

FOREIGN LANGUAGE ANXIETY IN NURSING STUDENTS
AND THEIR PERFORMANCE ON AN ORAL EXAM

By

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Índex

Abstract.....	I
Introduction	II
Chapter I: Theoretical Aspects of Research	- 1 -
Statement of the Problem	- 1 -
Justification.....	- 2 -
Objective.....	- 4 -
General Objective	- 4 -
Specific Objectives.....	- 4 -
Research Questions	- 4 -
Geographical Context and Historical Backgrounds	- 4 -
Historical Review of the UASD.....	- 4 -
Centro UASD Bonao.....	- 6 -
Historical Backgrounds.....	- 7 -
Definition of Terms	- 10 -
General Definition the Anxiety	- 11 -
Learning Factors.....	- 12 -
Facilitating and Debilitating Anxiety	- 12 -
Categories of Anxiety	- 13 -
Foreign Language Anxiety (FLA)	- 14 -

Oral Test.....	- 16 -
Foreign Language Anxiety and Testing	- 16 -
Chapter III: Methodology and Data Collection	- 18 -
Method.....	- 18 -
Technique	- 18 -
Research Design	- 18 -
Instrument.....	- 19 -
Population.....	- 20 -
Schedule (Chronogram) of Activities	- 20 -
Chapter IV: The Results and Data Analysis.....	- 22 -
Possible Result.....	- 22 -
Conclusion.....	- 23 -
References	
Appendix	

Abstract

The purpose of this study is to find out if there is a correlation between the anxiety of a foreign language in nursing students and their performance in an oral examination, and if it exists, how strong is that correlation. It also aims to examine the effect that different levels of anxiety have on students' oral test scores and how students feel during the test. Sixteen nursing students participated in the study.

They were given an oral exam that consisted of three role play scenarios. The results suggest that anxiety in the foreign language affects oral performance. Students with lower levels of anxiety received higher scores on the oral exam, while highly anxious students received lower test scores. Most of the students reported feeling nervous while receiving the oral exam.

Key words: Language learning, anxiety, foreign language anxiety.

Introduction

Many students feel more anxious and nervous in the foreign language (FL) class than in any other class (Campbell & Ortiz, 1991; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989), and Their anxiety Seems To It is predominantly from the speaking situation (Koch & Terrell, 1991, MacIntyre & Gardner, 1994, Price, 1991). In fact, foreign language anxiety (FLA) has been identified as one of the major obstacles to the acquisition and fluent production of foreign languages (Dewaele, Petrides, & Furham, 2008, Williams & Andrade, 2008)

However, one of the disciplines most prone to anxiety is to learn in foreign languages or second languages, which have greatly hindered the acquisition process (see Macintyre, 1995) and one of the most virulent educational contexts is this academic factor.

Campbell and Ortiz (1991) show in their study that the levels of anxiety in the language classes are alarming in the student community, so that the levels of acquired languages can be affected in such a way that they can deteriorate, noting that probably half the students of foreign languages experience an initial level of anxiety. Coinciding with the above, macintyre and gardner (1991) affirm that anxiety in the field of languages, whether we speak a foreign language or a second language, raises potential problems because, if occurs interference in the acquisition, retention and production linguistics. Learning foreign languages has become a great need, even for some people who have an obligation to develop in the world of work.

Test anxiety also seems relevant when examining the anxious foreign or second language learner and it refers to a type of performance anxiety springing from a fear of

failure. Test-anxious learners often set unrealistic demands and feel that the only acceptable performance is a perfect one. Students who suffer from test anxiety may experience considerable difficulty, given that tests are frequent and even the most intelligent and keen students make errors. Oral tests can cause both test and oral communication anxiety if-multaneously in vulnerable students (Horwitz et al., 1986).

The lack of control over a situation may provoke anxiety when students start learning a foreign language. However, other studies (Ewald, 2007, Kitano, 2001, Marcos-Llinás & Juan Garau, 2009) have suggested that as the level of language rises, so does the learners' anxiety level. Kitano (2001) explains that this may be due to the increase in the complexity of instruction at higher level.

The aim of this study is to analyze the Anxiety of Foreign Language in Nursing Students and their Performance in an Oral Examination in the UASD-Bonao, D.R. during the second semester of 2018.

Therefore, the conviction is born that it is relevant to study the levels of anxiety that students present when performing an oral examination, as they influence the perception of it. Since this is due to their language learning process, as well as their way of approaching it. The research proposal is structured in four parts: Chapter I; Introductory aspects of the investigation; Chapter 2: Review Literary; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Theoretical Aspects of Research

Statement of the Problem

Anxiety, as with depression, is one of the most psychological disorders in health centers in general and with a greater presence in the university setting (Agudelo et al., 2008).

The presence of anxiety in the world is related to feelings. The negative aspects, such as frustration, fear, insecurity and tension, hinder the performance of a certain task. When the student must act in a different language. (Rodríguez, 2009).

The problem is that UASD-Bonao students must have more knowledge in a foreign language. On the other hand, many language students express their concern to learn a foreign language. This anxiety and negative feeling can cause many serious problems in the acquisition of language and in the learning process and more at the time of taking an oral examination. (MacIntyre and Gardner, 1991).

Oral exams are used to measure the ability of students to express them. The instructors generally do not doubt the results of the test and the scores of the language tests of the students are taken as realistic. However, sometimes, these test scores may not represent the current language proficiency of the student because foreign language anxiety (FLA) may affect the grade a student receives in an oral test. If students suffer from FLA, they may not perform adequately to make the teacher or evaluator believe they are incompetent.

Therefore, I affirm that the results of the oral tests of students with FLA can be unreliable. That is, if you know that a student suffers from FLA, knowing that the FLA is associated with test scores, the score on your oral test does not represent your actual language skills, which makes the oral exam score unreliable. (Macintyre and Gardner, 1991).

The purpose of this study is to discover if there is a correlation between the anxiety of a foreign language in nursing students and their performance in an oral examination, and if it exists, how strong is that correlation. It also aims to examine the effect that different levels of anxiety have on students' oral test scores and how students feel during the test. Sixteen nursing students participated in the study. They were given an oral exam that consisted of three role play scenarios. The results suggest that anxiety in the foreign language affects oral performance. Students with lower levels of anxiety received higher scores on the oral exam, while very anxious students received lower test scores. Most of the students reported feeling nervous when receiving the oral exam.

Justification

It is important to demonstrate that there are students who suffer from Foreign Language Anxiety (FLA) and that this type of anxiety correlates with test scores because it has negative consequences for students. These include failing the test of failing the course and not being able to graduate as a consequence of not passing. Therefore, the evaluation in a language course can be of great importance.

As Bhave and Nagpal (2005: 97) say: "Anxiety becomes a disease when the symptoms are severe, penetrating and persistent, and when they interfere with normal life."

It is important to add to the discussion of the relationship between FLA and the evidence, since there is some evidence that the Foreign Language Anxiety (FLA) does affect the performance of the test and, therefore, the test scores, the impact of the FLA on Test scores can have far-reaching consequences for students. Therefore, more evidence is needed to demonstrate that there is indeed a relationship between the FLA and the test scores and once conclusive evidence has been provided, we must accept this condition. (Macintyre and Gardner, 1991).

The objective is that students feel relaxed when they take an oral exam in the language classroom so that their learning process in the universities of our country is more productive. This is because there are still many students who get nervous and everything is forgotten when they have to take an oral exam, either because of fear of the teacher or because of simple nervousness. The importance of this study is that students can work more deeply their anxiety problems before the oral production exams, since this is not something that must be tedious for them, it is necessary that they adapt to the imminent environment that occurs daily. Everything is easier; there should not be that barrier they create when they learn a language, especially when they take an oral exam. In addition, teachers should bear in mind that a score before an exam should not determine the system of absolute evaluation of a student, it is necessary to take into account their level of anxiety and more if the student is studying the first university levels.

Objective

General Objective

To analyze the Anxiety of Foreign Language in Nursing Students and their Performance in an Oral Examination in the UASD-Bonao, D.R. during the Second Semester of 2018.

Specific Objectives

1. To find out how anxiety originates.
2. To investigate what causes a student to become anxious when faced with an oral examination of a foreign language.
3. To find out why students feel anxious when they know they will have an oral test in another language.
4. To investigate how anxiety affects the learning process of a second language.
5. To describe what students can do to overcome anxiety problems in oral exams in other languages.
6. To specify that another methodology should be used by the teacher in the classroom so that students feel less anxious.

Research Questions

1. How does anxiety originate?
2. What are the causes for a student to become anxious in an oral exam?
3. How does anxiety affect the learning process of a second language?
4. What can students do to overcome this anxiety problem?
5. What methodology should the teacher use to make students feel less anxious?
6. Geographical Context and Historical Backgrounds

Historical Review of the UASD

“LA UASD is a public university in the Dominican Republic. La UASD was religiously affected with the Catholic church of the Dominican Order. It initially hosted four colleges: Medicine, Law, Theology, and Arts and was modeled after the Universidad Alcalá de Henares (University of Alcalá) in Spain. To this day, the school still has ties to the University of Alcalá, though which it jointly offers (sometimes) the PhD degree of Entrepreneurial Sciences. (<https://www.uasd.edu.do/index.php/informaciongeneral/historia>)

Although it currently isn't offering doctoral degrees, La UASD has offered and awarded PhDs in the past for 8 different programs: Educational Leadership, Pedagogical Sciences, Entrepreneurial Sciences, Social Cooperation and Intervention this is the literal translation, it seems off, Educational Psychology and Human Development, Economics, Sociology, Philosophy for global world, Education and Psychology, and Democratic Societies: the State and the Law. However, all of these programs have been in cooperation with international universities, as they don't have the capacity to offer their own, stand-alone program. They offer 5 Masters and 97 Undergraduate degrees and is located in Santo Domingo, the capital of the Dominican Republic. La UASD was founded in 1538 under the name Universidad Santo Tomás de Aquino (St. Thomas Aquinas University) through Papal Bull “*In Apostolatus Culmine*” by Pope Paulo III, But it wasn't recognized by Royal Decree until 1558.

This of often the reason for disputes with the Universidad National Mayor de San Marcos (UNMSM) in Peru over which was the “true” first university if the Americas. Although UNMSM began operating in 1548 (10 years after La UASD), it obtained official Royal Decree from Spain in 1551 (7 years before La UASD). I like to adhere to the notion that La UASD was the first institution of higher education in the Americas.

La UASD suspended its operations in 1801 when Haiti invaded the Dominican Republic and temporarily took control from Spain and reopened in 1815 when the colony was handed back to the Spaniards, at which point it became a secular institution. Between 1815 and 1821 the school operated under Provost José Núñez de Cáceres, who in 1821 led efforts against Spain and obtained independence from Spanish sovereignty.

This independence, however, was short-lived and is now known in Dominican Republic history as the “Ephemeral Independence”: it lasted from December 1st, 1821 to February 9th, 1822, a little bit over two months. In 1822 the Dominican Republic was invaded by Haiti again (YES), Haiti (<https://www.uasd.edu.do/index.php/informacion-general/historia>).

Centro UASD Bonao

The UASD Campus of Bonao, Province Monsignor Nouel, Dominican Republic. The UASD Centro Bonao, was created as a Regional University Center then called CURCE-UASD or Central Cibao Center of UASD through Resolution no.95-076 of the University Council of the Universidad Autónoma de Santo Domingo on September 29, 1995. The result is the vision of our Academy, the decades-long effort made by the inhabitants of the Monsignor Nouel Province and the perseverance of the Support Committee, whose members fought to make UASD a reality in the Province and the region. In a ceremony held on January 20, 1996, one year after the formal creation, presided over by Rector Roberto Santana, the Regional University Center of Cibao Central was inaugurated in the buildings of the Liceo Francisco Antonio Batista Garcia, Reformed Plan High School. (<http://uasd.edu.do/index.php/uasd-bonao>).

Under the authority of its first director, the educator Nouelense professor Bartolomé Augustin Deschanps, the center began teaching on March 11, 1996, with an enrollment of 1,373 students, distributed among the 12 courses offered at that time. From its beginnings, this institution of higher education worked in the buildings of the Lyceum Secondary Francisco Antonio Batista Garcia, before mentioned, until in August of 2009 move to their new buildings. <http://curceuasd.galeon.com>

Our investigation project will be performed in UASD Centro Bonao, which was delivered on August 7th, 2009. “The government inaugurated the new premises of the Regional University Center of the Cibao Central (Curce-UASD) in Bonao. This work, whose inauguration had been delayed due to delayed payments, was delivered to the UASD, with a central speech by President Leonel Fernandez. The center’s premises were raised at a cost of RD\$1,408 million. President Fernandez said that his greatest desire is for the Universidad Autónoma de Santo Domingo to become to be leader in the country in software creation and in distance education. The Government builds three other centers for UASD”. (<http://curceuasd.galeon.com>)

Historical Backgrounds

Most universities around the world require students to take language courses. For some students, it can be an easy process, but for others it can be tedious. As it happens in the case of nursing students in the language classrooms when taking an oral exam where it has been shown that there are factors that prevent an excellent learning by being affected by a problem when taking an oral exam, like anxiety, this affects the linguistic competence of the student, including communicative competence (Licet-Kiami, 2012).

Currently, the issue of anxiety is being investigated, but it is true that the results end up being a little subjective, since the psychological problems are very complex. Anxiety in students has become very important in the 21st century, many pedagogues and psychologists, such as Dr. Rebecca L. Oxford, try to examine what situations cause anxiety in students and establish certain recommendations to try to eliminate them.

The most interesting research on students' anxiety is done through questionnaires addressed to the students themselves, such as the CAEX questionnaire (1999) on anxiety before oral exams carried out by the University of Malaga. This questionnaire shows interesting data, since between men and women, they suffer more anxiety, besides showing the obsessive thoughts with which the students cross. (Licet-Kiami, 2012).

It has been shown that anxiety affects notably during the learning process, as students block and learn more slowly compared to other classmates. Currently, the research continues on whether the anxiety is based more on the internal factors of the student, if it is part of his personality or if it is during the class where that anxiety is formed.

Studies on anxiety gained momentum in the 1960s. Since then, an attempt has been made to understand the relationship between anxiety and success in learning a foreign language.

Hilgard (1963) pointed out that any cognitive theory of learning should consider a space for affectivity.

Horwitz, Horwitz and Cope (1986) state that anxiety in the situation of the foreign language causes a negative effect on students. Negative consequences include distrust, self-consciousness, fear or even panic. when it comes to speaking in the language classroom, students become very anxious and can manifest these symptoms and cause them to freeze,

not be able to say a word or just go blank: this becomes particularly problematic when the students is going to take a test.

A decade later, Chastain (1975) wondered what influences affect affective characteristics and how anxiety can influence when taking an oral exam. Chastain assumes that affective characteristics have at least as much anxiety in learning as collective skills. Then, it describes the possibility that the attitudes and opinions of students, especially in the area of nursing, about their learning process have a decisive effect on it. Since then, it has been considered that the causes of becoming anxious when faced with an oral examination in another language can be accompanied, to a great extent, by blockages or levels of anxiety of various types.

Subsequently, a group of researchers is dedicated to the identification of anxiety levels involved in the learning process of a second language. In a first attempt, Chastain suggests the existence of at least three variables that influence the success or failure of the apprentice in an oral production: anxiety, personality (reserved or extroverted) and creativity.

At the same time, Schumann (1975) presents the results of a study on the attitudes of English learner when they have to take an oral production test and the influence of anxiety on them (based on Gardner, 1974). He concluded that the most successful apprentices (native English speakers between grades 7 and 11) had a passive attitude when taking an oral English test, to the course and to the teacher. In contrast, students who experienced anxiety in the English class did not have the same command of the language compared to emotionally relaxed students. It was also discovered that the anxiety the

students presented was specific to their experience of taking an oral examination of a foreign language.

Gardner and Smyth (1977) point out, after careful investigation, that beginners are more anxious than intermediate or advanced levels, which means that anxiety decreases as learning.

Definition of Terms

1. Anxiety. According to Ayuso (1988); Bulbena (1986). They say that the term anxiety refers to the combination of different physical and mental manifestations that are not attributable to real dangers, but manifest themselves in the form of a crisis or as a persistent and diffuse state, leading to panic.
2. Foreign Language Anxiety. MacIntyre (1999) defines FLA as “apprehension experienced when a situation requires the use of a second language in which the individual is not fully proficient” (p.5). is the feeling of unease, worry, nervousness and apprehension experienced in learning or using a second or foreign language. The feelings may stem from any second language context whether it is associated with the productive skills of speaking and writing or the receptive skills of reading and listening.
3. Language Learning. Broadly defined as developing the ability to communicate in the second foreign language, and in this context includes: Language learning for specialists.

Chapter II: Review of the Literature

General Definition the Anxiety

What is anxiety? According to the definition of the Dictionary of the Royal Spanish Academy (2017) the anxiety is: a state of agitation, restlessness or anxiety of the mind. Anguish that usually accompanies many diseases, in particular to certain neuroses and that does not allow the sick to rest. This definition falls short so that people without knowledge of Psychology understand what anxiety is really, therefore, this work seeks to explain more thoroughly what is anxiety.

The American clinical psychologist Charles Spielberger (1980) defines anxiety as follows: Anxiety is an unpleasant emotional reaction produced by an external stimulus, which is considered by the individual as threatening, producing physiological and behavioral changes in the subject. (1980).

Pérez (2013) states that anxiety is a normal biological response that helps the human being protect himself against a threat. Within anxiety there are two types: adaptive anxiety and pathological anxiety. Adaptive anxiety is a response to a threat or fear that helps to be alert and protect, these fears may be due to their own experience or inherited through the evolution of the species. In contrast, pathological anxiety is an exaggerated response to a fear that affects the person making it difficult to lead a normal life and therefore causes a high degree of unhappiness. In the cognitive plane the pathological anxiety generates thoughts and concerns that increase the risk, while in the physiological plane the anxiety is experienced by excessive sweating, tachycardia, nausea or muscular tension among others, because the sympathetic branch is activated in an exaggerated way of the nervous system.

Before focusing completely on the anxiety within the language classroom, it is necessary to explain more thoroughly what pathological anxiety is. There is a very thin line between adaptive anxiety and pathological anxiety. The moment a person associates a traumatic experience with a situation and enters a loop of physical discomfort, fear and avoidance of the situation, that person is suffering from pathological anxiety. The avoidance of problems only makes that person feel worse and worse and that it is increasingly difficult to face problematic situations (Martinez, 2015).

Learning Factors

During the learning of a language there are several types of factors that influence the process as shown by Jiménez (2005): social factors, internal and individual factors, age and affective states. External learning factors are divided into two types: social factors, that is, the interaction and socialization of the student, and the learning contexts, which are to learn the language in a natural context or in a formal context (Jiménez, 2005).

The internal factors when learning a language are very difficult to determine, the theories about how the human mind processes language are numerous. Individual factors have a lot of weight in learning and seem a little clearer than internal factors but like these factors, researchers differ in their results and there are different theories. Personal factors determine to a large extent the level and pace of learning (Jiménez, 2005).

Facilitating and Debilitating Anxiety

Anxiety can be both positive and negative for students who are learning a foreign language (Alpert and Habert, 1960, cited in Scoved, 1978). Facilitating anxiety is the “good” type of anxiety that motivates learners to learn the foreign language. This type of anxiety can incite student to work hard and study more for a quiz or an exam. On the other

hand, debilitating anxiety encourages learners to “flee” the learning task. Students with debilitating anxiety usually are not able to concentrate on a task. It also makes the learner take an avoidance behavior. A potential effect of this type of anxiety is that students may not be able to produce anything during an oral exam. If a student does not produce anything, his/her performance cannot be adequately measured. Therefore, the score that he/she is given on an oral exam may be unreliable. Test reliability is discussed in more detail in the second part of this chapter.

Categories of Anxiety

In psychology, anxiety is generally divided into three categories: trait, state and situation-specific anxiety (Asgari, 2013). Trait anxiety is a part of an individual’s personality and thus it is a predisposition to become anxious in any situation. This type of anxiety has been shown to negatively affect cognitive functioning and memory as well as causing someone to be evasive (Eysenck, 1979, cited in MacIntyre and Gardner, 1991). On the other hand, state anxiety is not a permanent characteristic of an individual’s personality (MacIntyre and Gardner, 1991). Spielberger (1966) defines it as a “transitory state or condition of the organism that varies in intensity and fluctuates over time” (p.12). For example, the anxiety experienced before taking an exam is a case of state anxiety; this type of anxiety is likely to decrease once the student has started taking the exam. The last type of anxiety, situation-specific anxiety, is defined by MacIntyre and Gardner (1991) as “trait anxiety limited in a given context” (p.90). Situations specify anxiety persists over time within a given situation such as speaking in public, taking an exam, or participating in a language class. A particular type of situations specific anxiety is FLA (MacIntyre and Gardner, 1991, Horwitz et al, 1986).

Foreign Language Anxiety (FLA)

MacIntyre (1999) defines FLA as “apprehension experienced when a situation requires the use of a second language in which the individual is not fully proficient” (p.5).

Horwitz et al. (1986) define FLA in a similar fashion as “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p.128).

For Horwitz et al. (1986), the following three components provide a useful description of FLA. The first one is fear of negative evaluation. It refers to “apprehension about other’s evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively” (Watson and Friend, 1969, p.449). Fear of negative evaluation is not limited to the student’s teacher but also the student’s classmate. In an oral exam, anxious students may not want to say anything because they might fear that their classmates or teacher may think of them as incompetent. Again, if a student does not produce anything, their oral performance cannot be adequately measured.

The second component is communication apprehension. According to Horwitz et al. (1986), communication apprehension is a “type of shyness characterized by fear of or anxiety about communicating with people” (p.127). Communication apprehension raises an individual’s level of anxiety when communicating with others because he or she fears that his or her performance is constantly being monitored not just by the instructor but also the classmates.

The third component of FLA is test anxiety, a type of anxiety that results from the fear to fail an exam (Horwitz et al., 1986) assert that oral tests have the capability to provoke both, test and communication apprehension anxiety in anxious students I Believe

that oral exams also incite negative evaluation. Apprehensive students might not want to say anything because they may be afraid to say something incorrectly and that their instructor or classmates think that they are incapable of performing as they should.

However, not students suffer from the same amount of anxiety, for some, the feelings associated with FLA are more intense and thus debilitating while for others, the effect is less so. Horwitz et. Al (1986) was the first to propose that FLA can be measured on a scale. They developed the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS can be found in appendix A. this scale was first administered to university students who were in an introductory Spanish class at the University of Texas. The FLCAS showed an internal reliability with an alpha coefficient of 0.93 indicating that the FLCAS is a very reliable instrument in measuring a student's level of anxiety. The same scale was used in the present study.

Since its development and because of its high internal reliability, the FLCAS has been widely used in a large number of research projects studying the relationship between FLA and other variables. The variables that have been studied include age (e.g., Donovan and MacIntyre, 2005; Bailey, Onwuegbuzie, and Daley, 2000), gender (e.g., Park and French, 2013; Ezzi, 2012; Capan and Simsek, 2012), language level (e.g., Marcos-Llianás and Garau, 2009) and testing. However, only three studies have been carried out on performance on an oral test (Phillips, 1992; Wilson, 2006); Hewitt and Stephenson, 2012). The latter is a replication of Phillips's study. Wilson's paper was also partially based on Phillips' study using the same oral test and rubric. Since only these studies have been done, I believe it is important to add more to the discussion and provide results using different instruments because it is significant to have a better understanding of FLA in order to demonstrate that this condition exists and that it need to be taken more seriously by

language teachers. It is also important to study FLA and its relationship with testing because none of the three studies previously mentioned have questioned the reliability of the results of the oral test they have used. Therefore, an important aspect of the present study is testing, which is explained in detail in the following section.

Oral Test

Oral test helps evaluators, and teachers to confirm informal assessments of the learning process and to compare students to each other as well as to external criteria over time (Douglas, 2010). Specifically in the language learning context, testing helps instructors make inferences about the students' abilities in the target language.

Tests are administered for a number of different reasons. Whether they are to admit student to a certain university program, to identify in which language course they should be placed, or to examine their abilities in a language class. Test should be used ethically and they must be trustworthy so that the inferences drawn from them are as accurate and fair as possible. When choosing or designing a test, three aspects should be taken into consideration: purpose, method, and justification (Douglas, 2010).

Foreign Language Anxiety and Testing

The scarce literature on this topic suggests that there is indeed a relationship between FLA and testing. The findings are discussed in this section.

Phillips (1992) studied the effect of FLA of students that were studying French and their performance on an oral exam. The author also intended to find out what highly anxious students were experiencing when taking an oral exam. The findings showed significant negative correlations between anxiety levels and the score of the oral test indicating that students who showed higher levels of FLA consistently received lower grades on the oral

exam compared to students with lower levels of anxiety. Phillips also found that even though the teacher took all the commonly accepted precautions (e.g., practice communicative role plays) to make sure students felt as comfortable as possible, students found the oral assessment an unpleasant experience. Students reported feeling highly anxious.

A replication of Phillips' (1992) study was carried out two decades later by Hewitt and Stephenson (2012), this time with students that were studying English. In this research project, the authors corroborated that there is indeed a relationship between anxiety and oral test score ($r=49, p<01$). In this doctoral dissertation, Wilson (2006), obtained the same result ($r=49, p<01$) between FLA and English learners in a Spanish university. The fact that these three studies found a significant negative correlation between FLA and oral test scores implies that oral tests are not a reliable measure to evaluate oral language performance in students suffering from FLA. Therefore, if there needs to be an oral exam, it must be carefully designed taking into consideration the special needs of students that suffer from FLA.

Chapter III: Methodology and Data Collection

In this paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research.

Method

The method we used in this research was scientific observation, which "has the ability to describe and explain behavior, having obtained adequate and reliable data corresponding to behaviors, events and / or situations perfectly identified and inserted in a theoretical context. "The study of the act of teaching a language uses as a main instrument of research, systems or plans of observation of events or behaviors." As all science teaching are needed objective recordings. The observation is a method of data collection aimed at represent as faithfully as possible what happens in reality Piéron (1986).

Technique

For the collection of the data we use the questionnaire technique to be applied to the students of the UASD.

Research Design

The investigation was a correlational study, which examined the correlation between foreign language anxiety in nursing students and their performance in an oral examination. The study is quasi-experimental in which a single student group participated. The total number of student worked was 16, which constituted the universe of the sample. The design of the research is exploratory and descriptive under a quantitative approach, since it helped to measure how anxiety can affect the personality of an individual when an oral production test is performed in a foreign language. This research corresponds to a combination of

descriptive statistics: because it is responsible for collecting, presenting and analyzing data. It is also because it helps the bibliography of theories through the use of books, magazines, the Internet and everything written on the subject. And, finally, because it carries out a study to complement the theoretical and contextual framework.

Instrument

The instruments that were applied to the nursing students to measure the anxiety of the foreign language and their performance in an oral exam, in the UASD BONAO center, during the second semester of 2018, consisted of: 1. A direct observation in the students as a tool to carry out our research in order to detect anxiety levels of students in the area of English as a foreign language, when taking an oral exam. 2.

The other instrument that was used to collect the data was the Spanish version of the "Foreign Language Anxiety Scale" designed by Horwitz et al (1986), translated and adapted to the Spanish educational system by Pérez-Paredes and Martínez-Sánchez (2000-2001). The questionnaire was adapted again by us to be able to apply it at the university level. The complete questionnaire is included in Annex 1.

The FLCAS is an instrument developed in the English language that helps identify levels of anxiety presented by students of foreign languages; such anxiety is related to apprehension in communication, anxiety at the time of being evaluated and fear of receiving a negative evaluation (Horwitz et al. 1986).

As Al-Saraj (2014) points out, the "Foreign Language Anxiety Scale" designed by Horwitz et al (1986) is the most widely used test to measure anxiety levels in the second language. The questionnaire contains 33 items that are measured through a five-point Likert scale to evaluate areas such as apprehension towards communication, anxiety about exams,

etc. As collected by Arnaiz and Guillen (2012), the score that can be obtained ranges from 33 to 165, in its Spanish version it has proven to be a reliable and valid instrument, with an internal consistency of 89 and a test-retest correlation obtained in an interval eight week of 90 (p.12). However, we have already pointed out the criticism of some authors to the concept of "anxiety", part of those authors expand their criticisms of the scale.

As Tran (2012) points out, the investigations of Sparks and Ganshow (1991 et seq.), Already cited above, have questioned the validity of the FLCAS. These authors maintain that scale measures skills in the second language and not levels of anxiety. "60 per cent of the items involve comfort level with expressive or receptive language, 12 per cent of the items involve speed of language processing". (Tran, 2012, p.72).

Other authors such as Aida (1994) and Rodríguez and Abreú (2003) maintain that the anxiety scale focuses on oral skills. Although these statements are true, it cannot be denied that the scale has been widely used in the field of second language research and the results support the idea that anxiety about the second language differs from other types of anxieties

Population

For the present study, the universe or the population is considered the group related to the problem, which would be the group of students from the nursing areas of the UASD-BONAO, in the second semester of 2018, who has had a problem in the foreign language when taking an oral exam; they represent a total of 16 students. In the study participated student with ages between 18 and 50 years. The participants were homogeneous.

Schedule (Chronogram) of Activities

Calendar of Activities

Activity	Week 1	Week 2	Week 3	Week 4
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X	X	
Application Survey			X	
Organization analysis of the results			X	
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report			X	X

Chapter IV: The Results and Data Analysis

Possible Result

In this chapter we studied the correlation anxiety of a foreign language / oral examination in nursing students. The research was carried out at the UASD Center, Bonao and thus sees how the problem of anxiety in the students is presented when taking an oral production test in English.

English as a foreign language at the university level in the Bonao Center of the UASD, is something elementary, you must find a way to face this problem. There is a trend in which students with good grades in the English area have a low level of anxiety. This is the most relevant data that we have analyzed since in the rest we have not found a significant difference. We will see it in the following table 1.

Correlation with anxiety of a foreign language / oral exam

Anxiety during the exams	FR	%
Never	0	0%
Only an occasion	0	0%
On more than one occasion	0	0%
Many times	11	70%
Always	5	30%
Total	16	100

Fig. 1 Correlation obtained between the anxiety of a foreign language / oral exam.

The same correlations were in the other response to items.

Conclusion

Our study corroborates the need to dedicate efforts to find ways to reduce levels of anxiety in the language class and to create a pleasant environment in which students are not afraid to participate or, at least, feel less fear, not They are afraid to make mistakes and do not worry so much about being evaluated by their peers or their teacher. From a pedagogical perspective, we consider that the data included in this research are important. As happens in other disciplines such as, for example, in nursing (Conde Domarco, 2004), the awareness of this reality can encourage the professionals of the area to take measures in the foreign language class to help the students.

Future research should continue to examine the psychological variables in relation to the language learning process in the university. It would be opportune to find out the levels of self-concept of the students and discover to what extent they are related to anxiety levels. Likewise, research on the coping strategies used by university students who have the lowest levels of anxiety or those who have overcome anxiety, could offer results of great interest. It would be helpful for the area to have a clearer idea of the characteristics of a context that often neglects obtaining information about non-academic aspects of the students. Knowing more about the students will allow teachers to make better decisions during the teaching / learning process. We are convinced that apart from the progress made in the area of methodology, psychological variables deserve careful analysis and attention in the context of learning a foreign language.

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Appendix

UNIVERSIDAD AUTÓNOMA DE SANTO DOMINGO
Faculty of Humanities
The School of Foreign Languages EFL
Bachelor's Degree Program Regional Center of Bonao, D.R.

ANXIETY QUESTIONNAIRE IN FRONT OF UNIVERSITY EXAMS

1. Institution _____ 2. Teacher's name _____
3. Class Level _____ 4. Academic Degree _____
5. Field of Specialty _____ 6. Age _____ 7. Sex _____

The instrument, mentioned, allows collecting specific information of different motor, cognitive or physiological responses, in the subjects in front of the situations of university exams, typical of anxiety, through 34 items of answers or situations which allows describing the behavioral characteristics of the problem. In each of the items or situations described, the student must indicate with a score of 1 to 5 the frequency with which he or she notices the proposed symptoms. Owing uses the following criteria for this:

- 1 - Never
- 2 - Only on one occasion
- 3 - On more than one occasion
- 4 - Many times
- 5 - Always

The thirty-four items mentioned are the following:

- 1. During the exams my hands perspire.
- 2. When I've been doing it for a while, I feel discomfort in my stomach and need to defecate.
- 3. Despite seeing well, when I start reading an exam, my vision gets cloudy; I do not understand what I read.
- 4. I am almost always late for exams.
- 5. When I finish an exam I feel a headache.

6. In the exams I feel that I lack air, feeling faint, very hot or general malaise.
7. When a teacher stands next to me, it makes me very nervous and I cannot keep working.
8. I get nervous when I see the teacher arrive in the classroom with the exams
9. During the exam I feel stiffness in the hands and / or arms.
10. Before entering the test I feel a "knot" in my stomach, which disappears with the passage of it.
11. At the beginning of the exam, as soon as I read or listen to the questions, I leave and I give it blank.
12. When I finish an exam I feel sad, I cry, thinking that I do it incorrectly, despite not having the results.
13. I usually do a lot of laps before deciding to take the exam.
14. While I'm taking an exam, I think I'm doing it correctly.
15. I get very nervous if my classmates finish and begin to give the exam before me.
16. During the exam I think that the teacher is constantly watching me.
17. I feel great desire to smoke during the exam.
18. I really want to go to the bathroom during the exam
19. I get sick and give excuses not to do an exam.
20. For me it supposes a tranquility or relief when, for any reason, an examination is postponed.
21. Despite having studied I think that I will not be able to pass
22. Before starting the exam I think that I do not know anything and that I should suspend it.
23. I cannot sleep the night before the test.
24. It makes me nervous that there are many people in the exam.
25. During the exam I felt dizzy and nauseous.
26. Moments before I give up my dry mouth dries, I cannot swallow.
27. If I sit in the front rows of banks I get more nervous.

Thank you