



**A case study of negative affective factors among EFL students
performing below expectations in the city of Monterrey, Mexico**

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DISSERTATION

A case study of negative affective factors among EFL students performing below expectations in the city of Monterrey, Mexico

Submitted by

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I certify that all the material in this dissertation which is not my own work has been identified and that no material is included for which a degree has previously been conferred upon me.

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November 2015

Abstract

The aim of this research is that of exploring possible correlations between L2 underachievement and certain negative affective factors. In order to obtain the desired data, a sampling filter was necessary in order to represent a realistic local context based on very specific students' profiles. The first part of this cases study will describe a brief introduction of the phenomenon, my teaching context, and detailed academic background on the three chosen interviewees. Such introduction provides an idea of the context of the phenomenon and awareness of the students' needs as well as some links to other similar TESOL contexts. Next, I will provide a literature review on what theorists have offered on negative affective factors in the field of TESOL in the last century and this millennium. The theoretical background will offer a thorough insight of *Affective Factors* which, according to theorists, provide a connection between the students' L2 underachievement. After that, I will discuss the data gathering process to be carried out, which will be defined and supported with theoretical background and linked to my needs as a researcher. Since this research is a case study, quantitative as well as qualitative instruments were used in order to provide valuable data. In the following chapter, I will display my findings by linking my research questions with the phenomenon being studied and shed a light on this psycholinguistic issue. Finally, I will provide a concise discussion, some implications that could be improved in future investigations, and furnish valuable reflections as a result of this study.

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1.0 Introduction

The study on students' affective factors in the area of Teaching English to Students of Other Languages (TESOL) has been part of the curiosity of the L2 teacher for a long time, but it has been considered a “diachronic” process and now the interest in *Affect* has taken off, not only in the research field but also in the practice in recent years (Arnold, 2011).

In my experience in the field of L2 adult teaching, I became interested in this psycholinguistic field because I was curious to know what was going on in my students' heads inside the classroom; but most precisely, students whose marks were low. I frequently wonder if the behavior of my students who are performing below expectations could be linked to certain negative *Affective Factors*. For example, one day while explaining a concept in front of the class, I noticed a student (with low marks) giving me a bored look whereas the rest of the classmates showed an engaged attitude. This makes me feel uncomfortable because it makes me believe that there is something wrong with my practice. Another typical behavior, which has happened in my own practice, is when this type of student suddenly stands up and leaves the classroom, particularly when I put them in teams or they are preparing material for a presentation and I can perceive their fear to be exposed. Also, by the look of their gestures I notice signs of anxiety or frustration and sometimes (in the worse-case scenario) they end up withdrawing the course.

Therefore, with the pursuit to shed a light and to figure out if there is a way to manage my students' negative affective factors in a more suitable manner, I

decided to carry out a small-scale case study on three students who are performing below expectations in order to see if some of their some of their affective factors play a significant role in their L2 learning.

“...attention to affective aspects can lead to more effective language learning. When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotions.”

Arnold and Brown (1999: 2)

1.1 General context

At this moment, I am currently teaching English in the city of Monterrey, Mexico, located in the northeast about 100 miles from the border with the United States. The proficiency level is upper-intermediate (B2, based on the CEFR) and they are adult learners between 18 and 45 years old; some still studying university. I am teaching two evening-classes of 20 students each. There are several students who are not obtaining the desired results so I hand-picked three interviewees whose profiles are described in the following section.

1.2 Interviewees' Background

First of all, the name of my three interviewees will be protected due to ethical reasons and their data will not be revealed, so I will refer them as Leticia, Pedro, and Maria.

Leticia is a 26 year-old English student. Her father is a sales manager and her mother is a realtor. As for her highest educational background, she has a High School diploma. She works in a company that manufactures industrial pumps and

her position is an assistant administrator. In her spare time, she likes to go to the movies with her boyfriend, go shopping and do cross-fit at the gym. Leticia wants to learn English because she would like to get a promotion and receive a better salary. Recently, Leticia obtained a very low grade in her final English exam and feels very disappointed. She mentioned a possible desertion from the course.

Pedro is a 43 year-old L2 English student. He holds a professional degree in law and works for a company in the department of labor relations. During his spare time he enjoys reading books or articles related to philosophy, wisdom and other related topics. He is not learning to get a promotion or any job related motive.

Pedro is mainly learning English to be able to communicate with foreigners and meet new friends, not only from the United States but from other parts of the world. Recently, Pedro barely passed the course and he states that he would like to improve his accuracy when speaking to other persons inside or outside the classroom but his busy schedule does not allow him to dedicate more time on his learning.

Maria is a 24 year-old student whose father owns a small lathe shop and her mother is a house wife. She has just graduated from University with a degree in English Teaching. She likes to dance jazz in her free time and go running. Maria is currently taking English classes because she wants to continue developing her proficiency level so as to be able to teach higher English courses in the future. She has recently begun to work and teaches A1 and A2 (CEFR) levels to young adults at a public university. Maria has been teaching for the last two months. She has not

been getting the desired marks nor achieving the accuracy that she wanted according to the proficiency level of the class.

1.3 Research questions

After explaining the language phenomenon in my context, along with the description of the interviewees, the purpose of this research is to answer the following research questions:

1. What affective factors in my students' heads could have a negative influence on their L2 achievement?
2. How could identification of negative affective factors by the teacher provide an opportunity to channel students towards successful learning?

2.0 Literature review

At first, the term “*Affect*” was a very broad word for me and I began by defining the concept of “*Affective Factors*” and explain why they are of great importance in the field of language learning. Gass and Selinker (2008: 398) define *Affective Factors* as “feelings or emotional reactions about the language, about the people who speak the language, or about the culture where that language is spoken”. This definition is mainly influenced by Gardner and Lambert (1972) and their study on *Attitudes* (analyzed later in this chapter) towards the L2, the speakers of L2 and the L2 context. But in a more recent research, Arnold and Brown (1999) link *Affect* with more possible issues besides *Attitudes*:

“Affect is related to aspects of emotion, feeling, mood or attitude which condition behavior”

Arnold and Brown (1999: 1)

And the reasons why we cannot ignore *Affective Factors* is because they represent the emotional side of human conduct so we can say that both affective and learning are placed side by side (Brown, 2000: 143). Sharing the same view, Baker (1992: 16) states that if we only concentrate on external behaviors and ignore the students’ accumulated fixed ideas of the language (or preconceptions), then our judgment on their learning might be unjustified. The fact that I only focus on learning strategies or my own teaching materials but not my students’ emotions, could be a reason for my students to struggle in their L2 learning: “if teachers do not take affective side of language learning into account, conflicts of the level of

identity may well develop and make the cognitive aspect of the learning process more difficult” (Arnold, 2011).

2.1 Analysis of Affective Factors

So far, there is not a solid explanation of how *Affective Factors* could contribute to L2 learning; as stated by Pavlenko (2013): “It is only in the past decade (2000-2010) that SLA researchers began a systematic study of L2 affect as a linguistic category”.

Therefore, with the purpose of offering a contribution on this issue, I will explain the most well-known *Affective Factors* henceforth, which mainly emerged during the last century as well as new approaches which have appeared in this new millennium. Then, I will provide recent challenges dealing with *Affect* and possible reasons why theorists have not succeeded at giving a solid explanation. Finally, I will examine noteworthy *Affective Strategies* which have arose in recent years; especially those during the 1990’s and 2000’s.

2.1.1 Attitudes and Motivational Orientations

Gardner and Lambert (1972) recognized that there is a range of socio-psychological factors that could affect foreign language learning. One example of these psychological factors discussed in their work are *Language Attitudes*. Their main approach was that feelings towards the foreign language, language group, and context would affect the students’ learning success. For example, my students would normally learn more successfully if they felt empathy towards native speakers, their language and their culture. On the other hand, if they think that

native speakers are arrogant people, for instance, their learning would not be successful enough.

Some other times students might not like my behavior or perhaps the course is not what they expected, so Gardner (1985) also states that my students' *Attitudes* towards the L2 teacher and the course also contribute to language learning.

Another ground-breaking contribution from Gardner and Lambert's (1972: 132) work was the well-known *Motivation Theory*. According to this theory, which dominated the field for twenty years (Dörnyei and Ryan, 2015), there are two motivational drives when learning a foreign language that might affect how the students feel in my classroom:

1. *Integrative orientation*: Sincere and personal interest in the people and culture represented by the other group.
2. *Instrumental orientation*: The practical value and advantages of learning a new language (normally job related reasons in L2 adult learners).

However, in search for more *Affective Factors*, Gardner (1985) himself stated that his *Intrinsic/Instrumental Orientation* model was not the final theory because there were many elements within *Motivation* to be considered in future investigations. In fact, more recently, Gardner and MacIntyre (1991) stated that neither type of orientation led to more success than the other, but it was due to variables of motivation within each orientation. Perhaps, this revolutionary theory was the peak of the iceberg in the analysis of *Affective Factors* because a vast list of "emotions

are fundamentally important motivators” (MacIntyre et al. 2009: 47) and not necessarily the students’ overall desires.

2.1.2 Self-Confidence

It is possible that my students are not confident enough in the classroom, therefore influenced by Gardner and Lambert’s (1972) theory, Clément (1980) mentions the affective factor of *Self-Confidence* which can influence communicative competence. This factor can be described as “the overall belief in being able to communicate in the L2 in an adaptive and efficient manner” (MacIntyre, Clément, Dörnyei, and Noels, 1998: 551). According to Clément (1980), the more confident the student is, the more involved in practicing the L2 and, as a result, the higher linguistic competency. This might suggest that if I do not develop my students’ confidence, they will continue avoiding practicing the L2. Later, Clément and Kruidenier (1985) pointed out another important aspect. When students are learning the language in a context where they have the opportunity to interact with L2 native speakers frequently, could result in an increase of their *Self-Confidence* and consequently they would interact with higher number of native speakers. So, this means that my students may possibly be limited when developing this factor because they are learning the L2 in their native L1 context and I would also have to investigate how many of them actually interact with native L2 speakers at work.

2.1.3 Affective Filter

Another reason to decrease the chances of *Self-Confidence* development is Krashen’s (1982) *Affective Filter Hypothesis*. Based on this hypothesis, when a

student has a high filter due to *Anxiety*, even if my students understand the message I send, the input will not spread enough to be successfully acquired. In order to decrease such filter, Krashen (1982) mentions the importance of ‘*acquisition-rich*’ situations as a more successful way to acquire a second language, and which help my learners feel less anxious and open to receive new linguistic knowledge:

“The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation.”

Krashen (1982: 32)

2.1.4 Anxiety

Krashen’s (1982) filter awareness might be significant in my own teaching because it can be the reason for my students to act in certain behavior and continue getting low marks. Nevertheless, the term of *Anxiety* was still very broad so a clearer explanation was carried out by Horwitz et al. (1986) who defines *Anxiety* as the “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”. As we can see, these other variables could help to understand Krashen’s (1982) *Affective Filter* better in terms of how the learning gap can be obstructed or opened.

Anxiety is one of the most researched *Affective Factors* when theorists try to discover reasons for L2 learning obstruction and Horwitz et al. (1986) divided three possible types of anxieties: *Communication Comprehension*, *Test Anxiety*, and *Fear of Negative Evaluation*.

Based on Horwitz et al. (1986), *Communication Comprehension* refers to a type of shyness produced by fear of communicating with people. This *Anxiety* can be present when a student has to speak in groups or in public; and also as a receiver, such as listening a spoken message.

The second type of performance, *Test Anxiety*, is produced from a fear of failure. Sometimes, my students may have expectations which overpass their real capacities and feel that if they do not have a perfect mark, their performance is a disappointment. I have witnessed this type of *Anxiety* in students who fail their mid-term exam and they change their *Attitude* towards the class and sometimes they make me believe they disapprove my teaching strategies for the rest of the course.

The third type of *Anxiety*, *Fear of Negative Evaluation*, refers to a negative expectation of how others would evaluate the students and it can happen at any moment in the classroom or any other context which is related to observation or evaluation, for example a job interview in the L2. This is one of the most visible type of *Anxiety*, especially when I see the faces of my students when I am waiting for an example or when the rest of the classmates are staring at a student when giving a presentation in front of the class. Again, taking into account Krashen's (1982) *Affective Filter*, I should be more careful with the strategies I use with my students.

2.1.5 Willingness to Communicate

Because of these constant evaluations, L2 performance requires *Risk-taking* or as McCroskey and Richmond (1987) call it: *Willingness to Communicate (WTC)*. This

other *Affective Factor* may also be considered as a personality type since it is related to shyness or introversion; however, we will avoid the field of personalities and focus solely on the emotional effect in this paper.

WTC is the idea that certain students would normally look for opportunities to communicate in the L2 or take risks. However, unpredictable or different types of situations may also alter the *WTC*. Some of these situational variables could be, for example, my students' current feelings at the moment of speaking, perhaps affected by a conversation with a person minutes before. Also, the students' inner purpose of the conversation or what they really want to gain, or even the look or appearance of the person who is in front of them may play an impact on their *WTC* (McCroskey and Richmond, 1987).

2.1.6 Self-Esteem

Brown (2000) mentions a closely related factor of *Self-Confidence* which is called *Self-Esteem* and Coppersmith (1967) defines it as:

“...a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports overt expressive behavior”.

Coppersmith (1967: 4-5)

Basically, Brown (2000) states that *Self-Esteem* is the accumulation of experiences within the students and with others and also the evaluation of their external world which surrounds them. Having said this, in order to understand this transformation in our minds, Brown (1998) studies three levels of *Self-Esteem: Global, Situation or Specific, and Task*.

Global Self-Esteem happens when we become adults and this type of *Affect* is not vulnerable or easily changed. It is a steady assessment of our value after experiencing a long path of situations and the only way it can be modified through time is if a person attends a long-term therapy, or perhaps if the person suffers from a traumatic incident (Brown, 2000). This proposes that my adult L2 learners have a very solid *Global Self-Esteem* and if their own L2 learning assessments are negative, this could influence their resistance to learn efficiently in the classroom.

Situation or Specific Self-Esteem is also the evaluation of ourselves but in particular situations of our lives (Brown, 2000). These can be classified as the moments of the students with other people in different places and the awareness of their personality (e.g. introvert, extrovert, shy, etc.) and qualities that they possess (e.g. linguistic, musical, mathematical, etc.). Perhaps, my interviewees' awareness on some of their personalities and qualities are limiting them to learn the L2 or take risks.

The *Task Self-Esteem* is a more specific-type of assessment. For example, we can say that in *Situation-Specific* view that my students are good language learners, but in a *Task Self-Esteem* view they know that only certain language skills are performed better than others (Brown, 2000). For example, linguistically speaking, let us say that a student is good at pronouncing the L2 but his/her grammar is not accurate enough.

2.1.7 Inhibition and Ego

Among *Self-Confidence* and *Self-Esteem*, Brown (2000) mentions another interrelated emotion which is *Inhibition*. Metaphorically speaking, *Inhibition* can be explained as walls protecting our *Ego Boundaries* (Arnold, 1999); and the more the students get older, the stronger it is and some students might have very sensitive *Egos* which means that they can easily become fragile to threat. But if a student has a flexible *Ego* or has “receptivity to intuitive insights” (Arnold, 1999), which means that it can adapt to different circumstances quickly, *Inhibition* can be reduced and as a result students can be more open to succeed at language learning. So, it would be interesting to know if my students with undesirable marks have such inflexible *Egos* and if it is possible to make them more flexible as in Krashen’s (1982) filter.

Brown (2000 cited Guiora 1972, Ehrman 1996) points out that in order to decrease *Inhibition*, students have to go through an *Identity Conflict* because they have to learn not only a foreign language but also a different culture. One of my interviewees in this research went through this psychological issue which will be discussed later in this paper.

2.1.8 Language and Culture Shock

As a result of this *Identity Conflict*, I must mention the importance of a more recent *Affective Factor* analyzed by Grass and Selinker (2008) which is *Language and Culture Shock*. These two types of shocks can affect our identity when learning a foreign language. For instance, *Language Shock* can happen when students feel embarrassed as a result of their own funny pronunciation or very basic structures of the language. It seems that this type of shock is narrowly related to Horwitz’s et

al. (1986) *Fear of Negative Evaluation* due to the fact that both relate to being observed or exposed. Culturally speaking, my students can suffer from *Culture Shock* due to the exposure to a new culture and this can create *Stress* (Clément, 1980). In other words, sometimes certain student of mine feel rejected because the rest of the classmates can quickly adapt to certain foreign cultural aspects. For instance, some classmates can understand politeness variations between L2 and L1 faster than the students with low marks, and this creates a feeling of getting behind.

2.2 Challenges

“Affective factors’ paradigm has exhausted its limited explanatory potential”

Pavlenko (2013)

Even though Dörnyei and Ryan (2015) think that Pavlenko’s (2013) argument might seem a little harsh, he agrees that it is a logical result due to today’s need for a reconsideration and conceptualization of *Affective Factors* in a more open manner.

In Pavlenko’s (2013) recent research, she argues that the research on *Affective Factors* and their relation to L2 learning is ‘fraught with challenges’ and there are three main reasons that could give us a clear explanation.

First, there is not a coherent theory of *Affect* and the fact that many theorists only focused on one or two *Affective Factors* (e.g. *Anxiety, Attitude, Self-Esteem, Motivation, etc.*) while excluding many others, results in a range of ‘lay generalizations’ (See Appendix 1, list of *Affective Factors* used by different

theorists). Therefore, when we want to analyze *Affective Factors* sometimes we are not quite sure if we refer to them as personalities, as emotional reactions or as a combination of motivation and personalities (Gass and Selinker, 2008: 400).

The second reason is the constant search for a 'linear cause-and effect' association between emotions and L2 learning which keep failing or not giving enough certitude. This challenge is mainly because *Affective Factors* are "dynamic and social phenomena and the relationship between this phenomena and levels of achievement is reciprocal rather than unidirectional." (Pavlenko, 2013)

The third reason is "the dissociation between individual differences and social context in the L2" (Pavlenko, 2013). For example, we cannot standardize the reasons for L2 achievement after being influenced by certain emotions in a specific social context and expect this to happen in other places. Putting it differently, the fact that this small-scale study provides information about my students' *Affective Factors* and the possible relationship in their learning, does not mean that we can obtain the same results from students of other countries or even from other parts of Mexico due to cultural or situational differences.

2.3 Affective Strategies

Founded from ancient and new theorists, Arnold (2011: 12) summarizes the principles which should be implemented when dealing with *Affect*:

- Low-anxiety atmosphere
- Raise students' confident to succeed
- Approach students holistically: cognitive, emotional, and physical aspects

- Learning should be through meaningful experience
- Autonomy should be developed with the use of resources

One of the most well-known strategies to deal with *Affect* was Oxford's (1990) *Affective Strategy Instruction*, where three areas were covered:

1. *Anxiety Reduction*: relaxation and breathing techniques, music, and laughter.
2. *Self-Encouragement*: positive statements, taking risks wisely, and administering self-rewards.
3. *Monitoring Emotions*: listening to the body, completing a checklist, writing a learning diary, and peer discussion on feelings.

As for *Laughter*, Young (1990) supported Oxford's (1990) idea on creating a relaxed atmosphere to reduce *Anxiety*. In the words of Young (1990), not only is this negative emotion involved, but the students' *Risk-Taking* (or *WTC* as seen in the last section) can be encouraged with the use of *Humour*.

As for the reinforcement of the students' *Self*, Dörnyei (2005) analyzes the students' motivation in a more systematic approach:

“Possible selves are the future-oriented aspects of self-concept, the positive and negative selves that one expect to become or hopes to avoid becoming...individuals possess multiple positive and negative selves”.

Oyserman and James (2009)

In the words of Dörnyei and Ryan (2015), *Possible Selves* can cause and direct certain behavior for a specific purpose and the more vivid a student has his or her

self-image, the expectations are more impetus and stimulating. Mainly influenced by Higgins's (1987) *Self-Discrepancy Theory* and Markus and Nurius's (1986) *Possible Selves*, Dörnyei (2005) introduced the *L2 Motivational Self System* which offers three dimensions:

1. The *Ideal L2 Self*: The dream of my students of the persons they would like to become once they speak the L2
2. The *Ought-to L2 Self*: What they need to acquire in order to become that person.
3. The *L2 Learning Experience*: The present learning environment and how it can affect motivation.

Pavlenko (2013) also proposes story telling so as to encourage students to reflect on their emotions. Barkuizen et al. (2014) supports this by suggesting a combination of a learning diary and a discussion of feelings with a strategy called "*Narrative Inquiries*". These narratives are written or oral experiences with the L2 which can be monitored during the L2 course and such strategy can also be related to Dörnyei's (2005) *Ideal L2 Self* or Gardner's (1985) *Attitudes* based on the students' overall desires (orientations) to learn the language. Therefore, *Narrative Inquiries* can enhance the practice of reflection and awareness of the students' own emotions and needs.

Moreover, Arnold (1999) advocates another way to decrease *Anxiety* (Horwitz et al., 1986) so my students feel in a "safe environment" (Aoki, 1999), which is to improve my warm-up activities to get to know each other's names or through more effective ice-breakers. The reduction of this negative emotion could also be

complemented by using more suitable body language, voice tone, and gestures so as to diminish any type of *Stress* (Arnold, 1999).

More recently, Dörnyei and Ryan (2015) suggest the awareness of *Group Dynamics*, defined as the “social unit which is a strong instrument to develop motivation of each student” (Ushioda, 2003). To follow this, Aoki (1999) proposes that avoiding “comfort zones” (such as groups according to gender or age) inside the classroom and enhancing the “acceptance” of each other’s’ personalities might help them feel in a more confident setting because “in group dynamics, even negative initial feelings may turn into understanding and affection during the course of the group’s development” (Dörnyei and Malderez, 1997: 159).

To sum up, we must approach *Affect* in a more human-centred method since we are teaching people with feelings and not machines; and whose social interactions play an important role so I ought to develop their L2 in a harmless milieu.

Supported by Rinvolucris (1999), I should approach *Affective Factors* in a more *Humanistic* mode, and who states that a teacher:

“...will realize that the mood of the class has to be taken into account when imagining lesson plans...the teacher will be the sort of person who is aware he/she is teaching individuals, not a great mass...the teacher is likely to be a good observer and a good, empathetic listener...the teacher’s attitude must be positive...”

Rinvolucris (1999: 197-98)

Perhaps, many of Oxford’s (1990) strategies, Dörnyei’s (2005) theory on the *Self*, as well as Arnold’s (1999) suggestion on the *Humanistic* mode, could possibly be enhanced with one of the most innovative approaches in psycholinguistics today,

which is “*Mindful Learning*”. This type of learning happens when students focus on the present rather than past experiences and this can regulate *Emotion* and *Self-Esteem*; as well as decrease *Anxiety* and *Stress* (Kabat-Zinn, 2003). One reason to apply this new technique is because, often, “our lives are busy, and we often find our thoughts buzzing over the past or worrying about the future. We need mindfulness because it teaches us to live in the present moment, enjoying and experiencing what’s in front of us” (Sharlow, 2015). And the following exercises are part of the curricula of a school using *Mindful Learning* (See Meiklejohn ed al., 2012 for extended explanations):

1. Breathing exercises
2. Awareness of thoughts and emotions
3. Movement practices
4. Caring or kindness practices.

3.0 Research

I opted to use different ways to collect valuable data (survey, interview, and narrative inquiry), so a case study was the most convenient way to carry out this research because, as said by Nunan (1992), such technique is a “hybrid” way of collecting data which uses quantitative as well as qualitative methods. Based on Dörnyei (2007), with such collection and organizations of data I will maximize my understanding of the phenomenon being studied which is my students’ affective aspects.

The selection process of my interviewees was a “typical” sampling (Dörnyei, 2007) in a local-based setting because, as Stake (1988) would support, I analyzed “particular students in a particular context with a particular problem” so my three interviewees are coursing the same proficiency level and are also obtaining undesirable results.

But in order to gain more valuable insight into the phenomenon, I also conducted a “deviant case” type of sampling (Dörnyei, 2007) which is when there are extreme or opposite types of specific aspects within their profiles. For this reason, I decided to get three interviewees with different motivational orientations (instrumental, integrative, and balanced) for validity purposes.

“The main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn.”

(Dörnyei, 2007: 126)

My research was conducted in a 4-step process. The first step was a quantitative survey which helped me to filter and choose suitable interviewees. The second one was an interview of nine open-ended questions which can be categorized as qualitative data. The third step was a *Narrative Inquiry* where the students had to tell one or two short stories about their experiences with the L2. These stories were also encouraged to be written so as to seek for more valuable data. The last step was the transcription of the data obtained so as to be able to analyze and bring to light possible connections between my students' *Affect* and their L2 underachievement.

3.1 Sampling

Questionnaire surveys describe the characteristics of a population by studying a sample of that group (Dörnyei, 2007). Since I teach all ages and different proficiency levels, it was not practical to obtain data from all of my students because my aim was to analyze a very specific proficiency level and age range. Therefore, in order to “obtain a picture of this small-scale study” (Nunan, 1992 cited Cohen and Manion, 1985), I decided to carry out a survey to forty students; which constitute my two upper-intermediate adult classrooms. This survey was mainly quantitative since I had to use “closed-ended items”. I decided to use one short extract from Gardner's (1985) Attitude/Motivation Test Battery (See Appendix 2 for full test), which is a series of Likert scale items that consist on students indicating the extent to which they agree or disagree on statements about their *Attitude* towards L2.

Gardner’s (1985) test was based on learning French, so I had to adapt it so as to focus on my target context (English learning) and also decreased the number of questions to 4 in order to get more direct data and avoid redundancy between statements; as seen in figure 1 below (See Appendix 3 for all data instruments):

Figure 1 (Instrumentally/Integrative Motivation Survey)

Studying English can be important for me because:						
1. It will enable me to better understand and appreciate art and literature in English.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree
2. I think it will someday be useful in getting a good job.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree
3. I will be able to participate more freely in the activities of other cultural groups.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree
4. Other people will respect me more if I have a knowledge of a foreign language.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree

Statements 1 and 3 measure the integrative orientation of the students because their goal is a personal interest in integrating with the L2 speakers and their culture as explained in the previous chapter. On the other hand, statements 2 and 4 measure the instrumental orientation due to practical value or mainly job related reasons. The maximum points for each orientation is 14 and the minimum is 2.

I had to be careful with the “wording of the items” in order to avoid unclear statements or misinterpretations (Dörnyei, 2007). Nunan (1992) says that inefficient or manipulated wording might unveil the researcher’s purposes and cause a feeling of pressure to agree or disagree with the statements. Also, In order to carry out this Likert scale appropriately, I had to avoid biased or random answers. Based on Gardner’s (1985) instructions, I had to give an example so the

students would be aware of the importance of accuracy when choosing their scale of agreement. To put it differently, if a student agreed that he or she is learning English in order to get a good job but it was not necessarily a strong agreement, there were other options such as slightly or moderate.

Dörnyei (2007) also states that this type of data-gathering is “non-evaluative”, which means that the students had to be aware that this was not an exam or think that there were right and wrong answers because this could also lead to false answers by thinking that they had to agree to all statements.

3.2 Interview

This interview is a qualitative-type method that helped me to gather data to continue seeking for answers but in a “more reflective and detailed analysis” (Burns, 1999: 119). There are different ways to carry out an interview and not necessarily based on a set of chosen questions. Nunan (1992) mentions three types of interviews depending on their degree of formality or control: structured, semi-structured, and unstructured. The structured interview is when the researcher prepares and asks a set of questions in a specific order. Dörnyei (2007) states that this type of interview could be limited because the answer can be very short or very controlled due to a lack of “spontaneity in their responses”. The semi-structured interview is when the researcher has a general idea where the interview should go but without a set of pre-determined questions (Nunan, 1992); but they could be “guiding questions and prompts” (Dörnyei, 2007) i.e. open-ended items which allow the interviewee to think and elaborate deeper elicitations. The unstructured interview is guided by the interviewee’s responses rather than a set of questions

(Nunan, 1992). In this type of interview, according to Dörnyei (2007), the researcher opens the conversation with a few “grand tour” questions and then plays the listener role and only clarifies or gives quick feedback with the intention of avoiding interruptions.

In order to elicit for the students’ feelings towards the L2, I decided to apply and adapt the rest of Gardner’s (1985: 178-84) Attitude/Motivation Test Battery (See Figure 3 below from Appendix 3) but only chose one question for each of the following elements: attitudes towards native speakers, interest in foreign languages, positive attitudes towards English, negative attitudes towards English, anxiety, parents’ opinions towards English, motivational intensity, desire, attitudes towards the teacher, and attitudes towards the course.

Figure 2 (Interview on students’ feelings and attitudes)

1. How do you describe Americans?
2. What is your interest towards the foreign languages in general?
3. What do you like about English?
4. What do you dislike about English?
5. What do you feel when you are speaking English in the classroom?
6. What is your parents’ opinion about English?
7. How do you consider your effort to learn English inside and outside the classroom?
8. Why do you want to learn English?
9. What do you desire once you learn English?
10. What is your opinion about the teacher at this moment?
11. What is your opinion about the course in general?

At first, this was planned to be a structured interview, but during such interview I was forced to modify certain questions in order to obtain the data I wanted. So, we

can say that such set of structured questions in reality became a semi-structured interview because there was a need for clarification and use of prompts during some elicitations, and sometimes the interviewees had to take a moment to answer or elaborate their responses by correcting themselves (Dörnyei, 2007). Also, in some of the questions I had to add more queries related to what I was asking so I could deepen their feelings (as seen in lines 7 and 17 below).

7.	R	and how have been your experiences with them? have you had the opportunity to interact?
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17.	R	For example? what aspects are you talking about that you can mention?
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3.3 Narrative inquiry

Stated by Barkuizen Et al. (2014), the combination of storytelling and qualitative research is of great use when we are trying to analyze students' data in depth:

“The main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them.”

Barkuizen Et al. (2014)

So, with the purpose of obtaining more students' data to analyze, I decided to use this type of data collection to gather more negative *Affective Factors* which could have occurred to my interviewees. This can be supported by Pavlenko (2002b: 124), who remarks that with the use of narratives “researchers can gain insights into learners' motivation, investments, struggles, losses and gains as well as into

the ideologies that guide their learning trajectories”. Bruner and Gorfain (1984) also claim that since a life experience is formed by several factors such as “images, emotions, sentiments, desires, thoughts, and meanings”; a life told is a narrative which is influenced by “cultural conventions of telling, by the audience, and by the social context”. For this reason, I tried to get my interviewees to recount negative experiences with the L2 inside or outside the classroom, and in order to obtain more valuable emotional data, they had to provide narratives in two different forms: oral and written.

3.3.1 Oral narrative

According to Barkuizen Et al. (2014), oral narrative inquiries are similar to the way interviews are planned: structured, semi-structured, and open.

I chose to conduct this narration as openly as possible because the “less structure a life story interview has, the more effective it will be” (Atkinson, 1998: 41) when trying to obtain deeper feelings; so I did not have a set of questions. However, based on Barkuizen Et al. (2014), I still had to provide a “general framework” for my interviewees so I decided to share one short story about my own experience while learning English during my stay in the United States as a teenager. I particularly remember an ESL teacher exposing me in front of the class because I could not pronounce the demonstrative “this” even though he repeated it several times and louder every time. As a consequence, I was frustrated, embarrassed and also remained silent for the rest of the class. After feeling empathy towards my short story, my interviewees understood what I was looking for. So, even though I did not have an “elicitation question”, which is sometimes used in open narrative

inquiries (Gao, 2002), my own experience gave them an idea or “framework” of what I wanted.

3.3.2 Written narrative

After finishing the oral data, I asked my students to write the same stories in private (to avoid pressure) so they could provide missing details that could have been overlooked during the oral elicitation. This type of narrative is called “language learning histories” (Barkuizen Et al., 2014), because it generates “written stories of language learning experiences”. It can also enable students to “nurture deeper understanding of their learning and goals” (Butler and Bentley, 1996), or as Barkuizen Et al. (2014) would approve:

“...doing the writing means the learners are reflecting on who they are as learners, what contributes to and inhibits their learning, and how they can best progress in the future”

Barkuizen Et al. (2014)

3.4 Transcription of data

In order to analyze the data obtained with the interview and the oral narrative, I have to transform oral language into writing (Kvale and Brinkmann, 2009). As we know, this is a time consuming process because, apart from translating from Spanish into English, I have to note down as many aspects as possible that happened during the interaction, such as pauses or reactions that could be significant in my research (Dörnyei, 2007). Although transcriptions are defined as “frozen interpretive constructs” (Miller and Crabtree, 1999: 104) because they will never capture the reality of the recorded interview or narrative data, we can still

analyze such data by giving meaning to such information through a “coding” process. Goh (2012: 93) defines this as the process of “examining the words, phrases, sentences or paragraphs in the text for pertinent information related to my research and assign different codes or labels”. I have highlighted possible positive motivators for the L2 in blue and negative *Affective Factors* in yellow (See Appendix 4 for full transcription coding).

As for the written narrative, a transcription was not necessary since a written form was already provided and ready to be coded; in my case, they only needed to be translated. In the following section, I will provide findings and connections between my research questions and the phenomenon. It is also important to point out that the courses I teach are quite short, so by the time the participants collaborated with their interviews, they were already taking classes with other teachers; but this will not significantly change the results of my findings.

4.0 Findings

According to the sampling process and after choosing my three interviewees, whose profiles fulfilled the criteria I was interested in (Figure 4 below from Appendix 3), their survey presented the following results:

Figure 3 (Survey Results of chosen interviewees)

Interviewees	Integrative orientation	Instrumental orientation
Leticia	5 points	13 points
Pedro	12 points	6 points
Maria	13 points	13 points

These sampling results will only be taken into consideration to support the argument (Gardner, 1985, Gardner and MacIntyre, 1991, MacIntyre et al. 2009, Pavlenko, 2013, Dörnyei and Ryan, 2015) that within motivational orientations many other emotional issues can affect the students' L2 learning and these three profiles will help to validate such argument since, for many years, L2 teachers did not go beyond intrinsic or instrumental foundations (Dörnyei and Ryan, 2015) or only paid attention to isolated *Affective Factors* (Pavlenko, 2013).

4.1 Affective Factors Identified

My first research question (“What affective factors in my students' heads could have a negative influence on their L2 achievement?”) is answered hereafter. A wide range of negative *Affective Factors* introduced in Chapter 2 were identified and analyzed in each of my interviewees' data. (See Appendix 4 for full transcriptions and coding)

4.1.1 Attitude and Orientations

Even though Leticia's *Attitude* (Gardner and Lambert, 1972, Gardner, 1985) towards the speakers of the L2 is quite positive because she seems to be fond of their appearance and the way they speak, but her overall purpose of learning the L2 is merely for job causes (lines 12 and 48 below).

11.	R	What is your interest in foreign languages in general? for example, in this case English. What is your interest in learning English?
12.	L	Well...to learn it well for my job, honestly.

47.	R	Imagine that you already speak English. What difference would it be in your everyday life or at work? how do you see yourself as a bilingual person?
48.	L	With a better position at work and with a bit higher salary.

As a result of this, Leticia's effort to learn the L2 outside the classroom might be affected because she mentions that she sometimes watches movies or listens to music in English and tries to repeat the lyrics or subtitles to increase her knowledge of the language; unfortunately, Leticia is honest by saying that she does not put enough effort when she is outside the classroom.

37.	R	Has that helped you in any way?
38.	L	uhm...well, I think that it hasn't...I don't put enough effort to learn more; honestly.

We could assume (in line 38) that this could happen because music or movies may not be inspiring enough because of her *Attitude* towards the language; let us remember that her main goal is not precisely to get involved in the L2 culture.

Pedro, on the other hand, would like to learn the L2 in order to communicate with other people around the world and have the chance to make new friends (lines 160 and 164).

160.	P	Yes, in reality I want to be able to communicate when I go to the United States, I don't want to have a confused face. Or when I go on vacations, I would like to talk to people there because the last times I have gone I have not been able to engage in a conversation with foreigners.
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164.	P	Yes, I would like to have friends there. For example, not long ago I went on a trip and I met a Canadian couple and more less I managed to chat with them but not very well; so my goal is to meet people and have friends who are not necessarily from here.
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Nevertheless, Pedro's perception about the L2 speakers shows some divided opinions on very specific L2 cultures. He thinks negatively about Americans (See lines 120, 122 and 124 in Appendix 4) by describing them as strange, cold and unintelligent people. On the other hand (line 142 below), he thinks that British people show more positive aspects.

142.	P	In everything, I think they have a much better culture, their antecedents cover many years, with more culture, more accuracy in what they do, more vision, with more intelligence.
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His *Attitudes* towards the L2 speakers and culture seem to be mixed in the sense that he would like to mingle with foreign people but he also has certain preferences. His misjudgment on American people could be as a result of his experiences in the past which will be analyzed in his narrative data later on. There seems to be a very interesting feeling of frustration when Pedro does not get his message across or when he cannot understand what other people say.

175.	P	I think that in terms of experience, I have several anecdotes...and I think that the reason I wanted to learn English was because one time when I went to the United States I was having breakfast in a restaurant when two fat American women arrived and started having breakfast and then they started talking and turned around to look at where I was sitting and started making fun of me. So I asked a person who was in front of me: "what did they say?" and the person said "no, nothing". But I had the impression that they had said something and laughed at me. So, from that point on I said: "I'm going to learn English to know what people say and if it is something negative I'm going to complain about it".
176.		
177.		
178.		
179.		
180.		
181.		
182.		
183.		
184.		
185.		

Based on the narrative inquiry (from lines 175 to 185), Pedro seems to be a very defensive person and does not like other people belittle him or mocking him; and this indeed, could have been his major unconscious desire to learn the language.

Also, Pedro pointed out a very interesting opinion about the curricula of the school. According to him, he does not like the idea that teachers are limited to what the books offers and sometimes he would like to continue talking about topics he is interested in (See line 168). So, it would interesting to know if private classes can benefit him so he can avoid the negative issues explained before.

With regard to Maria's profile, she may possibly represent another example of what Pavlenko (2013) and Dörnyei and Ryan (2015) think, which is that a mixture of factors can be present in the students' inner desires to learn the L2; and what varies in their L2 success could be the students' *Affective Factors*, which is the main purpose of this research.

Although Maria's main objective to take English classes is to improve her L2 competence in order to be able to teach better, she also wants to get involved in the L2 culture (lines 263 and 265 below).

262.	R	in general, what is your desire...how do you picture yourself speaking English as the one you would really like to speak some day? for what?
263.	M	to be able to teach English.

264.	R	besides teaching English, why would you like to improve it?
265.	M	well, besides giving better English classes, to go on an exchange program, I would like to study abroad.

But on the other hand, Maria has a negative perception about a particular L2 culture as Pedro did. Her *Attitude* towards American people is also quite negative because she thinks they do not have their own genuine culture and also describes them as cold people compared to Mexicans (see line 213). Then again, she categorizes Canadians as more educated persons and she would like to meet Canadian friends and people from other parts of the world in the future, since she wishes to go on an exchange program in that country to improve her English.

4.1.2 Self-Confidence and Willingness to Communicate

Leticia mentioned a significant number of times that she does not want to speak the L2 because she thinks that she could make mistakes (lines 8, 26 and 46). This was the most substantial data because many *Affective Factors* were found here which will be analyzed later in this chapter.

7.	R	and how have been your experiences with Americans? have you had the opportunity to interact?
8.	L	Yes...but I feel a little fear to mess it up because... I say to myself "what if I mess up when I say something and they won't understand".

25.	R	and when that is not possible, what happens? when you don't know
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		how to say it in English....what happens in that moment?
26.	L	well, I don't want to ask...[giggles] because I don't want to mess it up.

43.	R	Ok. If spoke English well, how do you picture yourself in the future?
44.	L	if I spoke it now?
45.	R	uhum
46.	L	No...I think I would mess it up...

In the case of *Self-Confidence* (Clément, 1980), since she does not believe in herself, she cannot adapt to the L2 easily (MacIntyre, Clément, Dörnyei, and Noels, 1998: 551); and since she does not want to interact in the L2 this may affect her communicative competence in the future because her chances to develop her fluency skills could be obstructed. In order to counteract this, she has to practice the L2 more to belief in herself, but there seems to be a kind of paradox which impedes her from improving due to her own lack of *Willingness to Communicate* (McCroskey and Richmond, 1987).

4.1.3 Anxiety

The fact that Leticia does not want to make mistakes (see lines 8, 26 and 46 in previous section) can also be related to *Fear*, which is caused by *Anxiety* (Krashen, 1982, Horwitz et al., 1986). It could also be a matter of a high *Affective Filter*, which is when I, as a teacher, am not providing input in the correct way or creating “*acquisition-rich*” situations so as to decrease *Anxiety* (Krashen, 1982).

Leticia also stated that she felt negative emotions when experiencing the L2 in the workplace (from line 62 to 64). American people visited her company and she was not able to greet them.

62.	L	...I froze myself in that moment, I got very nervous. Then,
63.		well...later my boss greeted them and in that moment I was
64.		nervous because I didn't know what to tell them...

According to Horwitz et al. (1986), she could be experiencing *Fear of Negative Evaluation* which is defined as one type of *Anxiety*. Leticia may be afraid of what the native speakers might say if they do not understand well and this creates such feeling of *Panic*. Leticia not only felt the pressure of speaking to a native speaker in public or *Anxiety of Communication Comprehension* (Horwitz et al, 1986), but also there was a very high feeling of *Anxiety* as a result of the strong *Affective Filter* created by the pressure of her boss.

Leticia added another experience in her written inquiry which she did not mention during the oral data (from lines 111 to 118), when a relative from the United States visited her and she did not understand what she was being told.

111.	L	When my cousin (from the US) visited Monterrey for vacations,
112.		she asked me a few questions in English in front of her friends
113.		and I didn't know what to answer in that moment and she asked
114.		me about the school where I was studying English and said that
115.		they (the school) were not teaching me English well because she
116.		found it strange that I wasn't able to answer what she was saying
117.		and she kind of started laughing a little bit and I didn't know what
118.		to do in that moment so I stood up and left.

Perhaps, given the fact that she was interacting in public, there could be an *Anxiety of Communication Comprehension* which produces shyness and in order to avoid being exposed, she decided to evade the conversation and left the place.

As for Pedro, he states that he feels *Fear* of making mistakes in the L2 (See line 146 below), or *Fear of Negative Evaluation* as in Leticia's case. He gets frustrated

every time his classmates (or an L2 native) do not understand his message well and he thinks that his underperformance makes other people feel uncomfortable.

146.	P	In reality, the fact that you don't know how to speak the language, this impedes you from expressing your ideas. And I think that, more than anything, is the fear to make mistakes... "oops, I made a mistake", but in reality, if you can't do it, well you look for an alternative, a plan "B", "I can't say this, but I'm going to say it this other way", I mean you look for another way to more less say it correctly
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Perhaps Pedro's *Fear* is not as strong as Leticia's because he argues that even though he feels this emotion, he looks for other ways to say his ideas whereas Leticia gives up completely. So in other words, there could be *Anxiety* degrees depending on how confident the students feel to keep talking.

Regarding Maria, in one of her anecdotes during a class in the university (lines 311 to 316), her teacher created a high *Affective Filter* in the classroom as his strategy caused Maria to feel anxious provoking *Fear of Negative Evaluation* too.

311. 312. 313. 314. 315. 316.	M	the teacher didn't say anything; he left us just like that until the end of the class. During that period of time it was like a feeling of anxiety... "what did I do wrong?"... nervousness, anxiety and also like... stress because... "where am I wrong? he's going to deduct points from my grade... I'm going fail!"... it was like... everything came to my mind.
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This last extract suggests that I have to be aware of my own teaching practice and try not to make my students anxious as they could think that their future teachers will act the same way. This does not mean that I have to eliminate students' presentations, but rather get to know my students better and use different strategies to reduce their stress and create confidence.

4.1.4 Self-Esteem, Inhibition and Ego

Leticia's stories could be evidence of her *Global Self-Esteem*, which is her own assessment as a result of a long path of situations (Brown, 1998). Also, her *Task Self-Esteem* could be a sign of her resignation since she might be very aware of her own linguistic limitations, more particularly speaking skills and, perhaps, this awareness makes her give up easily. As a result of all these past experiences, *Inhibition* plays a crucial role because her inflexible *Ego* is fragile to threat and the "walls" protecting such *Ego* are too strong; this means that whenever she is put to the test, she might react with the same defensive attitude (she keeps dodging interactions as to avoid being criticized) in the classroom, at work, or in public.

Pedro, on the contrary, is not an inhibited person but his awareness of his *Task Self-Esteem*, which is his accuracy when speaking the L2, plays a role when his *Ego* tells him that he could engage better due to his *Global Self-Esteem* in the L1 but he is not able to do it in the L2, so he gets frustrated.

4.1.6 Language and Culture Shock

In all Leticia's cases where *Anxiety* was involved, *Language Shock* (Grass and Selinker, 2008) were present. *Language Shock* could be a reason for her reactions since she had the feeling that her low accuracy would provoke her classmates to mock her.

The same situation is happening to Pedro since his frustration seems to be related to his lack of accuracy and the discomfort of his classmates or L2 natives.

However, as I pointed out before with Pedro's *Anxiety*, his degree of *Shock* is not

as intense as Leticia's in the sense that he does not evade the conversation.

Pedro's reaction to *Language Shock* might create a different effect which is the feeling of *Anger* (See from 175 to 185 again) and not precisely embarrassment as in Leticia's situation. It would be interesting to examine his reasons for his feeling of *Anger* so as to try to link more missing pieces in this *Affective Factor*.

Maria pointed out a crucial emotion which could give us a brighter light in terms of her needs for future learning strategies. She mentioned that she had suffered from an *Identity Conflict* (from lines 348 to 354), as stated by Brown (2000 cited Guiora 1972, and Ehrman 1996), when learning phrasal verbs in the classroom.

344. 345.	R	what emotions did you feel, the first time you saw phrasal verbs, what did you feel?
346. 347. 348. 349. 350. 351. 352. 353. 354.	M	Well, I saw them I was like.. "what? what is this? where am I going to place them in a sentence and at the moment of speaking...how am I going to use them?" and this caused conflict because I thought that I already spoke English but I come here and I bump into phrasal verbs and realized that I don't know any of these, I mean, that I still had a lot to learn in terms of phrasal verbs and I felt conflict with myself because I said: "No, I mean, I still have a long way to go in order to learn all of this".

In this part of her narration, she states the fact that her *Global Self-Esteem*, or her own belief of her English knowledge acquired through a long time, might have crashed with this new grammatical function of verbs. As a consequence, her *Ego* might have been touched and created a feeling of *Language and Culture Shock*. The phrasal verbs represented new knowledge creating conflict between what she already knew and this resistance to accept that her proficiency level was not the one she pictured in her overall belief; in other words, her *Self-Confidence* of the L2.

4.1.7 Self

Leticia's *L2 Selves* (Dörnyei, 2005) are not fully complemented. Her goal can be far to reach if she does not make a bigger effort on her *Ought-to L2 Self*, which is her discipline and dedication to practice the L2 inside and outside the classroom and by pushing herself to take more risks.

In the case of Maria, her *Ideal L2 Self* might have been threatened by her parents since they did not approve the idea of her becoming an English teacher.

147.	R	Ok, What is your opinion of your parents about English? what's their perspective, specifically English?
148.	M	They see it as an opportunity, I mean, English could open job opportunities, not only as an English teacher. Well, in fact...they didn't want me to be an English teacher.
149.	R	why not?
150.	M	because they thought that...I wasn't going to do well and that there wasn't a lot of work as an English teacher; they saw it more as a "oh, you are studying English but in order to get another job".

Maria mentioned that her parents believed that being an English teacher was not a promising idea so this negative encouragement could touch Maria's *Ideal L2 Self* which could unconsciously be weakened during classroom moments. Dörnyei and Ryan (2015) thinks that the *Ideal L2 Self* could not be strong enough if the student does not see a successful self-image in the future. I could have been interesting to know more details about these family moments to see if such influences affect learning nowadays and to what extent; but since this was data obtained during the interview, the elicitations were not as thorough as in the narrative.

4.2 Channeling Affective Factors

The previous sections shed a light on my curiosity to find as many *Affective Factors* as possible which occurred in my students' heads. The second step is to answer my second research question: "How could identification of negative affective factors by the teacher provide an opportunity to channel students towards successful learning?" The narrative inquiry instrument was maybe the first step to help my students reflect on their own emotions and try to be responsible for their own learning as a result of a better understanding of their learning obstacles (Barkuizen Et al., 2014).

This reflection could lead us towards the enhancement of students' autonomy in their learning (Arnold, 1999, Oxford, 1990, O'Malley and Chamot, 1990). This proposes that the students can be in charge of their learning and it has to be "developed inside the classroom" (Aoki, 1999), so a narrative in the first day of the course eliciting their negative L2 experiences might help me understand their fears and frustrations more clearly.

Finally, I noticed that *Anxiety* was one of the most current causes of negative *Affective Factors* in my students, especially when they were exposed or worried too much of what others could say. Therefore, I should decrease the *Affective Filter* in the classroom by getting proper training and applying some of the Oxford's (1990) *Affective Strategies* as well as some *Mindful Learning* (Meiklejohn Et al., 2012) exercises before the class starts so as to manage levels of *Anxiety* and *Confidence*, and provide *Meaningful Input* as well as foster *Autonomy* in the classroom (Arnold, 2011).

5.0 Implications for teaching and learning

In the field of *Affect*, there is more to be conscious of, as Pavlenko (2013) stated, L2 students are human beings so it is not convenient to categorize students with fixed profiles, nor direct my attention to isolated emotions (e.g. *Anxiety*) because feelings are in constant change. This case study helped me understand my phenomenon in a more open manner. Having said that, I could support Pavlenko's (2013) view on looking for a more flexible approach when dealing with the students' emotions. If I only ground my arguments with one *Affective Factor*, I would be limiting myself to know my students' motives for their negative behavior in the classroom and the reasons why they are not learning the L2 efficiently.

In order to provide a concise understanding of the most relevant *Affective Factors* of each of my interviewees, I will provide the following supposition on each of my interviewees based on theoretical background and a detailed overall analysis of their data, which may as well offer a reason for their underachievement:

- *Fear of Negative Evaluation* is present when **Leticia** is asked questions in English, and when this happens in public her *Anxiety of Communication Comprehension* awakens every time she is exposed. As a result, her *Self-Esteem* and *Confident* continue to be low and will continue until her *Willingness to Communicate* is reinforced.
- **Pedro's** strong defensive *Ego*, negative *Attitudes* towards the L2 speakers (Americans) and the curricula are making him lose interest in learning because his *Ought-to L2 Self* is not solid enough and he may take longer than planned to reach his objectives.

- **Maria's** *Identity* as well as her *Global Self-Esteem* were affected when she began to take these higher proficiency courses, so as a result, she could be going through a *Language Shock*, and this could conceivably decrease until she gets the hand of this new proficiency level.

A significant light owing to this case study was the detection of an overlapping motion-like effect between many *Affective Factors* mentioned in Chapter 2; or “overlying” of factors (Pavlenko, 2013). One emotion could easily lead to another one (e.g. low *Self-Esteem* can provoke a poor *WTC* and at the same time it can be caused by a *Language Shock*, etc.), so it is very important to know how to identify them more accurately and link them to coherent reasons based on the data they provide.

This study was a very important step in my teaching practice because, as many of my colleagues and other L2 teachers in the world of TESOL might have experienced, I had a very broad idea of what “emotions” implied. Many of these concepts arose in my head but I did not know how to deal with them or where to start when validating my arguments every time there was a situation related to *Affect* in the L2 classroom. To put it differently, I was able to align my compass needle in a sea of *Affective Factors* and I had the opportunity to understand possible factors that could be present in my students' heads in a more adequate manner.

5.1 Further Research and Conclusion

This case study was focused on a local context, so it can be retaken for other similar cases or be extended in the same context in future investigations. It would be interesting to know if L2 teachers can be able to help those students who are not getting the desired performance according to their objectives and the proficiency level. This could be carried out through an action research by implementing all the new approaches treating *Affect* (mentioned in chapter 2), and see if such *Humanistic* and *Mindful Learning* techniques can provide a groundbreaking support to L2 teachers struggling with such types of students.

One significant obstacle during this research was the fact that my first survey was limiting my findings. In fact, during this enquiry I went through a morphological shock on this belief because my first survey was actually based on the idea that by obtaining data from different motivation-oriented profiles, I would obtain valuable answers. To put it differently, as many L2 teachers, I thought that by knowing my students' main purpose for studying English was sufficient in terms of dealing with their *Attitudes* in the classroom. However, the more I was digging into the concept of *Affect*, the more I started seeing my phenomenon from a much bigger picture until I ended up using such survey only as the peak of a very deep iceberg of *Affective Factors*.

Another suggestion for future studies is that there could be more effective ways to obtain data since I noticed that interviews might limit the information being elicited. Pavlenko (2013) suggest that, instead of an interview or narratives, we could

perform an observation of our students' behaviors and emotions in a real context. So, in a more research-based term, it would be very interesting to perform Ethnographies of our students interacting in the L2 context or with an L2 native speaker so as to see if their emotions are brought out in a more realistic way rather than extracting them from transcriptions or "frozen interpretive constructs" (Miller and Crabtree's, 1999: 104). But of course, this can bring about technical complications and prior training on this methodology would be necessary.

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Appendix 1

Affective factors used by different theorists

Author	Concepts linked to Affect
<p>Gass, S. and Selinker, L. (2008) <u>Second Language Acquisition</u>. (3rd Ed.) NY: Routledge.</p>	<p>Categorized as types of Affect:</p> <ul style="list-style-type: none"> • <i>Language shock</i> • <i>Culture shock</i> • <i>Anxiety</i> • <i>Affective filter</i> • <i>Ego (without defining it)</i> <p>Categorized as a social-psychological factor in a separate subtopic:</p> <ul style="list-style-type: none"> • <i>Motivation</i> <p>Categorized as part of personality and learning styles as another subtopic:</p> <ul style="list-style-type: none"> • <i>Risk taking</i>
<p>Gardner, R.C. (1985) <u>Social Psychology and Second Language Learning</u>. London: Edward Arnold.</p>	<ul style="list-style-type: none"> • <i>Integrative motivation</i> • <i>Instrumental motivation</i> • <i>Attitude</i>
<p>Arnold, J. (1999) <u>Affect in Language Learning</u>. UK: Cambridge University Press.</p>	<ul style="list-style-type: none"> • <i>Anxiety</i> • <i>Inhibition</i> • <i>Ego boundaries</i> • <i>Self-esteem</i> <p>Other negative concepts mentioned:</p> <ul style="list-style-type: none"> • <i>Fear</i> • <i>Anger</i>

	<ul style="list-style-type: none"> • <i>Depression.</i> <p>Other positive concepts mentioned:</p> <ul style="list-style-type: none"> • <i>Empathy</i> • <i>Motivation.</i>
<p>Brown, D. (2000) <u>Teaching by Principles. An Interactive Approach to Language Pedagogy.</u> (2nd Ed.) New Jersey: Pearson ESL.</p>	<p>Categorized as Personality Factors:</p> <ul style="list-style-type: none"> • <i>Self-esteem</i> • <i>Inhibition</i> • <i>Risk-taking</i> • <i>Anxiety</i> • <i>Empathy</i> • <i>Motivation</i> <p>Categorized as Sociocultural Factors:</p> <ul style="list-style-type: none"> • <i>Attitudes</i> • <i>Social distance</i>
<p>Dörnyei, Z. and Ryan, S. (2015) <u>The Psychology of the Language Learner Revisited.</u> New York: Routledge.</p>	<p>As a new approach to <i>Motivation</i>:</p> <ul style="list-style-type: none"> • <i>Ideal L2 Self</i> • <i>Ought-to L2</i> • <i>L2 Learning Experience</i> <p>Categorized as “other characteristics” in an additional chapter:</p> <ul style="list-style-type: none"> • <i>Anxiety</i> • <i>Willingness to Communicate</i> • <i>Self-Esteem</i> • <i>Learner Beliefs</i>
<p>Clément, R. (1980). <u>Ethnicity, contact and communicative competence in a second language.</u> In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), <i>Language: Social psychological perspectives</i> (pp. 147-177). Oxford: Pergamon.</p>	<ul style="list-style-type: none"> • <i>Attitudes</i> • <i>Self-Confidence</i> • <i>Stress</i>
<p>Krashen, S. (1982) <u>Principles and</u></p>	

<p><u>Practice in Second Language Acquisition</u>. London: Pergamon.</p>	<ul style="list-style-type: none"> • <i>Affective Filter</i> • <i>Anxiety</i> • <i>Stress</i>
<p>Horwitz, E., Horwitz, M. and Cope, J. (1986) Foreign language classroom anxiety. <u>Modern Language Journal</u>. Vol. 70, No. 2: 125-132.</p>	<ul style="list-style-type: none"> • <i>Anxieties:</i> <ul style="list-style-type: none"> • <i>Communication Comprehension</i> • <i>Test Anxiety</i> • <i>Fear of Negative Evaluation</i>
<p>McCroskey, J. and Richmond, V. (1987) <u>Willingness to communicate</u>. In J. C. McCroskey and J. A. Daly (Eds.), <u>Personality and interpersonal communication</u>. Newbury Park, CA: Sage.</p>	<p>Rooted as a personality variable:</p> <ul style="list-style-type: none"> • <i>Willingness to Communicate</i>
<p>Ellis, R. (2008) <u>The Study of Second Language Acquisition</u>. (2nd Ed.) Oxford: Oxford University Press.</p>	<p>Categorized as an affective state:</p> <ul style="list-style-type: none"> • <i>Anxiety</i>
<p>Larsen-Freeman, D. and Long, M. (1991) <u>An Introduction to Second Language Acquisition Research (Applied Linguistics and Language Study)</u>. NY: Routledge.</p>	<p>Categorized as socio-psychological factors:</p> <ul style="list-style-type: none"> • <i>Motivation</i> • <i>Attitude</i> <p>Categorized as personality factors:</p> <ul style="list-style-type: none"> • <i>Self-Esteem</i> • <i>Extroversion</i> • <i>Anxiety</i> • <i>Risk-Taking</i> • <i>Sensitivity to rejection</i> • <i>Empathy</i> • <i>Tolerance to ambiguity</i>
<p>Stevick, E. (1999) <u>Affect in learning and memory: From alchemy to chemistry</u>. In J. Arnold (ed.) <u>Affect in Language Learning</u> (pp. 43-47).</p>	<p>Categorized as affective reactions:</p> <ul style="list-style-type: none"> • <i>Anxiety</i> • <i>Motivation</i> • <i>Autonomy</i>

Cambridge: Cambridge University Press.

- *Empathy*
- *Self-concept*

Appendix 2 (SEE ATTACHED .PDF FILE)

Gardner's (1985:) Attitude/Motivation Test Battery

Appendix 3

All Data Instruments

Figure 1 (Instrumentally/Integrative Motivation Survey)

Studying English can be important for me because:						
1. It will enable me to better understand and appreciate art and literature in English.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree
2. I think it will someday be useful in getting a good job.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree
3. I will be able to participate more freely in the activities of other cultural groups.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree
4. Other people will respect me more if I have a knowledge of a foreign language.						
1. Strongly Disagree	2. Moderately Disagree	3. Slightly Disagree	4. Neutral	5. Slightly Agree	6. Moderately Agree	7. Strongly Agree

Figure 2 (Interview on students' feelings and attitudes)

1. How do you describe Americans?
2. What is your interest towards the foreign languages in general?
3. What do you like about English?
4. What do you dislike about English?
5. What do you feel when you are speaking English in the classroom?
6. What is your parents' opinion about English?
7. How do you consider your effort to learn English inside and outside the classroom?
8. Why do you want to learn English?
9. What do you desire once you learn English?
10. What is your opinion about the teacher at this moment?
11. What is your opinion about the course in general?

Figure 3 (Survey Results of chosen interviewees)

Interviewees	Integrative orientation	Instrumental orientation
Leticia	5 points	13 points
Pedro	12 points	6 points
Maria	13 points	13 points

Appendix 4

Transcriptions and Coding

Blue: possible positive aspects that could influence L2 learning

Yellow: possible negative affective factors obstructing L2 learning

Leticia's Interview

1.	R	How do you describe Americans?
2.	L	I describe them as intelligent people...very polite.
3.	R	in their personalities...
4.	L	Yes...also very tall people...with a good appearance.
5.	R	Have you ever had an interactions with an American?
6.	L	Yes, at work...Americans visit the place because the company sells industrial water pumps nationwide.
7.	R	and how have been your experiences with Americans? have you had the opportunity to interact?
8.	L	Yes...but I feel a little fear to mess it up because... I say to myself "what if I mess up when I say something and they won't understand".
9.	R	Tell me about that story later on ok?
10.	L	ok
11.	R	What is your interest in foreign languages in general? for example, in this case English. What is your interest in learning English?
12.	L	Well... to learn it well for my job, honestly.
13.	R	Ok...do you like English?
14.	L	Yes.
15.	R	What do you like about it? what aspects?
16.	L	Well... all aspects , I mean...everything, I mean I don't have or like a specific aspect about it.
17.	R	For example? what aspects are you talking about that you can mention?
18.	L	The thing is that I do not understand...
19.	R	For example, if I say Mandarin...well "I like how it sounds...or"
20.	L	 I like English because they talk very fast...the ease when they talk; their English is very fast.
21.	R	When you are practicing English in the classroom, what do you feel in that moment?
22.	L	Suddenly I feel...uhm...well, like one day...well... I do not understand the meaning..."what does that mean?" I want to write it in Spanish...I mean I want to translate in Spanish but, I mean no....I mean I want the teacher to tell me those words in Spanish...

23.	R	to understand better...
24.	L	to understand it better.
25.	R	and when that is not possible, what happens? when you don't know how to say it in English...what happens in that moment?
26.	L	well, I don't want to ask...[giggles] because I don't want to mess it up.
27.	R	ask the teacher or?
28.	L	yes, the teacher
29.	R	How about with your classmates? how is your effort to learn? do you ask them?
30.	L	Yes, I ask them
31.	R	Do they help you?
32.	L	(hesitates)...they help me...but I think they mix up my head more.
33.	R	Ah, ok...they confuse you more.
34.	L	yes, they confuse me more.
35.	R	ok...what about outside the classroom? what is your effort to learn English?
36.	L	Well, I watch videos, movies, series...uh and the songs, I play the songs and I start repeating the lyrics.
37.	R	Has that helped you in any way?
38.	L	uhm...well, I think that it hasn't...I don't put enough effort to learn more; honestly.
39.	R	What is missing in your effort? what do you think is there for you to do?
40.	L	I have to practice it more...get into it more...for one hour.
41.	R	Inside the classroom...do you have enough practice?
42.	L	Yes, I practice... but I don't practice English at work...only Spanish.
43.	R	Ok. If spoke English well, how do you picture yourself in the future?
44.	L	if I spoke it now?
45.	R	uhum
46.	L	No...I think I would mess it up...
47.	R	Imagine that you already speak English. What difference would it be in your everyday life or at work? how do you see yourself as a bilingual person?
48.	L	With a better position at work and with a bit higher salary.
49.	R	What is your opinion about your English teacher right now?
50.	L	Wel...yeah, I mean, he has helped me in terms of English and all that.
51.	R	Did you ever feel uncomfortable in the classroom...with the teacher's strategies?
52.	L	oh yeah...do I tell you?
53.	R	Tell about that story in a minute, ok? (she nods)

		What is your opinion about the English course and the books that you are using here?
54.	L	They are very good.
55.	R	What do you like about the books?
56.	L	Well...the fact that everything is in English, honestly.
57.	R	Do you like the content, the topics...?
58.	L	Both

Leticia's oral narrative inquiry

59.	L	I was at work and suddenly some Americans arrived and they asked me something in English and I didn't know how to answer them, so my boss arrived and said "answer them" and I said "but I don't know"...I froze myself in that moment, I got very nervous. Then, well...later my boss welcomed them and in that moment I was nervous because I didn't know what to tell them and at that time I was already studying English and people there were like "what's up?"
60.		
61.		
62.		
63.		
64.		
65.		
66.	R	What happened after that moment? did they tell you anything?
67.	L	Yes, they (American people) asked me again and my boss said "tell them something, you speak English", and I said "yes, but I don't understand them very well" and I didn't know what to tell them...and my boss again said "but answer them, you know English" and I said "yes, but they speak very fast and I don't understand them very well what they are saying"; my boss finally said "that means that you don't know English" and I said "Yes, I know English but they speak too fast, I mean I don't understand the words".
68.		
69.		
70.		
71.		
72.		
73.		
74.		
75.		
76.		
77.	R	and they left...
78.	L	yes, well, my boss assisted them and they left and saying 'good bye' in English and I said "thank you...you're welcome" and that was it, that was the only thing I could tell them in English because, honestly I got very nervous.
79.		
80.		
81.		
82.	R	Ok... In the second situation in the classroom, you had mentioned that you felt uncomfortable, how was it?
83.		
84.		
85.	L	well, the teacher had us do a dynamic activity sitting in front of the class...and she called on me...but I didn't know how to answer...she would ask me something and I answered all wrong and he said "no, I am not asking you that, I'm asking you something else"... I didn't know what she asked me, honestly...I mean I didn't even know what she was asking me...
86.		
87.		
88.		
89.		
90.		
91.	R	and what did you feel in that moment?
92.	L	I got all nervous and my face got all red...nervous.

93.	R	what kind of nervousness...? did you get scared...
94.	L	like 'fear' and that everyone was looking at me and...
95.	R	After the activity, what happened? did you finish it?
96.	L	No, I couldn't... I stood up and I went to my chair
97.	R	did the teacher say anything to you?
98.	L	yes, she asked me why I had reacted like that and I responded
99.		"no, I honestly can't do it because of fear and that everyone
100.		would make fun of me" and decided to sit on my chair.

Leticia's written narrative inquiry

101.	L	At work, when greeting the Americans, they asked me something in English and I didn't know what to say and my boss asked me to answer them and I didn't want to because I got all nervous because I was scared to mess it up and the wouldn't be able to understand what I would say. When they left, I only said "bye".
102.		
103.		
104.		
105.		
106.	L	In the classroom, when the teacher called on us to the front for an spoken activity, she asked me something in English and I didn't answer because I was scared to mess it up and my classmates would make fun of me, so I told the teacher that I didn't want to participate and went to my seat.
107.		
108.		
109.		
110.		
111.	L	When my cousin (from the US) visited Monterrey for vacations, she asked me a few questions in English in front of her friends and I didn't know what to answer in that moment and she asked me about the school where I was studying English and said that they (the school) were not teaching me English well because she found it strange that I wasn't able to answer what she was saying and she kind of started laughing a little bit and I didn't know what to do in that moment so I stood up and left.
112.		
113.		
114.		
115.		
116.		
117.		
118.		

Pedro's Interview

119.	R	What is your opinion, in general, about American people?
120.	P	What is my general opinion about Americans? well, I think that they are... a little strange.
121.	R	Strange in what...?
122.	P	In terms of emotions; they are a little cold
123.	R	ok
124.	P	In terms of intelligence, well, they are not that intelligent...in terms of social relations...well I think they are able to relate to people well...they have a good touch when they relate to people.
125.	R	Very good. Uhm, foreign languages, what is your opinion on foreign languages? have you always liked them?
126.	P	I have always liked foreign languages. About English, I want to learn it because everyone speaks English now, but the one I like

		the most is French.
127.	R	French?
128.	P	Yes, French. And I hope someday I can learn Mandarin but it's a little hard; however, the one I would like to speak is French.
129.	R	Ok, very good. Going back to English, do you see it as a social pressure, is it the most common?
130.	P	It is the most common one, I think that if you manage to learn English, you will be able to learn the other languages and if you don't well...
131.	R	What details or aspects in English catch your attention the most? the pronunciation? the accent...?
132.	P	I think that overall...well, there are two things because the accent is a very peculiar aspect in Americans and British people, but I think that the fact that I have to identify and detect the pace, the intonation...that is the most interesting aspect.
133.	R	the most interesting...
134.	P	yes, because in terms of grammar, well you make things out little by little.
135.	R	the structures?
136.	P	ehem, but when you are listening to those structures you say "Oh, man!"...and when they are speaking very fast, that is when you start struggling. About British, well you can feel the difference, I...I think I digest it a little more.
137.	R	British is easier for you?
138.	P	Ehem
139.	R	Uhm...is your opinion on British people the same as Americans?
140.	P	No...uhm, for me British people are better.
141.	R	In what aspect?
142.	P	In everything, I think they have a much better culture, their antecedents cover many years, with more culture, more accuracy in what they do, more vision, with more intelligence.
143.	R	Ok, very good. Uhm...what emotions do you feel when you are practicing English in the classroom? what do you feel in that moment?
144.	P	Well, in reality, since it is not something I would say "wow, I super like this!" nor I do it because I have an external pressure (job), I see it as something different, a language that is different from Spanish and I'm learning with time as a little kid.
145.	R	In situations in the classroom when you don't know what to say, what do you do to be able to communicate?
146.	P	In reality, the fact that you don't know how to speak the language, this impedes you from expressing your ideas. And I think that, more than anything, is the fear to make mistakes..."oops, I made a mistake", but in reality, if you can't do it, well you look for an alternative, a plan "B", "I can't say this, but I'm going to say it this other way", I mean you look for another way to more less say it

		correctly
147.	R	Why does it worry you if you cannot say something correctly?
148.	P	I think it is a matter of a taboo that we all Mexicans have; if you say something they are going to laugh, and since we Mexicans laugh about anything...well, it is a kind of taboo and if I say something they would laugh and say "Ha ha, he doesn't know"
149.	R	the ones making fun of you would be your classmates or also the teacher?
150.	P	No, I think that the classmates
151.	R	the classmates
152.	P	The teachers, I think that they don't pay too much attention to those things.
153.	R	Very good...about your father and mother, what perspective did they have about English? did they have some sort of opinion?
154.	P	Honestly, I don't think so, because it was not necessary back then, they didn't have the idea of...
155.	R	It was not as immersed as it is today
156.	P	yes, uhm...it wasn't a necessity or something they liked doing.
157.	R	Very good...uhm...in the future, you imagine yourself with the desired level of English, what would that be for? how do you see yourself?
158.	P	I think that I wouldn't see myself speaking well, because in this school I'm only acquiring learning strategies. Outside the classroom I have my own plan how to continue practicing and what I have to do in order to keep studying it; all of this is my project to see myself speaking well and listening well.
159.	R	But, would that be for personal use only or...?
160.	P	Yes, in reality I want to be able to communicate when I go to the United States, I don't want to have a confused face. Or when I go on vacations, I would like to talk to people there because the last times I have gone I have not been able to engage in a conversation with foreigners.
161.	R	Ok, yes...very good. So, your overall objective is to be able to communicate when you visit the United States
162.	P	that is correct
163.	R	Would you like to have friends there, I mean, other than job purposes?
164.	P	Yes, I would like to have friends there. For example, not long ago I went on a trip and I met a Canadian couple and more less I managed to chat with them but not very well; so my goal is to meet people and have friends who are not necessarily from here.
165.	R	Ok, very good. Uhm...the teacher who is teaching you right now, in what circumstances has he helped you? how do you think he or she is helping you? has he or she obstructed you in certain moments? are there any strategies that you think affected your

		learning?
166.	P	I think that every teacher has his or her style, the way I have seen it here, every teacher is different; some of them are good and some are bad. The one I have right now is good, in a certain way, because he mixes Spanish and English. He says a word and you don't understand so he starts speaking in Spanish and then you make reference to the word which you didn't understand before...then he starts saying an example and mixes both languages and then you say "oh, ok I get it". But in some cases he forgets about English and continues with Spanish.
167.	R	So, he is helping you to understand certain expressions by using the translation technique, but the quality of English practice is short...
168.	P	I think it is short, but it's not only the teacher but, I think, it is the system...the institute doesn't allow the teacher to teach more than the material they have so when I talked to a teacher about it before..."why is the time so short and you go very fast?" and the teacher replied that it was the way it is and we have to go on with the class and I said "but I'm paying and I want you to stop and talk about this", and then the teacher said that it wasn't going to be possible to finish the class and that it can create more problems.
169.	R	Very good, very interesting point. About the courses, the books, materials...uhm...the classrooms, what is your impression?
170.	P	I think that the books are...taking into account my previous experience with other schools, they are good. I think they are a good base to give me a general idea in case I want to continue studying outside the classroom after I finish the courses; I have good foundations with these books. I liked the books, I think the topics are good, I enjoyed them. I liked the school because at other schools I didn't learn; here I have learned a lot more. And I noticed that if I study harder, I learn a lot...sometimes I can't but overall, it's a good school.
171.	R	What impedes you from dedicating the way you would like to?
172.	P	What impedes me? I think it is time. I don't have much time, on weekends... and I'm very busy most of the week...so I don't have much time and normally I study with my cellphone for example if I want to investigate a tense, I look it up in my cellphone and just read it there.
173.	R	about what you took down in the classroom or...?
174.	P	yes, what I note down and stuff like..."reported speech", so I search for it and I find several pages and I read, so I study at times. Some other times I review past grammar such as Present, Past...and the like, but I don't follow the topics of the book which would be useful too.

175.	P	I think that in terms of experience, I have several anecdotes...and
176.		I think that the reason I wanted to learn English was because one
177.		time when I went to the United States I was having breakfast in a
178.		restaurant when two fat American women arrived and started
179.		having breakfast and then they started talking and turned around
180.		to look at where I was sitting and stared making fun of me. So I
181.		asked a person who was in front of me "what did they say?" and
182.		the person said "no, nothing". But I had the impression that they
183.		had said something and laughed at me. So, from that point on I
184.		said "I'm going to learn English to know what people say and if it
185.		is something negative I'm going to complain about it".
186.	R	uhum...
187.	P	Here in the school, sometimes when you are put to practice in
188.		pairs and the person in front of you knows more and I feel like I'm
189.		not helping much, on the contrary, you can worsen his or her
190.		learning, it is an uncomfortable feeling and your partner keeps
191.		staring at you like saying "you understand? can you talk?" and I
192.		say "no". So this is a situation that...from both sides...if I had paid
193.		attention at first maybe I would have been able to reply but you
194.		end up with a feeling of discomfort. So, that is the reason why I
195.		wouldn't want to continue practicing in pairs because when I
196.		practice individually that when I keep talking and talking but when
197.		I'm practicing with somebody I feel that I'm not speaking correctly
198.		or pronouncing well.
199.	R	Do you normally compare with others?
200.	P	No, I don't really compare with others. What I would fear is the fact
201.		that I wouldn't be able to structure well and the
202.		pronunciation...well I don't feel any fear because maybe you
203.		say... "I don't know how to say love /luv/ and you say /luvE/..." but
204.		I don't feel fear on this. When I sometimes talk to a relative in the
205.		United States and he says "no...I don't understand you" and I
206.		reply "well, deal with it because this is my English"
207.	R	[laugh] they should adapt to you.
208.	P	That's right. But again, I don't feel fear when I talk, what I fear is
209.		not being able to structure well.

Maria's Interview

210.	R	How do you describe American people? What type of people are they for you?
211.	M	Well, I think that they are, compared to Mexicans, they are cold people.
212.	R	yes...
213.	M	and I believe that they don't have much culture, much much

		culture because...due to the fact that it's called "united states", there are many people from different parts of the world, so it's a mix, their culture is a mix of each place, they don't have a culture per se...their own one.
214.	R	very well...the way they are...have you ever had experience with an American person?
215.	M	like...speaking? I mean, I have some experience but communicating using the computers, like via email.
216.	R	as a friendship or job related?
217.	M	friendship
218.	R	friendship, ok...what is your interest in foreign language? what is your perspective about languages...how much is your interest to learn?
219.	M	Well, I like it a lot because I would like to learn a lot, not only English but also other languages so I can communicate with many people around the world; however, English is the global one, as a result many people speak English.
220.	R	Do you like English?
221.	M	yes
222.	R	What is it that you like about English?
223.	M	I like...I like the fact that the pronunciation is different to how it is written and I like the sound of the pronunciation.
224.	R	That motivates you to pronounce it. What do you feel at the moment you are speaking in English either in the classroom...do you have people to talk to or practice outside of the classroom or only in the classroom?
225.	M	in the classroom and during the classes I teach.
226.	R	when you teach...
227.	M	uhum
228.	R	In the classroom, when you are practicing English, what do you feel in that moment?
229.	M	When I am teaching?
230.	R	No, as a student.
231.	M	as a student? well, I feel very good because I am learning...learning...I am acquiring new knowledge in English.
232.	R	at the moment of interaction with a classmate...do you feel good?
233.	M	Yes, I feel better because that way I feel that I'm learning and I can apply it in the correct way.
234.	R	and when you are teaching?
235.	M	well, of course...I like it even better.
236.	R	the same emotion or you feel something different?
237.	M	No...it's different. I like it more, I mean...teaching English because I see the reaction of the students when they understand: "oh, I understand". So, teaching them motivates me somehow.

238.	R	Ok, What is your opinion of your parents about English? what's their perspective, specifically English?
239.	M	They see it as an opportunity, I mean, English could open job opportunities, not only as an English teacher. Well, in fact...they didn't want me to be an English teacher.
240.	R	why not?
241.	M	because they thought that...I wasn't going to do well and that there wasn't a lot of work as an English teacher; they saw it more as a "oh, you are studying English but in order to get another job".
242.	R	as a tool?
243.	M	uhum, not to be a teacher.
244.	R	what motivated you to be a teacher?
245.	M	Well...honestly I enrolled to be a translator, but I made a mistake during the registration process; I don't know what exactly happened at the moment of enrolling the university and I was in the list for English teaching and I said "well, I'll switch during the first semesters". But, later I stayed in the teaching program and I began to like the subjects and I noticed I like such teaching program and I stayed there.
246.	R	you remained there and got convinced
247.	M	yes
248.	R	How do you consider your effort as an English student in order to learn in the classroom? how is your discipline...is it high? how do you put effort in the classroom to learn the language?
249.	M	Yes, high. I give it all...I try to put all my effort to be able to learn English because it is very important for me, yes.
250.	R	are there any strategies of yours...which can help you to learn better?
251.	M	Well, I put down everything the teacher writes on the board and I check those notes because I sometimes write them down with my own words and that helps me a lot.
252.	R	and what do you do outside the classroom to enhance your English?
253.	M	Moives...when I watch them I watch them in English and with English subtitles.
254.	R	how does that help you?
255.	M	Well, it helps me...at the moment I see the word and how it is pronounced...I mean, I hear like...well, I see it physically and also I listen to the pronunciation.
256.	R	you compare...
257.	M	uhum
258.	R	how about the music?
259.	M	also
260.	R	artists? do you like artists?

261.	M	yes
262.	R	in general, what is your desire...how do you picture yourself speaking English as the one you would really like to speak some day? for what?
263.	M	to be able to teach English.
264.	R	besides teaching English, why would you like to improve it?
265.	M	well, besides giving better English classes, to go on an exchange program, I would like to study abroad.
266.	R	for school purposes?
267.	M	yes, to study.
268.	R	study a masters or...?
269.	M	masters
270.	R	any country in particular?
271.	M	Canada
272.	R	why in Canada?
273.	M	because I think that...well, I used to prefer England but I feel that we don't really use British English much and Canadian English is more standard...I don't like the United States as a country.
274.	R	We'll talk bout that topic in a minute.
275.	M	uhum
276.	R	What is your opinion about your current English teacher? keep his name anonymous, what is your opinion as a student?
277.	M	Well, his knowledge is very high, and his pronunciation is so nice.
278.	R	is there anything you liked as a strategy? what aspects?
279.	M	strategies?
280.	R	didactics
281.	M	well, I like the way he has us practice converstations, I mean, to apply what we see in grammar..."ok, now conversation"...or to talk or ask questions.
282.	R	the speaking practice
283.	M	uhum
284.	R	what aspects you didn't like or made you feel uncomfortable?
285.	M	Not that I didn't like or made me feel uncomfortable, but perhaps we would...well, may be that we could see a little more grammar, I mean in order to...to deepen grammar a little more, that's it.
286.	R	not much of vocabulary?
287.	M	No, I think more grammar.
288.	R	more grammar practice
289.	M	yes
290.	R	The course, in general, the books, material, the classroom...what is your opinion about all these aspects?
291.	M	Yeah...they are very good and they are also good because

		they have a lot of new vocabulary that I didn't know much. Phrasal verbs, which are super important in English and I didn't know many of those because the university never taught us any Phrasal Verbs.
292.	R	exactly...in the universty
293.	M	uhum
294.	R	and what do you think of the phrasal verbs in these books? why do you consider them important?
295.	M	Because American people use them a lot and also I wasn't aware...for example, in movies or seires, they use a lot of phrasal verbs which I didn't link with context and now that I am studying them I notice now that.. "oh, ok...this means that"...they now match.

Maria's oral narrative inquiry

296.	R	Tell me what happened that day during the class of Parts of Speech.
297.	M	Ok, ehm...in the university...ehm...it was my turn to give a presentation so I went to the front of the class and started giving my presentation and the teacher let me finish all of it, just like that...everything normal and...he didn't interrupt me at any moment and everything was ok, nothing seemed to be wrong...and at the end the teacher said: "there's a mistake here and we will not leave until you find it", so me and my classmates were looking for it"...I mean I got scared for a moment looking for such mistake and everyone...I mean, the first thing we thought it was grammar, I mean, the first thing I was expecting was...I don't know..."a v instead of a b or I got a word wrong", I don't know, something about a grammar rule. But no. We all were looking for the mistake and we spent the rest of the class like that and couldn't find anything. And the teacher didn't say anything; he left us just like that until the end of the class. During that period of time it was like a feeling of anxiety..."what did I do wrong?"...nervousness, anxiety and also like...stress because..."where am I wrong? he's going to deduct points from my grade...I'm going fail!"...it was like...everything came to my mind. So, in the end, the teacher said that the teacher said that I was missing the period in the final sentence. But, for that teacher, punctuation is very important...commas and all that.
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320.	R	and what happened at the end of the class?
321.	M	I just left thinking about the missing period and that it was very important. Also, because the teacher is a profesional translator, punctutation is extremelly important.
322.		
323.		
324.	R	he's very strict...ok, now tell me about your story on the phrasal

325.		verbs.
326. 327. 328. 329. 330. 331. 332. 333. 334. 335. 336. 337.	M	Well, honesty I had never...I mean I had seen them but never paid attentions and also the word "phrasal verb" wasn't very familiar to me, it was like...I had a very vague idea, they were not that important because we never saw them in the university...at all...not even in the books...nothing. So then, I start taking English classes here and all books have a long list of phrasal verbs which is very new for me, I mean with one single verb I can form millions of different meanings and it was like...that was...it was very complicated, it was the most complicated aspect and also because it was new for me...I had only seen them but not for memorizing them or learning them, so it was very new for me
338. 339.	R	when you practiced them in the classroom...how did you feel when you were learning them?
340. 341. 342. 343.	M	Well, yeah it was a little complicated because I didn't know the meaning, I didn't know what they meant, I din't know...I mean I was able to put them in context but I couldn't use them in a different one, I mean I couldn't link one to another.
344. 345.	R	what emotions did you feel, the first time you saw phrasal verbs, what did you feel?
346. 347. 348. 349. 350. 351. 352. 353. 354.	M	Well, I saw them I was like.."what? what is this? where am I going to place them in a sentence and at the moment of speaking...how am I going to use them?" and this caused conflict because I thought that I already spoke English but I come here and I bump into phrasal verbs and realized that I don't know any of these, I mean, that I still had a lot to learn in terms of phrasal verbs and I felt conflict with myself because I said: "No, I mean, I still have a long way to go in order to learn all of this".

Maria's written narrative inquiry

355. 356. 357. 358. 359. 360. 361. 362. 363. 364. 365. 366. 367.	M	I was coursing my third semester at the School of Philosophy and Arts and I was taking a subject called English Culture. The teacher of such class is very strict and demanding; he would pay attention to every detail. One day, it was my turn to give a presentation while I was in front of the class and the teacher never told me to stop during the presentation of my slides; so I thought that everything was going fine. The teacher let me finish. So, when I finished it the teacher said to all the classroom that "there was a mistake, find it". I felt stressed because I thought that everything was fine, and also felt embarrassed because I was in front of the class trying to find the mistake. We weren't allowed to leave until we found such mistake. The first thing I thought was that I had a
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368.		grammatical mistake. I stated to feel desperate because I
369.		continued looking without success. At the end, the teacher told
370.		us that the mistake was that there was a missing "period".
371.	M	For me, phrasal verbs are almost new. In the university, they
372.		never mentioned them and that is the reason why I find difficult
373.		to learn them now because they are new for me and I didn't
374.		know them before; I had heard about them but not much. Now
375.		that I'm taking classes to improve my English and have a better
376.		fluency of the language, a lot of the book content is based on
377.		phrasal verbs. At first, I felt a little frustrated with this because I
378.		thought I knew English but in reality I didn't know anything
379.		about phrasal verbs. I also felt confused because when we
380.		attach one word with another (preposition) they may have many
381.		meanings. I realized that I had a lot to learn about this and that
382.		is the reason why I find it complicated to learn them.
383.		When the teacher introduced some phrasal verbs I got
384.		surprised because I had to link them to the multiple meanings
385.		that each of these had. It was a bit confusing and frustrating, at
386.		first, because I realized that I had a lot to learn.