Teachers' Perceptions of Classroom Behavior and Students' Language Anxiety

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Abstract

Language anxiety is one of the affective factors influencing second language learning. The objective of this study is to clarify what kind of teachers' behavior, especially teachers' questioning and feedback may induce students' language anxiety in high school English classrooms. The research questions for the study are: 1) What kind of questioning and feedback do teachers aim to provide for students? 2) What kind of teachers' questioning and feedback give rise to students' language anxiety? The research was conducted with an open-ended questionnaire. Participants were 39 high school students and 6 high school English teachers in Sapporo, Japan. The data were analyzed qualitatively. Three applied linguists divided the responses from the teachers and students into meaning clusters, categorized these into factors, and investigated the relations among the factors. The results found agreements as well as mismatches between teachers' and students' perceptions of anxiety.