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**NARVA ESL TEACHERS' AWARENESS OF THE MENTAL
FACTORS INVOLVED IN THE ENGLISH LANGUAGE
LEARNING PROCESS AND ITS EFFECT ON LEARNERS'
ANXIETY**

Master's thesis

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Olen koostanud töö iseseisvalt. Kõik töö koostamisel kasutatud teiste autorite tööd, põhimõttelised seisukohad, kirjandusallikatest ja mujalt pärinevad andmed on viidatud.

Anna Varlamova, 14.05.2023

PREFACE

In Estonia, 37,2% of young people aged 18-24 have depression and 56,2% experience anxiety, which occurs mostly in females (Tervise Arengu Instituut, 2022, p 34-35).

Since students spend half of their day at school, which is almost the same amount of time they spend at home, the school environment greatly impacts them in many aspects. To provide a holistic education for students, it is essential to develop teachers' competence, confidence, and understanding of mental health, as well as the skills and willingness of the teachers and school staff to promote mental health awareness. This helps to create a more inclusive society and to successfully cope with mental health problems. (Lendrum et al., 2013, pp 158-164)

Some schools provide Social and Emotional Learning (SEL) programs that focus on reducing risks of conduct problems and emotional distress among students, and help to decrease internalizing and externalizing difficulties in youth (Durlak et al. 2011, Payton et al. 2008).

The overall process of learning languages involves emotions, barriers, perspectives, etc., followed by teachers' awareness and response to those mental factors, and independent factors like governmental views on the promotion of mental health awareness in this area. (Horwitz et al., 1986, p 128) However, currently in Estonia, there are no direct SEL programs and some schools have one psychologist and only implement anti-bullying programs like KiVa. Since mental health is still a developing area, the author of this thesis decided to conduct a case study in Narva, Estonia. The research problem of this thesis is based on Narva English as a second or foreign language (ESL) teachers' understanding of mental factors in their work leading to the understanding of mental factors that affect students' language learning. By mental factors, the author means those included in the affective filter – motivation, anxiety, and self-esteem or self-confidence, with a strong emphasis on foreign language anxiety, proposed by Horwitz (1986, pp 125-132).

This thesis aims to research Narva ESL teachers' awareness of mental factors that affect students' language learning process, namely, anxiety; to determine the foreign language learning anxiety level in 9-10th grade students, and to detect if there is a correlation between teacher's awareness and student's anxiety levels. The results of this research aim to help

ESL teachers understand the underlying mental factors affecting language learners during two important phases in their school life: 9th grade when they need to determine their future and 10th grade when they are placed in a new environment and face new obligations.

The research consists of Introduction, Chapter I, Chapter II, and Conclusion. The introductory part discusses the internal and external factors that affect the second language learning process. Chapter I “Mental Struggles of Students and Teacher’s Role” deals with teacher-student relationships in terms of mental health and how a teacher’s role affects students emotionally. Chapter II “Methodology and Research” is a methodological part of the research, where methodology, the results, and their discussion are present. Conclusion summarizes the theory and the finding of this research.

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INTRODUCTION

Factors affecting second language acquisition

Since the 1960s, second language acquisition (SLA) research has expanded vastly and changed a significant number of turns. Due to that, current approaches to second language acquisition differ depending on many factors like social, economic, and human factors.

As Myles (2002) reviewed in her paper, there are three approaches to investigating second language (L2) development: Universal Grammar, cognitive approach, and interactionist/sociocultural models. The cognitive and information processing models originated from psychology explain that language learning is the same as any other learning and it is just a process in the brain. The interactionist and sociocultural models pay attention to the nature of different interactions that L2 is engaged in. Their focus is on different kinds of roles and their connection to L2 learning, for example, the role of feedback about a learner's mistakes. These models explain language learning as a tool in the shift between inter-mental and intra-mental processes. Teaching has also implied these models. Based on Universal Grammar, the learner should be provided with linguistic input, and then the learning process happens on its own. The core idea of this approach is similar to the Communicative Language Teaching Approach, even though they developed independently. Teaching based on the information processing and connectionist models focuses on the strengthening of associations and automatization of routines, which makes learning behavioral. (Myles, 2002)

The recent course of research is focused on the variabilities in language development because there was a principle that, in key aspects, all learners learn similarly, which the recent findings proved to be wrong on many levels. The variability of the learning route differs depending on aspects like the learner's nationality and mother tongue because the interlanguage can speed up or slow down the learning acquisition. To explain the variability in SLA, researchers focused on the role of different factors in the acquisition process. One course of research investigated the input and interactions in the learning process, another one explored the learner's variabilities, for example, intelligence, aptitude, motivation, and the impact of social and sociolinguistic variabilities. According to research, these factors play a significant role in determining a learner's success in language learning. For example, motivation highly influences the learning process, so much research is now focused on different connections between learning and motivation. (Myles, 2002)

The SLA process is more complex because there are processes such as lexical acquisition and sociocultural skills and types of behavior that a learner develops besides the acquisition of syntax and morphology. Therefore, to understand it, it is necessary to know both the system that a learner constructs and the procedures that enable one to use this system efficiently. Additionally, the knowledge of how these two interact and develop in real life is necessary too. (Myles, 2002)

Internal and external factors involved in language learning

Sociocultural and other factors influencing SLA are grouped and categorized. Cross (1981) determined that there are three types of barriers that affect learners' learning process. The first is the institutional barrier, which is a sum of policies or practices that prevent participation or discourage certain groups of people. The second is a situational barrier that forms from a learner's life situation, for example, financial and family situations. The third barrier is dispositional and it is a psychological barrier that arises from a learner's beliefs and attitude. For instance, a student can think they are out of age to acquire a language or that they have never achieved academic success, so they doubt their chances of succeeding.

Madrid (1995, pp 63-74) specified some factors that affect any learning process including second or foreign language learning as gender, social context, beliefs, experiences, age, aptitude, and cognitive characteristics. The factors involved in L2 learning can be internal and external. The internal or affective factors include emotional reactions that play a significant role in the determination of positive and negative results, such as intrinsic or extrinsic motivation, the teacher's performance, the student's personality, and cognitive styles.

According to Krashen (1985, pp 78-79), input is one of the external factors involved in SLA. The Input Hypothesis is at the root of second-language acquisition. This theory suggests that humans can only acquire a language when they are exposed to an input they can comprehend. To progress, one needs to receive and understand slightly above intelligible input. This phenomenon can be presented in a formula: $i+1$, where " i " is input and 1 is one added difficulty point. It is known as a Natural Approach to acquiring language because it reflects the natural order of progress. Humans are capable of comprehending language with unfamiliar grammar if they have context, which includes more knowledge, a broad understanding of the world, and language proficiency they have attained. However, not all

the received input is processed and not all of the processed input is acquired. (Krashen, 1985, p 80)

Brown (2006, pp 141-142) included self-esteem as an affective component of SLA. There are three general categories of self-esteem: general or global self-esteem, situational or specific self-esteem, and task self-esteem. Heyde (1979) researched the effects of all three levels of self-esteem affecting the performance of American students learning French as a foreign language in the setting of oral output. The findings demonstrated that all three levels of self-esteem had a connection to positive performance, with task self-esteem having a higher correlation to it out of all three. Other researchers like Watkins, Biggs, and Regmi (1991), Brodkey and Shore (1976), and Gardner and Lambert (1972) all added self-esteem to their studies on second language learning. However, the correlation between high self-esteem and successful language learning is not clear because there is still a question of whether success in a language is caused by strong self-esteem or vice versa. Undoubtedly, there are connections between the two. It is debatable whether educators should prioritize "improving" student performance while letting self-esteem take care of itself, or whether they should do both. (Brown, 2006, pp 141-142)

Aside from motivation, self-esteem, and other affective factors, many researchers mention self-efficacy as a factor affecting students' effort and persistence in the chosen activity. It strongly predicts students' achievement and is related to commitment to stay in school, performance, health, and personal adjustment. (Wondu, 2018, p 59)

Pekrun et al. (2009, pp 115-135) examined the relationships between students' achievement goals and achievement emotions. Using their theoretical model, they found that students' emotions and motivation are significant predictors of their academic achievement, even when controlling for their cognitive ability. The study demonstrated a clear link between achievement goals (mastery, performance approach, and performance avoidance) that predicted achievement emotions like enjoyment, boredom, frustration, hope, pride, stress, lack of hope, shame, and academic achievement. Seven of the eight emotions were demonstrated to act as facilitators of the relationships between achievement aims and performance attainment.

The Affective Domain

Brown (2002, pp 139-154) named all of the personality factors that affect language learning as *the affective domain*. He noted that this domain is difficult to describe scientifically because it deals with the emotional side of learners. The factors affecting SLA are affective factors. The affective domain includes several factors: empathy, self-esteem, anxiety, attitude, extroversion, imitation, inhibition, and even ego. “No successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy—belief in your capabilities to successfully perform that activity” (Brown, 2002, p 154).

Bloom et al. (1965) and Anderson (2001) also mentioned the affective domain as one of the three main domains of learning in their research. They defined it as an individual’s feelings, emotions, values, motivation, and attitudes. It is how a learner deals with the process of learning emotionally. This domain includes five categories: receiving, responding, valuing, organizing, and characterizing (internalizing). It is a hierarchical process, during which one’s involvement and motivation increase toward the subject of the matter: from the stage of receiving, which involves passive awareness of certain ideas or phenomena, through participating and valuing the learning process, to characterizing, which involves active participation according to one’s values build in the process. (Bloom et al., 1965)

Shephard (2008, pp. 91-96) investigated the most effective instructional practices that encourage learners to advance along the hierarchy of the affective domain. Discussion, open debate, peer involvement, problem-based learning, interaction with role models, simulations, gamification, group analysis, expert engagement, perspective sharing via reflection, and appropriate use of multimedia to elicit responses all serve as the core of learning activities in those areas of higher education where affective outcomes are sought and respected. Building positive relationships with students, creating a positive learning environment, and using activities that promote reflection and self-awareness are used in teaching in the affective domain. Teachers can assist students in developing not only cognitive skills, emotional intelligence, and social skills, which are important for success in both personal and professional life by focusing on the affective domain. They also can address the acceptability of their approaches to their profession, their institution, and the liberal traditions of higher education by classifying the spectrum of affective outcomes in the affective domain hierarchy or another type of taxonomy. (Shephard, 2008, pp 91-96)

Besides affective factors, which derive from a student's personality, there can also be factors impacting SLA that are closely related to a student's personality and attitude.

The Affective Filter Hypothesis and its role in language learning

According to Krashen (1985, pp 78-79), if the learner is not ready to openly receive the input, the SLA process may not appear. This idea originated from one of the hypotheses in second language acquisition and learning theory - The Affective Filter Hypothesis. It discussed that understandable input does not guarantee a successful acquisition. There is "a mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition" (Krashen, 1985, p: 81) and it is called *the affective filter*. It is like a shield, and when it is put up, the learner may understand the content, but will not receive the input. This happens when a learner lacks motivation or self-confidence or feels anxious and tries to defend his or her weaknesses and insecurities. Fear of failure plays an important role, and when a learner does not fear failing or making mistakes, the filter lowers. (Krashen, 1985, pp 81-82)

The three well-researched main affective variables within the affective filter context are motivation, self-confidence, and anxiety. In general, although not always, second language learners who are highly motivated tend to perform better. Also, people who are confident in themselves and have a positive self-image typically have better results when learning a second language. Whether evaluated as personal or in the classroom, low anxiety seems to be beneficial for learning a second language. (Krashen, 1982, pp 30-32)

The Affective Filter Hypothesis received much support from educators, who started to implement it into their teaching. In China, where the English language is an L2 for students, English language learning covers all grades in school. Many students admit that they learn English vocabulary because they need to pass the senior high school entrance exam, so they are externally motivated. Wang (2020) conducted research among middle school students to obtain data about the existing problems in English vocabulary learning. Three main problems were found: lack of sufficient confidence in students' ability to guess the meaning of vocabulary, high anxiety when a teacher asks questions, and lack of enough internal motivation to remember the vocabulary long term. The study suggested applying the Affective Filter Hypothesis to English vocabulary teaching in three aspects: increasing students' interest by applying activities like games and using authentic materials, using

teamwork to motivate students' confidence, and creating a friendly atmosphere to lower students' anxiety. (Wang, 2020)

In Saudi Arabia, English is a foreign language and the results of learners are commonly below the standard. The research was conducted to see whether a high affective filter is one of the causes of the low performance. The affective filter was raised in 31% of the students. 16% doubt whether their performance is connected to a high affective filter or it is because of other factors. The remaining 53% of the tested insisted that their study results are not connected to the affective filter. Therefore, the author suggested a positive change in the classroom environment to encourage students to lower their affective filters. (Mehmood, 2018)

However, a high affective filter is not always the primary cause of students' poor performance and low fluency levels.

In South Korea, where the government was ranked at the top of most countries investing in education, despite students spending a lot of time and money to learn the English language, the study discovered that their proficiency in English barely reaches an intermediate level. In addition, Korean students experience a substantial amount of stress due to their culture and social standards, which results in anxiety and fear of mistakes. Park and others (2014) were trying to determine whether teacher-centered techniques are the cause for their students' low levels of fluency producing high affective filter and low motivation in students. The results of the survey were confusing because Korean students indeed spend more time listening to a teacher's lectures and practicing their writing and reading skills, however, the motivation of a third of the students did not change. Some students even experienced a positive change in motivation that the study could not explain, which consequently resulted in a low affective filter. (Park et al., 2014)

The research indicates that the effect of the affective filter is studied globally, and even though the results vary, the height of the affective filter undeniably contributes to outcomes in SLA.

Summary

Modern approaches to SLA differ depending on many factors like social, economic, and human factors. There always can be learning promoting and preventing factors.

The factors involved in L2 learning can be internal and external, including gender, social context, beliefs, experiences, age, aptitude, and cognitive characteristics. Internal factors like empathy, self-esteem, anxiety, attitude, extroversion, imitation, inhibition, and even ego belong to the affective domain. These factors are defined as an individual's feelings, emotions, values, motivation, and attitudes, and they show how a learner deals with the process of learning emotionally (Madrid, 1995; Brown, 2002)

The affective filter is the particular attitude arising from the combination of mental factors affecting a learner's success in SLA and it also belongs to the factors affecting SLA (Krashen, 1985). Main Affective Filters are motivation, anxiety, and self-confidence (Krashen, 1982).

In this thesis, anxiety, namely, the specific type of anxiety – foreign language anxiety, is examined closely and this case study seeks answers to the following research questions:

1. How well are Narva ESL teachers aware of mental health factors affecting their students' English language learning process?
2. How anxious are their students in 9th and 10th grades?
3. What is the relationship between Narva ESL teachers' awareness of mental factors in language learning and their students' anxiety?

CHAPTER I MENTAL STRUGGLES OF STUDENTS AND THE TEACHER'S ROLE

1.1 Teacher-student relationships in the second language classroom

For some, teaching is a form of communication because people behaving in a particular way in the presence of other people is communication. According to the “systems approach”, this perspective implies that people interpret each other’s behavior intentionally or not. For example, when a student is ignored because a teacher did not hear them, they will automatically imply that there should be a reason behind this silence. General teacher-student relationships, interpersonal behavior, and attitudes affect students' motivational levels and academic achievement regardless of the subject being taught. (Wubbels & Brekelmans, 2005, pp 6-7)

Brekelmans et al. (2002) suggested that the learning process depends on the interpersonal relationships between students and their teachers in the classroom setting. Some types of relationships are more effective than others in terms of student achievement and attitude. They adapted Wubbel’s Model for Interpersonal Teacher Behavior which introduces two dimensions – Influence (Dominance-Submission) and Proximity (Opposition-Cooperation) – to perceive eight behavior segments: understanding behavior, friendly or helpful behavior, leadership, uncertain, giving students freedom and responsibility, dissatisfied, admonishing, and strict. Using the adapted version, they found that sometimes students had a higher cognitive outcome if their perception of the teacher’s influence was higher. Also, if a teacher is more cooperative, students’ cognitive test results were higher. Not all components of teachers’ interpersonal behavior had straightforward relationships, but many of those aspects were indeed connected. (Brekelmans et al., 2002, pp 73-79)

According to Fisher and others (2006, p 57), several factors affect students’ perception of their teacher’s communicative style: gender, ethnicity, age, teacher’s experience, class size, and achievement. Cetin et al. (2014) examined the relationship between the teacher’s professional experience of teaching English as a foreign language and students’ perceptions of the teacher-student relationship in Turkish high schools. It was found that experienced teachers were viewed as slightly more cooperative than beginning teachers. However, there was no difference in the influence of both categories of teachers. The findings also suggested that the attitude of students towards the course and the teacher depended on their perception

of the teacher's influence and proximity. Overall, the study shows that students expect teachers to show more cooperation and closeness than control. (Cetin et al. et al., 2014)

In Saudi Arabia, Aldhafiri (2015, pp 50-54) explored 200 female students' opinions of their professors' interpersonal communications abilities in relation to their enthusiasm for learning English as a foreign language. In most classrooms, directive-authoritative-tolerant and tolerant-authoritative teacher types are present. In this study, the teacher's profile was tolerant or directive and it influenced the students' competence greatly. It was found that some students were used to hesitating to ask for help, and more than a fifth of the students considered themselves "bad" at English. Unexpectedly, the students' motivation was not connected to any aspects of a teacher's presence and methodology used. However, half of the students thought of their lessons as poorly structured. A third of the students were passive in the class. (Aldhafiri, 2015, pp 50-54)

Relationships between teachers and students are an important part of the learning process. General teacher-student relationships, interpersonal behavior, and attitudes affect students' motivational levels and academic achievement. It can also impact students' well-being.

1.2 Mental struggles of students

"There is no health without mental health" (World Mental Health Report, 2022, p 4). Today, mental health problems are prevalent in society. According to the World Health Organisation WHO (2022, p 37), 1 in 8 people suffer from a mental health condition. Nonetheless, mental health conditions are still undertreated and under-resourced. In 2021, 14% of young people from 10 to 19 years old experience a mental disorder, which in many cases remains unrecognized. The fourth cause of death among youngsters is suicide. The most common emotional disorders are anxiety and depression which lead to social withdrawal and affect school attendance and schoolwork. Also, younger adolescents often experience behavioral disorders, which influence their education and may even result in criminal behavior. Risk-taking behavior can lead to low educational attainment too. (WHO, 2021)

According to the Estonian National Institute for Health Development, 27,6% of people are at risk of depression, and 20% - of anxiety. These numbers are different for young people 18-24 years old: 37,2% - depression and 56,2% - anxiety. Here gender matters: 54,4% of girls 15-17 years old are at risk of depression, and 50% are at risk of anxiety, whereas it's 28,1% and 15,7% for boys accordingly. 19,3% of girls at this age have panic attacks and

35% experience trouble sleeping, while these numbers for boys of this age are 5,6% and 17,8%. 11,5% of teenagers 15-17 years old harm themselves intentionally (4,4% of boys and 15,5% of girls). 15,9% have thought of suicide (4,5% of boys and 22,1% of girls), and overeating is present in 49% of girls and 26,2% of boys. 45,4% of girls and 21,7% of boys have a traumatic experience, and 21,7% of girls and 2,3% of boys have PTSD. The risk of PTSD among non-students is more than two times higher than that among students. (Tervise Arengu Instituut, 2022, pp 34-35)

Bodden and others (2009, pp 418-425) also considered age and gender important factors when measuring anxiety because girls often had higher levels of anxiety than boys, and different anxiety subscales showed substantial age effects as well.

Taking all this into account, it can be stated that considering the mental health of the students during the learning process is necessary since there are high risks of mental health issues, especially in girls.

1.3 Anxiety and learning

A feeling of tension, uneasiness, and nervousness is known as anxiety. It is a feeling defined by apprehension and physical signs of tension that are experienced when one expects a potential danger or bad luck. The body can prepare itself to deal with the anticipated threat: muscles tense up, breathing quickens, and the pulse rate increases. Some might mistake anxiety for fear, but they are different. Fear is a proper, in-the-moment reaction to a recognized and precise threat, but anxiety is a long-lasting, broadly focused, future-oriented response to a diffuse threat. (APA, n.d.)

Anxiety interferes with all types of learning including language learning and is one of the most studied variables in education and psychology (Horwitz, 2001, pp 112-113). There are many various types of anxieties, but foreign language (classroom) anxiety, social anxiety, test anxiety, and speech anxiety have the biggest effects on language learning and acquisition. (Kongi, 2015, p 12)

The American Psychological Association defines *school refusal* or *school anxiety* as a “persistent reluctance to go to school, which usually occurs during the primary school years and is often a symptom of an educational, social, or emotional problem” (APA, n.d.). In 2010, Cassady (2010, p 1) invented the term *academic anxiety* and defined it as “a unifying

formulation for the collection of anxieties learners experience while in schools” (Cassady, 2010, p 1).

Even though stressful and hostile settings can sometimes promote learning and clinical research shows that a low amount of cortisol produced in a challenging environment serves as a memory aid, a high concentration of it reduced cognitive performance (Palethorpe & Wilson, 2010, pp 420-438). A person may experience some form of anxiety when they have a particular fear or block in relation to a certain activity or event, in addition to experiencing too much stress for a long period (Gregersen et al., 2014, p 575). Also, there might appear anxiety toward a specific discipline, which is unique in its nature (Tran, 2012, p 69).

1.4 Foreign Language Anxiety

A new language is layering over the known ones during the language learning process, and new psychological and emotional responses to it produce a learner's psychology, creating emotions and vibes (Gregersen et al., 2014, pp 574-575). The focus of foreign language instruction should be communication, hence there is an expectation of students' active participation and exposure, which requires self-confidence. (Kongi, 2015, p 12)

Courses on language acquisition are frequently the ones that cause students the greatest concern. There is a concern about the level of anxiety that permeates language classes. Debilitating levels of language anxiety are experienced by one-half of the students. In general, the environment of language learning seems to be particularly prone to arousing anxiety. (MacIntyre, 1995, p 90)

From grade 7 to grade 11, language anxiety becomes a more accurate indicator of success in second language courses. Almost everyone has been anxious at some point or in a certain circumstance. Social anxiety is a general term for common types of apprehension among mentally well people. The social and communicative components of language learning that result from social fears are the main causes of language anxiety. (MacIntyre, 1995, p 91)

In 1986, Horwitz, Horwitz, and Cope proposed a phenomenon called *foreign language anxiety* (FLA), which is connected to a learner's negative response to language learning. They also suggested a Foreign Language Classroom Anxiety Scale (FLCAS) to measure this type of anxiety, since it is unique. (Horwitz, 1986, pp 125-132)

FLA is “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (Horwitz et al., 1986, p 128). It concerns students’ performance and how they feel about its evaluation within an academic and sometimes social context. Students may be shy and hesitant to communicate, furthermore, they might have difficulties with understanding and expressing ideas and opinions in a foreign language, and, on top of that, it all might happen during the test, where they also feel test anxiety. All three components make a learner feel anxious and result in anxiety towards the language and language learning overall. (Horwitz et al., 1986, p 127)

FLCAS is a scale with 33 items to assess and measure a learner’s FLA level. All items are rated on a 5-point Likert scale ranging from “strongly agree” to “strongly disagree”. (Oteir & Al-Otaibi, 2019, p 310) Some researchers have modified FLCAS to fit their needs. For example, Mahmoodzadeh (2013) reduced the scale to 16 items because her study was focused on gender-based variables in same-gender and mixed-gender EFL classrooms. The results have shown that the learners from the mixed-gender classrooms experience more FLA factors than those belonging to matched-gender classrooms. (Mahmoodzadeh, 2013, p 66) This shows that even the presence of the opposite gender in some situations can provoke FLA.

Liu and Huang (2010, pp 1-6) tested 980 students from three Chinese universities on their level of anxiety and motivation in English lessons. The researchers used 2 FLCAS, intrinsic and instrumental motivation scales, and an interest in foreign languages and cultures (IFLC) measuring scale. The study revealed that respondents did not feel anxious in English classes or fearful of negative marks or during tests. It also revealed that FLA and English language motivation were negatively correlated in the case of respondents because a more anxious student had less intrinsic motivation, but was more motivated by language requirements according to English Learning Motivation Scale. However, both FLA and English learning motivation were connected in terms of student performance. The less anxious students were the more intrinsic motivation in their overall performance in English they had. (Liu & Huang, 2010, pp 1-6)

A case study was conducted in an English Language center in Morocco to investigate the correlation between FLA and speaking fluency of the students who take the IELTS test. Students filled out the FLA questionnaire and took an IELTS Speaking mock test. The

results showed that anxiety and fluency are poorly connected because the direct link between increased anxiety and decreased fluency was weak. Sociocultural factors stimulated anxiety among IELTS test takers. These factors were named as the main reason for low fluency rates. From students' responses, it was clear that feeling awkward speaking to a native English speaker, being afraid of miscommunication on the exam leading to exam failure, fear of 'losing face', unfamiliarity, and uncertainty promoted anxiety. (Idrissi, 2022, pp 111-119)

Simsek and Capar (2022, pp 687-697) examined FLA in two different settings – classroom and online. Turkish students from English preparatory schools answered two questionnaires and, after data analysis, the findings revealed that more students had moderate and high levels of anxiety in online lessons, whereas more students had low-level anxiety in classrooms. Through interviews, learners clarified that they prefer face-to-face study with some online lessons because they felt relaxed and less motivated during online classes, while they had more motivation to show up in the face-to-face class, where they have an opportunity to directly ask a teacher question and receive answers immediately. They also appreciated non-verbal aspects of communication in the classroom setting, however, some of them were distressed to speak in front of the class. During online classes, technical issues were one of the causes of anxiety. In general, the signs of FLA and the factors causing it was found in both settings, however, there was a significant difference. (Simsek & Capar, 2022, pp 687-697)

In 2003, Von Würde conducted a study in Fairfax, Virginia on how students from French, German, and Spanish classrooms perceived FLA. 18 – 45-year-old students enrolled in degree programs completed the interview and FLCAS. The survey showed 73% of participants were feeling anxious with 34% of them being extremely anxious. Students noted that speaking and listening activities, incomprehensible material, negative classroom experiences, teachers themselves and their methodology, and fear of negative evaluation contributed to their anxiety. Students suggested that working on these factors may reduce anxiety in students: group work may rise a sense of community – feeling connected, the correct placement of desks, for example, in an oval shape, may also contribute to a feeling of belonging; friendly and relaxed atmosphere, gentle error correction and giving correct feedback may be helpful. The teacher's attitude toward teaching and the language also seemed to play an important role. Almost all students highlighted the following suggestion

for methodology: teachers should speak slower, clarify key points and homework, layer and reinforce the material, and make sure that everyone follows the explanation. (Von Wörde, 2003)

FLA theory was challenged in terms of its role, components, cause, and validity in general (Lee & Ye, 2023). It was argued that FLA is not the cause of failure in the language learning process, but rather a consequence because anxiety is triggered by something, it does not appear on its own. FLA may not have such a great impact on foreign language achievement. Some FLA components such as test anxiety were even considered to be closely related to general anxiety rather than being a specific type of anxiety present in foreign language learning. Even FLCAS may measure more language skills than anxiety levels. Despite all of the criticism in four aspects, nowadays researchers widely use FLCAS to determine the level and presence of anxiety in the language learning process and determine all factors that may trigger FLA. (Tran, 2012, pp 71-73)

Much research is done on the topic of FLA and most of it, indeed, confirms the presence of anxiety in language learning classrooms, however, not all of the results connect anxiety to lower achievements, drop in motivation, rising of an affective filter, etc. It may depend on culture, mentality, situation, and each individual in general.

1.5 Teacher's and Social and Emotional Learning program's effects on students' well-being and achievement

Social and physical aspects of schools can be united under the term "school climate" (Lester & Cross, 2015, pp 1-2). According to Zullig and others (2010), school climate domains are order, safety, discipline, academic outcomes, social relationships, school facilities, and school connectedness. A positive school climate affects students' social, mental, and emotional development, behavior, and learning outcomes. It is linked to enhanced academic performance and achievement, better psychosocial adaptation, higher levels of satisfaction with school, a stronger sense of belonging, greater academic value and self-esteem, increased motivation to learn, reduced behavioral issues, and overall positive health and well-being. Additionally, a positive school environment can help to prevent teacher burnout, encourage teacher retention, and foster stronger partnerships between parents and the school. (Lester & Cross, 2015, p 2)

Students who display challenging behavior frequently engage in internalizing and externalizing activities that are linked to poor results in the classroom, in relationships with others, and inside the individual student. Aggression, disobedience, delinquency, social disengagement, fearfulness, and self-harm are among the prevalent internalizing and externalizing behaviors in this population. Beyond infancy and adolescence, these behaviors are linked to several detrimental outcomes, such as academic failure, a higher risk of dropping out of high school, social maladjustment, long-term unemployment or underemployment, an elevated risk of substance misuse, and adult criminality. Additionally, engaging in these activities results in a negative school climate and unfavorable connections between teachers and students, parents and students, and peer students. (Murray et al., 2010, pp 1204-1205)

The school can foster and support students' social and emotional well-being as well as educate them on the social, emotional, and cognitive skills they'll need to thrive in life. Promoting young people's social and emotional growth is crucial for their healthy development and contributes to their future academic, professional, and personal success. (The Organization for Economic..., 2015, p 13)

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a non-profit organization that was founded in 1994, was the first to use the term "SEL" standing for Social and Emotional Learning. At the time, a group of instructors, scientists, and politicians recognized the significance of social and emotional competencies in both personal and academic achievement. SEL is the process of developing the knowledge, abilities, and skills needed to control one's emotions, build and sustain healthy relationships, make wise choices, and accomplish goals. Key SEL competencies are awareness of self and others, positive values and attitudes, responsible decision-making, and social interaction skills, such as refusal, active listening, cooperation, and others. (Payton et al., 2000, pp 179-180)

SEL programs used in schools show a positive impact on students' social-emotional skills, attitudes, behavior, and academic performance, as well as reduced risk of conduct problems and emotional distress (Durlak et al., 2011; Payton et al., 2008).

SEL programs can decrease both internalizing and externalizing difficulties in youth by strengthening adolescents with social and emotional skills. The following meta-analysis of 207 studies of SEL program incorporation in schools involving 288000 students showed that

these programs are beneficial for students. Firstly, they found a 9% decrease in such problems as misbehavior in the classroom and aggression, an 11% improvement in achievement test scores, and a 23% improvement in social and emotional skills. Moreover, there was a 10% decrease in emotional distress in students, such as depression, anxiety, stress, and social withdrawal. (CASEL, 2008, p 2)

The studies on SEL programs that originated in the USA provide the most comprehensive evidence, but in many instances, the viability and adaptability of these programs in various social and cultural contexts have not been thoroughly assessed. For example, only a few interventions and empirical studies have been done in the European region specifically for the European setting. It is crucial to develop a solid understanding of what works and the circumstances in which these interventions function to promote effective local implementation. It is important to understand how various cultural and social contexts affect how programs are adopted, implemented, effective, and sustainable, especially when working with diverse educational systems, organizational structures, and demographic groups. Unfortunately, there is a lack of progress in many nations when it comes to integrating these programs into regular classroom practice. At the national level, there has only been a focus on the creation and implementation of discrete single programs. (Barry et al., 2017, p 437)

Currently, it is understood that implementing various programs in school curricula can provide students with a means of acquiring all those essential skills. In their literature review, Barry and others (2017, pp 434-436) stated that skill-based educational programs can have a positive influence on youth's social, emotional, academic, and behavioral development and help them build social and emotional competencies. Academic results have also been linked to notable gains in young people's dedication to learning as well as their performance on standardized academic achievement exams and grades. To achieve these educational goals, it has been determined that the teacher's role in program delivery is crucial. (Barry et al., 2017, pp 434-436)

Teachers directly implement programs and create lessons where students can learn, incorporate, and practice not only subject-related material but also the skills taught. In New Zealand, Dyson and others (2019, pp 68-80) studied how teachers perceived SEL and what methods and concepts they used in their classrooms in three primary schools. Three schools had 1760 students in total and showed diversity in ethnicities and school locations. 18

teachers were interviewed, and some of them did it three times in 9 months. Teachers noted several themes of SEL like interdependence, empowerment, self-management, self-awareness, circle time, and restorative conversations. The key aspect of SEL in the classroom setting named was positive interdependence. Each teacher defined this differently, however, in general, it meant that teachers wanted their kids to work together to find solutions to issues. The following components were essential to successfully create positive interdependence and build connections between students and instructors: respect, care, sharing, listening, trust, and empathy. Students' empowerment was another approach that professors considered crucial. When teachers thought about the SEL competencies they promoted in their classes, self-management emerged as one of the key competencies. Instructors agreed that students' ability to recognize and control their emotions depends on their level of self-awareness. They also considered restorative circle time to be an effective strategy for fostering SEL. (Dyson et al., 2019, pp 68-80)

In terms of academic achievements, programs for social, emotional, and character development (SECD) like the *Positive Action* (PA) program in schools have the potential to affect students' outcomes. Bavarian and others (2013, pp 771-779) assessed how the SECD program affected low-income, urban youths' academic achievements. The PA program influences both academic outcomes and a variety of risk and resiliency characteristics that are connected to them. Throughout 6 years, 1170 students of different ethnicities and gender from 7 pairs of Hawaii schools participated in the study and 247 teachers completed the student evaluations. The result showed that the intervention of the SECD program reduced absenteeism, lessened a rise in natural disenchantment with learning, and teachers reported that their pupils' academic motivation and aptitude had increased. A positive development was also seen with Illinois State Achievement Test Math and Reading scores. (Bavarian et al., 2013, pp 771-779)

In addition, teaching style affects students and their well-being. Arianpoor and Khayoon (2021, pp 652-678) conducted a study to examine how teaching style affects the academic enthusiasm of the two groups of Iranian and Iraqi students in relation to aggression, stress, and anxiety. According to the results, teaching style impacts accounting and auditing students' aggression negatively, hence teaching methods of Iranian professors have a bigger impact on lowering student hostility than professors' methods used in Iraq. In terms of anxiety and stress, there was a clear link between teaching styles and students' anxiety.

Professors' teaching methods in Iran were more effective in reducing learners' anxiety and stress levels than those in Iraq. It was also clear that the desire to study in Iraq reduced the stress of students. Lacking motivation contributed to higher levels of stress and lower academic performance in students. Therefore, by choosing modern and suitable to a specific group of students teaching methods, teachers can help students in reducing stress, anxiety, and aggression and boost their motivation and academic performance. (Arianpoor & Khayoon, 2021, pp 652-678)

Overall, programs such as SEL or PA in schools affect students' character development and elaborate implementation of these programs can assist students in building social and emotional competencies. In addition, the programs influence learners' well-being. Teachers play an important role in the implementation of these programs since their teaching style can increase or decrease the motivation, anxiety, aggression, self-awareness, and academic performance of the students.

1.6 Teacher's socioemotional awareness and its effect

Working as a teacher requires both psychological and physical strength. Teachers are more likely than other professional groups to suffer from mental and psychosomatic illnesses, as well as non-specific complaints. They have higher levels of exhaustion, fatigue, headaches, tension, and burnout. Factors related to social and contextual school modifications have aided the complexity of teaching and an increase in teachers' stress levels, resulting in decreased fulfillment with the job of educating and withdrawal from the profession. This scenario developed in many countries, including the United States, Germany, Brazil, Iraq, and Ethiopia. In Estonia, a third of interviewed teachers are dealing with depression and anxiety above the general population norms. (Eldermann, 2018; Marques et al., 2020, p 274; Hoppe-Herfurth et al., 2021, p 554)

To support their well-being, teachers need to develop health-related activities that are tightly connected to health literacy. Health literacy is defined as a cognitive skill that includes an individual's knowledge, motivation, and competence in accessing, recognizing, analyzing, and applying health knowledge to encourage and maintain good health. Improving this emotional management skill is beneficial for encouraging psychological well-being, relieving stress, and supporting emotional and mental health, as well as enhancing relationship quality. (Marques et al., 2020, p 274)

Hoppe-Herfurth and others (2021, pp 554-555) noted that teaching behavior is connected to a teacher's psychological well-being. There is a strong correlation between teachers' emotional exhaustion and depression symptoms and their students' physical stress responses. Reduced student distress and a higher level of student well-being are associated with better teachers' well-being. Teachers' emotional exhaustion impacts students resulting in a sense of being discouraged, greater levels of school dissatisfaction, and worse academic performance in subjects like math, for example. Therefore, teachers' health literacy, self-awareness, self-regulation, and choice of coping strategies have a direct impact on their students.

Marques et al (2020, pp 278-282) conducted a study in Brazil to evaluate the outcomes of a program promoting socio-emotional competencies development as a tool to improve mental health and reduce stress in teachers. Eighteen teachers participated in 10 emotional education program (PEEP) sessions to focus on their self-awareness and emotional self-regulation. Throughout the program, teachers began to acknowledge and express their feelings, even those that socially were considered inappropriate for them, such as anger and contempt for students. Emotional self-awareness resulted in a better awareness of other people's emotions, namely, empathy. Empathetic teachers are reported to have more satisfaction in their work and the overall quality of their teaching, which also improves the quality of the relationships. Previously, statistics showed that 26% of teachers are passive copers and 15% are avoidant copers when it comes to coping with stress strategies (Pedoksaar, 2018, p 35). Emotional suppression has negative consequences on one's mental health. Throughout the PEEP, teachers started to be aware of their emotions, embrace them, and calm themselves down instead of reacting automatically. Both at home and their workplaces they began to value everyday experiences that elicited positive emotions as an asset for improving their psychological state. The improvement of teachers' self-awareness and emotional self-management resulted in less impulsive and aggressive and more empathetic behavior. These competencies positively impacted teachers' well-being and their relationships with students. (Marques et al., 2020, pp 278-282)

When a school supports health promotion measures like joining health programs, having a healthy food cafeteria, organizing sports activities at school and courses on different topics, having disturbance-free workplaces, and others, many teachers use them to keep themselves healthy and support the sustainability of the educational mission of their workplaces. In

Germany, 81.3% of 830 teachers from all types of schools reported using at least one of the health promotion measures in the past 24 months. (Hoppe-Herfurth et al., 2021, pp 557-564)

According to Andrews et al (2014, pp 261-27), to consider mental health issues that students are dealing with in the classroom all the time, schools should start by establishing specific methods and understanding the strengths, experiences, and needs of both teachers and students. It is necessary to know how prepared and knowledgeable teachers are to effectively deal with these issues and what limitations they have. A survey was performed in Canada among 75 secondary school teachers on the topic of their readiness to support their students with a focus on their mental health. To determine their preparedness, it was necessary to first investigate their knowledge base on the topic and resources available to them. Results showed that more than 90% of teachers were aware of how serious mental health problems in students are and they could impact their academic performance. About one-third were confident in their understanding when handling students with mental health conditions. A little less than half of the teachers were familiar with the appropriate resources on the topic to turn to. Over 97% agreed that they need to know how to react when their students are facing mental health problems. Teachers identified the costs of some professional development courses, the traveling involved in participating in them, and a lack of easily accessible information on the topic as limitations to continuing their education. Moreover, 86% agreed that the responsibility for dealing with mental health issues should lie on the institutions, not teachers. Looking at the low level of confidence teachers expressed in supporting their students, it was clear that not many are ready to assist their students when dealing with mental health. (Andrews et al., 2014, pp 261-272)

1.7 Summary

Teacher-student relationships and their perception of each other depend on many factors like gender, ethnicity, age, experience, achievement, class sizes, and personal skills such as social and emotional competencies. Chosen teaching style directly affects students' behavior that also has an influence on their self-perception as language learners. General teacher-student relationships, interpersonal behavior, and attitudes can affect not only students' motivational levels and academic achievement but also their well-being. (Aldhafiri, 2015; Fisher, 2006; Wubbels & Brekelmans, 2005)

In Estonia, almost a third of young people have depression, and more than half experience anxiety (Tervise Arengu Instituut, 2022). That anxiety can come in different forms, such as foreign language anxiety, a student's negative response to language learning. However, not only anxiety is present in the language-learning classroom. There are factors like motivation, affective filter, mentality, situation, and each individuality in general, too. Social withdrawal and low school attendance may be a result of students' emotional disorders and stress. (Kongi, 2015; Horwitz, 1986)

Students' social, mental, and emotional development, behavior, and learning outcomes depend on a school climate. In contrast to how a negative school climate may cause students to engage in internalizing and externalizing behaviors that have been linked to poor educational outcomes in the classroom and challenging behaviors, a positive school climate has been shown to increase academic performance, higher levels of student satisfaction with school, higher self-confidence in students, a desire to learn, minimized behavioral issues, and general good health and well-being. Engaging in these activities results in unfavorable connections between teachers and students, parents and students, and peer students. On the other hand, a positive school environment can help to prevent teacher burnout, encourage teacher retention, and foster stronger partnerships between parents and the school. (Lester & Cross, 2015; Murray et al, 2010)

Implementing SEL programs in schools to support students' emotional well-being, and promote their competencies has shown a positive impact on students' social-emotional skills, attitudes, behavior, and academic performance, as well as reduced risk of conduct problems and emotional distress. Teachers play a crucial role in those implementations. If teachers choose modern and suitable for students teaching methods, they can help students to reduce stress, anxiety, and aggression, and boost their motivation, and academic performance. (Arianpoon & Khayoon, 2021; Durlak et al., 2011; Murray et al., 2010; Payton et al., 2008).

However, since a teacher's job is emotion-, energy-, and effort-demanding, teachers may experience the same emotional disorders as students. They need to be aware of their mental health and take care of it to support their students' well-being too. There is a strong correlation between teachers' emotional exhaustion and depression symptoms and their students' physical stress response. (Hoppe-Herfurth et al., 2021)

To promote and support both teachers and students, there is a need to watch their mental health from several perspectives, because elements such as emotional states, psychological and physical barriers, school climate, personal relationships, teacher's teaching style, and students' individuality are all interconnected. Before implementing any measures, observing several factors involved in the process is necessary to understand the starting point.

CHAPTER II METHODOLOGY AND RESEARCH

To answer research questions, this chapter covers the setting of the case study, its participants, the instruments applied as well as the procedures of data gathering and analysis.

2.1 Setting and participants

Before conducting this part, the author asked for consent from the school principal, students, and their teachers, guarantee anonymity and confidentiality, and provided informed consent to the participants explaining what kind of research this is, their roles, and what is asked from them. If participants experienced any kind of discomfort or stress, they had the right to withdraw from this research at any time and stage. The study took place in a public school in Narva, Estonia. The school has both basic school education from grades 1 to 9 and upper secondary education in grades 10-12. The participants were students from grades 9 and 10 and their English as a foreign language teachers. 63 students participated in total, 31 from the 10th grade and 32 from the 9th. These students were chosen because these study years involve a transition from the basic to the upper secondary school level. Due to similar socioeconomic backgrounds and language learning experiences, there was no need to conduct a background questionnaire.

For those who have decided to continue their upper secondary education, this transition period impacts students' psychological, social, and intellectual welfare as they move from one stage of their school life to another and serves as one of the defining development points in the second decade of life. Besides, aligning educational systems with teenagers' developmental needs is one of the most difficult stages. Continuous rapid physical, social, and emotional growth can impact negatively adolescents' feelings and behavior. (Lester & Cross, 2015, p 2.) It also involves increased stress due to the change of the setting, new schoolmates, teachers, higher expectations, and responsibilities. Before all that students have to participate in their first serious examination process which results will directly influence their future.

For those, who will leave school and continue their education elsewhere, 9th grade is a time when they need to make important decisions and take responsibility for their actions as this stage has the power to define their future career and life path. This new, for many - unfamiliar pressure, causes distress in some students, which impacts their studying process.

For students' teachers, it is also an important period as their teaching approaches and methods may sometimes play an influential role in determining students' futures because some students choose English as an examination subject in 9th grade as it is the second most popular choice (Eksamite infosüsteem, n. d.), and all of the upper secondary school students have to pass English language exam in the last year.

2.2 Instruments and process

The author has divided this part of the study into three steps: FLCAS, interviews, and School Anxiety Report.

2.2.1 FLCAS

Students filled the Foreign Language Classroom Anxiety Scale (Lisa 1) consisting of 33 items with responses rated on a 5-point Likert Scale with the options for each item ranging from strongly agree, agree, neither agree nor disagree, to disagree, and strongly disagree. FLCAS has a 0.93 Cronbach alpha coefficient. The statements in the FLCAS belong to the three following categories: fear of negative evaluation, test anxiety, and communication apprehension. The author modified the scale to fit the requirements of the research. The German language was substituted with the English language and the order of the statements was changed because some statements were similar, so in order not to confuse the students, the author decided to move them further from each other. This scale was chosen because it is a well-researched scale made specifically to target the foreign language classroom, not the general anxiety in teenagers, which suits this research, it is also one of the kinds (Horwitz et al, 1986; Tran, 2012; Lee & Ye, 2023).

The FLCAS is key-reversed meaning that for the positively worded statements, *strongly agree* is given 5 points, while *strongly disagree* is given 1 point. For the negatively worded statements 2, 5, 10, 11, 13, 16, 22, 28, and 32 the option *strongly agree* is given 1 point, and *strongly disagree* is 5 points.

Results are divided into four categories: *no anxiety*, *a little anxiety level*, *moderate anxiety*, and *high anxiety*. The *no anxiety* category was given from 133 to 165 points, *a little anxiety level* was from 100 to 132 points, *moderate anxiety* was from 67 to 99 points, and *high anxiety* was from 33 points to 66 points.

The author asked students to mention their names so that she could choose some questionnaires to proceed to the School Anxiety Scale stage, where a teacher should give feedback on some students that were selected by the author. The results of the students were not disclosed to the teachers to avoid ambiguity and prejudices, though. Students' names were only needed to select students with highly negative or positive results and with results in the middle to compare teachers' responses to the patterns from the FLCAS.

2.2.2 Interview

Two 9th and 10th grades English language teachers participated in the semi-structured one-on-one personal interview consisting of 18 questions, which lasted for 20-30 minutes. The interview was conducted to assess teachers' awareness of the topic of anxiety present in English language classrooms. According to Cambridge Dictionary (2023), *awareness* means "knowledge that something exists or understanding of a situation or subject at present based on information or experience" (Cambridge Dictionary, 2023).

When distinguishing between the terms *awareness* and *knowledge*, Trevethan (2017) analyzed different definitions and noticed that definitions of *awareness* contain personalized, self-focused words like acquaintance, attentiveness, mindfulness, and self-awareness. On the other hand, the word *knowledge* is generally linked to more impersonal, objective, and factual concepts.

This interview aimed to get teachers' awareness of mental factors involved in the language learning process such as depression, anxiety, emotions, motivation, etc., and their negative impact on students' course of learning. There might be a possibility that teachers were informed about the topic to some extent. In that case, it was necessary to investigate the measures they take to help students overcome barriers to have a positive and successful language learning experience and academic achievements. Teachers might also be not aware or poorly aware of the subject. If so, then investigating their interest in learning more about this topic and their general predictions would be useful.

Before the interview, teachers received an email with details on the research itself, all stages of the imperial part, the instruments used, the location for the interview, the time, etc. All questions are listed in Lisa 2.

2.2.3 School Anxiety Scale – Teacher Report

To measure anxiety in young people, a multi-method, or a multi-informant approach, in other words, has been developed, collecting encouraging information from interviews, self-reported data, parent and educator reports, and behavioral assessments (Kendall et.al., 2006, p. 1004-1015). One example of this approach is School Anxiety Scale - Teacher Report (SAS-TR) that was proposed by Lyneham and others (2008), which was originally a teacher report scale on anxiety in children aged 5-12. This report addresses social and generalized anxiety and complements the parent report of child anxiety. However, there were no obvious impacts of gender or age on the overall and subscale scores, which is one reason why the author chose this scale for 15-17-year-old students. Another reason for choosing SAS-TR was that it is a teacher report. There is a SAS-A scale for evaluating social anxiety in teenagers aged 13 to 18, however, it is self-administered and measures social anxiety, not foreign language anxiety, making it unsuitable for this research. Reading the content of SAS-TR (Lisa 3), the author decided that this scale can be used for reporting teenagers. School Anxiety Report has fewer statements than the FLCAS because it deals with a more general type of anxiety - school anxiety, especially, in the classroom setting. Whereas the FLCAS specifies that it is a foreign language classroom, an English one, in this research.

The statements in the SAS-TR were connected to some of the statements in the FLCAS because they expressed the same point from both a teacher's and a student's perspectives. For example, the statement from the report "This child feels afraid when (s)he has to talk in front of the class" can be connected to the statement from the FLCAS "I feel self-conscious about speaking English in front of other students", but it also relates to "I feel confident speaking English in class". "This child is afraid of making mistakes" is the same as "I don't worry about making mistakes in English language class", but it also has similarities to "I get upset when I don't understand what the teacher is correcting in my speech/ work" and "I am afraid that my English teacher is ready to correct every mistake I make". One statement "This child appears nervous when approached by other children or adults" has no directly similar statement in the FLCAS. However, all of the other statements were connected to one and more statements from the FLCAS based on their similar content.

The author compared the scores of SAS-TR with the scores from the FLCAS. 0-11 points in SAS-TR meant *no anxiety*, 12-24 points meant a *small level of anxiety*, 25-37 points showed *moderate anxiety* and 38-48 points were a *high anxiety* level.

In addition, teachers' and students' intensity of the selected answers was compared, and how close the student's feelings and the teacher's observations were, because every human has their measurement for words like often, sometimes, etc.

Both of the interviewed teachers filled out the SAS-TR, but not for all interviewed students. Students' results from the FLCAS were not disclosed to their teachers. The author chose the students herself based on their results in the FLCAS. From the 9th grade were chosen 5 students from 1 teacher and 4 from another, making it 9. From the 10th grade were chosen 4 students from 1 teacher and 4 from another, making it 8. 17 students were picked: 4 had no anxiety, 4 experienced a small anxiety level, 7 had a moderate anxiety level, and 2 had high anxiety. There is a higher number of students with moderate anxiety because there were only 2 highly anxious students, which made the author select students with a moderate level of anxiety that was closer to the lower bar – to high anxiety. All of the students were chosen to cover and represent the full range of anxiety in this research to get more comprehensive results.

2.3 Results of FLCAS

Table 1. FLCAS results

	9 th grade	10 th grade
No anxiety	5	7
A little anxiety level	16	14
Moderate anxiety	9	10
High anxiety	2	0
Total:	32	31

Among 9th graders, 6% of them experienced *high anxiety* according to the results. One of them was indecisive while filling out the scale, changing some of their answers many times and sometimes leaving double answers in between two options. According to both of these highly anxious interviewees, they did not mind attending more English language classes. Sometimes they got distracted during English classes. They started to panic when they needed to speak without preparation. They also were not confident speaking in the classes because they thought that some students were better than them and they might laugh at them. Also, they tended to forget things when they got nervous. They felt nervous when a teacher was saying something they did not understand.

28 percent of students from 9th grade had *moderate anxiety*. Two of them having the lowest results kept on changing their answers on the scale. Students answered that they tended to panic while speaking without preparation, and some felt anxious despite being fully prepared. They felt that other students were better at English than they were, so they might laugh. Some of them had test anxiety. They also were embarrassed volunteering to answer in class.

50% of students felt a little anxious. They felt neutral while speaking in class. They did not experience trembling while answering and being called on. On their way to the class, they felt sure and somewhat relaxed. Some students felt a little self-conscious about speaking in front of other students. However, they did not feel that others were better than them.

16% of students had *no anxiety*. They did not experience panic while answering without preparation in class. They were not afraid of making mistakes. They did not feel worse at English than others. Some were a little overwhelmed by the number of rules in the English language. However, they felt sure and relaxed on their way to the class.

In the 10th grade, no students experienced *high anxiety*. The minimum was 70 points when the *high anxiety* level starts at 66 points. 23% of students were not anxious. 32% of students experienced *moderate anxiety* in their English language classes. Mostly, they were worried about making mistakes in their speech, they started to panic when they needed to answer without preparation, and they were embarrassed to volunteer to answer in class. Some thought that others are better than they were. When they got nervous, they forgot things. Some showed fear of public speaking, however, no test anxiety was found.

45% of students felt a little anxious during their English language classes. They felt no panic while answering unprepared nor they were embarrassed to volunteer to answer in class. They felt no pressure to prepare well for the lesson, they were also not upset about being corrected by the teacher while making mistakes. However, they were not sure about being comfortable around native speakers.

Since females tend to be more anxious than males, the author decided to add gender-based statistics. There were 24 males and 39 females participating in the research.

Table 2. FLCAS results (gender-based)

	Males	Females
No anxiety	4	8
A little anxiety level	17	13
Moderate anxiety	3	15
High anxiety	0	2

17% of male and 21% of female students were not anxious. 71% of male and 33% of female students felt a little anxious. 13% of male and 38% of female students had moderate anxiety. No male and 5% of female students experienced high anxiety.

2.4 Results of the SAS-TR

Table 3. SAS-TR results compared to the results of FLCAS

	9th grade		10th grade	
	SAS-TR	FLCAS	SAS-TR	FLCAS
No anxiety	4	2	4	2
A little anxiety level	3	1	2	1
Moderate anxiety	0	3	0	3
High anxiety	0	1	0	0

The only case, where both teachers and students had the same results, was about not anxious students. All 4 of the not anxious students according to the FLCAS were selected as not anxious by their teachers. Two cases were completely different from the results of the FLCAS. In one, the teacher thought that the 10th-grade student had no anxiety when the student had a score of moderately anxious. In another case, the teacher thought that the 9th-grade student did not have anxiety when the student had high anxiety. In three cases, the teacher scored students as being a little anxious when they had moderate anxiety levels according to the students. In one case, a student was a little anxious, but the teacher thought he was not anxious. In three cases, there was only a couple of point difference that would have shown the same level of anxiety as it was in the FLCAS.

In some statements, the student answered *agree* but a teacher chose *sometimes*, which differed from the student's answer by 1 point out of 3. In most cases, the teacher's answers were different from the student's ones by 0.5 points.

In most cases, the answers were different, because the students were more worried, shy, self-conscious, and afraid than the teacher thought they were, especially, when it comes to speaking.

In the case of the statement “This child complains of headaches, stomach aches or feeling sick”, the answers of teachers and students may differ, even significantly, because some teenagers may be silent about their pain, be absent from the lesson on days like that or silently go to the nurse’s office without consulting with the teacher.

2.5 Results of the interviews

Talking about mental factors, both Teacher A and Teacher B agreed that they are indeed present in the classroom. Teacher A said that it is because “we are working with people, and people are different, students are different as well. Their temper, mood can be different.” Teacher B said that “we are full of emotions. Students are also very emotional nowadays in every aspect of the lesson. But they are always trying to communicate it, to open up.”

Discussing the sources of negative mental factors in the class, teachers mentioned several groups of factors: internal student factors, external lesson factors, and external to-school factors.

External to-school factors were family and friends. Teacher A mentioned that “some problems are from the family. Everything depends on that.” Teacher B also talked about family issues affecting the learning process. “The main source of negative emotions comes from family. If it’s not okay there, students are closed. ... A lot depends on the parents and how they react to the school.” Not only the relationships in the family but also relationships with friends can affect a student’s mental well-being. Teacher B: “Friends affect them, too. Today they are friends, the next day they are enemies”.

External lesson factors were other students’ behavior, the teacher’s attitude, and the amount of homework. Teacher A stated that “some students’ behavior influences the atmosphere in the class. Specific students can influence the class in general”. She mentioned that class leaders can set a mood for the whole group and if they have a negative attitude to the lesson, other students can feel that and it can impact the atmosphere of the lesson negatively. She added that homework can negatively affect a student and mentioned teachers’ attitude: “It depends on a teacher, who understands what kind of students are in front of her or him. If a teacher uses some personal approach to the students, this can influence language learning.” Teacher B named factors like “teachers, their attitude, and other students”.

Mentioned internal student factors were one's attitude and general knowledge of the subject. Teacher A said that "When a student doesn't understand a lesson or a topic, it can bring some negative emotions." She also indicated that students' attitude plays a role in this process. Teacher B stated that "general knowledge of the lesson affects students. Students can be anxious during the lesson because they are not ready."

Speaking of students and their mental well-being, teachers had different opinions. Teacher A said that modern students are more concerned and well-informed about their mental health than she was as a student. "They are more concerned about their mental health. They have access to resources, they learn from the internet, some attend psychology classes, they have people to turn to and they can discuss some things that frighten them." On the other hand, teacher B said that "most of the students are not aware of problems they have because they are hidden somewhere deep inside of them". He also added "when you start talking about it openly in the class, some students admit that they have some mental stuff affecting their life in school. But not many students, only a few are ready to talk and are aware of it."

Both teachers guessed that there is a high percentage of adolescent students dealing with anxiety today. Teacher A said that half of 15–18-year-old students feel anxious, and Teacher B mentioned a rate of 60-70%. He added that "some of them can't admit it [being anxious], they don't admit it. They don't even know; they just hide it somewhere." In addition, 9-10th grade students have a huge workload and they have a lot of homework to do. Teacher A: "They do a lot, especially 10th. One of the aims [of education] is to prepare them for the national exam. It's big and serious. That's why teachers give them more assignments like essays, reports, and tests. It's time-consuming."

Since one of the purposes of the interview was to understand teachers' awareness of the topic of mental factors in language learning, especially, anxiety, it was necessary to understand how they define it. Both teachers gave a vague definition of anxiety. Teacher A stated that it is "how students feel about the lesson and the subject in general". It is also their "psychological well-being, behavior, and attitude towards the lesson or the subject." Anxiety can be a result of "how they feel at the lesson". Teacher B said that anxiety is a state "when you don't feel comfortable in the situation and some thoughts distract you from the task you are going to do."

To understand that it is about coping with anxiety, one should realize what anxiety looks like. Teacher A said she understands that her student is anxious by watching their face, emotions, and body language. Teacher B said “I watch their behavior. They can look somewhere, space out, they don’t notice others around.”

When it comes to having personal experience with anxiety, both teachers recognized that they were anxious during their school days. Teacher A spoke about being worried about subjects you have difficulties with. “There were some subjects that I was quite worried about because I didn’t understand them or a specific topic, or the teacher was too strict with me, so these were the factors that made me worried about the lesson and the result.” Teacher B mentioned a fear of public speaking. “I was very shy; I didn’t want to be looked at by others. When I was in front of the class, I was just... it was the most difficult part of my school life I remember”.

Seeing nervous students in the classroom, both teachers tried to take action. Teacher B: “Sometimes I ask what’s going on and some are ready to share some problems, but sometimes I see that it is not a good idea to start talking to them now, so I leave them alone for the time being.” Teacher A said that she is trying to communicate with a student. If there are problems with understanding, she explains more or makes a task easier.

Both teachers explain more when students do not understand something during the lesson. Teacher B: “I repeat, I write it on the blackboard. Repetition, I use the 3P model: presentation, practice, production.” Teacher A uses different methods of explanation such as visualization, analogy, or simply practice. “It is necessary to know the class and their strong sides, how they learn and to adapt your explanation and lesson to them.”

Mistakes can also be a reason for students to be uncomfortable in the lesson. Teacher A highlighted that “one of the aims is not only to teach the students but to make them feel relaxed and confident in my class.” While correcting mistakes, she uses humor and explains that making mistakes is an essential part of the learning process. “Talking is more important. It’s better to say something wrong than doing nothing. Mistakes are present in everyday speech and the learning process. I want students not to worry about making mistakes.” Teacher B shared “While speaking, I don’t stop them. I explain something after they are done with the task. In the next lesson, I usually write the words they had difficulties with on the desk, and we repeat them.”

Since the language barrier can contribute to the nervousness of the students, both teachers agreed that constant practice is necessary to overcome it. They can watch movies, listen to music in English, and they can practice. Teacher A: “Not just tasks, but to practice during the breaks, use daily topics.”

One of the final questions was about how teachers can help or do help anxious students. Teacher A said that “If they are anxious about the task, for example, speaking, I give them more time to prepare, and relax, and I can joke a little or ask simple questions to warm them up.” Sometimes a student may be so nervous that they refuse to answer. “If they are worried, even though they are ready, I give them another chance to answer on the next day or during the break, when there are no other students around if the student is afraid to speak in public.” Teacher B said that if someone refuses to answer “I don’t talk to them in the middle of the lesson because I know sometimes students not in the mood can start arguing and behaving badly, so I ask them after the class, I try to find out their feelings.” Teachers can also offer advice to anxious students. They can communicate with them and discover the cause of the problem. Sometimes a more mature teacher can share their experience and answer the questions students cannot find answers to themselves.

Both teachers expressed interest in expanding their knowledge on this topic. Teacher A: “I do really need this knowledge. Teachers work with students and they have to consider their feeling and watch their development, especially, when a teacher takes a new class of students.” Meanwhile, teachers read different psychological articles and discuss some issues with colleagues, who can give advice.

2.6 Discussion of the results

■ no anxiety ■ little anxiety level ■ moderate anxiety ■ high anxiety

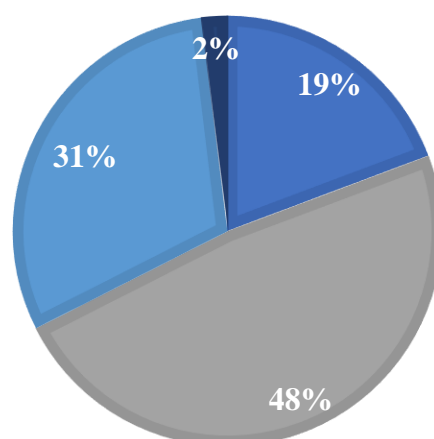


Figure 1. FLCAS results of both 9th and 10th grades

The second research question concerned 9th and 10th-grade students and the level of their anxiety. The number of not anxious students exceeds those with anxiety, which is a positive result. According to the FLCAS (Figure 1), 33% of the students were moderately or highly anxious with 27% of the anxious being females and only 5% being males. It is clear that females in the research setting were more anxious than males, which corresponds to the statistics in Estonia. However, the number of females and males being not or a little anxious was the same. Almost half of the students had a little anxiety level. Many students were mostly concerned about public speaking and speaking, in general, without preparation, proving that the main causes of language anxiety are the social and communicative components. Moderately and highly anxious students expressed anxiety symptoms like trembling, heart pounding, and heavy breathing during English language lessons.

Considering the results of the FLCAS, it may mean that teachers somewhat pay attention to the well-being of their students during English language lessons. Since teachers mentioned that they try to communicate, learn how their students feel, make them comfortable, and consider mistakes as a natural aspect of learning, some students were ready to open up, discuss some issues, and try to participate in the lesson. However, the SAS-TR results showed that not always teachers saw and recognized anxiety in their students. Sometimes teachers misjudged the mental state of their students completely, but in most cases, they

thought that students were less nervous than they were in reality. In 54% of the cases, teachers misread the feelings of their students.

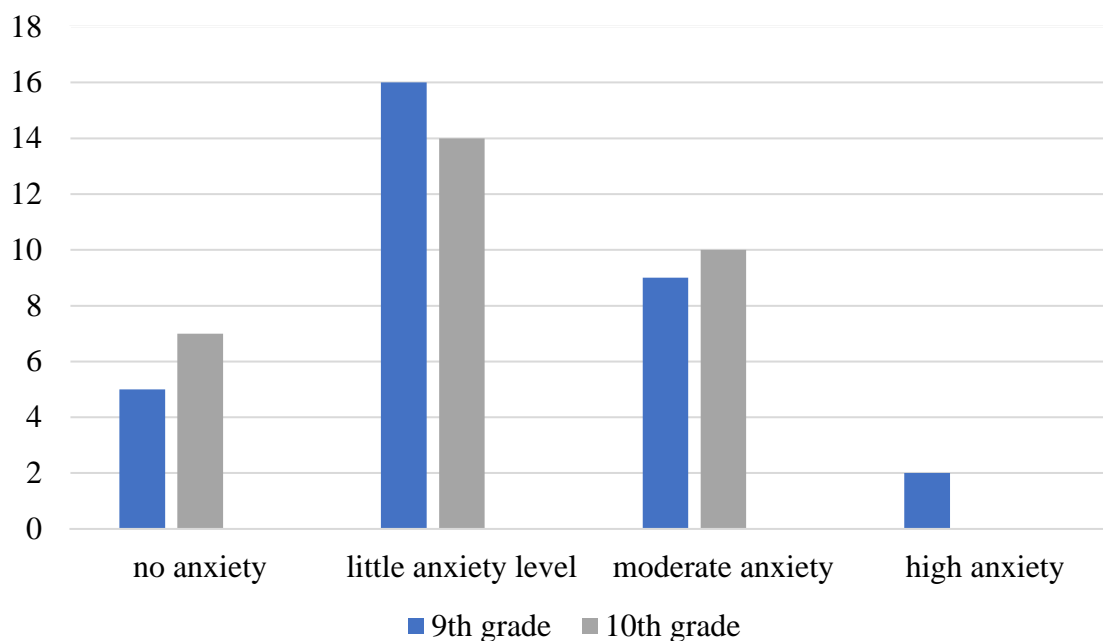


Figure 2. FLCAS results according to the grade

The anxiety rate of the students can be connected to the huge workload that students in 9th and 10th grades have and also to the important period of their school life. According to the answers, most of the students did not mind having more English language classes. Many students experienced public speech anxiety, they were afraid of answering without preparation and of other students laughing at them.

Nevertheless, there were no students with high anxiety in 10th grade (Figure 2). In both grades, the number of students experiencing little and no anxiety was equal. Overall, results of the 9th and 10th grades were similar with a 1–2-person difference in every category. 9th-grade students were more anxious than 10th-grade students, but the difference is small.

Discussing the first research question, it is seen that the ESL teachers possess some knowledge of mental health factors involved in language learning, but they are not completely aware of them. Teachers mentioned fear of public speaking, a big amount of homework, family, friends, teachers, their attitude, other students' behavior, and general knowledge of the subject as factors affecting the learning process. They also guessed a high percentage of teenagers experiencing anxiety in Estonia. However, the word “anxious” is an

interchangeable synonym for “worried” and “nervous” for them. The definitions of anxiety also show a lack of understanding of this topic.

Teachers never mentioned test anxiety or anxiety that comes with speaking in a foreign language, even though the latter was the main concern of the students according to the FLCAS. A partial understanding of students’ feelings was also present in the results of the SAS-TR compared to the FLCAS.

Overall, ESL teachers possess some knowledge of mental factors in the classroom, they can even bring their own examples of experiences. Nonetheless, there are no specifics on this topic, teachers do not differentiate between certain emotional factors present in the language learning process, they take them as one whole entity as if having worries and experiencing a specific type of anxiety are the same for them.

There might be a connection between teachers’ awareness of mental factors in English language learning and their students’ anxiety. Teachers’ relative knowledge of the topic, desire to help students be at ease during the lessons, and readiness to communicate may have positively impacted students’ well-being and perception of these lessons, so almost two third of the students have no anxiety or are a little anxious. Teachers try to support students when they see them being nervous. They give them more time to prepare, they do not force them to speak in front of the whole class, they check students’ well-being and offer them help. However, it is clear that teachers need to be more attentive to students because of how the results of the teachers’ and students’ perspectives differ.

Undeniably, not everything depends on teachers. Some students might be good at hiding their true feeling or be uncomfortable sharing them with teachers. Some not anxious students may generally not care about their studies and academic achievements whatsoever. There are also problems that require a specialist’s assistance and some problems, such as family issues, deeply affect children, but in most cases, teachers might not be useful to turn to and open up to, so students keep everything to themselves. However, when it comes to foreign language anxiety, teachers have the ability to positively affect students’ well-being and maybe even achievement for a short time being. A positive class environment and interesting lessons may even draw students’ attention from their problems and help them relax at least for a lesson. Therefore, both teachers and students need to develop their social and emotional competencies to create that environment for each other during English language classes.

CONCLUSION

This thesis aimed to establish a correlation between ESL teachers' awareness of mental factors that affect students' language learning process and their students' anxiety levels. It can be determined that there might be a relationship between the two after doing a case study using qualitative and quantitative tools. However, none of the gain data should be used to place a specific diagnosis on any of the participants, it is used merely to gain more understanding on the factors that require teachers' attention.

The central questions for this research concerned Narva ESL teachers' awareness of mental health factors affecting their students' English language learning process, their 9th and 10th-grade students' anxiety levels, and the relationships between the two.

The analysis of the background sources has shown internal and external factors affect L2 learning. Internal or affective factors can be characterized as a person's feelings, emotions, values, motivation, and attitudes and they display how a learner manages the emotional aspects of the learning process. The overall process of learning languages involves students' emotions, barriers, perspectives, etc., as well as teachers' understanding of and responses to those mental elements. Students' motivational levels, academic achievement, and well-being depend on teacher-student relationships, their perception of each other, and the school climate. To support students' emotional well-being, promote their competencies, and reduce behavioral issues, schools can implement SEL programs.

When it comes to students' well-being, MacIntyre stated that courses on language acquisition are often the main concern of students. He specified that students may feel uneasy learning a new language, and the social and communicative components of language learning that result from social fears are the main causes of language anxiety. It can be foreign language anxiety which, according to Horwitz, is a student's negative response to language learning.

The practical part of the research concerned students' anxiety levels in 9th and 10th grades and their teachers' awareness of the mental factors involved in the English language learning process, including anxiety. Using FLCAS and SAS-TR, the levels of students' anxiety and their teacher's perspective of them were measured. The interviews enabled to assess teachers' awareness of mental factors involved in the language learning process and their negative impact on students' course of learning.

The study demonstrated that in 9th and 10th grades, students were anxious, but not to an extreme degree. The 9th-grade students were more anxious than the 10th-grade students with females having higher anxiety levels than males. In both grades, the number of students experiencing little and no anxiety was equal. In most cases, teachers misread the feelings of their students and thought that they were less anxious. The only case, where both teachers and students had the same results, was about not anxious students. Based on the interviews, both ESL teachers possess some knowledge of mental factors in the language learning process and they tried to pay attention to the well-being of their students, nonetheless, they take emotional factors present in the classroom as one whole entity without details.

Students' anxiety levels might be related to their teachers' awareness of mental factors in English language learning. Teachers' relative knowledge of the topic, desire to help students be at ease during the lessons, and readiness to communicate may have positively impacted students' well-being and perception of these lessons, so almost two third of the students have no anxiety or are a little anxious. Even though teachers try to support students when they see them being nervous, they need to be more attentive to students because of the differences between the teachers' and students' answers.

Results have clearly shown that students are mostly worried about and afraid of the social and communicative aspects of the lessons and teachers need to gain more insight into the emotional aspects of learning. On the other hand, teachers might have mistaken some students' states because students hid it well or were not comfortable sharing their problems with teachers. Students' anxiety levels might be connected to the transition period of their school lives, which was the original reason for researching the chosen grades.

Since it is a case study, it is limited by place and the number of participants, so it is difficult to apply the gained data to a larger population. To understand the link between teachers' awareness of mental factors and students' well-being, it is necessary to interview more participants and grades, as well as to assess other factors than anxiety. It would also be beneficial to have more SAS-TR to compare to the FLCAS results. Establishing a better understanding of the position of SEL in Estonian education and whether it is applicable currently in schools is necessary, too.

SUMMARY IN ESTONIAN

Magistritöö teema on „Narva inglise keele teine keelena õpetajate teadlikkus mentaalsetest faktoritest inglise keele õppeprotsessis ja selle mõju õpilaste ärevusele“. Selle lõputöö uurimisprobleem põhineb Narva inglise keele kui teise või võõrkeelena õpetajate arusaamal vaimsetest teguritest oma töös, mis viib arusaamisele vaimsetest teguritest, mis mõjutavad õpilaste keeleõpet. Vaimsete tegurite all peab autor silmas motivatsiooni, ärevust, enesehinnangut või enesekindlust, keskendudes võõrkeelsele ärevusele, mille on välja pakutud Horwitz. Käesoleva töö eesmärgid on uurida Narva inglise teise või võõrkeelena õpetajate teadlikkust õpilaste keeleõppeprotsessi mõjutavatest mentaalsetest faktoritest, nimelt ärevust; välja selgitada 9.-10. klassi õpilaste võõrkeeleõppe ärevusetase ning tuvastada, kas õpetajate teadlikkus ja õpilaste ärevustase on omavahel seotud.

See juhtumiuuring otsib vastuseid järgmistele uurimisküsimustele:

1. Kui hästi Narva inglise keele teise keelena õpetajad teavad oma õpilaste õppeprotsessi mõjutavaid vaimse tervise tegureid?
2. Kui ärevad on nende 9. ja 10. klassi õpilased?
3. Milline on seos selle Narve inglise teise keelena õpetajate teadlikkuse ja nende õpilaste ärevustase vahel?

Magistritöö on jaotatud neljaks osaks. Sissejuhatus käsitleb keeleõppe protsessi mõjutavaid tegureid (Cross, 1981; Madrid, 1995, Brown, 2006; Wondu, 2018; Krashen, 1985). Sisemised ehk afektiivsed tegurid näitavad, kuidas õppija juhib õppeprotsessi emotsionaalseid külgi (Bloom et al. 1965; Anderson, 2001; Krashen, 1985). Esimene peatükk "Õpilaste vaimsed raskused ja õpetaja roll" käsitleb õpetaja ja õpilase suhteid vaimse tervise seisukohast ning seda, kuidas õpetaja roll õpilasi emotsionaalselt mõjutab (Durlak et al., 2011; Lester & Cross, 2015; Horwitz, 1986; Hoppe-Herfurth et al, 2021). Teine peatükk "Metodoloogia ja teadusuuringud" on uurimistöö praktiline osa, mis puudutab 9. ja 10. klasside õpilaste ärevustaset ning õpetajate teadlikkust inglise keele õppeprotsessiga seotud vaimsetest teguritest, sealhulgas ärevusest. Andmete kogumiseks kasutati FLCAS-i, SAS-TR-i ja intervjuusid õpetajatega. Kokkuvõttes antakse ülevaade tervest tööst ja töö tulemustest.

Tulemused on selgelt näidanud, et tundide sotsiaalsed ja kommunikatiivsed aspektid on õpilaste hirmude ja murede peamine põhjus. Kuigi õpetajad püüavad õpilasi toetada, kui nad

näevad, et nad on närvilised, peavad nad olema õpilaste suhtes tähelepanelikumad ja saama rohkem aimu õppimise emotsionaalsetest aspektidest, sest õpetajate ja õpilaste vastused on erinevad.

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LISAD

Lisa 1 FLCAS

NAME:..... Grade:.....

ANXIETY IN ENGLISH LANGUAGE CLASSROOM

All answers are strictly confidential and can be seen only by the author herself, so do not worry and fill in bravely.

REMEMBER: everything here is about your English lessons.

Takes 6 min

SA = strongly agree;

A = agree;

N = neither agree nor disagree (neutral);

D = disagree,

SD – strongly disagree

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my English language class.					
2. I don't worry about making mistakes in English language class.					
3. I tremble when I know that I'm going to be called on in English language class.					
4. It frightens me when I do not understand what the teacher is saying in English.					
5. It wouldn't bother me at all to have more English language classes					
6. I start to panic when I have to speak without preparation in English language class.					
7. During my English lesson, I think about other things that have nothing to do with the lesson.					

8. Even if I am well prepared for my English class, I feel anxious about it.					
9. I keep thinking that the other students are better at English than I am.					
10. I am usually at ease during tests in my English lessons.					
11. I feel confident when I speak English in class.					
12. I worry about the consequences of failing my English course.					
13. I don't understand why some people get so upset over English lessons.					
14. In my English lesson, I can get so nervous I forget things I know.					
15. It embarrasses me to volunteer answers in my English lessons.					
16. I would not be nervous speaking English with native speakers.					
17. I get upset when I don't understand what the teacher is correcting in my speech/work.					
18. I often feel like not going to my English lesson.					
19. I am afraid that my English 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 my English lesson.					
21. The more I study for an English test, the more confused I get.					
22. I don't feel pressured to prepare very well for an English lesson (do homework, etc.).					

23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. The information in English classes moves so quickly, I worry about getting left behind.					
26. I feel more tense and nervous in my English lesson than in my other lessons.					
27. I get nervous and confused when I am speaking in my English lesson.					
28. When I'm on my way to the English lesson, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word my English teacher is saying.					
30. I feel overwhelmed by the number of rules you have to learn to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around native English speakers.					
33. I get nervous when my English teacher asks questions that I haven't prepared in advance.					

THANK YOU FOR YOUR TIME!

Lisa 2 Interview Questions

1. Do you think that modern students are more concerned about their emotional well-being than, for example, you were their age?
2. Do you think that mental factors are present in the language learning process? (Can you name some of them?)
3. How these factors might affect the language learning process? What can be the result of their impact?
4. What can be the source of negative mental factors in students (negative – harmful, e.g., depression, suicidal thoughts, anxiety)
5. What is anxiety, in your opinion?
6. Looking back at your young self, have you ever felt anxious at school? Do you mind sharing your experience?
7. What kind of situations can make you or other people anxious?
8. Can you guess the percentage of teenagers dealing with anxiety in Estonia? Let's say between 15 and 18 years old. Teens who experience depression?
9. Have you ever encountered students with anxiety? How did you understand that this was anxiety? What did it look like? In what settings did you notice them being anxious?
10. How do you tend to correct oral mistakes in class?
11. How do you decide who is going to answer?
12. What do you do when someone is not responding in class?
13. When someone doesn't get something – doesn't understand – what do you usually do?
14. What are your methods to deal with a language barrier in students?
15. Have you ever seen students giving up on learning English in the middle of their studies? What were your thoughts/responses?
16. In 9 and 10 grades, how much workload do students usually have?
17. In your opinion, can you personally help students who feel anxious in your class? What can you do/ what do you actually do?
18. Are you interested in expanding your knowledge about the emotional aspect of the language learning process?

Lisa 3 School Anxiety Report

Teacher's name:	Date:
Child's name:	Grade:

For each item, please fill in the circle that best describes how this child has been **over the last three months or this school year**. Please answer all of the items.

	Never	Sometimes	Often	Always
1. This child is afraid of asking questions in class	0	1	2	3
2. This child speaks only when someone asks a question of them	0	1	2	3
3. This child worries about what other people think of him/her	0	1	2	3
4. This child does not volunteer answers or comments during class	0	1	2	3
5. This child is afraid of making mistakes	0	1	2	3
6. This child hates being the center of attention	0	1	2	3
7. This child hesitates in starting tasks or asks whether they understood the task before starting	0	1	2	3
8. This child worries about things	0	1	2	3
9. This child worries that (s)he will do badly at the subject	0	1	2	3
10. This child worries that something bad will happen to him/her	0	1	2	3
11. This child seems very shy	0	1	2	3
12. This child complains of headaches, stomach aches, or feeling sick	0	1	2	3
13. This child feels afraid when (s)he has to talk in front of the class	0	1	2	3
14. This child hesitates to speak when in group situations	0	1	2	3
15. When this child has a problem, (s)he feels shaky	0	1	2	3
16. This child appears nervous when approached by other children or adults	0	1	2	3

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