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The effects of the native interlocutor status and foreign language anxiety in the EFL learners' speaking performance, and perception of speaking performance.

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Abstract

Foreign Language Anxiety has been studied in English as a Foreign Language context in the four different skills; reading, writing, listening and speaking, for many decades. More specifically, research on oral performance has often used a Foreign Language Classroom Anxiety Scale (FLCAS) to measure the anxiety of students when speaking. It has been shown that some students with higher anxiety are unable to perform as successfully as their peers with lower levels of anxiety. As well as the task at hand, there are many aspects that contribute to the rise in FLA for the students, such as the interlocutor. This paper explores the relationship between FLA and the native interlocutor factor in speaking tasks. It will also shed light on the students' own attitudes and perceptions of their language ability, experiences of speaking tasks and FLA.

Key words: English as a foreign language (EFL), Foreign language anxiety (FLA), Foreign language classroom anxiety scale (FLCAS), Interlocutor factor, Native interlocutor.

Resumen

Por muchas décadas la ansiedad en una lengua extranjera ha sido estudiada en el context del aprendizaje de inglés como lengua extranjera, en las cuatro destrezas; lectura, escritura, audición y oral. Más concretamente, la escala de ansiedad en la lengua extranjera se ha utilizado bastante en la investigación de la producción oral para medir el nivel de ansiedad del alumnado en actividades orales. Se ha demostrado que algunos estudiantes con mayor nivel de ansiedad no realizan la actividad de forma tan satisfactoria como sus compañeros/as con menor nivel de ansiedad. Así, como la tarea en cuestión, hay muchos factores, como puede ser el/la interlocutor/a, que contribuyen en el aumento del nivel de ansiedad en lengua extranjera en el alumnado. Este trabajo estudia la relación entre ansiedad en lengua extranjera y el factor de un/a interlocutor/a nativo/a en actividades orales. También mostrará las actitudes y percepciones de sus habilidades en la lengua extranjera, de sus experiencias en actividades orales, y de la ansiedad en la lengua extranjera.

Palabras clave: Inglés como lengua extranjera (EFL), Ansiedad en lengua extranjera (FLA), Escala de ansiedad en la lengua extranjera (FLCAS), Factor interlocutor, Interlocutor/a nativo/a.

Introduction

The language learning process requires different aspects than other learning processes, therefore it results in a different type of reaction which we can see when students or language learners begin to experience anxiety. Seminal research by Horwitz, Horwitz and Cope (1986) and many other path makers has led to a significant amount of research on this topic. We now know that students learning language can experience a specific type of anxiety called Foreign Language Anxiety (hereinafter “FLA”). FLA can affect both the input and output of language learning. This notion has become the object of numerous studies, where it has been examined in relation to skills, such as listening (Horwitz et al., 1986, MacIntyre & Gardner, 1994); speaking (Cheng, Horwitz & Schallert, 1999, Hewitt & Stephenson, 2012, Horwitz et al., 1986, MacIntyre & Gardner, 1994, Phillips, 1992); reading (Sellers, 2002); and writing (Cheng et al., 1999). In order to measure student anxiety levels, much of this research has been carried out using Foreign Language Classroom Anxiety Scales (FLCAS), as well as interviews and versions of a similar type of test. One way of measuring the output of oral language is by having the students undertake speaking tasks. When speaking tasks are preceded by a FLCAS, base-level FLA can be measured. It has been shown that during the production stage of language learning, the students may produce different language, due to their FLA (Horwitz et al., 1986, MacIntyre & Gardner, 1994, Tóth, 2012), and that aspects such as fluency and precision may be affected (Hewitt & Stephenson, 2012, Phillips, 1992). There are a myriad of factors that may lead the student to experience this type of anxiety in language learning contexts, such as speaking tasks. The interlocutor may be one of the elements that can augment the students’ FLA (Woodrow, 2006, Cebreros, 2003). In fact, this particular element can impact FLA in its multiple variables, e.g., gender, nationality, or native.

Much of the research that has been done on FLA has focussed on particular age groups, with most studies with EFL students’ FLA, centres on language learners of either university age (18 to 22 years) or older (Arnaiz, 2012, Hewitt & Stephenson, 2012), with relatively little research concentrating on high school students’ FLA.

Considering the aspects briefly outlined, the goal of this paper is to consider how FLA affects L1-Spanish high-school EFL learners production in a speaking task. The study will examine a variety of factors that can cause FLA, with a focus on how the interlocutor variable. Specifically, it will discuss how a native interlocutor may affect the level of anxiety or the production in a

speaking task in EFL students. The study will also consider the attitudes of the students towards their own FLA, speaking task and learning process.

Literature Review

The literature review is comprised of four sections exploring the elements previously discussed. The first section will provide an overview of anxiety and foreign language learning. It will look at the two different types of anxiety, and how it can affect the language learning process. A second section will delve into how interlocutor factors can influence language learners. The third section will explain how the previous two factors affect students in speaking tasks, or in oral production, and the fourth and final section will provide insights into the students' attitudes into language learning, speaking tasks and anxieties when speaking with a native interlocutor.

1. Debilitating and facilitative anxiety

There are many psychological factors that can affect a student in any learning process, one of which is anxiety (Howritz et al. 1986, MacIntyre & Gardner, 1994). Anxiety is an inherent feeling that affects all humans. It previously worked to detect danger and enable us to react faster to challenging situations. Although anxiety still serves its original purpose, it might also be produced when there is no real threat. According to the Howritz, Howritz and Cope (1986), anxiety can produce “apprehension, worry, even dread. They (subjects) have difficulty concentrating, become forgetful, sweat, and have palpitations” (p.126). Moreover, anxiety can produce avoidance behaviours such as “missing class and postponing homework” (p.126). Therefore anxiety can have an adverse effect on humans, which can include the production of language in foreign language learning contexts. There are many different types of anxiety; most people understand social anxiety or general anxiety disorders can be debilitating for people in certain situations. It is this debilitating effect of anxiety that inhibits people from carrying out certain tasks and can result in trauma from a specific situation, thus perpetuating the anxious feelings and continuing the cycle.

Within the field of linguistics, there is an agreement amongst scholars that learning a foreign language can provoke anxiety (Horwitz et al., 1986, MacIntyre & Gardner, 1994, Onwuegbuzie, Bailey & Daley, 1999). Specifically, as adult foreign language students tend to be competent communicators in their first language and have a developed linguistic understanding (Horwitz et.

al., 1986), it is possible that inability to express themselves comprehensively in the foreign language may make them feel anxious.

Conversely, it is important to note that, in language learning, aside from debilitating anxiety, it is also possible students experience facilitative types of anxiety (Phillips, 1992, Hewitt & Stephenson, 2012). Much like its original purpose, anxiety can enable humans to take action when it is necessary. It has been shown by Hewitt and Stephenson (2012), and Liu (2006), that a certain level of anxiety can help students progress in their language learning. We call this “facilitative anxiety” and, not only in language learning, but as with all types of learning, it makes the students more attentive and therefore has ultimately positive outcomes. As mentioned by Çağatay (2015):

“Dörnyei (2005) adds that two important anxiety distinctions are usually made in the literature: beneficial/facilitating *vs.* inhibitory/debilitating anxiety. As the names suggest, beneficial anxiety triggers action and excitement and it paves the way for success; however, debilitating one places a barrier in front of a successful performance.” (Çağatay, 2015, p.649).

This facilitative anxiety was seen in the students who participated in Hewitt and Stephenson’s (2012) study. These students were split into groups of high, moderate and low-level anxiety groups. When analysing the results of a specific test about the percentage of total words in mazes performance variable, they came across an unexpected result. They found that the students with moderate-anxiety had produced a smaller proportion of mazes than that of the low-anxiety group, and thus were more comprehensible. Hewitt and Stephenson put this down to “facilitating anxiety working to [the students’] advantage” (Hewitt & Stephenson, 2012, p.183) proving that anxiety can help produce learning too. Interestingly, the anxiety in the high anxiety students tended to be debilitating, Hewitt’s and Stephenson comment that “moderate anxiety was beneficial as seen in the production of fewer errors in mazes” (Hewitt & Stephenson, 2012, p.184) showing that this facilitative anxiety present can have positive effects on the students foreign language speaking production.

In a study by Liu (2006) on Chinese undergraduate non English major students, she found that “in some cases, anxiety motivated students to work harder.” (p.14). Much like in Hewitt and

Stephenson's (2012) study, facilitative anxiety could be working as an aid to the students rather than having a debilitating effect.

1.2. Foreign Language Anxiety

As previously mentioned, anxiety is present in the language learning environment and can have both facilitative and detrimental effects on the student. Horwitz, Horwitz and Cope (1986) explain that the type of anxiety involved in language learning is a situation-specific anxiety, which was later supported by Foss and Reitzel (1988). The particular nature of classroom language learning creates a unique type of anxiety, as stated by Samimy and Rardin, (1994) in Mei-Ling (2009); "foreign language anxiety is a complex phenomenon that possibly relates to many factors existing in learning processes" (p.171). This situation-specific anxiety is defined by the relationship between the perception of the students, their beliefs and feelings and the learning behaviours arising from language learning in the classroom. When discussing FLA, Horwitz et al. (1986) divide it into three elements that are effected due to the relationship between "performance evaluation within an academic and social context" (Horwitz et al., 1986, p.127). First there is communication apprehension, then test anxiety and finally the fear of negative evaluation. These three aspects can be understood throughout the language learning process and are an integral part of each of the four skills. According Horwitz, Horwitz and Cope (1986), an educator that has students experiencing FLA should either help the student manage the existing anxiety, adapt the learning context to become a less stressful environment, or refer students with severe anxiety to outside counsellors or specific learning specialists, in order to properly treat their anxiety.

Woodrow (2006) and Tobias (1985) explain the two models of anxiety that affect learners during different stages. The first is an interference model, as Woodrow explains; "an interference retrieval model relates to anxiety as inhibiting the recall of previously learned material at the output stage, whereas a skills deficit model relates to problems at the input and processing stages of learning, as a result of poor study habits, or a lack of skills." (Tobias, 1985 in Woodrow, 2006, p. 310). This has also been supported by other researchers (MacIntyre & Gardner 1994; Onwuegbuzie, Bailey & Daley 2000 in Woodrow, 2006, p.310) and could explain why, especially during speaking tasks, students may experience difficulties. However it is important to acknowledge that FLA can be present throughout all different types of skills. Mei-Ling (2009) mentions how in the research done by Sellers (2000) looking at language anxiety and reading comprehension for Spanish as a foreign

language found that the “results indicated that more highly anxious students tend to recall less passage content than the students with lower anxiety.” (Mei-Ling, 2009, p.171) which further demonstrates that a higher level of anxiety can affect recall in a foreign language learning environment. FLA has also been found to have effects on all levels of language learners (Tóth 2012, Cebreros, 2003); in the case of Cebreros, her study demonstrated the link between existence of higher levels of anxiety and experienced English language learners.

Tóth (2012) also supports the notion that psychological factors, including could have an effect on EFL students’ speaking production and performance. Her research showed that “learners with high levels of anxiety in their study tended to receive lower ratings for their L2 fluency, sentence complexity as well as accent than participants with lower levels of anxiety” (Tóth, 2012, p. 1167). Researchers have found that highly anxious students have been affected in quality, and quantity of speaking output in aspects such as making errors, error recognition or code switching (Hewitt & Stephenson 2012, Mei-Ling, 2009, Phillips, 1991, Tóth, 2012). Such errors, however, have not always been complex lexical mistakes but rather a mixture of complex and non-complex.

Similarly, it has also been shown that there is a link between anxiety and other performance factors, and that FLA can impact the many various stages of the students’ learning experience. This was supported in Phillips (1992) who found that highly anxious students produced less language, shorter communication units, and also said less dependent clauses, as well as target structures, than their less anxious counterparts. The effects of the FLA that the students experience in language learning contexts can influence the type of output a student is able to produce as we have seen in Phillips (1992) research. However it is not constricted to just one lexical focus, but that the much of the research shows the extent of the different aspects and lexical elements that are affected by FLA. Tóth mentions other researchers who have encountered similar results supporting the same conclusion, such as Gregersen (2003) who found that the highly anxious learners made more errors, of which they were not as able to recognise and fell back on code-switching more often than the low level anxiety group. Much like Phillips (1992), Zhang (2004) also found that participants with high anxiety produced a smaller quantity, and shorter communication units, and fewer without error. Lastly, Steinberg and Horwitz (1986) found that the oral descriptions of participants in the anxiety arousal group were less complex or interpretive than those without anxiety.

Aside from lexical effects, it was noted in a research undertaken by Lui (2006) that the highly anxious students suffered physical symptoms during the activities. Lui (2006) reports that “the speech of anxious students is often accompanied by blushing, trembling hands, a pounding heart and headaches (Cohen & Norst, 1989)” (p.13), corresponding with the anxiety symptoms explained by Horwitz et al. (1986). They also reported that, apart from these symptoms, students in another study changed behavioural patterns when they were experiencing anxiety with the language lessons: “[The students] also display avoidance behaviors such as skipping classes and postponing their homework (Argaman & Abu-Rabia, 20(2)” (Lui, 2006, p.13), showing that FLA no longer only affects students in language and lexical elements, but that it transcends these and has potentially adverse effects on the behaviour of the students themselves.

Cheng, Horwitz and Schallert (1999) explain that the student may enter into a cycle between low self-esteem and anxiety. It is important that students are provided with a “nonthreatening and supportive instructional environment where a boost to learners’ self-confidence is likely to occur.” (p.437). Ariyanti (2016) confirmed this, as they reported the fear of making mistakes, and feeling shy meant the students preferred to remain silent instead of taking the opportunity to practice the language. Although Ariyanti found a variety of responses, it appeared that a lack of self-esteem was also a cause for the students to not participate in speaking activities. In this instance, it would be important to take away such pressure for the fear of mistakes or negative evaluation, as well as the low self-esteem of the students as stated by Cheng, Horwitz and Schallert (1999). Cebrenos (2003) also reported that “66% of the students got nervous when the language teacher asked questions which they had not prepared in advance.” (p.4) showing that the FLA is affected by this fear, and could ultimately lead them to further avoidance behaviours.

From this research it is possible to conclude that FLA affects a variety of different aspects of oral production that not only includes the lexical content and ability, but also the quantity of language spoken, communication units and complexity, as well as the amount of code switching.

2. Interlocutor factors

One factor that could affect language learners’ FLA is the interlocutor. As Brown, A., & McNamara, T. (2004) explain, there are countless individual factors, among which age or gender,

that may play a part in how the interlocutor may affect the language learner. One such factor could also be the interlocutors' native trait.

2.1. Gender and native status factors

One aspect examined in research studies is gender as a possible variable, influencing how EFL learners react or interact with interlocutors. Several researchers have conducted small scale studies that look at the relationship between nationality, gender and interaction in speaking tasks with mixed results (Buckingham, 1997, Locke, 1984, O'Sullivan, 2000, Porter & Shen, 1991, found in Brown & McNamara, 2004, p.526). Porter and Shen (1991) found that students interviewed by a woman received higher scores, although it has been critiqued by O'Sullivan (2002), who stated that results had been also influenced by cultural background or rater factors. Moreover, Buckingham (1997) found that - female or male - interviewees performed better when the tester had the same gender as them, which suggests that gender did impact certain part how the subjects interacted with the interlocutor. In a study conducted by Berry (1997), the results showed that gender has an influential part in the type of discourse that the participants of all gender combinations had when participants worked in dyads. By contrast, O'Sullivan's (2002) study confirmed Porter and Shen's conclusions and reported "only limited effects for interlocutor's gender in a paired oral task." (Brown, A., & McNamara, T. 2004, p.527). Brown (2003) looked at the interactional style between two interlocutors, one female, one male, with a female test taker. Among other behavioural differences she found that the female interviewer behaved in a more supportive manner than the male interviewer. However, this behaviour, was viewed as hindering, and although the test taker scored higher with the female interviewer, the score became a type of compensation for the style used.

Despite the many studies including gender as a variable, it is still unclear whether gender can be a determining factor in the type of discourse EFL students produce when undertaking a speaking task and thus a cause for a rise in FLA. Gender is just one factor that intertwines with a variety of others when language learners interact with an interlocutor in speaking tasks.

It is important to consider the speaker's first language when considering the interlocutor factors on language learners' FLA. Horwitz et al. (1986) implied that the anxiety that surfaces in foreign language speaking may increase when their students interact with a native speaker. In some

studies it has been found that interaction with native speakers can be an anxiety-evoking situation that ultimately raises their FLA, as demonstrated by Woodrow (2006): “the most frequent source of anxiety was interacting with native speakers” (Woodrow, 2006, p.308). This research could provide a link between the native status of the interlocutor and the level of FLA a student experiences when producing spoken language.

When undertaking research on second language learners preparing for the pre-university exams in Australia, Woodrow (2006) found that “the major stressor identified by the participants was interacting with native speakers” (Woodrow, 2006, p.314). This shows that with those second language learners, the native speaker produced a higher FLA when exercising the oral production and thus, this higher FLA could, in turn, alter the language produced by the student.

In other research done by Chun (2014), who gave informal interviews and questionnaires to Korean EFL university students about their beliefs about Native English Speaking Teachers (hereinafter “NESTs”) and Korean English Teachers (hereinafter “KETs”), they found that students responded that having a NEST would potentially reduce their fear, and possible anxiety:

“Not surprisingly, participants thought that having a NEST rather than a KET helps reduce their fear of talking to native speakers outside the classroom. More than half of the students (55.2%) agreed with item 19 (Having a native speaker as a teacher helps reduce my fear of talking to native speakers outside the classroom)” (Chun, 2014, p.570).

In contrast, the students in a study by Alghofaili and Elyas (2017) revealed that they felt a Non-Native English Speaking Teacher (hereinafter “NNEST”) may help reduce the level of anxiety or stress the students feel due to being more “considerate of the difficulties” (p.6), especially in speaking tasks. This would imply that the students do in fact suffer some level of anxiety when communicating with native speakers, and only in some cases becoming familiar with one that might reduce this anxiety or feeling of fear.

However, Cebberos (2003) found contradictory evidence in her study on EFL students in a Spanish university setting. When undertaking a translated FLCAS, she found that 18% of the participants denied that they would feel comfortable around native speakers, whereas 24%

disagreed with a statement saying they would not feel nervous talking to a native speaker (Cebreros, 2003). This contradiction is explained in the study by the particular situations of the students. Cebreros' participants, in general had been studying the language longer, and had had contact with native speakers previously, such as participation in conversation sessions with a native language assistant, as well as native teachers, and had visited the country of the language they were studying (Cebreros, 2003). These results show that the students' level of FLA in relation to the native speaker may be due to this previous, and sometimes regular, contact with native speakers. It also shows that each case is dependent on the specific circumstances of the students and cannot necessarily be generalised.

The study undertaken by Tóth (2012) used a native speaker as an interlocutor, where the highly anxious participants were perceived as "very polite conversation partners, at the same time, their answers to the interview questions were felt to be less complex or deep than those of their low-anxious peers" (p.1175). Despite the interlocutor not knowing about the focus on anxiety of the study, they reported noting it as a potential reason for the lack of depth of answers, interactional skills and the differences between the students. The fact that the interlocutor included the students' anxiety levels or affective state at the time suggests that this may have affected how the participants interacted with them. This further supports the studies that indicate a relationship between the "quality and quantity of the oral output they produce." (Tóth, 2012, p.1176).

It has been demonstrated through the studies mentioned above that the native status of the interlocutor can influence the FLA of a language learner. The reports from the students on whether communication with a native speaker impacts their anxiety is contradictory and does not provide conclusive evidence as to whether they believe contact with a native speaker could potentially reduce their anxiety. Although the native status of the interlocutor can affect the FLA of the students, it is just one aspect of many that could contribute to rising anxiety and fear for language learners.

3. FLA and performance in speaking tasks

Although FLA affects the different skills in language learning, there is much research on how FLA specifically affects students in speaking production and oral output. The communication aspect of language learning means that students are required to do more than just replicate the

language learnt, but must use a variety of other skills, such as interpersonal skills, in order to communicate. If meaningful communication is to be achieved students are expected to take into account not only the vocabulary and grammar, but also register, cultural aspects and social cues (McKay, 2008 in Ariyanti, 2016). In addition, the specific situation of classroom language learning can also generate anxiety and nervousness from the language learner (Horwitz, Horwitz & Cope, 1986). As these same authors explain, it is possible that learning a second language will lead to “reticence, self-consciousness, fear, or even panic” (p.128) due to the “complex and non-spontaneous mental operations” (p.128) which shows why the communication and speaking aspects of the language learning can produce so much anxiety.

Nowadays, given the fact that a more communicative methodology of teaching is commonplace, students are expected to speak out loud in class, which can generate the type of communication apprehension and fear of negative evaluation found in FLA. The setting in which the student communicates would further be anxiety-provoking due to the set of cognitive and functional actions, the social elements of the peer or teacher judgement and the purpose of the task itself (Onwuegbuzie, Bailey, & Daley, 1999). This can be seen by the 45% of the participants who took part in the FLCAS questionnaire by Cebreros (2003) who reported they would tremble if they expected to be called on in class, or would not necessarily volunteer answers in class. In addition, 61% of participants reported “feeling one’s heart pounding when being called on in class” (Cebreros, 2003, p.4). If the student is shy, or exhibits avoidance behaviours when called on to speak, it may limit the opportunities for students to produce language, and thus further enhance the amount of anxiety the student feels. Participants in the study conducted by Han, Tanriöver, & Sahan (2016) reported that making mistakes and peer pressure created anxiety. This was due to the teacher and peer correction, and peer teasing that would be the result of such mistakes during speaking tasks. The notion of Initiation Response Evaluation in Lightbown and Spada (2013) may explain this feeling of judgement by the student as during interactions in class, the teacher or educator initiates the conversation, the student would reply and the teacher would then make a judgement on the student’s production. Moreover, FLA related to speaking can be amplified especially in oral exams, which further implicates the test anxiety element to the rest of the factors.

Phillips (1992) undertook research involving university students studying French in an oral exam. Previously the participants had completed a FLCAS and were interviewed about the performance post exam. From the performances, Phillips found that there was a “significant

inverse relationship between the students' expression of language anxiety and their ability to perform on the oral exam" (Phillips, 1992, p.18), which confirmed that the anxiety felt by students with higher levels of language anxiety were more likely to have their oral production affected negatively than the lower and moderate anxiety level students which demonstrates that FLA can play a part in the language produced. During the interviews, students explained they felt similar physical symptoms to anxiety saying that they went "blank," feeling frustrated at not being able to say what they "knew," being distracted, and feeling "panicky." They used words such as "nervous," "intimidated," "tense," "confused," "worried," and "dumb-founded" to describe their affective reactions to the oral exam" (Phillips, 1992, p.19). This suggests that the FLA was debilitating to their speaking performance. Phillips then argues that FLA could make up for a small part of the students performances, however there is much more to be considered, stating that it may influence the students attitudes and intentions in their study rather than the performance itself explaining that: "students who experience negative affect and who are frightened by oral evaluation are not likely to exhibit positive attitudes toward language class, and they are not likely to take more than the required number of courses." (Phillips, 1992, p.22).

Hewitt and Stephenson (2012) conducted a replica study of Phillips' (1992) with EFL students university students in a Spanish context. Their investigation further validates that the students with a higher level of anxiety produced inferior language in the oral exam than the more relaxed participants and includes evidence that Phillips (1992) was unable to specify. Their study found a "substantial connection between our participants' average oral exam grades and their levels of foreign language anxiety: The high-anxiety group obtained significantly lower oral exam grades, on average, than both the moderate-anxiety group and the low-anxiety group" (Hewitt and Stephenson, 2012, p.181), which gives further validation and legitimises both studies as their findings showed statistical evidence that the students in high-anxiety group generally performed worse on their exam.

During observation and interviews, Ariyanti (2016) found that the psychological factors affecting the students during the speaking activities resulted in repetition and a combination of the their L1 with the target language (hereinafter "TL") when speaking. Tóth (2012) also found that students with higher levels of anxiety presented different language to those of their low-level counterparts. In this study, the FLA meant their communication was less spontaneous, less able to interpret situations or present their views, as well as having a more limited lexical resource and an

inferior pronunciation or intonation. Although they were given different ways in which the FLA affected the participants speech, these two studies support the ideas and conclusions draw by Horwitz et al. (1986), Phillips (2012), and Hewitt and Stephenson (2012).

Extensive research has shown that speaking tasks and exams can raise the level of FLA for the student. From these studies it is possible to conclude that when approaching speaking tasks and exams, students experiencing higher levels of FLA not only endure physical symptoms, but also produce a lower quality language than their low or moderate level counterparts.

4. Student attitudes

When undertaking the studies on the levels of FLA and FLSA, it is important to take into account the students' attitudes on their own language skill, level of anxiety and view of NNEST or NEST. When doing this it is important to consider the level of achievement and anxiety. One argument expressed in Mei-Ling (2009) was that students who expect less from their own ability may in turn have lower levels of achievement. This idea could also be applied when looking at FLA. The students who expect to not do as well may produce lower quality language and feed a current anxiety or fear towards the language, or trigger a new one.

In the surveys, reflective journals, and interviews Liu (2006) undertook, she found a variety of different reasons as to what the students felt made them more anxious. One student writes in their reflective journal that they lack practice speaking which means that their level does not improve. This alongside a belief that they had poor pronunciation, meant the student was "afraid to stand up and give others my opinion" (Liu, 2006, p.26). Liu writes how many of the students felt the same way especially as they lacked contact with the language outside the classroom. Liu's research shows us that students with a negative, or doubtful view of their own linguistic ability, might suffer from higher FLA. This, in addition to the students having little contact outside of the classroom, may lead to the feeling of fear being produced in the classroom context thus creating associations. The anxious feeling and build up may create more anxiety, especially due to the lack of contact hours with the language. It may be that this higher FLA can have knock-on effects for their ability to produce the language and become a self-fulfilling prophecy.

Apart from pronunciation, Liu's participants also seemed to experience difficulties with vocabulary points, and these inadequacies "made the students increasingly nervous" (Liu, 2006, p. 26). The students' reflections enable us to see in which points the students begin to feel nervous, anxious or have fears about the language and what could possibly lead to FLA.

Liu (2006) also makes a loose connection between the student's proficiency level and their anxiety level. Liu states that from her participants "one-third of the students at each level anxiety was also due to their low English proficiency" (Liu, 2006, p.26), which is illustrated by one particular participant who explains that: "Because I don't think I speak English well, I am afraid of speaking English in any situation except when I am alone. Naturally. I am nervous when speaking English in front of others. I'd like to be killed better than to be asked to speak English without preparation (Miao, male, journal, intermediate level)" (Liu, 2006, p.26). These views were upheld by the teachers that participated in the study as well mentioning that; "more than 60% of the teachers held the same view because they often observed that nervous students spoke broken English" (Liu, 2006, p.26).

What was striking was the students' own perceptions of their proficiency. Liu reports that;

"Another factor evident in the reflective journals that may have contributed to anxiety was students' low estimation of their own English proficiency. Though all the teacher interviewees felt that the students of the 2003 class were the best in English so far at the University, students rated their own abilities moderately" (Liu 2006, p. 26).

Participants in a study by Han, Tanriöver and Sahan (2016) submitted similar responses to those in Liu's study. Regarding the sources of their FLSA, they reported mostly on the fear making mistakes with one student stating the fear of negative evaluation by peers. The students seem to have similar attitudes about their weaknesses; "fluency, appropriate word choice, grammatical accuracy, pronunciation and intelligibility" (p.6). This could possibly strengthen the idea that the students' own ideas about their language level could lead to them developing more anxious thoughts or fears, thus producing FLA and ultimately the results of FLA such as producing lower quality language than what they are capable of exhibiting.

Throughout numerous studies it has been shown that FLA is present in speaking tasks and oral exams in both second and foreign language learning of English across many different international contexts. The studies explained above imply that students suffer test anxiety, fear of evaluation and communication apprehension when undertaking such tasks as shown by their reports in interviews and FLCAS. There is evidence that elements of the interlocutor, such as gender or nativeness, may also impact in the students' levels of FLA in speaking tasks, however it is not possible to explicitly say that it is that particular factor that raises the FLA. However, the rise in the anxiety level, has been shown to have an effect on the production of language students and participants have displayed in speaking tasks and oral exams. Despite the plethora of literature on FLA in speaking tasks, there still remains a gap in the study of younger learners' FLA in an L1-Spanish EFL context.

Proposal

1. Research Questions

This study explores the effects that native interlocutor status and FLA on the oral performance and perception of performance of L1-Spanish EFL learners. Specifically, the following three research questions were formulated:

1. How does native interlocutor status affect L1-Spanish EFL learners' performance in a speaking task?
2. How does native interlocutor status affect L1-Spanish EFL learners' perception of their own performance in a speaking task?
3. What role does anxiety play in both elements: learners' performance and perception of performance?

2. Methodology

2.1. Participants

I suggest participants undertaking this study should be EFL language learners studying at a Spanish high school. The pupils would be 20 1st Bachillerato students with a B2 level of the Common European Framework of Reference for Languages (CEFR). The subjects would be of a balance all genders. These students would be chosen due to the existing gap in the literature regarding FLA and student attitudes in the high school age group. There would be two interlocutors, one of whom would be a native English speaker, and the second would be a non-native English speaker with Spanish as their L1. The two interlocutors would be known to the students previously.

2.2. Materials and procedure

In order to carry out the proposed research it is important that the correct materials are taken into account. First and foremost, it would be necessary for the interlocutors and pupils to fill in consent forms (Appendix I) indicating their approval of the use of recording equipment and

participation in the study. In order to avoid relying on the schools marks and ensure the students were all at the same English level, they would also undergo an online Cambridge English Placement Test (<https://www.cambridgeenglish.org/find-a-centre/exam-centres/support-for-centres/placing-students-in-the-right-exam/>).

For the first part of the study, the students would undertake an edited Foreign Language Classroom Anxiety Scale (FLCAS) (Appendix II) adapted from Cebberos (2003). This would be translated into Spanish in order to avoid confusion or comprehension anxiety on the students part when filling it out. The students would fill in the FLCAS before taking part in the speaking task in order to measure their general anxiety levels around the TL. The students would also complete a pre-task questionnaire and a post-task questionnaire in order to ascertain attitudes and perceptions relevant to the study (for detailed information see Appendix III) both previous and after doing the speaking tasks. This questionnaire would be a mixed questionnaire of both Likert type questions and open ended questions which has been translated into Spanish.

Two different FCE Cambridge paired speaking tasks (Appendix IV) would be used as prompts for the assessment of oral performance in order to guarantee a level-appropriate task format. Both of these include a guide for the student and the interlocutor in English. The two interlocutors would use the same Cambridge speaking rubric (Appendix V) to measure the students' performance. It would be necessary that the interlocutors and raters ensure they have the same marking system when using the rubric in order to avoid it affecting the results, and so they would complete a marking calibration before hand. A voice recorder would also be used to record the participants' speaking tasks. The students would complete the speaking task with the non-native interlocutor prior to the native interlocutor. This should ensure that if there were higher levels of FLA with the native interlocutor, it would not be present during the task with the non-native interlocutor. Finally the students would fill in the post-task questionnaire.

The second part of study would involve the same process and take place several weeks after the initial speaking tasks. The teaching staff would have spent this time introducing the students to, and using, the suggested pedagogical activities (see "3. Suggested Actitivies") in class time. The students would fill in a FLCAS and pre-task questionnaire again, before doing two different FCE Cambridge paired speaking tasks following the same pattern as previously, first with the teacher and

secondly with the native interlocutor. Finally the students would complete the post-task questionnaire.

2.4. Data codification and analysis

There would be two types of data collected from the task. The qualitative data would come from the open ended questions in the pre and post-task questionnaires. The quantitative data would come from the FLCAS results, the Likert type questions in the pre and post-task questionnaire and from the results of the rubrics used by the interlocutors and the raters. Quantitative results would be analysed using SPSS 24 in order to determine significant statistical differences. The Wilcoxon signed-rank test (a non- parametric equivalent alternative to the matched-pairs t-test) would analyse differences. The data recorded by the students in the FLCAS and pre-task and post-task questionnaires are self reported which may occasionally provide conflicting results.

3. Suggested Activities

These suggested activities will lay out several specific ways in which to minimise the FLA of an EFL student when interacting with a native interlocutor in an oral exam. There are three elements to consider when reducing the FLA of the student, namely a) the students themselves, b) the interlocutor variable, and finally, c) the test or exam. The aim of this proposal is to provide educators with a way in which they are able to identify FLA and provide useful strategies to reduce the students' level of anxiety. This can be achieved by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalising activities, and through pair and group work.. The proposal will consist of two parts, the first will cover techniques that could be used throughout the teaching time in preparation of the exam in order to reduce anxious thoughts in the students and to better help them cope with the learning process and their approach. The second section will focus on practices for the interlocutor to employ during the exam, including scripts for the interlocutor to use in order to diminish any anxiety a student may feel.

3.1. Learning strategies

As it has been shown that it is important to provide the students with an appropriate learning environment, it is paramount that students are given a context which does not raise their FLA, but enables them to combat it. This section discusses how affective strategies, practice opportunities and journal writing should be used within the classroom. These activities should be used throughout the year in order to give the students the appropriate amount of time to practise and normalising the use of these techniques thus, maximising their efficacy in reducing FLA. We would also recommend that the teacher begin by using a FLCAS, or similar tool in order to gauge the level of FLA in their classroom, and specifically understand the needs of their students. These ideas are aimed to reduce the level of anxiety of the students, the fear of making mistakes or of judgement from their peers or teacher.

3.1.1. Affective Learning Strategies

To begin with, the students should be taught a variety of learning strategies, such as affective strategies, or drama techniques for handling the diverse situations that language learning will present to them. Affective strategies should be used to help the learners manage their feelings and improve their ability to process any anxious thoughts or feelings when they arise. The aim of these strategies is to make the students conscious of their anxious feelings and encourage and guide them through the learning process in order to help them to achieve autonomous learning. The affective strategies taught by the educators, as well as the journaling undertaken by the students themselves should enable the educators to maintain a calm teaching environment.

Firstly, students should be taught to relax when they become nervous using English, by using relaxation techniques such as progressive, deep breathing techniques, or meditation (Appendix VI). Teachers should spend time showing the students how to use the breathing techniques in the correct manner, and give them time each class or week to practice. It is advisable that the teacher begin each class by leading with the breathing techniques, not only to calm the minds of all the students, but also to follow a class routine.

Another technique students can use in order to encourage themselves, and lower their anxiety is by using self talk, or personal mantras. The teacher should either give or help the students find their own positive statements, such as “I am good enough”, “I am speaking well”, “I am good

at English”. These statements can be used when the students are practicing their deep breathing, or when negative or anxious thoughts arise (Appendix VI).

By introducing the students to these techniques in class, they will have the necessary time to practice throughout the year and thus will be able to employ it during any nervous episodes, and especially during an oral exam. These techniques are focussed on lowering the anxiety of the students and can be practiced alone, or guided by the teacher in a group, further giving them autonomy over their own anxious feelings.

3.1.2. Practice Opportunities

In order to diminish the level of FLA students feel, especially during speaking tasks or oral exams, the students should be given plenty of practice time within the classroom. These opportunities will ensure the students receive plenty of practice for the specific skill, while, in turn, also reducing their anxiety and raising their confidence.

The use of scaffolding techniques in classroom activities to build the language should ensure that the students do not experience the previously mentioned deficit model (see “1.2. Foreign Language Anxiety”), or interfere at either the input or output stage. The use of previously mentioned affective strategies should create a classroom atmosphere that enables students to maintain a low, facilitative level of anxiety and thus not inhibit the learning process at the input stage. It is recommended that the students are also exposed to native speakers, either by having contact, such as exchanges or language assistants, or by using a variety of audiovisual materials such as video or recording.

Aside from practicing the skills in activities, it is likely that an increase in the opportunities to an exam, i.e., task familiarity, would contribute to the reduction of the level FLA when it comes to speaking assessment. The oral exam should incorporate cooperation rather than competition. This not only encourages participation from both students, without adding any extra stress, but also mimics real life situations where the students will have to interact with one or more people.

Interviews and role plays have been shown to create less anxiety, and involve the cooperation of the students. As it has been shown students need opportunities to practice the skill in

the classroom in order to reduce anxiety, these two types of tests can be practiced as activities in the classroom beforehand. This will allow for familiarisation with the task and improve performance (Nazemi & Rezvani, 2019, Kazemi, & Zarei, 2015) which will also lower anxiety levels and thus enable the students to get acquainted with the types of task they may have to undertake in the future. The use of informal conversation to start the test should gently make the student feel more comfortable and give them the necessary time to relax into the TL use. Dialogue or role play with a partner, and interview questions involving students own opinions should also motivate the students. This alongside an interlocutor frame should reduce the students' levels of anxiety and thus enable them to produce reliable samples of oral language (for more detailed information see Appendix IX).

The students may still commit errors when producing language, but due to the building up of the language, the students should not experience such debilitating anxiety when they produce these errors. The opportunity to practice should mean their anxiety levels remain low and thus allow them to produce good quality language, although the production may not be as spontaneous due to the repetition.

Below are three exemplary activities that are aimed at the B2 CEFR level and can be adapted to fit the topic, level, age and timings of any classroom. These activities ensure the students are motivated as they rely on the students to use their own ideas or questions; secondly they require the students to practice not only speaking, but also reading, writing and listening. Finally they provide the students with the safety of being acquainted with some of the topics raised which typically mimic a real life, or exam situation. The students will also be working in pairs in order to provide them with a more comfortable learning environment.

In the travel interview and video dialogue, the use of scaffolding techniques guarantee the students are given opportunities to practice the specific lexical content in several different steps. The repetition of the target material in all of the activities should ensure they do not suffer either a skills deficit at the learning stage, or poor recall when students are performing in a speaking task or exam. During the Travel Interview, the students have the opportunities to practice questions they have prepared themselves which eliminates the fear of making mistakes, however balances that with questions on the same topic prepared by their partner ensuring there is a level of facilitative anxiety.

These activities mimic both real world and exam type scenarios and communication that enables the student to practice all four skills. All three activities are cooperative, paired or group tasks that should maintain lower levels of anxiety. Although in Question Time the students' pair is changed to ensure there is some facilitative anxiety. As the activities take place in the classroom, it is likely that each student would be focussed on their partner giving them some anonymity when speaking. In the Travel Interview and Video Dialogue the feedback comes from their partner, or teacher directly. However in the Question Time activity, the end report back section takes away from the fear of negative evaluation, but ensures the teacher and students are aware of aspects to be further worked on. The video dialogue also gives the students extra time to develop and practice without the fear of making mistakes or negative feedback.

The following activities have been designed by the author of this work, and are based on her personal and professional experience related to the study.

Travel Advice Interview

Topic: Travel Advice

Grammar: Modal verbs

Time: 45 minutes

Time	Procedure	Materials	Skill
3'	SS should move to sit with a partner. SS are given or choose a relevant topic. SS are given pre-cut pieces of paper. Task is explained to SS using Outline 1 (Appendix VII).	Pieces of paper	N/A
7'	On these SS individually write 5 open ended questions each relating to their topic country. SS fold the pieces of paper, mix them with their parents and put them in the middle of the table/in a pencil case/bag.	Whiteboard, pieces of paper, pen	Reading, writing
15'	SS1 takes out one question, and reads it to SS2. SS2 answers the question in full, and asks the opinion of SS1. SS continue until all pieces of paper have been read. SS should listen attentively to partners. Teacher should walk around class, listening and giving corrections to students with major issues.	Pieces of paper	Reading, listening, speaking
5'	SS fill in Handout 1 (Appendix VII) from what they can remember from their conversation. Teacher continues to walk around class correction major grammatical or spelling mistakes.	Handout 1 (Appendix VII), pen	Writing
5'	SS discuss what they wrote on Handout 1, to what extent they agreed with each other, what was different, were there any misunderstandings. SS pick 3 pieces of their best advice. Teacher continues to walk around class correction major mistakes.	Handout 1 (Appendix VII)	Reading, listening, speaking
10'	Teacher asks volunteers to give their 3 chosen pieces of advice in front of the rest of the class.	Handout 1 (Appendix VII)	Reading, listening, speaking

Video dialogue/role play

Topic: Travel

Grammar: Modal verbs

Time: 38 minutes + out of class time

Time	Procedure	Materials	Skill
3'	SS should move to sit with a partner. SS are given or choose a relevant topic. Task is explained to SS using Outline 2 (Appendix VII).	N/A	N/A
5'	SS brainstorm dialogue ideas and write down a brief plan. Teacher continues to walk around class correction major grammatical or spelling mistakes.	Paper, pen	Reading, writing, speaking, listening
15'	SS write out a full dialogue cooperatively. Teacher continues to walk around class correction major grammatical or spelling mistakes.	Paper, pen	Reading, writing, speaking, listening
5'	SS1+2 swap dialogue with other SS3+4. SS1+4 check SS3+4 dialogue for spelling or grammar mistakes and return back papers. Teacher continues to walk around class correction major grammatical or spelling mistakes.	Paper, pen	Reading, writing, speaking, listening
10'	SS practice dialogue, adjusting if necessary. Teacher continues to walk around class correction major mistakes.	Paper	Reading, writing, speaking, listening
HO ME WO RK	SS film dialogue as part of homework. SS can film as many times as possible, and only need to present the final version they are happy with. SS must not read off dialogue but must speak freely.	Camera/phone, internet, laptopn.	Speaking, listening

Question Time

Topic: Travel

Grammar: Modal verbs

Time: 25-49 minutes

Time	Procedure	Materials	Skill
5'	Half of SS should sit in a large circle around the class with chairs facing inwards, other half should make smaller circle with chairs facing towards larger circle OR four smaller circles a formed with an even number of students. SS are given a Question Sheets (Appendix VII). Task is explained to SS using Outline 3.	Question Sheets (Appendix VII)	Listening, reading
3'	SS (outside circle) asks SS (inside circle) one question from their Question Sheets. SS (inside circle) are given 45 seconds to answer this question. Teacher controls the time saying "Go" and "Stop" to indicate timings. SS ask the three questions. Teacher should move around class listening and correcting major mistakes.	Question Sheets (Appendix VII)	Speaking, listening, reading
1'	SS (inside circle) stand up, and move one space to the right. SS (outside circle) pass their question sheet one person to the left. Repeat sequence as long as the teacher feels necessary.	Question Sheets (Appendix VII)	Speaking, listening, reading
3'-15'	SS swap seats, SS inside circle move to sit in the outside circle. SS repeat the structure for as long as the teacher feels necessary.	Question Sheets (Appendix VII)	Speaking, listening, reading
10'	Teacher elicits students opinions on lexical, communication, or any other aspects they found difficult/easy etc.	N/A	Speaking, listening

3.1.3. Language Games and Drama Techniques

Language games and drama techniques used in the classroom can give the learner the motivational opportunities to practice the language in a low-risk environment. These types of activities enable the student to perform the language without raising their levels of anxiety (Atas 2015). Below are a series of activities that can be applied in any classroom at a variety of levels. These activities can be especially useful in increasing motivation in the students by becoming more game-like. It is possible to employ these at the beginning or the end of classes to loosen up the students or as a revision activity.

In my suitcase allows the students to practice vocabulary in a controlled manner, whereas the other activities give the opportunity to build up their understanding and practice of the language and task both individually and in a pair. This should eliminate the fear of making mistakes and help them with articulatory agility especially in the Tongue Twister activity. All activities allow the students to see their peers succeed and fail which should take away the fear of making mistakes. The students are encouraged to listen actively and throughout the game like structures and motivates them to speak in a non pressured environment. Just a minute and Tongue Twisters take

place in small groups, reducing the fear of making mistakes and judgement. There should be a reduced fear of feedback as the teacher helps the students individually in the tasks.

The following activities have been designed by the author of this work, and are based on her personal and professional experience related to the study.

In my suitcase, I have got...

Time	Procedure	Materials	Skill
2'	SS sit in large circle around the class. Teacher explains task.	N/A	Listening
1'	SS1 says the phrase "In my suitcase I have got a/an X (cat/pair of trousers etc.)". Phrase adapted depending on grammar: "In my suitcase I should pack", "In my suitcase I will/am going to take", "In my suitcase I packed", "In my suitcase there is/are" etc. Throughout teacher should correct major pronunciation issues.	N/A	Speaking, listening
1'-10' (SS dependent)	SS2 repeats the same phrase "In my suitcase I have got a/an X (cat/pair of trousers etc.)", and adds own object. SS3-SSX follow this same layout. Each time adding a new phrase. If SS does not remember the order, SS should give a clue to their object.	N/A	Speaking, listening
1'-10' (SS dependent)	On the second round or alternative, SS mime their object. SS continue to follow same structure as before, "In my suitcase I have got a/an X" where X = mime. Each time SS add a new object, the rest of group should try to guess what the object is.	N/A	Speaking, listening

Just a minute

Time	Procedure	Materials	Skill
3'	SS sit in small groups of four or five. Teacher explains task to class, gives each group a bag/envelop with topic cards and ensures all groups have one watch between them or a timer.	Topic cards, timer	Listening
1'	SS1 picks a random topic card. (eg. public transport). SS has one minute in which to speak constantly about the given topic. SS must not use extra long pauses (5+ seconds), explicitly repeat information or utter "uhh" or "mmm". If SS do this, they have a second chance to attempt. The other group members are responsible for monitoring this. Once completed OR used two turns, SS2 then follow the same structure. Teacher should move between groups, listening only for common mistakes between groups to be revised.	Topic cards	Speaking, listening

Tongue Twisters

Time	Procedure	Materials	Skill
2'	SS sit in pairs. SS are given a different tongue twister to their partner (in total five tongue twisters throughout the class). Teacher explains task.	Tongue twister	Listening
5'	SS take time to read through the tongue twister themselves, in their head and practicing out loud. Teacher clarifies any doubts SS have with vocabulary or pronunciation in their tongue twister.	Tongue twister	Speaking, reading
5'	SS sit in pairs and practice the tongue twister showing their partner each taking turns. Each time SS tries to say it quicker and without the prompt. Teacher walks around and corrects major pronunciation issues.	Tongue twister	Speaking, listening
EXTRA 5'-10'	Teacher invites volunteers to say their tongue twister in front of the class either with or without the prompt.	Tongue twister	Speaking, listening

3.1.4. Journal writing

Journals have been mentioned through the literature review as a way of gauging the students' attitudes towards the learning process and their own abilities and anxieties (Lui, 2006). This tool can be used throughout the year to enable the students to see where their anxieties lie, which techniques work to reduce it, and make them aware of the learning process. They can also be used as a source of realistic goal setting with the students in order to keep them focussed and maintain facilitative anxiety.

First, the teacher should clearly explain how the students can use the tool. This would guide them in their understanding of their own language learning process and allow them to monitor their anxiety levels. The FLA level should decrease as these steps become more familiar and the students begin to understand the language learning process better. It is crucial the teacher makes clear it is an instrument to aid the students, rather than a piece of work to complete. Once the students understand how to use the tool, they should be encouraged to write in it at home, or during an allotted class time. Ideally the students would write after every class, but in order not to overwhelm the students, once a week would be sufficient for them to process their emotions. It is preferable the students write in English and complete each entry within a specific time limit. This way, they are able to continue practising the language, but the journal remains a tool for the student rather than a chore or source of anxiety. Although the journal is for the students' personal use, it is also recommended that the teacher regularly checks to see how the students are feeling. This can be done in a 10 to 15- minute session, where the teacher asks the students what they have felt during

that time. This way, the teacher maintains understanding of the learners' anxieties and gives them the opportunity to share their feelings with their classmates, and see that they are not alone in any fears or anxieties they may be having. They can also take this time to look back on the things that previously worried them and see their language progress. Moreover, the journal builds positive study habits and gives the students time to work autonomously. All these aspects mentioned should reduce the level of the anxiety and give the students intrapersonal reflection.

A possible journal outline is attached in Appendix VIII which is comprised of several sections. The first part enables to student to set and write down their weekly goal in order to maintain focus on what it is they want to achieve, as well as remind them of the topic or grammar they are studying at the time. The second section, comprised of three questions, ensures the student has the space and time to reflect on how they felt during the class, and gives them the opportunity to work through those emotions. The final section allows the students to keep a short few notes of any particular lexical content they might find interesting.

3.2. Interlocutor Frame

The next stage to be considered is the interlocutors' role in the oral exam. As we have seen in the research background expounded in the literature section, the interlocutor can affect the type of language a student produces. In order to avoid having a negative impact, and to ensure the learner receives the necessary positive reinforcement, the interlocutor should be trained and be given a script in which to follow. An interlocutor frame should not only give all the students an equal opportunity of being assessed fairly, but it should also provide the interlocutor with the correct cues and phrases to use throughout the test. It would be ideal that, if the interlocutor were native, the student had been able to have had communication or contact time with a native speaker previously.

The interlocutor should speak clearly using level-appropriate language and lexicon with the students. The interlocutor should use repetition too, and paraphrase their words or resort to synonym use in order to communicate the idea better to the student whenever necessary. The interlocutor should also speak slowly, and articulate and announce clearly the sounds in order to give the student the best opportunity of understanding. This is especially true of a native interlocutor, where natural talking speed and accent should be adapted to enable the students to

fully understand what is being said. Furthermore, the interlocutor should have a positive attitude using body language, gestures and affirmative sounds to encourage the student, in some cases encouraging words should be used to encourage the nervous students and reduce some of the anxiety.

Anxiety producing interlocutor:

- ‘Closed’ body language (arms crossed, hunched over)
- No eye contact, looking around
- No affirmative sounds, gestures, phrases
- Mumbling, speaking quickly
- Unnecessary interruption of student, ‘jumps in’ prematurely
- ‘Cold/unfriendly’ tone of voice

Non-anxiety producing interlocutor:

- ‘Open’ body language (posture)
- Eye contact, looking at the students
- Enable both candidates to talk for equal amount of time
- Use of affirmative sounds, gestures, phrases (mmhmm, I see, OK, thank you etc)
- Speaking clearly, at an appropriate speed for the level
- Allows time for response
- ‘Friendly’ tone of voice

On top of the interlocutors’ attitude and body language, a script (Appendix IX) should guide the interlocutor through the exam using cues to explicitly highlight how the interaction should go. The interlocutor should refer to the language learner by name, give necessary time for response and use affirmative sounds through responses, thanking the student after their answers ensuring the test taker receives positive feedback throughout.

Expected Results

This study intended to shed light on the effects of the native interlocutor factor and FLA in the speaking performance and perception of performance of L1-Spanish EFL learners. As it was not possible to carry out the experimental part of this study, the expected results are hypothetical outcomes relying on the information provided by the existing literature.

The first research question intended to examine how the native interlocutor status affects L1-Spanish EFL learners' performance in a speaking task. The existing literature does not provide conclusive answers as to whether the students experience higher levels of FLA due to a native interlocutor, although in many cases it is clear that the interlocutor does impinge on the test-taker's performance. Cebreros (2003) shows that it is dependent on the specific situation of the language learners, as those with previous contact with native speakers may not experience any negative feelings. According to the existing literature, we can predict that if the student experiences higher levels of FLA during a speaking task, there would be a higher probability that the students performance is affected and they may produce a lower quality and quantity of language (Tóth, 2012).

In regard to RQ2, the existing literature does not provide a general consensus as to whether the students would perceive their own performance differently with a native interlocutor than a non-native. As speaking tasks may lead the students to feel panicked (Howritz et al., 1986), we could predict that they may also present negative attitudes towards their own performance. It could also be argued that experiencing high FLA levels, students may also present negative attitudes towards a speaking task involving a native interlocutor due to a potentially higher level of FLA.

Finally, due to the aspects previously mentioned, it is like that in the third research question, 'what role does anxiety play in both elements: learners' performance and perception of performance?', we could find that the rise in FLA would negatively affect the language produced in a speaking task. It is likely that due to this increase, the students may also suffer a more negative perception of their own performance too.

We believe that the use of the proposed activities could lower the students' FLA by giving them the necessary tools to manage their anxiety and better understand the language learning

process. The opportunities given to practice a speaking exam, and similar tasks could enable the student to become more confident in their abilities and comfortable in the setting, thus reducing the level of FLA. Encouraging students to have contact with native speakers could also reduce the fear of communication. A positive attitude shown by the teacher and interlocutor should provide an anxiety reducing atmosphere for the students. These proposed activities should lower the FLA of the students enabling them to produce a good quality and quantity of language without having a negative perception of their abilities.

Conclusion

The existing research does not paint a clear picture of how a native interlocutor might affect the FLA of a L1-Spanish speaking EFL high school student. However, there is overall agreement that FLA exists in EFL learners and can affect their oral production. Despite lacking clarity as to whether FLA affects only specific aspects, the research has shown that lexical content and complexity, and communication elements tend to be affected negatively. Language learners with a high level of FLA, from beginner to advanced levels, experience these output issues when undertaking speaking tasks, however in some cases it has been shown that students with a moderate level have experienced a facilitative type of anxiety. In some cases the native interlocutor may be a source of anxiety and worry for the students, but in others it is possible that contact with native speakers may alleviate initial fears so we could only conclude it is a situation-dependent factor. We cannot be sure of whether having a native interlocutor affects the students' perceptions of their own performance, although from the existing literature we can deduce that if a native speaker raises FLA levels, it may lead them to producing lower quality language and thus giving them a negative view of their abilities. All in all it is clear that high levels of FLA affect EFL learners during speaking tasks which could alter the students' perceptions and attitudes to their performance and learning process. Despite the numerous studies on FLA, there is still further work to be looked into on whether a moderate level of anxiety produces a state of facilitative anxiety that can improve language learning in the classroom. It would also be important to continue research into the attitudes of the students themselves about what they consider sources of their anxiety in order to understand better how to provide the best learning environment possible for language learners. Finally, with many young people learning languages, I believe further investigations should include high school age students to provide a fuller understanding of all ages.

Limitations and Pedagogical Implications

The aim of this paper was to clarify the relationship between the test taker and FLA with a native interlocutor during a speaking task or test. As it was not possible to undertake the experimental research proposed, the conclusions drawn are reliant on what can be interpreted from the existing literature, which ultimately limits the depth and certainty of them. It is important to note that although the native factor of the interlocutor could influence the students' FLA levels, there are additional inherent variables that could have influence an influence, such as gender, age, personality or accent, to name but some. Moreover the specific situation or past experiences the learner may have had could also impinge on the results. It should also be taken into account that the teachers would also need to be trained in guiding the students through the affective learning strategies in order to execute some of the Suggested Activities (see .3).

It is expected that the proposal illustrates some of the sources of FLA in EFL L1-Spanish speaking learners which could inform educators as to their attitudes, fears and worries in order to help them best prepare the classroom environment for all students. From the existing research, we can deduct that it is important that the students feel secure in the classroom in order to avoid high levels of FLA. However, a moderate level could also result in a facilitative anxiety to aid the students' language learning at both input and output stages. The suggested activities should reduce the level of anxiety in speaking tasks, but allow teachers to maintain a level of facilitative anxiety in the classroom. Such measures should be undertaken by both native or non-native interlocutors and educators in speaking tasks.

When approaching FLA in the classroom, teachers should help the student manage any existing anxiety surrounding the language learning, as well as making the learning, and test taking context a less stressful environment. This section will discuss the ways in which EFL teachers could use different methodologies and techniques in the language learning classroom in order to lower FLA in general and especially with native speakers.

Before undertaking any strategy, it is important to identify the causes of any fears or anxiety students may have towards the language. Teachers should monitor the classroom climate by using instruments such as FLCAS in order to identify the specific origins and aspects of the FLA (Cebberos, 2003) and therefore know how to provide a non anxiety inducing environment. Although

FLCAS is an instrument used in research, a modified version given at the beginning of the year could be useful in order for teachers to gauge the best strategies for the class. By using FLCAS, questionnaires, or regularly checking in using language learning journals, educators can also address the emotional matters of the students and further understand the fears and thus begin to prepare adequate strategies for the students. Students showing severe anxiety reactions should be identified and referred to outside counsellors or specific learning specialists in order to properly treat their anxiety.

This paper shows the importance of addressing the interlinking elements of FLA when creating a facilitative anxiety classroom environment without the students beginning to experience debilitating anxiety. In order to combat the perception of being evaluated by peers in the classroom, students should be given plenty of opportunities in which to practice spoken language both in small groups and pairs, which allow them to form relationships and rapport amongst themselves. Activities such as role plays, and interviews problem-solving tasks have been shown to create less anxiety in both the classroom and exam setting. These types of tasks can also be used to measure the proficiency of the students by using cooperation, such as partner or group work, instead of competition which should encourage participation in both classwork and assessment. By practicing or rehearsing tasks that mimic or are similar to speaking exams the educator can limit the anxieties about evaluation and thus reluctance to speak. The opportunities students are given in which to practice any tasks, or tests will also give them more confidence (Lui, 2006, Mei-Ling, 2009, Phillips, 1992). Opportunities, alongside familiarisation of the task, using frequent group testing enables the students to have more time to practice speaking skills, and become familiar with the types of tasks they may have to undertake in the future. In this sense the educator may find the balance between a facilitative anxiety in order to enable language learning without creating negative attitudes (Phillips, 1992).

The fear of making mistakes or negative evaluation that triggers FLA can result in students remaining silent or not participating in speaking activities. This can be combatted by using paired or group tasks, such as informal conversations or debates, that provide a non-threatening, supportive learning environment where the students are able to grow in their language abilities and self confidence. The educator should also explain that making mistakes is part of the language learning process which should take away some pressure from the students' own expectations. By using build up tasks and scaffolding techniques, especially in pair or group work, the students will have the

time to practice specific skills or content in advance and should make them feel more comfortable undertaking the skills at random in the future.

Moreover by discussing the anxieties the students experience, the educator may be able to create a more relaxed, or a less debilitating environment. Phillips (1992) found that by talking through these feelings, especially in regards to oral examination, it reassures that the students are not alone, and that the teachers can expect the feelings. Furthermore she explains that realising the educator or evaluator understands their fears or emotions can minimise some of the tension or stress they associate in an oral exam. On top of this, she states that it is important that the students are aware of the language learning process in order to manage expectations, especially concerning accuracy, and committing errors. By training the students in affective strategies they may be able to manage their feelings related to these situations; this, in turn, will enable them to improve their learning strategies, reduce initial foreign language learning anxiety, and thus anxious feelings or fears related specifically to specific skill tests, tasks or exams. Using language learning journals to record the students' emotions might aid them in understanding the language learning process and manage their emotions. This can then be used in a group activity where students can volunteer their feelings to be shared with the class in order to highlight the similarities between the students' emotions or opinions. These activities may also reduce defensive reactions in students and help them understand their learning process when it comes to correction and feedback (Horwitz, Horwitz and Cope, 1986). Advice from teachers on language learning strategies, expectation management and encouragement on journal keeping can be used as a way of ensuring a student can easier understand the learning process and maintain a lower level of anxiety. This alongside relaxation exercises, such as deep breathing or meditation, could diminish the anxiety levels.

Accommodating speech to the level of the student by repeating phrases, paraphrasing or speaking more slowly, or articulating sounds better (Cebreros, 2003) can be especially helpful in speaking tasks and exams to ensure that the student is able to competently understand the educator or interlocutor. This should encourage rather than inhibit the language learning process and therefore maintain lower levels of FLA in the student.

We advocate for the students to have the opportunity to communicate with native speakers in the classroom by the means of language assistants or exchange students which should reduce any initial worries. Although this may not be possible in many circumstances, educators should

familiarise language learners with resources that use different accents in order to reduce any potential FLA at a later stage. The students should also be encouraged to partake in exchanges and stays abroad. Finally it is recommended that the language learners search for out-of-class ways in which to practice their speaking skills and have contact with native speakers.

This paper upholds the notion that the teachers' attitude should also be considered when finding ways in which to reduce debilitating anxiety. Using encouraging phrases or words as an attempt to encourage nervous students may alleviate some anxiety felt by students (Mei-Ling, 2009). A negative attitude could demotivate students, whereas a positive and respectful attitude alongside a secure learning atmosphere could reduce students' levels of anxiety and thus make improve their language learning experience. Providing examples of sentences, or synonyms for unknown vocabulary, and providing clear explanations could also enable the student to have a more positive learning environment. Educators should also recommend techniques the students could use themselves, such as making simple sentences, undertaking autonomous work such as studying vocabulary and grammar, as well as practicing spoken language in the mirror, or talking into a voice recorder or camera. Students should always be encouraged to participate in class and practice active listening.

In conclusion, the educator should implement the mentioned strategies to provide a classroom environment that facilitates the student's language learning. The student should be able to focus on their communication and study rather than being inhibited by their own fears and anxieties. By creating a secure environment, the educator is able to take a step in relieving the high levels of FLA, whilst ensuring the student maintains some facilitative anxiety to assist the language learning process.

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Appendix I - Consent Forms

HOJA DE INFORMACIÓN Y CONSENTIMIENTO INFORMADO

El presente formulario tiene como objeto proporcionarle la información necesaria para que decida libre y voluntariamente la participación en este proyecto de investigación. Es necesario que lea detenidamente la siguiente información y que pregunte si tiene alguna duda al respecto.

CONTACTO:

Investigadora principal: Evangeline Mary Parr

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DATOS RELATIVOS A LA INVESTIGACIÓN:

- Título de la investigación: Cómo se ve afectada la producción oral, así como la percepción de su producción de un estudiante de lengua extranjera a la hora de comunicarse con una persona nativa
- Descripción de la investigación: La investigación tiene como objetivo medir el nivel de ansiedad, y la percepción de la producción oral de estudiantes de inglés. El estudio comparará los distintos niveles cuando los/las estudiantes hagan una actividad oral con un/a interlocutor/a nativo/a y otra no nativo/a. Para ello, los/las estudiantes realizara un FLCAS, un cuestionario antes y después del actividad oral, y dos actividades orales.

DESCRIPCIÓN DEL PROCEDIMIENTO

- Tipo de procedimiento: Los/las participantes completarán un FLCAS sobre su nivel de ansiedad, dos cuestionarios sobre sus actitudes, y dos actividades orales por videollamada. Los datos personales serán tratados de forma totalmente anónima, así como los resultados de todos los cuestionarios y actividades.
- Número de intervenciones: La recogida de datos se realizará en dos sesiones por videollamada por las actividades. Además la recogida de FLCAS y cuestionarios se recogerá por forma de correo electrónico
- Descripción del procedimiento: Antes de la videollamada, el/la participante hará un FLCAS, y un cuestionario. En la sesión de videollamada el/la participante completará una actividad oral. Después de la videollamada, el/la participante hará un cuestionario.
- Descripción de riesgos: No existe ningún riesgo para el/la alumno/a.

DERECHOS DEL PARTICIPANTE:

- La participación en este estudio es **voluntaria** y podrá dejar de participar en cualquier momento, sin que ello suponga ningún perjuicio, comunicando la intención de abandono a la investigadora principal mediante correo electrónico.
- Si usted concede el permiso de que su colaboración en este proyecto, una vez haya finalizado, tendrá a su **disposición** toda la información relativa a los resultados obtenidos en el mismo, respetando la confidencialidad de los participantes. Puede obtener los datos poniéndose en contacto con la Investigadora Principal.
- Las pruebas también pueden incluir la recogida de información mediante grabaciones:

O Doy el consentimiento para la grabación.

O NO doy el consentimiento para la grabación.

- Los datos personales que nos ha facilitado únicamente se utilizarán para este proyecto de investigación y serán tratados con absoluta confidencialidad de acuerdo con la Ley de Protección de Datos. El responsable del tratamiento será la UPNA. Puede consultar en cualquier momento los datos que nos ha facilitado o solicitarnos que rectifiquemos o cancelemos sus datos o simplemente que no los utilicemos para algún fin concreto de esta investigación.

IDENTIFICACION DE LA PERSONA QUE PRESTA EL CONSENTIMIENTO

Yo (nombre y apellidos) con D.N.I.

MANIFIESTO

que he entendido que este consentimiento puede ser revocado por mí en cualquier momento y

OTORGO MI CONSENTIMIENTO para participar en este estudio.

(Fecha)

(Firma de la persona)

Appendix II - Foreign Language Classroom Anxiety Scale (FLCAS)

A continuación le presento una serie de enunciados y me gustaría que contestara con sinceridad. Léelos con atención e indica con una “X” el número que mejor se corresponda a lo que usted considera importante en cada afirmación.

Podrá elegir entre las siguientes opciones:

1	2	3	4	5
Estoy muy en desacuerdo	Estoy en desacuerdo	No estoy de acuerdo ni en desacuerdo	Estoy de acuerdo	Estoy muy de acuerdo

¿Hasta qué punto está de acuerdo con las siguientes frases?	1	2	3	4	5
Nunca me siento muy seguro/a de mí mismo cuando hablo en la clase de inglés.					
No me preocupa el cometer errores en la clase de inglés.					
Tiemblo cuando sé que me van a llamar en la clase de inglés.					
Me da miedo cuando no comprendo lo que el profesor o la profesora está diciendo en la lengua extranjera.					
No me importaría en absoluto recibir más clases de lengua extranjera.					
Durante la clase de inglés, me doy cuenta de que pienso en cosas que no tienen nada que ver con la clase.					
Continuamente pienso que a mis compañeros/as se les dan mejor el inglés que a mí.					
Normalmente estoy relajado/a durante los exámenes en la clase de inglés.					
Me entra pánico cuando tengo que hablar en la clase de inglés sin haberme preparado antes.					
Me preocupan las consecuencias de suspender la asignatura de inglés.					
No comprendo por qué razón alguna gente se preocupan tanto por las clases de inglés.					
En la clase de inglés puedo ponerme tan nervioso/a que llegue a olvidar las cosas que sé.					
Me da vergüenza contestar de modo voluntario en la clase de inglés.					
No me pondría nervioso/a hablando inglés con hablantes nativos.					
Me inquieto cuando no comprendo lo que el profesor o la profesora está corrigiendo.					
Me preocupo por la clase de inglés incluso si estoy bien preparado/a para la misma.					

¿Hasta qué punto está de acuerdo con las siguientes frases?	1	2	3	4	5
A menudo me apetece no asistir a la clase de inglés.					
Me siento seguro/a de mí mismo cuando hablo en la clase de inglés.					
Me siento incomodo/a cuando no comprendo lo que el profesor o la profesora está diciendo en la lengua extranjera.					
Me produce temor que el profesor o la profesora de inglés esté pendiente de corregir cada error que cometo.					
Se me acelera el corazón cuando mi intervención va a ser solicitada en la clase de inglés.					
Cuanto más estudio para un examen de inglés, más me confundo.					
No siento la presión de tener que prepararme muy bien para la clase de inglés.					
Siempre tengo la sensación de que los demás alumnos hablan la lengua extranjera mejor que yo.					
Me preocupo mucho de lo que los demás piensan de mí cuando hablo inglés frente de otros estudiantes.					
La clase de inglés va tan deprisa que me preocupa quedarme atrás.					
Me siento más tenso/a y nervioso/a en la clase de inglés que en las otras clases.					
Me pongo nervioso/a y me confundo cuando hablo en la clase de inglés.					
Me preocupo mucho de lo que mi profesor/a piensa de mí cuando hablo inglés con el/la profesor/a.					
Me preocupo mucho de lo que mi profesor/a piensa de mí cuando hablo inglés frente de la clase.					
Mientras voy a la clase de inglés me siento muy seguro/a y relajado/a.					
Me pongo nervioso/a cuando no entiendo cada una de las palabras que dice el profesor o la profesora.					
Me siento agobiado por el número de reglas que tienes que aprender para poder hablar la lengua extranjera.					
Temo que los otros alumnos se rían de mí cuando hablo la lengua extranjera.					
Probablemente me sentiría cómodo entre hablantes nativos de la lengua extranjera.					
Me pongo nervioso cuando el profesor de lengua extranjera me hace preguntas que no he preparado de antemano.					

Appendix III - Pre-task questionnaire and post-task questionnaire

Pre-task questionnaire

Nombre y apellidos:

Edad:

Género:

Años estudiando inglés:

Has tenido profesores/as nativos/as: Sí / No

Si has tenido, por favor indica cuantos/as, y por cuanto tiempo:

Has estudiado en un país angloparlante: Sí / No

A continuación le presento una serie de enunciados y me gustaría que contestara con sinceridad. Léelos con atención e indica con una “X” el número que mejor se corresponda a lo que usted considera importante en cada afirmación.

Podrá elegir entre las siguientes opciones:

1	2	3	4	5
Estoy muy en desacuerdo	Estoy en desacuerdo	No estoy de acuerdo ni en desacuerdo	Estoy de acuerdo	Estoy muy de acuerdo

¿Hasta qué punto está de acuerdo con las siguientes frases?	1	2	3	4	5
Me preocupa cuando hablo inglés con nativos/as.					
Me preocupa cuando hablo inglés con non nativos/as.					
Me siento más cómodo/a hablando en inglés con profesores/as non nativos/as que con profesores/as nativos/as.					
Me siento incómodo/a hablando en inglés con alguien desconocido/a.					
Me siento más incómodo/a hablando en inglés con alguien nativo/a desconocido/a que con alguien non nativo/a desconocido/a.					
Me siento cómodo/a hablando en inglés con mi profesor/a.					
Me siento incómodo/a haciendo actividades orales.					
Me gusta hacer actividades orales.					
Actividades orales son fáciles para mí.					

¿Hasta qué punto está de acuerdo con las siguientes frases?	1	2	3	4	5
Me sentiría más cómodo/a hablando en inglés con un/a nativo/a que un/a non nativo/a.					
Me suelo sentir incómodo/a después de hacer una actividad oral.					

¿Hasta qué punto está de acuerdo con las siguientes frases?	1	2	3	4	5
Tengo confianza en mis habilidades de XXX (gramática)					
Tengo confianza en mis habilidades de XXX (vocabulario)					
Me siento ansioso/a ahora.					
Estoy sudando.					
Tengo taquicardias.					
Estoy temblando.					
Me siento tranquilo/a.					
Tengo confianza en mis habilidades de hacer la actividad oral.					

Si hay algo más que le gustaría agregar sobre su opinión acerca de los/las profesores o interlocutores nativos/as y profesores o interlocutores de inglés no nativos/as, por favor escríbalos aquí.

Si hay algo más que le gustaría agregar sobre su experiencia haciendo actividades orales, por favor escríbalos aquí.

Post-task questionnaire

Nombre y apellidos:

Edad:

Género:

Años estudiando inglés:

Has tenido profesores/as nativos/as: Sí / No

Si has tenido, por favor indica cuantos/as, y por cuanto tiempo:

Has estudiado en un país angloparlante: Sí / No

A continuación le presento una serie de enunciados y me gustaría que contestara con sinceridad. Léelos con atención e indica con una “X” el número que mejor se corresponda a lo que usted considera importante en cada afirmación.

Podrá elegir entre las siguientes opciones:

1	2	3	4	5
Estoy muy en desacuerdo	Estoy en desacuerdo	No estoy de acuerdo ni en desacuerdo	Estoy de acuerdo	Estoy muy de acuerdo

¿Hasta qué punto está de acuerdo con las siguientes frases?	1	2	3	4	5
Tengo confianza en mis habilidades de XXX (gramática)					
Tengo confianza en mis habilidades de XXX (vocabulario)					
Me siento ansioso/a ahora.					
Estuve sudando durante la actividad oral.					
Estuve temblando durante la actividad oral.					
Tuve taquicardias.					
Me sentí tranquilo/a.					
Me sentí ansioso/a durante la actividad oral.					
Estoy preocupado por mi reproducción de la actividad oral.					
Creo que utilice bien la gramática.					
Creo que hablé bien.					
Creo que utilice bien el vocabulario.					
Creo que hablé de forma fluidamente.					
Creo que tuve buena pronunciación.					
Estoy preocupado/a del opinión del interlocutor.					
Me sentí cómodo/a durante la actividad oral.					
Me sentí seguro/a durante la actividad oral.					
Me sentí incómodo/a durante la actividad oral.					
Tuve que centrarme mucho durante la actividad oral.					
Creo que la actividad oral fue fácil.					

Si hay algo más que le gustaría agregar sobre su opinión acerca de los/las profesores o interlocutores nativos/as y profesores o interlocutores de inglés no nativos/as, por favor escríbalos aquí.

Si hay algo más que le gustaría agregar sobre su experiencia haciendo la actividad oral de hoy, por favor escríbalos aquí.

Appendix IV - FCE Paired Speaking Task

21 Holiday resort

Part 3 4 minutes (5 minutes for groups of three)

Part 4 4 minutes (6 minutes for groups of three)

Part 3

Interlocutor Now, I'd like you to talk about something together for about two minutes.
(3 minutes for groups of three).

I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **why these ideas would attract more tourists to the town.**

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

.....

Interlocutor Thank you.

Now you have about a minute to decide **which idea would be best for the town.**

Candidates

⌚ 1 minute
(for pairs and groups of three)

.....

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor Use the following questions, in order, as appropriate:

- Do you think you have to spend a lot of money to have a good holiday? (Why? / Why not?)
- Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?
- Do you think people have enough time for holidays these days? (Why? / Why not?)
- Why do you think people like to go away on holiday?
- What do you think is the biggest advantage of living in a place where there are a lot of tourists?
- What can people do to have a good holiday in (candidate's country)? (Why?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.



Part 3


Interlocutor Now, I'd like you to talk about something together for about two minutes (*3 minutes for groups of three*).

Here are some things people often do to keep fit and healthy and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **how important these things are for keeping fit and healthy**.


Candidates

 2 minutes
(3 minutes for groups of three)

.....

Interlocutor Thank you. Now you have about a minute to decide **which two are most important for keeping fit in the long term**.

Candidates

 1 minute
(for pairs and groups of three)

.....

Interlocutor Thank you. (Can I have the booklet, please?) *Retrieve Part 3 booklet.*

Part 4

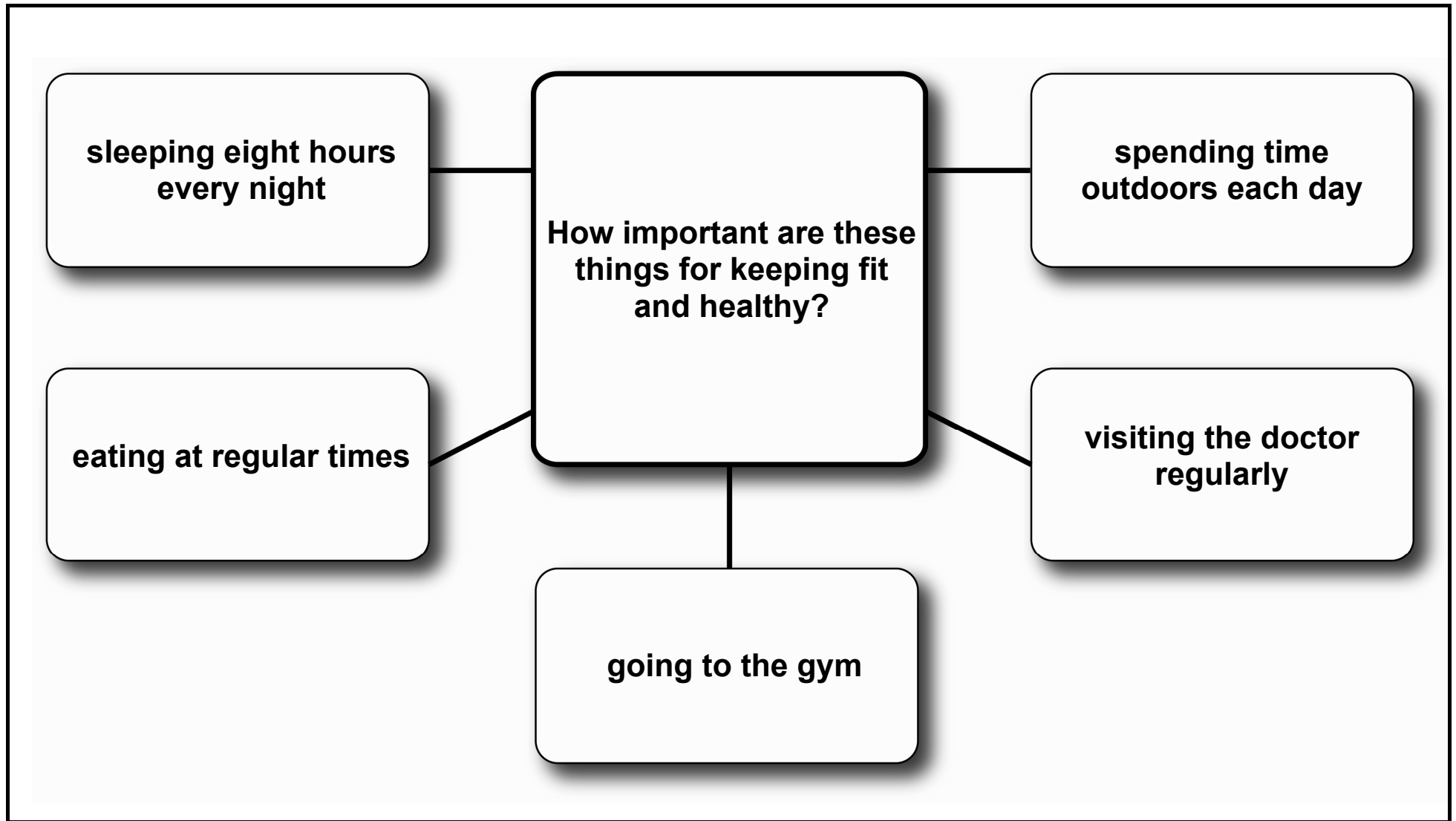
Interlocutor Use the following questions, in order, as appropriate:

- **What is the advantage of keeping fit with friends?**
- **Some people say it is a waste of time going to a gym because you can exercise outside for free. What do you think?**
- **Is it possible to live healthily without spending a lot of money? (Why? / Why not?)**
- **Do you think the government should spend more money on sports and leisure facilities? (Why? / Why not?)**
- **Some people say it's a school's responsibility to help students keep fit. Do you agree?**
- **Do you think advertising makes people worry too much about keeping fit and how they look? (Why? / Why not?)**

Select any of the following prompts, as appropriate:

- **What do you think?**
- **Do you agree?**
- **And you?**

Thank you. That is the end of the test.



Appendix V - FCE Speaking Rubric

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

Appendix VI - Affective Learning Techniques

Breathing Activities

5, 4, 3, 2, 1

Close eyes, in their head guide them to list in their head:

5 deep breaths (inhale through nose, out through mouth),

4 things SS can hear (pause 30 seconds/1 minute)

3 things SS can touch (pause 30 seconds/1 minute)

2 things SS can smell (pause 30 seconds/1 minute)

1 thing SS can taste (pause 30 seconds/1 minute)

1 minute listening

Students sit with their eyes close, breathing in through their nose and out through their mouth. The teacher explains they will have 1 minute to listen. The students sit silently, breathing, and listening for 1 minute. The teacher then asks the students to spend 30 seconds remember the noises they heard previously. This can be repeated several times if desired.

Lead meditation

Students sit with their eyes closed, breathing in through their nose and out through their mouth. The students should count to 10 breaths and start again. The teacher then asks the students to think of a positive statement about themselves. They say this to themselves in their head. This can last between 3-10 minutes depending on the teacher and student needs.

Appendix VII - Activity Outlines

Outline 1

Write 5 questions asking for travel advice to the country you have been given using these previously seen modal verbs.

Should x2

Could x2

Have to x1

Handout 1

What piece of advice did we **agree** on?

What piece of advice did we **disagree** on?

What are the **best 3 pieces of advice**?

Outline 2

You should write a dialogue between friend 1 and friend 2. The dialogue should consist of at least 5 turns, and last at least 1 minute 30 seconds. You have to plan for a holiday for yourselves and decide the best options. Use the vocabulary and grammar in the unit to help you create a dialogue.

Outline 3

You should use the question sheets to ask questions to your partner. Try to expand your answers as much as possible using all the vocabulary seen in the unit.

Inside circle

When the teacher says “GO” your partner will ask a question and you should answer, and when the teacher says “STOP”, stop talking. You will have 45 seconds. When the teacher says “SWAP” you should move one space to the right.

Outside circle

When the teacher says “GO” you should ask your partner a question, and they will answer until the teacher says “STOP”. When the teacher says “SWAP” you should pass your question sheet one person to the left.

Question Sheets

Example:

1) What 3 things shouldn't you ever do at an airport?
2) How should you start planning a long trip?
3) How could you travel in a more environmentally friendly way?

Appendix VIII - Journal Outline

Date	
Topic	
Grammar	
My weekly goal	
How did I feel today in class?	
What activity did I enjoy? Why?	
What activity didn't I enjoy? Why?	
New words and phrases	
Comments	

Example journal entry:

Date	17/06/2020
Topic	Travel.
Grammar	Model verbs.
My weekly goal	To use specific travel vocabulary (monuments, excursion, scenery), to practice modal use, to speak at least once in class unprompted.
How did I feel today in class?	Today I felt happy and worried in class. First, I felt happy because I got the homework correct and the teacher gave me positive feedback. I felt worried in class as we have started a new topic. I am not sure I can remember all the new words when I start speaking.
What activity did I enjoy? Why?	I really enjoyed the 1 minute talking activity today. I couldn't speak for the one minute but it meant everyone in the group got to speak and it didn't feel as stressful.
What activity didn't I enjoy? Why?	I didn't enjoy the listening task today, I worried when I couldn't understand what was being said.
New words and phrases	Chance of a lifetime.
Comments	None.
Did I achieve my goal?	Yes.

Appendix IX - Interlocutor Frame and Oral Exam

The following interlocutor frame and oral exam have been designed by the author of this work, and are based the FCE paired oral exam format.

Key

SS: **Blue**

Interlocutor: Black

Italics: *Non-verbal communication*

Bold: **Situation dependent**

Part 1 - Introduction questions

I: Good morning/afternoon, my name is What is your name? *(to student)*

SS: **States Name** *(Smile and nod)*

I: I will be speaking to you today, **(name of student)**. The test will take **(time)**. It includes**(number)** parts. To begin with I will ask you some questions about yourself/ves. **5 SECOND BREAK.**

I: First, could you tell me about your family please? (Do you have a big/small family?, Do you get on well with them?)

SS: **Gives answer** *(Use affirmative sounds when student answers; mmhmm, mmm)* **3 SECOND BREAK.**

I: Ok, thank you/thanks. In the evenings, what do you like to do? Why? (Do you have much homework?, Do you spend time with your friends?)

SS: **Gives answer** *(Use affirmative sounds when student answers; mmhmm, mmm)* **3 SECOND BREAK.**

I: Great, thank you **(name of student)**. Could you tell me how you spent your last birthday? (What did you do?, Did you enjoy yourself?)

SS: **Gives answer** *(Use affirmative sounds when student answers; mmhmm, mmm)* **3 SECOND BREAK.**

I: Ok, thank you for your answers. **5 SECOND BREAK.**

Part 2 - Dialogue

I: Now we are going to move on to the next part. You and your partner are going to have a conversation about a trip you are planning with your friends. You each have a prompt with what should be said. You will have 2 minutes to talk, I will tell you when to start and when to stop. Do you understand the task **(name of student)** and **(name of student)**?

SS: Responds verbal/non-verbal. 3 SECOND BREAK. (*Smile and nod*)

I: You now have 30 seconds to read the card. **30 SECOND BREAK.**

I: Ok, your 2 minutes starts now. (*Use affirmative sounds when student answers; mmhmm, mmm*) **2 MINUTE BREAK.**

I: Thank you for your dialogue. This section is over now.

Part 3 - Interview Questions

I: We are now in the last section. I will ask you some interview type questions and would like you to respond. **3 SECOND BREAK**

I: First, **(name of student)**, do you think people enjoy travelling?

SS: Gives answer (*Use affirmative sounds when student answers; mmhmm, mmm*) **3 SECOND BREAK.**

I: Wonderful/Good, thank you. Is it important that people spend a lot of money to have an enjoyable holiday?

SS: Gives answer (*Use affirmative sounds when student answers; mmhmm, mmm*) **3 SECOND BREAK.**

I: Ok, thank you. Finally, what are the negative aspects of living somewhere that is visited by a lot of tourists?

SS: Gives answer (*Use affirmative sounds when student answers; mmhmm, mmm*) **3 SECOND BREAK.**

I: Ok, thank you for your answers **(name of student)**. The exam is over, you may relax now.