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**ANXIETY DURING ENGLISH LESSONS AMONG NINTH
GRADERS IN A FINNISH COMPREHENSIVE SCHOOL**

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ABSTRAKTI

HUMANISTINEN TIEDEKUNTA
ENGLANNIN KIELEN LAITOS

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Yhtenä vieraan kielen oppimiseen vaikuttavana tekijänä pidetään opiskelijoiden oppimistilanteiden aikana kokemia tunnetiloja. Näihin tunnetiloihin kuuluu ahdistuneisuuden kokeminen, mitä on tutkittu mm. yhdysvaltalaisten yliopisto-opiskelijoiden keskuudessa. Sen sijaan suomalaisten koululaisten ahdistuneisuudesta englannin tunneilla tiedetään vähän. Tämän tutkielman tarkoituksena on selvittää erään 9. luokan englannin opiskelijoiden ahdistuneisuutta opettajan ja oppilaiden välisten interaktiutilanteiden sekä oppituntien aikaisten toimintojen aikana.

Tutkimusaineisto koostuu kuudesta oppitunnin jälkeen tehdystä kyselystä ja kahdesta ryhmähaastattelusta. Tuloksissa selvitetään ahdistuneisuuden määrää, miten ahdistuneisuus vaikuttaa opiskeluun ja ahdistuneisuuden ilmenemismuotoja koehenkilöillä. Lisäksi tarkastellaan oppitunneilla esiintyneitä interaktiutilanteita ja valittuja toimintamuotoja sekä kuvaillaan rentoutuneita ja ahdistuneita oppilaita. Analyysi on lähinnä deskriptiivistä.

Oppilaat kokevat jonkin verran ahdistuneisuutta sekä interaktioiden että toimintojen aikana. Lähes joka seitsemännen interaktion ja joka viidennen toiminnon aikana koettiin ahdistuneisuutta. Ahdistuneisuus on pääasiassa lievää. Läksyn kyselytilanne sekä luokan edessä tapahtuvat esitykset ja ääneen lukeminen ovat eniten ahdistusta aiheuttavia tilanteita. Ahdistuneisuudella ei ole vaikutusta opiskeluun noin puolessa tilanteista. Lopuissa se koetaan useammin haittaavaksi (debilitating) kuin helpottavaksi (facilitating). Ahdistuneisuudella on monia ilmenemismuotoja, mutta ne kaikki voivat olla merkkejä muistakin syistä. Eräät kirjallisuudessa esiintyvät mahdolliset ilmenemismuodot, kuten englannin kielen käytön vältteleminen tai vain hiljaa oleminen, eivät todennäköisesti kovin usein ilmennä ahdistuneisuutta suomalaisissa oppilaissa. Oppilasprofileja kuvattaessa erotetaan satunnaisesti ahdistuneet ja ahdistuneet oppilaat toisistaan. Jälkimmäiset kokevat pelkästään ahdistuneisuutta yhden oppitunnin aikana.

Tilannekohtainen ahdistuneisuus ei näytä olevan suoraviivaisesti sidoksissa tiettyihin ilmenemismuotoihin. Samassa tilanteessa ahdistuneisuus voi ilmetä usealla eri tavalla. Tietoa ahdistuneisuudesta englannin tunneilla voidaan hyödyntää oppitunteja suunnitellessa ja toteutettaessa sekä oppilaiden työskentelyä ja käyttäytymistä havainnoitaessa.

Asiasanat: anxiety. language anxiety. English lesson. teacher-student interaction. classroom activity.

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1 INTRODUCTION

In the study of second language acquisition, researchers have identified many individual learner variables which influence learning outcomes. Experienced language teachers have practical knowledge about them. Thus, the effect of individual differences on learning has generally been acknowledged, even though there has been some inconsistency in terminology, and different researchers have classified learner variables in different ways (see e.g. Littlewood 1984, Skehan 1989, Larsen-Freeman and Long 1991, and Ellis 1994). To give an example, Ellis's (1994:472-473) recent framework for investigating individual differences groups the interrelated variables into three sets. Only one of the three sets of variables consists of individual differences, which, again, are of three main types. There are general factors, such as the age, sex, aptitude or motivation of a learner. Second, learners have their own beliefs about language learning. Third, learners are said to be influenced by their affective states. These affective states, particularly states of anxiety, are the concern of the present study.

Research on anxiety related to second and foreign languages began to grow in the 1970s. Some of the studies have concentrated on anxiety alone. Another group consists of studies which have investigated causal models focusing on more general issues, such as motivation or attitude. The studies have been based on various interpretations of anxiety: terms like trait anxiety, state anxiety, situation-specific anxiety, facilitating or debilitating anxiety, and classroom anxiety have been used. In many cases, subjects' self-reports of anxiety have been compared with their language proficiency ratings. Questionnaires have been commonly used test instruments. For different reasons, however, especially the early findings have been said to be inconsistent. Therefore, for example, comparisons across studies have been difficult to make.

Foreign language anxiety is often regarded as a problem of grown-ups, because adults are said to suffer from their poor command of a foreign language more than children or adolescents. As a result, many studies on anxiety have been carried out with adult language learners, Horwitz et al. (1986), for example, developed their Foreign Language Classroom Anxiety Scale (FLCAS) to measure classroom anxiety among adults.

Studies with younger subjects have not been neglected either. Gardner et al. (1976), for example, studied classroom anxiety among junior and senior high school students. They found that French class anxiety played a greater role as students progressed to higher grades. According to another study conducted among Finnish eighth graders, most of the students did not experience anxiety during English lessons (Aitola 1986:90). However, discussions with students and observations in the classroom support the view that also adolescents may suffer from moments of anxiety during formal instruction. In other words, even if students were free of anxiety most of the time, they may experience arousals of anxiety at some points during the lessons. Since recent research has suggested that anxious students will not learn as quickly as relaxed students and that they need increased effort to reach the same levels of performance as relaxed students (MacIntyre 1995a:96), it seems useful to investigate language anxiety among Finnish adolescents in classroom settings.

The present study seeks answers to the following questions: Do Finnish English language students feel anxious when they are interacting with the teacher? Are the students anxious when they are doing different classroom activities during the lessons? Which teacher-student interactions and classroom activities are anxiety-arousing? Is the reported anxiety experienced as facilitating or debilitating? How is anxiety manifested? In addition, an attempt will be made to examine the profiles of the potential anxious and non-anxious subjects. To gain data for the study, a questionnaire was developed and two group interviews were made. The study was carried out in a natural classroom setting with the researcher's own students. It is hoped that the findings may easily be applied to everyday teaching.

2 BACKGROUND

2.1 Terminology

Anxiety has been conceptualized in several ways in the literature on psychology. One often-cited definition has been given by Spielberger (1972:482). He defines anxiety as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system." More recently, Leary (1982:99) has given the following definition:

Anxiety refers to a cognitive-affective response characterized by physiological arousal (indicative of sympathetic nervous system activation) and apprehension regarding a potentially negative outcome that the individual perceives as impending.

Since the subjects' self-reports of their feelings are used as the main test instrument, a clear and simplified definition of anxiety is needed for the purpose of the present study. Therefore, the definition followed in this study is one given by Atkinson et al. (1990:790) and it goes as follows:

A state of apprehension, tension and worry. Synonymous for fear for some theorists, although others view the object of anxiety (such as a vague foreboding) as less specific than the object of a fear (such as a vicious animal).

In most studies on language anxiety a distinction between anxiety and fear has not been made. Since the present study examines students' apprehensive feelings in a classroom setting, there is no need to distinguish fear from anxiety in this study either.

It has been suggested that anxiety may improve performance. In such a situation anxiety "motivates the learner to 'fight' the new learning task"

(Scovel 1978:139). This kind of anxiety is called *facilitating anxiety* (Albert and Haber 1960:212). A more commonly used interpretation is that anxiety impedes learning. Then anxiety "motivates the learner to 'flee' the learning task" (Scovel 1978:139). Albert and Harbert (1960:212) first called this interpretation of anxiety *debilitating*.

Language anxiety is the specific type of anxiety associated with second language performance. Gardner and MacIntyre (1993:5) define it as "an apprehension experienced when a situation requires the individual to speak in an foreign language with which he is not fully proficient". Later, they broaden their definition. Then, MacIntyre and Gardner (1994:284) conceptualize language anxiety as "the feeling of tension and apprehension specially associated with second language context, including speaking, listening and learning". From another perspective, language anxiety can be considered to be one of the social anxieties because it stems primarily from the social and communicative aspects of language learning (MacIntyre 1995a:91).

Foreign language anxiety is a construct developed by Horwitz et al. (1986). Their conceptualization is based on studies on adult foreign language learners in classroom settings. Horwitz et al. (1986:127-128) define the term as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Their definition includes three related components, that is, communication anxiety, fear of negative evaluation, and test anxiety.

Since the present study examines apprehensive feelings experienced in a foreign language classroom setting, the constructs anxiety, language anxiety and foreign language anxiety are the basic concepts. In this study, the three terms are used interchangeably meaning the debilitating or facilitating apprehension, tension, or worry associated with foreign language learning and speaking.

2.2 Perspectives in research on anxiety

A review of the literature reveals that anxiety has been studied from three main perspectives. Many of the pioneering studies examined anxiety as a general personality trait. This interpretation of anxiety was also common in some of the early studies on anxiety and language learning. The second approach is interested in anxiety as an emotional state at a particular moment of time. The third perspective examines specific forms of anxiety experienced in a given situation. This approach has been widely used in recent studies on language anxiety.

Trait anxiety has been conceptualized as a construct that refers to "relatively stable individual differences in anxiety proneness" (Spielberger 1972:39). Ellis (1994:480) calls it an aspect of personality. According to MacIntyre and Gardner (1991a:87), it is highly likely that a person with high trait anxiety would become apprehensive in many different situations. Later, MacIntyre (1995a:95) has suggested that trait anxiety should be seen as a tendency to react in a certain way.

Trait anxiety has been measured with the help of anxiety scales specially developed for this purpose. Taylor's (1953) Manifest Anxiety Scale was followed by State-Trait Anxiety Inventory (STAI) (Spielberger et al. 1970). These two scales, especially the revised version of STAI (Spielberger 1983), seem to be the most commonly used scales to measure trait anxiety.

The trait anxiety approach has also received criticism. According to MacIntyre and Gardner (1991a:88), several authors have argued that "traits are meaningless unless they are considered in interaction with situations". MacIntyre and Gardner's (1991a:88) point is that the trait anxiety approach makes people think about their reactions over many situations. Most people experience anxiety in some situations and feel relaxed in others. If the population is large, the situations which cause anxiety are likely to differ, even among subjects who have similar anxiety scores.

State anxiety has been defined as "a transitory emotional state or condition of the human organism that varies in intensity and fluctuates over

time" (Spielberger 1972:39). MacIntyre (1995a:93) calls it a reaction. State anxiety may be seen as a blend of trait and a third type of anxiety, situation-specific anxiety. According to this view, people who are prone to experience anxiety in general show higher levels of state anxiety in stressful situations. (MacIntyre and Gardner 1991a:90.)

Spielberg's (1983) State-Trait Anxiety Inventory, which was mentioned earlier, is also a widely used state anxiety scale. MacIntyre and Gardner (1991a:90) criticize state anxiety scales in general for skirting the issue of the source of the reported anxiety. In typical state anxiety scales subjects are not asked to attribute the anxiety experienced to any particular source. In other words, instead of asking 'Did this situation make you anxious?' they ask 'Are you anxious now?' Thus, when using a typical state anxiety scale the researcher only assumes that the situation is the main factor contributing to the reaction.

Situation-specific anxieties stem from a specific type of situation or event such as public speaking or classroom participation (Ellis 1994:480). This approach makes it possible to concentrate on these particular areas of anxiety and to study them relatively independently. According to MacIntyre and Gardner (1991a:90-91), situation specific studies give the subjects an exact description of the situation which is being investigated. They also ask the subjects about various aspects of the situation. An advantage is that the subjects are asked to make attributions of anxiety to a particular source, which is not, as mentioned earlier, the case in many state anxiety studies.

To assess foreign language anxiety, situation-specific scales have been part of several studies. Gardner and Clément with their colleagues, for example, have included several scales of anxiety, such as the French Class Anxiety Scale (Gardner et al. 1979) or English Use Anxiety Scale (Clément et al. 1977) in their studies on motivation and attitude in second language contexts. More recently, Horwitz et al.(1986) have developed their Foreign Language Classroom Anxiety Scale (FLCAS) to measure anxiety among adult learners. The situation-specific perspective has not, however, been accepted without reserve. MacIntyre and Gardner (1991a:91), for example,

have criticized it for the variety of ways the situation under consideration can be defined.

2.3 Studies on anxiety in language learning settings

Relatively little research has been conducted on anxiety in second and foreign language learning settings. In the following, four early studies are reviewed, after which ten quite recent studies on language anxiety will shortly be presented. The studies were selected on the basis of their relevance to the present study.

The early studies were often quantitative, focusing on general issues and not only anxiety. To give two examples, Clément et al. (1977) and Gardner et al. (1976) studied attitudes and motivational variables in second language acquisition. Clément et al.'s main concept was self-confidence, characterized by a lack of anxiety. The results of their study indicated (Clément et al. 1977), among other things, that those who learned English at school experienced more English Use Anxiety than those who learned it from friends. Gardner and his associates developed the Attitude/Motivation Test Battery which has been used in several studies. In a large study conducted among high school students Gardner et al. (1976) showed that French Class Anxiety played a greater role as the students progressed to higher levels. Chastain (1975), on the other hand, studied affective variables, specifically anxiety, reserved vs. outgoing, and creativity, in contrast with language test scores among French, German, and Spanish students. His results showed high correlation between anxiety and final grade in all languages. The direction of the correlation was not, however, consistent. In a fourth early study, Kleinmann (1977) examined avoidance behavior in adult second language acquisition. With the help of contrastive analysis he predicted structures which would be avoided by his Spanish/Portuguese and Arabic subjects. As one result, Kleinmann found that facilitating anxiety was negatively related to the avoidance of certain structures.

With the development of anxiety theory (see section 2.4), the number of studies focusing on language anxiety from different perspectives has increased. Young (1986) and Madsen et al. (1991), for example, examined how language anxiety affected students' performance in testing conditions. Young (1986) was interested to see if anxiety reduced scores on the Oral Proficiency Interview (OPI). Her main result was that ability, not anxiety, was the major variable affecting OPI scores during an unofficial administration of the interview. Madsen et al. (1991) investigated students' attitudes on several language tests finding statistically significant differences in reactions to varied tests.

Another recent approach has been to study language anxiety from students' perspective. Koch and Terrell (1991), Young (1990), MacIntyre and Gardner (1991c), Bailey (1983), Price (1991) and Hilleson (1996) conducted their studies from this point of view. Koch and Terrell (1991) examined students' reactions to Natural Approach activities and teaching techniques and found that many of them received mixed results. Young (1990) investigated students' perspective on anxiety and speaking. Speaking a foreign language in front of the class was the most anxiety-arousing. MacIntyre and Gardner (1991c) used focused essay technique to find out which situations were regarded as anxiety-arousing among their students. Their results indicated that subjects' essays on anxious events were descriptions of speaking situations, confident essays were based on both speaking and understanding.

Bailey's, Hilleson's and Price's studies are, in contrast, examples of qualitative approaches to the student perspective on anxiety. Price (1991) interviewed highly anxious students and found that one main classroom source of anxiety was having to speak a foreign language in front of their peers. Bailey is the one who has introduced diary studies to language anxiety research. In her study (Bailey 1983) she examined competitiveness and anxiety in adult second language learning. She has suggested that language classroom anxiety can be caused or aggravated by student's competitiveness if he considers himself less proficient than the others. According to her,

anxiety can also lead to competitiveness. In such a situation, an anxious student increases his effort to learn the language. Hilleson's introspective study (1996) examined anxiety among foreign students in an English-medium school in Singapore. His study was to benefit both students and curriculum planners. The main results include that teacher's attitude to errors and his characteristics are important to learners. Also, according to his results, anxiety related to all four skills should be considered.

Finally, two studies which examine anxiety in Finnish settings were made by Aitola (1986) and Virnes (1995). Both of the studies were quantitative. Aitola studied anxiety among eighth graders in two comprehensive schools. She concluded that most of the students did not feel anxious during English lessons. However, clear differences were detected between the high and low anxious groups. Virnes compared motivational variables in foreign language learning among English and German students in different institutes and found that anxiety was one factor which seemed to have a negative influence on most of them. Anxiety was also likely to influence students' attitudes, language ego, cognitive motivation, and self-concept negatively.

To facilitate examination and comparison, the main characteristics of the presented studies are summarized in Table 1. The table shows that there has not been any studies investigating arousals of anxiety during the many phases of English lessons among Finnish students. Neither do the existing studies give information about anxiety-arousing situations or manifestations of anxiety among Finnish students. The present study aims at examining those questions.

Table 1: Anxiety studies in second/foreign language settings

STYDY	SUBJECTS	ANXIETY INTERPRETATION	METHOD/TEST INSTRUMENTS	MAIN RESULTS
Aitola, H.1986. Anxiety in learning English at school: a study of students in grade eight in two schools.	Eighth graders in two Finnish comprehensive schools	language classroom anxiety	A self-report questionnaire developed. A multifactoral study.	Most students did not feel anxious during the English lessons. Clear difference between the high and low anxious groups.
Bailey, K. 1983. Competitiveness and anxiety in adult second language learning: looking at and through the diary studies.	The researcher and other people who had written diaries of their studying a foreign language.	language classroom anxiety	Personal diaries and their interpretations.	Language classroom anxiety can be caused/aggravated by learner's competitiveness when he sees himself as less proficient than the others. Anxiety can also lead to competitiveness in the form of increased effort to learn the language.
Chastain, K.1975. Affective and ability factors in second-language acquisition.	University students of elementary French, German and Spanish.	test anxiety	A multifactor study including the Test Anxiety Scale and the Manifest Anxiety Scale.	Correlation between anxiety and final grade was high in all languages. Direction of correlation was not consistent.
Clément, R., Gardner, R.C. and P.C. Smythe 1977. Motivational variables in second language acquisition: a study of Francophones learning English.	Seventh and eighth grade Francophone students learning English.	classroom anxiety	A correlational study on attitude and motivation. English Class Anxiety Scale English Use Anxiety Scale	Those who learn English in school experienced more English use anxiety than those who learn it from friends.
Gardner, R.C., Smythe, P.C., Clément, R. and L. Glicksman 1976. Second language acquisition: A social psychological perspective.	Over 1000 7th-11th graders learning French as a second language.	classroom anxiety	Attitude/Motivation Test Battery which includes the French Class Anxiety Scale.	French class anxiety played a greater role as the students progressed to higher grades. In grade 11, anxiety was one of the best predictors of language proficiency.

STUDY	SUBJECTS	ANXIETY INTERPRETATION	METHOD/TEST INSTRUMENTS	MAIN RESULTS
Hilleson, M. 1996. "I want to talk with them, but I don't want them to hear": An introspective study of second language anxiety in an English-medium school.	16-year-old foreign students studying through English.	classroom anxiety	Student diaries, interviews, observations & a self-assessment questionnaire.	Anxiety related to all four skills must be considered. Performance exposure is a crucial factor in anxiety. Teacher's attitude to errors and the characteristics of the instructor is important to learners.
Kleinmann, H. 1977. Avoidance behavior in adult second language acquisition.	A total of 39 Arabic and Spanish/Portuguese students studying English as a second language.	facilitating/debilitating anxiety	Contrastive Analysis and an adapted version of the Achievement Anxiety Test.	Significant positive relation found between facilitating anxiety levels and use of generally avoided structures.
Koch, A. and T. Terrell 1991. Affective reactions of foreign language students to Natural Approach activities and teaching techniques.	190 university students attending Natural Approach classes.	classroom anxiety	A questionnaire developed to ask about students' affective reactions to Natural Approach activities and teaching techniques.	Activities and techniques that relate to the students on a personal level result in the most comfort. Several activities and techniques received mixed results.
MacIntyre, P. and R. C. Gardner 1991c. Investigating language class anxiety using the focused essay technique.	39 adults studying conversational French.	language anxiety	Focused essays: The students thought about & reported either positive or negative events from their own experience. 6 anxiety scales.	Anxious essays were descriptions of speaking events. Confident essays were based on both speaking and understanding skills.
Madsen, H., Brown, B. and R. Jones 1991. Evaluating students' attitudes toward second-language tests.	First year university students studying German as a foreign language	state anxiety	A battery of tests and an affective reaction questionnaire.	Statistically significant differences in reactions to varied test types. Difference among students grouped according to their final grade in the course. Reactions to tests varied depending on students' stage of instruction.

STUDY	SUBJECT	ANXIETY INTERPRETATION	METHOD/TEST INSTRUMENT	MAIN RESULTS
Price, M.L. 1991. The subjective experience of foreign language anxiety: interviews with highly anxious students.	10 highly anxious university students.	foreign language anxiety	Interviews: partly open-ended, partly structured.	Classroom sources of anxiety were having to speak the target language in front of their peers, concern about making errors in pronunciation, the frustration of not being able to communicate effectively, and the difficulty of language class.
Virnes, A. 1995. A comparative study on motivational variables in foreign language learning.	students studying English and German at different institutes	anxiety in foreign language class	A multifactorial study on motivational factors.	Anxiety and ethnolinguistic syndrome were factors that seemed to have a negative influence on most motivational variables. Anxiety was also likely to influence attitudes, language ego, cognitive motivation and self-concept.
Young, D.J. 1986. The relationship between anxiety and foreign language oral proficiency ratings.	60 university students.	state anxiety	FLCAS, the State Anxiety Inventory, the Foreign Language Class Anxiety Scale, Cognitive Interference Inventory & two instruments on FL oral performance	Ability, not anxiety, was the more important variable affecting Oral Proficiency Interview scores.
Young, D.J. 1990. An investigation of students' perspective on anxiety and speaking.	135 university students and 109 high school students.	foreign language class anxiety	A questionnaire designed to study anxiety and speaking from the students' perspective.	Speaking in the foreign language was not exclusively the source of student anxiety, but speaking in front of the class was. The instructor's relaxed and positive error-correction attitude could greatly reduce language anxiety.

2.4 Development of the theory of language anxiety

Anxiety has interested philosophers and psychologists for a long time, but language anxiety and foreign language anxiety are quite new constructs. Horwitz et al. (1986) were "the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning" (Young 1991:427). MacIntyre and Gardner (1989, 1991b) have not only tested and extended the findings of language anxiety studies. They have also contributed to the knowledge about the subtle effects of language anxiety seen as an explanatory factor of individual differences in language learning (MacIntyre and Gardner 1994, MacIntyre 1995a, 1995b).

Scovel's (1978:129-140) critical review of early literature on language anxiety pointed out the inconsistency of anxiety instruments in the late 1970s. He also expressed the importance of having a clear conception of language anxiety before the effects of anxiety on language learning could be shown. The theory developed by Horwitz et al. (1986) can be seen as their contribution to the situation. After examining the role of communication apprehension, fear of negative evaluation and test anxiety, which they considered "useful conceptual building blocks for a description of foreign language anxiety" (Horwitz et al. 1986:128), Horwitz and her colleagues concluded that foreign language anxiety is a type of anxiety unique to second language learning (see the definition in section 2.1). They based the theory on clinical experience and anecdotal evidence. According to the experts they consulted (Horwitz et al. 1986:125-132), university students who were learning foreign languages were mostly anxious when listening and speaking the language. Unprepared free speech, especially, was regarded as disconcerting. However, individual reaction could vary widely.

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed to identify foreign language anxiety and to provide investigators with a standard instrument. The scale is based on students' self-reports on anxious situations, clinical experience, and a review of related instruments. Gardner et al.'s (1979) French Class Anxiety Scale is, for example, included

in the scale in a generic form (Horwitz 1986:37-38). The scale consists of 33 items asking students to assess to what degree they agreed or disagreed to statements such as *It frightens me when I don't know what the teacher is saying in the foreign language*. The original FLCAS was first validated by Horwitz herself. Later, the theory has received partial support, the test anxiety component being the part criticized (MacIntyre and Gardner 1989:273, Aida 1994:162).

MacIntyre and Gardner, the two main contributors to the development of the theory, use the term language anxiety in their studies conducted in the second language context. Their research has shown that there is a clear relationship between L2 anxiety and L2 proficiency (MacIntyre and Gardner 1989:272-273, 1994:301). In addition, they have been interested in determining the relationship between language anxiety and other anxieties. Both their preliminary study (MacIntyre and Gardner 1989) and their 23-scale factor structure analysis (MacIntyre and Gardner 1991b) indicated that language anxiety can be discriminated from other types of anxiety, which was also found by Horwitz (1986:38-39).

Most of all, MacIntyre and Gardner have strengthened theoretical links to the more general anxiety literature. In 1989 MacIntyre and Gardner (1989:255) introduced Tobias' model of the effects of anxiety on learning from instruction, which specified how and at which points anxiety can affect learning. Tobias (1979:575) describes that an anxious person divides his attention between the demands of the task and rumination which anxiety stimulates. Since the cognitive resources are limited, the off-task concerns and task-relevant thoughts compete for them. According to Tobias (1986:36), interference may occur just before presenting the instruction to students (input stage), during the operations performed by the student to encode, organize, and store input (processing stage), or after processing and just before performance after instruction (output stage). These stages are, however, interdependent: each stage depends on the successful completion of the previous one.

Similarly, MacIntyre and Gardner have pointed out Eysenck's and Leary's contribution to their theoretical thinking. Eysenck (1979:365) suggests that anxious students are aware of the interference self-related cognition causes during anxiety-arousals. In addition, anxious students attempt to compensate by increased effort. In such cases, anxiety may facilitate performance. Leary (1990:39-44), in contrast, has examined the affective, cognitive, and behavioral aspects of social anxiety, which, to quote MacIntyre (1995a:91), language anxiety stems from. According to Leary (1990:43), the relations between anxiety, cognition, and behavior are best regarded as a recursive or cyclical process where each component influences the others.

Based on the findings of general anxiety literature, MacIntyre and Gardner (1994) developed a new scale to measure language anxiety at input, processing, and output stages of learning. Similarly, they needed to develop tasks that examined language learning at these three stages. Their results indicated significant correlations between the anxiety scales and tasks at each of the stages, which, according to MacIntyre and Gardner (1994:300-301), suggested that the effects of language anxiety might easily pervade and would be quite subtle.

In his article, MacIntyre (1995a) has explained his theory on language anxiety and how it may create differences in both language learning and communication. According to him (MacIntyre 1995a:96), language learning is a cognitive activity which includes encoding, storage, and retrieval processes. It is possible that anxiety interferes with any of these processes by creating, in MacIntyre's words, "a divided attention scenario" for anxious students. It means that anxious students focus on the task and their reaction to it simultaneously. Anxious students will not learn as quickly as relaxed students and their performance suffers, because increase in self-related cognition restricts task-related cognition. With increased effort, however, it may be possible that anxious students could perform at the same level as relaxed students.

The significant causal role of anxiety in creating individual differences has been criticized by Sparks and Ganschow (1995). They defend their Linguistic Coding Difference Hypotheses which, in brief, emphasizes that language aptitude is the primary source of individual differences in foreign language achievement (Sparks and Ganschow 1995:235).

2.5 Sources of language anxiety

Much is not known about the etiology of language anxiety. In his foreword for a book, Gardner (1991:viii) gives two sources of language anxiety. According to him, it may be seen to derive from more general forms of anxiety, that is, generally anxious individuals have a predisposition to also experience language anxiety. Another interpretation is that language anxiety may originate from experiences which are directly connected with the language and the learning context. Perhaps more support for the latter interpretation can be found in the literature. Much of the information that is available about the potential sources of language anxiety seem to be based on speculations rather than solid research. In the following, the six sources discerned by Young (1991) will be introduced as well as MacIntyre and Gardner's (1991a) model of the development of L2 anxiety.

Firstly, according to Young (1991:427), language anxiety can arise from *personal and interpersonal anxieties*, which most often are caused by students' low self-esteem or competitiveness. Young (1991:427) suggested after an interview with Krashen that a person's degree of self-esteem was highly related to language anxiety. In the interview Krashen speculated in the following way (Young 1991:427):

...the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that has to do a great deal with anxiety.

In another example of the impact of low self-esteem to language anxiety, Young quoted Price's (1991) interviews with highly anxious students many of whom, for example, "believed their language skills to be weaker than those of the other students" and who said that "they weren't doing a good job and that everybody else looked down on them" (Young 1991:427).

Bailey's article (1983), as a third example, has given insight into competitiveness and anxiety in adult second language learning. Based on a journal of her own language learning experiences and the examination of other diaries kept by language learners, Bailey (1983:96) suggests that "Language Classroom Anxiety can be caused and/or aggravated by the learner's competitiveness when he sees himself as less proficient than the object of comparison". In the same connection, however, Bailey (1983:96) also admits the possibility of anxiety to lead to competitiveness in the form of increased efforts to learn the language.

Secondly, language anxiety may stem from *learner beliefs* about language learning (Young 1991:248). In short, if the beliefs are unrealistic to the language learner, they may lead to anxiety. As an example, Young (1991:248) mentions beginning students who believe that pronunciation is the most important aspect of a language. Since they most likely will not sound like native speakers, they will end up frustrated and stressed.

Thirdly, *instructor beliefs about language teaching* may cause language anxiety among students (Young 1991:248). Similarly to learner beliefs, instructor beliefs may be unrealistic or based on wrong information. Among other things, Young (1991:248) mentions instructors "who believe their role is to correct student constantly when they make any error" and "who feel that they cannot have students working in pairs because the class may get out of control" as examples of instructors who may be contributing to learner language anxiety.

Next, aspects of *language testing* are a potential source of language anxiety (Young 1991:428). Horwitz et al. (1986:127-128) considered test anxiety to be such a central factor in foreign language anxiety that it was integrated into their conceptualization of foreign language anxiety. In an

empirical study on test anxiety, to give an example, Madsen et al. (1991) investigated students' anxiety when they attended seven types of tests. They found (1991:84-85) that there were differences in the levels of anxiety during the tests, translation being the most anxiety-producing. Amounts of anxiety also varied by class level and student ability level. Students' anxiety level did not, however, seem to be directly related to the difficulty of the exam.

Still another source of language anxiety may be *instructor-learner interactions* (Young 1991:428). The prerequisites of successful interaction are listening and speaking skills. If the teacher speaks fast or uses vocabulary too difficult to learners, it may lead to language anxiety as reported by a highly anxious student Price interviewed (1991:104). Several studies have revealed that speaking a foreign language is highly anxiety-arousing (see e.g. Horwitz et al. 1986, Young 1990, Koch and Terrell 1991). Similarly, speaking in a foreign language often entails pronunciation errors which may cause frustration and anxiety (Price 1991:104-105). Typically, students report anxiety about responding incorrectly or sounding or looking "dumb" in front of other students. An instructor's harsh manner of error correction is also cited as provoking anxiety during student-instructor interactions (Young 1991:429).

Finally, language anxiety may stem from *classroom procedures* (Young 1991:429). Having to speak the target language in front of their peers was reported to be the greatest source of language anxiety by the highly anxious students Price interviewed (1991:105). More than 70% of Young's (1990:543) subjects reported to feel more comfortable if they did not have to get in front of the class to speak the target language. Equally, in Koch and Terrell's (1991:113) study, the two activities which made more than half the students anxious were oral presentation as well as oral skits and role plays. However, the techniques and activities used during the lessons get different responses from different students. According to Koch and Terrell (1991:123), even though almost 50% of the students claimed that imagining situations, for example, produced comfort, nearly 20% said it lead to anxiety.

Similarly, playing charades received a split opinion: Almost equal numbers of students reported it to be anxiety-producing and comfortable.

In their attempt to explain the etiology of language anxiety, MacIntyre and Gardner have proposed (1991a:110) a model of the development of foreign-language anxiety. According to it, students form attitudes and emotions specific to the L2 learning situation after several experiences with language learning. If the experiences are negative, they may lead to the development of foreign language anxiety. Thus, if students have negative expectations, they experience worry and emotionality. This leads to interference in cognition and performance deficits. Poor performance and negative emotional reactions strengthen the expectations of failure and anxiety. Young (1991:429) concludes from MacIntyre and Gardner's proposal that if it is correct, it "suggests that the problem is not so much in the student but in the language learning experience i.e. the methodology". Therefore, according to this view, the instructor is a central factor in the development of language anxiety.

2.6 Manifestations of language anxiety

As stated earlier (see section 2.1), language anxiety can be seen as one of the social anxieties, that is, "anxiety resulting from the prospect or presence of interpersonal evaluation in real or imagined social settings" (Leary 1982:98). When a person becomes anxious for social reasons, the state is often accompanied by patterns of behavior. Leary (1982:109-113) calls them the behavioral concomitants of social anxiety and has classified the behavior into three categories. Horwitz et al.(1986), Rardin, Omaggio Hardley and Terrell, (in Young 1992), in contrast, have described anxiety-related behaviors particular to the foreign language classroom setting. In the following, all views will be examined.

First, according to Leary (1982:110), subjective social anxiety is accompanied by so called *arousal-mediated responses*. They are responses

that directly result from the individual's aroused state. The responses have no useful social function for the individual. They are merely side effects of the activation of the sympathetic nervous system. According to Leary (1982:10), if people squirm in their seats, fidget, play with their hair, clothes, or other objects, stutter and stammer as they talk, and generally appear jittery and nervous, they probably are suffering from arousal-mediated responses.

Secondly, Leary (1982:111) calls actions which reduce the amount of social contact between individuals *disaffiliative behaviors*. Researchers have found (Leary 1982:111) that people may, among other things, initiate conversations less frequently, participate less fully in conversations, talk for a shorter time than usually, allow more silence to develop in the conversations or avoid eye contact.

Thirdly, socially anxious people may *protect their social images* as well as they can. Typically, protective self-presentations are, according to Leary (1982:113), characterized by attempts to avoid loss in social approval. Thus, when anxious, a person may smile and nod frequently, only seldom interrupt others, or give frequent communicative feedback such as 'uh-huh'.

Horwitz et al. (1986) have gained their information on the manifestations of foreign language classroom anxiety from clinical experience with university students. According to them (Horwitz et al. 1986:126-127), anxious language learners may have difficulties grasping the content of the message, or it may be difficult to discriminate the sounds and structures of the message. An anxious student may also act indifferent, put off taking the foreign language until the last year, crouch in the last row during the lessons, or avoid having to speak in the foreign language in the class. Horwitz et al. (1986:127) also suggest that students are anxious when they avoid trying to convey difficult or personal messages, 'freeze' in a role play situation, say that they 'know' a certain grammar point but 'forget' it during a test or an oral exercise, realize that they knew the correct answer on a test but put down the wrong one due to nervousness or carelessness, or overstudy without any improvement. It may also be possible that an anxious student avoids studying or skips a class entirely.

Interviews with Radin, Terrell and Omaggio Hardley (Young 1992:164) reveal, in contrast, the perspectives teachers and specialists have on language anxiety. In the interviews they were asked, among other things, how they saw anxiety manifested in their students. Radin (Young 1992:164) grouped the potential manifestations into two groups. First, she mentioned the physiological signs of anxiety, such as sweaty palms, nervous stomach, accelerated heartbeat and pulse rates. Secondly, she suggested that obvious manifestations of anxiety may be seen in distortion of sounds, inability to reproduce the intonation and rhythm of the target language, 'freezing up' when being called on to perform, forgetting words or phrases just learned, or just refusing to speak and remaining silent.

Omaggio Hardley (Young 1992:164) noted that students experience performance anxiety when called on to perform in front the others in the class. Students may stumble or hesitate, look uncomfortable and become silent. Finally, Terrell (Young 1992:164) added that nervous laughter, avoiding eye contact, turning into a clown, and short answer responses are possible individual reactions in an anxious situation in the classroom.

3 THE PRESENT STUDY

The present study was conducted to reveal and describe possible anxiety during English lessons. Especially, it aimed at answering the following research questions: Do Finnish English language students experience anxiety when they are interacting with the teacher? Are the students anxious when they are doing different classroom activities during the lessons? Which teacher-student interactions and classroom activities are anxiety-arousing? Is the reported anxiety experienced as facilitating or debilitating? How is anxiety manifested? In addition, this study aimed at examining the profiles of anxious and non-anxious students.

The two possible sources of anxiety, teacher-student interaction and classroom activities, were taken from Young's (1991:427-428) classification which was presented in section 2.5. They, in particular, were selected as they were the ones which teachers could affect by their own methodological choices. In addition, in this study anxiety was examined from the state anxiety perspective. This interpretation of anxiety seemed appropriate since foreign language lessons often consist of several phases in which different skills are learned and practiced. The emotional states of the students are likely to change during the phases. It was also hoped that this perspective would enable examining situations according to their tendency to cause anxiety among students.

3.1 Choice of test instruments

Studies on foreign language anxiety have often been conducted by using scales developed for the purpose. These studies consist of self-reports by the subjects (see e.g. Horwitz et al. 1986 or Aitola 1986). Since the aim of this

study was to detect the possible states of apprehension, tension and worry experienced in classroom situations, a similar procedure was chosen for the present study. Subjects' own reports of their internal states seemed the best way to approach the problem. A questionnaire which would be handed out at the end of several lessons was developed to gain data over a period of time.

The self-report procedure is known to have some disadvantages, too. According to Sarason and Sarason (1986:255), the subjects may be dishonest for several reasons or they may write habitual responses, which lead to inaccurate data. Awareness of these disadvantages led to supplement the study with two group interviews. It was also hoped that these two ways of data collection would validate the study.

3.2 Data collection

Data collection was carried out in March 1996. The first part of the data was collected after six English lessons by means of a questionnaire. The criteria for selecting these lessons was that they practiced different language skills and they included a variety of classroom activities. The questionnaires were given and filled out at the end of lessons. The time available was 15 minutes, which seemed to be enough. At the same time as the students filled out the questionnaires, they could see an overview of the lesson on a transparency. It was hoped that this would help students to remember all the situations. The students were also encouraged to ask if they had problems filling out the test instrument. After each inquiry, all the participants were thanked and given some sweets.

The second phase of data collecting consisted of two group interviews. The interviewees were selected from the students on the basis of existing anxiety found in the preliminary analysis. One of the groups contained three female students, the other four male students. The interviews were administered under similar conditions after the fifth questioning. They

lasted 45-50 minutes and were conducted in Finnish. The form of the interviews was semi-structured. In the interviews, the students were reminded of the procedures of each lesson after which they were asked about their feelings during the class situations. In addition, some general questions mainly about teacher-student interaction and classroom activities were asked. The interviews were tape-recorded.

The purpose of the inquiries and the interviews was to find answers to the research questions. The questionnaires were the main data collection instrument and the role of the interviews was to supplement it. The analysis was designed to be descriptive, that is, it aimed at examining the possible language anxiety by giving frequencies in the data. In addition, the subjects' feelings and opinions were described with the help of the material gained from the open-ended questions in the questionnaires (marked with a Q in the results section) and interviews (marked with an I).

3.3 Questionnaire

The starting point for developing the questionnaire was to construct a test instrument which would measure the potential anxiety experienced during the lessons in question. To limit the examination to these lessons, general statements like *I don't worry about making mistakes in language class* could not be used. Similarly, it was important not to tie anxiety to any manifestations. Instead, the subjects were able to express their feelings or behavior more freely. On the other hand, the questionnaire had to be simple enough to be filled out at the end of the lessons.

The questionnaire was designed to consist of several pages each of which would have its own function (see Appendix 1). The first page included all the possible teacher-student interaction situations and classroom activities that the lessons contained. Many of the interactions were taken either directly or slightly modified from Nunan's (1989:78) model of classroom interactions. Items 3, 8, 9, 10, 15, and 16 were designed by the researcher herself. The

items describing the activities during the lessons were partly taken from Young's (1990:546-547) study. When those items were developed, it was important that they would include activities practicing all the four skills. Two items were often designed to be quite similar. For example, items *I did a writing exercise alone* and *I did a writing exercise with a pair/in a group* differed only in the degree of publicity. The items were also designed to be fairly general to cover all the possible situations.

The rest of the questionnaire was designed so that one page would ask specifically about one situation of the lesson at a time. All the pages were similar, the only difference being in the wording of the instruction in section A and in the encouraging comment at the end of the page. Each questionnaire included enough pages to cover all the situations which the subjects participated.

Apart from the first page, all the other pages consisted of five sections. Section A asked what the students had done or how they had felt during the interaction or activity in question. The subjects were given possible alternatives taken from the studies of Leary (1982:110-113), Horwitz et al. (1986:128-129) and Young (1992:164). From the list they could select the appropriate one(s). It was hoped that the answers would be candidates for potential manifestations of anxiety. The second section, section B, was only for those students who did not find a suitable alternative from section A. Now they could describe their feelings or doings in their own words.

Thirdly, section C dealt with the subjects' potential anxiety during the situation in question. The subjects were asked to assess to what extent they felt anxious or relaxed during the very situation. The student were given a five-point scale to select from, the alternatives being: very anxious, slightly anxious, neither anxious nor relaxed, rather relaxed, and very relaxed.

Section D was added to the questionnaire to detect the cause of potential anxiety. Thus, it was not considered self-evident that the situation in question was the cause. The subjects were addressed a yes/no question in which they were asked if they felt the situation caused the feeling they

reported in section C. In addition, the subjects were asked to give reasons for their answers.

Finally, section E was to explain how the subjects experienced the anxious situations, that is, facilitating or debilitating. All the students were asked if they thought the feeling they had had during the situation in question had influenced their studying. The alternatives given were the following: made studying easier, had no effect, and made studying more difficult. Again, the subjects should give reasons for their answers.

The same questionnaire was administered six times. To keep the subjects' interest in the study, the order of alternatives was changed in sections A and C. For the same reason, the last three questionnaires were printed on a colored paper. To get background information of the students, the sixth questionnaire included an additional page in which the students were asked for self-ratings of their language skills, of themselves as English students, and information of the students' use of English outside the lessons. It was hoped that the background information would be useful in describing the student profiles. The background section can be found in Appendix 2.

During the analysis, each section was examined separately to find answers to the research questions. The analysis was descriptive. Especially, frequencies in the data was counted and the results were presented in tables. Also, the data gained from the open-ended questions of the questionnaires was collected together and, when possible, direct quotations were given after numeric data.

3.4 Interviews

The interviews were designed to be semi-structured which meant that the stages and the questions of the interviews were planned beforehand, but the subjects were allowed to talk relatively freely and also the interviewer could depart from the plan if necessary. This format was chosen because it was thought to be suitable for getting information on the subjects' feelings. The

interviews covered the first five lessons. For practical reasons, the sixth lesson took place after the interviews.

The five lessons were discussed separately. First, the students were reminded of the procedures of the lessons with the help of the text and activity books used in class. After it, the main situations were talked about. Each time the students were asked about their feelings during the situation. The same questions were asked from all the interviewees. The interview schedule is presented in Appendix 3.

The interviews were tape-recorded. Later, the students' answers were transcribed on paper in the form they were on the tapes. In the results section direct quotations of what the students said are given after numeric data and quotations from open-ended questions. English translations of them are listed in Appendix 4.

3.5 Subjects

A single class was asked to participate in the study. The group consisted of 11 female and 8 male ninth graders from a senior comprehensive school (peruskoulun yläaste) in Kuopio. The age of the subjects varied from 15 to 17 years. They all had studied English for 6½ years. The students knew each other quite well, since they studied several subjects together and most of them came from the same neighborhood. The group was known to be co-operative, and they were the researcher's own students.

Before the actual study, the students were asked about their willingness to take part in it. They were told that after 5-6 English lessons they would be asked about their feelings in the form of a questionnaire. The possibility of being interviewed was also mentioned. In the same connection, the class had a small discussion about feelings during lessons. The term anxiety was mentioned and defined then.

The subjects were also informed about several things before the study. First, they were told that neither the study nor the students' answers

would have any influence on their English marks. In fact, it was explained that most of the analysis would be done after their English course would be over and that the purpose of the study was to help the researcher to become a better teacher. Second, all the subjects were reminded of the importance to answer the questions carefully and honestly. Third, the subjects were given an opportunity to make up a pseudonym which they would use in all the questionnaires. For the sake of simplicity, however, they preferred their own names. To keep the subjects unknown, the researcher used consecutive numbers from 1 to 19 when the subjects' feelings or opinions were quoted. When the student profiles were described the cases got pseudonyms, such as Student A.

3.6 Lessons

The inquiries concerned six lessons. They took place between March 12th and April 2nd, 1996. All the lessons were planned to be different, for example, practicing the main language skills was emphasized. The lessons also included various teacher-student interactions and classroom activities. Not to confuse the students, however, all the teaching procedures were familiar to the teacher and to most of the students.

The main aim of the first lesson was to revise the use of relative pronouns. Another aim was to build up vocabulary and practice explaining the meanings of words. To reach these goals, the students had been given a written exercise on relative pronouns as homework. Also, the students had been asked to study a list of vocabulary items.

During the first part of the lesson, the teacher asked the meanings of some words by giving the Finnish equivalent. The students volunteered to answer the questions. After that, the students were asked to explain the meanings of words like *a pilot* or *to price*. Again, the whole class worked together, and the questions were answered on a voluntary basis.

Practicing relative pronouns included three phases. First, the exercise done at home was gone through together. The students were asked to say the right answers, which could later be seen on a transparency. Secondly, the students worked in pairs and explained each other the principles of the use of relative pronouns. To make it simple, the pairs got questions to answer. Thirdly, there were two written exercises which could be done either alone or with a pair.

During the second lesson the students mainly practiced listening, pronunciation, and extensive reading. First, everybody listened to a short text on computers, including two little poems. The text was in the study book, and those students who wanted could have their books open. After listening, the students were asked shortly how they liked the poems. Secondly, a longer text on tomorrow's world was listened to. After that, the students repeated the text after the tape. Difficult words and expressions were repeated several times. Thirdly, the students were supposed to reread the text and orally ask and answer the questions found in the activity book. The students worked in pairs.

The third lesson began with a small talk practice. The teacher asked the students how they felt and if they had any special plans for the weekend. The main part of the lesson included practicing listening skills. The students listened to an old national listening comprehension exercise made by the Federation of Foreign Language Teachers in Finland. Before listening, the students received multiple-choice questions and answer sheets. The students were also given instructions on how to answer the questions. It was emphasized that they were doing an exercise and not participating a test.

The fourth lesson began with a song about a girl who was leaving home. The students were supposed to follow the words in their study books. When the song was over, the teacher asked questions about it. The students volunteered their answers. Secondly, the students listened to short conversations, repeated them, and finally changed the dialogues and read them in pairs. Thirdly, the students were given role cards in which they had little conversations in Finnish. The students had to write them in English,

practice their roles, and present them in front of the class. The teacher checked the correctness of the sentences before the roles were practiced and performed.

In the beginning of the fifth lesson, two exercises on vocabulary, which had been the students' homework, were checked first. The teacher asked questions and the students answered voluntarily. Secondly, the whole class reviewed the formation of the second conditional together. After that, the students were asked to get into pairs with someone they did not usually work with to do an oral exercise on the second conditional. This procedure was motivated by the fact that it was useful to practice speaking a foreign language with anybody. Finally, there were written exercises on grammar, which the students could do alone or with a pair.

During the last lesson the students wrote a composition. The titles had been given earlier to make the start easy. The students worked on their own, but they could ask the teacher for help. Dictionaries and other material were also available in the classroom.

3.7 Pilot study

Before the study took place, the data collection procedure was tried out with the students of the researcher's colleague in another school. After an ordinary English lesson, five volunteers filled out the questionnaire in the researcher's presence, and possible problems were discussed. The interview phase of the study was not practiced at that time. Instead, before the interviews, the methodological book by Hirsjärvi and Hurme (1982) was reviewed to avoid mistakes.

The pilot study gave a rough idea of the amount of time required for answering the questions. It also showed that some of the participants had problems in understanding the instructions. As a result, the wordings of the instructions were re-formulated and their layout was altered. Similarly, the comments of the participants revealed that one alternative in section A

needed to be revised. Otherwise, the questionnaire was understood by the respondents. During the discussion, one of the students complained about the difficulty to give reason for his answers. The format of the questionnaire did not receive any criticism.

4 RESULTS

4.1 Total amount of anxiety

The present study was planned to find out whether the students felt anxious during teacher-student interactions or classroom activities in six English lessons. For this purpose, the subjects were asked to report all the situations in which they participated during each lesson. They were also asked about their feelings during the situations.

The subjects reported to have experienced a total of 439 situations. Of these, 204 were teacher-student interactions and 234 classroom activities. The subjects replied that they had felt slightly or very anxious during 31 interactions and 45 activities. Of the anxious situations, the anxiety experienced during 12 teacher-student interactions and 33 classroom activities was reported to stem from the very situation.

4.1.1 Teacher-student interactions

When the 204 reported teacher-student interactions were examined in more detail it became apparent that 12 of the situations were very anxious and 19 slightly anxious. The number of teacher-student interactions, also in percentages, can be seen in Table 2.

Table 2. Distribution of anxiety and other feelings during teacher-student interactions.

	n	%
slightly anxious	19	9.3
very anxious	12	5.9
other feelings (relaxed, neither anxious nor relaxed)	173	84.8
total	204	100

The number of teacher-student interactions in which the subjects felt very anxious was fairly small, under 6 % of all the reported interactions. During 9.3 % of the interactions the subjects felt slightly anxious. These findings indicate that the subjects experienced some anxiety when they were interacting with the teacher. Almost one reported situation out of seven was experienced anxious. In nearly two thirds of the anxious situations, however, the subjects were only slightly anxious.

Table 3 shows the distribution of the anxious students' answers to section D, *Do you think the situation itself caused how you felt*. In other words, it gives the number of situations in which the feeling of anxiety did or did not arise from the nature of the teacher-student interaction.

Table 3. Distribution of the anxious students' answers to section D (*Do you think the situation itself caused how you felt*), concerning teacher-student interactions.

	n	% of the total 31	
yes			
slightly anxious	11	35.5	} 38.7
very anxious	1	3.2	
no			
slightly anxious	3	9.7	} 22.6
very anxious	4	12.9	
no answer			
slightly anxious	5	16.1	} 38.7
very anxious	7	22.6	
total	31	100	

The results show that the teacher-student interactions were said to be the source of anxiety twelve times, that is in 38.7 % of the slightly and very anxious situations. Other reasons caused anxiety during 22.6 % of the interactions, and in 38.7 % of the anxious students' replies the question was left unanswered. These results suggest that the situation in the classroom, in this case interaction between the teacher and students, probably causes anxiety more often than other reasons. Because of the large number of blank answers, however, the result is only tentative.

The fact that the anxious students left section D unanswered as often as they reported their anxiety to stem from the interaction may have several explanations. First, the subjects' unwillingness to reveal the source of their anxiety in the questionnaire probably explains some of the blank answers. Secondly, it seems that some subjects had the habit of leaving unanswered sections for an unknown reason. Thirdly, it appears that at least two subjects did not answer section D because they most likely did not understand it.

Evidence for this explanation was found when the blank answers were examined in more detail. It appeared that three subjects gave all the blank answers in section D. Also, two thirds of them concerned the first lesson which consisted of several interactions between the teacher and the students. During the interview two of these three who gave the blank answers revealed that they had had problems answering the questionnaire the first time, which can be seen from their answers to the interview question *Were the questions clear?*:

(1) Vähän ne vois olla tarkempia, ehkä. En heti saanut selvää. Piti kysyä kaverilta. (I4)

(2) Kyllä ne kysymykset oli [selkeitä], mutta siellä oli niitä alleviivauksia. Ne oli vähä ihmeellisiä, ne alleviivaukset. (I7)

4.1.2 Classroom activities

The total of 234 reported classroom activities included 32 activities during which a student had felt slightly anxious and 13 activities which had been very anxious. The distributions are shown in Table 4.

Table 4. Distribution of anxiety and other feelings during classroom activities.

	n	%
slightly anxious	32	13.7
very anxious	13	5.5
other feelings (relaxed, neither anxious nor relaxed)	189	80.8
total	234	100

Similarly to teacher-student interactions, the number of classroom activities during which students were very anxious was under 6 % of all the reported activities. The number of slightly anxious activities, however, was higher, being now 13.7 % of the total. Again, the findings indicate that the subjects had anxious moments during the classroom activities. During almost every fifth reported activity anxiety was experienced. Nearly three out of four anxious situations, however, were only slightly anxious.

The number of the situations in which anxiety was reported to stem from the situation, this time from the classroom activities themselves were, again, examined separately from other causes. The distribution of the answers is presented in Table 5.

Table 5. Distribution of the anxious students' answers to section D (*Do you think the situation itself caused how you felt*), concerning classroom activities.

	n	% of the total 45	
yes			
slightly anxious	24	53.3	} 73.3
very anxious	9	20.0	
no			
slightly anxious	5	11.1	} 17.8
very anxious	3	6.7	
no answer			
slightly anxious	1	2.2	} 8.9
very anxious	3	6.7	
total	45	100	

Table 5 shows that 73.3 % of the anxiety experienced during classroom activities was reported to stem from the activity. In 17.8 % of the situations anxiety had other sources, and in only 8.9 % of the replies the

cause of anxiety was not given. These results suggest that during classroom activities, the activities themselves are the main cause of the anxiety experienced. This information emphasizes the importance of careful planning of the activities, if the amount of anxiety is to be affected. Similarly to the findings of the teacher-student interaction group, however, these results indicate that some anxiety clearly stems from other reasons.

4.2 Distribution of anxiety

One aim of the study was to find out the classroom situations which were experienced as anxiety-arousing. To reach this aim, 17 alternative items concerning teacher-student interactions and 18 alternatives concerning classroom activities were developed in the questionnaire. In both groups, one item was formulated to be an open-ended question so that all situations could be charted. The answers spread on 14 items in both groups. During the analysis, all of the answers were examined. Thus, no difference between anxiety caused by a certain situation and anxiety experienced during the same situation was made. This decision was made because of the relatively small amount of anxiety that could definitely be said to stem from the situation, especially in the teacher-student interaction group.

4.2.1 Teacher-student interactions

Three of the teacher-student interactions in the questionnaire did not occur during the six lessons. These were items 10 *Teacher corrected what I had written on the board*, 12 *Teacher criticized me*, and 15 *I asked the teacher/told her something in English*. In addition, items 4 *Teacher explained a grammatical point in English* and 5 *Teacher explained a vocabularly or functional point* were examined together because of the

similarity of the items and their small frequency. For the same reasons, similar treatment was done to items 6 *Teacher gave instructions in English* and 7 *Teacher told a story or a joke in English*, 8 *Teacher corrected my pronunciation/speech* and 9 *Teacher corrected what I had written in my notebook/activity book*, as well as 13 *I spontaneously answered teacher's question in English* and 14 *I put my hand up and was given a permission to answer the question in English*.

In the analysis, the frequencies of the final 10 items were calculated. Also, the number of situations during which the subjects experienced anxiety was counted for each item. The relation between these figures was expressed in percentages. In addition, the open-ended questions and also the interviews were examined separately to get detailed supplementary information. Direct quotations from both sources were taken to illustrate the subjects' feelings or opinions. To make the examination systematic, the quotations from the questionnaires were marked with a Q, and the ones from the interviews with an I. Similarly, all the subjects were given consecutive numbers from 1 to 19. The distribution of the answers to all the items during each lesson can be seen in Appendix 5, and Table 6 shows the result in a concise form.

Table 6. Distribution of anxiety in teacher-student interactions. The original numbers of the items are given in parenthesis.

item	anxiety/f	%
(11) Teacher praised me	0/7	0
(17) Teacher gave instructions in Finnish (= an open-ended question)	0/6	0
(13+ I voluntarily answered 14) teacher's question in English	1/20	7.1
(16) I asked teacher/told her something in Finnish	1/25	4.0
(3) Teacher asked me even though I did not put my hand up	1/7	14.3
(8+ Teacher corrected my speech, 9) pronunciation or writing in the notebook/activity book	2/11	18.2
(4+ Teacher explained a grammatical, 5) vocabularly or functional point in English	3/24	12.5
(6+ Teacher gave instructions or 7) told a story or joke in English	5/35	14.3
(2) Teacher asked something in English (not about homework)	7/39	17.7
(1) Teacher reviewed homework	11/30	36.7

The figures indicate that four of the situations occurred relatively seldom, that is, less than 12 times during the six lessons. The rest of the situations took place from 20 to 39 times. The great variety in the frequencies led to caution in the examination and comparison of the percentages. Comparison with other studies is also made with caution. For practical reasons, the results are examined in three groups.

Table 6 shows that when the teacher praised the subjects or gave instructions in Finnish, none of them experienced anxiety. When asked to give reasons for their answers, two subjects expressed their thoughts in the following way:

(3) Open kehaisu saa rennon tunnelman. (Q15)

(4) Kuuntelin vain mitä ope sanoi ja aloitin työskentelyn. Ei muuta. (Q19)

Similarly, when the subjects answered questions on a voluntary basis or asked the teacher or told her something in their mother tongue, only one and the same subject reported feelings of anxiety in both situations, but he did not explain the reason for his anxiety. When the non-anxious students' comments in the questionnaires were examined, however, they revealed that the situations were quite easy for them:

(5) Tietysti on helppoa kysyä opelta suomeksi. (Q1)

(6) Tiesin vastauksen ja vastasin ihan normaalisti. (Q12)

The interviews showed that voluntary answering was partly connected with whether or not homework had been done. The girls told that when they had not done their homework it was difficult to participate in the lesson. One interviewee expressed it in the following way:

(7) En ollu lukenu sanoja kotona. Oli vähän sellanen olo että olis sittenkin pitäny lukea ne sanat että osais iteki puhua.
(11)

The relaxed feeling during these situations may be explained by the fact that none of them included elements that the subjects could experience as scary or demanding. Instead, the situations were positive, the subjects were free to take the initiative, or the use of the mother tongue made communication easy. As a result, it can be speculated that the amount of

anxiety during the low frequency situations, that is, teacher praising and teacher giving instructions in Finnish, would not increase appreciably even if the frequencies were higher.

In the second group, two situations with a low frequency are examined. During the situations the teacher asked the student even though he or she did not volunteer, or the teacher corrected the student's oral or written mistakes. A close look at the questionnaires showed that only one subject, (Q4), reported all the anxiety experienced during these situations. In addition, all the anxiety connected with error correction was experienced when the speech of the subject was corrected. The subject was sparing with words when asked to write explanations. The only one was on error correction. He said that he didn't always know how to pronounce. During the interview he did not make any comments on these situations either. Another interviewee, however, claimed that error correction was a possible source of anxiety in Finnish classrooms. According to her, private error correction may be anxiety-arousing. She said:

(8) Sillai ahdistavalta tuntuu, jos vaikka korjaa tehtäviä [työ]kirjasta open kanssa [kahdestaan]. On parempi jos ope on siellä edessä ja tarkistetaan yhdessä. (I5)

It is difficult to reason why this one student felt anxious during these examined situations. A disliked manner of error correction or asking questions may be possible explanations. Also, the cause may be connected with the subject's poor self-esteem as a foreign language learner (Laine and Pihko 1991:22). The latter speculation is based on the subject's comment during the interview during which he said that he did not have a knack for languages. The teacher, however, had evaluated his language skills to be quite good.

In the third group, the most anxiety-arousing teacher-student interactions are examined. These interactions had the highest total frequency. First, when the teacher reviewed homework, that is, asked the meanings of new words or the right answers to the exercises done at home, 11 out of 30

situations were experienced slightly or very anxious. In other words, more than one third of the reported situations in which the teacher reviewed homework were anxiety-arousing to someone. It is the situation which scored highest of all teacher-student interactions. In some cases, the feelings of anxiety seemed to stem from reasons outside the classroom. One subject, (Q9), clearly explained that he was anxious for other reasons. Also, some answers in the questionnaires showed indifference or lack of motivation:

(9) Väsyttää tää täällä olo. (Q8)

(10) Ärsyttää tää turha istuskelu. (Q7)

(11) Ei huvittanut vastata. (Q5)

The interviews indicated that sometimes it was difficult to participate in the lesson because the preparation for the lesson had been poor. One subject expressed her feeling as follows:

(12) Mä en ollu luku sanoja ja tuli sellanen tunne että voi ei jos se kysyy multa. (I3)

Secondly, item 2, *Teacher asked me something in English (not about homework)*, included small talk, asking students' opinion about poems or songs, as well as paraphrasing the meanings of words and expressions. These situations were experienced as anxious nearly every fifth time they were reported. Again, some of the answers reflected students' lack of motivation, and quite often the anxious subjects did not reason their answers, especially in the questionnaires. Paraphrasing words or expressions, however, revealed two causes of anxiety: fear of not being able to express oneself well enough and fear of being ridiculed. These causes can be seen in these two quotes from the interviews:

(13) Sitä ei aina muista niitä sanoja mitä niissä tarvii, kun tekee lauseita. (I1)

(14) Ne oli ihan kivoja ne sanaselitykset, mutta sitte jännitti osaako oikein lausua sanat ja mitä muut sanoo, jos jollain tietyllä tavalla lausuu vähän eri lailla. (I3)

Thirdly, when the teacher gave instructions in a foreign language, told a joke in English, and when the teacher explained a grammatical, vocabulary or functional point the subjects experienced anxiety in about equal number of situations. About one out of seven or eight situations was connected with anxiety. Sometimes the fact that the subject could not understand the speech explains the anxiety, as in the case of the subject who did not get the point of a joke. She wrote:

(15) En ymmärtänyt vitsiä ennenkuin selitit sen suomeksi.
(Q14)

Again, the reasons for anxiety may be outside the classroom. Also, some anxious students may suffer from a lack of motivation. They probably were not interested in the theme of the lesson and, as a result, wrote the following answers:

(16) Tylsä tunti. (Q8)

(17) Ei huvittanut kuunnella näin aikaisin aamulla. (Q4)

When all the teacher-student interactions are examined, it is not surprising that the teacher reviewing homework was experienced as the most anxiety-arousing interaction, because it has elements which can be demanding or scary to students. First, it is a situation for which the students are supposed to be prepared, and, as some subjects explained, poor preparation may cause anxiety during lessons. Second, the students are asked to answer the questions while others are listening. Speaking in such a situation may lead to concerns about making errors in pronunciation, which as well as the fear of being laughed at, may cause language anxiety. These two classroom sources of anxiety were also given by the highly anxious

students Price (1991:105) interviewed. Thirdly, the teacher reviewing homework may be perceived as a real test situation where the answers are evaluated. Horwitz et al. (1986:126-127) observed that foreign language anxiety showed up in testing situations. According to them, students often said that they knew the right answers but forgot them during a test or an oral exercise.

Paraphrasing words or expressions, which is included in item 2 *Teacher asked me something in English (not about homework)*, also finds support as an anxiety-arousing procedure. Koch and Terrell (1991:113) included defining words in Spanish as one of their Natural Approach activities. It was one of the four activities which made more than a third of all the students anxious. Similarly, the two causes of anxiety which showed up in paraphrasing situations, fear of not being able to express oneself well enough and fear of being ridiculed, are reported in literature. Price (1991:105) listed the frustration of not being able to communicate effectively as one source of stress among highly anxious students. Horwitz et al. (1986:128-130), however, have named the concern for the opinion of other people the fear of negative evaluation. They integrated it as one of the three components to their conceptualization of foreign language anxiety. The statement *I am afraid that the other students will laugh at me when I speak the foreign language* is even included in their FLCAS as one item.

4.2.2 Classroom activities

In the classroom activity group, the four items which did not receive any answers were 22 *I repeated alone after the teacher*, 26 *I presented a sketch or a joke in English*, 33 *I wrote a composition in a group*, and 34 *I wrote on the board/transparency*. For the same reasons as some teacher-student interactions, eight of the remaining 14 items were reduced into four. The items which were examined together were 19 *I read aloud in English* and 20 *I read aloud in English when it was my turn*, 23 *I did an oral exercise with*

my friend/with someone else and 24 *I did an oral exercise in a group*, 25 *I presented the results of a pair or group work in English* and 27 *I presented or explained something in English in front of the class*, 28 *I did a short listening comprehension exercise* and 29 *I did a rather long listening comprehension exercise*, as well as 35 *I worked with someone I usually do not work with* (= an open question) and all the answers on item 23 given during the fifth lesson. The last decision was made because the fifth lesson included situations in which the subjects did both oral and written exercises with a totally new pair, and that characteristic seemed to explain some language anxiety.

The analysis was done in a similar way as the analysis of the teacher-student interactions. Again, the detailed calculations can be seen in Appendix 5, and Table 7 shows the answers in a concise form.

Table 7. Distribution of anxiety in classroom activities. The original numbers of the items are given in parenthesis.

item	anxiety/f	%
(18) I read silently in English	1/13	7.7
(32) I wrote a composition alone	1/16	6.3
(21) I repeated with the class after the teacher or the tape	2/29	6.7
(23+ I did oral exercises with a pair 24) or in a group	4/42	9.5
(31) I did exercises in the activity book with a pair or in a group	3/21	14.3
(30) I did exercises in the activity book alone	4/18	22.2
(35) I worked with someone I usually do not work with (=open question)	6/23	26.1
(28+ I did a listening comprehension 29) exercise	7/25	28.0
(19+ I read aloud in English 20)	9/29	31.0
(25+ I presented something in front 27) of the class	8/18	44.4

Firstly, Table 7 shows that reading silently in English, writing a composition alone, and repeating together with the class were experienced anxious only once or twice. When writing a composition or repeating, anxiety was felt because the subjects had poor language proficiency or the repetition tempo was too fast. Two very anxious students wrote as follows:

(18) En osaa kirjoittaa englanniksi heti suoraan. Mun pitää kirjoittaa ensin suomeksi. (Q14)

- (19) En kerennyt lukemaan muiden mukana. Mentiin liian kova. Rupes ahdistamaan. (Q11)

Besides anxiety, fast repetition tempo sometimes made students give up repeating. This is from the interviews:

- (20) Se [puhe nauhalla] meni mun mielestä hirmu nopeaan, että minä en pysyny perässä, miten ne lausutaan. ... Yritin pysyä mukana, mutta sitten tuossa puolivälissä lopahti, ettei enää kehannu. (I5)

Regarding the small amount of anxiety in these situations, both similar and different results are found when other studies are examined. Unlike the present study, Young (1990:457) listed writing a composition in class to be among the six activities which had the highest anxiety level. Repeating as a class after the instructor and reading silently in class were, however, among the activities with the lowest anxiety level. The findings of the present study accord with this result.

Secondly, the situations which caused language anxiety slightly more often than the ones mentioned above are examined. They are oral exercises or exercises in the activity book, either done with a pair or in a small group. Also, doing activity book exercises alone will be examined in this connection. Pair working with a friend was considered quite relaxing. The usual comment in the questionnaires was "ok", which in the Finnish context can be interpreted to be positive. During the interviews the subjects explained in more detail:

- (21) Tutulle parille on aika helppoa tehdä parityötä. Ei haittaa jos tulee virheitä. Tai ei ole sillai noloo. (I1)

- (22) Se [parityö kaverin kanssa] on kivaa. Siinä uskaltaa puhua niin hyvin kuin osaa. Tulee ehkä pientä kilpailuakin. Se on tosi kivaa. Parityöskentelyt, ne on parhainta, ehkä. (I3)

Temporarily, however, the subjects felt anxious working with their friends, too. One subject, (Q13), explained in the questionnaire that he could not be natural that day. In the interview the boys talked about the privacy of pair work. They said it had both positive and negative aspects:

(23) Se on ihan hyvä. Ei tarvi koko luokalle höpöttää. (I6)

(24) On helpompaa. Ehtii miettiä. (I7)

(25) Parityöskentelyssä voi jutella ihan muutakin. Se on huonoa. Mutta on se ihan hyväkin. Voi puhua hieman rennommin. Ei tarvi puhua koko luokan edessä. (I2)

When the two other items were examined, doing exercises in the activity book alone was experienced slightly more anxiety-arousing than doing similar exercises with a group. Also, irrespective of whether the work was done alone, with a pair or in a group, debilitating anxiety during written exercises seemed to be connected with the difficulty of the exercise. One anxious student explained it as follows:

(26) Oli aika vaikee harjoitus. Mulla oli vaikeeta tehdä sitä.
(Q15)

A relaxed student, however, wrote in the following way:

(27) Helppo harjoitus. Ihan rento olo. (Q5)

The result that pair work was mainly experienced as a relaxed activity finds support from literature. When examining affective reactions to the Natural Approach, Koch and Terrell (1991:120-121) reported that both pair and group work were among the techniques that produced comfort to more than 50 % of the students. Pair work was experienced comfortable among two thirds of the students. Similarly, both Omaggio Hadley (quoted by Young 1992:165) and Price (1991:107) suggest pair or small group work as good ways to reduce language anxiety during lessons.

In the third group, the classroom activities which caused most anxiety among the subjects are examined. The four activities include presenting a dialogue in front of the class, reading aloud in English, listening comprehension exercises, and working with a new pair. Even though the semi-structured dialogues were corrected and practiced beforehand, presenting them was regarded as the most anxiety-arousing. Nearly half of the situations in which the students presented a dialogue were anxious to someone. Consistent results came out during the interviews when the subjects were asked to name the activity that had been the most anxiety-arousing during their English lessons. Then, four out of the seven interviewees mentioned presenting in front of the whole class. There may be several reasons for anxiety in this connection. The subjects may suffer from communication apprehension, fear of negative evaluation, poor language proficiency, or low foreign language self-esteem, as the following explanations taken from the questionnaires suggest:

- (28) Mulla on esiintymispelko. (Q10)
- (29) Hermostutti. (Q13)
- (30) Esiintyminen hermostutti. Osaisko ääntää sanat oikein?
Mitä muut sanois? (Q3)
- (31) En osaa puhua englantia hyvin. (Q1)

Similar comments were made during the interviews:

- (32) Se meni kun oltiin ihan kahdestaan ihan kun vaan suunniteltiin. Se oli ihan kivaa. Mut sitte ku piti mennä sinne luokan eteen, tuli sellanen olo, että apua jos mä en osaa lausua. Pelotti esittää siellä muitten edessä. (I3)
- (33) Osat oli aika helppoja. Mutta sitte ku piti lukea siellä luokan edessä niin jännitti, että osaako sanoa. (I1)

Second in the most anxious group was reading aloud in English. It was also connected with anxiety relatively often, that is, about a third out of

29 reported that reading aloud situations were experienced anxious. During these lessons, the students read aloud to practice articulation and the right reading tempo. Sometimes reading was practiced in presenting situations. A high reading tempo, lack of practice, and awareness of poor pronunciation appear to be the causes of anxiety during these situations. Some of the subjects wrote as follows:

(34) Me luettiin liian nopeesti. Mulla oli vaikeuksia seurata ja rupes ahdistaan. (Q11)

(35) En ollut lukenut englantia ääneen pitkään aikaan. (Q1)

(36) Mun ääntäminen ei ole hyvää. (Q1)

The third one of the most anxious activities were listening comprehension exercises. The percentage of anxious activities was slightly smaller here than in the previous group. Now a little more than one fourth of the 25 situations were anxious. Again, it is likely that some anxiety is connected with poor language proficiency or low foreign language self-esteem, and for some subjects the test-like situation in which you work on your own may be the cause of anxiety. The following quotations are from the questionnaires:

(37) En osaa kuunteluja. (Q14)

(38) Tuli sellanen olo etten osaakkaan. (Q3)

(39) Se tuntu kokeelta. (Q15)

Interviews supported the view that for some students tests and test like situations seemed to be anxiety-arousing. One subject named tests when activities which caused anxiety were listed. When talking about his listening comprehension exercise he said:

(40) Ei se hermostuttanu. Ihan vaan vähän. Se oli sellane testin kaltanen. (I4)

Later during the interview when the anxiety-arousing activities were listed, the same subject repeated that for him tests were hard.

Finally, working with someone with whom the students were not used to work was moderately anxiety-arousing. Again, slightly more than one fourth of the reported situations were anxious to someone. As a result, the performance of some subjects got worse. Some others did the exercise but did not like it. Here are two reactions from the inquiries:

(41) Olin täysin sekaisin. (Q13)

(42) Vähän oli ahdistavaa kun pari ei ollu läheinen. (Q3)

During the interview, one of the girls explained the reason for her slight anxiety:

(43) [Kun työskentelee jonkun kanssa jota ei hyvin tunne] mulle tulee aina sellanen tunne että mun pitäis osata tämä asia hyvin. (I1)

The interviews also revealed that the boys were more often the ones who experienced working with a new pair anxiety-arousing. Two of the four boys emphasized that they did not like that procedure and that they would not like to work like it again. In the boys' own words:

(44) [Työskentely] tutun parin kanssa on parempi. Ja sillä siisti. (I2)

(45) Mä en ainakaan haluaisi [työskennellä] uuden parin kanssa enää koskaan. (I7)

(46) Mäkään en haluis. En enää ikinä. (I2)

The girls, however, did not react as strongly. They would rather have had their usual pairs, but did not mind working with a new pair as much:

- (47) Mun piti hiipiä toiselle puolelle luokkaa, poikien keskelle.
... En tiää, ei se ollu vaikeeta. Ihan kivaa loppujen lopuks.
(15)
- (48) Ainahan se tietysti vähä harmittaa kun ei pääse oman parin
kaa, mutta kyllä se siinä menee. (13)

One girl also found something positive in the new procedure:

- (49) Toisaalta se on ihan hyvä, että sitten keskittyy kuitenkin
siihen hommaan paremmin. Ettei höpöttele sitte sen
kaverin kaa. (15)

Of these most anxiety-arousing activities, two can also be found in other studies. Presenting a dialogue in front of the class finds support as a very anxiety-arousing activity. Young (1990:547) listed presenting a prepared dialogue in front of the class to have the fourth highest anxiety level of all the activities in her study. The three more anxious activities were also presentations in front of the class, spontaneous role play being the most anxious. Similarly, Koch and Terrell (1991:114) found that more than 75% of all their subjects reported oral presentations in front of the class to be the most anxiety-producing activity in their Natural Approach classes. Also, Price's (1991:105) interviews with highly anxious students indicated that the greatest source of anxiety was having to speak in front of their peers.

Also reading aloud activities are found in the literature. Unlike the present study, reading orally in class was considered neither anxious nor relaxed in Young's (1990:547) list of activities arranged by anxiety level. This result may not, however, be compared with the present study because the two studies do not include the same activities and because the reading situations may vary a lot.

When the anxiety-arousing classroom activities of the present study are examined, it appears that they have some demanding characteristics. Firstly, some of the anxiety-arousing situations seem to have a relatively high student exposure requirement. Going in front of the whole class and speaking English there probably leads to thoughts like what will the others say, will

they laugh at me, or how is my pronunciation. Also, working with a new pair, especially speaking a foreign language with him or her, may lead to similar kinds of thoughts. In addition, reading aloud may be connected with presenting even though the audience is only a small group of students, which often was the case during these lessons. When reading aloud, the student is, however, vulnerable to other students' criticism.

Secondly, some activities seem not only to require basic language skills but also the students' confidence in their skills. This seems to apply especially to listening comprehension exercises as well as to writing a composition or doing exercises alone. In addition to listening and writing skills, these situations require an ability to discriminate, find or conclude the right answers or expressions. An ability to make the decisions alone and trust in the decisions can, however, be associated with the student's foreign language self-esteem. Poor foreign language self-esteem may be seen in comments such as:

(50) En osaa kuunteluja. (Q14) or

(51) Tuli sellanen olo etten osaakkaan. (Q3).

Thirdly, some anxious-arousing classroom activities and procedures demand good social skills from students. Such situations arise, especially, in group or pair work. Good social skills are very essential when the pair is a new one or turns out to be an unpleasant one. A lack of good social skills may, however, lead to an experience of failure or anxiety. As a result of the unpleasant experience subjects may try to avoid similar situations.

4.3 Influence of anxiety on studying English

In the present study it was also examined whether anxiety had a facilitating or debilitating effect on studying English during the lessons. In the questionnaire, item E, *Do you think that your feeling during the situation*

(=what you circled in item C) had an effect on your studying was developed for that purpose. Also, during the interviews the subjects were asked for their opinion about the effect of the anxiety that they had felt. The results of the questionnaire can be found in Table 8, and the interviews will be discussed after it.

Table 8. Distribution of the answers to the question *Do you think that your feeling during the situation had an effect on your studying*, given by the anxious students in an anxiety-arousing situation.

	made easier		made more difficult		no effect		no answer	
	n	%	n	%	n	%	n	%
interactions	3	9.7	5	16.1	15	48.4	8	25.8
activities	4	8.9	12	26.7	24	53.3	5	11.1
total	7	9.2	17	22.4	39	51.3	13	17.1

Table 8 shows that in about half of all the situations anxiety did not have any effect on the subjects' studying. In a little less than 10 % of the situations, the subjects claimed their anxiety to have been facilitating, that is, it made the studying easier. Compared to facilitating anxiety, in slightly more than twice as many situations, the subjects experienced anxiety debilitating. The subjects reported debilitating anxiety clearly more often during classroom activities than teacher-student interactions. Also, about every sixth of the anxious students did not answer item E. Nearly two thirds of the blank answers were given in the interaction group.

In the interviews the subjects were asked if they thought that anxiety during lessons was for good or for bad, did it make studying easier or more difficult. Three of the seven subjects were clearly of the opinion that anxiety

made studying or learning more difficult. Two of them simply answered that it was negative. A third subject explained:

(52) Minusta se on huonoa. Tulee sellainen olo että jättää koko tehtävän. Ei edes yritä. (I1)

Three of the subjects could not answer the question or did not quite get the point of the question, and one subject said anxiety was for good. She said:

(53) No, ainakin se laittaa sillai yrittään. Positiivisesti vaikuttaa. Silloin yrittää. (I3)

The findings of the questioning are, to some extent, surprising. The result that in more than half of the situations the anxiety experienced did not have an effect on studying is inconsistent with the studies which emphasize the negative or, more seldom, positive effects of anxiety. The dissimilarity may be explained in three ways. First, the wording of item E probably was, after all, ambiguous which may have led to different interpretations of the question. For example, some subjects seem to have answered item E on the basis of what they had circled in item A. Second, some subjects probably regarded the question as a difficult one, and, as a result, selected the neutral alternative without any reasoning. The difficulty of the question appeared also during the interviews in the cases where the subjects either did not know what to answer or did not get the point of the question. Third, in nearly 90 % of the situations in which the subjects said that the anxiety they had experienced did not have any effect on their studying, the students were only slightly anxious (see Appendix 6). Since the situations change relatively often during the lessons, it is possible that many of the short slightly anxious situations did not have any noticeable effect on the subjects' studying at that moment.

In addition, the high number of pages with no answer to item E leads to an interpretation that the question may have been too difficult to the subjects. Similarly, the fact that one of four answers in the interaction group

was blank may partly result from the unwillingness to reveal their real opinion to the teacher. The result that anxiety was more often said to have a debilitating than a facilitating effect is, however, consistent with the interpretation of many anxiety studies, such as Horwitz et al. (1986) and Price (1991).

4.4 Manifestations of anxiety

To find out typical manifestations of language anxiety among Finnish students, all the subjects were asked to think about what they were doing or how they had felt during the lessons. In the questionnaire, the subjects were given 24 alternatives to choose from (item A). All the alternatives were found in the literature. In addition, a voluntary open-ended question, item B, was included in the questionnaire to give the subjects an opportunity to express their feelings and doings in the best possible way. The different manifestations were not discussed during the interviews. Thus, all the data are from the inquiries.

The subjects gave 639 answers all together: 129 of them were given in a situation in which the subjects were anxious, another 129 answers were by the anxious students in a non-anxious phase of a lesson, and the rest were feelings or doings during the lessons in which the subjects did not feel anxious at all.

The frequencies of the given 24 alternatives and the students' own explanations were counted in the three groups (Appendix 7). Especially, the responses in the anxious situations were examined closely, that is, their percentage of all the answers were counted for each alternative and the responses were examined in the original groupings. Also, an attempt was made to compare certain feelings and doings in anxious and non-anxious situations.

Of all the manifestations of anxiety, 62 (48%) belonged to a group which Leary (1982:110) calls the arousal-mediated responses. In the

questionnaire, six alternatives represented the responses. Table 9 displays the distribution of the answers on the alternatives.

Table 9. Distribution of answers on arousal-mediated responses.

statement	in anxious/total situations	%
I played with my hair	9/28	32.1
I squirmed in my seat	9/24	37.5
I felt jittery	9/16	56.3
I played with school equipment	18/53	34.0
I felt nervous	12/22	54.5
I stuttered and stammered as I talked	5/16	31.3

Table 9 indicates that playing with the school equipment was clearly the most often chosen reaction in this group. It was associated with anxiety in about one third of the situations. Almost as often were playing with one's hair, squirming in the seat, and stuttering and stammering reported in an anxious situation even though their total frequencies were lower. Jittery or feeling nervous were connected with anxiety most often. Slightly more than half of the situations in which they appeared were experienced anxious.

The second group consists of typical manifestations of foreign language anxiety described by Horwitz et al. (1986:126-127). The total frequency of these statements was only a third of the frequency of the previous group. Similarly, the number of manifestations which show anxiety was smaller. Of the 129 answers in an anxious situation, 21 (16.3 %) belonged to this group. The six items in this group are given in Table 10.

Table 10. Distribution of the manifestations of foreign language anxiety suggested by Horwitz et al.

statement	in anxious/total situations	%
I forgot what I knew	7/13	53.8
I froze when I had to speak or perform	2/2	100
I was indifferent	7/18	38.9
I avoided using English	1/11	9.1
I tried not to take part in the lesson	3/6	50.0
It was difficult to understand speech	1/4	25.0

The table demonstrates that half of the 13 subjects who forgot what they knew during the lessons simultaneously felt anxious. Also, indifference was connected with anxiety in nearly two cases of five. Avoiding speaking English, however, was a sign of something else than anxiety ten times out of eleven. Of the ones with a low frequency, avoiding participation in the lesson was associated with anxiety in half of the times, and the two situations during which the subjects froze were both anxious.

The third group includes behaviors which reduce the amount of social contact. Leary (1982:111) calls them disaffiliative behaviors. The group contains 16 (12.4 %) of the doings and feelings during which the subjects felt anxious. Table 11 presents the statements and their distribution.

Table 11. Distribution of answers on disaffiliative behaviors.

statement	in anxious/total situations	%
I avoided the teacher	0/4	0
I did not talk as much as I usually do	7/25	28.0
I avoided eye contact	2/4	50.0
I was short in answering	2/7	28.6
I just was quiet	5/46	10.9

The results show that being quiet during an English lesson was typical of the subjects but it was a sign of anxiety in only about every tenth situation. Also, the reduced amount of talk and the use of short expressions were connected with anxiety in slightly more than one fourth of the cases. Avoiding eye contact was reported only four times and twice in a situation in which the subject felt anxious. The subjects never avoided the teacher in an anxious situation.

In the fourth group, there are three possible manifestations which, according to Rardin (as quoted by Young 1992:164), show extreme degree of anxiety. In this study, these alternatives were chosen eleven times when anxious, that is, during 8.5 % of the anxious situations. The findings are shown in Table 12.

Table 12. Distribution of answers on alternatives showing extreme degree of anxiety.

statement	in anxious/total situation	%
My palms were sweaty	6/17	35.3
I had nervous stomach	4/13	30.8
My heart started to beat hard	1/3	33.3

Of these manifestations, increased heartbeat appeared only three times, one of them in an anxious situation. The two other alternatives appeared more often but still less than twenty times and were also associated with anxiety in about every third time.

The fifth group consists of what Leary (1982:113) calls protection of social image as well as two typical reactions in an anxious situation which Terrell (as quoted by Young 1992:164) mentioned in an interview. Only eight of the anxious students' answers (6.2 %) belonged to this group. The statements and the results can be seen in Table 13.

Table 13. Distribution of laughing, making jokes and reactions which protect social image.

statement	in anxious/total situation	%
I did not want to interfere in anything	2/5	40.0
I just tried to smile or nod to the teacher	0/2	0
I laughed	4/27	14.8
I made jokes	2/15	13.3

None of these reactions was common when the subjects were anxious. Laughing got the highest total frequency, but only about every seventh time was it connected with anxiety. About equally seldom did the subjects make jokes when anxious. Of all the situations, only five times did the subjects not want to interfere in anything, twice when anxious. Also, an anxious student never smiled or nodded to the teacher.

The last group includes eleven (8.5 % of the total) anxious situations during which the students did not find suitable alternatives from the given ones. Instead they either did not answer at all or wrote that they did their best or had no describable feelings.

On the whole, the results indicate that none of the potential manifestations has a direct correspondence to language anxiety. Because of the small amount of data, for example, no conclusions can be drawn from the two answers in which anxious subjects said that they froze in a speaking or performing situation. Nevertheless, some tendencies to certain manifestations of anxiety may be seen. Five reactions are connected with anxiety in about half of the cases, seven in about one third of the situations, and several candidates more seldom. As a group, arousal-mediated responses seem to be the ones with the most reliable ability to reveal anxiety. This conclusion is

drawn because their total frequencies are the highest and their percentage in anxious situations is over 30 % for each alternative. Similarly, it may be concluded that all the other reactions which appeared in an anxious situation in about one third of the cases or more often are likely to be potential signs of anxiety which should be paid attention to in any anxiety-arousing situation. It should be remembered, however, that the situations with a very low total frequency may give misleading information. Seen from another point of view, protecting one's own social image is not typical of these subjects in anxious or non-anxious situations. In addition, being quiet or avoiding using English are not very likely signs of anxiety in the Finnish context.

The fact that these manifestations only give knowledge of potential anxiety requires attention from teachers. They should observe any changes in the students' reactions or behavior, for example, a student forgetting what she or he was going to say in certain situations. The change may be a sign of anxiety. The teachers should not, however, draw any conclusions from their observation too easily. All the possible manifestations of anxiety may be signs of other causes, too. The value of these findings may be seen in the light that they reveal important information on potential anxiety in a language learning context. In other words, when language teachers see any of the reactions that were associated with anxiety, knowledge of the fact that they may be signs of anxiety is valuable.

4.5 Student profiles

To detect typical student profiles among the subjects who participated in the study, the answers each subject wrote to items C, D, and E in the questionnaires were brought together. Also, the background information collected from the subjects was examined in this connection. It turned out that the subjects could be divided into three groups: relaxed students, occasionally anxious students, and anxious students. The two latter groups

were, however, quite heterogeneous. In the following, the three groups are examined and an attempt to describe representatives for each group is made.

4.5.1 Relaxed students

Three of the subjects, two female and one male, were relaxed students since they never reported any moments of anxiety. Instead, they almost always had the same non-anxious feeling during the whole lesson. There were not even big differences between the lessons. In fact, the subjects reported the same feeling for all the lessons or had two alternatives which were used. In addition, these subjects nearly always answered that the situation in the classroom had not caused the non-anxious feeling they had had. According to two of the subjects, their non-anxious feeling had mainly not had any effect on their studying. The third student, however, systematically reported that his relaxed feeling had made his studying easier.

The self-evaluations of the four language skills which the relaxed students made were positive. They reported that they understood spoken or written English as well as spoke or wrote English either very well or quite well. These students could also evaluate themselves as language learners realistically. Two of them were students who always did their homework, could concentrate on the lessons, and were very active. The third student was rather passive during the lessons. All the relaxed students watched TV and listened to music every day. Two of them had also used English in other situations outside the classroom during the past month.

Student A Student A was a good student who had mark 9 in her school report. Her receptive and productive language skills were excellent. She was one of those who always did her homework and participated in the lessons very actively. She also asked questions if she had any. In the background

information form she wrote that she listened to music in English whenever it was possible and also watched TV a lot. She explained that she learned new words in that way. She occasionally wrote down English poems or lyrics.

It seems that the teacher-student interactions or classroom activities did not affect the basic feeling Student A had. During the many phases of all the lessons there were only a few changes in her feelings. For her, it did not make any difference if the lesson was lead by the teacher or if she did the exercises in a pair with someone or alone. In her own words from the questionnaires:

(54) Vastasin normaalisti and

(55) Tein tehtävät kuten ennenkin, rauhallisesti ja huolella.

It seems that she could concentrate on written exercises well. To quote her:

(56) Kirjottaessa kaikki ajatukset olivat aiheessa.

Student A did not mind activities which lead to presentations to the whole class. Instead, when the dialogues were practiced and performed she was rather relaxed. She wrote:

(57) Ei paniikkia. Kaikki sujui hienosti.

4.5.2 Occasionally anxious students

Occasionally anxious students had some anxious moments during their English lessons but most of the time they reported non-anxious feelings. A total of 11 students belonged to this group. Each of these students reported to have participated in from 6 to 33 situations during the six lessons

investigated. Of these situations, from 1 to 7 had been slightly or very anxious. The anxious moments spread over all the lessons.

As a group, the occasionally anxious students were heterogeneous, because their English skills varied from very good to poor. Most of them were, however, of the average level. These students evaluated themselves to be quite good language learners. Nearly all of them answered that most of the time they concentrated on the lessons, did the exercises at home or during the lessons, or asked the teacher if they had any questions. A little more seldom were they willing to answer the teacher's question or participated in the activities during the lessons. Nearly all of the students watched TV or listened to English music every day. Half of them needed or practiced English outside the lessons.

Student B Student B considered herself a good student who did her homework, followed the teaching, and participated in the lessons most of the time. According to Student B, her speaking and understanding of English were very good, only her writing was reported to be quite good. The teacher gave her mark 8 in her school report. Student B used English actively outside the lessons. In addition to listening to music daily or watching TV, she wrote letters, copied poems, or spoke English with foreigners or friends.

Most of the time Student B felt very relaxed during English lessons, she, for example, reported only very relaxed feelings during the fifth and sixth lessons. In about half of the very relaxed situations the feeling stemmed from the nature of the situation. Student B often explained:

(58) Oli helppoa.

During the rest of the situations Student B had other reasons to feel relaxed. The relaxed feeling did not affect her studying often. Student B found reading aloud situations anxiety-arousing, also when she repeated with the class. In all of these situations she felt anxious because of the activity. She

complained about the fast repetition tempo, which affected her studying negatively: She gave up trying. Student B also experienced presenting a dialogue to the class slightly anxious. She wrote that she felt nervous then. Student B was absent from the third lesson.

Student C Student C was one of the poorest students of the group, both his receptive and productive skills were weak. However, Student C tried his best during the lessons. He concentrated on what was going on, did his homework and other exercises, and participated in the activities most of the time. He also asked for help. Student C did not use English outside the lessons.

Student C felt quite or very relaxed during three of the lessons. In addition, the first lesson was neither anxious nor relaxed. He had the non-anxious feelings before he came to the English lessons. He wrote:

(59) Koko aamu on ollut kiva or

(60) Kun tulin tänne oli jo rento olo.

Often his relaxed feeling made his studying easier, because it was easy for him to concentrate. During the two remaining lessons Student C experienced anxious moments: once when the teacher reviewed homework or he had to present his prepared dialogue in front of the class, and three times when he did oral or written exercises with a pair. Student C connected his anxious feeling with the classroom activity or interaction between the teacher. It seems Student C did not want to show his poor command of English to other people. Every time when Student C was anxious it made studying more difficult.

4.5.3 Anxious students

The anxious students consisted of a group of five male students. All of them had one lesson during which they had only felt slightly or very anxious. They all had had anxious moments during other lessons, too. Three of the five subjects reported half or more of the situations to have been anxious. The two others had fewer anxious moments. Anxiety was experienced during all the other lessons except the sixth one when writing was practiced. Also, all but one of the anxious students were absent at least from one of the lessons.

There is no one clear profile for the anxious students. Instead, the subjects seem to be quite different what comes to the causes and effects of their anxiety. One of the subjects did systematically not explain the connection between anxiety and the classroom situation or whether anxiety had had any influence on his studying. Another subject, however, clearly expressed that he his anxiety was caused by reasons outside the classroom and it had not influenced his studying, and yet another one was of the opinion that it was the classroom situation which had made him anxious. The two other subjects gave contradictory answers. They could say, for example, that their anxiety had stemmed from the classroom situation but in the explanations they wrote something else.

As a group, the anxious students thought they understood spoken English quite well. They also evaluated their English speaking skills and understanding written English to an average degree. Finally, they estimated their own written skills to be average or fair. When asked for their opinion about themselves as language learners, the anxious students answered that most of the time they did their homework and put up their hand if they knew the answer. A little more seldom did they concentrate on the lesson or participate in the activities. They did the exercises as well as they could or asked for help if they needed it only occasionally. In addition, all the anxious students watched English TV programmes and listened to English music in their free time. Three of them also had needed English when playing

computer games and two had spoken English with a foreigner during the past month.

Student D Student D was a student who quite often sat quietly during the lessons. He seemed to be doing his own things, such as drawing or playing with pens and pencils. The teacher evaluated his English skills to be fair, he had mark 6 in English. Student D himself reported his English to be better. He thought he could understand spoken English quite well, had average skills in speaking English and understanding English texts, and in his opinion only his writing of English was fair. Student D also evaluated himself as a language learner more positively than the teacher. He, for example, answered that he participated in the activities most of the time. Student D watched TV and listened to English music daily. He had also spoken English with a foreigner and played English computer games during the past month.

Student D was absent from two lessons. During the remaining four, he took part in 16 situations, seven of them were anxious to him. The totally anxious lesson was the one when listening was practiced. He also felt anxious when the teacher asked questions or when reading English was practiced. According to Student D, however, the situations did not cause his anxiety and his feeling did not influence his studying. Student D once wrote in the questionnaire that he had other reasons to be anxious, otherwise he avoided explanations.

Student E Student E was an active student who participated in the lessons in many ways most of the time. He also did his homework conscientiously. His language skills, however, were of the average level, writing English being only fair. As most of the other students, he watched TV and listened to music daily.

Student E did not like the procedures of the fifth lesson. Instead, they made him anxious. He disliked the idea of working with someone he was not used to, and doing oral exercises with a new pair was anxiety-arousing. All the situations during the fifth lesson were slightly or very anxious to him. It seems, however, that Student E had quite stable non-anxious feelings during the other lessons. The only exceptions were the listening exercise he participated in and the situation in which he prepared and practiced a dialogue for presentation with his friend. Then he felt slightly anxious. Student E was absent when writing an essay was practiced.

5 CONCLUSION

The present study aimed at examining anxiety during English lessons among ninth graders in a Finnish comprehensive school. Especially, anxiety experienced during teacher-student interactions and classroom activities was investigated. The research questions were formulated as follows: Do Finnish English language students feel anxious when they are interacting with the teacher? Are the students anxious when they are doing different classroom activities during the lesson? Which teacher-student interactions and classroom activities are anxiety-arousing? Is the reported anxiety experienced as facilitating or debilitating? How is anxiety manifested? In addition, the present study examined the profiles of relaxed, occasionally anxious, and anxious students.

The results indicated that the students experienced some anxiety both during teacher-student interactions and classroom activities. In nearly every seventh interaction anxiety was reported. In about two thirds of the interactions, however, the subjects felt only slightly anxious. During classroom activities the subjects reported anxiety in almost every fifth activity. Again, the number of slightly anxious students was clearly higher. Nearly three out of four students felt only slightly anxious. Teacher reviewing homework was the most anxiety-arousing teacher-student interaction, whereas presenting in front of the class and reading aloud were the most anxiety-arousing activities. Also listening comprehension exercises and working with someone with whom they were not used to work were situations which caused anxiety relatively often. In about half of the situations anxiety did not have any effect on the subjects' studying. In other situations, anxiety was experienced debilitating twice as often as facilitating. There was no direct correspondence between any of the potential manifestations and anxiety. As a group, arousal-mediated responses seemed to be the manifestations which most reliably were able to reveal anxiety. On

the other hand, there were also potential manifestations, such as avoiding using English and being quiet, which were not very likely signs of anxiety in this context. Lastly, the profiles of the three groups were discerned. Since the characteristics of the students varied within the groups, two representatives for occasionally and very anxious students were described.

The findings of the present study were mainly consistent with findings with other studies. Students experienced moments of anxiety during their English lessons. In the preliminary analysis, the amount of anxiety seemed relatively high, but the later finding that in both groups most of the anxious situations were only slightly anxious changed the result. In addition, the finding that in about half of the situations the anxiety experienced did not affect the subjects' studying gave evidence of the possibility that some subjects did not suffer from their feeling. In this respect, the result of the present study may be said to be in the same direction with Aitola's (1986) study in which she concluded that most of the Finnish eighth graders of her study did not experience anxiety during English lessons. Also, the most anxiety-arousing teacher-student interactions and classroom activities of the present study were quite similar to those given in the literature. Seen in their contexts, they all included anxiety-arousing elements. The third main result, that anxiety did not affect studying in about half of the situations, was, however, against expectations. The studies of Horwitz (1986), Price (1991) and Young (1986,1990), for example, emphasize the debilitating effect of language anxiety. This study, however, indicated that in only slightly more than every fifth situation was anxiety experienced debilitating. Bearing in mind the limitations of the present study, it is concluded that in some situations the anxiety reported really was experienced neither debilitating nor facilitating as far as studying English is concerned. Finally, the result which indicated the many ways anxiety may be manifested as well as the reactions which were not typical of these students give both theoretical and practical information to language teachers.

A critical look shows that there are several limitations to this study. First, the small population of the study allows no generalizations. Second, the

test instruments and the data collection procedure had some shortcomings. Despite careful planning, the questionnaire developed for this study seemed to contain unclear points which led to blank answers and decreased the reliability of the results. Similarly, the teacher's presence in the data collection phase probably influenced some of the answers. The use of an assisting researcher supervising the filling out of the questionnaires would have been a better choice. Also, group interviews as a second test instrument gave the subjects an opportunity to repeat their classmates answers without considering the questions. The boys, especially, tended to do so. Individual interviews would have given them the privacy to concentrate on the questions and answer them more freely. Third, the suitability of the chosen test instruments for adolescents may be questioned. Before the actual study it was known that some subjects may be dishonest for different reasons or have a tendency to give habitual answers. In addition, it seems that comprehensive school students do not necessarily have the ability or willingness to handle abstract constructs such as anxiety because of great differences in their development. This may be seen in the data they produced, for example, in the lack of reasoning. The original purpose of the use of two test instruments was to minimize these disadvantages. Finally, the student profiles were difficult to discern. Especially, a distinction between collected data and the researcher's own knowledge was hard to make. Also, the wide definition of anxious students may seem surprising. The researcher wanted, however, to classify all the students who had only experienced slightly or very anxious moments during one of the lessons as anxious students, because it was in accordance with the interpretation of anxiety in this study. During those lessons these students had only felt states of anxiety. In other words, at that time they were anxious students.

This study also raises suggestions for future research. First, it would be interesting to know if certain students have a tendency to feel anxious in language learning situations more often than others. What do the anxious students have in common? Can a good student suffer from language anxiety? Is there a connection between language anxiety and the student's gender?

Second, more information about the etiology of language anxiety is needed. Can MacIntyre and Gardner's model of the development of foreign-language anxiety be shown to be valid? What are the anxious people's own opinions about the causes of their language anxiety? Third, it would be useful to know how people who suffer from language anxiety cope with it? Do they have any strategies which they use in an anxious situation? How can teachers help students to overcome language anxiety? Qualitative studies with introspective data could be a useful approach to these topics. It would be interesting, for example, to examine diaries kept by anxious students.

On the whole, the present study has given empirical evidence for anxiety in one of the researcher's own English classes. It has increased the researcher's ability to reflect her own teaching as well as given information about language anxiety and its classroom sources and manifestations. It seems that this study has also increased awareness of how students may feel in similar situations. It is hoped that these results can also help other teachers in coping with their questions related to anxiety, even though the many limitations of the study restrict its generalization.

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THE QUESTIONNAIRE

Appendix 1

Nimi: _____ päivämäärä: _____

OHJE: Tutustu alla oleviin tuntitilanteisiin. Mieti, mitkä niistä sisältyivät juuri olleeseen englannin tuntiin omalta osaltasi ja ympyröi niiden tilanteiden numerot. Jos väittämässä on vaihtoehtoja, yliviiivaa tarpeettomat vaihtoehdot.

1. Opettaja kyseli englanniksi läksystä.
2. Opettaja kysyi jotain asiaa englanniksi (ei läksystä).
3. Opettaja kysyi juuri minulta vaikka en viitannut.
4. Opettaja selitti englanniksi kielioppiasiaa.
5. Opettaja selitti englanniksi sanastoon tai kielen käyttöön liittyvää asiaa.
6. Opettaja antoi ohjeita englanniksi.
7. Opettaja kertoi englanniksi jonkin tarinan, vitsin tms.
8. Opettaja korjasi ääntämistäni/puhettani.
9. Opettaja korjasi, mitä olin kirjoittanut vihkoon/työkirjaan.
10. Opettaja korjasi, mitä olin kirjoittanut taululle.
11. Opettaja antoi minulle myönteistä palautetta.
12. Opettaja antoi minulle kielteistä palautetta.
13. Vastasin oma-aloitteisesti opettajan kysymykseen englanniksi.
14. Viittasin ja sain vastata opettajan kysymykseen englanniksi.
15. Kysyin opettajalta/kerroin jonkin asian englanniksi.
16. Kysyin opettajalta/kerroin jonkin asian suomeksi.
17. Jokin muu opettajan ja oppilaan välinen tilanne. MIKÄ? _____

OHJE: Tässä luettelossa on erilaisia työmuotoja. Ympyröi nyt niiden työmuotojen numerot, joita sinä käytit. Yliviiivaa jälleen tarpeettomat vaihtoehdot.

18. Luin englanninkielistä tekstiä äänettömästi.
19. Luin ääneen englanninkielistä tekstiä.
20. Luin vuorollani ääneen englanninkielistä tekstiä.
21. Toistin yhdessä muiden kanssa nauhan/opettajan mallin mukaan.
22. Toistin yksin opettajan mallin mukaan.
23. Tein suullista paritehtävää kaverin/jonkun muun kanssa.
24. Tein suullista tehtävää ryhmässä.
25. Esitin englanniksi pari- tai ryhmätyön tulokset luokalle.
26. Esitin englanniksi esim. sketsin tai vitsin luokalle.
27. Olin luokan edessä selostamassa tai esittämässä jotain asiaa englanniksi.
28. Harjoittelin kuullun ymmärtämistä lyhyehkön tehtävän avulla.
29. Tein pitkähkön kuullun ymmärtämistehtävän.
30. Tein työkirjasta sanasto/rakenne/tekstinymmärtämistehtäviä yksin.
31. Tein työkirjasta sanasto/rakenne/tekstinymmärtämistehtäviä parin/ryhmän kanssa.
32. Tein kirjoitusharjoitusta yksin.
33. Tein parin/ryhmän kanssa kirjoitusharjoitusta.
34. Kirjoitin taululle/kalvolle.
35. Jokin muu työtapa. MIKÄ? _____

Nimi: _____

A Muistele tarkasti ensimmäisellä sivulla ensimmäistä rengastamaasi tilannetta, jonka numero on siis _____. Mieti erityisesti, tunsitko tai teitkö tuolloin jotain seuraavista. Jos niin on, ympyröi kyseinen asia tai asiat.

YRITIN ETTEI TARVITSISI VASTATA TAI OSALLISTUA TUNTIIN, OLIN VAIN HILJAA, LEIKIN KOULUVÄLINEILLÄ, JÄHMETYIN PAIKOILLENI KUN PITI PUHUA TAI ESITTÄÄ, SYDÄN TUNTUI TAKOVAN KOVAA, KÄMMENET HIKOILIVAT, JÄNNITIN, YRITIN VAIN HYMYILLÄ TAI NYÖKKÄILLÄ OPETTAJALLE, LEIKIN HIUKSILLA, TAKELTELIN PUHEESSA, UNOHDIN TIETÄMÄNI ASIAN, VÄLTTELIN SILMÄKONTAKTIA, OLI VAIKEA SAADA PUHEESTA SELVÄÄ, KIEHNASIN PULPETISSA, VÄLTTELIN ENGLANNIN KÄYTTÖÄ, VÄLTTELIN OPETTAJAA, VATSASSA NIPISTI, OLIN VÄLINPITÄMÄTÖN, HERMOSTUTTI, EN HALUNNUT PUUTTUA MIHINKÄÄN, VASTAILIN/PUHUIN LYHYEMMIN KUIN OLISIN OSANNUT, NAURESKELIN, MURJAISIN VITSIN, EN TEHNYT MITÄÄN

B Jos kaikki vaihtoehdot tuntuivat vierailta, kuvaile omin sanoin oloasi tai tekemisiäsi tuon tilanteen aikana.

C Ajattele edelleen samaa tuntitilannetta ja olotilaasi tuolloin. Ympyröi mielestäsi sopivin vaihtoehto.

Minusta tuntui...	1 = erittäin ahdistavalta
	2 = hieman ahdistavalta
	3 = ei ahdistavalta eikä rentoutuneelta
	4 = melko rentoutuneelta
	5 = erittäin rentoutuneelta

D Aiheuttiko mielestäsi juuri tuntitilanne olotilasi (=mitä ympyröit kohdassa C)? Alleviivaa vaihtoehtoista ja perustelee.

KYLLÄ/ EI Perustelee: Miksi/miten? _____

E Vaikuttiko mielestäsi tilanteen aikainen olotilasi (= mitä ympyröit kohdassa C) opiskeluusi? Alleviivaa sopivin vaihtoehto.

HELPOTTI OPISKELUA/ EI VAIKUTUSTA/ VAIKEUTTI OPISKELUA

Perustelee: Miksi/miten? _____

Siirry nyt seuraavalle sivulle. Vastaa uudelleen samoihin kysymyksiin, mutta nyt toisen ympyröimäsi tuntitilanteen perusteella. Muistele tekemisiäsi ja tuntemuksiasi huolella, mutta älä jää liian pitkäksi aikaa miettimään.

A Muistele nyt siis ensimmäisellä sivulla toista rengastamaasi kohtaa, jonka numero on _____. Mieti erityisesti, tunsitko tai teitkö tuolloin jotain seuraavista. Jos niin on, ympyröi kyseinen asia tai asiat.

YRITIN ETTEI TARVITSISI VASTATA TAI OSALLISTUA TUNTIIN, OLIN VAIN HILJAA, LEIKIN KOULUVÄLINEILLÄ, JÄHMETYIN PAIKOILLENI KUN PITI PUHUA TAI ESITTÄÄ, SYDÄN TUNTUI TAKOVAN KOVAA, KÄMMENET HIKOILIVAT, JÄNNITIN, YRITIN VAIN HYMYILLÄ TAI NYÖKKÄILLÄ OPETTAJALLE, LEIKIN HIUKSILLA, TAKELTELIN PUHEESSA, UNOHDIN TIETÄMÄNI ASIAN, VÄLTTELIN SILMÄKONTAKTIA, OLI VAIKEA SAADA PUHEESTA SELVÄÄ, KIEHNASIN PULPETISSA, VÄLTTELIN ENGLANNIN KÄYTTÖÄ, VÄLTTELIN OPETTAJAA, VATSASSA NIPISTI, OLIN VÄLINPITÄMÄTÖN, HERMOSTUTTI, EN HALUNNUT PUUTTUA MIHINKÄÄN, VASTAILIN/PUHUIN LYHYEMMIN KUIN OLISIN OSANNUT, NAURESKELIN, MURJAISIN VITSIN, EN TEHNYT MITÄÄN

B Jos kaikki vaihtoehdot tuntuivat vierailta, kuvaile omin sanoin oloasi tai tekemisiäsi tuon tilanteen aikana.

C Ajattele edelleen samaa tuntitilannetta ja olotilaasi tuolloin. Ympyröi mielestäsi sopivin vaihtoehto.

Minusta tuntui... 1 = erittäin ahdistavalta
 2 = hieman ahdistavalta
 3 = ei ahdistavalta eikä rentoutuneelta
 4 = melko rentoutuneelta
 5 = erittäin rentoutuneelta

D Aiheuttiko mielestäsi juuri tuntitilanne olotilasi (=mitä ympyröit kohdassa C)? Alleviivaa vaihtoehtoista ja perustelee.

KYLLÄ/ EI Perustelee: Miksi/miten? _____

E Vaikuttiko mielestäsi tilanteen aikainen olotilasi (=mitä ympyröit kohdassa C) opiskeluusi? Alleviivaa sopivin vaihtoehto.

HELPOTTI OPISKELUA/ EI VAIKUTUSTA/ VAIKEUTTI OPISKELUA

Perustelee: Miksi/miten? _____

Käy samalla tapaa läpi kaikki rengastamasi kohdat ja vastaa kysymyksiin aina kutakin tuntitilannetta tai työmuotoa erikseen muistellen. Tarkista, että vastaat kysymyksiin yhtä monta kertaa kuin etusivulla on sinun rengastamia väittämiä.

BACKGROUND SECTION OF THE QUESTIONNAIRE

Nimi: _____

Arvioi omaa kielitaitoasi. Vastaa seuraavan jaottelun mukaan rengastamalla sopivin vaihtoehto.

1. erittäin hyvin
2. melko hyvin
3. keskinkertaisesti
4. välttävästi
5. heikosti

- | | | | | | |
|---|---|---|---|---|---|
| 1. Mielestäni puhun englantia | 1 | 2 | 3 | 4 | 5 |
| 2. Mielestäni ymmärrän puhuttua englantia | 1 | 2 | 3 | 4 | 5 |
| 3. Mielestäni ymmärrän kirjoitettua englantia | 1 | 2 | 3 | 4 | 5 |
| 4. Mielestäni kirjoitan englantia | 1 | 2 | 3 | 4 | 5 |

Millaisena englannin opiskelijana pidät itseäsi. Vastaa seuraavan jaottelun mukaan rengastamalla sopivin vaihtoehto.

1. aina
2. useimmiten
3. silloin tällöin
4. harvoin
5. en koskaan

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 5. Seuraan ja keskityn oppitunteihin. | 1 | 2 | 3 | 4 | 5 |
| 6. Viittaaan kun tiedän vastauksen. | 1 | 2 | 3 | 4 | 5 |
| 7. Teen kotitehtävät ja muut läksyt. | 1 | 2 | 3 | 4 | 5 |
| 8. Kysyn jos en tiedä tai ymmärrä. | 1 | 2 | 3 | 4 | 5 |
| 9. Teen kykyni mukaan tuntitehtävät. | 1 | 2 | 3 | 4 | 5 |
| 10. Osallistun tuntiaktiviteetteihin. | 1 | 2 | 3 | 4 | 5 |

Miten käytät englannin kieltä koulun ulkopuolella? Rengasta väittämä, jos olet kuluneen kuukauden aikana tehnyt kyseistä asiaa.

11. Katson englanninkielisiä TV/video-ohjelmia.
 12. Kuuntelen englanninkielistä musiikkia.
 13. Luen englanninkielisiä lehtiä tai kirjoja.
 14. Kirjoitan kirjeitä.
 15. Kirjoitan runoja tai laulun sanoja muistiin.
 16. Puhun englantia ulkomaalaisen kanssa.
 17. Puhun englantia kaverin tai kotiväen kanssa.
 18. Puuhailen englanninkielisten tietokoneohjelmien parissa.
 19. Jokin muu. MIKÄ? _____
 20. Kerro lyhyesti, kuinka paljon aikaa käytät yllä rengastamiisi asioihin. (Esim. TV: 1h /päivä; kirje: 1/kk)
-
-

Appendix 3**INTERVIEW SCHEDULE****1. tunti maanantaina 12.3.****A** Tunnin kulun kertaaminen:

- Sanastokysely kpl 9:n sanoista.
- Sanaselitykset: a pilot, to price, a tumor, violet.
- Relatiivipronominitehtävän tarkistus. (Oppilaat tuottivat lauseet, kalvolla oikeat vastaukset.)
- Relatiivilauseen muodostamisen keskeiset periaatteet.
- Relatiivipronomineistä täydennystehtävä: parityö, parin sai itse valita.

B Sanaston kysely: Miltä kyselytapa tuntui? Millaiseksi tunsit olosi? Olitko lukenut sanat?**C** Sanaselitykset: Mitä pidit niistä? Tuntemuksia niiden aikana?**D** Relatiivipronominitehtävä: Olitko tehnyt? Miltä tuntui käydä tehtävää tällä lailla läpi? Muita ajatuksia tai tuntemuksia?**E** Parityönä relatiivilauseen muodostamisen kertaus sekä täydennystehtävä: Mitä ajatuksia tällaisesta työmuodosta? Muistatko, miltä tuntui?**F** Yleiskysymyksiä lomakkeesta ensimmäisellä kerralla: Miltä lomake vaikutti? Miten suhtauduit siihen? Miksi jätit aukkoja joihinkin kohtiin? Oliko kysymykset selkeitä?**2. tunti tiistaina 13.3.****A** Tunnin kulun kertaaminen:

- Nauhalta kuunneltiin kaksi lyhyttä tekstiä, joiden perusteella keskustelua, mielipiteitä.
- Nauhalta pidempi teksti, jossa vaativampi aihe.
- Toisto nauhan mallin mukaan.
- Suullinen sisältöä koskeva tehtävä parityönä.

- B** Lyhyiden tekstien kuuntelu: Seurasitko? Mitä tunsit tai ajattelit? Osallistuitko keskusteluun? Miltä se tuntui?
- C** Pidemmän tekstin kuuntelu ja toisto: Osallistuitko? Millaista oli? Miten toistaminen meni? Miltä tuntui?
- D** Suullinen parityö: Miten työskentely sujui? Miltä sinusta tuntui?

3. tunti perjantaina 15.3.

A Tunnin kulun kertaaminen:

- Small talk-keskustelua. How are you today? Nice weather, isn't it? Any plans for the weekend?
- Kuuntelun ohjeet englanniksi + jaettiin kysymys- ja vastauslomakkeet.
- Kuuntelu, joka kesti n. 25 min.

B Small talk: Miten koit sen? Osallistuitko? Mitä ajattelit tai tunsit?

C Ohjeiden anto: Ymmärsitkö? Kysyitkö? Miltä tuntui aloittaa kuuntelu?

D Kuuntelu: Ymmärsitkö kuuntelun? Osasitko tehdä tehtävät? Miltä tuntui kuuntelun aikana? Muuttuiko tuntemuksesi kuuntelun aikana? (kuuntelusta poissaolijoilta: Miltä kuuntelut ovat yleensä sinusta tuntuneet?)

4. tunti maanantaina 18.3.

A Tunnin kulun kertaaminen:

- Laulun kuunteleminen nauhalta. Sanoja seurattiin kirjasta.
- Sisältökysymyksiä laulun sanoista.
- Lyhyiden dialogien kuuntelu ja toisto.
- Roolikortit, joissa edellisen kuuntelun kaltaisia pieniä keskusteluja suomeksi.
- Dialogit englanniksi, oikeinkirjoituksen tarkistus ja esityksen harjoittelu.
- Dialogien esitys luokan edessä.

- B** Laulun kuuntelu: Seurasitko? Oliko mielenkiintoinen? Miltä tuntui kuunnella?
- C** Sisältökysymykset: Ymmärsitkö kysymykset? Osallistuitko kun kyseltiin? Miltä tuntui tämän vaiheen aikana?
- D** Dialogien kuuntelu ja toisto: Osallistuitko? Miltä tuntui?
- E** Dialogien valmistelu ja harjoittelu: Kenen kanssa työskentelit? Millaista oli? Harjoittelitteko huolella? Miltä tuntui työskentelyn aikana?
- F** Dialogien esitys: Miten meni? Miltä tuntui esittää?
- G** Yleiskysymys tästä tunnista: Mikä mielestäsi tavalla tai toisella nousi "ylitse muiden" tämän tunnin aikana? Miten se erottui?

5. tunti perjantaina 22.5.

- A** Tunnin kulun kertaaminen:
- Kotitehtävien tarkistus.
 - II konditionaalien kertaus "vieraan parin" kanssa.
 - Suullinen harjoitus II konditionaalista: parityö.
 - Kirjallisen rakennetehtävän tekeminen - vapaa työtapa.
- B** Kotitehtävien tarkistus: Olitko tehnyt? Osallistuitko tarkistukseen? Saitko vastata? Miltä tuntui?
- C** Kielioppiasian kertaus "vieraan parin" kanssa: Kuinka sujui? Onnistuiko kertaaminen? Millaista oli työskennellä? Miltä tuntui?
- D** Suullinen kielioppiharjoitus: Kuinka sujui? Miltä tuntui?
- E** Kirjallinen kielioppiharjoitus: Kuinka sujui? Miltä tuntui?

Yleiskysymyksiä:

Millaista on useinmiten ollut tulla englannin tunneille?

Onko eroja, jos vertaat esim. ruotsin tai matikan tunteihin? Entä liikunta tai kuvaamataitotunteihin?

Mikä sinua on eniten haitannut tai vaivannut englannin tunneilla? Muita seikkoja, jotka ovat vaivanneet tai haitanneet?

Mikä opettajan ja oppilaan välisessä tuntityöskentelyssä voi aiheuttaa levottomuutta, pelkoa tai huolta oppilaille?

Mikä työmuoto on ahdistavin englannin tunneilla?

Miten suuri osuus opettajilla on ollut siihen, millainen olo englannin tunneilla on ollut?

Onko levottomuus, pelko tai huoli hyväksi vai pahaksi? Helpottaako vai vaikeuttaako se opiskelua?

Onko muuta, jota haluaisit sanoa?

Appendix 4**QUOTATIONS IN ENGLISH**

[] something has been added by the researcher

- (1) They could be a little clearer, perhaps. I couldn't make [them] out at once. I had to ask my pal.
- (2) The questions were [clear] but there were the things that had to be underlined. They were a little strange, those underlinings.
- (3) When the teacher praises, it makes a relaxed feeling.
- (4) I just listened to what the teacher said and started working. Nothing else.
- (5) Of course it is easy to ask the teacher in Finnish.
- (6) I knew the answer, and I just answered the question normally.
- (7) I hadn't studied the words at home. I had a feeling that I should have studied them so that I could speak, too.
- (8) It makes you anxious if you for example correct exercises in the [activity] book with the teacher. It is better if the teacher is there in the front and the exercises are corrected all together.
- (9) I'm tired of being here.
- (10) This useless sitting irritates me.
- (11) I didn't feel like answering.
- (12) I hadn't studied the words and I got a feeling that oh no what if she asks me.
- (13) You don't always remember the words that are needed when you are making sentences.
- (14) Paraphrasing was nice, but then I was nervous if I could pronounce the words correctly and what would the others say, if I said the words in a different way.
- (15) I didn't understand the joke until you explained it in Finnish.
- (16) The lesson was boring.

- (17) I didn't feel like listening this early in the morning.
- (18) I can't write in English right away. I have to write in Finnish first.
- (19) I couldn't read with the others. The tempo was too fast. I became anxious.
- (20) It [the speech on the tape] was really fast, I think. I couldn't follow, pronounce in the right way. ... I tried to follow but somewhere in the middle I gave up.
- (21) It's quite easy to work in a pair with someone you know. It doesn't bother you if you make mistakes. It's not embarrassing.
- (22) It [pairwork with a friend] is fun. You dare to speak as well as you can. You may even compete with your pair a bit. Working with a pair is the best, I think.
- (23) It's quite good. You don't have to mumble to the whole class.
- (24) It's easier. You have time to think.
- (25) When working in a pair you may talk about other things. It's bad. But it is good, too. You can talk in a more relaxed way. You don't have to talk to the whole class.
- (26) The exercise was rather difficult. I had problems doing it.
- (27) The exercise was easy. I felt relaxed.
- (28) I have stage-fright.
- (29) I felt nervous.
- (30) The presentation made me nervous. Could I pronounce the words right? What would the others say?
- (31) I can't speak English well.
- (32) It was quite nice when we planned the thing together. But then when we had to go and present it in front of the class I got a feeling that oh no what if I can't pronounce. It was frightening to present it there in front of the others.

- (33) The lines were quite easy. But then when we had to read them in front of the class I felt nervous about pronunciation, could I pronounce right.
- (34) We read too fast. I had problems following and I started to feel anxious.
- (35) I hadn't read English aloud for a long time.
- (36) My pronunciation is not good.
- (37) I can't do listening exercises.
- (38) I got a feeling that I couldn't do it after all.
- (39) I felt it was a test.
- (40) It didn't make me nervous. Only a little. It was like a test.
- (41) I was totally confused.
- (42) It was a little anxiety-arousing because my pair was not close to me.
- (43) [When working with someone I do not know well] I always get a feeling that I should know this thing well.
- (44) [Working] with someone you know is better. That's it.
- (45) I wouldn't like to work with a new pair ever again.
- (46) Neither would I. Never again.
- (47) I had to go to the other side of the class where the boys were. I don't know. It was not difficult. It was quite nice after all.
- (48) Of course it annoys if you can't work with the one you are used to. But it's not that bad.
- (49) On the other hand, it's quite good. Then you concentrate on the work better and don't talk with your friend.
- (50) I can't do listening exercises.
- (51) I got a feeling I couldn't do it after all.
- (52) I think it's for bad. I get this feeling of giving up the whole thing. I don't even try.

- (53) Well, at least it makes you try. It has a positive effect. Then you try.
- (54) I answered normally.
- (55) I did the exercise as before, peacefully and with care.
- (56) When writing all the thoughts were in the topic.
- (57) No panic, everything went fine.
- (58) The whole morning has been nice.
- (59) I already felt relaxed when I came here.

Appendix 5

DISTRIBUTION OF ANXIETY AND OTHER FEELINGS TO THE SITUATIONS DURING THE LESSONS

Situation	anxiety/other feelings						total	%
	1	2	lessons					
	1	2	3	4	5	6		
1	5/18	-	-	-	6/12	-	11/30	36.7
2	3/14	1/3	3/12	0/8	0/2	-	7/39	17.9
3	0/3	-	-	0/1	1/3	-	1/7	14.3
4	1/9	-	-	-	-	-	1/9	11.1
5	2/13	0/2	-	-	-	-	2/15	13.3
6	1/9	0/9	3/13	0/1	-	-	4/32	12.5
7	-	-	-	-	1/3	-	1/3	33.3
8	1/3	-	-	-	1/1	-	2/4	50.0
9	-	-	-	0/1	0/1	0/5	0/7	0
10	-	-	-	-	-	-	-	-
11	0/4	-	-	0/3	-	-	0/7	0
12	-	-	-	-	-	-	-	-
13	0/3	-	-	0/3	-	-	0/6	0
14	1/10	-	-	0/3	0/1	-	1/14	7.1
15	-	-	-	-	-	-	-	-
16	1/8	-	-	0/1	0/2	0/14	1/25	4
17	-	-	-	-	0/1	0/5	0/6	0
18	0/6	1/5	0/2	-	-	-	1/13	7.7
19	½	2/15	-	2/3	0/1	-	5/21	14.3
20	-	2/6	-	2/2	-	-	4/8	50.0
21	-	2/14	-	0/15	-	-	2/29	6.7
22	-	-	-	-	-	-	-	-
23	1/7	1/12	-	2/13	-	-	4/32	12.5
24	0/4	0/3	-	0/3	-	-	0/10	0
25	-	-	-	½	-	-	½	50.0
26	-	-	-	-	-	-	-	-
27	-	-	-	7/16	-	-	7/16	43.8
28	-	0/2	-	1/8	-	-	1/10	10.0
29	-	-	6/15	-	-	-	6/15	40.0
30	1/5	-	-	-	3/13	-	4/18	22.2
31	0/6	2/4	-	-	1/11	-	3/21	14.3
32	-	-	-	-	-	1/16	1/16	6.3
33	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-
35	-	-	-	-	6/23	-	6/23	26.1

Appendix 6

EFFECT OF ANXIETY ON STUDYING ENGLISH DURING THE LESSONS

numbers without boldface = student was slightly anxious

boldface in numbers = student was very anxious

INTERACTION	made studying easier	no effect	made studying more difficult	no answer	total
lesson 1	1	5 + 1	1 + 3	2 + 2	9 + 6
lesson 2	-	1	-	-	1
lesson 3	-	3 + 1	-	2	5 + 1
lesson 4	-	-	-	-	0
lesson 5	1 + 1	4	1	1 + 1	7 + 2
lesson 6	-	-	-	-	0
total	2 + 1	13 + 2	2 + 3	5 + 3	22 + 9

ACTIVITY	made studying easier	no effect	made studying more difficult	no answer	total
lesson 1	1	-	-	2	1 + 2
lesson 2	-	3 + 1	2 + 2	1 + 1	6 + 4
lesson 3	-	3 + 1	1	1	5 + 1
lesson 4	1	10	3 + 1	-	14 + 1
lesson 5	2	5 + 1	2	-	7 + 3
lesson 6	-	-	1	-	1
total	4	21 + 3	6 + 6	2 + 3	33 + 12

Appendix 7

**DISTRIBUTION OF THE ANSWERS TO DIFFERENT
MANIFESTATIONS OF ANXIETY**

MANIFESTATION	ANXIOUS SITUATION	NON-ANXIOUS PHASE OF THE LESSON	NO ANXIETY AT ALL	TOTAL
I played with my hair	9	4	15	28
I squirmed in my seat	9	8	7	24
I avoided using English	1	1	9	11
I made jokes	2	2	11	15
I avoided the teacher	-	1	3	4
I had nervous stomach	4	3	6	13
I was indifferent	7	1	10	18
My palms were sweaty	6	3	8	17
My heart started to beat hard	1	1	1	3
I felt jittery	9	4	3	16
I played with school equipment	18	8	27	53
I did not talk as much as I usually do	7	9	9	25
I felt nervous	12	2	8	22
I stuttered and stammered as I talked	5	4	7	16
I did not want to interfere in anything	2	1	2	5
I forgot what I knew	7	-	6	13
I avoided eye contact	2	1	1	4
I was short in answering	2	1	4	7
I just tried to smile or nod to the teacher	-	-	2	2
I froze when I had to speak or perform	2	-	-	2
I tried not to take part in the lesson	3	-	3	6
I laughed	4	5	18	27
I just was quiet	5	11	30	46
It was difficult to understand speech	1	1	2	4

MANIFESTATION	ANXIOUS SITUATION	NON-ANXIOUS PHASE OF THE LESSON	NO ANXIETY AT ALL	TOTAL
I felt fine or happy	-	1	13	14
I understood what the teacher said	-	3	2	5
I asked the teacher because I did not know	-	2	6	8
I felt "cool"	-	-	2	2
I had a strange feeling	-	3	-	3
I participated as well as I could	1	8	63	72
I did not understand what I was supposed to do	-	1	-	1
I listened carefully	1	8	15	24
I was having a good time	-	6	9	15
I took it easy	-	5	22	27
I did not feel anything special	5	12	37	54
I felt stupid	-	-	2	2
I could not do even if I tried	-	1	-	1
I just answered when I was asked	-	1	1	2
I spoke with my pal	-	1	1	2
I felt what we did was difficult	-	-	1	1
I felt relieved when I got help	-	-	2	2
I was tired	1	-	6	7
It was difficult to concentrate	1	1	-	2
I drank coke	-	-	2	2
I do not remember	-	-	1	1
no manifestation given	2	4	4	10
I read quietly to myself	-	1	-	1
TOTAL	129	129	381	639