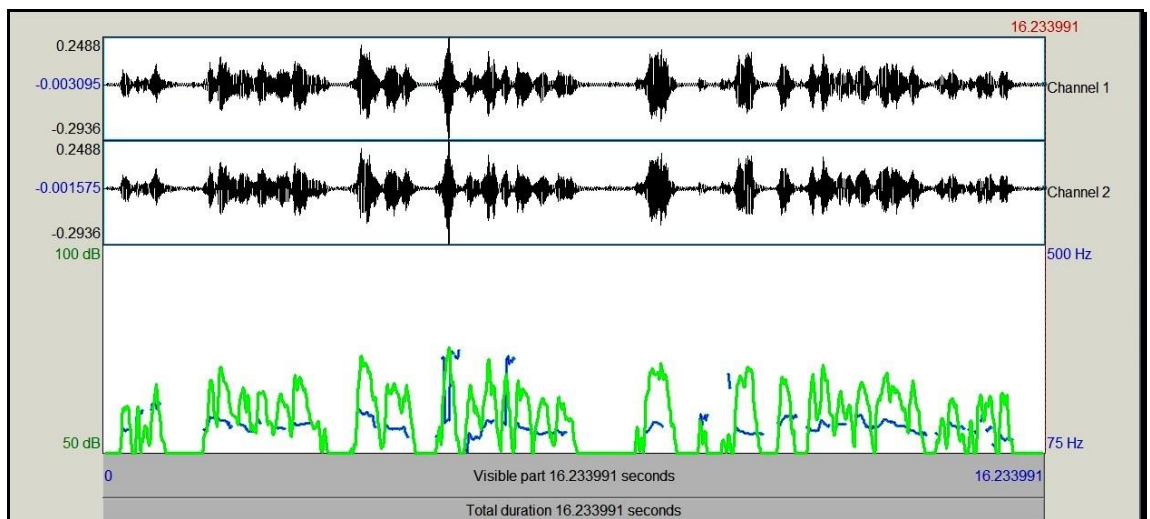
expected him to mention something specific which caused him feel like there was *a burden on his tongue* and he *couldn't express himself*.

Figure 3 S2H short: Pitch and Intensity Contour



“Ehm, I would like to finish the bachelor programme in Ústí and by finishing I mean that I have to write my bachelor thesis which is about famous British poet William Blake.”

Figure 4 S2E short: Pitch and Intensity Contour



“...and if you’ve you have probably seen the text and there’s ... if you have a play you have...all, who is speaking and his...his monologue but her her words are scatter all around the the slate of the paper...”

6.4 Marie: S3H & S3E recordings

This student, according to her score in the FLCAS, can be considered the least anxious one as far as her attitude towards the foreign language is concerned and generally, she seems to preserve an active attitude towards the foreign class (possibly tries to balance slight CA by healthy confidence in other aspects). It is yet to be seen whether this is in agreement with the results that shall be presented shortly. Following the hypothesis of this thesis, there should not be marked qualitative shift of the student’s spoken performance in the foreign language between the two recorded samples. Table 6 shows result processed by the Praat and RA (syllable per second ratio).

Table 6 S3H and S3E values

	MI*	MinP	MaxP	RA (syllables/sec)
S3H	68.47 dB	75.20 Hz	501.42 Hz	2.50 (260/104)
S3E	55.66 dB	70.38 Hz	413.70 Hz	2.80 (375/134)

* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; RA = Rate of articulation

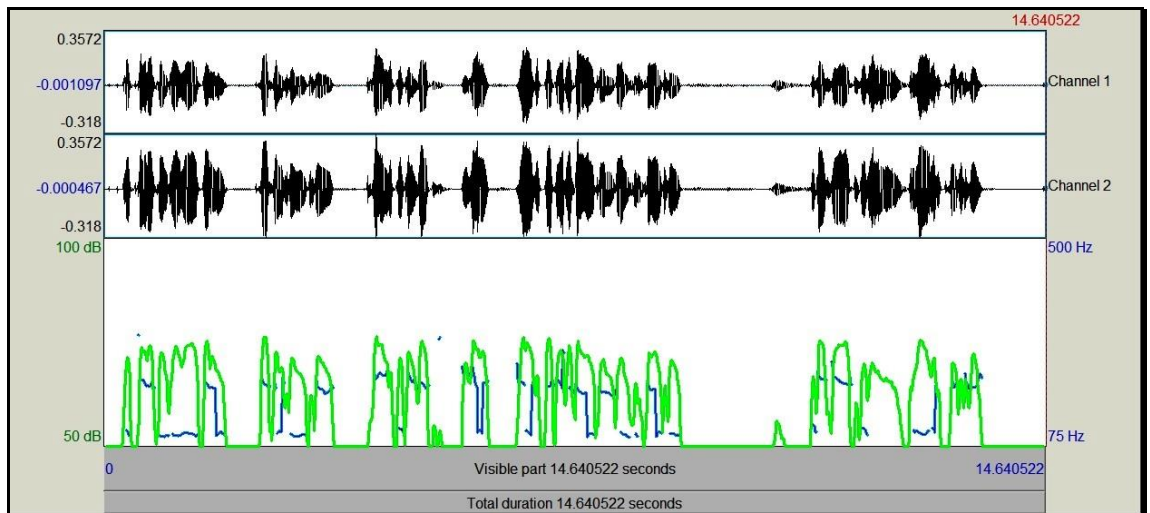
Table 6 shows variation than what was recorded in the two previous students who similarly belong to the group of less anxious students. There is a detectable change in intensity which shows that the student spoke quieter during the exam than at home. As

it seems now, the evaluative nature of the exam situation (during which there is a lot at stake and students are undoubtedly aware of this fact) seems to cause the speakers to be a little more uncertain which results in lower intensity of their speech. This student even confirms that during her exam speech she definitely focused more on *what she was saying than on how she was saying it*. Whereas when the students are at home, they can feel less liable to evaluation of the content of what they say and it is noticeable in the home performance of this student that she loosens her focus on the content as well the form or style of her speech. Interestingly, although in theoretical descriptions it is often claimed that when in state of fear or anxiety, speakers tend to extend their pitch range; yet the participants of this study have not showed to have greater pitch range in more stressful situation. The author of this paper would like to hypothesize that what has been observed so far may contribute to the claim that when in their more relaxed environment, speakers feel less constricted by the situation itself and feel more comfortable (as well as more in control of the whole situation) in expressing themselves more intensively, even in terms of pitch and intensity ranges. And, noteworthy is the fact that this student is also faster in the exam situation than at home. The same explanation as the one put forward for previous students could probably apply here: the focus on content or information in a highly evaluative situation makes the students forget about the importance of the audible form of their output.

Although this student's recorded level of FLCA was low, it was obvious that some amount of stress was experienced as her exam speech is very frequently interrupted by vocal gestures ("*ehm*" occurred approximately 20 times), sighs and short laughs (at least one instance can be detected actually in both the recording samples, always in situation when there was a particular expression or a piece of knowledge not immediately available to her). In the exam situation, there are also

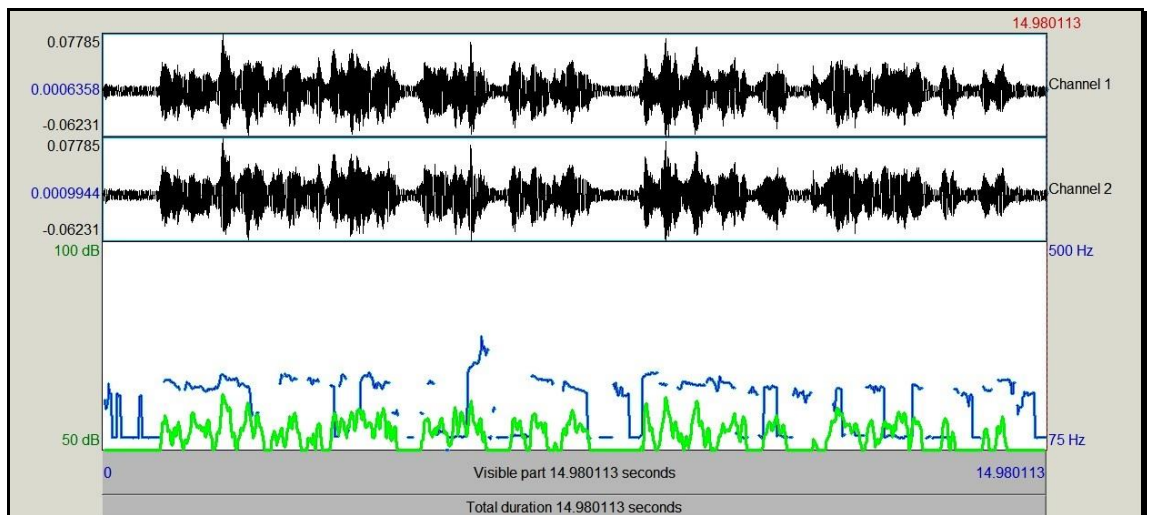
marked and repeated dysfluencies, hesitations, lexical searches and passages of silence. The student also tried to correct her grammar a few times during her exam (*between – among, his...ehm...her*) and to reorganize the phrase. A few times it was recorded that the student faltered or stuttered, particularly in reaction to a question previously asked by the examiner for which a correct answer was apparently not immediately available. Repetitions of individual phrases, words or syllables occurred probably as a way of coping with the situation of missing information or words at the particular instance and even supplementary words (*like, really*, especially in the home sample) were used during lexical search. During the exam there were also moments when the student gibbered a little less comprehensibly. At home, on the other hand, there occurred a few pronunciation (*performance*) and grammar mistakes (preposition *to future, as if I would*). However, “*ehm*” occurred relatively minimally (approximately 7 times in the sample, and when it occurred it was not accompanied by prolonged silence as it occurred during the exam). Lastly, shortened samples were processed through the Praat again to enable the following depictions of figures 5 and 6 on the next page, which show pitch and intonation contours. A brief observation, to complete what has already been written about the two recordings of this student, indicates that again there is a visible difference between the two spoken performances. While the home performance seems to be regularly structured with sharp peaks of pitch values (and the pitch range is indeed extended here), the exam situation seems to be more disintegrated with much less sharper peaks, which makes it sound flatter. All this could confirm the claim that when the student believes or perceives to be under less pressure (which she eventually admitted to be the case in the exam situation sample), she can relax more and it is reflected in the pitch values which results in her speech sounding more rhythmical and stressed.

Figure 5 S3H short: Pitch and Intensity Contour



“...like anything. I really didn’t pay attention to how I’m speaking but more what I’m speaking about and I was just trying to...(sigh) go through it as well as possible.”

Figure 6 S3E short: Pitch and Intensity Contour



“...other ehm work which contributes to these problems’s Sonny’s Blues by James Baldwin and it ehm... reflects the life of Harlem during, I mean after the Harlem renaissance of course after...”

6.5 Petr: S4H & S4E recordings

This student is the last one that could still be included in the less anxious study participants. From the results of the FLCAS it could be summarized that some amount of anxiety can be experienced by this student especially when speaking with the native speakers. Furthermore, this student also worries about making mistakes and tends to view his foreign language competency as a little below the average, however, he maintains an active attitude towards the foreign language class. This subchapter focuses on investigation of similarities and differences that can be found in the two samples provided by this participant. As before, firstly the Praat analysis is presented in table 7.

Table 7 S4H and S4E values

	MI*	MinP	MaxP	RA (syllables/sec)
S4H	68.30 dB	76.23 Hz	447.15 Hz	2.70 (321/119)
S4E	62.62 dB	75.02 Hz	278.62 Hz	2.64 (256/97)

* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; RA = Rate of articulation

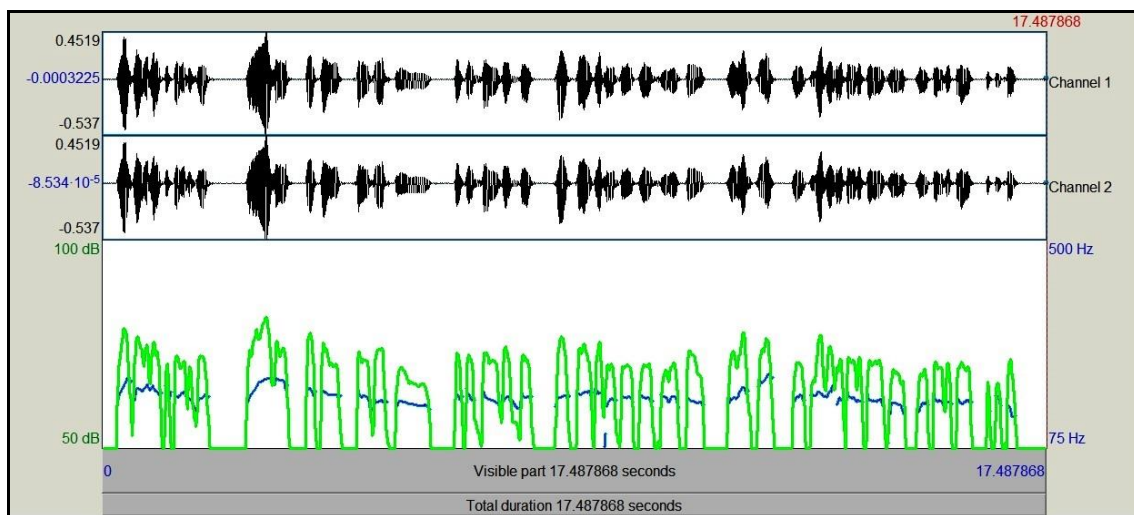
The table shows that the results processed by the Praat, indicating that all the measured features have lower values during the exam than in the home recording. It can also be observed that especially the values for mean intensity and the rate of articulation are slightly raised in the home situation while the maximum pitch is notably higher in comparison to the exam situation. It could be hypothesised that during the exam the student might have felt a little fettered by the circumstances which could result in his tendency not to ‘experiment’ with the sound of his spoken performance to any greater

extend. However, in his commentary the student noted that during the exam itself he did not perceive any greater amount of stress. Therefore, it remains a question whether this past-experience self-report has greater objective value and whether the study participants can really subjectively ‘measure’ and even be aware of the amount of stress that is likely to influence them during such a highly evaluative situation. This student is also the first that has higher value for rate of articulation at home than during the exam.

Figures 7 and 8, shown on the next pages, depict pitch and intensity contours of shorter fragments of speech during both situations. They are similar to the previously presented images – notably, the peaks and overall rhythm of the home recording are quite regular with intensity being evenly distributed in the span of the whole home recording whereas during the exam there are markedly disintegrated contours of both pitch and intensity (which reaches distinctive peaks at some points). The home recording is sometimes significantly more fluent and rhythmical although disconnected elements also occur at moments where the speaker is searching for appropriate words, correcting grammatical mistakes just made etc.

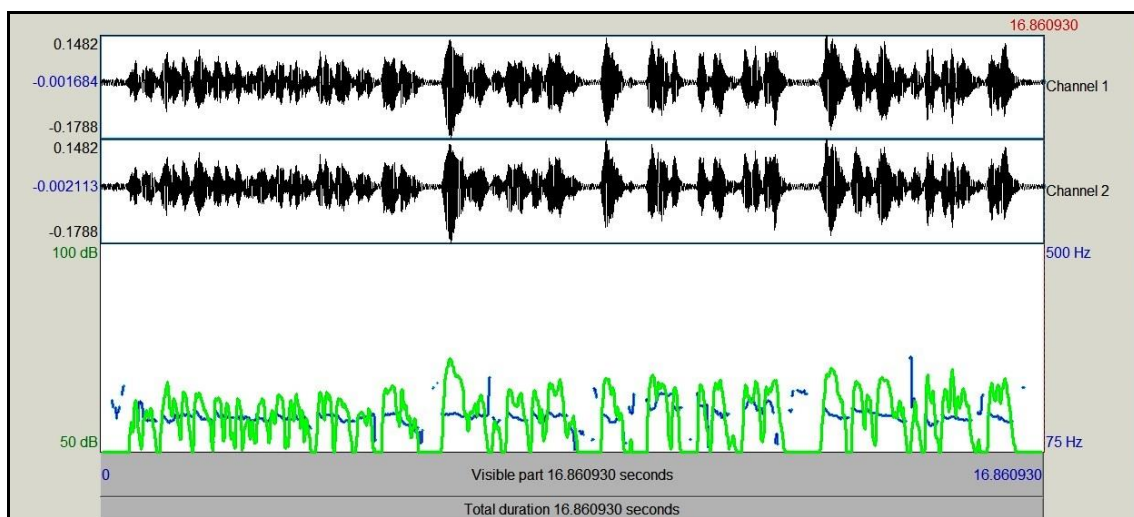
If other aspects of the two spoken performances are studied, it becomes clear that in terms of fluency, the exam situation recording is less coherent as it is often interrupted by silence, vocal gestures typical for thinking (“*ehm*”) which appears approximately 19 times (while at home, only 5 instances were detected). This can indicate that during the exam situations, students generally have tendency to be more watchful about what they say and therefore want to be accurate in their selection of vocabulary. Also, if under pressure, information that might have been easily available earlier could be now recollected with difficulties.

Figure 7 S4H short: Pitch and Intensity Contour



“Now, I would like to find the job. I rather prefer some job in office, some desk job but currently I sent my CV to English school and probably I can become ehm I can become a teacher.”

Figure 8 S4E short: Pitch and Intensity Contour



“...cities at this time started to be so heavily polluted, overcrowd overcrowded. New industries emerged, new inventions and romantic...mainly poets ehm tried to found some escape from these from this...”

During the exam situation, it becomes clear that in the spoken performance some grammatical lapses (tense: *they tried to fo-fo-found*) as well as pronunciation and word stress mistakes occur (*escape*) together with other aspects of spontaneous speech, e.g. re-phrasing, word and grammar corrections (*overcrowd – overcrowded*) and lexical searches (*something rather ehm...something rather ehm...which ehm...*). A few instances of slight stuttering problems have appeared as well whereas the home recording revealed a lower number of such problems although it cannot be said that they would not be present at all. Nevertheless, the home recording generally is more fluent and coherent, especially at the beginning when the student is replying to general questions concerning his person. Grammar mistakes do occur even at home which could mean that the student feels relaxed to such an extent that he does not really feel any necessity to pay attention to the grammatical accuracy of his speech (instances of mistakes such as missing preposition as in *my plan future*; incorrect article in *the job*, incorrect tense etc.). Another explanation could be that the student actually does lack knowledge of some grammatical aspects of the target language and consistently makes mistakes. However, it cannot be concluded that more mistakes would be made by this student under the pressure of the evaluative situation. In the home recordings samples, corrections (such as in: *I can became ehm I can become a teacher*) are also present.

6.6 Alena: S5H & S5E recordings

This student can already be categorized as belonging to the second group of participants, i.e. those who scored higher in the FLCAS and therefore can be considered more anxious in situations which regard the use of the target foreign language. Actually, this student is the highest scoring participant altogether so it shall be seen whether her

result will be in contrast with what have been written so far about the less anxious students. Table 8 presents the Praat results.

Table 8 *S5H and S5E values*

	MI*	MinP	MaxP	RA (syllables/sec)
S5H	68.00 dB	77.15 Hz	498.54 Hz	2.05 (281/137)
S5E	58.00 dB	72.76 Hz	495.78 Hz	1.86 (190/102)

* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; RA = Rate of articulation

In comparison with the results of previously analysed participants it can be claimed that some of the values depicted in table 8 are in accordance with general trends that have been detected so far. The general observation up to now is that the home recordings reaches higher values particularly in terms of mean intensity (which is in this case 10 dB louder), as well as minimum and maximum pitch values. However, one deviation from the generally observed pattern until now is that the rate of articulation drops during the exam situation and actually reaches the lowest value so far detected. More evidence is still needed but a tentative hypothesis could be that while in less anxious students a highly evaluative and stressful situation can have slightly facilitating effect, particularly in terms of RA; in more anxious students it can have adverse or even debilitating effect which would (if it were eventually confirmed) be in accordance with the above cited researches.

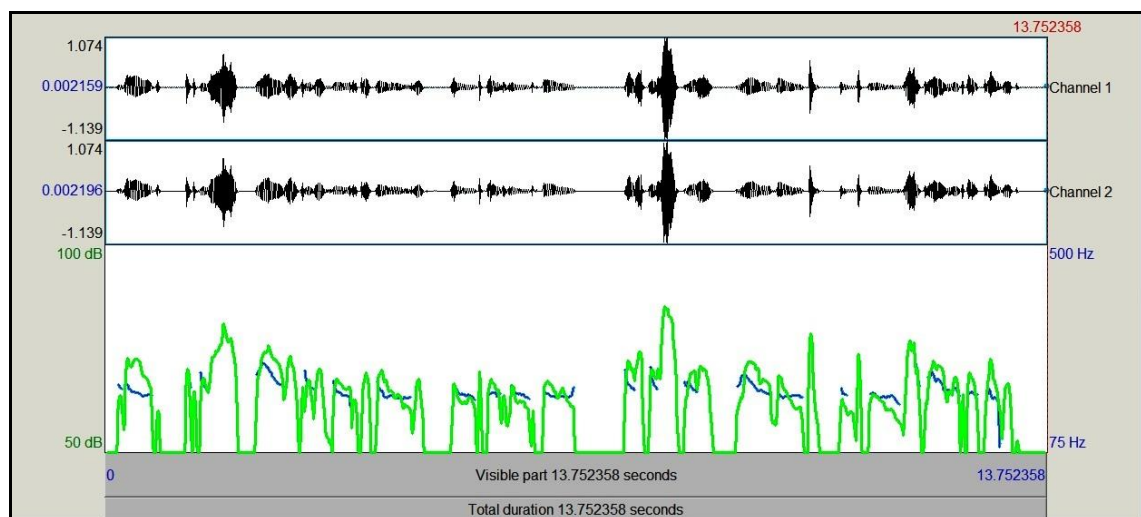
If the attention is turned towards the analysis of the two recorded samples of this student's spoken performances, it is noteworthy that there is a marked difference especially in the amount of vocal gestures "*ehm*". While in the home recording she

pauses or hesitates only approximately 4 times, during the state exam sample the same vocal gesture occurs at least 26 times (which is an increase in number by more than 6 times). It seems that even such a minor aspect of speech might help indicate anxiety in individual speakers. Another striking fact is that in contrast with her exam sample, the student's rate of articulation in her home recording is faster and yet much smaller number of hesitations occur which means, simply put, that when she feels more relaxed, she is capable of saying more and hesitating less about how she is speaking and what she is saying. And it is particularly uncertainty, hesitations and silent passages that are characteristic for her spoken performance during the exam. These aspects of speech are accompanied by other typically stress-related features, such as searches for instantaneously unavailable information or words that she is quite likely to be familiar with under less stressful and less evaluative circumstance. This is essentially in accordance with this student's FLCAS results where it was concluded that *intensive nervousness can lead to forgetting and general uncertainty about speaking competency*. The student seems to be excessively cautious and her speech is more or less free from incorrect grammar or pronunciation mistakes which, in fact, could be understood as the result of or maybe also the reason for such recurrent hesitations. It is true that there are only rare instances of mispronunciation that are often followed by immediate corrections (as in *interstig* – *interesting*) which marks the student's anxiety to speak correctly. There is an apparent uncertain reaction in response to the examiner's question which takes the form of silence, vocal gestures (“*ehm*”) and also in one instance somewhat nervous laughter and necessity to clear her throat or cough are documented. All these features are in compliance with what has been summarized about the student previously in the FLCAS results presentation, i.e. anxiety reaction in this student can be induced by necessity to react, using the target language, to something unprepared for

which can be considered as one aspect of CA (she furthermore admits that in general she is a shy person and general speaking tasks, even in her mother tongue, can be a problem for her). Moreover, towards the state exam situation she adds: “*When I did my state exams I was very nervous and stressed.*” In her home sample, the student’s speech is careful and, as a result, seemingly slower (yet she ‘says more’ at home than during the exam which means that much of the time during the exam she was markedly hesitant, i.e. silent, organizing her ideas etc.) although with no obvious lapses in terms of grammar or pronunciation. In her comments she does not show many signs of confidence about her foreign language competencies as she for example says: “*...but I don’t think I am very good at it even though I studied at the university.*” However, she still maintains a positive attitude towards the foreign language itself as she claims that she likes learning the language (also because she is aware of the necessity to speak it, i.e. sees English as a means for international communication which points to her strong motivation) and actually has future plans to further improve in the target language. Shortly summarized, lack of motivation does not prove to be the factor for unwillingness to communicate in this student.

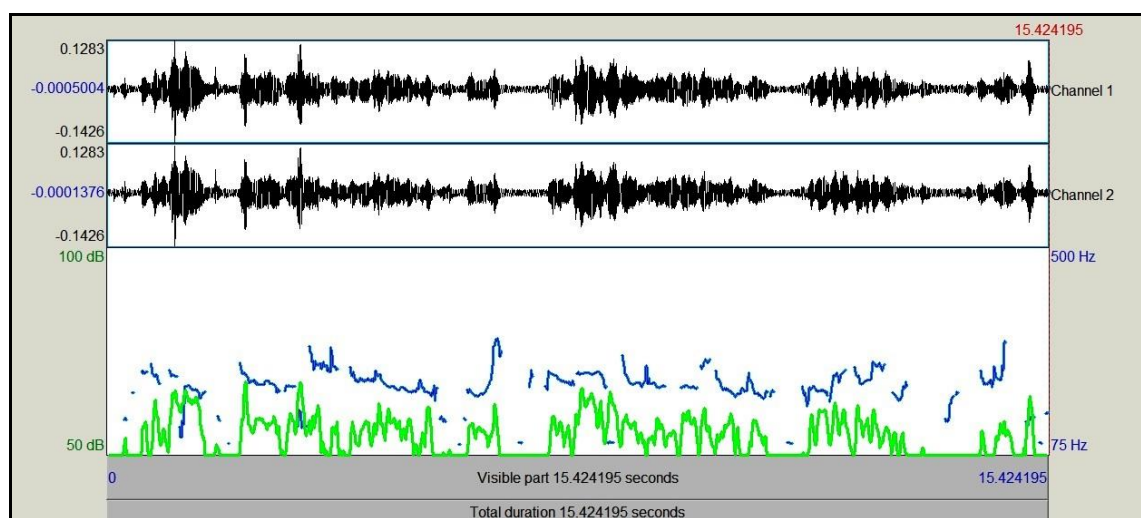
A short observation should target the pitch and intensity contours that are depicted in figures 9 and 10 on the following page. While figure 9, depicting an extract from her home sample, seems to be very regular, rhythmical (although pitch contour still falls during the course of her speech); figure 10 shows her spoken performance during the exam was less ‘coherent’ and not really regular at all. The latter figure shows speech of lower intensity with less abrupt peaks that are organized close to each other which is in apparent contrast to her home recording.

Figure 9 S5H short: Pitch and Intensity Contour



“... but it was really stressful experience and I think I, my speech was very bad and I’m surprised that I passed.”

Figure 10 S5E short: Pitch and Intensity Contour



“It was ehm from ehm nine-ehm-eighteen thirty seven till nineteen oh one and ehm this time is ehm also known for the industrial revolution...took place.”

Its intensity is distributed evenly unlike in the exam situation where it is obviously asymmetrical. It seems that when speaking in stress-free or at least more comfortable environment, the student can phrase her speech more clearly which makes it sound more fluent or smooth.

6.7 Daniel: S6H & S6E recordings

This student can be considered somewhere above the upper borderline of less anxious participants of this study. In reality, he is the lowest scoring (101) within the more anxious group, yet he cannot be considered anxiety-free when contrasted to the results of the first group of less anxious students. The Praat analysis will reveal some data concerning his spoken performances from two different situations that will be subjected to further comparison. The data are presented in table 9.

Table 9 S6H and S6E values

	MI*	MinP	MaxP	RA (syllables/sec)
S6H	58.07 dB	75.06 Hz	492.82 Hz	2.34 (279/119)
S6E	52.48 dB	63.62 Hz	498.00 Hz	1.42 (125/88)

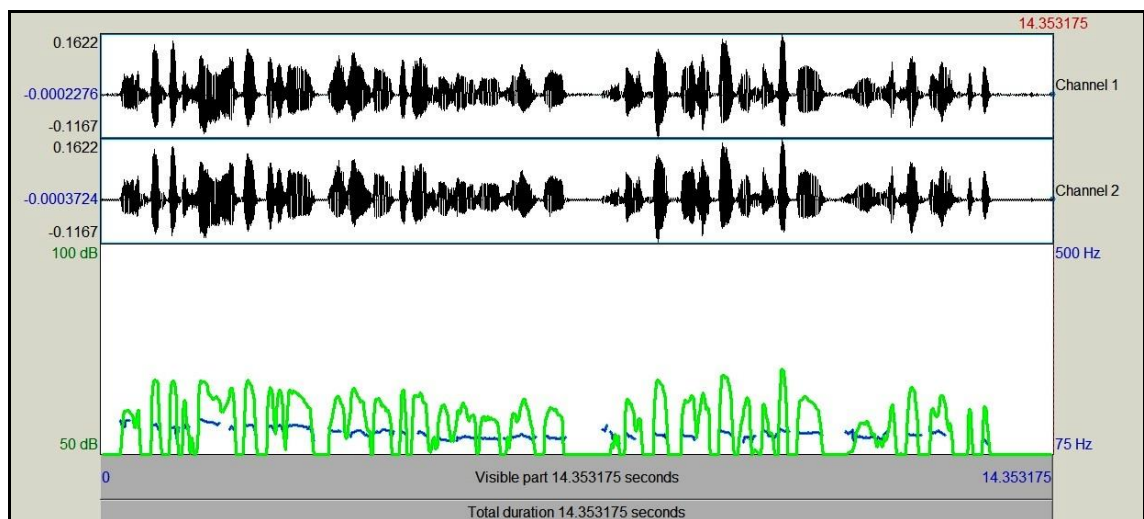
* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; RA = Rate of articulation

It seems that this student reached, so far, the lowest mean intensity value in both of the situations. Even in his FLCAS results it appears that he has a tendency to belittle especially his speaking competency which could result in generally quieter spoken performance, under any circumstances. The minimum and maximum pitch values do

not seem to be that extensively different from what has already been observed. Nevertheless, pitch range from the exam situation is apparently extended which has been mentioned above as one of signs of fear or anxiety. Another finding is that this participant's rate of articulation drops dramatically (by approximately 60%) in the exam situation which is in compliance with the results of the preceding student who was also assessed as suffering from higher FLCA. If his spoken performance during the both situations is evaluated, it is clear that in both instances the student frequently has problems with lexical searches that are manifested by recurrent vocal gesture "*ehm*" which appears in the home made sample 23 times while in the exam situation it was recorded at least 17 times. The fact that these two numbers from two completely different situations are not that dissimilar is a striking finding. It could have been assumed that in his home sample there would be lower number of vocal gestures as there he has an opportunity to speak about topics he is bound to be more familiar with (his hobbies, future plans etc.) and in which he must have acquired some degree of practice. However, this assumption was rejected as the number of instances of "*ehm*" in the home sample does not drop and actually even rises. However, generally speaking, his spoken performance from home is distinctively more fluent and in a way coherent in contrast to his speech given at the exam. Nevertheless, even here, numerous lexical searches occur. The student comments the exam situation saying that he does not think stress would have had any greater effect on his spoken performance although he admits having been nervous especially during the preparation time. On the other hand, he did, as he said later, have problems with recalling words which might have been a result of the evaluative nature of the exam situation. In the exam situation he pauses numerous times in order to organize ideas and to search for words or pieces of information. Furthermore, the student seems a little uncertain particularly at the beginning but reacts

actively to the examiner's question and promptly answers it. This could be a sign of his preparedness or it also might be that in reaction to a particular question this student has no problems with answering (if he has the piece of knowledge to answer it with, of course) but when it is necessary to speak spontaneously and especially to continuously follow a course of speech, problems might arise. His speech during the state exam was not very fluent and numerous vocal gestures as well as coughs (to clear his throat, which is often described as a sign of nervousness) were recorded. In spite of the fact that in his exam sample there are no markedly incorrect grammatical features nor severe mispronunciations occur (maybe also because, actually, not so much is said) his speech seems to be rather flat, monotonous and void of any stress at all, in a way. Figures 11 and 12, on this and the next pages show in greater detail the pitch and intensity contours.

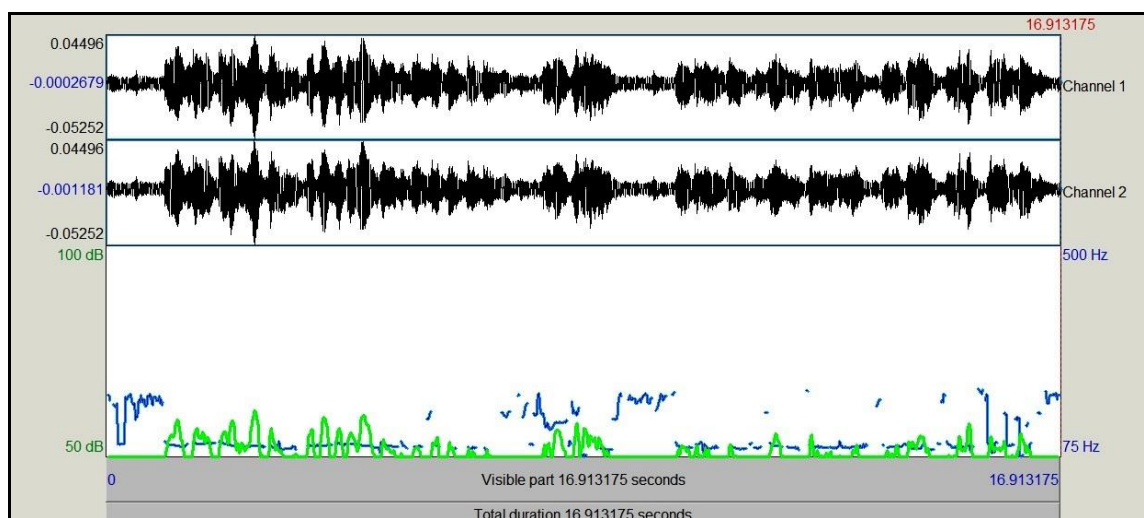
Figure 11 S5H short: Pitch and Intensity Contour



“As for state exam, I felt probably more worried during preparation and during exam itself I felt anxious but ehm much less than I expected.”

Once again, the figures are in a way in accordance with what has been observed previously. It is clear that the exam sample is much more incoherent and rather disfluent. Low values of pitch and intensity are also noteworthy and all these findings even more emphasize the difference between the two figures. As before, the home recorded sample is much more regular, rhythmical with repeated sharper peaks which make this speech sample sound less flat or monotonous in comparison to figure 12 where only very rarely something disrupts the non-variable course of the speech. It seems that the study participants generally need to feel comfortable so that their speech is more stressed.

Figure 12 S5E short: Pitch and Intensity Contour



“Ehm, it sounded more like German ehm for example they recognized ehm five cases and ehm they recognized masculine and feminine gender even for inanimate objects...”

6.8 Anna: S7H & S7E recordings

This student, with 107 points from the FLCAS questionnaire, has reached the second highest level of anxiety measured among this study's participants. The following analysis and contrast of her spoken performances during two different situations shall reveal whether her results will be in accordance with what has so far been found and whether these findings will be applicable for the approval of this thesis' hypotheses. The data for further analysis, processed by the Praat, is presented in table 10 on the next page.

Table 10 S7H and S7E values

	MI*	MinP	MaxP	RA (syllables/sec)
S7H	74.65 dB	75.01 Hz	510.35 Hz	2.99 (353/118)
S7E	54.10 dB	74.82 Hz	468.78 Hz	2.67 (259/97)

* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; RA = Rate of articulation

The table shows that there is a significantly marked difference between the exam and the home performances in terms of intensity where it can be observed that from the home 'standard' the intensity of the exam situation drops by almost 30 per cent. Yet, such an outstanding difference has already been observed even in supposedly less anxious students. This finding could be related to individual differences especially with regard to the student's level of preparedness for the exam as well as FLCA aspects such as TA and FNE and even more general CA. General observation of data in the table also proves that values for minimal and maximal pitch do not show any extreme variation in

comparison with the other study participants. However, it should be noted that the home recording is not of perfect quality and a few background noises occur occasionally and it is not known precisely to what extent these could influence the overall results. On the other hand, the exam situation sample exhibits figures for minimum and maximum pitch values that are similar for all participants. What is, nonetheless, notable is the fact that the rate of articulation changes in between the two situations – this means that whereas at home the student apparently feels more in control of the situation and probably even more certain about her spoken performance itself, during the exam there is more attention paid to what is said. For that reason another marked difference can be recorded as far as the use of vocal gesture “*ehm*” is concerned. In reality, it occurs approximately 12 times in the exam sample while in the home recording there is only a single instance of the same vocal gesture. Supposedly, it can be partially explained by the conversation topic, too; as it can be assumed that all the students have acquired some degree of practise in terms of introducing their person to other people in the target language. Also, the exam situation is obviously centred on presentation of students’ knowledge of given topic which requires more attention to what is said. It can be therefore attested that while in less anxious students of this study the stress induced by such a highly evaluative situation as state exam can actually have, according to terminology previously described, facilitating effect; it has been observed that in more anxious students the same situation is likely to exert adverse or negative effect on their spoken performance, especially in terms of the rate of articulation and other aspect of speech as well. In this particular student the rate of articulation during the exam situation drops by more than 10 per cent. Another frequently recorded feature of the exam situation is that in fact, the pitch range is not extended as some theories regarding the prosodic realization of emotional states such as fear or anxiety assert. Nevertheless, this

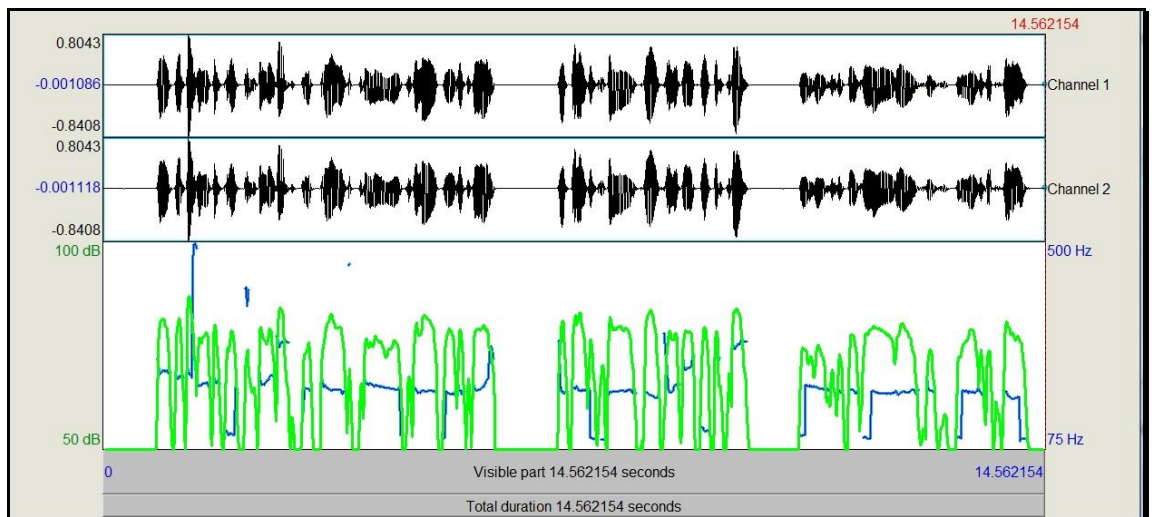
emotional state of anxiety has been described as having different forms of realization, too; i.e. narrow or reduced pitch range with tendency for monotonous speech which is exactly what has been observed in this study. Possible explanation of this finding can be that although fear and anxiety do belong to the same category of emotions (even in terms of their manifestation in speech), there is a marked difference between these two states due to the very nature of the foreign language learning process. Simply put, feeling anxious about a language class or language exam cannot be compared to the situation when, for instance, somebody's life is endangered. This could be the reason why this study did not record any instances of extended pitch range in the stressful situations in comparison to home 'standards'. Another explanation is that Czech learners of the English language might generally feel intimidated to adjust their speaking style according to the English pattern since this is a little more distinctive, marked or stressed than the Czech one.

However, attention should be shifted back to this student whose spoken performance still needs analysis in terms of pitch and intensity contours that are depicted in figures 13 and 14. The comparison of these two figures shows that while figure 14 seems to have very irregular rhythm with occasional higher peaks, figure 13 is distinctively stressed with regularly recurrent sharper peaks of similar pitch values. Generally put, these images do seem to display similar course of progress, i.e. the home recordings tend to be less knowledge based and attention is shifted towards the use of language itself which, under circumstances in which the speakers feel comfortable and not limited by any (negative) internal influences, can lead to more appropriate or desired spoken performance, i.e. from monotonous or flat to more stressed or distinctive.

In terms of other aspects of the spoken performance, this student does not seem to exhibit any severe grammatical or pronunciation errors although in her exam situation, especially when re-telling a plot of a story she is a little inconsistent in the use of verb tenses. Otherwise there are only rare instances of error corrections or repetitions and lexical searches are also minimal.

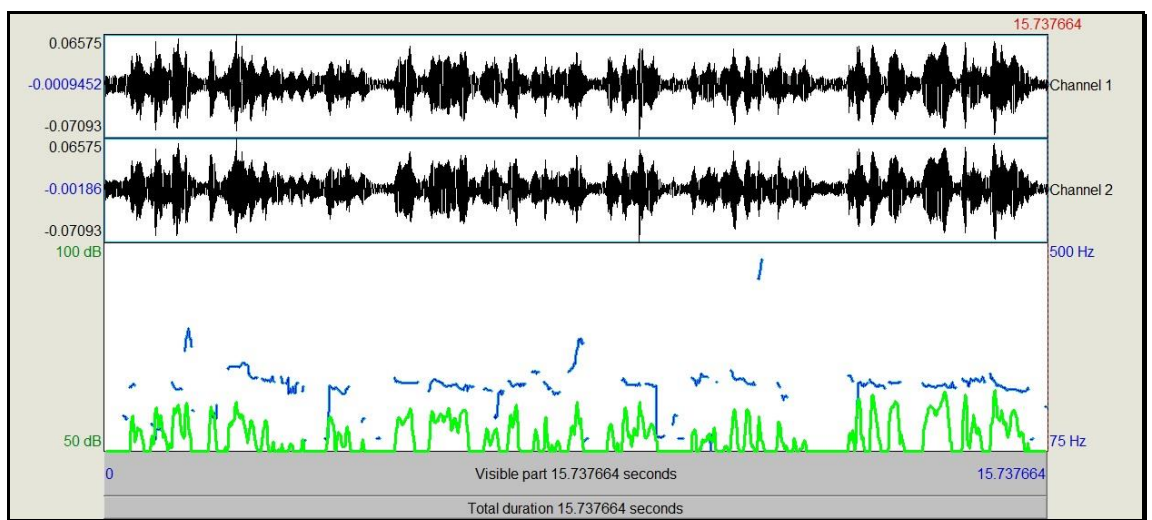
However, it has been mentioned that among the markers of nervousness is frequent use of vocal gesture “*ehm*” which the student uses in pauses to organize her ideas, when searching for words and before continuing. These probably do not signal lack of piece of knowledge. This slightly anxious reaction towards situations that involve speaking the foreign language has been recorded in the FLCAS and has been attested here; uncertainty of this student can be detected especially in the quality of her voice which seems to be a little shaky but still quite controlled during the exam. It is probably because this student was aware of the importance of the state exam that she realized the need to be in control of the situation and although she admitted in the FLCAS suffering from some of anxiety’s physiological symptoms as well as she reported being worried about making mistakes when speaking and especially in test-taking situations, she still was able to perform quite well.

Figure 13 S6H short: Pitch and Intensity Contour



“My hobby and big love is music. I play the piano, cello and guitar. I play with the band called Illegal Orchestra (?) and I also play during the masses and with the choir.”

Figure 14 S6E short: Pitch and Intensity Contour



“...war was Stephen Crane. He never participated in war but he made ehm great contribution in ehm the view of psychology of soldiers. He was the first who didn't really...”

6.9 Recordings: Summary of results

This section provides a summary of all the significant findings that have been presented for the individual study's participants. The aim is to represent these results from a broader perspective and to relate them to initially introduced hypotheses of this thesis. First of all, table 11 will present the overall results of the Praat analyses which should facilitate discussion about the outcomes of this study.

Table 11 Summary of results of all the study participants

	FLCAS	MI*	MinP	MaxP	RA (syllables/sec)
S1H	92	79.25 dB	76.24 Hz	499.88 Hz	2.90 (206/71)
S1E		58.06 dB	75.83 Hz	438.16 Hz	3.41 (252/74)
S2H	86	73.75 dB	70.34 Hz	494.96 Hz	2.69 (320/119)
S2E		58.93 dB	72.95 Hz	412.52 Hz	3.04 (346/114)
S3H	82	68.47 dB	75.20 Hz	501.42 Hz	2.50 (260/104)
S3E		55.66 dB	70.38 Hz	413.70 Hz	2.80 (375/134)
S4H	93	68.30 dB	76.23 Hz	447.15 Hz	2.70 (321/119)
S4E		62.62 dB	75.02 Hz	278.62 Hz	2.64 (256/97)
S5H	112	68.00 dB	77.15 Hz	498.54 Hz	2.05 (281/137)
S5E		58.00 dB	72.76 Hz	495.78 Hz	1.86 (190/102)
S6H	101	58.07 dB	75.06 Hz	492.82 Hz	2.34 (279/119)
S6E		52.48 dB	63.62 Hz	498.00 Hz	1.42 (125/88)
S7H	107	74.65 dB	75.01 Hz	510.35 Hz	2.99 (353/118)
S7E		54.10 dB	74.82 Hz	468.78 Hz	2.67 (259/97)
OH**	96	70.07 dB	75.03 Hz	492.45 Hz	2.80
OE		57.12 dB	72.20 Hz	429.37 Hz	2.55

* MI = Mean intensity; MinP = Minimum pitch; MaxP = Maximum pitch; Rate of articulation; O** = overall results (average)

The data presented in the above table are very significant especially when they are related to the FLCAS results. From this examination it is clear that there is a fine line marking difference between those participants who scored lower and those who reached higher score in the FLCAS. The most distinctive differences are in terms of rate of articulation which has been shown to drop, sometimes even dramatically by around 60 per cent, in more anxious students during the exam situation. It has been noted that it is the very nature of the exam situation to demand exhibition of student's preparedness as well as of good command of the language, although tentatively guessed, more emphasis is put on the 'presentation of knowledge'. As a result, while less anxious students are likely to perceive the exam situation as demanding acceleration in their speech tempo, more anxious students seem to be inhibited, in a way, by the amount of experienced anxiety, are less certain during the speaking situation generally and consequently show to speak slower in comparison with their home sample i.e. more comfortable and less stressful environment). Generally speaking, tendency to focus on information on both sides of the examination process (examinee as well as examiners) then makes the examined students forget about the acoustics of their speech. However, it appears that the more anxious students tend to pay more attention to the speaking task itself which can make them even more nervous as they do not feel comfortable or in control of the conversation. Therefore, it can be attested that anxiety can have facilitating effect in less anxious students (particularly in terms of faster rate of articulation) while more anxious students' performance tends to suffer from debilitating effect of anxiety. However, high values for the rate of articulation have been shown to cause some speakers gibber and their speech is therefore less comprehensible which can also be considered a sign of nervousness. Another well documented tendency in all the participants is to exhibit watchfulness about what they say during the exam situation and for that matter put

relative importance into selection of accurate or appropriate words. However, general quality of their spoken performance can deteriorate particularly as what is under normal circumstances available almost instantly (words or pieces of information), during exam or any other stressful situation it is recalled with difficulties. This has been detected even in students who do not seem to be highly anxious. Consequently, instances of stuttering, repetition of phrases (as well as words or syllables) and their re-organization and use of substitute words such as *like*, *really* can be detected in both situations samples, although the home ones seem to be less formal and therefore show to be more frequent. Among most important findings of this section also belongs the fact that mean intensity was shown to be lower during the exam situation than at home in majority, if not all, the participants. It can be argued that this is a result of experienced uncertainty induced by the exam situation. As it seems, when the students are in a more relaxed environment, they might feel less limited or constricted by the situation and thus feel less free to express their ideas by more intensive means which also results in tendency, recorded in the home made samples, for increase in mean intensity values as well as pitch ranges. In accordance with this, narrower or reduced pitch range is observable in many cases together with tendency to speak monotonously. The possible explanation of this aspect of spoken performance is that it can be in the nature of the Czech learners of the English language that they feel, in a way, intimidated by the speaking style that is typically more stressed with more distinctive intonation changes in English than in Czech and only when they are at comfortable zone, they can try approaching this style (and as a result extend the pitch range and intensity). Other markedly relevant features that could signal the degree of experienced anxiety are vocal gestures, especially “*ehm*”, coughs, gulps, hesitations, slips of the tongue and corrections, stuttering, sighs, nervous laughs, dysfluencies, lexical searches and silent pauses.

7 CONCLUSION

The final chapter of this diploma thesis is to provide a conclusion to the theoretical section as well as practical study of this work. The objective of this thesis was to introduce the issue of foreign language anxiety in relation to oral performance of students of the English language. However, these two phenomena were merged in the final sections of this work since first it was necessary to establish solid theoretical background. This background included several steps and the first one targeted general introduction to the psychological concept of anxiety and communication apprehension. Anxiety was defined as an emotional state for which feelings such as tension, worried thoughts are typical and are accompanied by physiological (e.g. increased blood pressure, sweating) as well behavioural changes or reactions. More elaborate description of the general symptoms of anxiety was also provided and can be consulted in chapter 2. However, for clarification, it needs to be added that the concept of anxiety was divided into two categories, i.e. **state** and **trait anxiety concepts**. While state anxiety is understood as an emotional state that is variable over time, specifically in different situations; trait anxiety is a concept much more stable and generally signifies certain predisposition to commonly experience anxiety reaction which makes it a personality trait. Later, the concept of anxiety was divided according to different parameters, i.e. the concepts of **facilitating** and **debilitating anxiety**. Interestingly, it was noted that it is not necessarily true that anxiety would actually impede performance and achievement in the foreign language learning. On the contrary, in some instances it can in reality have positive effect as it provides strong motivation not to succumb to difficulties and to make even greater effort. However, it was concluded that defining under which circumstances such a reaction occurs can be rather problematic. The same

chapter also introduced the notion of communication apprehension (CA) where it was, besides other things, assessed that some individuals can be influenced by greater amount of oral apprehension which in turn negatively affects their communication behaviour. At that point, communication apprehension was thoroughly described and it was shown that it is in no way minor a problem of few individuals, on the contrary, approximately one fifth of population can be affected by it (e.g. in the form of stage fright). As it has been mentioned above, this chapter can be consulted for more information on the detection and measurement of anxiety as it, for instance, claims that anxiety occurs at three different levels: brain, behaviour and subjective experience. Of course, experienced anxiety at all the three levels varies in between individuals.

The next great section finally brought the issue of foreign language anxiety. First and foremost, this chapter emphasizes the necessity to understand the learning process as something rather different from other learning process as it exerts influence over attitudes, beliefs as well as supposes certain degree of familiarity with different cultures. The combination of these aspects makes the process of learning a language quite unique. This chapter also shows that however compact the issue of FLA is, it can always be manifested in all the singular skills, i.e. speaking, listening, writing and reading. The important finding is that FLA can create variety of problems and obstacles in the language learning process. Among the effect of FLA, one can find for example apprehension, worry, concentration difficulties, forgetfulness, sleep disturbances, nervousness etc. Above all, what is important for this thesis, it was described that FLA can have effect on communication strategies that are employed by the affected students even in terms of grammatical constructions and acoustic output. Although probably the greatest attention is paid to the effect of anxiety on spoken performance, there are studies targeting other language skills, too, and they for instance show that writing

anxiety results in less elaborate written compositions while speaking anxiety can result in better writing skills since it can serve as a sort of a compensatory skill for the impaired speaking ability. Later on, this chapter distinguished between the **three performance anxieties** which are namely **communication apprehension (CA)**, **test anxiety (TA)** and **fear of negative evaluation (FNE)**. All the three are components of the general FLA concept, however, in this section were described individually in terms of their effect. Afterwards, **Young's six factors**, which actually represent a model of elements that can be closely related to FLA, were presented. All these factors were described as imposing pressure on the performance of foreign language learners which can cause them experience anxiety in situations which entail the use of the foreign language. Young's six factors included classroom procedures which were shown to be very influential in terms of the overall comfort experienced by learners as well as their learning achievements. As this appears to be a very serious, and yet seemingly underestimated, issue, appendix section provides a few practical implications regarding particularly classroom procedures as well as methodologies for language testing and instructor-learner interactions.

The next section of that chapter treated **three stages of the language learning process**. These are actually **three cognitive processes**, namely **input**, **processing** and **output**, that were shown to be separate as well as interrelated. Moreover, it was noted that anxiety can exert its effect in each one of them and due to their relatedness it can 'spread' even further to the following stages. It is quite natural, that the whole process of language learning begins with some incoming signal or input. Problems at this very first stage can lead to processing or retrieval difficulties of the input. However, once the input enters, the next stage – processing – is also critical as it plays a role in the input's

organization and storage. Similarly important is the final, output stage, which can be understood as the (re-) production of the material that was received and processed.

The final chapter of the theoretical section dealt with **emotions in relation to oral performance**. Here it was argued that syntactic and semantic contents of communication are not the only significant features. For which reason it was emphasized that **prosody** and **paralinguistic features** can **play a considerable role** which motivated further elaboration of **the English language prosody system**. This chapter also highlighted major differences between Czech and English prosody systems that could explain some of the problems experienced by Czech learners of the English language, especially in speaking situations. In closer observation this chapter also dealt with **acoustic realization of anxiety as emotional state in speech**. It was established that **anxiety** indeed, as well as other emotional states, **manifests itself via divergence from usual speaking patterns**, especially in terms of pitch, loudness or the rate of articulation. Later, the major objective of analysis was to find correlation between the amount of experienced anxiety and changes of these parameters. Importantly, it has been attested that these vocal cues work for both ends of the communication activity and therefore not only are hinted by the speaker, they are also perceived by the listener. For the definition of vocal cues to anxiety itself, observations of another emotional state, anger, was also used as they both can be categorized as members of one family of emotions and are manifested by quite similar vocal tokens.

The practical section continued in the elaboration of foreign language anxiety as it introduced a means of its measurement, i.e. it explained the design and purpose of the **foreign language classroom scale (FLCAS)** and made use of it by its distribution to the study's participants. The subjects who agreed to participate in this study were introduced at this point. As it has been mentioned, all of them still are university

students participating in a bachelor philological programme targeting the English language and literature for education purposes. To the FLCAS overall results it needs to be said that according to their scores, students were tentatively divided into two groups, one group consisted of those reaching lower scores which was correlate with lower FLA while the second group was categorized as more anxious as a result of variety of stressors. In this section, table 2 showed overall FLCAS results from which it was apparent, for instance, that more than 40 per cent (43%) of participants declared problems with being sure or confident about their foreign language classes. Naturally, it always depends on individual's perspective, but given the fact that all the participants were supposedly deliberately studying their bachelor's degrees in the target language, this number seems to be quite high. Other items in the questionnaire showed, for example, that as many as 57 per cent of the participants worry about making mistakes in the language class. The remaining results can be consulted in the table and the chapter itself. However, the general conclusion for the time being was in accordance with Horwitz et al. (1986) who similarly stated that *foreign language anxiety is experienced by many students in response to at least some aspects of foreign language learning* (p. 130). The findings of the following sub-chapter can be interpreted as the core for further generalizations as it targeted the individual results of study participants from which their profiles were created. Each participant's score was analysed and most prominent items of the FLCAS were interpreted. From these results it was obvious that each participant truly needed individual treatment as each one showed to be influenced by different aspects of the language learning process as well as aspects of his or her own personality. For that reasons, for instance Kateřina was described as mostly worried about making mistakes and their correction by the teacher and, on the other hand, was found to be quite problem-free in terms of CA and FNE; whereas Alena was found to

suffer from anxiety specifically in relation to speaking tasks and her CA problems were shown to be manifested even by psychological (low self-esteem, confusion, nervousness) as well as physiological (heart pounding, trembling) symptoms.

Another procedure that was put forward in the following chapter focused on providing recording material for individual spoken performances in two different situations by which contrast correlation between the situations and the amount of measured anxiety could be made. The methodology for obtaining recorded samples was described and the text briefly summarized including two recording sessions, one during literature part of the student's state exam while the second was a made at home by the students themselves. The obtained sets of recordings were analysed in terms of paralinguistic and prosodic features as well as other aspects of spontaneous speech such as hesitations, grammaticality, mispronunciations etc. A specialized programme, Praat, was used in order to facilitate analysis of the speech samples. This programme enabled evaluation of such aspects of the participants' speech as intensity (measured in dB) and minimum and maximum pitch values (measured in Hz). One more value was computed mechanically by the author of this work and it was the rate of articulation which was established as an approximate ratio of a number of syllables in a given time frame (measured in seconds). The Praat also facilitated a graphical display of individual speech samples for both situations which were, in subsequent analyses, shown to be dramatically different for each participant in the two situations. The next sub-chapter summarized the results obtained during the analyses of individual recordings.

Now, in conclusion, attention will be paid to the obtained findings and their relation to the **hypotheses** of this work.

In the tenets of the first hypothesis it was argued that there is a significant correspondence between the level of detected foreign language anxiety and the

deterioration of the spoken performance. This claim can be considered as approved mainly due to found differences in spoken performances of the study's participants. Generally put, the individual participants' spoken performances varied in the two above described situations. However, greater amount of variation could be detected in students who received higher score in the FLCAS which in turn directly relates to their estimated degree of foreign language anxiety. The greatest recorded variation was observable in terms of the rate of articulation. Here it was proven indeed that certain amount of anxiety or stress of the evaluative nature of a situation can have, particularly in less anxious students, facilitating effect, while the spoken performance of the more anxious group of students was shown to be negatively affected. These more anxious students were proven to speak slower, in contrast with their 'home standards', in the highly stressful and evaluative situation. However, in terms of grammaticality and pronunciation no severe deteriorations were recorded although minor lapses were present especially in more anxious students (the only aspect that deteriorated slightly was their overall fluency which seemed to drop in more anxious students more than in less anxious ones). Especially the more anxious students reported and also manifested problems with recalling otherwise familiar words or pieces of information and generally exhibited more instances of the most often present vocal gesture "*ehm*" as well as they occasionally stuttered, repeated and re-organized phrases and their tongues slipped. Moreover, the results from the recordings seem to be clearly related to the risk-taking aspect of speaking and generally learning a second or foreign language. This could be the explanation of why the students might have felt intimidated during the state exam which resulted in their decrease of minimum and maximum pitch values as well as intensity (loudness) which is actually precisely what was hypothesized above.

The tenet of the second hypothesis concerning the contrast between overall abilities of less and more anxious speakers was also shown to be valid. It is clear particularly from table 11 that the more anxious students (except for one, student no. 7) had a tendency to speak slower (and pause, hesitate and search for words or pieces of information more) than their less anxious peers. Although it has not been shown that more anxious participants would make many more mistakes in terms of grammar, their spoken performance during the exam situation was recorded to be less fluent.

Among other typical features that could be accounted for by experienced anxiety and nervousness were found to belong e.g.: lower mean intensity, reduced pitch range, vocal gestures, coughs, gulps and gibbering as a result of faster speech, hesitations, slips of the tongue, corrections, stuttering, sighs, nervous laughs, dysfluencies, lexical searches, silent passages and shaky voice.

From the recorded results of the two sets of samples for each participant and their detailed analyses and contrasts as well as in accordance to the results of the FLCAS it can be concluded that both of the hypotheses of this thesis were confirmed.

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9 APPENDICES

This section of appendices is included to this work in order to provide supplementary material and data that have been found relevant to the issue treated by this study. This section also presents data that were obtained in the course of executing the analysis of study material, i.e. students' individual answer sheets etc.

9.1 Appendix A: Influence of motivation and self-efficacy on anxiety

Bandura (1993) pointed out that there is a marked difference between possessing knowledge and skills and being able to use them well under certain conditions. He explained that the difference in personal accomplishments lies in self-beliefs of efficacy to use them well (p. 119). This can serve as evidence to the fact that notions such as self-efficacy and motivation should not be omitted in the study of foreign language anxiety and that they are quite likely one of several major contributors to the overall efficiency and achievement of the learning process. This chapter will briefly describe the main tenets of the self-efficacy and motivation concepts in their direct relation to the learning process in general but also in their closer relation to foreign language anxiety. The necessity to pay at least marginal attention to this topic is attested by MacIntyre & Gardner (1994) who concluded from previous researches that *affective variables, including anxiety, attitudes, and motivation, influence language achievement* (p. 284). And, although motivation and self-efficacy are quite interrelated matters, they will be treated, for the simplicity's sake, in separate chapters.

9.1.1 Motivation

To the question why motivation is important Gardner (2007) says that at the beginning, when learning our mother tongue, the motivation for such enterprise is quite obvious as *language is an integral part of growing up* as a means for participation with integration within our environment (p. 9). But, in many instances, this situation is not identical when learning a foreign language and it is motivation (together with many elements that affect it) that can play a major role in the process of learning the foreign language. Gardner (2007), in his model targeting the interplay of motivation and second language acquisition, he distinguishes two types of constructs. The first is **language learning motivation** which can be understood as relatively general and stable *motivation to learn foreign language* and as such belongs to *general characteristic of the individual that applies to any opportunity to learn the language*. The second construct is **class learning motivation** that is described as *motivation in the classroom situation, or in any specific situation* (p. 10, 11). This construct focuses on *the individual's perception of the task at hand* and for that reason it can be classified as *largely state oriented*, it is typical for its relation to many possibly influential factors within language class, i.e. *the teacher, the class atmosphere, the course content, materials and facilities as well as personal characteristics of the student* (p. 11). To these factors one also must add a notion that an individual will certainly have *various attitudes that might apply to language learning, beliefs about its value, meaningfulness, and implications, expectations etc.* (p. 13) but what is of major importance is that *all of these characteristics originate and develop in the overall cultural context as well as the immediate family* (p. 14). And, of course, one must not forget about the educational context as well but this has already been tackled at least partially in the previous

chapters. Another author within this discipline, Scovel (1978), referred to Chastain (1976) distinguishing between *two different types of factors which influence the learner, i.e. "learner variables"*, these are subdivided into *intrinsic and extrinsic* categories. Among the intrinsic motivators, Scovel (1978) listed for instance *anxiety, need to achieve, self-concepts, and aspirations* while *socio-cultural influences and social reinforcers* were categorized as extrinsic motivators (p. 130). And, from a slightly different (opposite) perspective, Khodadady & Khajavy (2013) show in their study that *anxiety is positively and significantly related to amotivation* (p. 272), in conclusion, *motivation and anxiety have been found to be highly correlated to foreign language achievement* (p. 270). Their paper summarized that *students who have different reasons for learning English are different in their level and type of anxiety, i.e. students who learn (in their study it is) English for personally relevant reasons feel less anxiety in achieving a valued goal compared to those who learn because of some internal or external pressure*. On the contrary, students without motivation were all recorded to experience *communication fear, fear of negative evaluation, negative attitude towards English class, and were not comfortable in their classes* (p. 280). An explanation, suggested by Pappamihel (2002), is that students lacking proficiency perceive themselves as *subjects not only to judgements about their language ability but also about their significance as individuals*. For this reason teachers are frequently warned not to even more aggravate the situation by inappropriate error correction technique or generally inadequate language learning beliefs (p. 332).

9.1.2 Self-efficacy

It was Bandura (1994), who postulated a notion relevant to the concept of foreign language anxiety, i.e. *people's beliefs in their coping capabilities affect how much stress and depression they experience in threatening or difficult situations, as well as their level of motivation* (p. 5). The same argument has been repeatedly attested by many others, e.g. Zimmerman (2000) who claims that self-efficacy can serve as *a highly effective predictor of students' motivation and learning*, and that *self-efficacy beliefs are sensitive to subtle changes in students' performance context*, i.e. they are in interaction with *self-regulated learning processes*, and mediate *students' academic achievement* (p. 82). Or Cubukcu (2008) who simply posits (as an observation from his study) that *if learners have low self efficacy, they are more anxious* (p. 155). To grasp the concept of self-efficacy, notion by Zimmerman (2000) shall be reviewed who argued that self-efficacy is conceptually and psychometrically different from, though very closely, *related constructs, such as outcome expectations, self-concept, perceived control*; self-efficacy *focuses exclusively on task-specific performance expectations* (p. 82).

Bandura (1993), who is probably the most commonly cited and referred to author within this area, describes self-efficacy as operating at *three different levels* while functioning as *an important contributor to academic development*, these levels are:

- a. *students' beliefs* that actually function as regulation to learning and mastering academic activities which further determines their *aspirations, level of motivation and academic accomplishments*;
- b. *teachers' beliefs* that concern their individual ability to *motivate and promote learning* which is reflected in *the educational environments they create* and in *the academic progress their students achieve*;

c. *faculties' beliefs* which evolve around *their collective instructional efficacy* as a contribution *to their schools' level of academic achievement* (p. 135-144).

Noteworthy addition was made to the concept of self-efficacy by the same author, Bandura (1993) who further comments that efficacy about one's possibility to exercise control over stressors influences the level of anxiety arousal, i.e. *people who believe they can exercise control over threats do not conjure up disturbing thought patterns*, while others with opposite opinion doubting the possibility to *manage threats experience high anxiety arousal, view many aspects of their environment as fraught with danger, magnify the severity of possible threats, and worry about things that rarely happen*; and when all this put together causes even more distress (p. 132-133). According to Pappamihel (2002), it is not unusual for students to *engage in self-deprecating and self-focused thoughts that interfere with feelings of self-efficacy* which has, in turn, adverse effect on their *ability to take advantage of learning opportunities* and also prevents them from *seeing themselves as successful learners* (p. 329, 330). This type of efficacy, in conclusion, concerns *efficacy to control disturbing thoughts* and can produce anxiety, stress and depression (Bandura, 1994, p. 6).

Pappamihel (2002) comments, that in situations perceived by the anxious students as threatening, also according to Eysenck (1979), they find themselves *in a state of divided attentional resources* for which it is typical that *their ability to concentrate and be successful at learning tasks is hampered*. It is possible that because of that, *highly anxious students are not able to automatize actions as effectively* because they simply cannot focus on the task itself when being preoccupied by *task-irrelevant processing* induced by *high levels of anxiety* (p. 329). MacIntyre & Gardner (1994), also

referring to Eysenck (1979) observed that in such instances anxious students also employ *excessive self-evaluation, worry over potential failure, and concern over the opinions of others*. What is likely to even further worsen the situation, they add, is the fact that *anxious students are aware of this interference and attempt to compensate by increased effort*. This was supported by e.g. Horwitz et al. (1986) or Price (1991) who concluded from their studies that *anxious language students study more than relaxed students but their achievement does not reflect that effort*. In some cases, however, the exact opposite is recorded – as has also been mentioned previously, *anxiety may facilitate performance although this type of result has not been observed very often in empirical studies of language learning* (p. 285).

In relation to academic motivation and achievement, Zimmerman (2000) says that self-efficacy has the capacity to influence *such key indices as choices of activities, level of effort, persistence, emotional reactions*, and as a result *self-efficacious students participate more readily, work harder, persist longer, have fewer adverse emotional reactions when they encounter difficulties*. As has been indicated, *students' beliefs about their efficacy to manage academic task demands can also influence them emotionally by decreasing their stress, anxiety and depression* (p. 86).

9.2 Appendix B: Pedagogical implications focusing on reduction of foreign language classroom anxiety

This section of the submitted master thesis is devoted to presentation of a few approaches or methodologies that could be adapted by the language instructors acknowledging the significant role played by foreign language classroom anxiety on the overall achievement of the language learning and also wishing to create an atmosphere

that will help reduce this generally present issue. To this Young (1991) recommends e.g. *good sense of humour, friendliness, relaxed and patient approach that can make students feel comfortable, adopting attitude that mistakes are one of the elements of the language learning process and that mistakes will be made everyday etc.* (p. 432).

The need for the educators to accept the existence of FLA, as Horwitz, Horwitz & Cope (1986) claim, is truly crucial as they *should consider the possibility that anxiety is responsible for the student behaviours before attributing poor student performance solely to lack of ability, inadequate background, or poor motivation*, although of course, *individual reactions can vary widely* (avoidance behaviour, procrastination, etc. (p. 131).

From the most general perspective, Gardner (2007) agrees that *the educational context (generally the educational system; and specifically the immediate classroom situation) is important*. It is because of the fact that the educational system, naturally has some expectations concerning *the quality of the program* but further more consist also of the *interest, enthusiasm and skills of the teacher, the adequacy of materials, the curriculum, the class atmosphere etc..* All these factors have been observed as influential as the motivation factor for the students, obviously, in any school subject (p. 14). To the role of the (language) instructors, Tsiplakides & Keramida (2009) imply that it is their task to *make interventions in the classroom environment and practices and create a „sense of community in the classroom” so that students do not perceive it a competitive* (p. 40). Horwitz, Horwitz & Cope (1986) argue that generally, instructors have two options to deal with anxious students; they can either *help them learn to cope with the existing anxiety-provoking situation* or they can *make the learning context less stressful*. Their conclusion is that the classroom context could be rid of stress by *changing the context of foreign language learning* because the most typical setting

creating supportive conditions for development of FLCA is *the formal school setting where evaluation is tied to performance* (p. 131). On the part of the student, Young (1991) argues that *if students can recognize their irrational beliefs or fear, they will be able to interpret anxiety-provoking situations in more realistic ways* and for that reason some might recommend open verbalizing any fears related to language class or to use a technique of *an anxiety graph to help them pinpoint moments in communication that cause most troubles* while others think that *journal writing* can be a good way to *learn to recognize feelings of inadequacy so that they may arrive at more realistic expectations* (p. 431). In similar vein, Pappamihel (2002) puts forward a suggestion that *helping students to view potentially threatening situations in a different light can circumvent these negative appraisals* and it might increase their self-efficacy thanks to which students *can feel more in control and better prepared to deal with negative outcomes* (p. 347).

Several sources, e.g. Tsiplakides & Keramida (2009) stress the necessity to *provide indirect rather than direct error correction* (p. 40). Young (1991) asserts that the error correction approach functions as a signal of the relationship they have towards their students so their goal should be to *give more positive reinforcement* and help students *develop more realistic expectations* (the manner of correction also signals the teachers' expectations and their possible disappointment) (p. 432). And Horwitz, Horwitz & Cope (1986) complete the specifications by saying that *the error correction techniques should be based on instructional philosophy and on reducing defensive reactions in students* (p. 131).

Moreover, individual researchers suggest following anxiety-reducing treatments. Tsiplakides & Keramida (2009) put stress on project work which implies *opportunity to practice language in a „natural” setting, negotiate for meaning, and help students to*

develop strategies on getting message across despite language difficulties (p. 43).

Horwitz, Horwitz & Cope (1986) also emphasize *the vital role of spontaneous conversations in the development of communicative competence (p. 127)* and add techniques or approaches such as *relaxation exercises, advice on effective language learning strategies, referring students with severe anxiety reactions for specialized help to outside counsellors or learning specialists (p. 131).* Young (1991) is also for *support groups, relaxation exercises, practice self-talk, making positive statements about yourself.* To the teachers he recommends *conscious examination of their own language teaching beliefs to help dispel those that negatively impact learners as their beliefs are often reflected in their behaviour, as well as take part in language teaching workshops, conferences in an effort to keep pace with current language teaching research and practices (p. 431, 432).* And last but not least, McCroskey (1977) completes the list with suggestions as e.g. *hypnosis, relaxation, group counselling, attending training in public speaking (for people with low or moderate communication apprehension) while for people with high CA such experiences are worthless, harmful, and deeply traumatic in many; generally concluded, individuals should not be placed in situation that will reinforce the anxiety state (p. 91, 92).*

9.3 Appendix C: Foreign language classroom anxiety scale

1. Strongly agree; 2. Agree; 3. Neither agree nor disagree; 4. Disagree; 5. Strongly disagree

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

2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well foreign language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel self-conscious about speaking the foreign language in front of other students.

- 25. Language class moves so quickly I worry about getting left behind.
- 26. I feel more tense and nervous in my language class than in my other classes.
- 27. I get nervous and confused when I am speaking in my language class.
- 28. When I'm on my way to language class, I feel very sure and relaxed.
- 29. I get nervous when I don't understand every word the language teacher says.
- 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
- 31. I am afraid that other students will laugh at me when I speak the foreign language.
- 32. I would probably feel comfortable around native speakers of the foreign language.
- 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

9.4 Appendix D: Answer sheets from the individual participants

9.4.1 Student no. 1

Score: 92

Point value	1	2	3	4	5
Frequency	1	13	11	8	0

Question	SA	A	ND	D	SD
1			3		
2				4	
3				2	
4			3		
5	1				
6			3		
7		4			
8			3		
9				2	
10				2	
11				4	
12				2	
13			3		
14		2			
15		4			
16		4			
17			3		

Question	SA	A	ND	D	SD
18				4	
19		4			
20		4			
21			3		
22		2			
23			3		
24			3		
25			3		
26				2	
27			3		
28		2			
29				2	
30				2	
31				2	
32		2			
33				2	

9.4.2 Student no. 2

Score: 86

Point value	1	2	3	4	5
Frequency	3	16	7	5	2

Question	SA	A	ND	D	SD
1			3		
2		2			
3					1
4				2	
5	1				
6				2	
7			3		
8			3		
9				2	
10		4			
11			3		
12				2	
13				2	
14		2			
15				2	
16	5				
17					1

Question	SA	A	ND	D	SD
18		2			
19			3		
20		4			
21	5				
22		2			
23		4			
24		2			
25		2			
26				2	
27				2	
28			3		
29		4			
30		4			
31				2	
32			3		
33				2	

9.4.3 Student no. 3

Score: 82

Point value	1	2	3	4	5
Frequency	6	12	9	5	1

Question	SA	A	ND	D	SD
1			3		
2			3		
3				2	
4				2	
5	1				
6		4			
7				2	
8			3		
9				2	
10				2	
11					5
12				2	
13					1
14				4	
15		4			
16				2	
17					1

Question	SA	A	ND	D	SD
18			3		
19				2	
20				2	
21				2	
22			3		
23			3		
24				4	
25				4	
26				2	
27			3		
28			3		
29					1
30					1
31					1
32		2			
33			3		

9.4.4 Student no. 4

Score: 93

Point value	1	2	3	4	5
Frequency	0	11	17	5	0

Question	SA	A	ND	D	SD
1				2	
2				4	
3				2	
4				2	
5		2			
6			3		
7			3		
8			3		
9				2	
10				2	
11				4	
12			3		
13				2	
14				4	
15			3		
16		4			
17			3		

Question	SA	A	ND	D	SD
18			3		
19				2	
20				2	
21				2	
22		2			
23		4			
24			3		
25			3		
26			3		
27			3		
28			3		
29			3		
30			3		
31			3		
32			3		
33			3		

9.4.5 Student no. 5

Score: 112

Point value	1	2	3	4	5
Frequency	0	7	10	12	4

Question	SA	A	ND	D	SD
1	5				
2			3		
3		4			
4			3		
5			3		
6		4			
7			3		
8			3		
9	5				
10			3		
11				4	
12	5				
13		4			
14		2			
15		4			
16		4			
17				2	

Question	SA	A	ND	D	SD
18				4	
19				2	
20		4			
21				2	
22			3		
23			3		
24				4	
25		2			
26			3		
27		4			
28				4	
29				2	
30		4			
31				2	
32			3		
33	5				

9.4.6 Student no. 6

Score: 101

Point value	1	2	3	4	5
Frequency	0	13	6	13	1

Question	SA	A	ND	D	SD
1		4			
2				4	
3				2	
4				2	
5		2			
6			3		
7	5				
8				4	
9				2	
10		4			
11				4	
12				2	
13				2	
14			3		
15		4			
16				2	
17				2	

Question	SA	A	ND	D	SD
18				4	
19				2	
20				2	
21			3		
22				4	
23		4			
24				4	
25		2			
26				2	
27			3		
28			3		
29				2	
30		4			
31		4			
32			3		
33		4			

9.4.7 Student no. 7

Score: 107

Point value	1	2	3	4	5
Frequency	0	7	12	13	1

Question	SA	A	ND	D	SD
1	5				
2				4	
3		4			
4			3		
5		2			
6				2	
7			3		
8				4	
9		4			
10			3		
11				4	
12		4			
13			3		
14		2			
15			3		
16		4			
17			3		

Question	SA	A	ND	D	SD
18				4	
19			3		
20		4			
21				2	
22			3		
23			3		
24		2			
25			3		
26		4			
27		4			
28		2			
29			3		
30		4			
31			3		
32		2			
33		4			

9.5 Appendix E: Transcript of exam and home recordings

9.5.1 S1E

Length: 1m 14.824s

Student: So, after his dead his son...ehm ehm ruled for a while but he was really young so.....(incomprehensible) and died very young. After him came Marry called the Bloody Marry, because sh...her mother was catholic, she was raised as a catholic and she was strong...catholic and wanted to bring the...Catholicism back so he she persecuted protestants a lot. And after that finally Elizabeth the first...ehm...can be considered the peak of the Renaissance, first of all her rule was really stable so she...avoided all the struggles in a struggles with religious persecution and...ehm gained a lot of money because she supported ehm...overseas explorations but for us most important she supported art and theatre. Ehm...when she died, what is maybe interesting that...ehm James from Scotland came because she was, he was her closest relative so the Scottish became...the the Scottish king became James the first of England and I think he was the one who distributed James bible which was the first translation for people to understand the Bible...

9.5.2 S1H

Length: 1m 11.079s

Hey, so, to answer your first question, well,...I have studied English since I was seven or eight, I don't remember exactly but I guess I started around that age. Concerning my future, ehm, who knows, I'm not sure yet but I want to continue studying and then maybe become a teacher...I'll see how that goes. And about the state exam, to be

honest, I'd rather forget about it all, it was so humiliatin' and stressful. Like stress of course affected my performance, I couldn't breathe, I couldn't eat 'n I was stressing out for days so...yeah. But ehm I must say that the literature part that you recorded was much better than the linguistic part that I took first because I wasn't sure about the question I got so that affected my performance even more. There with literature where I kinda know what I was about to say.

9.5.3 S2E

Student: Sara Cane was a a person who had a nice...touch for drama but she had a problem, she was not insane but her mental institution or her mental status wasn't (incomprehensible) as it should be maybe and that was reflected in her plays. For example in psychosis 4-48 ehm there is a character, we don't know if it's a female or male and this...person is kept in an institution, again, we don't know if it's a institution, if it's a hospital, if it's a mental asylum and so on ... and... this... and if you've you have probably seen the text and there's ... if you have a play you have...all, who is speaking and his...his monologue but her her words are scatter all around the the slate of the paper and...sometimes those are fragments of what is happening to her. She lists ehm a list of drugs which she is, which that person is given to and that person doesn't know if these drugs will help her or if they'll kill her because she doesn't believe anybody, in this...institution. We don't also, we don't also know why is she there, maybe she is insane but we don't know for sure. Maybe the people who keep her there are insane and want to want to watch her like, for example in Kurt Vonnegut's Slaughter house when the...aliens are watching Billy Pilgrim to keep him as an animal,

to know how people behave. ...Phew, yes, oh, or she can be seen as a Winston in 1984...who was also kept in prison...yes.

9.5.4 S2H

So, I've been studying English for about let's say seventeen years. When I was a little kid I started watching TV series and commercials on our TV. That's all about what I would like to say about my English. I have to tell you or I should tell you what are my plans for the future which concern English. Ehm, I would like to finish the bachelor programme in Ústí and by finishing I mean that I have to write my bachelor thesis which is about famous British poet William Blake. Ehm, my work, I star... I started to work as a teacher in a primary... on a primary level in primary school which is not a ... none of my big hobbies but at least I still enjoy to teach ... to teach those kids ehm ... I know I will teach them something but now I don't have this view. Ehm... the state exam. I was on the on the stress I guess bu_ on the other hand I had some good topics, I think that I had some good remarks...about these topics. Sometimes I nailed it down, sometimes I made some mistakes so I think it was cool. Ehm... stress...was or stress influenced me in a way because when you don't know what to say 'n the committee is expect... is expecting you to say something, in that moment I start to feel that something there is a burden on my tongue and I can't express myself. That is probably all.

9.5.5 S3E

Student: Ehm, I would like to mention Alice Walker who was ehm who wrote Color Purple and I want to mention this particular ehm...particular work because it also shows the other side of the Afro-American community. It shows the inner conflicts, the ehm relationship between and among ehm African Africa-American and ehm...

Examiner: When was it written?

Student: It was wri..., it was written ... (silence). Well, it was aft... (silence) it was like after ... I'm sorry I (laugh). 19th century, like the turn of the 20th century, 20th century.

Examiners: Like 70's. 70's or 80's, yeah.

Student: (Laugh) I'm sorry, m-huh. Well, but it's a story about about a community and violence among ehm...among the African-American. Then, other ehm...other ehm work which contributes to these problems's Sonny's Blues by James Baldwin and it ehm... reflects the life of Harlem during, I mean after the Harlem renaissance of course after and ehm...it's...there are drugs and drug addiction and ehm...like not many opportunities to change life and raise the condition of the living of of ehm Afro-Americans in that in that time and ehm...one story which also shows the problem about the prejudices and also generation gap is Flannery O'Connor's Everything that rises must converge where there is reflected ehm...first of all the generation gap because the mother ehm wanted ehm like she doesn't except ehm the...well the equality, basically, and there is his ehm her son ehm who is trying to show her that I think that he was trying to show her (incomprehensible) or just punish or treat her not well ... not well treat her and... .

9.5.6 S3H

Well, I've been studying English for very long time, since my primary school but I don't really know how many years it's been and ehm my plan to future is find a job or possibly ehm try to study something else but I don't really want study English anymore. Ehm, concerning my hobbies, it's nothing special really, it's like watching movies 'n listening to music when I'm tired and so on. Ehm, how I felt during my state exams. I remember just being under the pressure, really, but I don't I don't know if stress influenced my speaking because I...don't remember it so ehm I don't really don't I don't really know but possibly I didn't pay attention to ehm my pronunciation or...or like anything. I really didn't pay attention to how I'm speaking but more what I'm speaking about and I was just trying to...(sigh) go through it as well as possible. Ehm, so my performance was probably not as good as I as if I would prepare it but it's...probably the same it is now (laugh) because I don't really know what I should tell you more.

9.5.7 S4E

Student: ... ehm Romanticism was kind of protest against ehm population growth, ehm industry growth as well ehm because ehm cities at this time started to be so heavily polluted, overcrowd overcrowded. New industries emerged, new inventions and romantic...mainly poets ehm tried to found some escape from these from this ehm industrial revolution because they considered to be the industry something malignant, something rather ehm...something rather ehm...which ehm...the industry wasn't really ... they wanted to escape mostly to nature and they glorified natural elements which occurred so ehm much in ehm their poems because it is ehm just opposition to the (brief

interruption by the examinee) oppo opposition to the ehm... industry and ehm I would say some kind of reason to live, some kind of escape because they tried to fo-fo-found their chance to ehm get a better life, to get involved in ehm in industry ehm get a new jobs and ehm get better their social position because they lived their whole lives in the nature, in the country and they escape into something which is dirty, polluted and....

9.5.8 S4H

Hello Míša, you sent me a message which regarded me to answer two questions. Ehm, (reads the question:) how long have you been studying English and what are your plans for the future? Well, I think I have been studying English for something like eighteen years, seventeen, I'm not really sure. I was probably six or seven when I first met English lessons. And what are my plan future? Now, I would like to find the job. I rather prefer some job in office, some desk job but currently I sent my CV to English school and probably I can became ehm I can become a teacher. Ehm, what are my hobbies? I really like sport, running, snowboarding and so on and I like for example music, (laughs) playing computer games, I'm not sure. (Read the question, incorrectly) What are my intention from state exam? What was my feeling? Ehm, and whether I think that I was stressed? Well, I was a little bit joking when I spoke to the professors because ... I prepared really for a long time and I wanted to hit it off as I said it. And I wasn't so stressed I was rather a confident. I was stressed on the corridor before when somebody when everybody was ehm was still arguing about state exams and some speaking about that but and when I came to the exam I just want to pass it. That's all. So, Míša, I've I hope it really helps to you.

9.5.9 S5E

Student: So, ehm, Victorian period ehm, it's ehm name for a period of time when Queen Victoria was ehm reigning in ehm British empire. It was ehm from ehm nine-ehm-eighteen thirty seven till nineteen oh one and ehm this time is ehm also known for the industrial revolution...took place. Ehm, ehm, I would like to tell something about the reign of Queen Victoria. Ehm, it is the first ehm monarchy that was limited ehm by parliament and constitution. Ehm, there's an interstig interesting fact about the constitution ehm it's not written. It is based only on the convention and custom. Ehm, there are ehm described the powers that the monarch...

Examiner: It's not written...

Student: Ehm, ... yeah (laughs) it's an interesting the fact ehm...I don't know it's...

Examiner: She's the first monarch...(talk both at once)...

Student: It's not officially written and signed...

Examiner: She's the first monarch limited; it's limited by the constitution so how was she limited?

Student: Ehm, she's limited on ehm she ehm... her powers are ehm...ehm...like more...(clears her throat)...like she represents the country.

9.5.10 S5H

I started to study English at the primary school and I studied ehm for more than ten years but I don't think I am very good at it even I studied at the university. Ehm, I have some experience with teaching English, especially children and I would like to do it in the future. I think English is very important language to know because it's, today it's an international language and people speak English all over the world.... When I did my

state exams I was very nervous and stressed. Maybe it was...mainly because I'm very eh shy person in general and I'm afraid to speak even in Czech in front of a lot of people so maybe that was the main problem but it was really stressful experience and I think I, my speech was very bad and I'm surprised that I passed.

I like English very much. I like that I can watch series and films without the subtitles and I understand what people say but I think that my speech is...not very...professional and I would like to eh practice more and learn English more and maybe I would like to go abroad and really...learn it and be good at it.

9.5.11 S6E

Student: Ehm, before, eh, the language is eh mainly mainly of Celtic origin...ehm with eh with the arrival of Anglo-Saxons eh and they were Germany tribes, Anglo-Saxons and Jutes.

Examiner: Jutes, okay, alright.

Student: Ehm, so eh, since then eh they eh (coughs) the Old English started to be spoken there eh (coughs) eh it is the period since the arrival of the Germany tribes up to approximately eleventh century. And eh...

Examiner: What do think the language sounded like?

Student: Ehm, it sounded more like German eh for example they recognized eh five cases and eh they recognized masculine and feminine gender even for inanimate objects...

9.5.12 S6H

Hello, I'm Pavel Novák, I've been learning English since fourth grade of elementary school. Ehm, after finishing my bachelor studies ehm I would like to continue and ehm try to get a master's degree and then probably teach English and history at some local elementary school. Ehm, I'm still not decided but ehm that's still far future for me.

Ehm, as to my hobbies, ehm, I like mainly sports and I play table tennis ehm for local team and I like football, floor ball, ehm swimming, cycling ehm, whatever. Ehm, I also spend some time reading and watching some films and ehm as most people do, so nothing special.

As for state exam, I felt probably more worried during preparation and during exam itself I felt anxious but ehm much less than I expected. Ehm, I think that stress did not affect my speech so much, ehm, maybe it took me even more time to find words which was ehm even worse during linguistic part ehm because ehm it was my weaker one and ehm I felt ehm much less confident than ehm during literature part ehm where I was probably glad that I have something to talk about with members of commission which gave me more confidence and ehm it was not so hard for me.

9.5.13 S7E

Student: Well, the author who reflected Civil war was Stephen Crane. He never participated in war but he made ehm great contribution in ehm the view of psychology of soldiers. He was the first who didn't really ehm write about the open open conflict but more about the psychology of soldiers and what happened inside them and this is reflected in the Red badge of courage ehm which is a story about Henry Fleming who left his mom and goes to war but at first he's very scared and he tries to escape and

when there's a ehm chance he runs away then he feels embarrassed so he tries to analyze why did he do it and he tries to find ehm between soldiers friend who understands him and who will support him and would say well yeah I feel the same way but no one didn't feel it so he knew he knew that he has to be ehm brave and ehm this story is about ehm how he changed from the boy to man, I think. But it, or it's about the realization ehm that he has to find courage and who did so to change and ehm and ehm he was very happy or he was satisfied with himself.

9.5.14 S7H

My name is Anna, I studied English and music at the faculty of education and I'm very glad that I picked these two subjects because during my studies I not only improved my musical skills and English but I also enjoyed studying. Speaking about English, I liked literary courses. In British and American literature, we went through all centuries from like the beginning till the twentieth century and I discovered many interesting authors and studying for the state exam motivated me so much that I keep on studying and reading and working on my on my English and I would really like to be ehm English teacher I would like to be a good at communicating in English without mistakes. My hobby and big love is music. I play the piano, cello and guitar. I play with the band called Illegal Orchestra (?) and I also play during the masses and with the choir. I also like to sport. I play table tennis, badminton, and like cycling, swimming, hiking and recently I started to like climbing. And last thing I would like to mention and which can also be considered my hobby because I'm doing it in my free time is that I am a volunteer in salvation centre and my service there is with teenagers and

(incomprehensible) I usually (incomprehensible) I teach these girls and boys how to play the piano or guitar and I'm singing songs with them.

9.6 CD

The recordings, i.e. samples of the home and exam situation spoken performances that were obtained from each of the study's participants, have been enclosed on a CD to this thesis, too.

10 RÉSUMÉ (ENGLISH)

This work provides a theoretical insight into the subject of foreign language anxiety (FLA) that is in this thesis closely related to prosodic features of the English language and other aspects of spoken performance. The main focus is on the correlation of the amount of experienced FLA and a qualitative shift of the spoken performance (recorded in two different environments) of individual study subjects'. Subsequent analyses lead to a general conclusion concerning the performance anxiety.

The theoretical section of this thesis provides an introduction of some of the most essential concepts related to the issue of FLA. These include concepts of anxiety and communication apprehension, fear of negative evaluation and test anxiety. Included are means for detecting and measurement of anxiety together with variety of symptoms. FLA is introduced as being naturally related to the process of learning a language and is manifested in all the language skills. Emotions and their relation to oral performance, particularly vocal cues for anxiety, are studied with the major focus on prosodic and paralinguistic features. All these chapters are included so that there is a firm basis for the practical section of the work and eventual confirmation of the core hypotheses.

The practical section presents and assesses the obtained data, i.e. results of the FLCAS questionnaire and the individual sets of recordings. The results are summarised and lead to the conclusion that both the hypotheses of this work can be confirmed.

In conclusion, this thesis attests to the significant relationship between the level of experienced (and measured) degree of FLA and a shift of quality of the individual spoken performance of the study participants.

11 RÉSUMÉ (CZECH)

Tato práce poskytuje teoretický vhled do tématu úzkosti z cizích jazyků, která je v této práci spjata s prozodií Anglického jazyka a dalšími aspekty mluveného projevu. Hlavním cílem této práce je korelace množství úzkosti z cizích jazyků na kvalitativní změny v mluveném projevu jednotlivých účastníků studie. Tyto jednotlivé analýzy vedou k obecným závěrům na téma úzkosti v mluveném projevu. Studie dále zkoumá roli motivace a ohodnocení vlastní výkonnosti a jiné koncepty. Dále poskytuje teoretické zázemí týkající se vztahu emocí a řeči.

Teoretická část této práce poskytuje úvod do některých z nejdůležitějších konceptů, které se váží k problematice úzkosti z cizího jazyka. Patří mezi ně koncept úzkosti a strachu z komunikace, obavy z negativního hodnocení a strach z testů. Zahrnuty jsou také způsoby detekce a měření úzkosti spolu s jejími mnoha symptomy. Úzkost z cizího jazyka je představena jako přirozená součást procesu učení se cizímu jazyku a je ukázáno, že se projevuje v závislosti na všechny jazykové dovednosti. Studovány jsou také emoce a jejich vztah na ústní projev, obzvláště pak vokální náznaky úzkosti. Největší důraz je kladen na prozodické a paralingvistické jevy. Všechny tyto kapitoly jsou zahrnuty proto, aby vznikl pevný základ pro praktickou část této práce jako i pro možnost potvrzení hlavních hypotéz této studie.

Praktická část představuje a hodnotí získané materiály, kterými jsou výsledky z dotazníku pro měření úzkosti z cizích jazyků a individuální sety nahrávek. Tyto výsledky jsou vyhodnoceny a jejich shrnutí vede k závěru, že obě hypotézy této teze mohou být potvrzeny.

To znamená, že tato teze může potvrdit významný vztah mezi stupněm úzkosti a změnou v kvalitě jednotlivých mluvených výkonů jednotlivých účastníků studie.