

Foreign language anxiety research and the Brazilian scenario

A pesquisa em ansiedade de língua estrangeira e o cenário brasileiro

Fernanda Vieira da Rocha SILVEIRA (UERJ)¹

ABSTRACT

Over the past thirty years, the concept of foreign language anxiety (FLA) has received attention from Applied Linguistics researchers and theorists due to its relevance in the domain of foreign language teaching, learning and use. FLA has been considered the affective variable which most negatively influences foreign language learning. It is best described as a sort of situation specific anxiety, inextricably related to the learner's feeling of apprehension and tension when using or learning the foreign language. Nevertheless, most studies focus either on FLA theory or quantitative data, which shows the necessity of more qualitative and interventional research. This article aimed to contribute to the FLA theoretical background from a transdisciplinary stance and share quantitative and qualitative intervention studies conducted in Brazil in the past twenty years.

Keywords: Anxiety, Foreign, Language, Brazilian, Studies

RESUMO

Nos últimos trinta anos, o conceito de ansiedade de língua estrangeira (ALE) vem recebendo atenção de pesquisadores e teóricos no campo da Linguística Aplicada devido à sua relevância para a área de ensino, aprendizagem e uso de línguas estrangeiras. A ALE foi considerada como a variável afetiva que mais negativamente a aprendizagem da língua estrangeira sendo melhor descrita como um tipo de ansiedade de situação específica, intrinsecamente relacionada ao sentimento de apreensão e tensão do(a) aprendiz ao utilizar e aprender a língua estrangeira. Entretanto, a maioria dos estudos aborda a ALE a nível teórico ou em dados quantitativos, o que mostra a necessidade de mais pesquisas qualitativas e intervencionistas. Este artigo buscou contribuir com o referencial teórico da ALE através de um posicionamento transdisciplinar e compartilhar estudos quantitativos e qualitativos intervencionistas conduzidos no Brasil nos últimos vinte anos.

Palavras-Chave: Ansiedade, Língua, Estrangeira, Estudos, Brasileiros

¹ Universidade Estadual do Rio de Janeiro, Departamento de Letras da Universidade do Estado do Rio de Janeiro, Rio de Janeiro, Brasil; ORCID: <https://orcid.org/0000-0003-4244-0517> e-mail: fernanda.silveira72@gmail.com

1. Introduction

Individual differences play a pivotal role in the attempt to explain why some pupils deal with foreign language learning positively while others struggle with it. Rubin (1975) investigated how the ‘good’ learner stands towards foreign language learning, followed by other researchers (HALL, 1995; KRASHEN, 1982, 1985; MOITA LOPES, 1996; OXFORD, 1990). Research confirms the existence of foreign language anxiety (FLA) and its effects on the acquisition process (HORWITZ, 1986, 2008). According to MacIntyre and Gardner (1991), there is reciprocity between anxiety and performance in that even under favorable conditions, some learners experience inhibiting forms of anxiety.

Over the past thirty years, many scholars and theorists have conducted studies about the concept of foreign language anxiety in the domain of communication and foreign language studies (PARK, 2014). Most of these studies are of a quantitative nature (BROWN, 1973, KLEINMAN, 1977; GUIORA, 1983; HORWITZ ET AL. 1986; EHRMAN, 1996; MACINTYRE, 1999; YOUNG, 1999; GREGERSEN, 2003, 2005; KONDO & YING-LING, 2004; MILLS ET AL. 2006; HORWITZ, 2008; MARK, 2011, SALEHI & MAREFAT, 2014; TOYAMA & YAMAZAKI, 2018, among others). Anxiety has been heralded as one of the affective factors which most negatively influences foreign language learning. The foreign language anxiety construct is better described as a type of situation specific anxiety (GARDNER, 1985; STEINBERG & HORWITZ, 1986), which might be negatively associated with learners’ performance (GARDNER & MACINTYRE, 1994; MADSEN, BROWN & JONES, 1991; MARK, 2011).

Sparks and Ganschow (1995, 2000) reject the causal relation between anxiety and language learning. They argue that the affective variables, especially anxiety, do not constitute the cause of poor learning, but the result of this process. Thus, they believe that these learners do not develop the intended progress in foreign language learning solely because of cognitive factors, and anxiety would come as consequence of foreign language acquisition deficiency. However, Horwitz (2002) defends that anxiety represents a multifaceted variable, being not only the cause but also the consequence of foreign language learning problems.

As stated by Horwitz (1986), the three components of foreign language anxiety, namely ‘communicative apprehension’, ‘test anxiety’ and ‘fear of negative evaluation’ contribute to the analysis of the construct as a complex tapestry, which involves self-perception, beliefs, feelings and attitude towards foreign language learning, derived from the uniqueness of foreign language learning: “Probably no other field of study implicates self-concept and self-expression to the degree that language study does.” (HORWITZ, 1991, p. 31).

Accordingly, consistent with the aforementioned arguments, the purpose of the present article is to make a contribution to the literature of Foreign language Anxiety and share the most significant Brazilian qualitative and quantitative studies conducted over the past twenty years regarding FLA.

2. Literature overview

Anxiety moves through diverse knowledge areas such as Neurobiology, Psychology, Psychoanalysis and Education. Based on a transdisciplinary stance, the current review will start at the neural bases of anxiety towards a more discursive perspective which focuses on the concepts of Psychology regarding trait and state anxiety, emphasizing their difference from situation specific anxiety (MACINTYRE & GARDNER, 1991). Moreover, this section will discuss the relationship between anxiety, perfectionism and learner's beliefs about foreign language acquisition. In subsequent sections, this article will present research studies involving anxiety and foreign language learning in Brazil over the past twenty years.

2.1 The neural bases of anxiety

According to LeDoux (2002), we are all anxious in a certain way. However, anxiety disorder is characterized by the occurrence of everyday symptoms such as worry, insomnia, irritability and somatic factors. Gray (1982) analyzed the effect of three drugs (alcohol, barbiturates and benzodiazepines) on the behavior of rats, and detected that the effects of anxiolytic drugs were similar to the consequences of damages to the sept and/or the hippocampus, which made him postulate that these areas were considered as referring to anxiety in the brain. The sept is located in the limbic system, intimately connected to the hippocampus, and it regulates some of its activities. From a psychological perspective, these areas constitute the behavioral inhibition system, which detects and responds to aversive stimuli like those which produce pain, punishment, failure, loss or reward, as well as those which seek novelty and uncertainty. When the inhibition system is activated, the ongoing behavior is inhibited, generating freezing, for instance, and the organism becomes alert.

Along the same lines, Barlow (1988, 1996) described anxiety as a unique cognitive-affective structure inside our motivational defense system. In the core of this structure there is a sense of uncontrollability focused principally on possible future threats, thus, anxiety might be characterized as a state of abandonment due to the impossibility to predict, control and obtain the desired results in certain situations. In conjunction with this negative affective state, a somatic component reflects in the activation of distinct brain circuits such as the corticotropin releasing system as well as Gray's behavioral inhibition system. These systems constitute the physiological substrate of readiness, being the basis for a state of preparation to counterattack the feeling of helplessness.

LeDoux (2002) argued that anxiety is a cognitive state in which the working memory is monopolized by worry and threat thoughts. The difference between a normal mental state and an anxious one is that in the latter the systems involved in the emotional processing such as the amygdala detect a threatening situation and influence what the working memory processes. Therefore, it will affect the ways through which the executive functions select information from other cortical networks and memory systems so as to decide the course of action to be adopted. Thereby, LeDoux disagrees with Gray in that he believes the hippocampus is involved with anxiety not because it processes threats, but since it supplies the working memory with information about the stimulus relations in the current context, as well as the past relations stored in the explicit memory. As a result, when the organism perceives the experience of a threatening situation through the working memory, and it is not certain over what might happen or the best action to take, anxiety occurs.

In his formulation, LeDoux defends that the amygdala plays a more relevant role in the threat processing than the hippocampus, considering that when sensorial information about a threatening stimulus are detected by the amygdala, connections towards response-control systems in the brain stem “initiate the expression of defense responses (freezing) and supporting physiological changes in the body (rises in blood pressure and heart rate, stress hormone release, and so on)” (p. 288). Some of these reactions result in signals which are fed back to the brain and makes an impact on ongoing processing.

It is of utmost importance to differ anxiety from fear. Traditionally, fear is seen as a reaction to a specific and immediately present stimulus, while anxiety consists of some sort of preoccupation about what might happen. However, the two concepts are interwoven because anxiety disorders involve alterations in the processing and/or reactions to threat and danger. Moreover, the fear mechanisms are stored in human and animal brains, and research over such mechanisms offer important insights about anxiety. According to Bishop (2007, p.307), fear is seen as “a biologically adaptive physiological and behavioral response to the actual or anticipated occurrence of an explicit threatening stimulus”, whereas anxiety involves uncertainty in regard to the threat expectation, being activated by less explicit and generalized clues.

As a psychological concept and phenomenon, anxiety has been studied and discussed for a long time. As reported by Freud (1936), anxiety consists of an unpleasant emotional state characterized by a combination of phenomenological and psychological qualities and fear, resulting from the ego reactions towards external threats.

From a physiological point of view, anxiety causes several effects on the organism such as fear, breathlessness, choking sensation, palpitations of the heart, restlessness and increased muscular tension.

Spielberger (1966, p.16) defined anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system.” The author divided anxiety into trait and state anxiety, and later Horwitz (1986) detailed a type of anxiety which would be better adapted to the foreign language scenario named situation specific anxiety. The conjunction of these categories (trait, state and situation specific anxiety) has led to the three approaches to the study of anxiety, developed by MacIntyre and Gardner (1991), which will be presented in the following section.

2.2 Trait, state and situation specific anxiety

Trait anxiety has been defined by Spielberger (1972) as a set of individual differences relatively stable in relation to the perception of several stimulus situations as threatening. However, state anxiety is referred to as a transitory emotional state, characterized by subjective and conscious feelings of tension and apprehension associated with the activation of the autonomic nervous system. It constitutes the apprehension which happens in a certain moment, and it is generally connected to physical symptoms such as sweat, sweat in the hands, dry mouth, muscle contraction and tension (ONWUEBZIE et al, 2000). As Horwitz (2001) noted, trait anxiety is considered a relatively stable personality characteristic, while state anxiety is seen as a response to a certain stimulus, as a test for instance. Eyesink (1979) claimed that trait anxiety damages the cognitive functioning as it affects memory, leading to avoidance behavior.

As previously mentioned, back in 1986 the term ‘situation specific’ was coined to refer specifically to foreign language classroom anxiety (HORWITZ et al. 1986), due to its multifaceted nature. Situation specific anxiety consists of a type of anxiety experienced in a specific situation along time. It is limited to, for instance, speaking in public, taking tests, solving a mathematics question or taking part in a foreign language class (GARDNER & MACINTYRE, 1991). Endler (1997) proposed a multidimensional and interactive model of anxiety to explain the way situational and personal variables interact in order to produce anxiety behaviors. As multidimensional constructs, trait anxiety presents two dimensions: a cognitive and an emotional component, while state anxiety possesses at least four dimensions: personal assessment, physical danger, ambiguous situations, and daily routine (ENDLER et al. 1989). This model has been used by Endler to study anxiety in Asian immigrants, especially the Chinese in North America, and came to the conclusion that their anxious behaviors are multidimensional, since they present personal (the Chinese culture) as well as situational variables (the experience as immigrants) which interact and bring specific responses of anxiety (LIN, ENDLER et al. 2001).

Since the mid-1960s, researchers have been considering the possible interference of anxiety with second language acquisition and performance. Nevertheless, the documentation of the relation between

anxiety and learning/performance would only appear later, in works by Scovel (1978), which concluded that researchers should define the type of anxiety they were investigating more precisely. In 1986, Horwitz and Cope took an important step towards delimiting foreign language classroom anxiety by developing the Foreign Language Classroom Anxiety Scale (FLCAS) to measure foreign language anxiety in classrooms. Although questioned by some researchers regarding its validity (SPARKS & GANSCHOW, 2007), the FLCAS has been recognized as a reliable tool to examine foreign language anxiety in classrooms (YOUNG, 1991).

The aforementioned scale was developed during a research in 1983, when 225 beginner students who attended foreign language classes at The University of Texas were invited to participate in a support group for language learning. 78 students showed interest in participating in the support group, but due to time and space restrictions, the work was reduced to two groups of fifteen students each. The sessions consisted of discussions regarding the language learning process, learning strategies, and anxiety control exercises. The participants reported difficulties which ranged from psychological symptoms like freezing in class to physical issues such as trembling, sweating, heart palpitation, and sleeping disorders. The experiences reported during the sessions contributed to the development of the scale, which showed internal consistency reliability of 0.93 as determined by Cronbach's alpha.

2.3 Anxiety and foreign language learning and use

In 1973, Brown stated that the anxiety construct was strictly related to self-esteem, inhibition, and risk-taking. Horwitz et al. (1986, p. 128) defined anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” According to Young (1991), foreign language anxiety manifests itself through some symptoms such as sound distortions, the incapability to produce the right intonation and rhythm of the language, the feeling of ‘freezing’ when called on to speak, word and recently learned structure forgetfulness, and even speaking refusal.

Regarding second language acquisition, Krashen (1981, 1982, 1985) proposed the ‘Monitor Model’, focusing on the effects of anxiety over input and processing, concluding that there is an affective filter which might limit the learners’ intake, impairing progress in the target language. Thus, a high filter, including an extended level of anxiety, would increase the chance of difficulties in FLA, while a low affective filter would do the opposite (KRASHEN, 1982). Despite all the criticism concerning empirical evidence in his studies, Krashen’s theory had a significant impact on the field of SLA, leading teachers and researchers to think about anxiety as an affective filter, which prevents learners from achieving high levels of proficiency in the target language (AIDA, 1994).

Tobias (1979, 1986) took the relationship between anxiety and the learning process into consideration and proposed a three-phase model to deal with the detrimental effects of anxiety. The author defends that such effects include not only performance, but also the cognitive process stage, leading to anxiety interference in three phases: the input, intake, and output. Consequently, anxiety could prevent learners from 'opening up' to new information and decode them during the input phase. Therefore, the learner would neither organize nor absorb new information during the intake phase. Finally, in the output phase, anxiety would interfere with the retention of recently learned information. Among the three phases, Tobias considers intake interference as the most impairing to learners, since the higher the input is restricted the smaller the amount of available content to be processed might be. Hence, anxiety is cumulative and it interferes with the process of information retention along the phases of intake and output (TOBIAS, 1979). The model developed by Tobias has been used by MacIntyre and Gardner (1994) to examine the effects of foreign language leaning anxiety. They analyzed 'Communicative Anxiety' and 'General Anxiety' in the three phases previously mentioned and concluded that both foreign language learning and production have been affected. It has been observed that the effort increase in the intake phase eventually reduced the effects of anxiety in the output phase.

As stated by MacIntyre and Gardner (1991), anxiety is one of the pivotal factors to succeed in foreign language learning. Research studies have measured foreign language anxiety showing that it interferes in language acquisition, retention, and production. It is worth highlighting that most of the research about foreign language anxiety is of a quantitative nature (KOUL et al, 2009; BESSER et al, 2008; BERNAUS et al, 2007; WOODROW, 2006; MATSUDA & GOBEL, 2005; YASHIMA et al, 2004; RODRIGUEZ & ABREU, 2003; MACINTYRE, 2002; ONWUEGBUZIE, 2000). These studies measured the anxiety construct through closed surveys and scales, and they basically aimed at finding the origin of foreign language anxiety, as well as establishing a relationship between foreign language anxiety and reading, writing and oral performance.

There are also qualitative studies in Brazil and overseas. Among several studies, Yan and Horwitz (2008) investigated the Chinese learners' perception of the way anxiety interacts with personal and instructional factors which might influence foreign language acquisition. Sheen (2008) focused on structural factors and analyzed whether foreign language anxiety affected the learners' ability to improve the use of articles in English when receiving corrective feedback in the form of reformulation. This study has also investigated the influence of anxiety on post correction oral production. In a quali-quantitative study, Hurd (2007) investigated anxiety in distance learning concluding that, in some respects, learners in distance learning context share the same types of anxiety. Price (1991) has conducted interviews with anxious learners and found out that speaking the foreign language in front of their peers was, for them,

the main contributing cause of anxiety. This study also revealed that teachers played an important role in the learners' anxiety. It showed that the anxiety level may be lower or higher according to the teacher's behavior, attitude and methodology. Some activities such as oral presentations and quizzes might generate anxiety in learners (KOCH & TERREL, 1991).

2.4 Anxiety and perfectionism

Competitiveness is considered as one of the causal factors of anxiety among learners. Bailey (1983) analyzed eleven diaries in which the author found direct concern about being compared to peers, besides the desire to be superior, and the pursuit of acceptance and recognition by the teacher. This study has also revealed that the most anxious students tend to present low self-esteem in relation to their skills (speaking, reading, listening and writing), considering themselves as inferior to their peers.

It is widely agreed that extreme perfectionism generates anxiety (PRICE, 1991; GREGERSEN & HORWITZ, 2002; SILVEIRA, 2012; LESSIN & PARDO, 2017). Thus, some procedures which have been used to help cope with perfectionism might be useful to reduce foreign language anxiety. As said by Horwitz (2002):

Adults typically perceive themselves as reasonably intelligent, socially-adept individuals, sensitive to different socio-cultural mores. These assumptions are rarely challenged when communicating in a native language. (...) However, the situation when learning a foreign language stands in a marked contrast. (p.128)

Communication apprehension, as well as fear of negative evaluation and test anxiety raise the image of a learner who is highly concerned about the 'appearance' of their attempts to communicate in the foreign language. According to Gregersen and Horwitz (2002, p.563):

With respect to language learning, perfectionist student students would not be satisfied with merely communicating in their target language_ they would want to speak flawlessly, with no grammatical or pronunciation errors, and as easily as a native speaker.

Just as the anxious learners, the perfectionist would set high standards of performance for themselves, coupled with excessively critical self-assessment (FROST, MARTE, LAHART & ROSENBLATE, 1990). Therefore, instead of exposing their 'not so perfect' skills and suffer probable negative reactions from others, the perfectionist tend to keep quiet until they feel confident enough to express themselves correctly. Moreover, these high standards of performance constitute fruitful terrain for the development of foreign language anxiety.

Patch (1984) defined perfectionism as the establishment of high standards of performance coupled with critical self-assessment. Based on this concept, Brophy (1999) has cataloged some signs of

perfectionism in his students which might be counterproductive to any type of learning, especially language learning:

- a) High and rigid patterns of performance;
- b) Motivation more guided by the fear of failure than by the search for success;
- c) Self-measurement only based on production and results;
- d) “All or nothing” types of assessment, which classify everything other than perfect as a failure;
- e) Difficulty feeling well and achieving success, because it is the least to be done;
- f) Discouragement to start something which will be judged;
- g) Delays for handing in tasks, since they must be totally perfect.

Other commonly observed signs in perfectionists include the choice for not participating in the class unless they are quite sure about the message being conveyed, exaggerated reactions towards small flaws, and low productivity due to the amount of time they take to complete perfect tasks, as stated by Brophy (1996, p. 112): “Perfectionists show unsatisfactory achievement progress because they are more concerned about avoiding mistakes than about learning. They are inhibited about classroom participation and counterproductively compulsive in their work habits”.

According to Albert Ellis (2003), perfectionists believe they must succeed in everything they do in life, otherwise they are worthless, because if they do not they disappoint the most significant people in their lives. Therefore, perfectionists are likely to develop unreal beliefs about themselves and their surroundings, which might as well contribute to the development of foreign language anxiety.

The use of the modal construction “I must” reiterates the perfectionist perspective of obtaining absolute success. Moreover, the rest of the belief reminds us of some signs of perfectionism previously mentioned by Brophy: high standards of performance and “all or nothing” assessment. Naturally, if these demands are not totally fulfilled, the person feels anxious, desperate, depressed or furious (ELLIS, 2003).

Perfectionism is generally characterized as a fight for the absence of flaws (HEWITT & FLETT, 2002), and the literature about this topic addresses the identification of three different forms of perfectionism: perfectionism focused on the other, self-perfectionism, and social perfectionism (HEWITT & FLETT, 1991).

The perfectionist focused on the other creates out of reality standards of expectation towards the other’s performance by demanding from people the same ‘perfection’ pursued by him/herself. Thus, this type of perfectionism is of an interpersonal nature. On the other hand, the self-perfectionists focus their expectations on their own performance, so evaluate it is intrapersonal. Therefore, they set high standards of criticism and assessment of their own behavior in order to avoid flaws. Finally, the social perfectionists feel pressured to be perfect due to their belief that significant people in their lives keep high expectations

in relation to them, which creates the fear of negative evaluation, and performance takes place under this pressure. The three presented models bring health consequences such as anorexia, burnout (GOULD, TUFFEY, UDREY & LOEHR, 1997), and exaggerated affective responses to failure feedback (BESSER et al. 2004).

The fear of failure represents avoidance based on the anticipatory feeling of shame and humiliation associated with failure, as a result, such fear is characterized as a tendency to evaluate situations which generate failure as threats, leading to anxiety. From a cognitive motivational relational point of view, failure might be threatening to individuals who 'have learned' to associate it to aversive consequences (CONROY, WILLOW & METZLER, 2002): shame and embarrassment; low self-esteem; uncertainties about the future and disappointing significant people. Therefore, the ones who believe these consequences are likely to occur when they fail tend to appraise assessment situations as threatening.

2.5 Anxiety and beliefs

Several studies have shown that beliefs are strictly related to trait, state and situation specific anxiety (ALBERT ELLIS, 1962; CRAMER & FONG, 1991). Ellis (1962) proposed a rational emotive model of psychotherapy based on his study about the relationship between 'unreal' beliefs and emotional responses, and he came to the conclusion that such beliefs shall probably influence foreign language anxiety. According to Young (1991), learners' beliefs constitutes one of the main factors in the development of foreign language anxiety. Price (1991) states that anxiety comes from the fact that learners believe they do not have enough aptitude to foreign language learning, whereas Gardner (1985) investigated dropout situations and found that the main reasons would be anxiety and the feeling of not learning enough, although their assessment grades are not quite different from those of their peers. These studies echo Horwitz et al. (1986) and Horwitz (2002), which suggest that the excessive worry to perform correctly might cause foreign language anxiety.

Depending on the beliefs which ground certain approaches to teaching and learning, they might increase the levels of foreign language anxiety. Young (1991) defends that some teachers' beliefs and teaching methods, in which the teacher would act as a 'drill sergeant' instead of a facilitator, coupled with constant and immediate error correction, represent an important source of foreign language anxiety. Kern (1995) showed that mismatches between learners' and teachers' beliefs would create and increase foreign language anxiety.

3. Brazilian studies regarding Foreign language Anxiety

This section will present relevant studies regarding foreign language anxiety conducted in Brazil over the past twenty years, which will be presented in chronological order. The present article is not intended to provide a critical analysis of the studies, but rather, share what has already been done about FLA, and instigate further research in this field. Back in 2002, Mastrella investigated foreign language learners' beliefs which might generate and keep FLA. In her study, six students were selected out of twenty who integrated a beginner class at a Federal Institution. The study aimed at understanding how these learners felt about: foreign language learning, the foreign language itself and themselves as learners. The researcher used the questionnaire BALLI (Horwitz, 1991), as well as class observation and interviews with the participants. Results showed the influence of anxiety in the constitution of beliefs which might limit foreign language learning such as the beliefs about skills and aptitude to learn foreign languages, and the belief about the possibility of making mistakes. She compared responses of anxious and non-anxious learners and verified that the anxious students reveal negative beliefs about themselves by saying they are unable to learn the target language and feel embarrassed when they make mistakes in the classroom. Thus, they avoided speaking English with their peers in order to preserve their image. Mastrella (2002) also pointed out that anxiety might have learners develop negative beliefs about themselves, interfering with the language learning process.

Welp (2006) conducted a doctoral study which aimed at verifying the relationship between anxiety, performance and linguistic awareness during the acquisition of the simple past by Portuguese native speaker adults. In order to investigate the anxiety level, the researcher used the State/Trait Anxiety Inventory (STAI; SPIELBER, GORSUCH & LUSCHENE, 1970 apud WELP, 2006). In general, anxiety was not found to interfere with performance or linguistic awareness. However, a significant increase in the degree of linguistic awareness and performance has been observed in the control group, as well as a striking inverse relationship between anxiety and performance in the principal group. Results suggested there are signs of indirect interference of linguistic awareness over anxiety.

From a qualitative perspective, Castro e Silva (2007) conducted a study in which she investigated the reasons for failure and dropout related to emotional aspects such as self-esteem, anxiety, self-confidence, motivation and empathy, presented by adult beginner students of private English language schools in Goiânia (Goiás, Brazil). For the research, six adult beginner students were selected, and data consisted of semi-structured interviews recorded in audio, drawings made by the participants, representing the classroom and audio recorded interpretations of the drawings by the participants. Results showed the importance of promoting a favorable atmosphere for affective relationships in the classroom, and therefore finding the balance between affective and cognitive aspects in the teaching-learning process.

In line with Mastrella (2002), Silveira (2008) investigated the system of beliefs (BARCELOS, 2000) about foreign language learners of two adult learners (an anxious and a non-anxious one) who perceived themselves as having difficulties learning English at a language school in Niterói (Rio de Janeiro, Brazil), relating such beliefs to the concept of foreign language anxiety. The study compared the two learners' beliefs and analyzed the way the anxious student's beliefs contributed to the development of symptoms associated with FLA such as communication apprehension and avoidance behavior.

This qualitative case study used the questionnaire BALLI, the Foreign language Anxiety Scale (HORWITZ, 1991), as well as recorded semi-structured interviews and diaries. Each participant received a diary, in which they registered their impressions and feelings after the English classes they attended. The analyzed data consisted of excerpts from the interviews and diaries in which the two participants reflected over their beliefs about language learning and shared anxiety related episodes. Hence, the study related such episodes to certain beliefs held by the anxious learner and concluded that the learner's set of beliefs contributed to develop FLA and interfered with his attitude towards foreign language learning.

In a quali-quantitative study, Thereza Junior (2011) analyzed opinions of a group of 44 basic, intermediate and advanced students (18 to 55 years old) upon anxiety in the English learning process. The learners showed their views concerning the affective variable anxiety by rank ordering a 57-statement sample which is part of a data-gathering tool used in Q-Methodology. The package data analysis indicated the emergence of three groups whose participants shared points of view and rank-ordered statements in similar ways. During the interaction process, some participants ended up developing a high sense of group that alleviated the feeling of anxiety. The participants labeled as "The Goodfellas" showed a positive attitude towards the feeling of anxiety in the learning process, while "The Easyriders" faced learning as a way which is full of obstacles to be overcome in a tranquil way. The third and most anxious group, "The Caring Ones" showed their opinions about anxiety as debilitating both inside and outside the classroom. This group was so called because they expressed their needs for a supportive and understanding teacher. Results showed that facilitating anxiety happened when the participants needed to be more alert in class and focus on their studies, while debilitating anxiety was experienced in oral activities in which they had to expose themselves by talking to the teacher, peers or in social contexts. The study also revealed that the older students felt more anxious, which suggested a relationship between anxiety and age regarding foreign language learning.

Silveira (2011) applied the concepts of the Appraisal Theory (WHITE, 2004; MARTIN & WHITE, 2005) regarding 'affect', 'appreciation' and 'graduation' in the analysis of testimonies of an adult foreign language learner during two audio recorded exploratory sessions (ALLWRIGHT, 1991). The purpose of the sessions was to promote reflection opportunities concerning factors which are involved in learning

foreign languages, principally anxiety. Data analysis consisted of locating lexical choices such as adjectives, adverbs, verbs and modalization related to emotions, so as to classify them under 'Affect' or 'Appreciation' stance considering their levels of 'Graduation'. Results showed a higher incidence of negative stance towards foreign language learning, both in relation to 'affect' and 'Appreciation', which confirmed the learner's anxiety state.

The previously mentioned studies have focused on the interference of FLA in language learning and use. In 2012, Silveira took a step forward in the studies of foreign language anxiety when she conducted a resignification study in the light of Exploratory Practice (ALLWRIGHT, 1991; ALLWRIGHT & HANKS, 2009, HANKS, 2015). Most of the studies about foreign language anxiety have confined themselves to providing theoretical background or quantitative data. Thus, it is of vital importance to the field of Applied Linguistics to develop practitioner research which seeks to promote well-being in the language classroom. The Exploratory Practice framework is based on seven principles whose main focus is working primarily to understand the 'quality of life' as it is experienced by language learners and teachers, involving practitioners in this continuous enterprise (HANKS, 2015). Moreover, since Exploratory Practice does not necessarily imply a search for a solution to learning and teaching problems, the purpose of the study was to involve the participant learners in the process of understanding and resignifying foreign language anxiety, why it happened and how they saw themselves as foreign language learners.

The reflective process was carried out during twelve recorded exploratory sessions which happened once a week with two anxious adult learners who reported their struggle with English language learning for many years. Along the sessions, the participants read and developed understandings regarding foreign language acquisition and learning (LIGHTBOWN & SPADA, 1999), foreign language anxiety (HORWITZ, 1986, 1991) and learning strategies (OXFORD, 1990). The second session introduced the Exploratory Practice's concept of 'puzzles', which represented intriguing issues, either good or bad about something. Thus, during this session, the learners discussed what learning was, and produced a collective poster about their understandings. The poster constitutes a potentially exploitable reflective activity (PERA) (MILLER & CUNHA 2016), which contributes to developing understandings and agency. Another PERA was conducted in the fourth session, in which the participants discussed what they did or did not do to learn English after reading about learning strategies (OXFORD, 1990). In the fifth session, they had the opportunity to retrieve memories from their childhood about school, teachers and peers, which helped them build their biographies as learners. The subsequent sessions consisted of discussing and reflecting over selected excerpts from the previous ones.

Data analysis consisted of selecting anxiety related episodes, as well as discursive constructions containing emotional significance. According to Barcelos (2008), life stories constitute an effective method to capture the essence of human experience. The selected excerpts have been analyzed according to the Appraisal Theory regarding the concepts of ‘affect’, ‘appreciation’ and ‘judgement’. The analysis sought to find out whether there was stance oscillation in relation to foreign language anxiety through ‘graduation’, which referred to the positioning intensity. The reflective trajectory showed significant oscillation of appraisal in relation to affect, appreciation and judgement. The learners’ lexical choices moved through a positive-negative continuum, which corroborates the spiral movement of this research. The Exploratory Practice sessions have brought out the learners’ beliefs about language learning mainly concerning self-criticism, time and errors, intrinsically related to foreign language anxiety. Along the sessions, they began to understand time in a different way, which has contributed to a better quality of life as language learners leading to resignifying anxiety.

Lago and Schneider (2012) conducted a qualitative study with 20 seventh graders, 10 third year students (high school) and 4 undergraduate language students in which they investigated the presence of self-esteem, motivation, beliefs and anxiety during the development of writing in English, from the learners and teachers’ perspectives. Data consisted of two questionnaires which have been answered by the students and their teachers as well as interviews with two students from each group and their teachers. Regarding anxiety, the students reported feeling anxious only while writing in test situations, mainly because of grades.

Another anxiety intervention study has been conducted by Ferreira (2015), who used the individual linguistic orientation process called “*Sprachlernberatung*” (ROGERS, 1985, Apud FERREIRA, 2015), which refers to the idea that human beings are motivated by their potential to creativity and growth. However, when this sense of achievement is frustrated, either through an inferior self-concept or external constraints, this appreciation is impaired and anxiety manifests itself. Hence, this study aimed at questioning the learners’ beliefs by relativizing their fears and seeking alternative (positive) viewpoints, from which the learner would be inspired to build their own strategies to alleviate anxiety during the oral production in German learning.

Data consisted of class observation, oral classroom activities, a questionnaire based on Spielberger’s State Anxiety Inventory (1989), as well as individual interviews based on the “*Sprachlernberatung*” process. The interviews were divided in three parts. The first addressed the topic, so the participants described situations in which they experienced German speaking anxiety. The second part referred to resources based on the context provided by the interviewees and in the third, the moderator presented an action plan developed during the counseling so that learners could visualize what has been said and reflect

over the best strategies to cope with anxiety respecting their own personal and learning constraints. Results revealed individual orientation as a valuable problem solution tool to alleviate German speaking anxiety and promote learners' agency. The study also contributed to developing practices which turn the classroom into a more pleasant and less threatening place.

Aragão (2017) conducted a qualitative study in which he investigated the role of emotions in the experience of oral skills interactions in an in-service teacher education course with a focus on mobile learning mediated by WhatsApp (a free of cost multimodal instant messages application). The focus of the research was to understand how teachers felt when speaking English through the aforementioned audio recorder device in comparison to face-to-face interaction. Data collection consisted of participative observation in the course platform including screen capture of all interactions, an online questionnaire, a semi-structured interview and images which represented the participants' feelings regarding oral skills development on WhatsApp. The qualitative data have been organized around patterns of reaction towards the use of tools and emotion perception, such as the expressions of feelings appraised as positive or negative by the participants.

The study revealed that one group of teachers felt more confident and less inhibited when interacting through the application than in face-to-face situations, while another group felt more insecure and anxious to use the resource to record their voices due to their fear of negative evaluation. Some participants from the latter group reported this anxiety as facilitative in that it motivated them to improve their speaking. However, one of the teachers reported feeling so anxious that he/she was not able to search for ways to improve his/her oral skills. Moreover, participants reported that recording themselves outside the classroom might offer productive opportunities, because it helped change emotions and actions about the language use context. Thus, these contextual changes might be useful for learners as well since they might get students to feel more comfortable as there is nobody observing them. As a result, as an asynchronous voice digital device, the WhatsApp might potentially increase time and space dedicated to oral skills development.

Barcelos and Santos (2018) investigated oral production shyness in a group of six foreign language students, with the purposes of characterizing the shy students in an intermediate level group at CELIN (Extension Course in English Language Learning- Viçosa Federal University), and verifying whether the students related oral production problems due to shyness. From the thirty-six students who initially participated in the study by answering a questionnaire, twenty did the written narrative, twenty-one did the visual narrative and six learners have been chosen as participants in the study. The written narratives were about the students' experiences as language learners and the visual narratives included photos,

collages and drawings through which the participants expressed their emotions and opinions about oral production shyness. The six participants were also interviewed.

Data analysis revealed that shyness paralyzed the participants when they had to speak English, both in the classroom and in oral tests. The written and visual narratives showed that fear prevents them from taking risks and exposing themselves, as a result they do not practice their oral skills appropriately, which creates a vicious circle: they do not speak English because of being shy, and since they are shy and do not take risks their oral skills are not developed. This study suggested the use of written and visual narratives to identify the shy students so as to provide them with the necessary time and a favorable learning environment in which they would feel more comfortable to interact with their peers. Another suggestion was to use diversified assessment tools in addition to oral tests, as well as activities like role plays and small group work in order to alleviate inhibition and anxiety in the language classroom.

Dutra (2019) conducted a quantitative study to investigate the relationship between age, proficiency level and foreign language anxiety. Ninety students of different ages and levels have participated in the research, which was carried out in a sequential order. First, the participants answered the Language History Questionnaire (SCHOLL & FINGER, 2013 apud DUTRA, 2019), then the FLCAS (HORWITZ et al. 1986). Results suggested that both adults and beginner learners of English were more affected by FLA than young adults and more advanced learners respectively.

Conclusion

This article has contributed to the theoretical background of foreign language anxiety by relating the concept to beliefs about language learning and perfectionism. It has also shared Brazilian studies regarding FLA over the past twenty years, among which two intervention studies (SILVEIRA, 2012; FERREIRA, 2015), represented a step towards contributing to learners' agency to deal with the phenomenon.

There is a myriad of pedagogical implications related to FLA. Since language learning is a cognitive activity, FLA can interfere with encoding, storage and retrieval processes by causing attention to be divided (MACINTYRE, 1995). Thus, FLA might appear at any phase of learning, affecting input, processing and output, so the multifaceted nature of FLA poses a challenge to teachers and researchers to help foreign language learners. The majority of published research tends to either focus on FLA theoretical basis or adapt teaching to meet the needs of high-anxiety students. However, it is vitally important that learners be part of this enterprise, by taking an agentive stance.

Considering learning as a personal lifelong commitment, more research should be done about ways and strategies which would focus on the anxious learner as the one in charge of managing and coping with his/her own emotions, instead of shifting this responsibility on to the teachers. It is widely acknowledged

that teachers play a significant role as creators or inhibitors of FLA due to their attitude, beliefs, teaching methods and classroom atmosphere. Nevertheless, if learners are not engaged in a reflective process to understand themselves and find ways to keep on learning the foreign language despite FLA, it becomes a one-sided project. Thus, this article suggests a two-sided effort, which involves teachers and learners, in order to achieve quality of life and emotional comfort in the language classroom.

References

- AIDA, Y. 1994. Horwitz and Cope's construct of foreign language anxiety: The case study of students of Japanese. *Modern Language Journal*. 78, p.155-168. 1994
- ALLWRIGHT, D e BAILEY, K.M. 1991. Focus on the language classroom: an introduction to classroom research for language teachers. Cambridge: Cambridge University Press.
- _____ e HANKS, J. 2009. The developing language learner; an introduction to Exploratory Practice. Hampshire: Palgrave Macmillan.
- ARAGÃO, R.C. 2017. Emoções e ações de professores ao falar inglês no WhatsApp. *Revista Brasileira de Linguística Aplicada*, v.17, n.1. <http://www.redalyc.org/articulo.oa?id=339850114004>
- BAILEY, K.M. 1983. Competiveness and anxiety in adult second language learning: looking at and through the diary studies. In H.W. Seliger and M.H. Long (Eds). *Classroom Oriented Research in Second Languages*. P.67-103. Rowley, MA: Newbury House.
- BARCELOS, A.M.F. 2000. Understanding teachers'and students' language learning beliefs in experience: A Deweyan approach. The University of Alabama
- BARCELOS, A.M.F. e SANTOS, J.C. 2018. "Não sei de onde veio essa timidez, talvez um medo de parecer ridículo": Um estudo sobre a timidez e a produção oral de alunos de inglês. *Horizontes de Linguística Aplicada*, ano 17, n. 2, p. 15- 38
- BARLOW, D.H. 1988. Anxiety and its disorders: the nature and treatment of anxiety and panic. New York: Guilford Press
- _____ 1996. The effectiveness of psychotherapy: science and policy. *Clinical Psychology: Science and Practice*, vol. 3 issue 3. <https://doi.org/10.1111/j.1468-2850.1996.tb00075.x>
- BERNAUS, M., MOORE, E; CORDEIRO, A. 2007. Affective factors influencing plurilingual. students' acquisition of Catalan in a Catalan-Spanish bilingual context. *The Modern Language Journal*, 91, p. 235-246.
- BESSER, A; GORDON, L; FLETT, P. PAUL, L. HEWITT, J.G. 2008. Perfectionism, and cognitions, affect, self-esteem, and physiological reactions in a performance situation. *Cognitive Behavior Theory*, 26, p. 206-228.
- BISHOP, S.J. 2007. Neurocognitive mechanisms of anxiety: an integrative account. *Trends in Cognitive Science*. Vol. XXX, n. X. p.1-10.
- BROPHY, J. 1999. Working with perfectionist students. (Report No. 4). Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC document Reproduction Service No. ED 400124)
- BROWN, G. 1971. Human Teaching for Human Learning. An Introduction to Confluent Education. New York: The Viking Press.
- CASTRO E SILVA, M.L. 2007. A questão da afetividade no processo de ensino/aprendizagem de LE (inglês): o que leva ao sucesso ou frustração do aprendiz. Dissertação de Mestrado. Universidade de Brasília (UNB), Brasília, Brasil
- CONROY, S.A., WILLOW, J. P., METZLER, J. N. 2002. Multidimensional fear of failure measurement: The performance failure appraisal inventory. *Journal of Applied Sport Psychology*, 14, 76-90.
- CRAMER, D.e FONG, J. 1991. Effect of rational beliefs on intensity and "inappropriateness" of feelings: A test of Rational-Emotive Theory. *Cognitive Therapy and Research*, v.15 n.4, p.319-329.

- ELLIS, A. 1962. Reason and emotion in psychology. New York: Lyle Stuart.
- _____. 2003. Early theories and practices of rational emotive behavior therapy and how they have been argued and revised during the last three decades. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, Vol. 21, N. 3/4, Winter.
- DUTRA, R.L. 2019. Anxiety and foreign language learning: dealing with negative emotions in the classroom. Trabalho de Conclusão de Curso. Universidade Federal do Rio Grande do Sul. Porto Alegre, Brasil.
- ENDLER, N.S. 1997. Stress, anxiety and coping. The multidimensional interaction model. *Canadian Psychology*, v.38, p.136-153.
- EHRMAN, M.E. 1996. *Understanding Second Language Learning Difficulties*. Sage, Thousand Oaks, CA.
- EYSENCK, M.W. 1979. Anxiety, learning and memory: A reconceptualization. *Journal of Research in Personality*. v.13, p. 363-385.
- FERREIRA, J.G. 2015. A orientação linguística individual no desempenho acadêmico: uma busca por estratégias de amenização da “ansiedade de produção oral na língua estrangeira” no ensino de alemão. Anais do 1º Congresso da Associação Brasileira de Estudos Germânicos (ABEG), p.249-257. USP, São Paulo
- FREUD, S. 1936. *The problem of Anxiety*. New York: Norton.
- FROST., R. O., MARTEN, P., LAHART, C. e ROSENBLATE, R. 1990. The dimensions of perfectionism. *Cognitive Therapy and Research*, 14, 449–468.
- GARDNER, R.C. 1985. *Social Psychology and Second Language Learning*. Edward Arnold, London.
- _____. 1987. The socio-educational model of second language learning: Assumptions, findings and issues. *Language Learning*, v.2, p.1-28.
- GOULD, D., UDRY, E., TUFFEY, S. & LOEHR, J. 1997. Burnout in competitive junior tennis players: I. A quantitative psychological assessment. *The Sport Psychologist* 10, 322-340.
- GRAY, J.A. 1982. *The neuropsychology of anxiety*. New York: OUP.
- GREGERSEN, T. S. 2003. To err is human: a reminder to teachers of language anxious students. *Foreign Language Annals*, 36(1), 25-32.
- GREGERSEN, T. e HORWITZ, E.K. 2002. Language learning and perfectionism: Anxious and non-anxious language learners’ reactions to their own oral performance. *Modern Language Journals*, n.86, v.4, p.562-570.
- GUIORA, A. Z. 1983. The dialectic of language acquisition. *Language Learning*, 33, 3-12.
- HALL, D. 1995. Materials production: theory and practice. In A.C. Hidalgo; D. Hall; G.M. Jacobs (eds). *Getting started: materials writers on materials writing*. Singapura: SEAMO Regional language Center.
- HANKS, J. 2015. Language teachers making sense of Exploratory Practice. *ELT Journal*, 19 (5) p.612-633. <https://doi.org/10.1177/1362168814567805>
- HEWITT, P. L e FLETT, G. L. 1991. Perfectionism in the self and social contexts: Conceptualization, assessment, and association with psychopathology. *Journal of Personality and Social Psychology*, 60, 456–470.
- _____. 2002. Perfectionism and stress in psychopathology. In G. L. FLETT & P. L. HEWITT (Eds.), *Perfectionism: Theory, research, and treatment* (pp. 255– 284). Washington, DC: American Psychological Association in psychiatric samples. *Psychological Assessment*, 3, 464-468.
- HORWITZ, E.K. e HORWITZ, M.C.; COPE, J. 1986. Foreign language classroom anxiety. *Modern language learning*, n.70, p.125-132.
- HORWITZ, M. B., HORWITZ, E. K., e COPE, J. 1991. Foreign language classroom anxiety. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 27–39). Englewood Cliffs, NJ: Prentice Hall.
- _____. 2001. Language anxiety and achievement. *Annual Review of Applied Linguistics*, n.21, p.112-126.

- HURD, S. 2007. Anxiety and non-anxiety in a distance language learning environment: the distance factor as a modifying influence. *System*, n. 35, p. 487-508.
- JUNIOR, A.H.T. 2011. Um estudo Q sobre a ansiedade na aprendizagem de língua inglesa. Dissertação de Mestrado. Universidade Federal de Uberlândia. Uberlândia, Brasil
- KERN, R.G. 1985. Students' and teachers' beliefs about language learning. *Foreign Language Annals*, n.28, v.1, p.71-92.
- KLEINMANN, H.H. 1977. Avoidance behavior in adult second language acquisition. *Language Learning*: n.27, p.93-107.
- KOCK, A.S. e TERRELL, T.D. 1991. Affective reactions of foreign language students to natural approach activities and teaching techniques. In E.K. Horwitz & D.J. Young (Orgs.), *Language anxiety: From theory and research to classroom implications* p. 109-126.
- KONDO D.S e YING-LING, Y. 2004. Strategies for coping with language anxiety: the case of students of English in Japan. *ELT Journal Volume 58/3*. Oxford University Press. Koul, R., ROY, L., KAEWKUEKOOL, S. e PLOISAWASCHAI, S. 2009. Multiple Goal Orientation and Foreign Language Anxiety, *System* 37, 676-688.
- KRASHEN, S.D. 1981. *Second language learning and second language acquisition*. Oxford: Pergamon.
- _____. 1982. *Principles and practice in second language acquisition*. Oxford: UK: Pergamon Press.
- _____. 1985. *The input hypothesis: issues and implications*. London, Longman.
- LAGO, N.A e SCHNEIDER, P.F.B. 2012. Sentimentos e emoções envolvidos na aprendizagem da escrita em língua estrangeira. *Anais da 9ª semana de Licenciatura*. Jataí, GO, Brasil
- LEDOUX, J. 2002. *Synaptic self: how our brains become who we are*. Penguin Books.
- LESSIN, D.S. e PARDO, N.T. 2016. The impact of perfectionism on anxiety and depression. *Journal of Psychology and Cognition*, v.2, issue 1. DOI: 10.35841/psychology-cognition.2.1.78-82
- LIGHTBOWN, P e SPADA, N. 1999. *How languages are learned*. New York: Oxford University Press. Second edition
- LIN, M.C.; ENDLER, N.S. 2001. State and trait anxiety: a cross-cultural comparison of Chinese and Caucasian students in a Canadian sample.
- MACINTYRE, P. D. 1999. "Language Anxiety: A Review of Literature for Language Teachers". In D. J. Young (Ed.), *Affect in Foreign Language and Second Language Learning* (pp. 24 – 43). New York: Mc Graw Hill Companies.
- MACINTYRE, P.D. e GARDNER, R.C. 1991. Methods and results in the study of foreign language anxiety: a review of the literature. *Language Learning*, v.41, p.1,283-305.
- _____. 1994. The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*. n.44, v.2, p.283- 305.
- MADSEN, H.S.; BROWN, B. L. J e JONES, R. L. 1991. Evaluating student attitudes to second-language tests. In E.K. Horwitz; D. Young (Orgs.) *language anxiety: from theory and research to classroom implications*, p. 65-86. Englewoods Cliffs, N.J: Prentice Hall.
- MARK, B. 2011. An exploration of speaking in class anxiety with Chinese ESL learners. *System*, v. 39, n.2 p.202-214.
- MARTIN, J.R. 2004. *Mourning: how we get aligned*. *Discourse and Society*, vol. 15(2-3), p. 321-344. London: Sage Publications.
- _____. E WHITE, P.P.R. 2005. *Appraisal: the language of evaluation*. New York: Palgrave Macmillan.
- MASTRELLA, M.R.A. 2002. A relação entre crenças dos aprendizes e ansiedade em sala de aula de língua inglesa: um estudo de caso. Dissertação (Mestrado em Letras e linguística) Faculdade de Letras, UFG, Brasil
- MATSUDA, S e GOBEL, P. 2005. Anxiety and predictors of performance in the foreign language classroom. *System*, 32, 21-36.

- MILLS, N; PAJARES, F; HERRON, C. 2006. A Reevaluation of the Role of Anxiety: Self Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency. *Foreign Language Annals*, vol. 39, n. 2, p. 276-295.
- MILLER, I.K. e CUNHA, M.I.A. 2017. Exploratory Practice in continuing professional development: critical and ethical issues. In Dikilitas, K. (ed) *Facilitating in-service teacher training for professional development* (pp. 61-85), Pennsylvania: IGI Global. 10.4018/978-1-5225-1747-4.ch004
- MOITA LOPES, L. P. D. 1996. “Eles não aprendem português quanto mais inglês”. A ideologia da falta de aptidão para aprender línguas estrangeiras em alunos da escola pública. In Moita Lopes, L.P. *Oficina de lingüística Aplicada*. Campinas. Mercado de Letras.
- ONWUEGBUZIE, A, BAILEY, P. e DALEY, C. 2000 The validation of the three scales measuring anxiety at different stages of the foreign language learning process: The input anxiety scale, the processing anxiety scale, and the output anxiety scale. *Language Learning*, n.50, v.1, p.87-117.
- OXFORD, R.L. 1990. *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- PARK, G. P. (2014). Factor analysis of the foreign language classroom anxiety scale in Korean learners of English as a foreign language. *Psychological Reports: Relationships and Communications*, 115(1), 261–275 <https://doi.org/10.2466/28.11.PR0.115c10z2>
- Patch, A. R. (1984) Reflections on perfectionism. *American Psychologist*, 39, 386–390.
- Price, M.L. (1991) The subjective experience of foreign language anxiety: Interviews with highly anxious students. In E.K. Horwitz & D.G. Young (Orgs.), *language anxiety: From theory and research to classroom implications*, p.101- 108. Englewood Cliffs, NJ: Prentice Hall.
- Rodriguez, M; Abreu, O. (2003). The stability of foreign language classroom anxiety across English and French. *Modern Language Journal*, 87, 365-374.
- ROGERS, C. 1985. *Tornar-se pessoa*. São Paulo: Martins Fontes.
- RUBIN, J. 1975. What the “Good language Learner” can teach us. *TESOL Quarterly*, n.9, p. 41-51.
- SALEHI, M. e MAREFAT, F. 2014 The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory and Practice in Language Studies*, vol. 4, n. 5, pp. 931-940. Doi:10.4304/tpls.4.5.931-940
- SCHOLL, A. P.e FINGER, I. 2013 *Elaboração de um questionário de histórico da linguagem para pesquisas com bilíngues*.
- SCOVEL, T. 1978. The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning*, 28, p. 129-142.
- SHEEN, Y. 2008. Recasts, language anxiety, modified output, and L2 learning. *Language Learning*, v. 58, issue 4. <https://doi.org/10.1111/j.1467-9922.2008.00480.x>
- SILVEIRA, F.V.R. 2008. *A relação entre crenças e a ansiedade de língua estrangeira: um estudo de caso*. Dissertação de Mestrado. Universidade Federal Fluminense. Niterói, Brasil.
- _____. 2011. *A ansiedade no aprendizado de línguas estrangeiras: uma análise sob a luz da Teoria da Valoração*. Pesquisas em Discurso Pedagógico 10.17771/PUCRio.PDPe.18836
- _____. 2012. *Ressignificando a ansiedade na aprendizagem de línguas estrangeiras através das crenças: um estudo exploratório*. Tese de Doutorado. Pontifícia Universidade Católica do Rio de Janeiro. Rio de Janeiro, Brasil.
- SPARKS, R. J., e GANSCHOW, L. 1995. Anxiety about foreign language learning among high school women. *The Modern Language Journal*, 80, 199–212. 292
- SPARKS, R. J., GANSCHOW, L., e JAVORSKY, J. 2000. D’ej`a vu all over again. A response to Saito, Horwitz, and Garza. *The Modern Language Journal*, 84, 251–255.
- SPARKS, R. L., e GANSCHOW, L. 2007. Is the foreign language classroom anxiety scale measuring anxiety or language skills? *Foreign Language Annals*, 40(2), 260–287 <https://doi.org/10.1111/j.1944-9720.2007.tb03201.x>
- SPIELBERGER, C.D. 1966. *Anxiety and behavior*. New York.

- _____. 1972. *Anxiety-current trends in theory and research*. New York: Academic Press.
- STEINBERG, F. S. e HORWITZ, E.K. 1986. The effect of induced anxiety on the denotative and interpretive content of second language speech. *TESOL Quarterly*, 20, p. 131- 136.
- TOYAMA, M. e YAMAZAKI, Y. 2018 Exploring the components of the foreign language anxiety scale in the context of Japanese undergraduates. *Asian-Pacific Journal of Second and Foreign Language Education*, v.3, n.4. <https://doi.org/10.1186/s40862-018-0045-3>
- TOBIAS, S. 1979. Anxiety research in educational psychology. *Journal of Educational Psychology*, n.71, p. 573-582.
- _____. 1986. Anxiety and cognitive processing of instruction. In R. Schwarzer (Org.), *self-related cognition in anxiety and motivation*. Hillsdale, NJ: Erlbaum.
- WELP, A. K. S. A. 2006. *Consciência linguística como atenuante da ansiedade no aprendizado de língua estrangeira*. Tese (Doutorado) – Pontifícia Universidade Católica do Rio Grande do Sul
- WHITE, P. 2004. Valoração: a linguagem da avaliação e da perspectiva. *Linguagem em (Dis)curso*, v.4, n.esp. 178-205. Tubarão. Brasil
- WOODROW, L. 2006. J. Anxiety and speaking English as a second language: English language.
- YAN, X. e HORWITZ, E.K. 2008. Learners' Perceptions of How Anxiety Interacts with Personal and Instructional Factors to Influence Their Achievement in English: A Qualitative Analysis of EFL Learners in China. *Language learning*, v. 58, n. 1, p. 155-183.
- YASHIMA, T., ZENUK-NISHIDE, L., E SHIMIZU, K. 2004. Influence of attitudes and affect on L2 communication: A study of Japanese high school students. *Language Learning*, 54, 119-152
- YOUNG, D.J. 1991. Creating a low-anxiety classroom environment: What does the language anxiety research suggest? *Modern Language Journal*, v.75, n.4, p. 426-437.
- _____. 1999. *Affect in foreign language and second language learning: a practical guide to creating a low-anxiety classroom atmosphere*. Boston, MA: McGraw-Hill.