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Intercultural Communication and Foreign Language Anxiety

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INTERCULTURAL COMMUNICATION AND FOREIGN LANGUAGE ANXIETY

By

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ABSTRACT

This study investigated differences in students’ levels of foreign language anxiety, students’ levels of intercultural sensitivity, and students’ perceptions of their foreign language teachers’ ability to effectively teach the target language with respect to students taking different levels of Spanish and with teachers who spoke different native languages. Spanish classrooms with native-English speaking teachers and native-Spanish speaking teachers were surveyed for this study. A total of 154 intermediate and advanced level Spanish students participated in this study. The results suggested that as students’ levels of foreign language anxiety increased, students’ ratings of their intercultural sensitivity decreased, and students were more likely to rate lower their foreign language teachers’ ability to effectively teach the Spanish language. Analyses found that students completing foreign language classes with native-Spanish speaking teachers did not have higher levels of anxiety when compared to students in classes with native-English speaking teachers, but they did perceive their native-Spanish speaking teachers as being less effective. Variables of teaching effectiveness were also examined, and contrary to predictions, results found that students in more advanced foreign language classes perceived their foreign language teachers as communicating less clearly, in generally teaching less effectively, and being less willing to provide help.
Many students today are required to complete foreign language courses in order to meet their undergraduate educational requirements. Indeed, many colleges and universities require undergraduate students to complete a minimum of an “intermediate” level foreign language course. The reasons for this requirement vary from helping students empathize with immigrants who speak a second language (L2) to providing future economic opportunities because it can improve chances of future career success, particularly in today’s global marketplace (Archibald, 2007). Although the intent for the L2 requirement may be for the students’ benefit, many students grudgingly complete these classes to obtain a desired degree and therefore, delay enrolling until the end of their college career (Philips, 1992). This may create anxiety due to the student having to pass the foreign language class on the first try if he/she is to graduate on time. Additionally, because students may delay completing their foreign language requirement, many students may be required to take whatever foreign language class is available and/or convenient to their schedule. Having few choices, may result in feelings of unease about the class.

Having limited options may also evoke concerns about the effectiveness of the teacher. Upon entering the classroom, students may realize that the foreign language teacher’s cultural background is very dissimilar from their own. Feelings of anxiety and dread may unexpectedly develop. Interestingly, research studies have not focused on the extent to which foreign language anxiety levels are affected by the teacher’s cultural background. Moreover, research has not focused on the extent to which cultural differences (i.e., between student and teacher) can increase the levels of anxiety that a student may experience. This study investigated these relationships. In particular, this study investigated how foreign language anxiety is experienced by students who are completing different levels of foreign language classes (intermediate and advanced), with teachers of different cultural backgrounds (native-English speaking teachers or native-Spanish speaking teachers), and different majors (foreign language major or non-foreign language major). In addition, this study investigated relationships among students’ anxiety, their perceptions of their foreign language teachers, and their intercultural communication sensitivity.

The results of this study are beneficial because L2 learning can be a stressful experience for students (Yashima, 2002). Understanding the factors that may interrupt the learning process
is critical for the further development of courses for L2 students and/or intervention within courses. This study could provide instructors with a better understanding of factors that are related to their students’ learning processes, and may provide them with information to help them develop course objectives that could minimize unseen stress that students experience in foreign language classes.

The following chapters describe anxiety, test anxiety, foreign language anxiety, and students’ perceptions of non-native English speaking teachers. In addition, the research questions and hypotheses of this study will be presented as well as information pertaining to the methods, participants, the study’s research design and results, and a discussion about the study’s analysis, limitations, and possible future research directions.
CHAPTER TWO  
LITERATURE REVIEW

Students may experience foreign language anxiety for several reasons such as their inability to comprehend the target language, fears that they are unable to speak correctly the foreign language in class, and embarrassment of being reprimanded by their foreign language teacher (Phillips, 1991). Students who previously never experienced anxiety in relation to their academic studies may feel apprehension toward their foreign language class. Other reasons such as the students’ perception of the foreign language teachers’ effectiveness and their teachers’ ability to communicate could also be determinants of foreign language anxiety. Since many foreign language classes are taught by non-native English speaking teachers, cultural differences may play a factor in the levels of foreign language anxiety that students experience.

The following literature review will discuss general anxiety, test anxiety, foreign language anxiety, intercultural communication, teachers who are native-English speakers, and teachers who are non-native English speakers. Following this literature review, I will present the methodology for my masters study.

Anxiety

Anxiety is defined as a subjective feeling of tension, apprehension, nervousness, and worry that is associated with an arousal of the automatic nervous system (Horwitz, Horwitz, & Cope, 1986). Often, anxiety reactions occur when an individual is only anxious in a particular situation and does not experience anxiety in other circumstances. Individuals who experience specific anxiety reactions may display a range of symptoms, including apprehension, worry, dread, forgetfulness, sweating, and palpitations (Horwitz et. al., 1986). Language learning anxiety falls into the psychological category of specific anxiety reactions. Although foreign language anxiety has only recently been the focus of empirical study, a large body of research has been gathered on a similar specific anxiety, test anxiety.

Test Anxiety

Unlike the phenomenon of foreign language anxiety, test anxiety has been widely studied. To set the stage for understanding foreign language anxiety, I will discuss aspects of test anxiety. Foreign language anxiety and test anxiety are both brought on by a catalyst of emotions
that are specific to the context the student is facing (Tittle, 1997). In addition, foreign language anxiety and test anxiety fall into the specific anxiety reactions known as state anxiety (Phillips, 1992). State anxiety reactions are only experienced in conjunction with a specific situation. In that, test anxiety is experienced due to the thoughts or actions related to taking an examination; whereas, foreign language anxiety is experienced due to learning a L2. Test anxiety occurs for various reasons such as an individual’s lack of preparation for an exam due to cram studying, poor time management, or poor study skills (Counseling Services, 2005). Worry may also be associated with past exam performances, negative consequences of failing the exam, and how friends and other students are performing. Test anxiety is experienced due to the thoughts or actions related to taking an examination; whereas, foreign language anxiety is experienced due to learning a L2. Test anxiety occurs for various reasons such as an individual’s lack of preparation for an exam due to cram studying, poor time management, or poor study skills (Counseling Services, 2005). Worry may also be associated with past exam performances, negative consequences of failing the exam, and how friends and other students are performing. Test anxiety is found to increase students’ physiological reactions such as feeling nauseated, increased heart rate, frequent urination, increased perspiration, cold hands, and dry mouth, to name a few (Zeidner, 1998).

Similar to aspects of foreign language anxiety, students who experience test anxiety display characteristics of worry, lack of self-confidence, negative thoughts, and exhibit doubt in their academic abilities (Young, 1991). When students experience high levels of test anxiety, there is a decline in the information processing of various cognitive information processes (Cassady, 2004). For instance, when anxiety is experienced in conjunction with an examination or L2 learning, students may not be able to pay attention to what is going on in the classroom. In that, the student is constantly concentrating on self-awareness of their fears and not the classroom activities (Aida, 1994). Typically, the bulk of the information processing falls into two specific categories. These categories include: a.) cognitive interference during assessments, and b.) cognitive processing skill deficiencies. These two categories can impair students’ performance during test preparation as well as test performance (Naveh-Benjamin, 1991).

Test anxiety is similar to foreign language anxiety, but there are differences among the two types of anxieties. In contrast to foreign language anxiety, test anxiety is not experienced throughout the learning process and is felt in conjunction with the thought of being required to take an exam; whereas, foreign language anxiety can be experienced in all aspects of a foreign language class (Phillips, 1992). The following section will define foreign language anxiety, its consequences, and the influence foreign language teachers may have on students’ experiences of foreign language anxiety.
Foreign Language Anxiety

Foreign language anxiety is a prevalent factor that is currently found on many college campuses. Onwueguzie, Bailey, and Daley (1997) suggest that foreign language classes have been found to be more anxiety provoking than any other class in the students’ program of study. In addition, researchers have found that nearly half of all college students who are completing foreign language coursework have experienced intense levels of anxiety when speaking the foreign language (MacIntyre, 1995). Students may experience anxiety in all aspects of foreign language coursework. Classroom anxiety, test anxiety, and use anxiety (e.g., degree to which the student feels anxious speaking the foreign language) are all types of situation anxieties that have been found to have a harmful relationship on L2 achievement (Yashima, 2002).

Even though foreign language anxiety may have many negative effects for students, there are several benefits that have been found as well. Phillips’ (1992) research has shown that beneficial effects of foreign language anxiety could include improved performance. Foreign language anxiety may positively affect the learning process but not language acquisition (Speielmann & Radnofsky, 2001). Young (1992) suggested that an individual is more likely to acquire a L2 when their anxiety level is at zero and when the individual believes that they will be successful at learning the target language. Therefore, anxiety creating factors such as the students’ perception of their ability to acquire the L2 or their perception of their foreign language teachers’ ability to adequately teach the target language may impede the learning process.

Speielmann and Radnofsky (2001) explain that language acquisition does not occur automatically in the absence of affective blocks, but that “it needs a positive drive to go after something” (p. 262). Nevertheless, many students suffer from foreign language anxiety. These students tend to receive lower course grades when compared to students who do not experience extreme levels of foreign language anxiety (Horwitz, 2000). The following section describes ways anxiety affects performance in foreign language classrooms.

Consequences of foreign language anxiety. Recent research demonstrated that individuals who experience a high degree of anxiety in foreign language classrooms typically show a negative relationship with L2 learning (Yashima, 2002). Many students display symptoms of discomfort by exhibiting particular signs and characteristics. Recent research by Han (2006) showed that some of these signs include forgetfulness, engaging in little interaction with others, and avoidance of speaking aloud in class. Furthermore, these students tend to sit in the back of
the classroom in an attempt to “hide” in their seats so that the professor will not call on them. In addition, students who experience L2 anxiety tend to skip class often and fail to complete their homework assignments (Philips, 1991).

These factors of foreign language anxiety can then affect students’ achievement in their other college courses. Students may feel they need to spend more time studying for their foreign language class and therefore are not able to put as much effort into their other studies (Phillips, 1992). Furthermore, students who normally achieve high grades may find themselves expending large amounts of effort in acquiring L2 skills (Price, 1998). Students who fail to perform at expected levels of achievement may begin to experience a feeling of low self-esteem and therefore begin to doubt their academic abilities (Phillips, 1992). Foreign language anxiety has been found to have an impact on students’ college academic success (Rosenfeld, 1978). The majority of students who experience foreign language anxiety express that these feelings are due to the uncertainty they feel in their ability to speak and listen in the L2 (Horwitz, Horwitz, & Cope, 1986). Foreign language anxiety may impede the learning process and cause students to forget previously learned materials. Students’ insecurities about the foreign language may create havoc and cause a lack of confidence, freezing when role playing, and forgetting previously learned vocabulary and grammar skills (Daley, Onweigbuzie, & Bailey, 1997). Research studies have found students who are learning languages such as Japanese, Spanish, and French often demonstrate negative correlations between their levels of anxiety and their grades (MacIntyre, 1995).

An important aspect of foreign language anxiety is that students feel that foreign language anxiety matters (Philips, 1991). Philips’ (1991) research showed that many students perceived that their low exam scores and grades were a consequence of their foreign language anxiety. Furthermore, researchers have found that factors such as motivation and attitude have an influence on the degree of foreign language anxiety that is experienced (Ganschow, Sparks, Anderson, Jaworsky, & Skinner, 1994). In addition, recent research supports that teachers may impact the degree of foreign language anxiety that is experienced by the students in their classroom (Liu, Sellnow, & Venette, 2006).

Teachers’ influence on foreign language anxiety. Teachers can have a major influence on students’ perceptions of their own abilities to learn a foreign language. When teachers engage in behaviors such as frequently correcting the students, not allowing group work activities, not
allowing the students to communicate or participate verbally in class, and behaving as a drill sergeant and not as an educator, may cause students to experience anxiety (Young, 1991). In addition, differences among students’ and teachers’ cultural behaviors have been found to influence how a student perceives learning. One theory regarding the occurrence of foreign language anxiety proposes that individuals experience high levels of L2 anxiety due to fear of interacting with individuals who are culturally different from themselves (Yashima, 2002).

**Students’ Perceptions of Non-Native English Speaking Teachers**

*Teachers’ behaviors.* McCroskey (2002) recently theorized that intercultural communication characteristics, such as, students’ communication apprehension (associated with either real or anticipated communication with another person or persons; see also McCroskey, 1976), their general motivation (the desires or the will of a person that directs them toward a desired goal), and/or their ethnocentrism (perceptions of personal views of the world through their own culture) can contribute to their perceptions of foreign language teachers’ effectiveness. Differences in students’ cultural perceptions may affect how they view their teachers’ instructional capabilities. Teachers’ nonverbal behaviors have been found to be strong predictors of how students perceive both native and non-native English speaking teachers (Liu, Sellnow, & Venette, 2006). The degree to which teachers engage in nonverbal behaviors that are akin to what students view as being correct or normal could affect their overall perception of their teachers’ ability to adequately teach a particular content area. Furthermore, a teachers’ assertiveness, clarity, immediacy (e.g., emotional availability) and responsiveness generally lead to a more positive teacher evaluation made by the student (Chesebro, 1998).

Differences in behaviors among individuals of dissimilar cultures can be displayed in different forms. *Immediacy behaviors* are one type of behavioral difference that is found to be important in classrooms. Robinson (1995) defined immediacy behaviors as being “the perceived physical or psychological distance between people in a relationship” (p. 4). These types of perceived teacher behaviors are important in an educational setting because they affect the extent to which a student perceives a teacher as being approachable or non-approachable. Immediacy behaviors are divided into verbal and non-verbal categories. Swan (2002) described teachers’ verbal immediacy behaviors as consisting of giving praise, soliciting viewpoints, humor, and self discourse; whereas, non-verbal immediacy behaviors are characterized by teachers’ behaviors that include physical proximity, touch, eye contact, facial expressions, and gestures. Robinson
(1995) suggested that relationships exist among teachers’ immediacy behaviors and students’ learning; that is, teachers’ immediacy behaviors may have a significant impact on students’ levels of satisfaction during the learning process. In addition to immediacy behaviors, students’ levels of intercultural sensitivity may also be related to their experiences of L2 anxiety. One important aspect of immediacy behaviors is how teachers are understood by other individuals. If the student has low levels of intercultural communication and the teacher is from another country, then the student may misinterpret the teachers’ immediacy behaviors. Teachers’ communicative messages could influence how the student interprets and understands the information being presented in class (Norton, 1978).

Students’ intercultural sensitivity. Neuliep and McCroskey (1997) wrote that “individuals who are confronted with cultural differences tend to view people from other cultures as strangers” (p. 147). Furthermore, McCroskey (1998) found one problem that is associated between anxiety and strangers is that a majority of individuals who are anxious tend to engage in rigid thinking when they come into contact with strangers. Many individuals fear the prospect of having to communicate with someone whom they consider to be a stranger. In addition, individuals may even go to great lengths to avoid all contacts with strangers. Gudykunst and Kim (1997) found that even the anticipation of having to interact with a member of a different group (cultural or ethnic) often leads to anxiety for many people. Also, recent research studies have found that individuals have difficulty at being judgmentally critical toward individuals who are known compared to those who are considered to be in an unknown group (Archiblad, Roy, Harmel, & Jesney, 2004). This may result in the individual using stereotypes when he/she interprets the stranger’s behavior. Furthermore, a lack of understanding of intercultural differences may generalize individuals’ experiences of anxiety, stress, or anger when they encounter others who are of the same, or a similar, unknown culture.

Zoreda and Revilla (2003) stressed that it is important for individuals to not only develop tolerance for other cultures, but suggested that respect for other cultures should be learned as well. Furthermore, they propose that one way this may be accomplished in foreign language classrooms is by having the curriculum focus on activities to reflect cultural information. One reason for this is that “culture” is a large part of who we are and it varies for each individual. In addition, culture is in every phase of the communication process. As a result, culture and communication are seen as being inseparable since they are learned processes (Pitton, 1993).
Previous research studies have been conducted to determine if students perceive their international and non-international instructors as being equal in their ability to teach. For example, Rubin and Smith (1990) conducted a research study in which they audiotaped two Chinese women giving identical lectures. Students listened to these recordings; however, one voice recording was partnered with a photograph of a Caucasian woman while the other audio recording was shown with a Chinese woman. The overall ratings of students’ perceptions of their teachers’ abilities were significantly different due to the perceived ethnicity of the teachers. American students had a negative bias against the Chinese teacher’s ability to adequately teach.

Previous experiences with certain cultural groups may influence an individual’s reaction when he/she is required to engage in conversation with another person. Many individuals have preconceived notions or prejudices against individuals who have an accented speech. Sebastian and Ryan (1985) studied undergraduate students who were required to listen to a set of instructions spoken by an individual with an accent. Their results showed that the students negatively evaluated the speaker suggesting that, among speakers of standard English, negative affect was increased by accented speech. How students feel about their own abilities to negotiate meaning with non-native English speaking teachers also may influence students’ perceptions of their teachers.

Oppenheim (1996) found that highly motivated and well-prepared students who were in advanced calculus and computer science classes perceived international teaching assistants as being effective. Not only do students’ perceptions of their abilities to understand non-native English-speaking teachers affect how they interact with teachers, but their perceptions also impact how well they learn the material covered in class (Oppenheim, 1996). One aspect of Oppenheim’s study focused on students in beginning and advanced computer science and calculus classes. Her analysis found that undergraduate students’ achievement was not significantly affected by learning in an intercultural environment. She suggested one reason for this finding was due to the students’ perceptions that they were able to adapt to the quality of communication regardless of the teaching assistants’ nationality. However, when she compared undergraduate students in beginning computer science and calculus classes to those in advanced classes, she found that beginning students viewed international teaching assistants as being less effective in their teaching strategies. She suggested this was, in part, due to the increased knowledge that advanced students brought to their learning contexts. For example, when
undergraduates had limited experience with their subject, they needed to expend additional cognitive efforts to construct meaning of their non-native English teacher-assistants’ speech. The amount of extra effort the student is expending on understanding the informational materials that are being presented in class may, in turn, create increased anxiety levels.

Foreign language classrooms often constitute teachers of many different nationalities and cultural backgrounds. Previously, university campuses were much more homogenous; however, throughout the years universities have become more diverse (McCroskey, 1998). This results in many teachers and students having different cultural and ethnic backgrounds. Furthermore, this may be the first experience students encounter with a teacher of a particular nationality; therefore, they may be unfamiliar with the teachers’ cultural behaviors. One problem that students may face in this particular situation is that they are unsure as to what the teacher considers to be “good manners” or “rude” behaviors (Ebsworth & Eisenstein, 1997). Also, students may prematurely cast negative interpretations and judgments on teachers’ reactions.

Students who have previous experience with non-native English speakers may have an advantage over students who possess little or no experience of this type. For instance, students who themselves are non-native English speakers, have parents who are non-native English speakers, or who are experienced foreign language learners may have developed intercultural sensitivity. Thus, these individuals have developed effective sensitivity strategies for improving communication quality in different intercultural contexts (Oppenheim, 1996). Nevertheless, many individuals tend to view others based on their own cultural norms and values. Gudykunst (1991) defined ethnocentrism as “the attitude or the tendency to interpret and evaluate others’ behaviors using our own standards.” Furthermore, ethnocentrism and stereotypes have been found to influence discriminatory behaviors toward outgroup members. Moreover, ethnocentrism is a determinant in the degree of social distance that is experienced between members of different social groups (McCroskey, 1998). Individuals tend to more positively view others who are culturally similar to themselves than those who have a diverse background.

Researchers have found that people over estimate the link between individuals they perceive as having distinctively different characteristics and negative labels (e.g., Schaller, 1991, Thomas, 1999). For example, Schaller found that individuals favored others who were considered to be in their ingroup in comparison to members who were included in their outgroup. This can create illusory perceptions that may cause students to over-generalize that teachers who
have accented speech are unable to adequately and effectively teach the required materials. Thomas (1999) found that individuals who were native speakers of various international varieties of English were often considered less credible and competent as teachers.

Even though a similar language is spoken in various countries, displays of the cultural identity of an individual may evoke ingroup/outgroup perceptions of the cultural styles and norms (McCroskey, 1998). In addition, these cultural styles and norms define the standards of effectiveness and may trigger misunderstandings or disagreements (Hect, Larkey, & Johnson, 1992). Differences in perceptions of normal behaviors and actions may often lead to concern, confusion, or even anger. In a classroom, this can have detrimental effects on students if they no longer wish to pursue studying a particular subject due to anxiety that they will be unable to effectively communicate with the teacher.

There are a wide variety of factors in play that must be considered when determining if variables are related to foreign language anxiety in undergraduate students. Many students enter foreign language classrooms so that they are able to obtain a particular desired college degree, not with a motivation to learn. Foreign language classes are typically put off until the end of a student’s college career or may even cause the student to change their major to avoid completing a foreign language requirement all together (Philips, 1992). Nevertheless, many students do complete these types of classes because foreign language is required for completion of their majors, and they experience extreme levels of stress and anxiety throughout the course of the semester. Therefore, students who are non-foreign language majors may experience more anxiety than students who chose to major in a foreign language.

Other reasons that students may experience foreign language anxiety could be due to the amount of knowledge they have about the foreign language or cultural differences between students and their teachers. Students who are taking beginning classes may experience more anxiety than students in advanced classes, especially when their foreign language classes are taught by non-native English-speaking teachers. Differences in intercultural communication may affect the severity of foreign language anxiety that is experienced by students. In addition, cultural differences may increase the likelihood of miscommunication in the classroom. Gestures, facial expressions, and movements may be construed differently by individuals of different cultural backgrounds (Swan, 2002). Research conducted by Onwueguzie, Bailey, and Daley (1997) suggest foreign language classes are one of the most anxiety provoking classes on
university campuses; therefore, misconstrued or misunderstood differences between the teacher and students’ cultural background may increase the probability of students developing foreign language anxiety. This study will help to determine if students’ major (i.e., foreign language major or non-foreign language major), their level of foreign language knowledge (i.e., beginning, intermediate, or advanced), and their teachers’ nationality is related to students’ foreign language anxiety levels.

To explore relationships among students’ foreign language anxiety, their perceptions of their foreign language teachers’ effectiveness, their intercultural understandings, their majors (foreign language majors and non-foreign majors), and their level of study within the foreign language (beginning, intermediate, and advanced) this study investigated students who were enrolled in Spanish classes at a large public university located in the southeast. In particular, this study investigated students’ anxiety and intercultural sensitivity, along with their perceptions of their teachers’ effectiveness within Spanish classes that were taught by native-English speakers compared to native-Spanish speakers.

There were several reasons why students in Spanish classes were selected to participate in this study. First, nearly half of the Western Hemisphere population speaks the Spanish language (IMAC, 2007). In addition, Spanish is the fourth most commonly spoken language in the world today (IMAC, 2007). In 2003, the estimated population of Hispanic individuals living in the United States was roughly 39.9 million, which makes it the largest race or ethnic minority residing in the United States today (U.S. Census Bureau, 2004). Furthermore, it is expected that the Hispanic population will reach 102.6 million by 2050. This makes it important for today’s students to have knowledge of the Spanish language, especially in the south where the Hispanic population is approximately one million individuals (U.S. Census Bureau, 2004).

In order to explore the relationships among students’ foreign language anxiety, students’ perceptions of their foreign language teachers, and students’ intercultural understandings, this study investigated five research questions:
Q1: Do relationships exist among students’ levels of foreign language anxiety, their perceptions of their teachers’ effectiveness, and their intercultural sensitivity?

Q2: Do students who are non-foreign language majors experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students whose majors are foreign language?

Q3: Do students who are taking foreign language classes from native-Spanish speaking teachers experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students who are taking classes from teachers who are native-English-speaking?

Q4: Do students who are taking beginning levels of foreign language classes experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students who are taking intermediate or advanced foreign language classes?

Q5: Does an interaction exist among the factors and the dependent variables?

Hypotheses

Research question #1. With respect to the first research question, “Do relationships exist among students’ levels of foreign language anxiety, their perceptions of their teachers’ effectiveness, and their intercultural sensitivity,” one hypothesis was proposed:

H1a: Linear relationships exist among students’ levels of foreign language anxiety, their perceptions of their teachers’ effectiveness, and their intercultural sensitivity, such that students who have higher levels of foreign language anxiety will perceive their teachers as less effective and will have lower levels of intercultural sensitivity.

Research question #2. In regards to the second research question, “Do students who are non-foreign language majors experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students whose majors are foreign language, three specific hypotheses were proposed:

H2a: Students who are non-foreign language majors will have higher levels of foreign language anxiety than students who are foreign language majors.

H2b: Students who are non-foreign language majors will perceive their foreign language teachers as being less effective than students who are foreign language majors.
H2c: Students who are non-foreign language majors will have lower levels of intercultural sensitivity than students who are foreign language majors.

Research question #3. In respect to the third research question, “Do students who are taking foreign language classes from native-Spanish speaking teachers experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students who are taking classes from teachers who are native-English speaking,” three particular hypotheses were proposed:

H3a: Students who are taking Spanish from native-Spanish speaking teachers will have higher levels of foreign language anxiety than students who are taking Spanish classes from native-English speaking teachers.

H3b: Students who are taking Spanish from native-Spanish speaking teachers will perceive their foreign language teachers as being less effective than students who are taking Spanish classes from native-English speaking teachers.

H3c: Students who are taking Spanish from native-Spanish speaking teachers will have lower levels of intercultural sensitivity than students who are taking Spanish classes from native-English speaking teachers.

Research question #4. The fourth research question, “Do students who are taking beginning levels of foreign language classes experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students who are taking intermediate or advanced foreign language classes,” three specific hypotheses were proposed

H4a: Students who are taking beginning-level Spanish classes will have higher levels of foreign language anxiety than students who are taking intermediate- or advanced-levels of Spanish classes.

H4b: Students who are taking beginning-level Spanish classes will perceive their foreign language teachers as being less effective than students who are taking intermediate- or advanced-levels of Spanish classes.

H4c: Students who are taking beginning-level Spanish classes will have lower levels of intercultural sensitivity than students who are taking intermediate- or advanced-levels of Spanish classes.
Research question #5. In regards to the fifth research question, “Does an interaction exist among the factors and the dependent variables,” one specific hypothesis included the following:

H5a: An interaction exists of major (non-foreign language major and foreign language major), type of teacher (native-English speaking teacher and native-Spanish speaking teacher), level of Spanish class (beginning, intermediate, and advanced), and dependent variables such that students who are non-foreign language majors, with native-Spanish speaking teachers who are taking Elementary Spanish I will have higher levels of foreign language anxiety, rate their teachers lower in effectiveness, and have lower levels of intercultural sensitivity.
CHAPTER 3
RESEARCH METHODS

To explore relationships among students’ foreign language anxiety, their perceptions of their foreign language teachers’ effectiveness (native-English speakers and native-Spanish speakers), their intercultural understandings, their majors (foreign language majors and non-foreign majors), and their level of study within the foreign language (beginning, intermediate, and advanced) this study investigated students who were enrolled in Spanish classes at a large public university located in the southeast. The following sections describe the recruitment of participants and the methods used to collect data.

Participants

Student participants. Participants in this study were recruited from a large public university located in the southeast who were either (1) taking “intermediate” level Spanish courses \( (n=66) \), or (2) taking “advanced levels classes \( (n=88) \). Although a total of 184 students were registered in one of the 8 Spanish classes that were surveyed (the classes and instructors are described below), not all students attended class on the day that the surveys were administered. In regards to the students who did attend, there were more registered students who attended the advanced level Spanish classes, than students who were registered and attended the intermediate level classes. All students who attended class on the day that the survey was administered did participate in this study \( (n=161 \text{ participating students}) \).

Although the original design proposed investigating differences between students who were majoring in Spanish and those who were not majoring in Spanish, differences could not be analyzed due to the small number of participants who indicated they were Spanish majors, \( (n=7) \). Because of the small number of Spanish majors, only the responses from the 154 non-foreign-language majors were analyzed.

In regards to the ethnicity of the total number of students who answered this item \( (n=153) \), 72% of the students were Caucasian, 11% were African-American students, 6% were Hispanic students, 6% were Bi-Racial students, 3% were Asian students, 1% were Jamaican students, and 1% were Romanian students. In addition, 94% of the students spoke English as their first language, 5% of the students spoke English as a second language, and 1% of the students learned English simultaneously with another language.
One area of interest in regards to anxiety and course level was the students’ anticipated date of graduation. Of the sample collected, only 12% of the students were anticipating graduating during the spring 2007 semester; whereas, 86% of the students planned to graduate at a later date and 2% of the students did not answer this specific item on the survey. Furthermore, 86% of the students surveyed indicated that they were completing a foreign language course in order to fulfill their degree requirements.

Courses and teachers. Participants in this study were completing one of two levels of Spanish classes SPN 1124 (Comprehensive Spanish, “intermediate”) and SPN 2220 (Intermediate Spanish, “advanced”). A total of four classes from each course level were selected to participate in this study. Each course level included a native-English speaking instructor and a native-Spanish speaking instructor. Each instructor included in this study taught a total of two sections of one Spanish course (e.g., intermediate or advanced). Therefore, one native-English speaking graduate student instructor taught two classes of intermediate Spanish, the other native-English speaking graduate student instructor taught two classes of advanced Spanish. Likewise, one native-Spanish speaking graduate student instructor taught two classes of intermediate Spanish, the other native-Spanish speaking graduate student instructor taught two classes of advanced Spanish. With a total of eight Spanish classes participating in this research study, 51% of the participants had a native-Spanish speaking graduate student instructor and 49% of the participants completed a Spanish class with a native-English speaking graduate student instructor (see Table 1). Although the original design hypothesis specified three levels of Spanish classes (i.e., beginning, intermediate, and advanced), only two levels of Spanish classes were able to participate in this study (i.e., intermediate and advanced).

All instructors (n=4) included in this study were graduate students. Graduate student instructors were selected based on a review of student evaluation forms that were completed the previous semester. All graduate student instructors who participated received similar ratings on their students’ previous instructor ratings.
### Table 1
Course Level and Teachers’ Native Language by Number of Research Participants

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Native-English Speaking Teachers (n=2)</th>
<th>Native-Spanish Speaking Teachers (n=2)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate (SPN 1124)</td>
<td>34</td>
<td>32</td>
<td>66 (48%)</td>
</tr>
<tr>
<td>Advanced (SPN 2220)</td>
<td>42</td>
<td>46</td>
<td>88 (52%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76 (49%)</td>
<td>78 (51%)</td>
<td>154 (100%)</td>
</tr>
</tbody>
</table>

**Procedures**

After approval from the Institutional Review Board to complete this research study (see Appendix A), students were given a consent form (see Appendix B) along with a survey package to complete during their Spanish classes. The package included a short questionnaire regarding the students’ backgrounds, and three surveys were given to assess: (1) students’ levels of foreign language anxiety, (2) students’ views on foreign language teachers, and (3) students’ levels of intercultural communication sensitivity. The following section describes these surveys. The first survey in the packet was the Foreign Language Classroom Anxiety Scale. This survey was presented first in the packet due to its importance in developing an understanding of students’ levels of foreign language anxiety. Student Perceptions of Foreign Language Teachers’ Effectiveness and Intercultural Sensitivity Measures were presented in alternating orders to prevent possible order effects.

**Measures**

*Demographic information.* The first page of the survey packet gathered demographic information on students’ race/ethnicity, their major of study (foreign language major or non-foreign language major), and the level of Spanish course that they were currently completing (see Appendix C).

*Foreign language anxiety.* The Foreign Language Classroom Anxiety Scale (see Appendix D) developed by Horwitz (1986) was used to assess students’ levels of foreign language anxiety. The survey consisted of 31 items and Horwitz (1991) obtained an alpha coefficient of .93 for internal reliability. In addition, Lido (1999) used a Chinese version of this
survey to administer to students in Taiwan to assess their levels of foreign language anxiety. The alpha coefficient that he obtained during his study was .92. The alpha coefficient obtained in this study was .93.

Items that are included on the Foreign Language Classroom Anxiety Scale survey reflected students’ views on communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom. The following are sample items that were included in the survey: (a) In language class, I get so nervous I forget things I know, (b) I keep thinking that the other students are better at languages than I am, (c) I feel more tense and nervous in my language class than in some other classes, (d) I am afraid that the other students will laugh at me when I speak the foreign language, and (e) The more I study for a language class, the more confused I get.

Students rated each survey item based on a 5-point Likert scale (1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree) with the exception of the last item, which used a different 5-point scale (1=very easy, 2=easy, 3=neither easy or difficult, 4=difficult, and 5=very difficult). The last survey item is not related to the students’ level of foreign language anxiety, but this item is in reference to the clarity of the survey to non-native English speakers. Individuals whose first language is English were instructed not to answer this item of the survey and it was not used in analyses.

Student perceptions of instructors’ effectiveness. The Student Perceptions of Foreign Language Teachers’ Effectiveness survey was used to assess students’ perceptions of the communication abilities of their foreign language teachers, particularly their abilities to communicate assignments and concepts clearly. Items that were included in this survey assessed the extent to which students perceived their teachers’ effectiveness and their ability to comprehend their native-Spanish speaking teachers.

The 16 items used in this study were modified from Oppenheim’s (1996) Undergraduate Questionnaire, which was developed to measure students’ perceptions of teaching assistants’ and international teaching assistants’ effectiveness. Only items that directly related to this particular study were used. In addition, the wording of the survey items were changed to better reflect the focus on students’ perceptions of their teachers’ effectiveness, instead of teaching assistants, which was the focus of Oppenheim’s (1996) study.
One example of how items were changed from Oppenheim’s (1996) questionnaire is that, in her study, she asked participants to respond to the item: In general, Teaching Assistants are effective teachers. For the purpose of this study, the item was reworded to read: My foreign language teacher is an effective teacher. (see Appendix E). Oppenheim’s (1996) original survey consisted of five separate scales. For the purpose of this study, only the first scale was used which was titled Teaching Effectiveness Scale. This scale consisted of three subscales; undergraduate’s perceptions of teacher assistants’ ability to communicate clearly, teaching assistants’ general teaching effectiveness, and undergraduate perceptions of teaching assistants’ willingness to help them.

- **Ability to Communicate Clearly.** The first subscale used in Oppenheim’s study measured undergraduate perceptions’ of teaching assistants ability to communicate clearly. Item numbers 2, 3, 4, 7, 8, and 11 of this study’s survey, included modified items from this subscale (e.g., My foreign language teacher is easy to understand). In addition, items 7 and 8 of (i.e., My foreign language teacher communicates clearly in English and My foreign language teacher communicates clearly in Spanish) of this study were expanded from item 2 of this study (i.e., My foreign language teacher explains concepts clearly) in order to provide a better understanding of the foreign language teachers ability to clearly explain the required content materials. In this study, the alpha coefficient of this subscale was .90.

- **Teacher Effectiveness.** The second construct included in Oppenheim’s study measured teachers’ general teaching effectiveness. Item numbers 1, 5, 10, 13, and 16 included in this study were modified from this subscale (e.g., I am satisfied with my foreign language teacher’s instructional abilities). The alpha coefficient obtained in this study for this subscale was .92.

- **Willingness to Provide Help.** The third subscale modified from Oppenheim’s study measured undergraduate perceptions of teaching assistants’ willingness to help them. Items that were modified from this subscale included item numbers 6, 9, 12, 14, and 15 (e.g., My foreign language teacher provides encouragement). An alpha coefficient of .90 was obtained for this subscale.

*Intercultural sensitivity.* The survey that was used to assess students’ levels of cultural understanding is Chen and Starosta’s (1996) Intercultural Sensitivity Measure (see Appendix F).
This survey contains 36 items and is geared toward assessing individuals’ perceptions in relation to communicating with culturally diverse others.

The Intercultural Sensitivity Measure survey was developed by Chen and Starosta (1996) to originally include a total of 73 items. However, they modified the survey in order to reduce the number of items, using factor analyses. All items that received a factor loading of greater than .50 were selected for the final survey.

Survey items were rated by participants on a 5-point Likert scale (1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree). Items that were included in this survey assessed the students’ perceptions of how they feel in response to communicating with individuals who are culturally diverse from themselves. Sample items include: (1) I feel shy being with people from other cultures, (2) I respect the ways people from different cultures behave, and (3) I act naturally in a culturally different group. An alpha coefficient of .86 was obtained for the sample of students in this study.

The following chapter describes the results of the analysis that were conducted to answer the research questions.
CHAPTER 4
RESULTS

To investigate differences in students’ ratings of the dependent variables of foreign language anxiety, perceptions of their foreign language teachers, and intercultural communication sensitivity, analyses focused on investigating the extent to which students exhibited differences for each subscale. Prior to analysis, for each subscale, items are summed, and averages obtained for each student. Because all items were answered on a 5-point Likert scale, students’ mean scores, for each variable, could range between 1 and 5.

Group differences were explored between (1) groups of students taught by teachers with different native languages (native-English speaking teachers or native-Spanish speaking teachers), and (2) groups of students within levels of foreign language course (intermediate and advanced). Although the original research design was to investigate the differences between students’ ratings with respect to majors (foreign language majors or non-foreign language majors) as well as differences among three levels of courses (i.e., beginning, intermediate, and advanced), analyses were not conducted due to the limited number of students who stated they were foreign language majors ($n=7$) and the unavailability of beginning students. Therefore, all analysis in this research study did not include foreign language majors due to the small number of participants who met this qualification and did not include beginning students.

Research Question #1: Do relationships exist among students’ levels of foreign language anxiety, their perceptions of their teachers’ effectiveness, and their intercultural sensitivity?

The first research question concerning if there are relationships among students’ levels of foreign language anxiety, their perceptions of their teachers’ effectiveness (i.e., ability to communicate clearly, general teaching effectiveness, and willingness to provide help), and their intercultural sensitivity resulted in interesting and predicted relationship patterns (see Table 2). Findings supported the first hypothesis in that there were significant negative correlations found among these five variables.
Table 2
Correlations of Foreign Language Anxiety, Intercultural Sensitivity, and Teaching Effectiveness

<table>
<thead>
<tr>
<th></th>
<th>Foreign Language Anxiety</th>
<th>Intercultural Sensitivity</th>
<th>Ability to Communicate Clearly</th>
<th>Teacher Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Anxiety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intercultural Sensitivity</td>
<td>-0.28**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Teachers’ Ability to Communicate Clearly</td>
<td>-0.37**</td>
<td>0.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Teacher Effectiveness</td>
<td>-0.30**</td>
<td>0.03</td>
<td>0.89**</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Teachers’ Willingness to Provide Help</td>
<td>-0.29**</td>
<td>0.06</td>
<td>0.81**</td>
<td>0.87**</td>
</tr>
</tbody>
</table>

*p<.05, **p<.01, ***p<.001

As displayed in Table 2, analysis showed that students’ foreign language anxiety were moderately, negatively correlated with their ratings of intercultural sensitivity and well as their ratings for their teachers’ effectiveness (ability to communicate clearly, general effectiveness, and willingness to provide help). Specifically, correlational analysis showed that students who indicated higher levels of foreign language anxiety also tended to rate themselves lower in intercultural sensitivity ($r = -0.28, p<.01$). Furthermore, results demonstrated that negative correlations were found between foreign language anxiety and each subscale of teacher effectiveness, with students’ perceptions of their foreign language teachers’ ability to communicate clearly having the strongest correlation ($r = -0.37, p<.01$).
As predicted, when students experienced higher levels of foreign language anxiety, they gave their foreign language teachers lower ratings on their teachers’ ability to communicate clearly ($r = -.37, p<.01$), they gave their foreign language teachers lower ratings on their teachers’ general ability to teach effectively ($r = -.30, p<.01$), and they gave their foreign language teachers lower ratings on their teachers’ willingness to provide help ($r = -.29, p<.01$).

In summary, students who rated higher on foreign language anxiety rated lower on their own cultural sensitivity as well as the variables of teaching effectiveness (i.e., ability to communicate clearly, teaching effectiveness, and willingness to provide help).

**Research Question #2: Do students who are non-foreign language majors experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students whose majors are foreign language?**

Due to the limited number of participants who were Spanish majors, statistical analyses were unable to be performed. Therefore, this research question was no longer valid for this particular study.

**Research Question #3: Do students who are taking foreign language classes from native-Spanish speaking teachers experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students are taking classes from teachers who are native-English speaking teachers?**

$T$-tests were computed to determine if differences were found in students’ ratings of foreign language anxiety, their perceptions of their teachers’ effectiveness, and their ratings of intercultural sensitivity between students completing Spanish classes with native-English speaking teachers and native-Spanish speaking teachers (see Table 3).

The first nor second research hypotheses in relation to this question were not supported. Analysis revealed that students who were completing foreign language classes with native-English speaking teachers did not have significantly different levels of foreign language anxiety when compared to students who were completing courses with native-Spanish speaking teachers [$t(1, 152) = 1.60, ns$]. In addition, the analysis did not reveal significant differences in students’ levels of intercultural sensitivity between students who were taking Spanish classes with native-
Spanish speakers compared to students completing classes with native-English speakers \( t(1, 152) = 1.07, ns \).

However, the third research hypothesis for this research question was supported. Table 3 shows that statistically significant differences were found in students’ perceptions of their foreign language teachers’ effectiveness.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Teachers’ Native Language</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spanish ((n=78))</td>
<td>English ((n=76))</td>
</tr>
<tr>
<td>Foreign Language Anxiety</td>
<td>2.83 (.64)</td>
<td>2.70 (.63)</td>
</tr>
<tr>
<td>Intercultural Sensitivity</td>
<td>3.65 (.33)</td>
<td>3.60 (.33)</td>
</tr>
<tr>
<td>Foreign Language Teachers’ Ability to Communicate Clearly</td>
<td>3.79 (.58)</td>
<td>4.28 (.84)</td>
</tr>
<tr>
<td>Foreign Language Teacher Effectiveness</td>
<td>3.93 (.89)</td>
<td>4.35 (.60)</td>
</tr>
<tr>
<td>Foreign Language Teachers’ Willingness to Provide Help</td>
<td>4.08 (.70)</td>
<td>4.35 (.57)</td>
</tr>
</tbody>
</table>

\(*p<.05, **p<.01, ***p<.001\)

In particular, students who were completing Spanish courses with native-Spanish speaking teachers perceived their teachers as communicating less clearly \( t(1, 152) = 17.60, p<.001 \), having lower levels of general teaching effectiveness \( t(1, 152) = 11.66, p<.001 \), and being less willing to provide help \( t(1, 152) = 6.93, p<.001 \).
Research Question #4: Do students who are taking beginning levels of foreign language classes experience more foreign language anxiety, perceive their teachers as less effective, and have less intercultural sensitivity than students who are taking intermediate or advanced foreign language classes?

Beginning level students were not available for data collection; therefore, analyses could not used to answer the fourth research question of this study with respect to students taking beginning Spanish classes.

T-tests were computed to analyze student differences with respect to students taking intermediate Spanish classes and students taking advanced Spanish classes. Analysis revealed interesting results (see Table 4). The analysis did not support the first hypothesis regarding students completing higher levels of Spanish courses experiencing lower levels of foreign language anxiety. Analyses found that participants who were completing intermediate level classes did not have higher levels of anxiety than students who were completing advanced level classes \(t(1, 152) = .30, ns \). The hypothesis regarding intercultural differences between class levels was also not supported by the findings \(t(1, 152) = .003, ns \).

Table 4
Means, Standard Deviations, and T-Test Analysis
By Course Level

<table>
<thead>
<tr>
<th>Variables</th>
<th>Course Level</th>
<th>T-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intermediate ((n=66))</td>
<td>Advanced ((n=88))</td>
</tr>
<tr>
<td>Foreign Language Anxiety</td>
<td>2.73 (.64)</td>
<td>2.79 (.63)</td>
</tr>
<tr>
<td>Intercultural Sensitivity</td>
<td>3.62 (.34)</td>
<td>3.62 (.33)</td>
</tr>
<tr>
<td>Foreign Language Teachers’ Ability to Communicate Clearly</td>
<td>4.44 (.53)</td>
<td>3.72 (.77)</td>
</tr>
<tr>
<td>Foreign Language Teacher Effectiveness</td>
<td>4.53 (.46)</td>
<td>3.85 (.85)</td>
</tr>
<tr>
<td>Foreign Language Teachers’ Willingness to Provide Help</td>
<td>4.52 (.45)</td>
<td>3.99 (.69)</td>
</tr>
</tbody>
</table>

\(*p<.05, **p<.01, ***p<.001\)
Interestingly, students completing higher levels of Spanish classes perceived their foreign language teachers as being overall less effective than students’ who are completing lower levels of Spanish classes. Students in intermediate levels of Spanish classes perceived their foreign language teachers as having the ability to communicate more clearly \((t[1, 152] = 42.23, p<.001)\), in general taught more effectively \((t[1, 152] = 35.28, p<.001)\), and were perceived as being more willing to provide help \((t[1, 152] = 30.02, p<.001)\). These analyses were contrary to the second hypothesis in that results found that students in higher levels of Spanish classes perceived their teachers to be less effective in teaching a foreign language when compared to students in lower levels of Spanish classes.

**Research Question #5: Does an interaction exist among the factors and the dependent variables?**

The last research question was regarding if a possible interaction existed between the factors and dependent variables such that it was predicted that students who were non-foreign language majors, with native-Spanish speaking teachers, who were taking lower level Spanish courses would have higher levels of foreign language anxiety, have lower levels of intercultural sensitivity, and rate their teachers lower in effectiveness. However, due to the limited number of foreign language majors and the unavailability of students’ taking beginning levels of Spanish classes, these interactions could not be explored in this study.

**Exploratory Analysis: Teacher Effects**

There were four graduate student instructors whose students participated in this study; each graduate student instructor taught two sections of one course (e.g., one native-English speaking graduate student instructor taught two classes of intermediate Spanish, one native-Spanish speaking graduate student instructor taught two classes of intermediate Spanish). Therefore, students who participated in this study were taking their course from one of four graduate student instructors. To investigate possible teacher effects, analyses of variance (ANOVA) were conducted to determine if differences existed in students’ ratings of foreign language anxiety, intercultural sensitivity, and their perceptions of their teachers’ effectiveness (i.e., ability to communicate clearly, general teaching effectiveness, and willingness to provide help) across the four teachers (i.e., Teacher #1, Teacher #2, Teacher #3, and Teacher #4).
### Table 5
Means, Standard Deviations, and F-Test Analysis
By Teachers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Teacher #1</th>
<th>Teacher #2</th>
<th>Teacher #3</th>
<th>Teacher #4</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Anxiety</td>
<td>2.66 (.66)</td>
<td>2.75 (.60)</td>
<td>2.91 (.59)</td>
<td>2.72 (.69)</td>
<td>1.24</td>
</tr>
<tr>
<td>Intercultural Sensitivity</td>
<td>3.60 (.32)</td>
<td>3.60 (.36)</td>
<td>3.64 (.34)</td>
<td>3.65 (.33)</td>
<td>.36</td>
</tr>
<tr>
<td>Foreign Language Teachers’ Ability to</td>
<td>4.07 (.60)</td>
<td>4.55 (.42)</td>
<td>3.41 (.77)</td>
<td>4.33 (.61)</td>
<td>25.02***</td>
</tr>
<tr>
<td>Communicate Clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language Teacher Effectiveness</td>
<td>4.15 (.67)</td>
<td>4.61 (.38)</td>
<td>3.66 (.90)</td>
<td>4.46 (.52)</td>
<td>18.75***</td>
</tr>
<tr>
<td>Foreign Language Teachers’ Willingness to</td>
<td>4.18 (.62)</td>
<td>4.57 (.42)</td>
<td>3.81 (.70)</td>
<td>4.47 (.08)</td>
<td>13.66***</td>
</tr>
<tr>
<td>Provide Help</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<.05, **p<.01, ***p<.001

As Table 5 shows, results demonstrated statistically significant differences across the four graduate student instructors for students’ ratings of teachers’ effectiveness (ability to communicate clearly $F[1, 4]=25.02, p<.001$; general teaching effectiveness $F[1, 4]=18.75, p<.001$; and willingness to provide help $F[1, 4]=13.66, p<.001$), but not for students’ ratings of foreign language anxiety and intercultural sensitivity. Post hoc comparisons (Scheffe) revealed that teacher #3 received significantly lower ratings than the other three teachers ($p<.001$).
CHAPTER 5  
DISCUSSION  

In this research study, the first analysis explored the relationships that may exist among students’ levels of foreign language anxiety, their perceptions of their teachers’ effectiveness, and their levels of intercultural sensitivity. Previous research literature suggests that teachers can have a major influence on the students’ perceptions of their ability to acquire a foreign language (Young, 1991). Furthermore, factors such as communication apprehension, general motivation, and ethnocentrism of intercultural communication may have an effect on students’ perceptions of their foreign language teacher particularly if the teacher is not a native-English speaker. These theories are consistent with theories that have been developed regarding higher levels of anxiety that may be experienced during L2 learning in relation to interacting with individuals of a different cultural background (Yashima, 2002). Therefore, this study investigated if differences may exist among students who had Spanish teachers of different cultural backgrounds and if these teacher differences were related to students’ levels of foreign language anxiety, their levels of intercultural sensitivity, and their perceptions of their teachers’ ability to adequately and effectively teach the target language.  

Correlational Analysis Outcomes  

The correlational analysis found that as students’ levels of foreign language anxiety increased, their ratings for intercultural sensitivity decreased. Additionally, as their levels of foreign language anxiety increased, students gave lower ratings to their foreign language teachers’ ability to effectively teach the target language. These findings supported the research hypotheses associated with the first research question and were consistent with previous research studies in that relationships tended to exist among teachers’ immediacy behaviors (i.e., teachers being considered approachable or non-approachable and their communicative messages) and factors that may impact students’ learning (e.g., foreign language anxiety and intercultural sensitivity). Robinson (1995) suggested that these relationships can have a significant impact on the students’ perceptions of the learning process. That is a student’s level of satisfaction toward the class can be affected by these types of perceived teacher-student relationships. Individuals have also been found to experience anxiety when they anticipate the possibility that they may
need to engage in conversation with culturally diverse others, which is often the case in foreign language classrooms (Gudykunst & Kim, 1997).

**Differences Among Foreign Language Anxiety and Teacher Effectiveness**

A second issue explored in this research study was if differences existed among students’ levels of anxiety and their perceptions of their foreign language teachers’ ability to teach effectively the Spanish language. In particular, these analyses investigated students’ ratings of their teachers’ effectiveness with respect to their teachers’ native language (native-English or native-Spanish). The findings from these analyses yielded interesting results. Analysis found that students completing foreign language classes with native-Spanish speaking teachers did not have higher levels of foreign language anxiety or rate themselves lower in intercultural sensitivity when compared to students in classes with teachers who were native-English speakers, but they did perceive their native-Spanish speaking teachers as being less effective.

There are several reasons why these results may have occurred. First, many universities today are quite culturally diverse compared to campuses years ago (McCroskey, 1998). There are many teachers and students who are of different nationalities who are in the university system today; therefore, current students are provided more opportunities to become sensitive to different cultures. This intercultural sensitivity may make students more apt to experience less anxiety when they are in culturally diverse situations.

Still even though no differences were found for students’ ratings of foreign language anxiety and intercultural sensitivity between those taking courses with native-English speaking teachers and native-Spanish speaking teachers, differences were found for students’ ratings of their teachers’ effectiveness. One possible explanation for these findings could be due to ethnocentrism. Archibald, Roy, Harmel, and Jesney (2004) suggested that individuals are more apt to be critical of individuals who are not considered to be in their “ingroup”. For example, even though students are taking a foreign language class in Spanish, the English language is often spoken throughout the class to explain specific instructions, activities, as well as before and after class, for greetings and further clarifications. This may impact the students’ perceptions of their teachers’ effectiveness due to their teachers having an accented speech. Previous research studies have demonstrated that many individuals have preconceived notions that teachers who have an accented speech are less likely to teach as effectively as native speakers of the English language (Rubin & Smith, 1990; Sebastion & Ryan, 1985).
This study yielded similar results to previous research studies such as Rubin and Smith’s (1990) study regarding students’ perceptions of teaching effectiveness among international and non-international instructors. For example, Rubin and Smith’s (1990) study found students perceived international teachers as being less effective teachers which was similar to the research analysis of this particular study. Specifically, results found that students perceived their native-Spanish-speaking foreign language teachers as being less effective teachers, less clear in their speech, and less likely to provide help. Another possible explanation for the lower ratings of students’ perceptions of the native-Spanish speaking teachers’ abilities to effectively teach could be due to a teacher effect. Analysis results found that one native-Spanish speaking teacher received significantly lower levels of ratings in comparison to the other three foreign language teachers. In particular, this native-Spanish teacher received significantly lower ratings than the other three teachers ($p<.001$). Therefore, it might be the case that students’ perceived just that one particular teacher as being less able to effectively teach the target language. Since the ratings for this particular foreign language teacher were significantly lower than students’ ratings for other teachers’ effectiveness, this may have skewed the overall results.

**Foreign Language Anxiety and Course Level**

The third analyses conducted in this study were in relation to the level of courses that the students’ were completing. The results in regards to this issue did not support the first and third research hypotheses, and results were contrary to the second research hypothesis. Analysis showed that students in higher levels of foreign language classes did not experience increased levels of anxiety compared to students’ in the lower level foreign language classes. In addition, analysis did not show that students in lower levels of foreign language classes had lower levels of intercultural sensitivity compared to students in higher levels of foreign language classes.

Contrary to expected results, students in lower levels of foreign language classes perceived their foreign language teachers as being more effective. These results are contrary to previous research findings such as Oppenheim’s (1996) study that suggested students who had non-native English speaking teaching assistants in higher levels of classes experienced less anxiety than students who had non-native English speaking teaching assistants in lower levels of classes. One possible reason for the consistency between these findings could be due to students in higher levels of classes having more experience in the content area; therefore, students’ may
be less likely to experience anxiety. The contrary findings with respect to students’ perceptions of teachers’ effectiveness may be due to teacher effects.

**Limitations**

There were three major limitations for this research study. These limitations included the lack of availability of foreign language teachers, the lack of availability of beginning course levels to survey, and the small number of participants who were foreign language majors. First, after reviewing the course schedule for Spanish teachers for the spring 2007 semester, only a small group of native-English speaking teachers and native-Spanish speaking teachers for each course level were available compared to the number than were first believed to be. Therefore, instead of using classes at three different levels of difficulty (beginning, intermediate, and advanced), only two different levels (intermediate and advanced) were able to be included in this study. If beginning Spanish classes had been able to be utilized, results may have shown that students in lower levels of Spanish classes experience more anxiety in comparison to higher levels of Spanish classes, as was predicted. For instance, the intermediate level students that participated in this research study already had previous exposure to the Spanish language. Students completing beginning level classes may experience more anxiety due to limited amounts of exposure to the Spanish language. In addition, not all Spanish teachers who were selected to be a part of this research study were willing to have their students participate (n=7). Only students of four teachers were available for participation.

Another limitation was the small number of students in the sample who were pursuing a Spanish degree. Since so few participants indicated they were pursuing a foreign language major, their survey item responses were not included in the analyses. If more teachers had agreed to allow their students to participate in this study, perhaps more students who were Spanish majors in those classrooms could have provided additional information to determine the answer to the second research question. Since there were not adequate numbers of students pursuing Spanish majors, this question was unable to be answered.

**Implications of This Study for Teaching and Learning and Future Directions**

This research study was investigating what psychological aspects that students may have that affect the extent to which they experience foreign language anxiety. There are various types
of interventions that could be incorporated into foreign language classrooms that could help to
decrease students’ levels of foreign language anxiety. For instance, teachers could incorporate the
use of games into the classroom curriculum. Instead of having students engage in role playing or
oral presentations, teachers could use games to engage classroom discussions in the target
language. This could help to provide a more relaxed atmosphere in which the students do not feel
as conscious speaking in the target language. Teachers could also incorporate a culture day or
week into their classroom agendas. Information regarding cultural differences and awareness
could be taught in the target language. This could provide students with a more thorough
understanding as to differences they may encounter in and outside of the classroom. Another
strategy teachers could use to reduce foreign language anxiety levels is to allow students to bring
food that is specific to the target culture or have class at a restaurant that is authentic to the native
language or culture. This would provide students an opportunity to practice the target language in
a real world situation.

This study is important in the field of teaching due to many students being required to
complete foreign language requirements to graduate. This study suggested that, as students’
foreign language anxiety levels increase, students rate their levels of intercultural sensitivity and
their foreign language teachers’ ability to effectively teach lower. The results of this study
supported predicted correlations. However, results of the t-tests did not show predicted
differences in students’ levels of foreign language anxiety and intercultural sensitivity, between
the native language of their teachers, or between levels of courses. Future research could
investigate predictions of students’ foreign language anxiety and ways that teachers could lower
their students’ anxiety.

It is important for educators to become aware of how their teaching practices are related
to the degree of anxiety that students experience in these types of learning situations.
Furthermore, it is important to develop effective instructional techniques that students view as
being effective in L2 learning environments. By students perceiving their teachers as being more
effective, they may be more likely to experience overall lower levels of foreign language anxiety.
How teachers’ communicate, offer help, and their overall ability to effectively teach can be
researched more in-depth to provide a better understanding as to how these factors increase
students’ levels of foreign language anxiety.
Future research studies could obtain information regarding the students’ gender and age. For instance, it may be found that one specific gender or age group of students experience higher levels of foreign language anxiety. This type of information could provide researchers with a more thorough understanding as to what factors may have an effect on foreign language anxiety levels. By obtaining this information, teachers could be aware if a particular set of students may be more apt to experience foreign language anxiety. This information could help educators become more aware and sensitive to what variables in their classroom environment may be considered to be more anxiety provoking. In addition, researchers could observe if there are possible confounds that exist between the teacher and the course level. For instance, the teacher may be more effective teaching a lower level of foreign language course; whereas a more experienced teacher would have more experience teaching a more advanced level foreign language course.

Future research directions could include the use of qualitative methods. The use of interviews is one way in which a more in-depth understanding could be developed as to what interactions may exist among the different variables outlined in this study. Interviews could provide specific examples and factors that are found in foreign language classrooms that seem to be anxiety provoking. Future studies could also incorporate the use of classroom observations into their research designs. This would provide researchers with a deeper understanding as to the complex factors in the educational setting that tend to provoke anxiety. By the researcher observing events as they occur, they may be able to develop a more thorough understanding as to what events tend to elevate students anxiety levels.

Research studies could also be conducted in foreign language classrooms in different types of cultural settings. For instance, foreign language classrooms of various languages could be evaluated. In addition, different geographic locations could also be sampled. Researchers may find it beneficial to investigate if similar results occur in places in which more homogenous populations tend to exist compared to locations that are much more culturally diverse. Also, students who are learning English as a L2 could also be selected to participate in future research studies. By involving L2 learners of various languages, stereotypes regarding the difficulty of learning various languages could be validated or dispelled.

The incorporation of various foreign languages could benefit future research studies in a multitude of ways. First, researchers would have a wider variety of classes that would be
available to participate in their research study. This would help to eliminate small sample sizes that may be due to the result of limited teachers’ willingness to participate and could help to provide more information regarding different levels of L2 learning environments and a larger sample of foreign language majors. By having a larger sample size, teacher effects may also be less likely to skew overall outcome results.

As the world is becoming more culturally diverse, it is important for individuals to learn how to interact in a multicultural environment. The use of foreign language classes is becoming more important in locations such as Florida, New York, and California that have large populations of immigrants who speak a foreign language (IMAC, 2007). Therefore, it is important to continue researching why foreign language anxiety is experienced not only to help create low anxiety learning environments, but to also help students become aware of cultural differences that they may encounter outside of the classroom.
APPENDIX A

Office of the Vice President For Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8873 - FAX (850) 644-4392

APPROVAL MEMORANDUM (for change in research protocol)

Date: 1/30/2007

To:
Kelly Moore
1468 Twin Lakes Cir.
Tallahassee, FL 32311

Dept: EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS

From: Thomas L. Jacobson, Chair

Re: Use of Human subjects in Research
Project entitled: Intercultural Communication and Foreign Language Anxiety

The memorandum that you submitted to this office in regard to the requested change in your
research protocol for the above-referenced project have been reviewed and approved. Thank you for
informing the Committee of this change.

A reminder that if the project has not been completed by 11/28/2007, you must request renewed
approval for continuation of the project.

By copy of this memorandum, the chairman of your department and/or your major professor is
reminded that he/she is responsible for being informed concerning research projects involving
human subjects in the department, and should review protocols of such investigations as often as
needed to insure that the project is being conducted in compliance with our institution and with DHHS
regulations.

This institution has an Assurance on file with the Office for Protection from Research Risks. The
Assurance Number is IRB00000446.

cc: Dr. Jeannine turner
APPLICATION NO. 2006.0992
APPENDIX B

INFORMED CONSENT FORM

I freely, voluntarily, and without element of force or coercion consent to be a participant in the research project titled Intercultural communication and foreign language anxiety.

This research is being conducted by Kelly Moore, a graduate student in the Department of Educational Psychology and Learning Systems at Florida State University. This research project will be completed under the supervision of Dr. Jeannine Turner. I understand the purpose of this research project is to gain an understanding as to what effect, if any, a foreign language teachers’ cultural background may have on the level of foreign language anxiety a student may experience in the classroom. In addition, it will help to provide an understanding as to what degree foreign language anxiety has on a students’ willingness to continue taking or participating in foreign language classes. Furthermore, it will provide an understanding as to what effect factors such as course level and satisfaction may have on the degree of anxiety that a student may experience.

I understand my participation in this project is voluntary and I may stop participating at any time. I understand that I am not required to participate and may sit quietly while others are completing the survey packet. I understand all responses I give on the surveys will be kept confidential, to the extent allowed by law, and identified by a subject code number. In addition, I am aware that my name will not appear on any of the surveys or results. Furthermore, I understand all responses will be reported by group findings and not individually.

I understand that there is a possibility of a minimal level of risk involved if I agree to participate in this project. For instance, I might experience anxiety when reporting my views on others who are culturally different than me or when rating the intensity of anxiety I experience in relation to my foreign language class. Instructions will be available to me in regards to any emotional discomfort I may experience while participating in this project. I am able to stop my participation in this project at any time. If I have any questions about my rights as a participate in this project or if I feel that I have been placed at risk due to my participation, I may contact the chair of the Human Subjects Committee, Institutional Review Board, through the Florida State University Office of the Vice President for Research at (850) 644-9694 or e-mail kemper@research.fsu.edu

I understand that I may benefit by participating in this research project. First, I may become aware of my cultural views and the degree of foreign language anxiety that I experience in respect to my foreign language class. In addition, I will be providing information about foreign language anxiety and intercultural sensitivity. This information will present knowledge to researchers that can assist them in providing guidance in foreign language classrooms.

I understand that this consent may be withdrawn at any time without prejudice, penalty, or loss of benefits to which I am otherwise entitled. I have been given the right to ask and receive answers to any inquiry or concern that I have in relation to this project. In addition, questions, if any, have been answered to my satisfaction.

I understand that I may contact Kelly Moore, graduate student in the Department of Educational Psychology and Learning Systems, at (850) 519-1518 or kam9880@garnet.acns.fsu.edu or her supervising professor, Dr. Jeannine Turner, at (850) 645-2405 or turner@coe.fsu.edu for answers to any questions that may arise about this research project or my rights. Furthermore, I am aware that I am able to request and receive a copy of the group results that are found in this project.

I have read and understand this consent form.

______________________________   _____________________________
Subject Name      Date
APPENDIX C

Demographic Information

Please answer all items listed below.

1. What is your race/ethnicity? _________________________

2. Is English your first language? Yes (   ) No (   )

3. If not, what is your first language? __________________

4. Spanish level course you are completing:
   SPN 1120 (   ) SPN 1121 (   ) SPN 2220 (   )

5. Is this a required course for you? Yes (   ) No (   )

6. Are you majoring in Spanish? Yes (   ) No (   )

7. Is your foreign language professor a native-English speaker? Yes (   ) No (   )

8. Is your foreign language professor a native-Spanish speaker? Yes (   ) No (   )

9. What is your anticipated date of graduation? _________________________
APPENDIX D

Foreign Language Classroom Anxiety Scale

The following items refer to the level of anxiety you may experience in your foreign language class. Please rate your level of agreement for each item, using the scale below:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

1. I never feel quite sure of myself when I am speaking in my foreign language class.  
   
2. I don’t worry about making mistakes in my foreign language class.  
   
3. I tremble when I know that I’m going to be called on in my foreign language class.  
   
4. It frightens me when I don’t understand what the teacher is saying in the foreign language.  
   
5. It wouldn’t bother me at all to take more foreign language classes.  
   
6. During my foreign language class, I find myself thinking about things that have nothing to do with the course.  
   
7. I keep thinking that the other students are better at foreign languages than I am.  
   
8. I am usually at ease during tests in my foreign language class.  
   
9. I start to panic when I have to speak without preparation in my foreign language class.  
   
10. I worry about the consequences of failing my foreign language class.  

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I never feel quite sure of myself when I am speaking in my foreign language class.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>2. I don’t worry about making mistakes in my foreign language class.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>3. I tremble when I know that I’m going to be called on in my foreign language class.</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>4. It frightens me when I don’t understand what the teacher is saying in the foreign language.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5. It wouldn’t bother me at all to take more foreign language classes.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. During my foreign language class, I find myself thinking about things that have nothing to do with the course.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>7. I keep thinking that the other students are better at foreign languages than I am.</td>
<td>1</td>
<td>2</td>
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<td>8. I am usually at ease during tests in my foreign language class.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>9. I start to panic when I have to speak without preparation in my foreign language class.</td>
<td>1</td>
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<td>10. I worry about the consequences of failing my foreign language class.</td>
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<tr>
<td>11.</td>
<td>It embarrasses me to volunteer answers in my foreign language class.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<tr>
<td>12.</td>
<td>I would not be nervous speaking the foreign language with native speakers.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>13.</td>
<td>I get upset when I don’t understand what my foreign teacher is saying.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<tr>
<td>14.</td>
<td>Even if I am well prepared for my foreign language class, I feel anxious about it.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<td>15.</td>
<td>I often feel like not going to my foreign language class.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>16.</td>
<td>I feel confident when I speak in my foreign language class.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<tr>
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<tr>
<td>17.</td>
<td>I am afraid that my foreign language teacher is ready to correct every mistake that I make.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<tr>
<td>18.</td>
<td>I can feel my heart pounding when I am going to be called on in my foreign language class.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<tr>
<td>19.</td>
<td>The more I study for a foreign language class, the more confused I get.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<tr>
<td>20.</td>
<td>I don’t feel pressure to prepare very well for my foreign language class.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>21.</td>
<td>I always feel that the other students speak the foreign language better than I do.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<tr>
<td>22.</td>
<td>I feel very self-conscious about speaking the foreign language in front of other students.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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<tr>
<td>23.</td>
<td>My foreign language classes move so quickly I worry about getting left behind.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>24.</td>
<td>I feel more tense and nervous in my foreign language class than in some other classes.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25.</td>
<td>I get nervous and confused when I am speaking in my foreign language class.</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>
26. I get nervous when I don’t understand every word my foreign language teacher says.  
   Strongly Disagree: 1  Disagree: 2  Neutral: 3  Agree: 4  Strongly Agree: 5

27. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.  
   1  2  3  4  5

28. I am afraid that the other students will laugh at me when I speak the foreign language I am learning.  
   1  2  3  4  5

29. I would probably feel comfortable around native speakers of the foreign language.  
   1  2  3  4  5

30. I get nervous when the language teacher asks questions for which I haven’t prepared in advance.  
   1  2  3  4  5

31. If English is NOT your native language, please indicate how easy or difficult this survey was to understand.  
   Very Difficult: 1  Difficult: 2  Neither Easy or Difficult: 3  Easy: 4  Very Easy: 5
APPENDIX E

Students Perceptions of Foreign Language Teachers Effectiveness

The following items refer to how you feel about learning in your foreign language teacher’s instructional abilities. Please rate your level of agreement for each item, using the scale below:

1 = Strongly Disagree  
2 = Disagree  
3 = Neutral  
4 = Agree  
5 = Strongly Agree

1. My foreign language teacher makes learning interesting.  
3. My foreign language teacher has strong communication skills.  
4. My foreign language teacher has good speaking skills.  
5. My foreign language teacher is an effective teacher.  
6. My foreign language teacher does not care if I learn the material.  
7. My foreign language teacher communicates clearly in English.  
10. My foreign language teacher’s teaching skills are weak.  
11. My foreign language teacher is easy to understand.  
12. My foreign language teacher does not care about helping students.  
13. My foreign language teacher is ineffective as an instructor.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. My foreign language teacher is supportive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. My foreign language teacher provides encouragement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I am satisfied with my foreign language teacher’s instructional abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
APPENDIX F

Intercultural Sensitivity Measure

The following items refer to how you feel about interacting with individuals from other cultures. Please rate your level of agreement for each item, using the scale below:

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am pretty sure of myself in interacting with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I find it very hard to talk in front of people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I always know what to say when interacting with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I can be as sociable as I want to be when interacting with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I don’t like to be with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I often feel happy about interacting with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>I feel shy when being with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I get upset easily when interacting with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I know my culturally-distinct counterpart is interested in my point of view during our interaction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I often get discouraged when I am with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>I am aware of when I have hurt my culturally-distinct counterpart’s feelings during our interaction.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>12</td>
<td>I often feel useless when interacting with people from different cultures.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>13</td>
<td>I can tell when I have upset my culturally-distinct counterpart during our interaction.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I think my culture is better than other cultures.</td>
<td>1</td>
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<tr>
<td></td>
<td>Statement</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neutral</td>
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<td>15.</td>
<td>I feel discouraged when people from different cultures disagree with me.</td>
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<td>2</td>
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<tr>
<td>16.</td>
<td>I can tell when my culturally-distinct counterpart is paying attention to what I am saying.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>17.</td>
<td>I think people from other cultures are narrow minded.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>18.</td>
<td>I respect the values of people from different cultures.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>19.</td>
<td>I respect the ways people from different cultures behave.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>I would not accept the opinions of people from different cultures.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>I act naturally in a culturally different group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>I find it is difficult to disclose myself to people from different cultures.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>I get embarrassed easily when interacting with people from different cultures.</td>
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<td>2</td>
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<tr>
<td>24.</td>
<td>I find it easy to talk to people from different cultures.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>25.</td>
<td>I have a problem knowing my culturally-distinct counterpart’s motives during our interaction.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>26.</td>
<td>I try to obtain as much information as I can when interacting with people from different cultures.</td>
<td>1</td>
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<tr>
<td>27.</td>
<td>I often deny the existence of cultural differences among people.</td>
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<tr>
<td>28.</td>
<td>I am sensitive to my culturally-distinct counterpart’s subtle meanings during our interaction.</td>
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<tr>
<td>29.</td>
<td>I am very observant when interacting with people from different cultures.</td>
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<tr>
<td>30.</td>
<td>I find it is not easy for me to make friends with people from different countries.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>31.</td>
<td>I am keenly aware of how my culturally-distinct counterpart perceives me during our interaction.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>32.</td>
<td>I am not willing to join a group discussion with people from different cultures.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>33.</td>
<td>I often give positive responses to my culturally different counterpart during our interaction.</td>
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<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
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<td>5</td>
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</tr>
</tbody>
</table>

34. I feel confident when interacting with people from different cultures.
35. I am open-minded to people from different cultures.
36. I have a problem sensing what is inside my culturally-distinct counterpart’s mind during our interaction.
REFERENCES


BIOGRAPHICAL SKETCH

Kelly Moore was born in Tallahassee, FL, the daughter of Elizabeth Benton and Allan Moore. She attended Florida State University and received a Bachelor of Sciences in Psychology. Her interest in developing an understanding as to how cultural differences can affect the extent to which individuals experience anxiety in second language learning lead her to obtain a Master’s Degree in the school of Educational Psychology and Learning Systems at Florida State University. Now having obtained a Master’s Degree in Learning and Cognition, she is planning to continue her studies in the pursuit of earning a Ph.D. in Learning and Cognition.

Through her academic endeavors, she is very grateful for the continuous support and encouragement from her parents and fiancé. In addition, she is thankful for the support and knowledge that she has gained from her academic major professor, Dr. Jeannine Turner, whose guidance made this process possible.