

**The Lived Experience of Immigrants to Canada:
Effect of Foreign Language Anxiety on Self-Efficacy in the Acculturation Process**

by

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ABSTRACT

The purpose of this phenomenological study was to examine the essence of the lived experiences of new immigrants to Canada who experience anxiety associated with communication in language which is foreign for them. The particular interest of this research is the effect of Foreign Language Anxiety of the immigrants' sense of self-efficacy. This paper presents literature review of available research of Foreign Language Anxiety phenomenon, which mostly had been focused on the classroom settings. This research proposed to collect data using in-person, semi-structured interviews with ten adults, regardless of gender, who moved to Canada and whose English is not a native language.

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Chapter 1: Introduction

Research Problem

Canada is one of the most multicultural countries in the world, and acceptance of ethnic, religious, and cultural diversity has gradually become an integral part of the Canadian identity. The Government of Canada officially promotes multiculturalism and strives for increasing immigration into the country. According to the Statistics Canada (2016), over one fifth of Canadian population was born outside of Canada, which means there are 7,540,830 Canadians that are foreign-born (p. 1). Moreover, in 2016, 72.5% of immigrants reported having a mother tongue other than one of the official languages of Canada: English or French (Statistics Canada, 2017, p. 1). Another interesting statistics is that, even though the health status of newcomers is initially better than the health status of the Canadian-born population, it has a tendency to deteriorate over time (Ng, Pottie, & Spitzer, 2011). 2011 Health Reports by Statistics Canada showed that restricted ability in speaking one of the official languages can be considered as a contributing factor in poor self-reported health status among new immigrants in Canada (Ng et al., 2011).

This research will explore the effects of Foreign Language Anxiety (FLA) on self-efficacy of the new immigrants in Canada. Currently, there is relatively limited research that has examined FLA in relation to what newcomers experience during their acculturation in Canada and how they achieve a sense of self-efficacy. Most research has been dedicated to FLA among students in school settings in order to gain insight on the phenomenon and find better strategies for teachers (Sevinç, 2016). In the past few years, some new research has emerged, paying attention to immigrants' experience in new countries; however, this area still needs further investigations (Sevinç, 2016).

The aim of this study is to examine a phenomenon that is often experienced by new immigrants and that is directly related to their ability to communicate in a new language. This phenomenon is called Foreign Language Anxiety (FLA). The intention of this research is to explore how FLA effects the self-efficacy level of immigrants during the process of their acculturation to a new country. It will also examine types of coping and prevention strategies that may have been useful in augmenting self-efficacy.

Locating Myself as a Researcher

My interest in the topic of Foreign Language Anxiety originated a long time ago. It just so happened in my life that I became an immigrant twice. Twenty years ago, my whole family moved to Israel because of economic and political instability in our home country, Russia. Now I see clearly that, during the first few years of living in Israel, I experienced a crucial internal conflict. It was manifested in such a way that my joy in new experiences and hopes for a better life were tightly intertwined with the perplexity of new communication patterns. After multiple attempts to learn foreign languages in Russia, Hebrew became the first foreign language that I began to learn directly by total immersion into the language environment. Consequently, I was proud of myself because learning a difficult and very specific language “in field conditions” seemed much cooler than doing so in an academic environment. As a result, I felt a growing awareness of becoming a more cosmopolitan person. The reality, however, turned out quite harsh. First, quite a few of the locals I spoke to in Hebrew were impatient and constantly interrupted me, be it a small talk or a formal conversation in an office. Second, the locals had a tendency to speak so quickly and bluntly that sometimes it sounded just rude to my ears. No wonder that I ended up getting nervous and making mistakes in simple sentences and this, in turn, had amplified my frustration.

Meanwhile, I continued to maintain relationship with the people from the Russian community. The majority of them had noticeable difficulties with Hebrew. Interestingly, in their minds, those difficulties emanated from either lack of aptitude for foreign languages or lack of effort. Such explanations seemed too simplistic to me, and I began to delicately query my Russian friends and acquaintances in order to better understand what was going on. It turned out that they actually put a lot of effort in studying Hebrew. Therefore, their reading and listening skills were at least satisfactory. Yet, the real mental blocks usually occurred while they were writing or speaking Hebrew, which was congruent with my own experience. I struggled for quite a while to unravel this peculiar phenomenon. I began to think that, perhaps, when foreigners write or speak a new language, they might be subconsciously evaluating themselves from the position of native speakers. As a result, they often tended to look at their imagined imperfections through a magnifying glass which, in turn, generated tension and psychological barriers. Having come to this conclusion, I started learning to be more lenient with my own linguistic errors which gradually became more possible.

Many years later, the very beginning of my Canadian period was marked by the opposite impressions. First of all, before coming to Canada, I regularly took private lessons with the purpose of improving my English, and I started to feel more confident in the face of adapting to a new reality. Second, people in my new country showed an amazing patience in conversations and demonstrated a sincere willingness to help me as a new immigrant. However, my language-related anxiety (I did not use this term at the time) had surfaced in academic settings. In particular, having prepared for an English exam, I clearly sensed that my anxiety was building up. I was especially concerned when the tasks involved speaking into the microphone while sitting in front of the

computer.

Later on, being a psychology student, I continued exhibiting some symptoms of FLA when, for instance, I was orally presenting in front of my cohort. I distinctly remember that I involuntarily compared myself with the most articulate classmates which often resulted in stammering and mumbling. My classmates have always been very supportive and offered me help in English. I thanked them and politely declined, having a vague feeling that this whole situation has not been really about the level of my English but rather about my anxiety as a reaction to the study-related stress.

When I came across the concept of FLA in the literature, my former feelings and observations were undeniably validated. When I started my internship, my leading concern was about the possibility to experience FLA in front of my clients. In this sense, I am still very happy with the way the things are going. Since January, most of my clients have been locals and, therefore, I indeed deal with my language-related anxiety on the regular basis. Yet, I am always able to remain present and focus on the clients' microcosm rather than on my own rhetoric. I hope with this background, my foreigner's English immediately makes them feel that they are not being judged or evaluated. Consequently, recent feedback has shown that my clients feel comfortable with me.

Currently, I better understand the utter importance of this concept in the modern world, along with the fact that very little research has been done in this direction so far. In my opinion, many cases of immigrants' life dissatisfaction and desire to separate from the dominant culture are related to FLA. For this reason, as a future counsellor, I am going to deeply delve into various aspects of this complex phenomenon. Consequently, I will be able to help insight my clients aware

of their true potential which will inevitably facilitate their integration into the Canadian society.

Purpose of the Study

The purpose of this study is to explore the effects of FLA on immigrants' acculturation in a foreign-language country. The study aims at looking at what roles FLA has on acculturation and if immigrants have a lesser degree of self-efficacy due to it. In light of the previous research done in the area of FLA in the context of immigration, it can be assumed that similar conclusions may be drawn from the study. Furthermore, there may be emerging themes among the research participants that may not have been explored or identified in previous studies.

Research Question

Research question is as follows. How do immigrants with FLA describe their lived experiences of acculturation and in what ways has FLA impacted their self-efficacy?

Chapter 2: Literature Review

In the next section of this capstone, the theoretical key concepts that are relevant to the subject of study will be discussed. These concepts include acculturation, acculturative stress, anxiety among immigrants to Canada, and Foreign Language Anxiety as a phenomenon described in academic settings and among immigrants; then the definition of Self-Efficacy and its relationship with anxiety will be provided.

Immigrants' Paths

Acculturation.

The concept of acculturation is applied to reciprocal changes in both migrants and host society as the result of intercommunication. This interplay can involve culture learning or an adjustment from one or both parties in order to discover “common ground for relating to each other” (France, del Carmen Rodriguez & Hett, 2004, p. 121). The process of acculturation can be described by four possible scenarios: assimilation, separation, marginalization and integration.

The first type of acculturation, assimilation, can go two ways. is characterized by immigrants gradually losing their culture of origin in order to become a part of the dominant culture. If this course of actions is voluntarily chosen by people who represent migrant minority, it is also known as a “melting pot” (Berry, 1990, p. 244). Another possible way of assimilating non-native population is when the host country's ideology expects migrants to surrender their cultural and linguistic uniqueness and move into the dominant culture. This process is aimed to form a more homogeneous society, and often it may be denoted as the “pressure cooker” (Berry, 1990, p. 244).

In the separation approach, the emphasis is put on retaining migrants' heritage culture and

interacting with the host culture in a limited mode. Dwelling within the culturally familiar world can demonstrate immigrants' unwillingness to be absorbed by the host society; in fact, such a behavioural pattern poses reaction (France et al., 2004, p. 121). However, if the dominant society is reluctant to include the non-dominant group into the common cultural space, this phenomenon is called segregation (Berry, 1990, p. 244).

The scheme of marginalization takes place when people “feel trapped between two possible identity groups, neither accepting nor being accepted by them” (Berry, 1990, p. 245). If this process is initiated by the dominant culture, for instance, through racial discrimination or exclusionary policy, the non-dominant group would unlikely merge into it. This consequence of acculturation is frequently followed by the sense of estrangement and loss of identity along with individual and collective disorientation and uneasiness (France et al., 2004, p. 121).

Eventually, integration is the most desirable outcome of acculturation which is preferred by most immigrants and some countries, such as Australia and Canada (France et al., 2004, p. 121). Integration occurs when immigrants are interested in maintaining fundamental characteristics of their heritage culture along with aspiration to comprehend the basics of the host society. This scenario is possible only when the dominant society is open and tolerant towards desires and hopes of different acculturating groups (Berry, 1990, p. 245). Nevertheless, even under the most favourable circumstances, the guest culture should be modified in congruence with the views and needs of the new environment. In the course of this cultural modification, migrants are expected to maintain such cultural elements that are tolerated by the host culture. Yet, they are supposed to alter or stop practising habits, customs, and beliefs that could be seen as intolerable by the dominant society (Berry, 1990). During this process of adjusting their established way of life to

the new conditions, migrants will unavoidably experience serious inner conflicts and anxiety (France et al., p. 132). Perhaps, language-related anxiety is an impeding factor in the process of integration.

Acculturation in Canada.

There are some studies that related specifically to Canadian Society. Berry and Hou (2016) researched the diverse ways in which immigrants interact with both their destination society and their culture of origin, and the interdependence between these ways of engagement and their well-being. The study used the data from the Statistics Canada's General Social Survey (GSS, 2013) and pursued multiple goals. In particular, the researchers wanted to examine the immigrants' sense of belonging to their source country and to Canada and then, from this stance, assess how the process of acculturation is going. Secondly, they aimed at investigating immigrants' psychological adaptation by measuring their life satisfaction and mental health state. At last, they had an intention to examine whether these four ways of acculturation employed by immigrants are linked to their well-being (Berry & Hou, 2016, p. 256). The immigrant sample included 7,003 people who arrived in Canada from 182 source countries over a period of 30 years (Berry & Hou, 2016, p. 256). Immigrants' sense of belonging to their country of origin and to Canada was revealed based on the answers to two survey's questions. Also, the assessment of immigrants' life satisfaction and mental health as well-being measures was implemented on the basis of survey (Berry & Hou, 2016, p. 256). Then, four acculturation strategies were determined. Integration was characterized by high sense of belonging to both countries; on the contrary, low level of engagement in both societies was defined as marginalization. High sense of belonging for Canada and low for home country distinguished assimilation, and an inverse example was referred to

separation (Berry & Hou, 2016, p. 256).

Findings showed that integration, assimilation, separation, and marginalization were chosen as acculturation strategies by 69%, 24%, 3% and 4% respondents respectively. Thus, the greatest share of immigrants demonstrated a strong sense of belonging to both the source country and to Canada (Berry & Hou, 2016, p. 257). It was also found that people who are using the integration and assimilation schemes had the highest scores of life satisfaction which were not distinct from each other. On the other hand, immigrants who have chosen separation and marginalization strategies had noticeably lower scores (Berry & Hou, 2016, p. 259). In terms of mental health, integration and separation have got the highest scores which did not differ from each other, while assimilation and marginalization were far behind. The high rate of mental health among those who seek separation might be explained by the phenomenon of “reactive identity” where individuals who feel rejected by the dominant society develop a closer affiliation with their cultural legacy and, in turn, refuse those who initiated discrimination (Branscombe, Schmitt, & Harvey, 1999 as cited in Berry & Hou, 2016, p. 261). Therefore, it may be an indicative example of how having a stronger attachment to a source culture can serve as a preventative measure against undesirable consequences (Berry & Hou, 2016, p. 261). Among acculturation outcomes, only marginalization was defined as not related to well-being (Berry & Hou, 2016, p. 262). The results implied that a settlement strategy that would promote immigrant well-being should actively involve them in the new society's life by either integration or assimilation. Also, it was shown that retaining ties with the native culture by way of integration or separation is linked to the positive mental health (Berry & Hou, 2016, p. 262).

A relatively small amount of research has been dedicated to the experiences of invisible

minorities in Canada. For instance, Russian-speaking immigrants pose the largest European immigrant group to Canada that does not speak either English or French (Glozman & Chuang, 2018, p. 468). However, there is a comparative lack of attention to the experiences of White, Russian-speaking immigrants in the scholarly literature. The fact that such immigrants easily blend in with the general population by their appearance, can considerably impact their identity and acculturation in the new country (Glozman & Chuang, 2018, p. 468). Based of their visible similarity to the White Canadian mainstream people, Russian-speaking immigrants may be expected to naturally “fit in” with them. Yet, in reality they may not meet the standards of any racial group and hence, undergo negative experiences (Glozman & Chuang, 2018, p. 468).

The study done by Glozman and Chuang (2018) focused on exploring the role of parents in the identity and acculturation of second generation Russian-speaking (15 to 19 years of age). The purpose of the study was to investigate the following questions: (a) How would young Russian-speaking immigrants formulate their identities? (b) How do the youth understand their parents’ role in the process of their identity formation? (c) What are the factors that affect this process? and (d) What are the outcomes of this process in regard to youth identities and views on the parent–child relationship? (Glozman & Chuang, 2018, p. 470). 24 teenagers participated in the study, 70% were females (p. 471). Semi-structured interviews were conducted using constructivist grounded theory methodology. In the interviews, the participants were asked to tell about the migration journeys of their families and reflect on what they learned from these experiences (Glozman & Chuang, 2018, p. 473). Results indicated that youth addressed their parents' substantial role in transferring cultural heritage and shaping their identity in different ways, and the consequent identities of youth were multifaceted and might have included several labels such as Russian,

Jewish, Canadian, and Atheist (Glozman & Chuang, 2018, p. 474). Moreover, the timing of migration (in the lives of the parents and youth, and in relation to the political situation) also affected parents' decision making and socialization practices. In turn, these factors and practices also bilaterally influenced the relationship between the youth and their parents (Glozman & Chuang, 2018, p. 482).

Another Canadian study was done by Taras, Rowney and Steel (2013) who examined acculturation of individual cultural and work-related values in Canada. The data were collected in a large Canadian city by the means of a self-response survey of nearly 2000 immigrants. An additional sample of local people was used as a control group for testing the direction of acculturation (Taras et al., 2013, p. 136). Findings suggested that as immigrants are immersed into a new cultural context, their individual cultural values are a subject of change over time. Nevertheless, value acculturation process appears to be slow with a very minimal change during the first ten years (Taras et al., 2013, p. 147). Some factors may accelerate, impede, or even reverse this process. For example, the analysis discovered a "brainwashing" effect of education. Specifically, education received in the source country was considered to inhibit acculturation whereas education received in the destination country was found to speed up this process (Taras et al., 2013, p. 147). Moreover, results showed that communication and cooperation with local people potentiates acculturation while a scarcity of contacts with the host culture may not only decelerate the process of integration, but even turn it back. Eventually, a crucial effect of the environment on acculturation was found. In other words, the larger ethnic immigrant community is, the more facilities and reminders of the heritage culture it provides for its members and, thus, the less it is inclined to acculturate, and vice versa (p. 147).

Defining Adaptation.

When facing a new culture and environment, people intuitively respond to new stimuli in different ways to adapt to the new conditions. The process of adaptation is characterized by three main possible responses that are adjustment, reaction, and withdrawal (France et al., 2004, p. 120).

In the case of adjustment, people's main intention is to find a balance with the new environment as well as between various cultural groups. On the contrary, reaction may be described as migrants' tendency to modify the environment and culture according to their needs and worldview. In turn, withdrawal takes place when immigrants either attempt to avoid the pressure of the new environment or are excluded or discriminated by the dominant culture (France et al., 2004, p. 120).

Also, adaptation can be psychological and socio-cultural. Psychological adaptation includes internal psychological consequences such as sufficient mental health, a developed sense of self-identity, and the achievement of personal satisfaction in the new cultural context. Socio-cultural adaptation is viewed as a set of external outcomes, involving peoples' ability to successfully function in family, work, and school settings on daily basis (France et al., 2004, p. 120).

Actually, the difference between the processes of adaptation and acculturation concerns mostly the area where migrants and refugees interact with the host culture, their motivation to change and further directions of such change. If immigrants are able to develop connections to the host culture, both processes are accompanied by feelings of personal satisfaction. In contrast, anxiety and lack of sense of belonging prevail once their attempts to establish relationship with the dominant society are failing (France et al., 2004, p. 121).

Anxiety among immigrants in Canada.

Since this research inquires about anxiety associated with learning a foreign language, it would be important to explore the initial level of anxiety of immigrants to Canada. 2007-2008 Canadian Community Health Survey investigated self-identity and anxiety disorders among 100,000 adults. The study identified a “healthy immigrant effect” in Canada, which takes place when immigrants tend to be in better health than their native-born compatriots (Aglipay, Colman, & Chen, 2013). In particular, the findings of the study revealed that among the population of 18-59 year old, the recent immigrants who had come to the country 0-9 years ago, had significantly lower levels of anxiety disorders compared to the Canadian-born (Aglipay et al., 2013, p. 851).

The authors pointed out three possible explanations why recent immigrants may more likely have a protective pattern against anxiety disorders. Firstly, as an immigration process poses a stressful event, more anxious individuals are less prone to immigrate. Secondly, people with a higher educational level and incomes can find themselves fit for immigration which, in turn, may serve as a protective mechanism against mental disorders. This statement is probably more relevant for permanent immigrants (Aglipay et al., 2013, pp. 853-854). Thirdly, Canadian immigration policy requires from potential immigrants to be subjected to detailed physical and mental examination before admission to the country. In this way, individuals who have a higher tendency to develop a severe mental illness are screened out in order to prevent an unnecessary encumbrance for the health care system and social services (Aglipay et al., 2013, pp. 854-855).

However, “healthy immigrant effect” subsides with time (Aglipay et al., 2013, p. 851). As for longer term immigrants who had arrived 10 or more years ago, they still had reduced levels of anxiety in comparison to the native-born counterparts; yet, their levels of anxiety disorders were

more than twice as much as ones of new immigrants (Aglipay et al., 2013, p. 853). Knowing that, it can be assumed that immigrants have relatively low rate of mental health issues. Thus, qualitative research may reveal new knowledge with regard to developing mental health issues among immigrants in relation to the phenomenon of anxiety. Such anxiety may occur from learning and using a new language as well as coping and preventing strategies.

Acculturative Stress.

One potential explanation of increase of anxiety among immigrants is that the longer term immigrants are more inclined to undergo so-called acculturative stress (Aglipay et al., 2013, p. 855). Acculturation process for any immigrant has a lot of challenges, which brings a significant amount of stress into their lives, This stress is called an acculturative stress as it takes place during the process of acculturation. This phenomenon means that the process of acculturation involves a set of various problems in the face of which new immigrants find their previous coping strategies insufficient (Aglipay et al., 2013, p. 855). The study did not find a noticeable difference in the level of anxiety disorders between immigrants and non-immigrants who were 60 years and older. It led to the conclusion that most of the immigrants who represent this age group are sponsored by their relatives; consequently, the lack of financial independence as well as the lack of social and work-related interactions intensifies their acculturative stress (Aglipay et al., 2013, p. 855).

Berry (1990) expressed an opinion that the a few potential stressors may stem from diverse experience of acculturation. For some individuals a greater portion of acculturative changes may look as a series of severe troubles, whereas others are apt to see such changes in a positive way or even as opportunities (Berry, 1990, p. 247). Acculturative stress may largely determine a decrease

in the health status of immigrants including physical, psychological and social facets (Berry, 1990, p. 247). There is often a specific cluster of stress-involving behaviours associated with immigrants' attempts to resolve cultural differences. It includes reduced mental health status (in particular, perplexity, anxiety and depression), feelings of alienation and marginalization, increased level of psychosomatic symptoms, and identity confusion (Berry, 1990, pp. 246-247). To be classified as acculturative stress, these changes should be linked in an orderly way to familiar features of the acculturation process as experienced by the individual (Berry, 1990, p. 247). There is evidence (Berry & Kim, 1988) that strategy of acculturation underlies the stress level. In particular, individuals who feel marginalized are inclined to have the highest stress level, and those who pursue a separation from the mainstream are also under significant stress. On the contrary, those who undergo a process of assimilation have an intermediate stress level; at last, people who strive for integration have the lowest level of stress compared to the three above-mentioned categories of migrants.

In the study of Robert and Gilkinson conducted on recent immigrants to Canada (2012), among other psycho-social aspects of immigration, immigrants' perceptions of the process of settlement and stress were investigated (p. 7). As a result of the conducted longitudinal survey, it was revealed that immigrant males belonging to visible minorities recognized the presence of emotional problems in themselves more rarely than females from the same population. Refugees had a higher tendency to report emotional problems than immigrants who had families. Yet, immigrants from other sections were not considerably different from immigrants related to family class (p. 18). In terms of the regions they came from, immigrants from South and Central America were more inclined to report emotional problems in comparison with immigrants from United

Kingdom and Western Europe. From the perspective of educational level, people who had a bachelor degree were stressed out the most compared to those with a higher academic degree and a lower level of education. Finally, a high level of stress was linked to emotional problems (p. 19). In the table which shows the main sources of stress, language barrier took the tenth position being significantly behind such indicators as financial situation and employment status (p. 15). **Foreign**

Language Anxiety

Learning languages.

In order to understand better the anxiety associated with learning and using foreign language, it would be important to understand the process of language acquisition. Noam Chomsky, an American philosopher, linguist and cognitive scientist, proposed the theory of Universal Grammar (UG) (Askedal, Roberts, & Matsushita, 2010). According to this theory, there is some congenital intellectual state in human brain that serves as a foundation for mastery of knowledge of grammar, and this feature distinguishes human beings from other species (Askedal et al., 2010, p. 56). This innate faculty is autonomous of audiovisual experience and contains a specific set of structural rules and principles (Askedal et al., 2010, p. 56).

While, the theory of UG may imply that all languages have a common structural basis, and the differences between them are predominantly superficial, other authors hypothesized the other points of view. For example, Evans and Levinson (2009) stated that world languages are much more different from each other in structure than one has come to believe (p. 429). They conducted the survey with a primary goal of debunking “the myth of language universals” by a detailed analysis of generalizations that were extracted from the thorough cross-linguistic comparisons of other cognitive scientists (Evans & Levinson, 2009).

According to Evans and Levinson (2009), a common postulate among cognitive scientists is that many languages of the world are same as English and differ from it only in phonetics and vocabularies. The authors attributed this fact to the “ethnocentrism” among the majority of cognitive scientists and linguists because, traditionally, they speak widespread European languages which are structurally very close (Evans & Levinson 2009, p. 430).

Also, the researchers explored some aspects of the linguistic diversity which demonstrated how differently languages could be organized at phonetic, phonological, morphological, syntactic, and semantic levels (Evans & Levinson 2009, p. 430). Linguistic diversity was pointed out as the vitally imported matter for comprehending the place of language in human cognition. Evans and Levinson (2009) found that world languages are much more different from each other in structure than one has come to believe (p. 429). A common postulate among cognitive scientists is that many languages of the world are same as English and differ from it only in phonetics and vocabularies. The authors attributed this fact to the “ethnocentrism” among the majority of cognitive scientists and linguists because, traditionally, they speak widespread European languages which are structurally very close (Evans & Levinson 2009, p. 430).

Linguistic diversity was pointed out as the vitally imported matter for comprehending the place of language in human cognition (Evans & Levinson, 2009, p. 431). Languages may vary phonetically, morphologically, syntactically, and semantically but the point is that human beings are the only known species whose system of communication ranges essentially in both structure and information content (Evans & Levinson, 2009, p. 431). Thus, it can be assumed that studying new language may become a significant and necessary challenge for those who relocate to another country and culture and have to learn new language as adults. The success in learning a new

language could be defining aspect in their successful adaptation in a new country.

Generally, the language skills include listening, reading, speaking and writing (McKay, 2006, p. 179). Speaking is not only a way of expression of the individual's thoughts but also is a way of personal presentation in a cultural context while they are speaking to others, they bring a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing (McKay, 2006, p. 179). The research showed that those individuals who tend to be anxious, perceive their language abilities, especially speaking ones, to be weaker compared to others (Aydoan, Akbarova, Doan, Gonen, Tuncdemir, & Kerla, 2013).

Defining Foreign Language Anxiety (FLA).

Foreign Language Anxiety (FLA) is defined as a sense of awkwardness, embarrassment, nervousness, and fear associated with studying or using a second or foreign language, especially when a language learner or user is expected to perform in a foreign or second language (Gardner & MacIntyre, 1993 as cited in Sevinc & Dewaele, 2018, p. 2). FLA is viewed as a form of specific anxiety, e. g. anxiety which is limited to a specific situation. Foreign Language Anxiety constitutes a complex and multifaceted phenomenon that involves self-perceptions, beliefs, feelings and behaviours related to foreign language learning (Horwitz, Horwitz & Cope, 1986, p. 4).

In order to quantify FLA, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) (Appendix A). This scale focuses on speaking skills and has been used to quantify the anxiety's components: communication apprehension, test anxiety, and fear of negative evaluation that is experienced by foreign students. The scale has 33 items on a 5-point Likert scale from “strongly agree” to “strongly disagree”. The minimal score is 33 and

maximum is 165, and the higher score indicates the higher level of anxiety.

FLA is viewed as a multidimensional phenomenon that arises in each stage of the language acquisition process, i.e., input, processing, and output (Bailey, Onwuegbuzie & Daley, 2000). The study of 205 university students attempted to examine variables that would correlate with these three types of anxiety (Bailey et al., 2000, p. 474). The correlation analyses determined that students who demonstrated the most severe level of FLA at the input, processing, and output stages respectively, usually were older and have attended few or no high school foreign language courses. Also, the most anxious students had lower expectations of their academic achievement in foreign languages as well as lower self-esteem in regards to their intellectual potential and job competency (Bailey et al., 2000, p. 474).

As for the FLA at each stage of the foreign language learning process, the following was found. According to Tobias (1986), a noticeable input anxiety may be manifested in a way when a student is re-reading materials in the target language several times or asking the instructors to repeat sentences more often; the possible outcome is reducing the student's ability to internally compose the input data. In turn, processing anxiety comes from the complexity and the degree of organization of the information studied (Tobias, 1986 as cited in Bailey et al., 2000, p. 475). It involves cognitive mechanisms and may result in decreasing a student's ability to grasp the meaning of messages or learn new vocabulary items in the new language (MacIntyre & Gardner, 1994b as cited in Bailey et al., 2000, p. 475). At last, output anxiety emerges when a student is required to demonstrate his or her previously learned skills in practice. Thus, high levels of anxiety at this stage can impede students' ability to speak or write in the target language.

MacIntyre and Gardner (1994) examined some cognitive processes that could be connected

to language mastery from the standpoint of three-stage model of learning: Input, Processing, and Output. These stages incorporated a set of tasks designed for isolating and measuring the language acquisition stages. Those stages are partly interdependent, in a sense, each stage is contingent on the accomplishment of the previous one (MacIntyre & Gardner, 1994b as cited in Bailey et al., 2000, p. 475). In other words, anxiety that negatively impacts efficient input may put a more serious stress on processing in order to balance the amount of input that was not successfully completed earlier (Tobias, 1977 & 1986 as cited in Bailey, Onwuegbuzie & Daley, p. 475). anxiety scales and stage-specific tasks: for example, output anxiety was strongly correlated with output tasks. Thus, these findings show that the impacts of language anxiety can be both omnipresent and slight.

According to Horwitz and Young (1991, as cited in Krásová & Sorádová, 2015), there are two approaches to recognizing foreign language anxiety: transfer approach, where Foreign Language Anxiety is perceived as an expression of other forms of anxiety, and unique approach, where Foreign Language Anxiety is correlated with the process of foreign language acquisition but not with other types of anxiety (p. 4). Moreover, Toyama and Yamazaki (2018) discovered that FLA two major components via examining 237 undergraduate Japanese students studying English language. Those components were defined as communication apprehension and fear of failing. Whether or not similar will structure of FLA be revealed when studying experience of Canadian immigrants?

Foreign language anxiety in academic settings.

Foreign Language Anxiety was largely examined in the academic settings in different countries. Horwitz et al. (1986) studied how the language anxiety was observed in about one third

of the foreign students in a different degree and affected their academic performance in a negative way. Moreover, the anxiety had a strong correlation with decreased confidence and self-esteem as well as participation level in the class activities (Horwitz et al., 1986). Overall, FLA often becomes a psychological barrier for students in practising their English speaking skills, and the contributing factors such as fear of making mistakes, lack of confidence and lack of motivation may in the aggregate lead to social withdrawal.

The FLA was studied among Turkish and Bosnian students (Aydođan, Akbarova, Doan, Gonen, Tuncdemir, & Kerla, 2013) in order to find out causes of speaking anxiety in the classroom environment. The results showed that students' factors contributing into anxiety were also personal reasons such as negative self-evaluation of ability, elevated personal expectations, self-comparison to other students, and teachers' manner of reacting to their errors in front of the classroom.

Another research that was conducted in the Nilai University in India, involved Intensive English Program students (Rajanthran, Prakash, & Ainawati, 2013). The researchers found that the foreign students exhibited more anxiety when speaking than writing, especially when speaking to native speakers or in front of a large audience (Rajanthran et al. 2013). This is congruent with earlier findings that speaking skills are most affected and it was related to their personal perception of their performance in front of other students who originally spoke English.

The study conducted by von Worde (2003) intended to determine the factors that may foster FLA as well as the factors that may potentially lower it. This study was based on the students' perception of the phenomenon of FLA and posed an attempt to more thoroughly understand the role that FLA may play in learning a foreign language and, consequently, in

achieving a sense of accomplishment in academic studies. 15 students from French, German, and Spanish classrooms participated in the study. It employed semi-structured phenomenological interview as the research method with the insertion of a quantitative part, Foreign Language Classroom Anxiety Scale (FLCAS) that preceded the audio-taped interview (von Worde, 2003, pp. 1-3). The interviews were transcribed verbatim and then analyzed by the researcher and showed highly negative experiences with the language class. When asked to describe their feelings, several students provided examples of how anxiety associated with foreign language led to frustration and even anger. Among factors contributing to the FLA development, the participants pointed out their inability to comprehend what was being said in the classroom, speaking activities in front of the audience, the presence of native speakers in the classroom involving unfavourable comparisons with them, and inadequate pedagogical and instructional practices used by the teacher along with negative feelings towards the teacher's personal traits (von Worde, 2003, pp. 4-6). On the other hand, the participants indicated a sense of commonality with other students, a relaxed classroom environment, and the teacher's supportive and understanding nature as factors that may mitigate FLA (von Worde, 2003, pp. 6-8).

Moreover, this study revealed how FLA was manifested in the students. The manifestations included psychosomatic symptoms coming from the general nervousness, more internalized reactions such a sense of being “petrified” or “blank”, and avoidance expressed in absenteeism or distraction to other activities in the classroom (von Worde, 2003, p. 8). In addition, both the interviews and the responses to the FLCAS (Horwitz et al., 1986) questions showed that 11 of 15 students (73%) were considered anxious learners with 34% (5) of these considered highly anxious.

A study conducted by Sparks and Ganschow (2007) researched fifty-four students who

were observed for more than ten years. This research semi-structured questions were guided by the FLCAS. During the first five grades, those students had tests that measured their native language competence. In high school, the students' foreign language aptitude and proficiency were tested; by that moment, all students had accomplished two years of Spanish, French, or German. Based on the scores on the FLCAS, students were divided into three groups: low anxious, average anxious, and high anxious. Findings revealed that, since the second grade, the low anxious group have performed much better than the high anxious group in all native languages criteria (Sparks & Ganschow, 2007).

Furthermore, in the Sparks and Ganschow's research (2007) the group with the low level of anxiety was noticeably above the high anxious group in regard to the scores reflecting foreign language proficiency and foreign language aptitude; low anxious group also attained better course grades in foreign language. In addition, findings demonstrated the negative correlation of the FLCAS with native language measures of reading, spelling, and vocabulary back in the beginning of first grade. The results of the study bring to mind an idea that the FLCAS probably measures students' view of their language learning skills. Moreover, language skills tend to be a perplexing variable in the results of researchers who propose an idea that anxiety plays a major role in foreign language competence and accomplishment (Sparks & Ganschow, 2007). Thus, it would be also reasonable to suggest that FLA maybe an impeding factor in students' performance and negative attribution of their self-perception.

Gregersen (2005) studied how Foreign Language Anxiety may be manifested non-verbally. The research was performed on 13 students who started learning basic French in university settings. At first, the self-report Foreign Language Classroom Anxiety Scale (FLCAS) was used

with the purpose of surveying students about anxiety typical for language learning. Then, the subsequent oral foreign language exam was videotaped, and two groups of anxious and non-anxious learners were compared on the grounds of the different aspects of their body language. The findings showed that anxious participants were more reserved in terms of facial expressions, had less eye contact with the instructor as well as a stiffer posture. Furthermore, despite the tendency to touch themselves and maneuver objects more than the non-anxious, the anxious students employed hardly any illustrative and regulating gestures.

Ulupinar (2018) explored FLA on students in the context of a counselling program. This study seems valuable because the community of students who study psychology in English as a non-native language has been constantly growing all over the world. Under these circumstances, a frequently concomitant FLA may affect areas such as self-efficacy and micro-skills in these students and, hence, hinder their professional development (Ulupinar, 2018, p. 162).

However, not only foreign language students mention their angst associated with language learning but also foreign language teachers. For instance, the research conducted by Horwitz (1996) revealed that fairly large number of foreign language teachers from abroad also experience Foreign Language Anxiety. This anxiety negatively impacts teachers' belief in themselves and their methodical approaches as well as the way they apply target language. The author proposes certain measures which are directed to make teachers' linguistic communication more confident.

The study done by Dewaele (2007) centred around individual differences in levels of Communicative Anxiety (CA) and Foreign Language Anxiety (FLA) in 106 adult multilingual participants. They spoke in various social situations, and data about CA and FLA were collected and processed. The analyses discovered that multilinguals were more inclined to feel CA being

under stress in their first language whereas the levels of FLA were increased in languages acquired later in life. Furthermore, the more languages the participants knew, the lower levels of FLA were related to their second language. Female participants tended to experience more CA when speaking their first language in public. In addition, older examinees reported higher levels of both CA and FLA across languages.

Another phenomenological study was conducted by Al Yami (2015), when FLA was examined among nine Saudi English Second Language (ESL) learners studying in Australia. The purpose of this study was to better understand the phenomenon of FLA focusing on the significant role of cultural factors and speaking context in speaking anxiety. It also investigated the symptoms of such an anxiety as well as coping strategies identified by the participants. This research differentiated between second language anxiety (SLA) and foreign language anxiety (FLA). SLA is defined as language-related anxiety which is manifested by the learner in language learning environments where the target language is also considered the main language of communication beyond the classroom (Tanveer, 2007; Woodrow, 2006 as cited in Al Yami, 2015, p. 9). In turn, FLA is a type of situation-specific anxiety that emerges specifically within the unique foreign language learning context (Al-Saraj, 2011 as cited in Al Yami, 2015, p. 9). The participants were observed in the classroom environment being involved in three types of speaking activities: dyad work, group work, and verbal presentation. Those tasks were followed by individual semi-structured interviews and stimulated recall sessions. The collected data was analyzed and showed that certain contextual factors contributed to the participants' anxiety. Those factors included closeness to the students of the opposite gender, fear of incorrect second language usage, and linguistically demanding speaking tasks. Moreover, speaking anxiety among the participants

manifested itself in forgetting words, poor eye contact, and holding onto objects tightly. The main coping strategies of the participants were memorizing additional vocabulary and undertaking extra time before speaking (p. 8).

Dewaele and MacIntyre (2014) explored another aspect of FLA. They examined not only foreign language classroom anxiety (FLCA) but also enjoyment (FLE) among 189 high school students who learned various foreign languages. The intent of the study was to find a possible link between FLCA/FLE levels, on one hand, and students' attitudes along with teacher/classroom-related factors on the other hand. The results revealed that higher levels of enjoyment specific to FL correlated to more positive attitudes towards the FL itself, its use in class, the instructor, amount of time devoted to speaking, relative standing, and phase of development. In turn, lower levels of FLCA were connected to more positive attitudes towards the FL, relative standing, and phase of development. In this regard, FLE seemed to be linked to a teacher's personality and practices more than FLCA. In accordance with that, teachers are recommended to put an emphasis on encouraging FLE rather than focusing on students' FLCA (Dewaele & MacIntyre, 2014).

Foreign language anxiety among immigrants.

Till recently, research on FLA has generally aimed attention at students in language training programs. On the contrary, a little amount of research has examined FLA in programs requiring advanced foreign or second language proficiency as a key condition for the further professional success. Most of the research on FLA with immigrants was done by researcher Dr. Yesim Sevinç in Netherlands. In 2017 Sevinç's studies assessed the degree of FLA among Turkish immigrants by measuring autonomic arousal via electro-dermal activity. The study revealed that the parameters of electro-dermal activity in participants were strongly correlated with their self-

reports on heritage language anxiety and majority language anxiety, which suggested that social and psychological factors contribute to language anxiety no less than self-perceived low language competence (Sevinç, 2017).

The study conducted by Sevinç and Backus (2017) further investigated FLA in the context of immigration of Turkish immigrants in the Netherlands. The researchers introduced two new ways to look at the FLA as heritage language anxiety (HLA) and majority language anxiety (MLA). In this way, they specified the topic of language anxiety that is rarely explored among immigrants and minorities. The research interviews were directed to learn why immigrants feel language-related anxiety and how it impacts their daily life. Findings proposed that, the immigrants' language anxiety may be caused by linguistic and socio-emotional aspects which correlated with findings in the school settings. However, FLA in immigrants has a tendency to generate an additional number of negative aftermaths. For example, immigrants may stay away from using the target language at all which leads to reduced language practice and, thereby, a lack of competence. Thus, the above-mentioned research identified a vicious cycle that exploits bilinguals' language proficiency, its use and associated anxiety.

Reducing FLA.

There have been some research showing what coping strategies reduce symptoms of anxiety while studying and communicating in foreign language. For example, Bensoussan (2012) examined students' ideas for enhancing their feelings about tests. She conducted study to 265 university students who were participating in three intermediate to advanced level reading comprehension courses in English as a Foreign Language (EFL) (Bensoussan, 2012, p. 203). The students were offered a questionnaire containing eight Likert-type scale questions and one extra

question (p. 211). These items were developed to evoke students' suggestions about what they would like to do after receiving a low test grade (Bensoussan 2012, p. 211). The answers were labelled as the “repair behaviour” because the questions proposed ways the participants could have repaired their feelings after failing a test (p. 211). Results demonstrated students' willingness to improve their grades, even at the cost of extra work. In particular, they suggested to correct the test, answer a bonus question, take another test, improve test-taking skills or give a paper instead of a test (p. 212). Accordingly, the participants preferred task-relevant and constructive coping strategies. When they felt encouraged by the teacher and supported by the educational program through modified practice tests and bonus questions, they studied with eagerness and showed lower levels of anxiety (Bensoussan, 2012, p. 213).

In Bensoussan's (2012) study, a Remedial Class was offered at each of three levels for those EFL-students of advanced reading comprehension who often failed a course (Bensoussan, 2012, p. 213). The goal of this class was to mitigate FLA in students by involving them in the process of study and, consequently, making them more responsible for the own academic performance (p. 213). The researcher drew a conclusion that by providing students with necessary tools and productive teaching strategies, the Remedial Class increases their extrinsic motivation and sense of self-efficacy as well as decreases anxiety (Bensoussan, 2012, pp. 213-214).

Another research by Chuang (2019) investigated FLA from the pedagogical perspective. The study was conducted on six native female Chinese-speaking university teachers of EFL (Chuang, 2019, p. 693). All participants had a semi-structured interview that lasted an hour and included their recollections of dealing with anxious language learners and expression of the personal attitudes toward FLA in the classroom settings. Each interview was conducted one-on-

one in Chinese (p. 693). As a result, three main themes emerged from the information received as the possible strategies for coping with FLA in students: “making students ready for the task or challenge”, “making use of peers’ influence”, and “trying to inhibit students’ negative emotions” (Chuang, 2019, p. 694). More specifically, for the first topic, instructors suggested providing students with sufficient information and giving them more time for practice and preparation (p. 694). Also, they saw an extended use of group work and inviting classmates to help out those who are struggling with a question or a task as the ways to employ peers' support (Chuang, 2019, p. 695). Lastly, the participants' awareness of students' adverse emotional experiences associated with FLA was formulated as a need to engage “precaution” and “compensation” strategies (p. 695). The preventative measures included educators' availability and receptivity to learners' emotional needs, individual instructions given to the learners, more delicate ways of discussing students' work and the ability to create a comfortable and secure classroom environment (pp. 696-697). In addition, the idea of decreasing the level of difficulty of a test was proposed as a mean to prevent discouragement in students and presumably, compensate for their unsatisfactory results (pp. 696-697). The author mentioned that, despite having certain approaches designed to alleviate FLA, the participants of the study have never discussed the aspects of this phenomenon with their students. Therefore, a practical implementation of such discussion might be educationally and emotionally beneficial for both parties (Chuang, 2019, p. 698).

The efficiency of a training program intended to lower FLA was examined by Abood and Ahouari-idri (2017). This program was based on the modification of negative self-statements and involved 30 EFL university students who showed high scores on the FLCAS (Abood & Ahouari-idri, 2017, p. 732). They were divided into two groups, experimental and control, including 15

participants each. Members of the experimental group were taught on altering negative self-talks whereas the control group was not exposed to this model (Abood & Ahouari-idri, 2017, p. 732). The therapy course included twelve 50-minute sessions, with a frequency of three sessions per week. It aimed at encouraging students with FLA to overcome anxiety-provoking negative self-talk for the benefit of a more affirmative talk (Abood & Ahouari-idri, 2017, p. 732). Through the sessions, nine contextual negative self-statements were introduced to the participants, and they were asked to substitute those statements with more logical and positive ones (Abood & Ahouari-idri, 2017, pp. 732-733). On the other hand, the control group was subject of treatment as well and took part in the collective treatment program to mitigate FLA. Results demonstrated the effectiveness of self-adjustment group in coping with FLA compared to the control group (p. 734). Also, males appeared to use self-talk more than females. The researchers implied that it might cause them to internalize negative self-concepts more often (p. 734). In conclusion, authors expressed an idea of replicating this study with a larger sample including different age groups and different educational levels in order to receive more generalizable results (Abood & Ahouari-idri, 2017, p. 734).

Suwantarathip and Wichadee (2010) attended to investigate how cooperative learning affects anxiety and language-related skills in EFL students. For this purpose, they performed study on 40 students at Bangkok University (Suwantarathip & Wichadee, 2010, p. 52). In the beginning, the participants were offered the FLCAS translated into Thai. Then, right after that they had English proficiency test that included reading and writing tasks. This activity was administered as pre-test and post-test (p. 53). FLCAS and English proficiency test preceded the three-hour Cooperative Learning lesson which was held weekly during 14 weeks. Each lesson involved

activities requiring learners' ability to pair up or form small groups and work collaboratively (p. 53). Finally, six participants were interviewed, and this semi-structured interview contained two questions checking students' feelings about their exposure to various language-related group tasks. Tests and interview were used to assess the efficiency of the cooperative learning for alleviating students' FLA (Suwantarathip & Wichadee, 2010, pp. 52-53). The data obtained from the tests and survey were quantitatively analyzed (Suwantarathip & Wichadee, 2010, p. 54). Findings revealed the considerable improvement on the participants' language proficiency. Also, the mean scores of the post-questionnaire were lower than those from pre-questionnaire which indicated the lower anxiety level after having the experience of cooperative learning (Suwantarathip & Wichadee, 2010, p. 55). As for the students' feedback, all of the six were satisfied with the relaxing and supportive environment. All students said that they did not feel anxious in class, and even those with a lower proficiency level noted that the game-like character of some tasks felt like "fun" rather than a fear to make mistake (Suwantarathip & Wichadee, 2010, p. 56).

The study done by Galante (2018) aimed at examining whether creative drama influences FLA. 24 Brazilian adolescents ranging from 12 to 16 years of age and four teachers participated in the study, and the data was collected only from learners (Galante, 2018, p. 276). All adolescents were pre-intermediate EFL learners in almost equal gender proportion. Apart from that, all learners were born in Brazil and represented similar socioeconomic basis (Galante, 2018, p. 277).

During the experiment, they were divided into two drama and two non-drama groups. Both drama and non-drama programs were offered in the same term, over a period of two months, twice a week (Galante, 2018, p. 277). The drama program engaged a balance between process drama and theatre strategies, and the latter included improvised dialogues and rehearsals with a

presentation of a short play at the end of the program. Learners cooperated with instructors in order to adjust the plays, and the emphasis during the rehearsals was on understanding and studying the participants' lines rather than memorizing them (Galante, 2018, pp. 277-278). The non-drama program delivered the same material as the drama one, and the only difference is that the drama component was replaced with an oral presentation project (Galante, 2018, p. 278). The researchers used the modified version of FLCAS for both groups. The changes included a paraphrase of certain terms with regard to the participants' age and translation into Portuguese, the learners' mother tongue. Moreover, seven questions concerning test anxiety were excluded from the scale (Galante, 2018, p. 278). In addition, all 13 drama group participants had a semi-structured interview at the end of the program.

The results of the quantitative component of this study showed that learners from both groups demonstrated decreased levels of FLA over time. However, the drama group's enhancement was a little better (Galante, 2018, p. 279). The interview analysis revealed diverse positive feedback about participation in drama practices. In particular, it was found extremely helpful for shy learners because of the opportunity to increase the comfort level and overcome their shyness and consequent anxiety (Galante, 2018, pp. 280-281). In any case, this area requires further investigation with the joint employment of both qualitative and quantitative research.

The effect of teaching songs during FL classes on FLA level was the subject of study conducted by Dolean (2016). The main goal of this study was to learn whether teaching songs in FL classes can substantially reduce the average FLCA level of the class and not only of the most anxious individuals. Furthermore, the researchers intended to reveal the potential applicability of this approach to various levels of FLA in a classroom (Dolean, 2016, p. 642). 106 students aged

14-15 years from two urban public schools in Romania were selected to participate in the study. All of them studied French as a FL twice a week (Dolean, 2016, p. 643). First, the FLA level of participants was measured by FLCAS. Then, according to the test results, all participants were divided into four classes: two experimental classes with a rather high and rather low levels of FLA, and two control ones with the same conditions (Dolean, 2016, p. 643). The two experimental classes participated in five-week program and, respectively, had ten French lessons. The announced aim of this program was to develop learners' French vocabulary, pronunciation and reading skills by learning unfamiliar French songs, one per week (Dolean, 2016, p. 644). All songs had a pretty fast pace. Also, the students were not recommended to listen to these songs at home or repeat them. Lastly, students from the experimental groups had to read out loud one couplet of each new song, at least once during all of the ten sessions, with the purpose of eliciting anxiety (Dolean, 2016, p. 644). In contrast, students in both control classes were taught in a more traditional fashion, having randomly arranged complex tasks (Dolean, 2016, pp. 644-645). After five weeks, all students completed FLCAS again. Then, the students from the experimental groups were given the three-item survey aiming to clarify their attitude toward the insertions of music in studying French compared to their peers from the control groups (Dolean, 2016, p. 645).

Dolean's (2016) findings showed that, for the experimental classes, this intervention appeared to be beneficial only the case of a relatively high average level of class anxiety. Also, it worked well for the highly anxious students (p. 649). Interestingly enough, students from the control class with a higher level of FLA had better grades in French compared to those from the control class with a lower level of anxiety. The researchers concluded that it might have emanated from their previous experiences with teachers (Dolean, 2016, pp. 650-651).

Thus, according to the available research, there are some strategies in class settings that were helpful in reducing FLA. They included such external factors as overall supported and relaxing learning environment support by teachers and peers. The internal factors contained positive attitude and self-talk. The helpful strategies were found to be memorizing additional vocabulary and taking additional time before speaking, participation in the additional activities such as preparation classes, remediation classes with focus on positive self-perception and motivation as well as in drama classes and learning songs in the studied language.

Self-Efficacy

Definition.

This study would review a concept of self-efficacy in immigrants related to their acculturation in Canada while learning a new language. Self-efficacy was introduced by well-known psychologist Albert Bandura. He postulated that self-efficacy can be viewed as an individual's high assurance in his or her capability of performing tasks at such a level that will have an impact on significant events of his or her life (Bandura, 1994, p. 2). This concept poses a person's confidence that he or she is able to organize and launch actions in order to lead the certain situation to the desirable outcome. Self-efficacy involves a set of beliefs that govern the way people feel, think, behave, and motivate themselves (Bandura, 1994, p. 2).

Bandura (1994) described that an advanced sense of efficacy in people accompanies a sense of accomplishment and general well-being. People who perceive themselves as self-efficacious usually tend to interpret complex tasks as challenges to be learned and overcome rather than as scaring troubles. Also, people with high self-efficacy try to keep composure in circumstances where there is a high probability of failure. Their resiliency helps them to quickly

recuperate and reassess their negative experiences. Then, they mobilize the acquired knowledge and perseverance in order to eventually succeed. This positive and productive attitude lowers stress and makes self-efficacious individuals less susceptible to depression (Bandura, 1994).

According to Bandura (1994), conversely, people who are doubtful about their self-efficacy have a noticeable fear of failure and, therefore, tend to shun tasks that bring uncertainty. As a result, they often have low aspirations and lack of commitment to the goals they have set. If such people encounter difficulties, they are tempted to get fixated on the alleged deficit of proper knowledge and skills. Moreover, they try to justify their negatively distorted self-perception instead of focusing on sufficient operation. In the case of setback, such individuals get easily discouraged from pursuing chosen goals and frequently abandon them. On this way, they slowly restore their sense of efficacy developing increased vulnerability to stress and depression (Bandura, 1994).

Self-efficacy and anxiety.

According to Bandura (1994), people with developed sense of self-efficacy also tend to have a stronger belief in their ability to withstand stress and depression in adverse situations (Bandura, 1994). Perceived coping self-efficacy plays a principal role in anxiety arousal through taking control over stressors. People who are confident in the own capability of handling potential threats, do not bring to mind bothersome thoughts. However, those who tend to feel helpless in the face of adversity, usually suffer from increased anxiety (Bandura, 1994,). Such individuals take into consideration only their imagined imperfections and not real coping strategies. Moreover, they are inclined to exaggerate the degree of a problem they encountered. Thus, such way of thinking upsets people of this type and significantly worsens their functioning. Anxiety arousal is

also influenced by perceived efficacy directed to manage intrusive thoughts. This type of self-efficacy is a determinant in governing thought-induced stress and depression. In order to better regulate anxiety and avoidance behaviour, perceived coping self-efficacy and thought control efficacy are supposed to work synergistically (Bandura, 1994, p. 5).

Self-efficacy in academic settings.

Zajacova, Lynch and Espenshade (2005) express an opinion that, in academic settings, academic self-efficacy and not generalized self-efficacy should be measured, because academic self-efficacy refers to students' assurance in their potential to perform tasks such as writing papers and getting ready for tests (p. 679). The aims of their study were to investigate the influence of academic self-efficacy and stress on academic performance. The study involved 107 college freshmen who were mostly represented by “nontraditional, minority and immigrant students”. This process intentionally centered around freshmen as that population have demonstrated the most severe risk of exhaustion during the first year of undergraduate program (Zajacova, et. Al, 2005, p. 683). Students were expected to complete a questionnaire, and the obtained data was processed with the purpose of measuring self-efficacy and stress in regard to the college-related tasks (Zajacova, et. Al, 2005, p. 684). Findings prove that academic self-efficacy has a substantial positive influence on freshman academic achievement. At the same time, self-efficacy does not have a serious effect on students' tenacity during the second year. In turn, stress has a negative but small relationship with grades and no association with college credits. On the other hand, there is an unexpected result that stress is positively related to persistence. Authors assumed that it occurs because the concept of stress may include both challenge and threat. Accordingly, if students come across perceived challenge, they can respond by studying more intensively rather than

procrastinating (Zajacova, et. Al, 2005, pp. 696-697). In this case, we can think about facilitating role of stress under certain circumstances. To sum up, the findings of the study suggest that academic self-efficacy has a greater influence than stress on the accumulated credits and grades, whereas stress can play a bigger role in further enrollment which connected to the concept of persistence. Yet, academic self-efficacy serves as both moderator of stress in college and predictor of academic accomplishment (Zajacova, et. Al, 2005, p. 698).

Dogan (2016) performed a quantitative research on the university students in Turkey with the aim to explore their levels of self-efficacy and anxiety along with interrelation between these two phenomena. The study was conducted within an English as a Foreign Language (EFL) context. The sample consisted of 150 first year students from English Language Teaching (ELT) Department, and the female students constituted a clear majority of the participants (95 vs 55). The data of the study were collected employing two scales: English Language Self-Efficacy Questionnaire (0= Never do; 7= Certainly do) that included 35 items and Anxiety Scale (1= Hardly ever and 4= Almost Always) that consisted of 20 items (Dogan, 2016, p. 57). Results show a considerable negative correlation between self-efficacy and anxiety. It means that when the level of EFL self-efficacy is high, the anxiety level is low (Dogan, 2016, p. 58) which means that male students demonstrated the higher level of self-efficacy and the lower level of anxiety than females. In addition, findings discovered that as the educational level of the students' fathers was higher, their anxiety level had a tendency to decrease (Dogan, 2016, pp. 59-60). Interestingly, no significant correlation was detected between students' EFL self-efficacy and anxiety levels in relation to their mothers' educational background (p. 61). Among the limitations of the study, the author mentions a low generalizability of its results due to limited number of participants and a

specific character of the local “family cultural structure”, and a questionable validity because it is based on self-reported data and does not take into consideration the cause-effect relationship between the variables over a prolonged period of time (p. 62).

Self-efficacy among immigrants.

Kissil, Davey, and Davey (2013) conducted a web-based survey study for analyzing associations between acculturation, language proficiency, and clinician's self-efficacy (p. 219). Immigration and subsequent acculturation can deeply affect counsellors' sense of self as well as interactions with others (Kissil et al., 2013). For this purpose, 258 first generation immigrant counsellors and mental health practitioners who have practised in the U.S. were chosen. They all needed to be born and raised abroad and come to the U.S. at the age of 18 or older. The average age of the participants was 44.5 years, and nearly 85 per cent of them were women. The largest socioeconomic strata presented in the study was upper-middle class (40.9 per cent). Also, among the participants, slightly above one-third of them reported not having a race, only 14.1 per cent reported speaking English as their first language, and the others arrived in the U.S. from seven world regions and spoke 44 different languages (Kissil et al., 2013, p. 220-221). The anonymous online survey included The American International-Relations Survey (AIRS) that measured acculturation, and Counsellor Activity Self-Efficacy Scales (CASES) (Kissil et al., 2013, p. 222). Some findings show a moderate association between the participants' reporting of being more clinically self-efficacious and being more acculturated into the American culture. Other results suggest that counsellors who reported perceived prejudice against them, find themselves less clinically self-efficacious. Lastly, it was revealed that those non-native English-speaking counsellors who found themselves more proficient in English, were more prone to consider

themselves more clinically self-efficacious (Kissil et al., 2013, pp. 223-224). However, the study is limited to the point that the generalizability of the findings may be referred to immigrant counsellors and professionals from middle to higher socioeconomic status as well as to female therapists. On the contrary, the findings are not generalizable to male counsellors. Besides, they are not indicative in regards to counsellors with a lower SES and of those who do not feel comfortable at using computer (Kissil et al., 2013, p. 230). To sum up, the results indicate the probability that biased view by others rather than the level of acculturation is considerably correlated with levels of clinical self-efficacy. The authors propose an idea that the morals and behaviours of the host society take a much greater part in the acculturation of foreign-born therapists than formerly assumed (Kissil et al., 2013, p. 230).

Unfortunately, a research gap exists in understanding self-efficacy experienced by Canadian immigrants in particular, in the context of another linguistic environment and, hopefully, my research will add some information in this aspect.

In summary, it was noted that most of the earlier studies examined FLA in students who encountered this phenomenon in their home countries while studying another language. In other words, those students who dealt with a set of negative feelings associated with studying a foreign language, usually resided in their native language environments. In the last decade, there have been only a few studies that have shown the effect of FLA on those who immigrated to other countries. Yet, it seems to remain a very important component of the immigrants' lives that can drastically effect their self-perception and thus, the course of the acculturation process as well as the process of gaining self-efficacy.

Chapter 3: Research Method

Qualitative Approach

The qualitative approach that utilizes the Phenomenological Research Methodology will be used for this study. The qualitative approach is chosen because it will provide a more complex and detailed understanding of the phenomenon of FLA and its potential impact on immigrants' self-efficacy in their acculturation process in a new country. In comparison to quantitative research, the qualitative one allows researchers to empower the participants by enabling them to share their stories and hear their voices; also, it will maximally reduce the power differential between the researcher and the participants (Creswell, 2007). In addition, conducting a qualitative research will allow the participants to collaborate with the researcher in order to make sure that the data collected and analyzed poses an accurate representation of the participants and their lived experiences. Thus, qualitative research will bring a thorough understanding of issues related to FLA and hopefully reveal new trends and directions of this topic, along with encouraging the research subjects to narrate their experiences.

Qualitative research usually exploits interviewing as a data-collection instrument (Creswell, 2007). Interviewing represents a process of dialogue between researcher and participants, and the interview questions promote obtaining desired information in a respectful way, yet focusing on a specific theme (Kvale, 1996). It provides the interviewer with the opportunity to acquire a new knowledge and search for new phenomena. The participants share their stories and, in that way, become the experts of their own experiences, which in turn encourages them to report their experience of a particular lived phenomenon (Creswell, 2007). As a consequence, the interviewees reveal new information about the experience thereby generating

new insights. This collaborative process helps researchers to understand and describe the meaning that people attach to their lives from their own perspective (Kvale, 1996).

Kvale (1996) defined interview as a “professional conversation” (p. 5) that has a structure and purpose. The most frequent type of interview that has found a widespread use in qualitative research is semi-structured (Kvale, 1996). Its goal was “to obtain descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (Kvale, 1996, p. 6).

Phenomenology.

The method of phenomenology was chosen to carry out this qualitative research because it will accelerate the study of FLA as a phenomenon with regard to how it acts in the context of the new immigrants' acculturation in a new country. According to Creswell (2007), phenomenology is a type of qualitative research that seeks the essence of, or common grounds in, the living experience of a few individuals (p.57). It gives priority to the significance of subjective experience, things, or events of everyday living. By using phenomenology as a research tool, it will be possible to collect several participants' descriptions of everyday life events and thereby reduce the “individual experiences of [the] phenomenon to a description of the universal essence” (Creswell, 2007, p. 58) for all of the participants. Investigating lived experiences has been helping researchers to achieve a deeper understanding of the phenomenon's characteristics.

Moreover, the choice of phenomenology is based on the premise that it will help not only to find the meaning of the participants' experience but also to identify the essence of their lives. Creswell (2007) characterized the essence in phenomenology as a collection of universal commonalities in the living experience of a few individuals. Langdridge (2007) stated that a

collection of the meanings of the subjective experience and stories travels through a prism of the researcher's perception as the researcher chooses the design and method of analysis.

Phenomenology utilizes “maximum variation sampling” (Creswell, 2007, p. 57), which implies the broadest demographic fluctuation possible in a researched population who share a common experience. In this particular research, the inclusion criterion is that the participants will need to have the common experience of having FLA. The participants for this study will be selected through the use of purposeful criterion sampling which ensures that all participants experienced the phenomenon being studied (Creswell, 2007).

Using the phenomenological method will provide data needed to answer the research questions. As well, this methodology will allow for the description of the lived experiences (phenomenon) of the participants as well as interpreting the meanings of the lived experiences. The outcome of the research using this approach will bring a better understanding of what it is like to have the phenomenon of FLA experienced by the immigrants speaking English as a non-native language and their perception of self-efficacy while undergoing the process of acculturation in Canada.

Types of phenomenology.

From two types of phenomenological research, hermeneutical phenomenology is selected because in this approach, research is directed toward lived experience (phenomenology) and making sense of the “texts” of life (hermeneutics) (van Manen, 1990 as cited in Creswell, 2007, p. 59). First, researchers gravitate toward a phenomenon which seriously intrigues them. In the process, they contemplate of fundamental themes that constitute the essence of this lived experience. Then, they create a description of the phenomenon, providing a solid connection to the

subject of inquiry and adjusting the separate parts of the writing to the whole. Phenomenology constitutes not only a description, but also an analytical process in which the investigator tries to bring different meanings to an agreement (van Manen, 1990 as cited in Creswell, 2007, p. 59). It can also be important in light of the study of FLA that interpretivist structure of inquiry maintains the ontological point of view on existence of multiple realities and not just one reality. Such realities are composed and can be modified by those who have knowledge. In other words, reality is not something located “out there”, but more likely something that is local and specifically constructed (Laverty, 2003, p. 26). Paul Ricoeur (1970, as cited in Langdrige, 2007, p. 49) called his first approach for comprehending meaning “hermeneutics of empathy” or “meaning-recollection”. In this concept, Ricoeur included a “demythologizing” (or empathetic) component which he defined as the process of empathetic involvement when researchers strive to identify the meaning through expanding their outlook. They engage with the text, employing “pre-understanding”, the way of seeing the world, into interpreting of what is innate in the text (p. 49).

In contrast, in transcendental phenomenology, the obtained data is finally reduced to the significant statements which are incorporated in the descriptions of what participants experienced and how it was in the sense of situations, conditions, or context (Moustakas, 1994 as cited in Creswell, 2007, p. 60). It may be aligned with Paul Ricoeur's “hermeneutics of suspicion” and involves “demystifying” moment when a researcher intends to recognize the hidden meaning which can not be understood through instant consciousness itself (Ricoeur, 1970 as cited in Langdrige, 2007, pp. 49-50).

Sample Size and Type

For this research, ten individuals (males and females) who immigrated to Canada and have

spoken English as a second language, will be recruited via email to local community and cultural centres as well as local organizations that help new immigrants to adjust in Greater Vancouver area (Appendix B: Introductory Email). The interested individuals will be first interviewed by phone (Appendix E: First Telephone Contact Script). Those who meet the criteria will be emailed an information sheet with more details about the process (Appendix C: Information Sheet). Those who will be willing to proceed invited to participate, informed of the study, will be interviewed (Appendix F: Interview Protocol). Data collected from the individuals will be analyzed and compared to determine if they have experienced foreign language anxiety and how it has effected the process of their acculturation in Canada as well as their self-efficacy. The age of the participants will range from 21 years and older. There will be no compensation for the subjects' participation in this study with the exception of a \$10 gift card from Tim Hortons.

Data Collection Procedures

This will be a phenomenological study employing individual semi-structured interviews. Phenomenological interviews will be used to elicit first-person accounts of a phenomenon, and the interview process will allow the participants to present their experiences as spontaneously as possible. All participants are required to sign an Informed Consent Form (Appendix A) prior to participating in the study and to be clinically interviewed. In addition, the participants would be informed of their right to withdraw from the study at any time. Ten participants who have experienced the phenomenon of FLA will be interviewed using a set of predominantly open-ended questions (Appendix F: Interview Protocol). These questions will be properly formulated in order to obtain more complete information that would answer the research question. The interviews will be audio-taped and transcribed verbatim.

The materials used for this study will include pens and papers for taking notes, audiotape for recording the interviews, and unstructured, open-ended interviews of the participants who have experienced the phenomenon. Upon completion of the study, a debriefing session will be held for each individual at their convenience. The debriefing session will include discussing the aim of the study that they have participated in as well as addressing any concerns or questions the participants may have had during the study. Each participant who would like to receive more information regarding the study and its results will be provided with a list of low-cost counselling resources.

Data Analysis

Data collected and transcribed from the interviews will be analyzed and highlighted for significant statements, sentences, or quotes that will provide an understanding of how the participants experienced the phenomenon. Next, certain meanings will be found in the significant statements made by the participants. As a result, it will allow the researcher to develop themes. Once themes are saturated from the data collected, the significant statements and themes will then be used to write a description of what the participants experienced (textural description) and in what context influenced how they experienced the phenomenon (structural description). The information from the textural and structural descriptions will be used to write a description that will represent the “essence” or “common experiences” of the phenomenon.

Ethical Considerations

This study will comply with the ethical standards of the Canadian Code of Ethics for Psychologists (Canadian Psychological Association, 2017) as required when research involves people as research subjects. Prior to beginning the study, each participant will be asked to read,

ensure that they understood, and sign the informed consent form (Appendix D). The participants will be informed about the purpose and procedures of the research; yet, the purpose will be explained without stating the central question in order not to influence the results of the study. The participants also will be informed about the voluntary character of their participation and the right to withdraw from the study at any time without explanation. Then, the parties will sign the consent form and keep a copy of it.

The participants' identity will be protected in accordance with the Canadian Psychological Association's (n. d.) privacy legislation. It means that the participants' names will not be attached to the data or identified in any other way. The interviews with each participant will be scheduled individually on different dates. Moreover, all the interviews will be personally transcribed and all the identifying information will be removed from the direct quotations in the final report of the study.

Design Limitations and Contributions

The potential limitations of this study would be that its findings can only be generalized to the individuals who will volunteer to participate in the study. It will be impossible to generalize the study's findings to individuals of other age groups, cultural and social groups because the participants will not be randomly selected for the study. Instead, they will be recruited from one specific jurisdiction in Metro Vancouver, British Columbia, Canada. There could be confounding variables that would affect the participants' answers in the study because the subjects will be volunteers recruited from a pool of participants and, therefore, may have some direct or indirect relationship with the researcher. Moreover, the study results may be biased if the only researcher will be employed for collecting, examining, and interpreting the raw data gathered from the

participants. The outcome of the research also may be skewed because of the researcher's personal experiences with FLA within his immigration journey. Furthermore, the collected data may not be accurate due to participants' recall biases, peer pressure, and denial or exaggeration of the positive or negative effects of FLA in respect to the study.

Discussion

The primary purpose of this research proposal is to examine the experience of foreign language anxiety (FLA) among new immigrants in Canada who had to study English as their new language, and how it has affected their self-efficacy during the process of acculturation. Earlier research about FLA had predominantly been dedicated to students and their experience of anxiety while studying English in a classroom environment. Some studies have shown that at least one third of the foreign students experience FLA in various degrees. Older students appeared to have higher levels of anxiety associated with studying language. There have been a few studies that found that FLA negatively affects performance, academics and thus, grades among students. FLA in academic settings also correlated with decrease in confidence, self-esteem, self-evaluation, self-perception and social interactions.

Although the research has shown a lower anxiety level among immigrants initially, this level has a tendency to increase over time due to acculturative stress. On the other hand, immigrants' performance may be influenced by other negative circumstances and, cumulatively, it can lead to a lack of overall competence.

This research will focus on how FLA impacts self-efficacy. The conducted literature review has shown that self-efficacy among students has a positive effect on academic achievement. Also, perceived self-efficacy plays a role in decreasing the stress level of

individuals. Thus, it may be viewed as a coping tool for FLA. On the other hand, self-efficacy in students has a moderate association with acculturation. Overall, there is a significant gap in a body of knowledge on how immigrants in Canada adjust to a new culture and new linguistic environment. This seems indicative of the need of such a research in light of Canadian multicultural policy, growing number of immigrants, and multiple strategies that our country has implemented in order to help them in the process of acculturation. As above-mentioned, there are some strategies identified for reducing FLA in academic settings. Therefore, this research proposal's intent is to understand better this phenomenon and find mitigating strategies for new Canadians in order to help them feel more comfortable in their new home.

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Appendix A: Foreign Language Classroom Anxiety Scale (FLCAS)

FLCAS was designed by Horwitz, Horwitz, and Cope (1986), which is the most commonly used for assessing FLA, the FLCAS is a 33-item individual self-report Likert scale that reflects three things; communication apprehension, test anxiety, fear of negative evaluation.

FLCAS was designed to investigate students' language anxiety concerning communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1991). The FLCAS has been rigorously validated for internal reliability, test-retest reliability, and construct validity (Horwitz, 1991; Horwitz et al., 1986).

Please answer the following questions by providing the number correspondent to the option that best describe your opinion.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.
19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
- ???. I get nervous when the language teacher asks questions which I haven't prepared in

advance. **Appendix B: Introductory E-Mail**

Hello there:

As part of my Master's program research in Counselling Psychology, I am conducting research on the topic of experiences of Canadian immigrants. I am looking for a people who came to Canada and whose native language was other than English to participate in my study. Could you please forward this email with the attached information about the research to anyone who might be interested to take part in the study.

Thank you for your help.

Best regards,

Dmitry Alexandrovich

Appendix C: Information Sheet

As part of my Master's program in Counselling, I am conducting research on the topic of lives of Canadian immigrants whose native language is other than English. The research will employ a qualitative, phenomenological approach. The purpose of this phenomenological study is to examine the life of Canadian immigrants with regards to their acculturation in the new country.

As a part of this study, I would like to invite a few volunteers within a western Canadian city who are willing to be interviewed regarding this topic. In order to qualify to be a participant of this research, you have to be immigrant whose native language is other than English.

If you are interested in participating in this research project, feel free to contact me by phone 587-679-5974. You will be described the study in more detail and answer any questions you have regarding the research project. I will call you a week later to determine your interest and intention to participate in this research project. At this point, we will meet to read and discuss a consent agreement. You will be asked to sign the consent agreement form before we can select a time and place for us to proceed with the interview regarding the questions about your experiences as an immigrant.

Then, you and I will conduct the interview in private. At this time, you will be asked to respond to questions regarding your experience. There are no correct or incorrect responses to the questions. Rather, your responses will express the feelings and issues that are pertinent to your life. If at any point of the interview you feel uncomfortable with the questions, you may choose not to respond to the question(s) or opt to withdraw from the study. Any questions or concerns that you have regarding the results of this study would be addressed accordingly. Your identity and responses to interview questions would be kept completely confidential. Your participation is voluntary.

The length of time for this interview will depend on the time it takes to complete the questions but the estimated time is approximately 1-1 ½ hours. Another meeting maybe arranged with you to talk about your experience. The number of interviews will depend on the amount of information shared in each session. Interviews will be digitally recorded and transcribed.

You will have the opportunity to verify my understanding of your words by reading the initial transcripts. I will email the transcript to you and/or I can meet with you, if you prefer. This meeting would take approximately ½ hour. You will have the opportunity to ensure that the transcription is an accurate reflection of the experience you described. Finally, you will be able to review the common themes that emerged from your experience and the experiences of other participants. A copy of this can be delivered to you by e-mail or paper copy and will be arranged according to your preference. You may also ask any further questions about my findings.

Five years after the completion of the research, all paper copies of personal information, tapes, notes, and transcripts will be shredded or destroyed and electronic copies of information will be deleted.

There will be no compensation for participation in this study. If you would like to participate in my research on this topic, you will help to further the understanding of the personal experiences of immigrants to Canada. Your participation will also help me to fulfill the requirements of the thesis component of my graduate program.

If you are willing to participate, please email me at demetralex72@gmail.com or call me at 587-679-5974. If you have any questions please contact me at the above email or phone number. I thank you in advance for your time and consideration of this research.

Dmitry Alexandrovich

Appendix D: Informed Consent Form

Consent Form for Participation in a Research Study City University

Description of the research and your participation

You are invited to participate in a research study conducted by Dmitry Alexandrovich. The purpose of this research is to examine the phenomenon of anxiety associated with using English as second language and its effects on your life and adjustment in Canada. As a results of common themes that emerge from the data collection will be used to describe the lived experiences of the participants. Your participation will involve consent to being observed and interviewed for approximately 90 minutes of in-depth interview.

By participation in such interviews, discussions, and experiments, you are giving permission for:

1. Written notes to be made during the interview/experiment. Yes___ No___
2. The use of video/audio recording devices during the interview/experiment. Yes___ No___

The amount of time required for your participation will vary depending on how long it will take you to complete the questionnaires and rating scales.

Risks and discomforts

There are no known risks associated with this research. However, there may be some discomfort when responding to questions or in depth discussion of personal information during the interviews.

Potential benefits

This research is intended to help us understand how language affects immigrants' acculturation process in Canada. It will also provide readers and counsellors with a descriptor for the factors that may improve or not overall acculturation processes. Moreover, the results from this study may be used toward developing better interventions that would help immigrants to Canada to adjust in the new country.

Protection of confidentiality

All information that is obtained in this study will be treated anonymously. Only the instructor will see the participant's name and the signed Consent Form. Any other identifying information that is revealed in the study will not be used in the written summary. Only the instructor will see the written summary. In addition, all data collected from the study including notes, audio/video taped sessions, and personal text messages of the participants will be password

protected and/or stored in a locked compartment. The data will be kept for approximately 5 years. After 5 years, the data will be destroyed and/or erased from the media storage.

Voluntary participation

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way whether you decide not to participate or to withdraw from this study.

Contact information

If you have any questions or concerns about this study or if any problems should arise, the course instructor, Bruce Hardy at City University may be contacted independently from the researcher at hardyb@gmail.com.

Consent

I have read this consent form and have been given the opportunity to ask questions. By signing this form, I am providing written consent to participate in such a conversation, discussion, experiment, or interview and consent to the terms listed above.

Participant's signature

Date

Researcher's signature

Date

Appendix E: First Telephone Contact Script

My name is Dmitry Alexandrovich and I am a graduate student in counselling at City University of Seattle – Vancouver Campus. Thank you for contacting me regarding my study on experience of Canadian immigrants.

Because so little is known about how immigrants to Canada successfully deal with stress associated with learning and communicating in a new language, this study will provide us with valuable information about what qualities to look for providing support to Canadian immigrants and how to assist in developing helpful coping strategies.

Before I take up any more of your time telling you more about the study, I need to ask you a few of questions.

Please answer the following questions:

- 1- Are you over 18 years old?
- 2- Are you a newcomer to Canada?
- 3- Did you have to study English as a second language?
- 4- Have you experience any anxiety or negative emotions while studying and/communicating in English?

If no: Thank you for your time but you have not met criteria for participation.

If yes: Thank you [Continue with script]

Now, let me tell you a little more about what the study would involve if you decide to participate.

You and I would meet first to sign the consent form, and we will arrange the time and place for a 1-2 hour interview that will be audiotape-recorded.

No identifying demographic information will be included on the tapes.

After the interviews have been conducted, they will be transcribed.

Your identity will be protected by using a pseudonym that you can choose for yourself.

Any identifying information concealed or deleted.

Your identity would be kept confidential in any presentations or publications from this study.

I will maintain one copy of the name and pseudonym, which will be kept in a safe at my

personal residence, and to which no other person will have access.

I am keeping this information because I may feel it necessary to ask you some follow-up questions.

The tapes will be destroyed after the transcription is made.

This interview is entirely consensual and voluntary. You will gain no rewards or penalties by deciding to participate or not in the study.

In the event that you should agree to participate, you may decide to stop at any time without penalty.

Do you think that this study may be of interest to you?[if so, schedule a time for the interview; if not; thank the person for her time]

Appendix F: Interview Protocol

Date and Time of Interview: to be determined with the Participants

Interviewer: Dmitry Alexandrovich

Interviewee (pseudonym): to be determined by the Participants

Interview Questions

1. Please tell me about yourself, including age, education, occupation, and immigration history.
2. What is your ability to manage and solve difficult situations?
3. Please tell me about how do your achieve your personal and professional goals.
4. How confident are you with your ability to deal with unexpected situations and why?
5. How do you usually emotionally react when facing difficulties?
6. What do you think about your own resourcefulness?
7. How do you usually find solutions to problems?
8. How well adjusted do you feel to living in Canada and why?
9. Please tell your journey of studying and using English language.
10. Have you experience any anxiety associated with using your new language? If so, please explain.
11. What do you think about term “Foreign Language Anxiety”?
12. Have you ever experienced it?
13. When did you first identified having anxiety? How was it manifested then?
14. When did you first identified having FLA? How was it manifested then?
15. How does it affect your daily life? Could you please described any specific situations.
16. How do you think people around perceive your FLA?
17. What are your feelings toward those who speak English as the native language?
18. What have you find least helpful in experiencing the FLA?
19. What have you find most helpful in reducing your FLA? Any coping tools?
20. Has your ability to deal with life challenges changed since you came to Canada and why?
21. What could you improve in regards to your sense of confidence and self-efficacy?
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