FUNDACIÓN UNIVERSIDAD DE LAS AMÉRICAS – PUEBLA

Escuela de Humanidades
Departamento de Lenguas

Tesis presentada por Rachel Kaye Elofson Frydenlund como requisito parcial para obtener el grado de Master en Lingüística Aplicada. Dirigida por la Mtra. Connie Johnson y aceptada por el Departamento de Lenguas.

Santa Catarina Mártir, Puebla, Primavera de 2001

Second and Third Language Anxiety in Adolescent Korean Students Studying at a Bilingual High School in Puebla, Mexico

This Thesis has been Read and Approved by the Members of the Thesis Committee of

Rachel Kaye Elofson Frydenlund

as Partial Fulfillment of the Requirements for the Degree

Master in Applied Linguistics

_____
Mtra. Connie Johnson
(Director)

_____
Dr. Virginia LoCastro
(Committee Member)

_____
Lydia Elizabeth Giles Torres
(Committee Member)

TABLE OF CONTENTS

Appendixes

Second and Third Language Anxiety

in Adolescent Korean Students

Studying at a Bilingual High School in Puebla, Mexico

I. INTRODUCTION

1.0   <u>Overview</u>

Adolescence can be difficult years for all children. But imagine having to attend school thousands of miles away from your home country, in a culture far different from your own, amongst school-mates who hold bias and prejudice against your race, and worst of all, in a language or languages unfamiliar to you. This is the case for a number of Korean students studying at a prestigious, upper-class college preparatory school in south-central Mexico. At both the junior high and high school levels of this school, students are taught in English and Spanish, the ratio depending on the students' proficiency in English. Korean immigrant students are, therefore, required to study all required subjects in either English or Spanish with no assistance in their native language.

Personal observations of these students by the researcher noted that a number of the students were not passing their courses. In addition, their ability to effectively communicate in either Spanish or English was quite low for even some that had been in Mexico for a number of years. Other observations were made by the investigator of discriminatory behavior by the Mexican students towards the Korean students in the form of racial comments and segregation. The purpose of this study is to specifically identify some of the difficulties Korean immigrant

students are having in the school and how these difficulties contribute to and/or are a result of language anxiety in both the second and third language environments.

1.1 Review of Literature

1.1.1   Adolescent Immigrant Children

Low self-esteem is one of the most common characteristics found in adolescent immigrant children along with depression, anxiety and loneliness. Immigrant children are taken from their homes by their parents, in most cases, and relocated in a country where they are not familiar with the culture or the language. During adolescence, a child is creating a self-identity and discovering their place in this world. This period can be quite stressful and confusing for all children. Adolescent youths, both of minority and majority groups, face the cruel teasing that is quite common among adolescents. By the time children reach adolescence they have acquired various means of verbal attack including name-calling, belittling and sarcastic remarks as well as a number of other ways of telling someone else that they are not liked (Jersild, 1957).   With immigrant children, this stress is intensified as they experience culture shock when encountering unfamiliar values, behaviors, and norms (James, 1997).

In addition, Asian immigrant youth encounter stressors such as discrimination and racial/ethnic stereotyping.   The number of Asian immigrants and refugees has increased significantly over the past decade which has led to a strong anti-Asian sentiment in the United States (Carol, 1989). It is quite possible that there is a strong anti-Asian sentiment in Mexico as well in particular due to the type of businesses Korean immigrants engage in. In general, Koreans in Mexico are either owners or managers of textile factories, employing Mexican workers at

low wages, or involved in illegal importing and selling of clothing and other merchandise. The prejudice that these students feel can cause them to act out violently, become apathetic, or become determined to preserve their cultural identity resulting in further nonacceptance in the community (Carol, 1989).

Many of the personality factors found that contribute to a student experiencing language learning anxiety such as depression, loneliness, and low self-esteem are also listed as common psychological problems amongst immigrant adolescents which has led the researcher in this study to assume that the circumstances of being an immigrant adolescent could also be added to the list of factors attributing to language anxiety.   However, since there is little information regarding Asian immigrants, especially school-aged youth (Chiu & Ring, 1998, cited in Yeh & Inose, 2002; Florsheim, 1997, cited in Yeh & Inose, 2002), the connection between the two has not been widely studied. What has been documented, however, is that Asian immigrant youth are suffering in school and experiencing severe adaptive problems such as dropping out, juvenile delinquency, and gang involvement (Chiu & Ring, 1998).

1.1.2 Language Anxiety

The potential for anxiety in the foreign language classroom has been studied for several decades. Psychologists have identified it as one of several types of anxiety (Horwitz & Young, 1991) and have described it as a specific type of communication anxiety that occurs primarily because the student has to speak the foreign language in front of a group (Horwitz, Horwitz, & Cope, 1986). Foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, behaviors related to classroom language learning arising from the uniqueness of

the language learning process" (Horwitz, 1986, p.128). Students experiencing foreign language anxiety experience apprehension, worry, and dread. They have difficulty concentrating, become forgetful, sweat and have palpitations (Horwitz, Horwitz, & Cope, 1986).

Horwitz and Young (1991) suggest many factors associated with communication apprehension, including personality characteristics. Of these characteristics the one that is the most consistent correlate of communication apprehension has been self-esteem. The language learning experience challenges an individual's self-concept and can lead to a student experiencing fear, self-consciousness, and panic (Horwitz, Horwitz, & Cope, 1986). Students with low self-esteem already suffer from these symptoms, which are intensified in a high-anxiety situation such as that of language learning (Oxford, 1999).

During the past couple of decades, researchers have been developing taxonomies of factors that are involved in the process of learning a second language. Factors have been identified that influence second language acquisition including social, affective, cognitive, biological, a student's aptitude, personal, input and instructional (Schumann, 1978). One or a combination of these factors can lead to a student experiencing foreign language anxiety.

Language learning anxiety is just one of many different types of anxieties. According to Horwitz & Young (1986), it can be viewed from two different perspectives. The first approach defines language anxiety as a manifestation of other more general types of anxiety. The second approach views language anxiety as a distinctive form of anxiety that presents itself in response to the unique experience of language learning. This second view, that anxiety is linked directly

to performing in the foreign language, and is therefore not simply general performance anxiety, is shared by many researchers in the field (Gardner and MacIntyre, 1993; Horwitz, Horwitz, and Cope, 1986). Horowitz , Horwitz, and Cope, (1986) and Young (1991) also draw the distinction between foreign language anxiety and general anxiety by suggesting that foreign language anxiety occurs primarily because the student must perform in the second language in front of a group.

Although research has shown that foreign language anxiety is unique to the language learning experience, its physical signs are quite similar to those of general anxiety. Oxford (1999) groups these signs of anxiety into four categories. The first is general avoidance, including forgetting the answer, showing carelessness, missing class, arriving late and low levels of verbal production. The second is the student's physical actions. These include squirming, fidgeting, playing with hair, and displaying jittery behavior. Third are the physical symptoms, including headaches, tight muscles, or any other type of unexplainable pain in any given body part. Last are the culture-specific signs of language anxiety. These could include overstudying, perfectionism, social avoidance, lack of eye contact, hostility, laughing or joking (Oxford, 1999).

Shwarzer (1986) defines anxiety as feelings of discomfort, tension, negative self-evaluation, and having the tendency to withdraw in the presence of others. Language anxiety can occur in response to a particular situation or event (situational or state anxiety). However, it can also develop into a lasting, character trait (Oxford, 1999).

Anxiety in the foreign language classroom can be both helpful and harmful. Low degrees of anxiety can help a student to remain alert, interested, and to strive for success (Oxford, 1999; Horwitz & Young, 1986). Harmful anxiety, sometimes called 'debilitating anxiety', because it is harmful to learner performance, create overt avoidance of the language by causing the learner to experience worry and self-doubt. Most language research shows a negative relationship between anxiety and performance (Oxford, 1999).

Horwitz, Horwitz, and Cope (1986) describe foreign language anxiety as having three components. The first is communication apprehension. This type of apprehension occurs as a result of the learner not being able to communicate their thoughts and ideas due to an immature second language vocabulary. Not being able to express one's feelings or understand another person can cause the learner to experience frustration and apprehension. People who suffer anxiety when speaking in front of a group in their first language are more than likely going to experience an increased level of anxiety when speaking in a foreign language in which their performance is being even more closely monitored and observed.

The second component is the fear of negative social evaluation. This type of apprehension is caused by the fear of the learner of being negatively evaluated by others, including the teacher, peers, or any other observer or participant in the interaction. The language learner may be unsure of what they are saying and feel as if they are not able to make a good social impression. One experiencing this type of apprehension is likely to try and avoid evaluative situations.

The third type of apprehension mentioned by Horwitz, Horwitz, and Cope (1986) is test-anxiety, or apprehension over academic evaluation. This type of

anxiety refers to a type of performance anxiety that comes from a fear of failure. In the foreign language class, evaluations are frequent as a measure of a student's abilities and progress and as a result, a student with this type of anxiety more than likely experiences great difficulties.

As mentioned at the beginning of this section, however, Horwitz, Horwitz, and Cope (1986) do not see foreign language anxiety as simply a combination of these factors applied to foreign language learning, but rather a distinct complex of factors related to the unique experience of foreign language learning.

MacIntyre and Gardener (1989) evaluated Horwitz, Horwitz, and Cope's (1986) theory of foreign language anxiety mentioned above in order to establish a theoretical framework from which foreign language anxiety research could proceed. In their study, MacIntyre and Gardner administered a series of anxiety scales measuring anxiety in French, mathematics, and English classrooms, including applying Horwitz, Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) to 52 male and 52 female psychology students between the ages of 18 and 25. The results found that the students showed higher levels of anxiety in the foreign language questionnaires as compared to those scales that measured anxiety in other subjects such as mathematics and English. These results indicate that French class was the most anxiety provoking of the subjects tested.

The results of their study also proved to support Horwitz, Horwitz, and Cope's theory that performance anxieties due to communication apprehension and fear of negative evaluation bear an obvious relationship to communication anxiety. The study, however, did not support Horwitz, Horwitz, and Cope's (1986)

generalization concerning text anxiety. The study showed that this type of anxiety contributes to the general anxiety factor and not communicative anxiety.

Foreign language anxiety is associated mostly with the oral aspects of language use, which include listening and speaking (Saito et. al, 1999). Young (1990) and Phillios (1992, cited in Vogely, 1998) also agree that students report higher levels of anxiety when speaking the foreign language than with any other activity. However, Vogely states that listening also provokes anxiety when the material is incomprehensible (1998). MacIntyre and Gardener (1989) explain anxiety in listening by stating that when a student's mind is dealing with anxiety, it interferes with the student being able to concentrate on the message being received.

Reading and writing are also possible aspects of foreign language that could provoke anxiety in learners. Saito et al. (1999) proposed that there are two areas of reading that could potentially result in anxiety: unfamiliar scripts and writing systems, and unfamiliar cultural material. Students may be able to understand the words of a text they are reading; however, they may not be able to understand the message due to cultural factors or idiomatic expressions.

Writing may provoke anxiety due to the fact that students are usually evaluated by the teacher in a classroom situation. This type of anxiety would be linked to the test-anxiety mentioned by Horwitz, Horwitz, and Cope (1986).

Causes for language anxiety can range from personal issues, such as low self-esteem to procedural, such as caused by certain classroom activities and methods (Oxford, 1999). This thesis will examine several of these correlates as

possible causes for language anxiety in the Korean students at the American

School of Puebla.

1.1.3 Self-Esteem and Self-Efficacy

"Self-esteem is a self-judgment of worth or value, based on feelings of

efficacy, a sense of interacting effectively with one's own environment. Efficacy

implies that some degree of control exists within oneself" (Oxford, 1999, p.62).

There is a direct correlation between learners with low self-esteem and

unsuccessful language learners (Price, 1991). This strong link between learners

with low self-esteem and weak classroom performance can be witnessed on any

given occasion in the classroom (de Andres, 1999). A child who has low self-

esteem is timid and has a hard time making decisions in fear that they might make

a mistake. Their self- esteem has been formed largely based on the positive and

negative experiences they have had in their environment related to how they are

viewed by their 'significant others' and how they view themselves. Significant

others are their parents, teachers and peers, in that order in regard to importance

(de Andres, 1999).

Reasoner (1982, cited in de Andres, 1999) isolated five key components of

self-esteem: a sense of security, a sense of identity, a sense of belonging, a sense

of purpose, and a sense of personal competence, the most important of these

being the child's sense of safety and security. In the foreign language learning

situation, this sense of safety is compromised due to the nature of language

learning. Language learning can cause a threat to one's self-esteem by taking

away a student's normal means of communication, their freedom to make

mistakes, and their ability to behave as normal people. When a student has high

anxiety and low self-esteem, he/she is not able to handle their anxiety well, which leads to poor performance (Oxford, 1999).

1.1.4 Self-Concept and Identity Construction

Self-esteem, and self-efficacy, along with self-image all form what is called our self-concept. It is defined by Williams and Burden (1999, p.97) as "…a global term referring to the amalgamation of all of our perceptions and conceptions about ourselves which gives rise to our sense of personal identity". Norton (1997, 2000) defines identity as how people understand their relationship to the world, how that relationship is constructed across time and space and how one understands their possibilities for the future.

Young children are simultaneously constructing a more or less stable view of the world and an awareness of themselves as individuals, as well as how they fit into that world. The relationship between how the child sees itself and how they see the world is reciprocal in that the way they view the world influences how they view themselves and how they view themselves affects how they view the world (Williams & Burden, 1997).

A child's self-concept is also shaped by those around him/her. The most influential figures for the child's formation are the same as those listed as influencing the child's self-esteem: parents, teachers, and peers, in that order (Williams & Burden, 1997).

During adolescence, peers begin to take on a more important role in self-image construction (Williams & Burden, 1997). Unger (2000) divides identity construction of vulnerable adolescents into three developmental stages. During stage one, youths learn to maintain a singular self-definition through peer

interaction. During stage two, youths purposefully use their peer relations to experiment with multiple identities. In stage three, youths collaborate with their peers as equal partners in the construction of one or more identities for which they find acceptance.

This study examined adolescent students living and studying in a foreign country, culture and language. These students are not only passing through the stages of identity construction common to all adolescents, they have to construct this identity in both their home and native language and in school in their second language. Norton (1997, 2000) draws the relationship between language and identity. She states that every time language learners speak they are not only exchanging ideas and information; they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. She also states that it is through language that one gains or is denied access to powerful social networks that give learners the opportunity to speak.

1.1.5 Discourse; Coding and Analysis

The majority of the information gathered in this study was analyzed using discourse analysis. Defining what discourse analysis actually is, is quite difficult because terminological confusions abound. For the purpose of this study, a broad definition (Potter & Wetherell, 1987) will be used that defines discourse analysis as the analysis of all forms of spoken interaction, formal and informal, and written texts of all kinds.. The study of discourse has developed in a variety of disciplines including sociolinguistics, anthropology, sociology, and social psychology. Therefore, discourse analysis takes different theoretical perspectives and analytic approaches: speech act theory, interactional sociolinguistics, ethnography of

communication, pragmatics, conversation analysis, and variation analysis
(Schiffrin, 1994).

Potter & Wetherell (1987) have split the process of discourse analysis into ten
stages: research questions, sample selection, collection of records and documents,
interviews, transcription, intermission, coding, analysis, validation, the report, and
application. In this section, the processes of coding and analysis will be explored
more in detail due to their importance in this study.

The goal of coding, also referred to as categorical analysis (Knobel &
Lankshear, 2001), is to squeeze a large amount of discourse into manageable
chunks and to prepare the way for a more intensive study of the material through a
selective process (Potter & Wetherell, 1987). In the process of coding, similar data
are grouped together into categories. The categories are constructed logically,
according to the common characteristics of the topics that are found within each
category. These categories should be crucially related to the research questions of
interest (Knobel & Lankshear, 2001).

Next is the process of analyzing the data that has been categorized. First, a
pattern in the data obtained should be sought, looking for differences in either the
content or form of the accounts, and consistency: those features shared by
accounts. The next phase of analysis is to form hypotheses about the data
analyzed (Knobel & Lankshear, 2001).

1.2   Summary of Methodological Precedence

One of the main instruments used in this study was the Foreign Language
Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, Horwitz &
Cope (1986) as a result of reported experiences of students at the University of

Texas in their foreign language classes. In the summer of 1983, students taking

first year foreign language classes were invited to participate in a "Support Group

for Foreign Language Learning". Over one third of the total number of students

invited to participate were interested and concerned enough about their success in

their foreign language class to participate in the support group. During these

meetings, students spoke of "freezing" in class, standing outside the door trying to

work up the courage to enter, going blank before exams, as well as many

physiological symptoms of anxiety including tenseness, trembling, palpitations, and

sleep disturbances (Horwitz, Horwitz, & Cope, 1986).

The FLCAS has been used in several studies of language anxiety and has

mentioned several studies validating its credibility. Macintyre (1995) states that the

FLCAS is very useful in identifying those individuals who have experienced anxiety

in the past in language learning situations and has proved to be a good predictor of

those individuals who will experience this type of anxiety in the future.

The remaining instruments in the study, the Teacher Questionnaire, Student

Questionnaire, Journal Entries and Interview were designed by the researcher

based on several published guides for questionnaire writing.

According to Oppenheim (1992), a questionnaire is not an official form nor a

series of questions casually jotted down on a piece of paper without much thought,

but rather an important instrument of research; it is a tool for data collection whose

function is measurement. Fowler (1988) states that designing a good

questionnaire involves selecting the questions needed in order to achieve the

objectives of the research project, to test them to be sure they can be asked and

answered as planned, and to put them into a form to maximize the ease in which

respondents and interviewers can do their jobs. When designing the questionnaire, the first step is to decide what is to be measured and to ensure that the questions asked help accomplish the project's goals.

Fowler (1988) lists five principles to follow when designing the questionnaire. The first principle states that the questionnaire should be self-explanatory and that reading instructions should not be necessary, because they will not be read consistently. Second, the questions should be few in number to make the questionnaire less confusing and easier for the respondents. Next, the questionnaire should be typed, clear, and uncluttered. Fowler stated that putting questions too close together reduces the response rate compared to questionnaires spaced attractively over more pages. Next, skip patterns should be kept to a minimum. If respondents have to skip questions and jump to others, they may become confused. Lastly, to again avoid confusion of respondents, redundant information should be provided.

In contrast, Cohen & Manion (1985) provide a list of five things to avoid when designing a questionnaire. First, they recommend that one avoid leading questions that may suggest to respondents that there is only one acceptable answer. Next, they suggest that one avoid *highbrow* questions because they may lead to misunderstandings. Highbrow questions are those using extremely technological or elitist-type language. Next, one should avoid complex questions to avoid confusion. Cohen & Manion also suggest that one should avoid irritating questions or instructions. Lastly, they also suggest that one should avoid questions that use negatives.

1.3   Hypothesis and Research Questions

The research questions in this study are:

1.   What types of difficulties are teachers, other than the researcher, having in knowing how to best serve the Korean students in the school?

2.   How do other teachers perceive the treatment of the Korean students by other students and/or faculty?

3.   Are the Korean students of the American School experiencing Foreign Language Anxiety (FLA) in their English, Spanish or both classrooms?

4.   How do the Korean students feel that they are being treated in the school and/or the community of Puebla?

5.   What are the main causes of anxiety in the foreign language classroom for these students?

Based on the researcher's personal experience as a teacher in the high school campus of the school and having personally observed Korean students having difficulties in the classroom and being teased frequently by their Mexican classmates, both a null hypothesis and an alternative hypothesis were formed.

Hypothesis 1: (the null hypothesis)

The Korean students of the junior high and high schools of the American School of Puebla are not experiencing language anxiety

or

are experiencing language anxiety that is not related to the classroom environment.

Hypothesis 2: (the alternative hypothesis)

The Korean students of the junior high and high schools of the American School of Puebla are experiencing language anxiety which is caused by a negative classroom environment.

The next chapter will describe the instruments and methods used in attempt to answer the five research questions and hypotheses mentioned above.

II. METHODOLOGY

2.0 Overview

      The study consisted first of the administration of a teacher questionnaire (See Appendix A), whose purpose was to gather information to establish a basis for the study (to confirm that the problems regarding the Korean students in the school that the researcher was observing were also being perceived by other teachers and, therefore, should be investigated) as well as to answer research questions one and two: 1) What types of difficulties are other teachers other than the researcher having, if any, knowing how to best serve the Korean students in the school? 2) How do other teachers perceive the treatment of the Korean students by other students and/or faculty?   Next, the Korean students were given the Foreign Language Classroom Anxiety Scale (FLCAS) in order to determine whether or not they were suffering from foreign language anxiety in the classroom, thus answering research question number three: 3) Are the Korean students of the American School experiencing Foreign Language Anxiety (FLA) in their English, Spanish or both classrooms?

      The main goal of this study was to establish if Foreign Language Anxiety (FLA) was found and to determine what was causing the anxiety. In order to determine this, written student questionnaires and journal entries were used as a third source of data. The questions to be answered by the journals and in the questionnaires were questions leading the students to write and speak about problems they might be having in acculturating into Mexican society and the Mexican school environment hoping to answer the last two research questions: 4) How do the Korean students feel that they are being treated in the school and/or

the community of Puebla? 5) What are the main causes of anxiety in the foreign language classroom for these students?

2.1   <u>The American School of Puebla</u>

This study was conducted at the junior high and high school campuses of the American School located in the city of Puebla, Mexico.   Puebla is the fourth largest city in Mexico with a population of over 2,500,000. It is located approximately two hours south east of Mexico City. Its main industries are textiles, steel, candy, furniture, petrochemicals, autos (Volkswagens), auto parts, plastics, and soft drinks. It is also a large producer of ceramics, onyx, and pottery (American School of Puebla, 2002a).

The American School of Puebla is part of the international foundation of American Schools that are located around the globe. It is a non-profit, private institution that is recognized and assisted by the US Department of State but is otherwise unsubsidized, operating with funds entirely from tuition. Annual tuition for the junior high and high schools is approximately $6,000 USD, making it one of the most expensive schools in the city of Puebla and accessible only to a small, privileged sector of the population, although scholarships are available (American School of Puebla, 2002b).

The school is composed of three campuses: the pre-school/primary school, the junior high school, and the high school. The pre-school/primary school teaches children from three years old to sixth grade (currently with a school population of 1,495 students). The junior high school has grades seven through nine (544 students), and the high school has grades ten through twelve (536 students). The school also has a Bilingual Administrative Assistants program at the high school

campus, which is, however, separate from the regular school system (current enrolment of 64 students). Of the total number of students on all three campuses, 2423 are Mexican, 64 are United States citizens, and 153 students are from a total of 33 other countries with the largest numbers being from Germany (due to the Volkswagen plant) and Korea (due to the textile industry) (American School of Puebla, 2002a).

The curriculum of the primary school and junior high school follows a program designed by the Secretary of Public Education of Mexico. The high school follows a curriculum program designed by the Benemérita Universidad Autónoma de Puebla (BUAP). In addition, students of the high school have the opportunity to choose to be part of a curriculum program which is recognized and regulated on a global level called the International Bachelorate (IB).

From kinder garden to grade six (primary school), all students are taught 50% of the day in English and 50% in Spanish. In the junior high school, students of higher English levels may continue having instruction given 50% English and 50% Spanish. The lower level students, however, have that percentage reduced, the amount decided on an individual basis. In the high school, students of the IB program are instructed approximately 30% in English and 70% in Spanish. All other students have one English class a day, either Literature or United Nations, and all other courses are given in Spanish.

The three campuses of the American School of Puebla have a total of 225 full and part time teachers. Of these, 185 are Mexican, 35 are American, and five are from other countries including England, France, and Canada (American School of Puebla, 2002b).

The philosophy of the American School of Puebla is stated as offering students a solid academic base in order to know and understand the natural, social, and cultural world in which they live. It also aims to develop the students' ability to think and to analyze critically and to have the ability to express ideas and communicate clearly in both English and Spanish. Also, according to the philosophy, students will learn to develop social, interpersonal relations which will respect each person as an individual regardless of sex, age, nationality, race, creed, religion, physical or socioeconomic condition, political conviction, or ethnic or cultural origin. The school in fact states that respect for each human being is one of the most important values of the school, and that there will be special sensitivity to the rights and needs of individuals belonging to minority ethnic groups (American School of Puebla, 2003c).

The researcher in this study is an American teacher in the high school who has worked at the school for two years and teaches literature classes in English to those students in the BUAP curriculum program. Over the past two years, the researcher has had a total number of five Korean students in her classroom. During this time, she noticed attitudes and conduct by Mexican students and teachers in conflict with the philosophy of the American School. Some Korean students were observed being teased by other students, while others were ignored all together. Teachers (although very isolated incidents) were also overheard making comments to other teachers criticizing certain aspects of Korean culture and expressing generally negative attitudes towards this minority group. These observations caused the investigator to want to investigate this situation further

and to get a clearer picture of exactly what was happening in the school, and how this is affecting the education of this minority group.

The idea for this investigation was presented to the General Director or the American School of Puebla as well as the Principal of the high school. Both were extremely interested in the topic and eager to see the results of the study. They are both strong believers in the school's philosophy and hope that it is not just a philosophy but a reality.

2.2   <u>Teacher Questionnaire</u>

The questionnaire administered to the teachers was designed by the investigator with input given by fellow teachers and professors in order to choose insightful questions (See Appendix A). The questionnaire was comprised of a short paragraph description of why the questionnaire was being administered and for what purposes it would be used followed by 10 questions. The short paragraph description was to assure the teachers that all responses would be completely anonymous and used for the sole purpose of gathering information for the study.

The first four questions of the teacher questionnaire were to gather basic information about the teacher including the teacher's sex, nationality, years employed by the school, and courses taught. The purpose of these questions was to obtain a general description of the teachers in the school and the subjects they teach. Question number five simply asked if the teacher has or has had any Korean students in his/her classroom and if not to turn in the questionnaire with only questions one through four answered. The first five questions were then analyzed quantitatively and percentages were calculated for each question. The remaining six questions were open questions regarding the teacher's personal

experiences and observations concerning Korean students in the school. The responses to these last five questions were analyzed descriptively through discourse analysis by looking for common themes.

Because the American School of Puebla is a bilingual school, there are many international teachers who do not speak Spanish fluently. The questionnaire was written in both Spanish and English and teachers were given the questionnaire in his or her native language.

2.2.1   Participants

The subjects for phase one of the study were all of the teachers of both the high school and junior high school of the American School of Puebla. The primary school of the American School was not included in the study. The researcher wanted to focus on students who are dealing with the difficulties of adolescence, such as identity construction and self-esteem, along with the challenges of being a foreign student. A list of all teachers of both campuses was obtained from the administrative offices of the respective schools. The total number of teachers at the high school was 43 and the number of teachers at the junior high school was 42. These lists included both full and part time teachers of all school subjects.

2.2.2   Procedure

Before the teacher questionnaire was administered to the teachers, the investigator sought and received approval from the General Director of the American School of Puebla to distribute the instrument. Due to time restraints, the instrument was not piloted.

In December of 2002, the teacher questionnaire was given to all of the teachers of the high school by the investigator. The investigator used the list of

teachers given to her by the school's administration and personally handed the questionnaire to each teacher along with a brief explanation of what the questionnaire was for. Teachers were asked to return the questionnaire to the investigator's mail box located in the administrative office within a week's time. Of the 43 questionnaires distributed, the actual number of questionnaires received, however, was only 17.

In January of 2003, the investigator administered the questionnaire to the teachers of the junior high school. Because of more limited access to the teachers of the junior high, the questionnaire was placed in each teacher's school mailbox. Teachers were asked to complete the questionnaire within a week's time and return in to the mailbox of a fellow teacher at the school who assisted the investigator in their collection. Again, only 16 questionnaires were returned from a total of 42 distributed.

The questionnaires were then analyzed through discourse analysis in order to find common themes in the entries of the 33 subjects. Percentage values were also calculated for questions one through four (detailed information on analysis of questionnaires given in Chapter 3).

2.3   Foreign Language Classroom Anxiety Scale

Horowitz's 1983 Foreign Language Classroom Anxiety Scale (FLCAS) was chosen for this study because it is an internationally published instrument which has been used in various studies to identify Foreign Language Anxiety (See Appendix B). With the help of a Korean student, whose English was near native level, and who was born in the Philippines and, therefore, not a participant in the study, the FLCAS was translated into Korean (See Appendix C). Next, a former

Korean student of the school back translated the FLCAS in order to check it for accuracy. The students answered the questions on an answer sheet provided by the investigator based on a five point Likert Scale. The questions were key-reversed so that they would read each question carefully and not get caught up in a answer pattern.

2.3.1 Participants

The subjects for the study were all Korean students of both the junior high and high school campuses of the American School, with the exception of one girl who is Korean but was born in the Philippines (the same used to translate the FLCAS). She was eliminated from the study due to the fact that she was not born in Korea and, therefore, has a culturally different background and experiences from the other students. The total number of students who participated in the study from the junior high were five: one female and four males. The total number of subjects from the high school were also five: one female and four males (because of the imbalance of females and males in the study, sex will not be a variable).

2.3.2 Procedure

In January of 2003, the investigator was given permission to administer the FLCAS to all five students at the junior high school during their Spanish as a Foreign Language class. The investigator introduced herself as a teacher from the high school who was doing a study of the foreign students in the school and asked if they would be willing to participate in the project. The were told that all information they gave for the study would be completely anonymous and to be completely honest in all of their answers. The students were then allowed to take the FLCAS in either English or Korean. Three of the students chose the Korean

version and two asked for both versions. Although they had the questionnaire in their native language, however, they had great difficulties in understanding which answer to choose due to the key-reversed items on the scale. These difficulties will be discussed further in Chapter 3.

A week later, the FLCAS was administered to the Korean students of the high school. The investigator received permission from all the students' seventh period teachers to come to the investigator's classroom in order to participate in the study. The researcher also asked all five students if they were willing to come to her room to participate in a study. All readily agreed. The Korean student born in the Philippines was also present to help as an interpreter for any questions that the students might have (the investigator knew ahead of time that one student in particular had very limited skills in both English and Spanish and might need the help of a translator). The students at the high school were given the same explanation as to why they were taking the questionnaire as were those at the junior high, and were also given the choice as to which language they preferred to take it in. This time, only two students chose the Korean version, and three chose the English. The high school students expressed some of the same confusion about the Likert-scale as did the junior high students, but seemed to understand it better once it was explained to them clearly. This will be discussed further as well in Chapter 3.

The answers to these questions were assigned a value and then each question was given a percentage value. This will also be discussed further in Chapter 3.

2.4   Initial Interview

         On the same day that the students took the FLCAS, one at a time, the students were requested to answer nine general questions about themselves. The researcher asked the questions verbally and answers were recorded in a notebook. The questions were:

1. Gender

2. Age

3. At what age did you leave Korea?

4. How long have you lived in Mexico?

5. Have you lived in any other countries?

6. Why did you and your family move to Mexico?

7. What type of work do your parents do?

8. For how long do you think you will live in Mexico?

9. Why did you or your parents choose the American School?

2.5   Journal Entries

    In March of 2003, the subjects were asked to write two journal entries in order to obtain more information about their experiences as Korean adolescents in Puebla, Mexico and at the American School. Two journal questions were created by the investigator with the assistance of another teacher. The two questions were:

1. Have you ever felt that someone didn't like you? Explain the experience.

2. Have you ever not liked someone? Explain when this happened and why.

2.6   Student Questionnaire

   The final devise used in this study to collect data were student questionnaires. The questions were designed by the investigator, with the purpose of soliciting information about the subjects' experiences in the school academically, personal relationships with other students and with teachers, and with living in Mexico in general (See Appendix D).

2.6.1 Procedure

   At the junior high school, instructions were given to the Korean students' Spanish as a Foreign Language teacher to assign to the students journal entry number one on Tuesday, March 25th, and journal entry number two on Wednesday, March 26th. The instructions were to have each student write a one page, hand written journal entry to be handed in at the end of class. Students were also to be told that they could write in either English or Spanish, whichever they were most comfortable with, and that all responses were 100% confidential.

   On Wednesday, March 26th, students were to be given the questionnaire, with the instruction that they should give complete answers and that all information was completely confidential.   They were to be told again that they could write in either English or Spanish and to turn in the completed questionnaire at the end of the class period. Both the journal entries and questionnaires were then sent to the investigator at the high school via interschool mail.

   The students at the high school were asked to come to the researcher's classroom on either Monday, April 6th or Tuesday, April 7th during any period that they had free. When the student arrived at the classroom, they were given the questionnaire and were given the same instructions mentioned above for the junior

high students. When they were finished, they turned in the questionnaire and were given the two journal entry topics that they were to write on whenever they wished and to turn them in on or before Friday, April 10th.   Again, they were asked to write in whichever language they were most comfortable with, English or Spanish, to be complete, and that all responses would be 100% confidential.

The journals and questionnaires were then analyzed through content discourse analysis in order to find common themes. Responses to questions one and two were also assigned percentage values.

III. RESULTS

3.0 <u>Overview</u>

In this chapter, the results from the teacher questionnaire, FLCAS, student interview, student questionnaire, and journal entries will be presented. The results from the first four questions of the teacher questionnaires, FLCAS, student interviews, and parts of two questions of the student questionnaires are presented in percentages. All other information was analyzed through discourse analysis which is explained in greater detail in section 3.1 of this chapter.

3.1 <u>Teacher Questionnaire</u>

There were two main reasons for the application of the Teacher Questionnaire which are reflected in the first two research questions of this study: 1) Are other teachers other than the researcher having difficulties knowing how to best serve the Korean students in the school? 2) Are other teachers observing discriminating behavior by other students and/or faculty towards the Korean students.

As mentioned in Chapter 2, the first four questions of the Teacher Questionnaire were questions asking for general information about the teacher him/herself including the teacher's gender, nationality, years teaching at the school and the subjects they teach. These questions are presented as percentages. Question five asked the teachers whether or not they have or have had Korean students in their classroom and if not to turn in the questionnaire with only the information in questions one through four. Questions five through ten asked teachers about their personal experiences with Korean students in their classrooms. These questions were analyzed through discourse analysis. The

responses given by the teachers for each question were first coded by the researcher. The researcher first examined all of the answers for each question. Then, the answers were grouped together into categories based on common themes found in the answers. Percentages were then assigned to the number of teachers who gave a response that fit into a particular category. Many times, teachers gave more than one response to a particular question and their different responses fell into more than one category. Also, many times teachers either didn't answer the question or gave an answer that was completely different from all of the other teachers and therefore did not fall into any category. If the response was deemed important by the researcher, it was mentioned in the analysis. If the response did not seem important to the study, it was not recorded. Therefore, the percentages given for teachers' responses for each category will not always add up to 100%. Also, because teachers gave responses for more than one category, the percentage could be higher than 100%. Further, because some teacher responses were not recorded at all, the percentage could be less than 100%.

As mentioned previously, only 17 of the 43 teachers of the high school given the questionnaires were returned to the investigator, and only 16 of the 42 questionnaires were returned by the teachers of the junior high.

As mentioned above, the first four questions of the teacher questionnaire solicited basic questions about the teachers who participated in the study. The results are shown below:

Question one: Gender

Of the questionnaires returned by the teachers of the high school, 35% (6 teachers) of them were men, and 65% (11 teachers) of them were women. The percentages of teachers from the junior high who turned in the questionnaire were 7% men (1 teacher), and 93% (15 teachers) women. Of the total number of teachers from both schools who participated in the study, 24%(7 teachers) were men, and 76% (26 teachers) were women (see Table 1).

Table 1: Gender of Teacher Participants

	High School	Jr. High	Mean
Male	35%	7%	24%
Female	65%	93%	76%

Question two: Nationality

Of the teachers in the high school, 82% (14 teachers) of the respondents were Mexican, 12% (2 teachers) were American (USA) and 6% (1 teacher) were French. At the junior high, 81%(13 teachers) were Mexican, 19% (3 teachers) were American, and no other nationalities were represented. Total percentages of teacher participants of both campuses were 82% (27 teachers) Mexican, 15% (5 teachers) American, and 3% (1 teacher) French (See Table 2).

Table 2: Nationality of Teacher Participants

	High School	Jr. High	Mean
Mexican	82%	81%	82%

American	12%	19%	15%
French	6%	0%	3%

Question three: *How long have you been teaching at the American School of Puebla?*

The number of years the teachers have worked was divided into increments of 0-2 years, 3-5 years, 6-9 years, 10-19 years, and more than 20 years. From the high school, 18% (3 teachers) of the teachers had taught there from between 0-2 years, 18% (3 teachers) between 3-5 years, 29% (5 teachers) 6-9 years, 12% (2 teachers) 10-19 years, and 23% (4 teachers) for more than 20 years. Of the junior high teachers, 13% (2 teachers) have taught from 0-2 years, 37% (6 teachers) 3-5 years, 13% (2 teachers) from 6-9 years, 24% (4 teachers) from 10-19 years, and 13% (2 teachers) for more than 20 years. Of the teachers from both campuses combined, 16% (5 teachers) from 0-2 years, 27% (9 teachers) 3-5 years, 21% (7 teachers) from 6-9 years, 18% (6 teachers) from 10-19 years, and 18% (6 teachers) for more than 20 years (See Table 3).

Table 3: Years Taught at the American School

	High School	Jr. High	Mean
0-2 years	18%	13%	16%
3-5 years	18%	37%	27%
6-9 years	29%	13%	21%
10-19 years	12%	24%	18%
20 or more	23%	13%	18%

Question four: *What subject(s) do you teach?*

Question four dealt with subjects the teacher participants teach. The teachers covered a wide range of subjects that were later broken down by the investigator into the following seven subject categories: Math, Natural Sciences (Biology, Chemistry, Environmental, etc), Social Sciences (Geography, History, Social Studies, etc), English, Spanish, Computers, and French.

The results showed that at the high school, 18% (3 teachers) teach Math, 29% (5 teachers) Natural Sciences, 6% (1 teacher) Social Sciences, 12% (2 teachers) English, 23% (4 teachers) Spanish, 6% (1 teacher) Computers, and 6% (1 teacher) French. Of the participant teachers of the junior high, 0% teach Math, 25% (4 teachers) Natural Sciences, 31% (5 teachers) Social Sciences, 25% (4 teachers) English, 19% (3 teachers) Spanish, 0% Computers, and 0% French. Of the teachers of both campuses combined, 9% (3 teachers) teach Math, 26% (9 teachers) Natural Sciences, 18% (6 teachers) Social Sciences, 18% (6 teachers) English, 23% (9 teachers) Spanish, 3% (1 teacher) Computers, and 3% (1 teacher) French (See Table 4).

Table 4: Subjects Taught

	High School	Jr. High	Mean
Math	18%	0%	9%
Natural Sciences	29%	25%	26%
Social Sciences	6%	31%	18%
English	12%	25%	18%
Spanish	23%	19%	23%
Computers	6%	0%	3%
French	6%	0%	3%

Question number five asked the teachers if they have or have had Korean students in their classrooms and if not, they were to turn in the questionnaire with only the information above. Of the high school teachers, 14 of the 17 teachers have had Korean students and continued with the questionnaire. Three answered that they have not had Koreans in the classroom. Of the junior high teachers, 15 stated that they have had Korean students and only one said that they had not. Therefore, for questions six through ten, the population of teachers was reduced to 14 teachers of the high school, and 15 from the junior high.

Questions 6-10

As mentioned previously, questions six through ten asked teachers about their personal experiences regarding the Korean students. They are more open-type questions and were analyzed by looking for common themes.

The question for item six was *"Mentioning specific examples, how have you found the adjustment into Mexican culture and classroom for your Korean students? Why do you think this occurs?"*.

For the first part of this question, 93% (16 responses) of the teachers from the high school and 53% (9 responses) of the teachers from the junior high separated the different Korean students for this question instead of making generalizations about them as a group. Teachers separated them into groups based on: 1) those Koreans who were born in Korea and recently moved to Mexico, 2) those Koreans who were born in other countries such as Indonesia, The Philippines, or other Central or South American countries, and 3) those who were

born in Mexico who have one Mexican parent and one Korean parent. Others divided the students based on individual characteristics. Many teachers mentioned that some students were quite introverted and did not integrate well, whereas others were extroverts and had no problems adjusting.

For the second part of this question, the teachers' responses were divided by the researcher into five groups. The first group, and the group with the highest number of responses are those that attribute the difficulty in adjusting to Mexican culture to the students themselves. Sixty-two percent (20 responses) of the teachers of the two campuses combined mentioned that this lack of integration was due to the fact that these students are timid, they have a foul odor, they are quiet and introverted, they look down on Mexican culture, they are aggressive, they isolate themselves, they have no desire to live in Mexico nor learn about its culture, and they only learn and imitate the "bad" behavior from the Mexicans. Of these responses, the most frequently mentioned was that the students are timid and that is the main cause for the difficulty in adjustment.

The next group of responses, mentioned by 28% (9 responses) of the teachers, attributes the difficulty in adjustment to factors that are common to the nature of being a foreigner and having to adjust to a new environment. The responses mainly focused on the difficulty these students have in learning the language, and adapting to Mexican culture and its values. Seven percent (2 responses) of the teachers referred to this as "culture shock". Also mentioned was that the fact that these students are adolescents which can be a difficult period of adjustment for any child and is only increased when they are put into another cultural environment.

The third group of responses, mentioned by 24% (8 responses) of the teachers, puts blame on the Mexican students. Seventeen percent (6 responses) stated that "Mexican students are very cruel to the Koreans". In addition, comments were made that the Mexicans tease the Koreans, Mexicans ignore the Koreans, and that the Koreans are rejected by the Mexican students.

A fourth group of responses, although only mentioned by 10% (3 responses) of the teachers, has to do with the teachers' role in the adjustment of the Korean students. These teachers stated that teachers are uninformed about these students and that they do not know what to do in order to help their adjustment process. Lastly, 3% (one response) stated that he believed that there was no problem whatsoever in the adjustment of these students.

Question seven was, *"Mentioning specific examples, have you observed or have heard other teachers discuss any issues they have had with Korean students? Why do you think this occurs?"* In response to this question, only 10% (3 responses) of the teachers said that they had not heard other teachers discuss issues they have had with the Korean students. Among the teachers who answered "yes" to this item, the responses were quite varied. These responses were divided into four different groups.

The first group, with 53% (18 responses) of the teachers' responses falling into this category, comprises negative comments teachers have heard other teachers mention. These responses include statements such as "Korean students are lazy", "Korean students are stupid", "The Koreans think that they are superior to Mexicans", they are restless and talkative, they don't participate, they are

problem students, and that "They act like they don't understand when they actually do".

The next group of responses are teachers' mentioning comments of concern they have heard from teachers about the Korean students. These comments were made by 38% (13 responses) of the teachers. They include statements such as "I don't know how I can help", "I worry about them", "I do what I can to help, including helping students with other subjects in my classroom", and "I want more support for the students".

Fourteen percent (5 responses) of the teachers gave more neutral responses saying they have heard teachers say that they treat the Korean students the same as all the rest of the students or that they ignore them all together.

The last group of responses, mentioned by 14% (5 responses) of teachers, are comments regarding how the students are treated by the Mexican students, such as "Kids tease them", and "Kids don't accept them".

Question number eight was *"Please describe any observations either inside or outside of the classroom of interactions either positive or negative, between Korean students and Mexican students. Please be specific. Why do you think this occurred?"* Responses to this question fell into two main categories: 1) the Koreans prefer to stick to themselves and do not wish to integrate and 2) the Mexicans make fun of and do not accept the Koreans. Twenty-eight percent (9 responses) of the teachers stated that it was the Koreans who cause the lack of integration, and when there have been attempts to do integration activities, the Koreans are not interested and do not participate. The same percentage of teachers, 28% (9 responses), stated that it was the Mexican students who reject

the Korean students by ignoring, teasing, and rejecting them. Many teachers

mentioned that the Mexican students complain that the Koreans "smell bad" and

that is why they do not what to go near them nor work in a group with them.

Teachers also said that Mexicans make fun of their accent, their looks (particularly

their eyes) and their language. Seventeen percent (6 responses) of the teachers

stated that some integration does occur and that the Mexican students and Korean

students are "cordial " with each other.

The second part of this question was "Why do you think this occurs?". Not

all teachers answered this part of the question, but of the few that did, the most

common response was that there is a lack of sensitivity by the Mexican students to

people of other cultures. Also mentioned was that joking is quite common in

Mexican culture. One teacher stated that teasing others because of their weight,

hair loss, large nose, etc., was very common in Mexican culture and the problem

arises because the Korean students are not used to this type of teasing and take it

too seriously. Another teacher said that teasing was typical behavior of

adolescents. Also mentioned was that, because of the socio-economic status of

these students, it makes them feel superior to others and teasing people who are

not like themselves is common for them.

Question number nine read *"Please rate the academic success, in general,*

of Korean students you have had in your classroom. "

Figure 5: Academic Success

	Poor	Below Average	Average	Above Average	Excellent
High School	0	4	6	3	0
Jr. High	1	4	3	2	1

The majority of the teachers (six of thirteen) at the high school rated the academic success as average, three rating them above average, and four rating them below average. In the junior high, these ratings were slightly lower. The majority, four, rated the students as below average, three as average, two and above average, one as excellent and one as poor (See figure 5). In addition, one teacher at the high school and four at the junior high did not rate the students on this scale because they said that there existed too much variance among students to be able to generalize.

The second part of this question asks what factors teachers might attribute to this success or failure of the Korean students. Of the teachers who rated the students as above average, 100% attributed this success to one or several aspects of the Korean culture. These aspects include discipline, parental influence, motivation, responsibility, and nutrition. Of the teachers who rated the students academic success as below normal, the majority (65%, 21 responses) attributed this to lack of fluency in Spanish. In addition, 30% (10 responses) of the teachers attribute the failure to cultural differences in education.

The last question was *"How much do you know about your Korean students regarding birthplace, culture, family, years lived in Mexico, etc.?"* Of all the teachers who responded to this question, 21% (7 responses) claimed that they know nothing about their Korean students. Seventy-nine percent (26 responses) of the teachers mentioned one or more aspect of the Korean culture with which they were familiar, including: families are very close and very strict; values are very traditional; they have a high respect for their elders, parents and teachers; they are very spiritual; they are very hard working; and their food is very nutritious.

Although no further questions were asked, two teachers made additional comments at the end of their questionnaires voicing their concerns for these students. One requested that the researcher suggest some things that teachers could do in their classroom to improve the environment and to support the Koreans. The other mentioned that they thought it would help significantly if the school were to hire a Korean teacher to support them academically and mentor the Korean students.

3.2   Foreign Language Classroom Anxiety Scale

The purpose of applying the FLCAS was to see if the Korean students of the American School of Puebla are experiencing foreign language anxiety in the English classroom, the Spanish classroom or both. In addition, the scale was used to see if high levels of anxiety existed in speaking, listening or test-taking. This was analyzed by breaking up the FLCAS questions and grouping them into the three different skills as well as a fourth group that dealt with general language anxiety questions.

The complete results of the FLCAS for students of the high school and the junior high in both English and Spanish are seen in Appendix E. For the purpose of this study, however, only the answers indicating anxiety were of interest. As mentioned previously, the FLCAS is based on a five point Likert scale where the students choose for their answer to each item: *Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD).* Because of the key-reversal of the questions of the FLCAS, the answer indicating anxiety for some questions would be *Strongly Agree* and *Agree*, whereas for other questions it would be *Strongly Disagree* or *Disagree*. For example, question number one read *"I never*

feel quite sure of myself when I am speaking in my Spanish (or English) foreign language class". The answer indicating anxiety for this question would be *Strongly Agree* or *Agree*. However, in question number two reading *"I don't worry about making mistakes in Spanish (English) language class",* the response indicating anxiety would be *Strongly Disagree or Disagree.* In Table 6, the responses that demonstrate the existence of foreign language anxiety are analyzed and compared between the high school students and the jr. high students for the Spanish language classroom.

The results shown in Table 6 suggest two things: 1) There is only a 12% difference between the percentage of anxiety between the high school and the junior high students in Spanish. Therefore, the results show that there is not a difference in anxiety between the two groups of students 2) Neither the high school students nor the junior high students show high levels of anxiety. For the high school students, the average of the responses showing anxiety was only 39% and for the junior high students was only 27%.

In Table 7, the responses that demonstrate the existence of foreign language anxiety are analyzed and compared between the high school students and the junior high students for the English language classroom.

Table 6: Comparison of FLA between High School and Jr. High
SPANISH

Question #	Anxiety Response	High School	Jr. High
1	SA/A	60%	20%
2	SD/D	0%	80%
3	SA/A	40%	20%
4	SA/A	60%	40%
5	SD/D	20%	20%
6	SA/A	80%	80%
7	SA/A	40%	40%
8	SD/D	60%	40%
9	SA/A	60%	40%
10	SA/A	80%	60%
11	SD/D	60%	60%
12	SA/A	60%	0%
13	SA/A	40%	40%
14	SD/D	20%	0%
15	SA/A	100%	40%
16	SA/A	20%	20%
17	SA/A	40%	40%
18	SD/D	20%	20%
19	SA/A	0%	0%
20	SA/A	20%	20%
21	SA/A	0%	20%
22	SD/D	20%	20%
23	SA/A	60%	40%
24	SA/A	20%	20%
25	SA/A	60%	40%
26	SA/A	0%	0%
27	SA/A	40%	0%
28	SD/D	0%	0%
29	SA/A	40%	40%
30	SA/A	60%	0%
31	SA/A	40%	40%
32	SD/D	20%	0%
33	SA/A	40%	0%
	average	39%	27%

Table 7: Comparison of FLA betwen High School and Jr. High
ENGLISH

Question #	Anxiety Response	High School	Jr. High
1	SA/A	60%	20%
2	SD/D	0%	20%
3	SA/A	40%	20%
4	SA/A	20%	60%
5	SD/D	0%	40%
6	SA/A	80%	60%
7	SA/A	40%	40%
8	SD/D	40%	40%
9	SA/A	60%	60%
10	SA/A	80%	60%
11	SD/D	40%	40%
12	SA/A	40%	20%
13	SA/A	20%	40%
14	SD/D	60%	80%
15	SA/A	80%	40%
16	SA/A	40%	20%
17	SA/A	60%	40%
18	SD/D	20%	40%
19	SA/A	0%	20%
20	SA/A	40%	20%
21	SA/A	0%	20%
22	SD/D	40%	20%
23	SA/A	80%	40%
24	SA/A	20%	20%
25	SA/A	40%	60%
26	SA/A	40%	20%
27	SA/A	80%	40%
28	SD/D	0%	40%
29	SA/A	20%	80%
30	SA/A	60%	20%
31	SA/A	60%	60%
32	SD/D	40%	40%
33	SA/A	60%	20%
	average	41%	38%

Table 8: Combined Results for
FLCAS

ENGLISH	**SPANISH**
40%	33%

The results for the English classroom were very similar to those for the

Spanish language classroom. First, again there was very little difference between

the high school students and the junior high students regarding the average of positive responses for anxiety (12% difference for Spanish and 3% difference for English).   Also, the average percentages of positive responses for anxiety of both the high school and junior high were below 50% showing low levels of anxiety and were very similar to those for the Spanish language anxiety. For high school students, the average for Spanish was 39%, and for English was 41%, a difference of only 2%. For the junior high students, the average for Spanish was 27%, and for English was 38%, a difference of only 11%.

Two main conclusions can be made from the information above: 1) There is not a significant difference in anxiety for either Spanish or English between the students of the high school and the junior high. Therefore, from this point on in the study, the two groups were combined into one, taking into account that the purpose of the study was to find if FLA exists for the Korean students in the American School, not whether there is a difference in anxiety between students of the high school and junior high School; 2) There is not a significant difference in levels of anxiety in the Spanish language classroom compared with the English language classroom.

However, looking at the results from the tables above, there were several questions in which 50% or more of the students gave the positive response for anxiety. The next step was then to divide the questions into four groups: *listening, speaking, test taking,* and *general language anxiety* (those questions that do not relate directly to one specific aspect of foreign language learning). The items that fall into this category (*general language anxiety)* will not be analyzed alone

because of the fact that the questions do not deal with any specific aspect of language learning and would not lead us to any particular conclusions.

The first skill analyzed for FLA was *speaking*. The responses to questions 1, 3, 9, 13, 14, 19, 20, 23, 24, 27, 31, and 32 (all pertaining specifically to *speaking*) were analyzed and the percentages of responses positive for anxiety are shown in Table 9 (as mentioned previously, the students of the high school and junior high were now grouped together as one group of subjects).

Table 9: Speaking Anxiety Questions

Quesiton #	ENGLISH	SPANISH
1	40%	40%
3	30%	30%
9	60%	50%
13	30%	50%
14	70%	30%
19	10%	30%
20	30%	40%
23	60%	50%
24	20%	40%
27	60%	30%
31	60%	50%
32	40%	30%
Average	**43%**	**39%**

Once again, the results did not show significant language anxiety. The percentage of students who gave positive anxiety responses for English were 43% and for Spanish, 39%. These results for the skill of *speaking* were very similar to those shown for the entire FLCAS (abbreviated results for entire FLCAS with high school and junior high students combined shown in Table 8) . Also, there was only a 4% difference between English and Spanish, showing that the students do not experience more anxiety with one language more than the other.

The next skill analyzed was *listening*. Questions number 14, 15, and 29 (questions dealing specifically with the *listening* aspect of language learning) were analyzed separately and the results are shown in Table 10.

Table 10: Listening Anxiety
Questions

Question #	**ENGLISH**	**SPANISH**
4	40%	50%
15	60%	50%
29	50%	50%
Average	**50%**	**50%**

The percentages of positive responses for anxiety in Table 10 shows slightly higher levels of anxiety for *listening* than for *speaking* shown in Table 9 and also slightly higher than the scores for the entire FLCAS. The difference is only 7% for English and 11% for Spanish compared to *listening* and only 10% for English and 17% for Spanish compared to the entire FLCAS. However, it is the first time that we see the levels reach the 50% level indicating that half of the students reported feeling anxious when having to use the *listening* skill in the foreign language classroom.
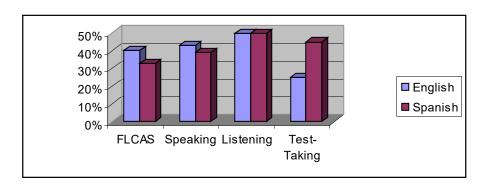
There were only two questions on the FLCAS that asked questions that specifically dealt with the last of the skills that were analyzed separately; *test-taking*. These were questions number 8 and 21. The averages for the positive response for anxiety in test-taking are shown in Table 11.

Table 11: Test-Taking Anxiety Questions

Question #	**ENGLISH**	**SPANISH**
8	40%	50%
21	10%	40%
Average	**25%**	**45%**

The results for foreign language *test-taking* show that for this skill in English, the percentage is slightly lower than that for the overall FLCAS (25% for test-taking and 40% for FLCAS). The opposite is true for Spanish where *test-taking* language anxiety is slightly higher that the percentage for the FLCAS (45% for *test-taking* and 33% for FLCAS). Both scores for *test-taking* are lower than those for listening but remain in the same range of percentages that we have found throughout the process of analyzing all scores for the FLCAS; between 25% and 50% (See Table 11).

Table 11: Comparison Between Anxiety and Skills

Lastly, the individual results for the FLCAS were analyzed in order to be able to determine if there was a connection between those students who showed high levels of FLA and those who reported feeling discriminated against or

uncomfortable in the classroom in the Student Questionnaires and Journal Entries (results from these instruments shown in sections 3.4 and 3.5).

In order to analyze the FLCAS for each individual student, the five possible responses of the Likert scale were assigned a numeric value, one through five, based on which answer was the anxiety response. For example, if the anxiety response was Strongly Agree (SA), and a student chose this response, the value assigned was five. If the anxiety response was SA and the student chose Strongly Disagree (SD), the value assigned was one. However, based on the code reversal of the Likert scale, for some questions, the answer that showed anxiety was SD. If the student chose that response for that question the value of five was assigned. If they chose SA, the value was one.

For each student, the numbers correlating to their answers were added, then averaged to determine that student's individual anxiety score for both English and Spanish. A student scoring less than 3.0 was considered to have low levels of anxiety. A student scoring higher than 3.0 was considered to have some anxiety, and the closer their score was to 5.0, the higher their anxiety was.

In order to respect the students' anonymity, the students' names were replaced with letters. The ten students in the study will be referred to as Student A, Student B, Student C, and so on. The students' individual scores for the FLCAS are shown in Table 13.

Table 13: Individual FLCAS
Sores

Student	A	B	C	D	E	F	G	H	I	J
Anxiety Score/Spanish	3.0	2.5	2.7	3.4	2.1	3.4	2.9	3.7	2.8	3.0
Anxiety Score/English	4.4	2.2	2.5	3.4	2.6	3.7	2.0	3.8	2.9	3.4

The individual scores confirm that the students do not feel more anxious in one language class more than the other. Those students who have low levels of anxiety in Spanish also have low levels of anxiety in English and those who have higher levels of anxiety in Spanish, also have higher levels of anxiety in English.

The students reporting higher levels of anxiety (> 3), are students A, D, F, H and J. The scores will be compared to the responses on the student questionnaires and journal entries in section 3.6.

3.3   Student Interview

The Student Interview was given in order to obtain a general picture of who these Korean students are and why they are living in Puebla, Mexico. The interview was given to each student on a one on one basis with the researcher and all responses were recorded in field notes. Because the number of subjects was only ten, exact numbers rather than a combination of numbers and percentages were given for the number of students who gave each particular response.

Question number one was regarding the gender of the student. For obvious reasons, the researcher did not ask the question but rather wrote the answer when meeting the student. The number of males participating in the study were four from the high school and four from the junior high. The number of females were one from the high school and one from the junior high (See figure 3.6).

Question number two of the interview asked the student *"How old are you?"*. This question was not as easily answered as one would assume it to be. It was discovered by the researcher that Koreans begin counting age from the date of conception. Therefore, the age requested by the researcher was their "Mexican age". Of the junior high students, one student was 13 years old, three were 14, and one was 15 years old. Of the high school students, one was 16, one 17 and three were 18 years old.

Question three was *"At what age (in Mexican terms) did you leave Korea?* One student left Korea at age eight, three at age twelve, five at age fourteen, and one at age sixteen.

Question number four was *"How many years have you lived in Mexico?"*. The answers to this question ranged between two months and five years. The average time the students have lived in Mexico is 24.9 months.

Question five was *"Have you ever lived in any other countries and for how long?"*. Half of the students in the study have never lived in any other country other than Korea and Mexico. Of the remaining five students, two lived in the Philippines for four years, one lived in Argentina for four years, and the last lived in boarding schools in the UK, Canada, and the USA during the past six years.

Question six was *"Why did you and your family move to Mexico?"*. To this question, all ten students answered that the reason they moved to Mexico was because of their father's job.

Question seven asked *"What type of work do your parents do?".* Six of the students answered that their father was either an owner or a director of a clothing factory. Two answered that their father was an owner of a textile factory. One said his father owns a Korean import accessories store and one says his father owns a Korean import clothing store.

In question eight, the researcher asked *"How long do you plan on staying in Mexico, and what are your plans if and when you leave?".* Five students plan to be in Mexico from anywhere between two and four more years. Three stated that they plan to live in Mexico indefinitely and one plans to stay only a few more months when he will graduate from high school. Of those who did not state that they will stay in Mexico indefinitely, three plan to return to Korea, and four plan to move to the United States.

Question nine asked *"Why did you and/or your family choose the American School for your studies?".* The students all named more than one reason why their parents chose the school and all the students mentioned the same reasons. These are: 1) the level of education the school offers, 2) the high level of English taught, and 3) the school was recommended within the Korean community in Puebla.

3.4   Journal Entries

The students were asked to write two journal entries and were given a specific topic to write about each time. The purpose of these topics was to elicit information about whether or not they were feeling any type of discrimination or mistreatment by classmates, teachers, or community members in the school or in the city. The questions were very general so as not to lead the students into giving

a particular response. Because of this generality of questions, many different responses were given, some giving the information that the researcher was eliciting and some giving information irrelevant to this study. Only the responses that pertain to this study were reported and analyzed. The process of analyzing the responses for the journal entries was very similar to the process used for the teacher questionnaires. Responses were compared and, when possible, grouped into categories based on common themes in the answers. However, because the population of student in the study was only ten, exact numbers instead of a combination of numbers and percentages were used to describe the results.

Question one read *"Have you ever felt that someone didn't like you? Explain the experience"*. Of the ten student participants in the study, seven reported "yes", one said "no", and two said "I don't know". Of those who reported that they had felt that someone didn't like them, the experiences were quite varied as was mentioned above. One student told of an experience with a teacher with whom he thought he was doing well in his class and had no personal problems. Then, according to the student, the teacher failed him and lied to him about why he had failed him. The student was left to believe that it was because the teacher just didn't like him. In addition, two students wrote that they know that there are people who don't like them, and those are the students that make fun of them. The remaining seven responses were not relevant to this study. Some of them described times when a student was fighting with his/her best friend or that there are people who just have "bad vibes".

Question number two read, *"Have you ever not liked someone? Explain when this happened and why"*. A total of eight students replied to this question with "yes" and two said "no". Of the eight who answered "yes", five said that they didn't like the people who make fun of them. Some students named the students in school who make fun of them the most; others described the kind of teasing they receive, such as being called "Chino" or "Chorizo". Also, from the five students who said that people make fun of them, their answers expressed a lot of anger. Three students wrote that they get very angry and want to hit or have hit the students who make fun of them. One student wrote, "Some arrogant guys make me feel very frustrated, I always wanted to smash their faces but the school doesn't allow us or me to do so".

Two students said that they didn't like one of their teachers. They described them to be too strict, too angry and too mean, which causes them a lot of stress.

3.5   Student Questionnaires

As with the journal entries, the purpose of the student questionnaire was to get more information from the students about their experiences in Mexico, Puebla, and in the American School in particular (See Questionnaire in Appendix D). The responses were analyzed in the same way as the responses to the Journal Entries. Responses with common themes were grouped together when possible and numbers of students who gave a response that fit into the categories were given. Because the population was so small for this study, many times responses from each student were quite different and could not be grouped together. In this case, if the researcher found the response to be important to the study, although only one student mentioned it, it is presented in the data.

Question number one was *"How would you rate your academic success in the American School? Why do you think that you are having the success that you are? Or, why do you think you are doing poorly?"*. The students had the options of *"poor"*, *"average"*, *"good"* or *"excellent"* from which they could choose.

Of the ten students in the study, one rated his/her academic success as "poor", one as "average", eight as "good", and none answered "excellent" (See Table 14).

Table 14: Academic Success

Poor	Average	Good	Excellent
1	1	8	0

The second part of the question asked to what the students attributed this success or failure. For the students who rated themselves as *"poor"* or *"average"* and even some that rated themselves as *"good"*, one said that they attributed their lack of success to the fact that they are made fun of frequently. One attributed it to the lack of a special program for foreign students and having to do the same work as the Mexicans although they do not understand the language as well and not having enough support. Another student attributed his lack of success to the fact that he needed more time to understand the culture better in order to obtain the success that he wished to achieve. Of the students who rated their academic success as *"good"*, the majority (4 students) attributed their success to the help that teachers in the school have given them. In addition, three students said that studying hard is the reason that they have achieved academic success. Another

three stated that their own, personal motivation was one of the main causes for their success.

Question two was *"How would you rate your personal experiences in the American School? Why do you think that you are having this experience?".* Once again, the students had the options of *"poor", "average", "good"* and *"excellent"* from which to choose.

Of the ten students in the study, one rated their personal experience in the American School as *"poor",* one as *"average",* five as *"good",* and two as *"excellent"* (See Table 15).

Table 15: Personal Experience

Poor	Average	Good	Excellent
1	1	6	2

The reasons they attribute these experiences to were extremely varied. For those who rated their experiences as *"poor"*, or *"average"*, they attributed these experiences to the fact that "people don't like me", and "people bother me". Of the eight that rated their experiences as *"good"*, and *"excellent",* three stated the reason was due to the fact that they have many friends. Two said that they are enjoying new and fun experiences. Of the remaining three students who rated their experiences as *"good"* or *"excellent",* each gave a different reason as to what they attributed to this success including having nice teachers, liking the IB program, and adapting well to the culture.

Question number three asked *"Have you made friends with many Mexican students? Why or why not?".*

Of the ten students in the study, six answered this question with "yes", three answered "more or less", and one said "no". Once again, in answering the second part of the question, *"why or why not"*, the answers were quite varied. Only two answers to this question were repeated: 1) "I make more and more friends the longer they stay here" and 2)" I get along well with them".   The other responses included, "It is hard to make friends here. I always have to be the one who initiates the friendship", "It is easier for me because I have lived in different countries and had to adjust before", "It is hard to adapt", "Being friends with Mexicans benefits me in getting ahead here in Mexico", and "It is hard because they make fun of me".

Question four was *"Do you like the people in the community of Puebla? Why or why not?".* Nine out of ten of the students answered "yes", that they do like the people in Puebla. Only one answered "more or less". However, eight of the nine who said "yes" followed their "yes" with a "but". For example, one student said, "Yes. I like the people of Puebla. They are very kind. But, there are some people who are very superficial and they lie a lot". Another said "Yes, of course because the people of Puebla are very kind. The people of Korea too. But only in American School students are poor. I hate only American School students". Overall, however, eight of the ten students described the people of Puebla as "kind".

The last question of the questionnaire was *"Who is or was your favorite teacher in the American School? Why?".* The information that the researcher hoped to gain from this question was not who their favorite teachers were but rather what teachers are doing to help them, and/ or what are teachers not doing.

Each student in the study named their favorite teacher, and only one teacher's name was repeated. The students' reasons for choosing these teachers were also varied. Four students said that they liked a particular teacher because they are "kind", two said that the teacher helps them a lot, two said that the teacher understands them, and two said that they liked a teacher because they were a good teacher.

3.6   Comparison of FLCAS and Student Questionnaires and Journal Entries

As mentioned previously, the students showing higher levels of anxiety in the Spanish and English classrooms were students A, D, F, H and J. The Journal Entries and Student Questionnaires for these five students were reviewed again, this time on an individual basis to determine if these same five students were the students who reported most frequently negative experiences in the school.

Student A's responses were analyzed first. In his Journal Entries, he does mention in Entry 2 that, there are people who he doesn't like. These people, he says, are the ones who call him "Chinese boy", "Chingon", and "Chorizo". In his questionnaire, he rates his academic success as *good*, and his personal experience as *average*. In question three, he says he has a lot of friends, but repeats that he is teased frequently.

Of all the students in the study, student D was the student who claimed to have the most problems in the school. In journal entry number one, he wrote that he had felt that other people didn't like him. He said that Mexican students bother him, and that very few people are nice to him including his "friends". He then went on to say that he doesn't like Mexicans and that he does not trust them. In entry number two, he also said that there are people he doesn't like. He then went on to

say that people are always bothering him and gave specific names of Mexican students that bother him the most. In the questionnaire, he rated his academic success as *average.* He attributed this to the fact that people are always bothering him. He then rated his personal experiences as *poor*. He said that it was because people don't like him and they are always bothering him and use a lot of foul language. In question three, he said that he has some Mexican friends but that it is very hard to make friends with them because many of them tease him. In question four, he said that the people of Puebla are very kind, and that, "I only hate American School students".

Student F, however, did not have any negative comments to make regarding Mexican students and answered his questions very quickly, with short responses and sarcasm (which is very typical of this student, the researcher having had him and knowing his character). For example, he answered his journal entry one question with, "I hate bad people because they have bad vibes, and I can feel them. Too much trouble in the world, make love, not war".

Student H commented in her second journal entry that she doesn't dislike anyone, but when people talk behind her back and tease her it makes her angry. She rated her academic success as *poor* and her personal experiences as *good.* She mostly attributes her lack of academic success to difficulties in learning the languages. She says that she has many Mexican friends and that they are not like other Mexicans who treat her badly.

The last of the five students, Student J, doesn't mention any problems with students in his journal and rated his academic success and personal experience as

good in the questionnaire. Nowhere in either the journal or the questionnaire does he comment on problems with discrimination or teasing.

When analyzing the other remaining five students' questionnaires and journal entries, the number of these types of comments about negative treatment is lower. Nowhere in the questionnaires of these remaining five students is any mention of teasing noted and only two students of the five made any mention of teasing in their journal entries. A clear relationship can, therefore, be seen between foreign language anxiety and the students' reports of teasing and discriminatory behavior.

IV. DISCUSSION

4.0   <u>Overview</u>

The purpose of this study was to answer five main research questions:

1. What types of difficulties are teachers, other than the researcher, having in knowing how to best serve the Korean students in the school?

2. How do other teachers perceive the treatment of the Korean students by other students and/or faculty?

3. Are the Korean students of the American School experiencing Foreign Language Anxiety (FLA) in their English, Spanish or both classrooms?

4. How do the Korean students feel that they are being treated in the school and/or the community of Puebla?

5. What are the main causes of anxiety in the foreign language classroom for these students?

Each instrument used in this study was designed or chosen in order to answer these questions. The first instrument, the Teacher Questionnaire was to help answer research questions one and two. The FLCAS was chosen to answer question three, and the Written Student Questionnaires and Journal Entries were designed to answer questions four and five. In this chapter, the results from the application of each instrument will be discussed with the hope of providing answers to each of the research questions and to either prove or disprove the researcher's original hypothesis:

Hypothesis 2: (the alternative hypothesis)

The Korean students of the junior high and high schools of the American School of Puebla are experiencing language anxiety which is caused by a negative classroom environment.

4.1   Discussion of Results

As mentioned previously the teacher questionnaires were designed and administered in order to answer the first two research questions of the study:

1. What types of difficulties are other teachers other than the researcher having, if any, knowing how to best serve the Korean students in the school?

2. How do other teachers perceive the treatment of the Korean students by other students and/or faculty?

From the results obtained the first point of discussion was the small number of questionnaires returned to the researcher. As mentioned previously, only 33 teachers out of 85 returned a questionnaire. Because of some comments overheard by the researcher, a number of teachers did not return the questionnaire because they have never had Korean students (although the questionnaire specifically asked for teachers to return the questionnaire with only questions one through four completed if that were the case). However, taking these teachers into account, it still leaves a large number of teachers who **chose** not to answer the questionnaire. This may be an indication that a large number of teachers are not concerned with the issue and believe that looking into discrimination in the school is not important. There is also the possibility that due to the length of the questionnaire, teachers simply thought that they did not have time to answer it

even though they do find the issue important, or lastly, there is the possibility that they simply forgot.

As for the results of the teacher questionnaire, it was clear that the teachers believe that it is not possible to make generalizations about the Koreans and their experiences in Mexico and in the school. This was indicated in question one of the questionnaire when a total of 73% of the teachers began the questionnaire by separating the Koreans into different groups: those who adapt easily and those who do not.

The divide in the teachers' opinions about the Korean students begins when they are asked "why" some Koreans don't adjust well. It was made clear throughout the answers on the questionnaire that some teachers (24%) believe that it is the Mexican students causing the slow or lack of acculturation of the Korean students by teasing and isolating them. On the other hand, surprisingly more teachers, sixty-two percent, put the blame on the Korean students by saying that it is them who are not interested in learning Spanish, Mexican culture, nor being friends with Mexican students. They say that they are too timid and that they isolate themselves.

In question number seven of the Teacher Questionnaire, the division amongst teachers and how they feel about the Korean students in the school is made even more clear. Fifty-three percent of teachers reported hearing other teachers make negative comments about these students such as that they are lazy, that they are stupid, that Koreans think they are superior to Mexicans, etc. On the other hand, 38% of teachers reported that they had heard comments of concern for the Korean students by other teachers, such as that they do what they

can to help, and that they want and need more support in order to better serve these students.

The questionnaire also confirmed that there is a definite separation in the school between the Mexican and Korean students. The difference in opinion among teachers was not *if* this separation existed but rather, *why.* The teachers were split on this issue. Twenty-eight percent reported that it was the Korean students separating themselves from the Mexican students, and the same percentage of teachers said it was the Mexicans who reject the Koreans and are not interested in getting to know them or working together on school activities with them.

In question nine, the teachers were asked how they view the Korean students' academic success. For this question, the teachers were more in agreement than they had been for other questions. The majority of teachers in the high school rated the academic success of these students as "average", and in the junior high as "below average", although median for both groups was "average".

Two main conclusions can be drawn from this information in answering the first two of the five research questions: 1) Yes, other teachers are having difficulties in their classrooms with the Korean students and have concerns about how they can best help them personally and academically. At the same time, there are teachers who believe that it is the Koreans themselves who separate themselves from the other students and are themselves the cause of the lack of acculturation. 2) There is a definite segregation of the Korean and Mexican students in the school. Some teachers again believe that it is the Koreans who do not wish to intermix with the Mexicans while others believe that it is the Mexican students

rejecting the Koreans. Also, it was made clear in the Teacher Questionnaires along with the Student Questionnaires and Journal Entries that Korean students **are** being teased which leads one to the conclusion that there does exist a degree of discrimination against the Koreans in the school.

Research question number three asked if the Korean students of the American School are experiencing foreign language anxiety (FLA) in either the English, Spanish or both language classrooms. The Foreign Language Classroom Anxiety Scale (FLCAS) was used to determine this. The results of the FLCAS demonstrated that 39% of students in the high school and 27% of the students in the junior high experience anxiety in the Spanish language classroom and 41% of the students in the high school and 38% of the students in the junior high experience anxiety in the junior high in the English classroom. Although these numbers are not conclusive for establishing FLA, they reinforce the perception that some students in the school are having a harder time adjusting to the school atmosphere than others. These numbers show that slightly less than half of the students are experiencing significant levels of anxiety, while the other half is not.

One very important point to make, however, in discussing the FLCAS, concerns the observations that the researcher had while administering the instrument. The instrument was first given to the students of the Jr. High. As mentioned in chapter two, the students had a choice of taking the survey in English or Korean and although they had access to a version in their native language, the majority of the students had a hard time understanding the survey due to the code reversal of the answers of the Likert scale. For example, question one read *" I never feel quite sure of myself when I am speaking in my English foreign language*

class". If the student did not feel sure of him/herself speaking in English class, they were not sure if they were to answer "agree" or "disagree". The researcher went over a few of the questions giving examples when the majority of the students began to express confusion. However, it is very possible that the confusion was not made clear and, therefore, the results of the survey would not be reliable. Although the students at the high school did not demonstrate the same degree of confusion, they also expressed uncertainty at first. The same would be true (the unreliability of the results from the FLCAS) for those students as well.

The Journal Entries and Student Questionnaires revealed that some students do feel that they are being discriminated against in the school, which answers research question number four. Fifty percent said that they did not like the people in the school who made fun of them. This type of treatment did not carry over, however, to the city of Puebla nor to Mexico in general. Ninety percent of the students said that they liked the people in the community and that they were very "kind" to them. Not once did a Korean student report that people in the community teased them nor treated them poorly; this was only mentioned when discussing the students of the school. The reason for this may be due to the age of the students in the study. As seen in chapter one, teasing is very common during adolescence, something that subsides as adolescents mature into adulthood.

Research question five, and the hypothesis for this study, asked if a school environment in which discrimination was present caused anxiety for the students who were being discriminated against. Although the results did not show a high percentage of students experiencing FLA, the results of the individual students'

scores of the FLCAS compared to their responses in the Journal Entries and the Student Questionnaire show a very clear relationship between FLA and the students' perceptions of being teased in the school. This may mean that some students are teased more than others or, and more likely, some students are more sensitive to teasing than others and these students are being affected negatively due to a negative school environment.

4.2   Significance

Although the study was not able to prove that the majority of the Korean students of the American School suffer from FLA, the fact that approximately 35% are has some significance combined with the fact that almost all the Korean students reported high incidences of teasing and experienced rejection by the Mexican students of the school. It is clear that this teasing has affected some Korean students more than others. It may be true that some of the Korean students choose to isolate themselves rather than to make friends with the Mexican students; it is clear that many of them are not interested in being their friends. Due to the fact that half of them only plan to live in Mexico for two to four more years, they may find it easier to concentrate on their studies and socialize only with other Korean students and their families. Others, however, may suffer the effects of teasing and rejection more and it affects their academic experience. If this is the case for even one of the ten students, then the school is not succeeding in creating the type of atmosphere stated in its philosophy.

4.3   Recommendations

The short time period to complete this study limited the study in many ways. A more longitudinal study of these students may be more revealing. Also, interviewing the Mexican students and members of the community may also draw a clearer picture of the attitudes towards this minority group. Using a different devise other than the FLCAS may also be more adequate for students of this age group.

Finally, this study was limited due to the small number of participants. The purpose of this study was to find out the actual situation in the American School of Puebla, and all adolescent Korean students of the school participated. However, expanding this study by having all Korean students of Puebla from all schools in the city would also make for an interesting study. The situation at the American School could be compared to other schools in the area.

REFERENCES

American School of Puebla. (2003a). *Puebla information.* (Available from American School of Puebla, Apartado Postal 665 Puebla, Puebla, 72000, México.)

American School of Puebla. (2003b). *Información general.* (Available from American School of Puebla, Apartado Postal 665 Puebla, Puebla, 72000, México.)

American School of Puebla. (2003c). *Philosophy of the American School of Puebla.* (Available from American School of Puebla, Apartado Postal 665 Puebla, Puebla, 72000, México.)

Carol, A. (1989). Southest Asian adolescents: Identity and adjustment. *Urban Education,72*, 32-36.

Cohen, L. & Manion, L. (1985). *Research methods in education*. Sydney, Australia: Croom Helm Ltd.

De Andres, V. (1999). Self esteem in the classroom or the metamorphosis of butterflies. In Jane Arnold (Ed.) *Affect in language learning* (pp. 87-104). Cambridge: Cambridge University Press.

Fowler, F.J. (1988). *Survey research methods*. Newbury Park, CA: SAGE Publications.

Gardner, R. & Macintyre, P. (1993). On the measurement of affective variables in second langauge learning. *Langauge Learning*, *43*, 157-94.

Horwitz, E.K. (1986). Preliminary evidence for the reliability and valididy of a foreign language anxiety scale. *TESOL Quarterly*, *20*, 559-562.

Horwitz, E.K., Horwitz, M. and Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 43*, 125-32.

Horwitz, E.K. & Young, D. (1991). *Language anxiety: From theory and research to classroom implications.* Englewood Cliffs, NJ: Prentice Hall.

James, D.C.S. (1997). Coping with a new society: The unique psychosocial problems of immigrant youth. *Journal of School Health*, *67(3),* 98-102.

Jersild, A. T. (1957). *The psychology of adolescence*. New York, NY: The Macmillan Company.

Knobel, M. & Lankshear, C. (2001). *Maneras de ver: El analisís de datos en investigación cualitativa.* Morelia, Michoacán, México: Instituto Michoacano de Ciencias.

Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly, 31 (3),* 409-429.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. London: Pearson Ed. Limited.

Oppenheim, A.N. (1992). *Questionnaire design, interviewing and attitude measurement.* New York, NY: Wellington House.

Oxford, R.L. (1999). Anxiety and the language learner: New insights. In Jane Arnold (Ed.) *Affect in language learning*. Cambridge: Cambridge University Press.

Potter, J. & Wetherell, M. (1987). *Discourse and social psychology: Beyond attitudes and behavior.* Beverly Hills, CA: SAGE Publications, Inc.

Price, M.L. (1991). The subjective experience of foreign language anxiety interviews with high-anxious students. In E.K. Horwitz and D.J. Young (Eds.) *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, N.J.: Prentice Hall.

Reasoner, R. (1982). *Building self-esteem: A comprehensive program for schools.* Palo Alto: Consulting Psychologists Press, Inc.

Schiffrin, D. (1994). *Approaches to discourse*. Oxford: Blackwell.

Saito, Yoshiko., Garza, Thomas J., & Horwitz, Elaine (1999). Foreign language reading anxiety*. The Modern Language Journal*, *83*, 202-218.

Schwarzer, R. (1986). *Self-related cognition in anxiety and motivation: An introduction.* Hillside, NJ: Erlbaum

Shumann, J.H. (1978). Social and psycological facotrs in second language acquisition. In Jack Richards (Ed.) *Understanding second and foreign language learning: Issues and approaches.* Rowley, MA.: Newbury House Publishing, Inc.

Ungar, M.T. (2000). The myth of peer pressure. *Adolescence*, *35*, 137-167.

Vogely, A.J. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals*, *31*, 67-79.

Williams, M., and Burden, R.L. (1997). *Psychology for language teachers: A social constructivist approach.* Cambridge: Cambridge University Press.

Yeh, C. & Inose, M. (2002). Difficulties and coping strategies of Chinese, Japanese, and Korean immigrant students. *Adolescence*, *37*, 69-83.

Young, D.J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *Modern Language Journal*, *75*, 426-437.

APPENDIX A

Dear Fellow Teachers of the American School:

The following is an anonymous questionnaire gathering information for my Master's in Applied Linguistics thesis. I appreciate if you would please answer the following questions with as much information as you would like to contribute. All responses will be kept completely confidential and will not be revealed in any way. They will be used for the sole purpose of the thesis. Any student names will be changed or not used in the thesis and will be kept confidential. When finished, please return to Mr. Court Webber's box in the Teacher's Room by Wednesday, October 3rd. Thank you for your cooperation.

Sincerely,
Rachel Elofson

_____

1. Sex: male / female   2. Nationality_____

3. How long have you been teaching at the American School of Puebla?_____

4.What subject(s) do you teach?
_____

5. Do you currently have or in the past have had Korean while teaching at the American School?   Yes / No

(If answer to question 4 is "No", you need not continue. Please return form with the above information only.)

6. Mentioning specific examples, how have you found the adjustment into Mexican culture and classroom for your Korean students? Why do you think this occurs?

7. Mentioning specific examples, have you observed or have heard other teachers discuss any issues they have had with Korean students? Why do you think this occurs?

8. Please describe any observations either inside or outside of the classroom of interactions, either positive or negative, between Korean students and Mexican students. Please be specific. Why do you think this occurred?

9.Please rate the academic success Korean students you have had in general in your classroom.

Poor   Below Average   Average   Above Average   Excellent

What factors would you attribute to this performance.

How much do you know about your Korean students regarding birthplace, culture, family, years lived in Mexico, etc.

APPENDIX B

Foreign Language Classroom Anxiety Scale (FLCAS)
English Classroom
S = Strongly Agree
A = Agree
N = Neither Agree nor Disagree
D= Disagree
SD = Strongly Disagree

Please place the letter(s) that correspond to your answer on the answer sheet. Do not write on this sheet.

1. I never feel quite sure of myself when I am speaking in my English foreign 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 don't understand what the teacher is saying in English class.

5. It wouldn't bother me at all to take more English classes.

6. During English class, I find myself thinking about things that have nothing to do with the course.

7. I keep thinking that the other students are better at English than I am.

8. I am usually at ease during tests in my English class.

9. I start to panic when I have to speak without preparation in English class.

10. I worry about the consequences of failing my English class.

11.I don't understand why some people get so upset over English class.

12. In English class, I can get so nervous I forget things I know.

13. It embarrasses me to volunteer answers in my English class.

14. I would not be nervous speaking the English with native speakers.

15. I get upset when I don't understand what the teacher is correcting.

16. Even if I am well prepared for English class, I feel anxious about it.

17. I often feel like not going to English class.

18. I feel confident when I speak in a foreign language class.

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 English class.

21. The more I study for an English test, the more confused I get.

22. I don't feel pressure to prepare very well for English class.

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. English class moves so quickly I worry about getting left behind.

26. I feel more tense and nervous in my English class than in my other classes.

27. I get nervous and confused when I am speaking in my English class.

28. When I'm on my way to English class, I feel very sure and relaxed.

29. I get nervous when I don't understand every word the English teacher says.

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 speakers of English.

33. I get nervous when the English teacher asks questions which I haven't prepared in advance.

APPENDIX C

KOREAN FLCAS NOT AVAILABLE ONLINE

APPENDIX D

Name_____

1. How would you rate your academic success in the American School?
    Poor   Average   Good   Excellent

Why do you think that you are having the success that you are? Or, why do you think you are doing poorly?

2. How would you rate your personal experiences in the American School?
    Poor   Average   Good   Excellent

3. Have you made friends with many Mexican students? Why or why not?

4. Do you like the people in the community of Puebla? Why or why not?

5. Who is or was your favorite teacher in the American School? Why?

APPENDIX E

FLCAS Results for High School

	ENGLISH					SPANISH				
Question #	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Stro... Disa...
1	0	3	1	1	0	1	2	1	0	
2	1	4	0	0	0	0	3	2	0	
3	2	0	1	2	0	2	0	2	1	
4	1	0	3	1	0	0	3	0	2	
5	3	1	1	0	0	0	2	2	0	
6	1	3	1	0	0	1	3	1	0	
7	2	0	1	1	0	2	0	0	0	
8	0	1	2	0	2	1	0	1	3	
9	3	0	1	1	0	0	3	2	0	
10	1	3	0	1	0	1	3	1	0	
11	1	1	1	1	1	1	0	1	2	
12	0	2	2	0	1	0	3	1	1	
13	1	0	2	2	0	1	1	1	2	
14	0	1	1	1	2	0	1	3	0	
15	1	3	1	0	0	0	5	0	0	
16	1	1	1	1	1	0	1	3	0	
17	2	1	0	1	1	2	0	1	2	
18	1	0	3	0	1	0	1	3	0	
19	0	0	1	2	2	0	0	1	3	
20	1	1	1	1	1	1	0	3	1	
21	0	0	3	1	1	0	0	3	1	
22	0	1	2	2	0	0	2	2	1	
23	3	1	1	0	0	3	0	0	0	
24	0	1	1	1	2	0	1	2	0	
25	1	1	1	0	2	1	2	0	1	
26	0	2	1	1	1	0	0	4	1	
27	2	2	0	0	1	1	1	2	0	
28	1	2	2	0	0	0	3	2	0	
29	1	0	3	1	0	1	1	2	1	
30	1	2	0	1	1	0	3	1	0	
31	2	1	0	2	0	0	2	1	1	
32	0	2	1	2	0	0	0	4	1	
33	1	2	1	1	0	1	1	3	0	

FLCAS Results for Jr. High

| | ENGLISH | | | | | SPANISH | | | | |
| | Strongly | | | | Strongly | Strongly | | | | Stro |
Question #	Agree	Agree	Neutral	Disagree	Disagree	Agree	Agree	Neutral	Disagree	Disa
1	1	0	2	1	1	1	0	2	1	
2	2	0	2	0	1	0	1	0	4	
3	0	1	1	2	1	1	0	2	1	
4	1	2	0	0	2	1	1	0	2	
5	1	2	0	1	1	0	2	2	0	
6	2	1	2	0	0	2	2	0	1	
7	1	1	1	1	1	2	0	1	2	
8	1	1	1	1	1	1	1	1	0	
9	1	2	1	0	1	1	1	1	2	
10	2	1	0	1	1	1	2	0	0	
11	0	1	2	1	1	0	1	1	2	
12	0	1	1	2	1	0	0	3	1	
13	0	2	2	1	0	0	2	0	3	
14	0	1	0	3	1	2	2	1	0	
15	1	1	0	2	1	2	0	2	0	
16	1	0	1	1	2	0	1	2	0	
17	0	2	1	0	2	0	2	0	1	
18	0	1	2	0	2	2	0	2	1	
19	1	0	0	2	2	0	0	0	4	
20	0	1	2	2	0	0	1	2	2	
21	0	1	0	2	2	1	0	1	2	
22	0	2	2	0	1	0	1	3	0	
23	0	2	1	0	2	1	1	1	2	
24	0	1	1	1	2	0	1	2	1	
25	3	0	0	2	0	1	1	0	2	
26	1	0	1	1	2	0	0	1	2	
27	2	0	1	2	0	0	0	2	0	
28	0	2	1	0	2	3	2	0	0	
29	2	2	0	1	0	0	2	2	0	
30	1	0	2	1	1	0	0	3	1	
31	2	1	0	1	1	0	2	1	1	
32	1	0	2	1	1	3	2	0	0	
33	1	0	2	1	1	0	0	2	2	