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The Influence of the Interlocutor Factor on the Secondary Students' Foreign Language Anxiety while Performing an Oral Task

Estudiante: Nerea Esparza Arrastia

Tutor: Raúl Azpilicueta Martínez

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ABSTRACT

Over the last few decades, studying foreign languages has become indispensable for every student. Because of this there has been an increase in the analysis of Foreign Language Anxiety. This is a type of anxiety specifically related to foreign language learning (Horwitz et al, 1986). There is generally a negative relationship between language learning and language anxiety. Foreign Language Anxiety not only affects the students in the classroom but also in social situations outside of it.

Throughout this study we will analyse the influence that the attitude of the interlocutor has on the anxiety that a learner suffers when carrying out an individual oral activity. For this purpose, 25 15-year-old students attending 4th of Educación Secundaria Obligatoria in Spain performed two oral activities, in which the interlocutors behaviour changed, and filled in two questionnaires concerning anxiety and how they felt during said activities.

This study has shown that, in general, students felt more comfortable and relaxed with a closer and friendlier interlocutor. At the same time, it has been seen that most of the students suffer from Foreign Language Anxiety when performing an oral activity.

Key words: Foreign Language Anxiety; language learning; interlocutor behaviour; oral activity; teenagers.

RESUMEN

En las últimas décadas, el estudio de lenguas extranjeras se ha convertido en algo indispensable para cualquier estudiante. Debido a ello, ha aumentado el análisis de la Ansiedad Idiomática. Se trata de un tipo de ansiedad específicamente relacionada con el aprendizaje de lenguas extranjeras (Horwitz et al, 1986). Por lo general, existe una relación negativa entre el aprendizaje de idiomas y la ansiedad lingüística. La Ansiedad Idiomática no sólo afecta a las/os alumnas/os en el aula, sino también en situaciones sociales fuera de ella.

A lo largo de este estudio analizamos la influencia que tiene la actitud del interlocutor en la ansiedad que sufre un alumno cuando realiza una actividad oral individual. Para ello, 25 alumnos de 15 años de 4º de Educación Secundaria Obligatoria en España realizaron dos actividades orales, en las que cambió el comportamiento del interlocutor, y rellenaron dos cuestionarios relativos a la ansiedad y a cómo se sintieron durante dichas actividades.

Este estudio ha demostrado que, en general, los estudiantes se sintieron más cómodas/os y relajadas/os con un interlocutor más cercano y amigable. Al mismo tiempo, se ha visto que la mayoría de los alumnos sufren ansiedad ante la lengua extranjera cuando realizan una actividad oral.

Palabras clave: Ansiedad Idiomática; aprendizaje de idiomas; actitud del interlocutor; actividad oral; adolescentes.

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INTRODUCTION

Languages have been one of the foundations of education for years. With the aim of advancing as a society, it has been decided that languages, especially English, should form part of the curricula at all stages of education. Just as we have seen an increase in people's communication skills in foreign languages, as a result of the incorporation of languages into the requirements for completing compulsory education and finding work, we have seen that a large part of society suffers from what is known as Foreign Language Anxiety (Gardner, 1985, Gardner & MacIntyre, 1992).

The first authors to define this term were Horwitz et al. (1986) who explained that, due to the peculiar nature of the language acquisition process, there is a specific complex of self-perceptions, beliefs, attitudes, and behaviours associated with learning languages in a classroom, they also created what is known as the Foreign Language Class Anxiety Scale (FLCAS). Since then, numerous studies have been carried out to try to narrow down and address the symptoms caused by FLA. Many authors define it as situation-specific anxiety; therefore, it is directly related to the learning language process (MacIntyre & Gardner, 1991; Young, 1991; Cakici, 2016).

It has been shown that, in general, there is a negative correlation between language learning and the anxiety it provokes (Horwitz et al., 1986; Phillips, 1992; Price, 1991; Young, 1991; Cakici, 2016). Most of the studies that have been carried out have been related to oral production.

FLA can affect students' comprehension and processing of input as well as their production of output (Tobias, 1985). As FLA is associated with the process of learning a language, MacIntyre & Gardner (1991) explain that FLA does not appear at the very beginning of language learning but develops due to the situations that the learner experiences and that are constantly repeated, which has great pedagogical implications. There are several reasons why FLA appears such as personal anxieties, instructor-learner interactions or language testing, to name but a few (Young, 1991).

As mentioned earlier, the interlocutor is considered to be one of the causes of FLA, there are multiple variables of the interlocutor that can affect the students' FLA. Considering this, the following study attempts to explore the relationship between the interlocutors' behaviour and the students' FLA while performing an oral task. For this, the students will perform two oral

tasks in which the interlocutors' behaviour will change. Immediately after they will fill in two questionnaires about their anxiety, which will be analysed.

The Influence of the Interlocutor Factor on the Secondary Students' Foreign Language Anxiety while Performing an Oral Task.

1. LITERATURE REVIEW

1.1. Foreign language anxiety and teenagers

Over the last decades, students' feelings towards the language have been taken into consideration in education. Research has shown that affective variables have an influence on students' language learning, those variables being anxiety, attitudes, and motivation (Gardner, 1985, Gardner & MacIntyre, 1992). Spielberger (1983) describes anxiety as a "subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the autonomic nervous system" (p.15). Reactions to anxiety have been differentiated into emotional reactions and worry (Leibert & Morris, 1967). Related to emotional reactions are blushing or a racing heart, considered physiological reactions, and stammering or fidgeting, considered behavioural reactions. Those related to worry are associated with cognitive reactions, some examples being self-deprecating thoughts or task-irrelevant thoughts (Zeidner, 1998). Tobias (1985) explains that worry is the most debilitating of them because it occupies cognitive capacity that might otherwise be dedicated to the work at hand. Therefore, anxiety can prevent a person's mental and physical constitution from functioning normally.

Anxiety can be categorized into three types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is considered an aspect of the individual's personality that tends to persist throughout different situations (Spielberger, 1972). State anxiety appears at specific times due to certain circumstances that provoke such anxiety (Phillips, 1992). When relating anxiety to language learning, it has been addressed by many authors (MacIntyre & Gardner, 1991; Young, 1991; Cakici, 2016) as situation-specific anxiety. Research has consistently found that there is a negative correlation between foreign language achievement and Foreign Language Anxiety (Horwitz et al., 1986; Phillips, 1992; Price, 1991; Young, 1991; Cakici, 2016).

The first accurate definition of Foreign Language Anxiety (FLA) was given by Horwitz et al. (1986) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (p.128). They also defined the three main components of FLA: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is the individual's shyness stemming from fear or anxiety about communicating with other people. It manifests itself by means of difficulty in speaking in public or in listening to a spoken message. This not only affects the learning of the language inside the classroom, but also its development outside

of it. Test anxiety is a type of performance anxiety characterized by fear of failure and is directly related to the classroom environment. These students tend to set unrealistic goals. Fear of negative evaluation is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, p.449). Fear of negative evaluation is related to test anxiety, but it goes beyond the class, as it can happen in any social situation such as an interview or speaking in public.

Tobias (1985) differentiates two models of FLA: the interference model of anxiety and the interference retrieval model. The first one is related to the lack of skills in the input and processing of the language, as a product of poor study habits. This is backed up by Krashen's (1980) theory in which he explains that anxiety acts as an affective filter that prevents the learner from processing the language input, thus hindering language acquisition progress. The second one takes place when anxiety negatively affects the recall of previous knowledge during the output stage. When both of them merge, the individual will suffer from anxiety at the output stage due to the gap in knowledge. Therefore, an individual with retrieval anxiety would most likely benefit from relaxation techniques, while an individual with an interference model of anxiety would also benefit from instructions on language learning strategies and scaffolding of the skills.

Anxiety is not likely to be present when the learner starts to learn a language unless it is state anxiety. However, as the learner experiences language learning they start to develop attitudes and emotions towards it; this is when language anxiety appears. Initially, anxiety is an undifferentiated, negative affective reaction linked with some language class experience. Anxiety becomes more strongly associated with the language class and distinguishable from other settings after repeated occurrences (MacIntyre & Gardner, 1991). Consequently, if inexperienced language learners have a good experience from the beginning, anxiety could be reduced.

When talking about how language learning anxiety appears, there are six potential sources (Young, 1991). These sources are related to the learner, the teacher and the instructional practice. They are as follows: 1) personal and interpersonal anxieties; this may be the most discussed source in most studies; low self-esteem and competitiveness are considered to be the most significant elements of this source; 2) learner beliefs about language learning; there tends to be mistaken beliefs about learning a language which, when coupled with reality, can create

anxiety (also seen in Lightbown & Spada, 2006) ; 3) instructor beliefs about language teaching, the context that the teacher creates in the classroom as well as the methodologies used can have different impacts on students' learning; 4) instructor-learner interactions, Horwitz et al. (1986) explain that learners' anxiety is heightened when the teacher corrects them in a harsh manner, and learners fear participating in the classroom because they do not want to look foolish in front of their peers when the teachers corrects them; 5) classroom procedures, activities in which students have to speak in front of their peers are the most anxiety-provoking, therefore, oral presentations or answering unprepared questions in class can lead to an increase in students' anxiety; 6) language testing, by which learner anxiety rises as the level of student evaluation increases and as the exam task and forms become more unknown and confusing. Taking this into consideration, we can say that the students' anxiety is closely connected to the language learning experience. Therefore, knowing the sources of anxiety in the learner may constitute a powerful pedagogical tool for teachers and educators.

Research has therefore shown that anxiety is associated with self-related distractions such as excessive self-criticism, fear of failure, and care about other people's opinions. As a result, an anxious learner's attention is split between task-related and self-related distractions, resulting in less effective cognitive performance (Eysenck, 1979). As the same author explains, students who are anxious are aware of this interference and attempt to make up for it by exerting more effort. Consequently, worry may aid performance in situations when the added effort more than makes up for the cognitive processing's decreased efficiency. Yet, this kind of outcome has not frequently been proven in empirical studies (Horwitz et al., 1986; Price, 1991).

Regarding the interpretation of messages Steinberg and Horwitz (1986) discovered that learners who were feeling anxious tried fewer interpretative messages than those who were feeling more relaxed. As Horwitz et al. (1986) explain, "The more anxious student tends to avoid attempting difficult or personal messages in the target language" (p.126). The authors go on to explain that those learners with anxiety tend to avoid complex messages, freeze up during activities, and forget previously learned vocabulary and grammar. In addition, they are less likely to participate in oral activities or to volunteer answers (Ely, 1986). This condition can even affect the students' attendance to class, with them missing sessions or postponing evaluating situations.

When talking about teenagers Paradowski et al. (2015) carried two studies, the first one concerning FLA among upper primary students, 13 to 16 years old and the second one among

teenagers and young adults. The results of both studies showed that 80% of teenagers are so frustrated that they cannot communicate in a foreign language as well as they would like to. 50% have given up on their studies and think they will never succeed. As exams approach, teenagers are likely to feel overwhelmed, which may cause them to become less motivated to study. Paradowski et al. (2015) also explain that the strongest connection of anxiety manifestations in teenagers is with fear of negative evaluation, those students afraid of negative evaluation "Are more prone to have negative thoughts and emotions while presenting, experience an accelerated heart rate, play with objects, hair or clothes, and experience a trembling voice or shaking knees" (p. 40). Paradowski et al. (2015) also share some interesting data: 58% find the exam to be the most stressful situation, 47% feel anxious when learning the results of exams, 50% believe that their language capacities are inferior to the rest of the class and 22% have been afraid of the instructor. In another study, Dewaele and Dewaele (2017) found that the amount of FLA that students suffer remains stable through secondary school, this shows that learners' age and advancing in the level of proficiency in the language do not affect FLA.

Finally, another element to consider when talking about teenagers and FLA is inhibition, "is often considered to be a particular problem for adolescents, who are more self-conscious than younger learners" (Lightbown & Spada, 2006, p. 61). This is another reason why students have to feel comfortable when facing an oral test, so that they are affected as little as possible by their self-consciousness and perform at their level.

As can be seen in the previous pages, FLA might constitute a serious impediment to the learners' language development, and anxious students are at a disadvantage when compared to their classmates.

1.2. The interlocutor factor and oral performance

There are several factors that can have an impact on test taker performance in language activities, and these factors can interact with one another in unpredictable ways (O'Sullivan, 2000). One of those factors is the interlocutor variable; "the age, sex, educational level, proficiency or native speaker status and personal qualities of the interlocutor relative to the same qualities of the candidate are all likely to be significant in influencing the candidate's performance" (McNamara, 1996, p. 86).

The present study is going to be focusing on the personal qualities of the interlocutor, more specifically on their behaviour during oral testing. Lazaraton (1996) explains that, even in organised interviews, when the interviewer's speech is theoretically restrained by the use of interlocutor frames, individual style can nevertheless be perceived. Furthermore, Harris (1969) states that no two interviews are performed the same, even if the interviewer is the same. Variability has been found in the interlocutor's level of rapport that they establish with the test-taker, their functional and topical choices, how they phrase their questions and provide prompts, the degree to which or the manner in which they modify their speech or the candidates, and the ways in which they expand and develop themes (Brown, 2003).

In a study about the Occupational English Test (OET), Lumley and Brown (1996) found that interlocutor behaviour made the test harder or easier for the examinees. Lazaraton (1996) also found that in the Cambridge Assessment of Spoken English (CASE) some interviewers do what she calls 'topic-priming' which is an attempt of the interviewer to make the question understandable by using a scaffolding behaviour (e.g. giving an introduction to the topic before asking a question). Those students who were interviewed with this method are likely to perform better than those who are not. It appears that interviews in which the interviewers used a more supportive interaction style produced noticeably higher results (Zimmerman & West, 1975). However, Brown (2003) discovered that while interviewers could make candidates look like efficient communicators via the use of scaffolding, explicit questioning, effortlessly extending topics, and constant positive feedback, they might also make candidates appear to be ineffective communicators by confusing them with constant topic changes and using unclear closed questions to get extended responses.

Another variation in the interlocutor's behaviour is accommodation of speech, achieved by slowing down the speech rate, paraphrasing, rephrasing questions or simplifying the vocabulary used. Nakatsuhara (2007) pointed out that it is typically considered to be a positive element in interviews. However, when accommodation of speech is used inconsistently it can influence the candidate's performance. Complex questions may be turned into simple yes-no questions, or they may be turned into statements in which the interviewee only has to confirm information (Lazaraton, 1996). Ross and Berwick (1992) found out that, when accommodation of speech is used, some students were likely to get over-accommodated. When accommodations are made frequently, it indicates that there are systematic issues with the interviewing process; when they are made less frequently, it implies that the interviewer has few difficulties carrying out the interview (Ross, 1992). Nakatsuhara (2007) explains that with this type of behaviour,

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interviewers can fail to push the candidate's performance to its limits, therefore, some students may not be able to show their best performance, while other test-takers lack of proficiency may not be noticed. Nevertheless, as Ross (1992) states accommodation can be useful in lower levels of language proficiency, whereas in high levels, where register, style and rhetorical skills become more important, the use of accommodation of speech should be more limited.

Another important factor in oral performance is the nonlinguistic aspects of speech, which includes gestures, and posture, even the use of objects (Atkinson et al., 2007). Gestures play a significant role in L2 learning since they represent a component of the target language that has to be learned, their usage sheds light on the acquisition process (Gullberg, 2006). Therefore, since non-verbal speech is a core part of day-to-day communication as well as the learning of a language, the lack of it during an oral test may influence the students' performance during the activity.

According to Chartrand & Bargh, (1999) the "chameleon effect" or perception-behaviour link "refers to nonconscious mimicry of the postures, mannerisms, facial expressions, and other behaviours of one's interaction partners, such that one's behaviour passively and unintentionally changes to match that of others in one's current social environment". Chartrand et al. (2002) explain that the perception-behaviour link activates behaviour matching, this means that, even without having a prior relationship or interpersonal goals, people tend to imitate others' behaviour just by seeing it. This is considered a "social glue" (Chartrand & Bargh, 1999, p. 897) which, without intention or effort, may lead to empathy and understanding. This imitation of the speaking partner's behaviour conveys emotions that are intended to be seen by the other person (Bavelas, 2007) and are related to the interlocutor's perception of rapport. Chartrand and Bargh (1999) proved that interviewees whose behaviour was mimicked by the instructor found the latter to be more friendly and the interaction to be smoother than those interviewees whose behaviour was not mimicked. Therefore, as Plough et al. (2018) state, since nonverbal behaviour affects how discourse is constructed during oral interviews and paired oral tests, it is crucial to take it into account when assessing interactional skills.

When conducting an oral test Fulcher (1997) stated that interviewers tend to be "highly sensitive to the possibility that the student needs time to plan what is going to be said next, and therefore the amount of overlapping speech may be much less than in less formal interaction" (p. 217). This makes nonverbal communication more relevant to the test since it offers the

possibility of reassuring a student's idea or expressing the interlocutors' opinion about it without directly interrupting the speakers' speech.

Due to the influence of the interlocutor's behaviour on the test-taker performance that has been described previously, and to be fair with all the candidates, examiners ought to have an outline of the assessment process so that the structure of the discourse is similar with each candidate (Luoma, 2004). This is called the 'interlocutor frame'. Lazaraton (1996) also supports this idea by eliciting that "the achievement of consistent ratings is highly dependent on the achievement of consistent examiner conduct during the procedure", and she adds that "we cannot ensure that all candidates are given the same number and kinds of opportunities to display their abilities unless oral examiners conduct themselves in similar, prescribed ways" (p. 166). Therefore, it is critical to delimit the interlocutors' interventions, this is also because when the interlocutor leads the conversation and opens the questions, the test-taker may become intimidated, which may stop them from demonstrating their true oral competence. However, it is important to remember that, since the interlocutors are human and fallible, even with training and standardization of behaviour, there will always be variability in the interlocutor's behaviour (Simpson 2006).

In light of the above, more research is needed as to the ways in which FLA might be affected by variations in the interlocutor's behaviour during an oral task with Secondary School students. The present study will attempt to fill this niche by analysing the results obtained in two questionnaires completed by 25 students. Each questionnaire corresponds to an oral task. The attitude of the interlocutor varies from one to the other.

2. METHOD

2.1. Research Questions

The current study aims to investigate the interactions between FLA and the behaviour of the interlocutor during an oral task. To achieve this goal, the following research question was proposed:

> RQ: What role does the interlocutor factor play in the Foreign Language Anxiety (FLA) of English-as-a-Foreign-Language Secondary School learners while performing an oral task?

2.2. Participants and context

A total of 25 Secondary Education learners from a State School in Pamplona (Navarre) participated in the study. They attended 4th of Educación Secundaria Obligatoria. The students were from three different groups, two of which (1 and 2) shared the same teacher, with a total of 18 participants, while the other has a different EFL teacher with a total of seven participants.

The current level that is being worked on is B1+ of the Common European Framework of Reference for Languages (CEFR). Among the students there are some who have an English level certificate from the "Escuela Oficial de Idiomas de Navarra" with different levels: three students had a B1, one student with B2 and one student with C1, there is also a native student. At the same time, we found some students with learning difficulties, specifically, four with diagnosed ADHD and one suffering from dyslexia. Below, in Table 1, we provide a graphic description of the participants who took part in the study.

Table 1. Description of the participants.

	Number of students
Group 1 (students 1-4)	4
Group 2 (students 5-18)	14
Group 3 (students 19-25)	7
Level B1	3
Level B2	1
Level C1	1
Native	1
ADHD	4
Dyslexia	1

In the case of the High School under study, the centre offers schooling in programme G, with Spanish as the main language and English as a subject and programme A, which has the same structure but adds Basque as a subject. In Secondary Education, the centre adds French as a Foreign Language in the 3rd and 4th grades in all educational programmes. All 25 students attended three sessions of English per week. The school also offered one session per week with a conversational assistant; the students went out of the class in small groups and did different activities with a native speaker that helped them practice and get more comfortable with the language. Within the assessment system followed by the school, oral skills were only assessed in group presentations of projects that the students have previously worked on; at the same time, the conversation assistant gives his/her point of view on each student.

The study was carried out in several sessions because of the number of students and the availability of the groups.

2.3. Instruments and procedure

Prior to the intervention, it was necessary for the student's families to fill out an informed consent form, indicating their approval for their child to participate in the study and to be audiotaped during the activity.

In order to meet the objective of this study, two individual oral tasks (Heaton, 1966) were carried out with each student. These tasks included a reasoning gap (Prabhu, 1987), were divergent in the sense they allowed each student to have different views (Pica et al. 1993) and were unfocused, because the tasks offered the students the opportunity to use language in general (Ellis, 2009). These tasks had already been used in research by(e.g. De Jong & Vercellotti, 2016). All students performed the tasks in the same order. These tasks were done back-to-back, so students only left the classroom once. The tasks involved procedural repetition, i.e., both have the same structure, the only change is the topic. The students had a set of pictures they had to describe. The first picture was described by the interlocutor so that the students had a guide to follow, in order for them to get naturally acquainted with the task.

The first task the students had to carry out was called "The Bicycle". During this task, the interlocutor's attitude was closer to the student and friendlier (Interlocutor Mode 'A'). The second task was called "The Race"; during this task, the interlocutor's attitude was more distant and unfriendly (Interlocutor Mode 'B').

As the influence of the interlocutor's attitude is the independent variable of the study, a script was created for the examiner, to see the difference between the first activity and the

second one so that the style of interaction with all the participants stayed the same. Both the tasks and the scripts can be found in Appendix 1 and Appendix 2. It is important to note that the interlocutor was known to the learner previously.

During the first oral task, the interlocutor had a more interactive and facilitating role, with questions in case the examinee got stuck and encouraging prompts, while, in the second task, the interlocutor's attitude was more distant, not helping the examinee, only telling them to continue when they got stuck, displaying a more closed and distant body language. The whole inventory of changes in the interlocutor's attitude from one task to another can be seen in Table 2.

Table 2. Interlocutor variation across tasks.

	Interlocutor Mode 'A'	Interlocutor Mode 'B'
	Ask questions	Keep silent or tell them to continue
Help provided to learners	Rephrasing questions/paraphrasing	
	Encouraging prompts	Silence
	Down the speech rate	Speech rate constant
	Simplifying vocabulary used	Level constant
Body language	Sitting forward	Sitting laying back
	Open arms	Crossed arms
	Pointing the paper during the explanation	Not using the hands
	Nodding	No head movement.
Facial expression	Friendly, smile	Neutral, no expression
Tone of voice	With intonation	Monotone
Eye contact	Constant	Avoidant or looking at photos

2.4. Data codification and analysis

Once the student finished both of the speaking tasks, they filled in two post-task questionnaires adapted from Parr (2020). Each post-task questionnaire corresponds to each of the tasks

(Appendix 3 and Appendix 4). These questionnaires were written in Spanish so that it was easier for them to answer and to get the most realistic results possible.

The data of this study were collected through a 5-point-Likert FLCAS which helped collect quantitative data. The questionnaire has statements about which the student had to say whether s/he strongly disagreed, disagreed, neither agreed nor disagreed, agreed or strongly agreed. The statements are about how the learner feels about his/her ability to speak in English (e.g. I am confident in my grammar skills), how the learner felt during the activity (e.g. I was anxious), how the learner felt about the activity (e.g. I am worried about my speaking) and how the learner felt about the interlocutor (e.g. I felt comfortable with the interlocutor).

For the analysis of the results, the statements of the FLCAS have been separated into positive and negative, in order to see which elements of the FLA have more influence on the students when taking an oral test. The FLCAS has the same number of positive and negative statements, so the numbers are comparable.

3. RESULTS

In this section, the results obtained from the two post-task questionnaires regarding FLA will be presented. As explained in the previous section, the statements in the questionnaires have been divided into two groups, positive items and negative items. Those under the positive category are statements that show that the student felt comfortable or confident in their performance, whereas those considered negative are those that show that the student felt uncomfortable or anxious in their performance.

The following table (Table 3) shows the data collected from the student questionnaires. With the objective of making the results more understandable, values have been converted into percentages, so that the maximum achievable for each student is 100 points as well as the maximum total. In this way, the numbers can be compared more easily. To find the raw data go to Appendix 5.

Table 3. Individual and total percentages.

Student	Positive Items (%)		Negative Items (%)	
	Interlocutor Mode 'A'	Interlocutor Mode 'B'	Interlocutor Mode 'A'	Interlocutor Mode 'B'
1	50	46,7	63,3	53,3
2	65	61,7	50	50
3 (B1)	80	76,7	35	33,3
4	48,4	33,3	56,6	60
5	63,3	48,7	31,6	35
6	71,6	73,3	46,6	46,6
7	75	71,6	40	45
8	56,7	55	60	65
9 (native)	90	88,3	30	25
10(C1)	75	80	50	46,6
11	65	50	48,3	63,3
12(B2)	71,6	70	66,6	63,3
13(B1)	76,7	75	41,6	41,6
14	58,3	55	55	56,6
15	71,6	66,6	46,6	50
16	60	60	50	50
17	75	66,6	33,3	35
18	78,3	76,6	33,3	33,3

19	80	73,3	52,3	58,3
20	51,6	65	51,6	38,3
21	71,6	76,6	31,6	38,3
22	51,6	43,3	70	75
23	60	63,3	86,6	86,6
24 (B1)	75	80	45	40
25	85	85	30	28,3
TOTAL	68,3	65,6	48,3	48,7

In the tables above we can see how, in the positive items, students have, generally, obtained a higher value in Interlocutor Mode 'A' (IMA). By contrast, six students (6, 10, 20, 21, 23, 24) scored higher in the positive items in Interlocutor Mode 'B' (IMB) and two students (16 and 25) obtained the same positive score in both activities. This shows that, generally, even though the students did not feel fully positive, since only three of them (3, 19 and 25) obtained a positive score equal or higher than 80%, it can be said that students felt rather positive about their performance taking into account that, with the exception of number four, no student has scored less than 50% in both activities in the positive items. At the same time, we can state that, in general terms, there was not a substantial difference between the two tests regarding the positive items.

When talking about the negative items concerning FLA, we can see from the tables above that, with the exception of two cases, numbers 22 and 23, no student has exceeded 65% with either interlocutor. In this case, eight students obtained a higher result in IMA (1, 3, 9, 10, 12, 20, 24 and 25), 11 obtained a higher number in IMB (4, 5, 7, 8, 11, 14, 15, 17, 19, 21 and 22) and six show the same result with both interlocutor modes (2, 6, 13, 16, 18 and 23). As in the previous paragraph, we can say that, generally, the differences are not very large; however, in those where there is a difference, it tends to be larger than in the positive aspect. This supports the idea stated in the previous paragraph.

In terms of the totals, we see that in the positive items, there is a bigger difference (2,7%) compared to the negative (0,4%), this may be due to the large number of students who have obtained the same score in the negative items.

For a more detailed analysis, we have also compared the results of the two activities with respect to the specific statements. This way, we can see how FLA affects students when

facing an oral task and can help both the teacher and the students to tackle these effects. In these cases, since there are 25 students and the highest score that each student can give to each statement is five, the highest score that each statement can be obtained is 125. In the same tables, you can find the score out of 125 as well as the percentage.

Table 4 shows all the statements. They have been organised in such a way that the IMA score is ranked from lowest to highest. At the same time, the statements have been coded. Those that are considered to negatively affect student performance have a code beginning with the letter 'N' while those that are considered to be positive have the letter 'P'.

Table 4. Comparison of the statements results in both tasks.

	Statement	IMA	IMB	IMA %	IMB %
N1	I have had tachycardia.	37	36	29,6	28,8
N2	I sweated during the oral activity.	42	44	33,6	35,2
N3	I felt uncomfortable during the oral activity.	45	49	36	39,2
N4	I have trembled during the oral activity.	59	53	47,2	42,4
N5	I avoided using specific vocabulary consciously.	63	63	50,4	50,4
N6	I avoided using certain grammatical structures consciously.	64	68	51,2	54,4
N7	I avoided expressing ideas consciously.	64	70	51,2	56
N8	I felt anxious during the oral activity.	65	66	52	52,8
N9	I have been worried about the interlocutor's opinion.	65	70	52	56
N10	I felt anxious.	67	60	53,6	48
P1	I think I spoke fluently.	69	63	55,2	50,4
P2	I think I have spoken well.	76	72	60,8	57,6
N11	I had to focus a lot during the speaking activity.	76	74	60,8	59,2
P3	I think I used grammar well.	76	77	60,8	61,6
N12	I am worried about my production in the oral activity.	77	78	61,6	62,4
P4	I felt calm.	78	72	62,4	57,6
P5	I think I had a good pronunciation.	78	74	62,4	59,2

P6	I am confident in my XXX skills (vocabulary).	84	82	67,2	65,6
P7	I think I have used the vocabulary correctly.	85	79	68	63,2
P8	I am confident in my XXX skills (grammar).	87	85	69,6	68
P9	I think the speaking activity was easy.	89	86	71,2	68,8
P10	I have felt confident during the oral activity.	89	92	71,2	73,6
P11	I felt comfortable during the oral activity.	101	96	80,8	76,8
P12	I felt comfortable with the interlocutor.	112	106	89,6	84,8

In order to make the data clearer, the results have again been divided into positive and negative statements.

Table 5. Comparison of positive statements in both tasks.

	Statement	IMA	IMB	IMA %	IMB %
P1	I think I spoke fluently.	69	63	55,2	50,4
P2	I think I have spoken well.	76	72	60,8	57,6
P3	I think I used grammar well.	76	77	60,8	61,6
P4	I felt calm.	78	72	62,4	57,6
P5	I think I had a good pronunciation.	78	74	62,4	59,2
P6	I am confident in my XXX skills (vocabulary).	84	82	67,2	65,6
P7	I think I have used the vocabulary correctly.	85	79	68	63,2
P8	I am confident in my XXX skills (grammar).	87	85	69,6	68
P9	I think the speaking activity was easy.	89	86	71,2	68,8
P10	I have felt confident during the oral activity.	89	92	71,2	73,6
P11	I felt comfortable during the oral activity.	101	96	80,8	76,8
P12	I felt comfortable with the interlocutor.	112	106	89,6	84,8

It can be seen how, in general, high numbers have been given to the statements in the previous table. Most of them (P1, P2, P4, P5, P6, P7, P8, P9, P11 and P12) have scored higher in the IMA task. Those who scored higher in the IMB are P3, "I think I used grammar well" with a difference of 0,8% and P10, "I have felt confident during the oral activity" with a difference of 2,4%.

The statement with the highest score in both tasks was P12 "I felt comfortable with the interlocutor". In contrast, the aspect with the lowest score in both tasks was P1 "I think I spoke fluently", with the second task almost dropping below 50%.

The two statements with the biggest difference are P1 "I think I spoke fluently", P4 "I felt calm", P7 "I think I used the vocabulary correctly" and P12 "I felt comfortable with the interlocutor", all with 4,8% difference between the two tasks.

As far as grammar and vocabulary are concerned, we see that students are more confident in their grammar skills. However, they feel that they have used vocabulary better than grammar.

Table 6. Comparison of negative statements in both tasks.

	Statement	IMA	IMB	IMA %	IMB %
N1	I have had tachycardia.	37	36	29,6	28,8
N2	I sweated during the oral activity.	42	44	33,6	35,2
N3	I felt uncomfortable during the oral activity.	45	49	36	39,2
N4	I have trembled during the oral activity.	59	53	47,2	42,4
N5	I avoided using specific vocabulary consciously.	63	63	50,4	50,4
N6	I avoided using certain grammatical structures consciously.	64	68	51,2	54,4
N7	I avoided expressing ideas consciously.	64	70	51,2	56
N8	I felt anxious during the oral activity.	65	66	52	52,8

N9	I have been worried about the interlocutor's opinion.	65	70	52	56
N10	I felt anxious.	67	60	53,6	48
N11	I had to focus a lot during the speaking activity.	76	74	60,8	59,2
N12	I am worried about my production in the oral activity.	77	78	61,6	62,4

We can see how, in general, the results are lower in this table. Most of them have a higher score in IMB. However, in this case, it is more balanced, with seven statements scoring higher in IMB (N2, N3, N6, N7, N8, N9 and N12), four in the IMA (N1, N4, N10 and N11) and one the same in both tasks (N5).

The statement with the highest score in both tasks was N12, "I am worried about my production in the oral activity" with 61,6% and 62,4%. By contrast, the lowest scoring item in both tasks was N1, "I have had tachycardia" with 29,6% and 28,8%.

The two statements with the biggest difference are N10, "I felt anxious" with a difference of 5,6% with students feeling more nervous in the first tasks, N7, "I avoided expressing ideas consciously" with students avoiding by 4,8% more and N9, "I have been worried about the interlocutor's opinion" with 4%, with students feeling more worried in the IMB.

4. DISCUSSION

The aim of this research and the analysis of the data collected is to examine the influence of the interlocutor's attitude on the FLA experienced by students during an oral task. With this aim in mind, two tasks have been selected in which the attitude of the interlocutor varied from closer to more distant with respect to the students.

Throughout this study, Young's (1991) theory related to the sources of FLA in students has been proven. As can be seen, personal anxieties affect student during their performance, since, generally, students showed that they felt more anxiety during IMB and, at the same time, they showed less confidence in their abilities. This may mean that when the students feel more anxious is when they feel less confident. Another element that affects the students FLA is the instructors' beliefs and the methodologies they follow when teaching. In this study, it can be seen that the students tended to feel more comfortable with an instructor that is closer to them, as in IMA. At the same time, the instructor-learner interaction has an impact on the student's anxiety; the students felt less comfortable with the interlocutor during the second activity; therefore, another element that may explain the increase of FLA in the second activity appears to be the interaction between the interlocutor and the student. A clear example of this is student number 11, as explained before, since he is a very sociable person, he tended to seek the instructor's attention and interaction constantly, he felt really comfortable interacting with IMA. By contrast, he felt really anxious interacting with IMB, since he did not receive any feedback.

The fact that it was an oral activity per se may have also influenced the students' anxiety. As a whole, the students showed a fair amount of anxiety during the oral activities, what seems to be related to it being considered a test or examination. The context in which the activities are developed may influence the students' FLA and make them feel more nervous than they may have felt in a different setting. This might have been exacerbated by the fact that, in the classroom, the only times they do oral tests are group presentations that have been previously prepared and rehearsed. Therefore, having to face an oral test individually as well as having to improvise may have increased the student's anxiety.

Related to the idea of examination making the students feel more anxious, Horwitz et al (1986) define the three components of FLA. In this study, we can confirm two of the three: test anxiety and fear of negative evaluation, also mentioned by Paradowski et al (2015). As can be seen throughout the whole study, students have felt nervous and worried about their

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performance as well as the opinion of the interlocutor. This may explain why in N4 "I have trembled during the oral activity" IMA obtained a higher score; it may be because it was the first activity, so they were unsure of what was going to happen and how they would perform. By contrast, during IMB the students trembled less because, as can be seen in P10 the students felt more confident during this activity. At the same time, in N11 they express they had to focus less, the reason may be the same, since it was the second activity the students already knew what they had to do. Therefore, continuous testing might make students feel more confident about taking an exam because they already know the format of the exam and can anticipate what they need to do.

Another element we can see is the students' self-criticism and care about others' opinions (Eysenck, 1979). The students have shown that they have avoided using specific vocabulary (N5), certain grammatical structures (N6), and expressing ideas consciously (N7). This may be because they do not feel sure enough when using them or because they feel they will not use them correctly which can be related to a lack of confidence, which might affect the students' performance.

This may be explained by Tobias' theory (1985). In it, Tobias explains that there are two models of FLA. In this case, it can be said that the interference retrieval model which is related to the output might have affected the students the most. The students show difficulty and even inability to recall previously learnt grammar and vocabulary which explains why they decide not to express certain ideas. This is connected and proves Steinberg and Horwitz's (1986) discovery regarding interpretative messages. They said that those students who feel more anxious are less likely to try interpretative messages, therefore, they avoid complex messages as well as difficult or personal messages and forget previously learned vocabulary and grammar.

Another possible explanation for the student's avoidance of grammar, vocabulary and expressing ideas is their age. Lightbown and Spada (2006) explain that teenagers tend to be more inhibited than learners of other ages because they are more self-conscious. However, there are some students who have felt really anxious during both activities, such as number 22 or 23. This can be due to individual differences and the students' past experiences when learning the language. MacIntyre and Gardner (1991) explain that anxiety starts to appear as the learner experiences language learning and develops attitudes and emotions towards it, consequently, the relation between anxiety and a FL or examination happens after repeated negative practice.

If we average the results of IMA and IMB in some statements we can see that 61,2% of the students felt they had done a good job when using grammar (P3), 65,6% felt they had done a good job when using vocabulary(P7), 52,8% felt they had spoken fluently (P1) and 60,8% felt they had a good pronunciation (P5). At the same time, 62% of the students were worried about their performance during the activities (N12). This does not follow Paradowski et al's. (2015) results. In their study they share that 80% of teenagers are frustrated that they cannot communicate in the FL as well as they would like to. Nonetheless, in this study, we see that the majority of the students felt they did a good job when describing the photos. This may be related to the type of task, the description of images may make learners feel more comfortable as it does not involve other skills such as reading or knowledge of technical subjects.

There are two types of reactions to anxiety according to Leibert and Morris, (1967), those related to worry or to emotional reactions which are physiological reactions. In both questionnaires, there are several statements that directly assess emotional reactions such as: N1 "I had tachycardia", N2 "I sweated during the oral activity" and N4 "I trembled during oral activity". As can be seen in the results section, the percentages are between 28% and 47% which is a big difference. The one with the highest result is N4. This may be because it is the most physically obvious of the three and the one that the students may have recognised easier. At the same time, the other two are more extreme so students may need to be more nervous in order to sweat or have tachycardia; therefore, the activity might need to have a higher importance for the students (e.g., constitute an assessed exam) so that they feel the pressure to do well.

As explained in the literature review, research has shown that there is a negative correlation between foreign language achievement and FLA (Horwitz et al., 1986; Phillips, 1992; Price, 1991; Young, 1991; Cakici, 2016). When analysing the students that have an official language certification, we can see that, out of the five students (3, 10, 12, 13 and 24), three of them (3, 13 and 24) are below the average in the negative items, one of them (10) is above the average in the negative items in IMA and below it in IMB, and another one (12) is above the average in the negative items both in IMA and in IMB. At the same time, all of them are above the average in the positive items. This may be because they are used to taking official exams, so they are more relaxed. However, those who had a higher percentage out of the five students in the negative items are those with the highest level (10 and 12). Dewaele and Dewaele (2017) found that the amount of FLA in Secondary Schools is not affected by the learners' age and/or having a higher level of proficiency in the language. Taking into account the information shared earlier in this paragraph, we can say that this may be the reason why the

students with the more advanced level felt more anxious in comparison to the rest of the students who, as well as them, had already taken an official exam.

During this study, it has been found that, generally, students felt more comfortable and had the feeling that they had done a better job in the first activity, with IMA. This follows Lumley and Brown's (1996) study in which they state that the interlocutor's behaviour can make the test easier or harder for the student. It also follows the line of study of Lazaraton (1996) who expresses that those examinees with whom the interviewer has used scaffolding behaviour are likely to perform better. We can see that the following statements received a higher percentage in IMA P1 "I think I spoke fluently", P2 "I think I have spoken well", P5 "I think I had good pronunciation", P6 "I am confident in my XXX skills (vocabulary)", P7 "I think I used the vocabulary correctly", P8 "I have confidence in my XXX skills (grammar)" and P9 "I think the speaking activity was easy". Following the same line, the following negative statements received a lower percentage in IMA: N9 "I have been worried about the interlocutor's opinion", N11 "I had to focus a lot during the speaking activity" and N12 "I am worried about my production of the speaking activity". This shows that the students had the feeling that they had performed better in the first activity with a closer and more friendly interlocutor. Therefore, as Zimmerman and West (1975) explain, it is likely that their performance was, indeed, better.

There are some students that have had quite a substantial difference between IMA and IMB both in the positive and negative statement. The one that has had the biggest difference is student number 11; this student is very sociable, both with the rest of the students and with the teachers. During both activities we could see how he sought the support of the interlocutor. With IMA he behaved as if he were describing the images to a classmate, in a calm, even funny way. However, with IMB he tried to seek the same type of interaction and when he saw that he did not receive the same feedback, he began to change his attitude and closed himself to the interlocutor, limiting to describing the images objectively. It can be seen that the students felt way more comfortable in IMA. This may be because of what Ross and Berwick (1992) describe as over-accommodation. The learner may have been carried away by the interlocutor's questions during the first activity and, by the time of the second activity, felt more insecure due to the lack of questions in the second activity. However, some students may have felt more uncomfortable during the first activity because of the questioning of the interlocutor and the constant feedback (Brown, 2003). By contrast, as mentioned before, the students shared that they felt more confident in IMB (P10) and they had to focus less in IMB (N11), this may be

related to Fulcher's (1997) study where it is explained that some students may need more time to think and plan what they are going to say. Therefore, too many interventions from the interlocutor can constitute a downside and make the students feel more stressed and as if they were too slow to answer or did not have the level needed for the activity.

In contrast, when analysing the answers to the statements P12 "I felt comfortable with the interlocutor" and N9 "I have been worried about the interlocutor's opinion" the students felt more comfortable with and were less worried about IMAs opinion. One of the possible reasons is the interlocutor's non-linguistic communication. IMA used more open and closer non-verbal communication, while IMB was more distant and did not use gestures. Therefore, as Chartrand and Bargh (1999) explain, when the interviewees found the interlocutor more friendly the interaction was smoother.

Generally, the positive items have received high percentages, especially with some students like numbers 3, 7, 9, 13, 18, 19 and 25. This may be because they felt too confident and did not feel enough pressure. This may also be the reason why some of the students' negative items received very low percentages, like students 3, 5, 9, 18, 21 and 25. The explanation for this may be in Nakatsuhara's (2007) theory. The students may not have been pushed to their limits and did not feel the need to show their best performance. This has a downside, as those students with a lower level may have looked as if they had a higher level, this could explain why IMA, generally, received high percentages in most of the students.

5. CONCLUSION

The main aim of this study was to find out how the interlocutors' behaviour in an oral task affects the students' FLA. To do so we analysed the answers given by 25 students of 4th year of Secondary Education to statements referring to two oral tasks with an interlocutor showing different attitudes; this has allowed us to gather information on the FLA experienced by these students.

This study found that, generally, students felt more comfortable during the first oral task, with a closer and more supportive interlocutor, as opposed to the second task, in which they felt more worried about the interlocutors' opinion. At the same time, they felt they had done a better job in the first task and had to concentrate less while speaking. This shows that the interlocutors' behaviour can help make the task seem easier or harder for the students and remove some of the emotional burden that being nervous or anxious represents.

As regards the students' reaction to the tasks, this study has shed light on the students' feelings while performing oral tasks. It has proven that self-criticism is an important element in the students' anxiety as well as the importance they give to others' opinions. They showed that, due to their fear of the interlocutor's opinion and their lack of confidence in themselves and their knowledge, most students decided to avoid expressing certain ideas as well as using certain grammatical and vocabulary elements. This may also have occurred because the stressful situation in which they found themselves did not allow them to retrieve previously learned information, they may have been aware that there was an exact way to express an idea, but not remembering it exactly, they decided not to express it. This probably shows that the students, due to the stress decided not to express personal ideas or messages and focus on describing the images objectively, without adding nuances of interpretation. All of the above information is directly related to the inhibition to which the students are subjected, as, being adolescents, it is natural that they feel reticence towards other people's opinions and, therefore, prefer to keep their opinions out of the activity.

Findings regarding the students' physical reactions, this study has shown that a high number of students trembled during both activities, a fact which may be neutral to the interlocutor and more related to the activity itself. In spite of it not being a graded activity and the students knowing it would not affect their grades, a fair number of students shared that they had sweated and even had tachycardia during the activity. This may be related to previous

experiences with the language, since they are strong physical reactions that show that those students were really anxious.

As a whole, it can be said that most of the learners' anxieties derive from personal anxieties and insecurities about the language as such, which is aggravated by the fact that it is an oral task, the students fear of negative evaluation and their fear of task taking. This is influenced by: the attitude of the interlocutor, whether the interlocutor is close or distant, which will make the learner feel more or less judged; the way the activity is structured, whether there is more or less interaction and the type of interaction that takes place; and, finally the context in which the activity takes place, whether it is used as an evaluation, or the learner feels so.

5.1. Pedagogical implications

Once the results have been analysed, the pedagogical implications of the students' FLA become clearer. They are as follows:

Regarding the implications for the teacher when preparing oral tasks, it is important to take into account the type of task to be evaluated and the amount and type of interaction to be included. Depending on what is chosen, different results might be obtained.

Once this has been decided it is important to create an established script, like the ones used in the activities for this study, to give all students the same feedback and to be as equal as possible, in this way it will be as fair as possible, and the students will have a chance to show their capabilities.

Related to this last point, it is important not to overdo the feedback given to the students, as this can cause them to be overwhelmed and not be able to show their full potential; therefore, the test will lose its effectiveness. Another reason to be careful with the type of feedback and the amount given is to try to prevent the student from over-accommodating, as some students, having the activity very guided, may decide to be driven by the interlocutor and only answer questions without adding any information.

When deciding how difficult to make the activity, it is essential, as we have seen in this study, to take into account the attitude of the interlocutor. This can make students feel more comfortable and freer to express themselves and share their knowledge or, on the contrary, make it more difficult for them to communicate their ideas due to the discomfort they may feel with the interlocutor.

In relation to day-to-day classroom activity, teachers must try to give students the best possible experience when learning a foreign language, since, as we have seen in this study, the influence of previous experiences highly influences the amount of anxiety that students suffer in the future when using that language. It is important that they enjoy learning so that, in the future, they enjoy communicating and do not feel large amounts of anxiety when faced with oral activities. In relation to this, it is important to point out that oral activities should be integrated in most lessons,, since, as has been explained, the activities that create the most anxiety in the student are those of oral expression. Therefore, the more it is practised in the classroom, the less fear the student will have when facing oral exams.

5.2. Further lines of investigation

As for future lines of research, we would like to show some that would complement this study and that may be relevant to the teaching community in order to improve oral proficiency testing.

To begin with, it would be interesting to carry out the same study with a larger number of participants in order to make the results more reliable. Another element that would add interest to the present study is the participation of students of different ages to be able to compare the results of the different ages and see if there is a change in how the attitude of the interlocutor affects them. Another interesting aspect would be to include students of the same age but with different levels, in this way, we could check if the difference in anxiety is due to the age of the participants or to their level, or even if it is not related to either of them.

Regarding the interlocutor, in this study the same person has been the interlocutor in both activities, it would be interesting to see if changing the person, each with a different attitude, affects the anxiety of the participants. Related to this line of study would be, again, to use two different interlocutors, but, in this case, changing the students familiarity with the interlocutor, with one of them being previously known to the participants and the other completely unknown.

Finally, it would be interesting to be able to analyse the influence that previous language experiences have on learners and their anxiety when taking an oral examination. It would be interesting to see whether this influence is negative, positive, both or neither. For example, it would be interesting to differentiate between active methodologies, ICT and traditional classroom methodologies.

5.3. Limitations

The major limitation of this study is the number of students who participated. This may be due to the fact that parents did not want their children to be audiorecorded or because the students themselves did not want to participate. However, pupils representing all the levels found in the classrooms participated in the study.

At the same time, external factors such as socio-economic status or extramural exposure, which may have an influence on pupils' performance as well as on their FLA, were not taken into account.

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APPENDIXES

Appendix 1. First activity "The Bicycle" Interlocutor Mode 'A' and script.
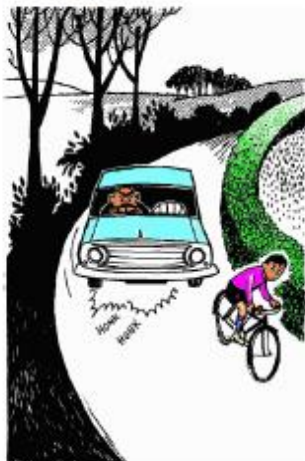
Script:

The teacher tells the child the name of the story and describes the first picture:

Teacher: *"These pictures tell a story. It's called "The Bicycle". Just look at the pictures first. (Pause) Henry was riding his bicycle. An angry driver was right behind him, tooting his horn: "honk-honk"! You tell the story now.*

The teacher points at the pictures if necessary.

CAPTION	Proactive question	Reactive question
CAPTION 2	*What was the boy doing?*	*Was the boy scared?*
CAPTION 3	*What happened to the boy?* *What did the car driver do?*	*Did he fall off his bicycle?* *Did he keep driving after the accident?*
CAPTION 4	*What happened to the bicycle?*	*Was the bicycle broken?*
CAPTION 5	*What happened to the car?*	*Has the car broken down?*
CAPTION 6	*Were they happy then?*	*Was the boy happy because he could ride his bicycle at the end?*

The teacher provides positive feedback after the child's answers, with words like *"good"*, *"excellent"*, or *"that's right"*.

Appendix 2. Second activity "The Race" Interlocutor Mode 'B' and script.

The Race
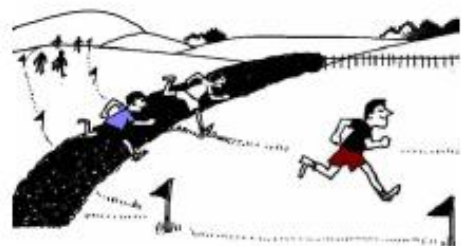
Script:

The teacher tells the students the name of the story and describes the first picture:

Teacher: "**These pictures tell a story. It's called "The Race". Look at the pictures. (pause) A race is about to start. Mark has the start-number 1. "I am the tallest, I am going to win"! You tell the story now.**

The teacher does not point at the pictures.

If the students get blocked the teacher will tell them to try to describe the picture or continue to the next.

When the student needs help the teacher will respond with words like "**go on**", "**continue**", or "**next**".

Appendix 3. First activity Interlocutor Mode 'A' post-task questionnaire

Post-task questionnaire: The Bicycle

Nombre y apellidos:

Edad:

Género:

Años estudiando inglés:

Nivel de inglés:

A continuación le presento una serie de enunciados y me gustaría que contestara con sinceridad.

Léalos con atención e indique con una "X" el número que mejor se corresponda a lo que usted considera que se ajusta a su opinión 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 he sentido ansioso/a.					
He sudado durante la actividad oral.					
He temblado durante la actividad oral.					
He tenido taquicardias.					
Me he sentido tranquilo/a.					
Me he sentido ansioso/a durante la actividad oral.					
Estoy preocupado/a por mí producción de la actividad oral.					

Creo que he utilizado bien la gramática.					
Creo que he hablado bien.					
Creo que he utilizado bien el vocabulario.					
Creo que he hablado de forma fluida.					
Creo que he tenido buena pronunciación.					
He evitado estructuras gramaticales conscientemente.					
He evitado utilizar vocabulario concreto conscientemente.					
He evitado expresar ideas conscientemente.					
He estado preocupado/a por la opinión del/a interlocutor/a.					
Me he sentido cómodo/a con el/la interlocutor/a.					
Me he sentido cómodo/a durante la actividad oral.					
Me he sentido seguro/a durante la actividad oral.					
Me he sentido incómodo/a durante la actividad oral.					
He tenido que centrarme mucho durante la actividad oral.					
Creo que la actividad oral ha sido fácil.					

Si hay algo más que le gustaría agregar sobre su opinión acerca de el/la interlocutor/a, por favor escríbalo aquí.

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

Appendix 4. Second activity, Interlocutor Mode 'B' post-task questionnaire

Post-task questionnaire: The Race

Nombre y apellidos:

A continuación le presento una serie de enunciados y me gustaría que contestara con sinceridad.

Léalos con atención e indique con una "X" el número que mejor se corresponda a lo que usted considera que se ajusta a su opinión 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 he sentido ansioso/a.					
He sudado durante la actividad oral.					
He temblado durante la actividad oral.					
He tenido taquicardias.					
Me he sentido tranquilo/a.					
Me he sentido ansioso/a durante la actividad oral.					
Estoy preocupado/a por mí producción de la actividad oral.					
Creo que he utilizado bien la gramática.					
Creo que he hablado bien.					
Creo que he utilizado bien el vocabulario.					

Creo que he hablado de forma fluida.					
Creo que he tenido buena pronunciación.					
He evitado estructuras gramaticales conscientemente.					
He evitado utilizar vocabulario concreto conscientemente.					
He evitado expresar ideas conscientemente.					
He estado preocupado/a por la opinión del/a interlocutor/a.					
Me he sentido cómodo/a con el/la interlocutor/a.					
Me he sentido cómodo/a durante la actividad oral.					
Me he sentido seguro/a durante la actividad oral.					
Me he sentido incómodo/a durante la actividad oral.					
He tenido que centrarme mucho durante la actividad oral.					
Creo que la actividad oral ha sido fácil.					

Si hay algo más que le gustaría agregar sobre su opinión acerca de el/la interlocutor/a, por favor escríbalo aquí.

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

The Influence of the Interlocutor Factor on the Secondary Students' Foreign Language Anxiety while Performing an Oral Task.

Appendix 5: Students questionnaire raw data.

In the following table (Table 3) we can see the individual results of each student in the two post-tests as well as the total. Each individual can obtain (positive and negative) a maximum of 60 points in each section because there are a total of 24 statements, 12 for each category. The maximum for each section can be 1500 points.

Student	Positive Items		Negative Items	
	Interlocutor Mode 'A'	Interlocutor Mode 'B'	Interlocutor Mode 'A'	Interlocutor Mode 'B'
1	30	28	38	32
2	39	37	30	30
3 (B1)	48	46	21	20
4	29	20	34	36
5	38	28	19	21
6	43	44	28	28
7	45	43	24	27
8	34	33	36	39
9 (native)	54	53	18	15
10(C1)	45	48	30	28
11	39	30	29	38
12(B2)	43	42	40	38
13(B1)	46	45	25	25
14	35	33	33	34
15	43	40	28	30
16	36	36	30	30
17	45	40	20	21
18	47	46	20	20
19	48	44	32	35
20	31	39	31	23
21	43	46	19	23
22	31	26	42	45
23	36	38	52	52
24 (B1)	45	48	27	24
25	51	51	18	17
TOTAL	1024	984	724	731