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Student Anxiety and Motivation of Speaking English in Conversation Class: A Case Study*

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To build confidence to engage in conversation it is crucial to motivate and reduce anxiety in EFL learners. This case study will focus on analyzing students' perceived anxiety, its effect on their motivation to speak English, and suggest strategies to decrease anxiety while increasing motivation. Research data consisted of a Google form survey, self-reflection questionnaire, and one-on-one interviews. Surveys were given as a Google form on the students' phones, consisting of 46 students taking a mandatory weekly English Conversation course in the second semester of 2019 at a South Korean university. To identify the impact on the students' conversational anxiety and motivation, the qualitative study method was utilized. In the pre/post questionnaire some significant changes were found in both anxiety and motivation. The questions were designed to be self-reflective leading to more honest answers. The findings show focused activities requiring longer responses lowered students' anxiety and increased motivation to speak. Lack of motivation changed little from beginning to end, from the questionnaire data, suggesting students' prior experience provided the framework. Exposure to criticism from peers, who are not in the common friend circle, challenges the short-term fear barrier and is not related to English per se.

[anxiety/motivation/conversation class/self-reflection]

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I. INTRODUCTION

In the field of second or foreign language learning, the effect of anxiety and motivation on learning outcomes has been the attention of the topics in countless studies and researched affective variables may affect success in learning either negatively or positively (Hamata & Kito, 2008; Horwitz, Horwitz, & Cope, 1986; Kim, 2017; Lee, 2018; Saheb, 2014). Oxford (1999) suggests there is "facilitating" or "helpful" anxiety. This type of anxiety is needed to finish a task correlating positively with language learning (Ehrman & Oxford, 1995). Ji Won Shin and Tae Young Kim (2017) suggest learning goals are tied directly to short-term emotional regulation and crucial to maintaining resilience. Young (1992) proposed that "language anxiety is a complex psychological construct requiring investigation from a variety of perspectives and approaches" (p. 157). Psychologists describe anxiety as a "state of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson, & Atkinson, 1971; Scovel, requoted in 1991, p. 18). Spielberger (1983) suggests this is subject to worry associated with an arousal of the autonomic nervous system. Horwitz et al. (1986) see anxiety as more complex and multidimensional involving many independent variables.

"Motivation concerns energy, direction, persistence, and all aspects of activation and intention" (Ryan & Deci, 2000, p. 69). Though the two - anxiety and motivation - may be seen as separate they are interdependent in learning. As Horwitz et al. (1986) point out they are intertwined with attention, self-esteem, motivation. Therefore, there is an overlapping of questions with different outcomes.

Guzman, an instructor in Puerto Rico, said he loved his job but got frustrated with himself and his students as recorded in his TED presentation entitled, "Teaching English without Teaching English" (Guzman, 2016). The anxiety of meeting personal standards of effectiveness with a reality of lack of motivation by students left him frustrated. Guzman suggests students learn specific words to determine the speaker's intention while random materials enable students to interact in a group under supervision.

Thus, the overall focus of this study was; (1) to investigate students' anxiety of speaking in front of peers and (2) suggest strategies to activate conversation skills, focusing on the activities of students who participated in a Focus Group Interview (FGI). This study addresses the following:

1) What is the overall anxiety of students regarding the activities they are participating in English Conversation?
2) What applicable strategies motivate students to improve their conversation skills?

II. LITERATURE REVIEW

1. Beyond Anxiety

Foreign language learners regard anxiety as one of the most significant socio-affective factors influencing foreign language acquisition (Woodrow, 2006). From experience, students have a comparatively high level of conversation anxiety. Studies also reveal students prefer group discussion as a way of reducing their communicative anxiety (Kim, 2017; Zhang & Liu, 2013). Students tend to be group-oriented rather than individuals because of cultural social boundaries preferring to participate in activities below their speaking level.

Saheb (2014) suggests simple and commonly purported solutions. A stress-free environment is moot considering students are required to perform in front of a new teacher in new surroundings. A teacher having a broad understanding of students' culture and prior learning, lessens the anxiety raising the motivation curve. New environments require clarity and relationship building. Clarity implies the teacher's self-understanding of goals and ideas presented. Having a happy class does not equate to learning, but a buddy relationship between teacher and student does.

In the same vein, there are several models and theories about the comfort zone. It is not the comfort zone that is important, but what surrounds it or what inhibits the moving out is the issue. Students entering new situations often cling to their comfort zone while being pushed out or encouraged to expand. This anxiety creates a 'stay in the comfort zone' mentality resulting in demotivation to participate. Using White's definition of 'Comfort Zone', "The comfort zone is a behavioral state within which a person operates in an anxiety-neutral condition, using a limited set of behaviors to deliver a steady level of performance, usually without a sense of risk" (White, 2008, p. 2) key words like anxiety-neutral and without risk standout.

To encourage a breaking out of this zone schools or teachers give high marks for insufficient effort. Maxwell uses the 'Comfort Zone Model' (Figure 1) in her blog to explain why some excel while others stagnate. Her answer to that conundrum is "fear is the only thing holding us back" (Maxwell, 2020). This model is different because it outlines the strategy for success while in other models' fear is perpetual.

In Maxwell's model, the student deals with anxieties embracing and expanding their comfort zone. When fear becomes a part of the comfort zone it is no longer a threat. Moving from the comfort zone requires some resilience through challenging the fears and misunderstood ideals gained from experience. For some, the excuses used were accepted and became an easy way to escape moving forward. For others, scores were

easily gained creating a sense of comfort. Moving to the growth zone is accelerated when the fear zone is breached.

FIGURE 1
Comfort Zone (Maxwell, April 20, 2020)



2. Motivation and Demotivation

T. Kim (2017) suggests more motivation and less anxiety results in emotional regulation and higher academic resilience. There is a correlation in learning motivation with positive emotions (Kim, Kim, & Kim, 2017). Korean nature suggests students hang with their group. This groupie mentality can deny students awareness of the social capital resources available to them. Awareness of social capital support enables higher resilience and self-regulation versus group-regulation (Plunkett, Henry, Houltberg, Sands, & Abarca-Mortensen, 2008).

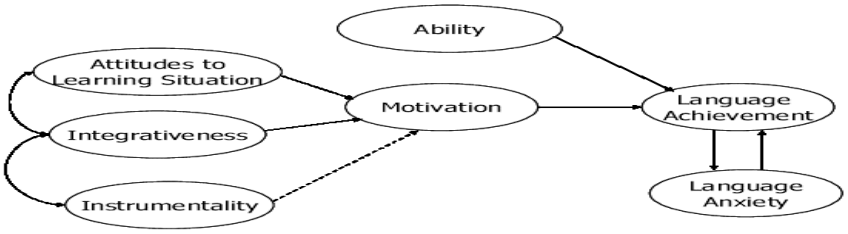
Lack of motivation in the middle school years is due to the pressure of vocational choice. The pressure to choose a vocation so early heightens anxiety. Post-middle school motivation is heightened to pursue a high social gain. Kim suggests the self needs integration with the target group to raise the motivation level. “Teens may not be interested in choosing to join another language group or even leave their own. Social pressure to learn English for utilitarian purposes, or just because I want to learn is a demotivator” (Kim et al., 2017, p. 56).

According to Gardner's (2005)’s Socio-Educational model (Figure 2), attitude feeds motivation. Motivation includes three elements—effort (the effort to learn the language), desire (wanting to achieve a goal), and positive affect (enjoy the task of learning the language) (Lai, 2013). ‘Attitude’ fits T. Kim’s study (2017) on resilience. Developing the self requires goal-setting and at times failure. Resilience is about attitude to challenges

feeding motivation to set and achieve goals. Integration, not expanded here, comprises a progression from an interest in other people and cultures to a complete move to join the target group.

FIGURE 2

The Socio-Educational Model (Gardner, 2005, p. 92, requoted in Lai, 2013)



The L2MotivationSelf-System of Dörnyei and Ushioda (2011) focuses on the motivation to become the 'dream' self. This was a challenge to Gardner's Socio-Educational Model and integration and is driven by a visualization of a person's ideal motivation is derived from personal visualization experience and a common tool used in sales training. Visualizing the path to self-goal achievement is important. Identities are personally valued constructs relating the self to the world and are socially forged and negotiated through our relations and interactions with other people (Goharimehr, 2019).

If a person wants to be wealthy the mental image of wealth needs to be the drive, in any decision. One technique from a multilevel marketing experience is to write goals where you can constantly view them. Visualization is especially important when making students participate in an activity where rejection will happen, but the goal remains achievable.

In Dörnyei and Ushioda's (2011) model, the second L2 self is the "Ought-to L2 self". This sets the plan and path to achieve the Ideal L2 self-requiring avoidance of negative choices and maintaining a positive attitude. This plan may include memberships visualized as stepping stones to achieve the ideal. Students stepping on the stones toward this ideal experience both higher anxiety and motivation.

The third 'self' in Dörnyei and Ushioda's (2011) model is experience. With the ideal self in the front of the visual cortex, choice of class, or teacher makes experience a factor in the motivation to learn.

Overall, student anxiety is driven by experience while past successes and failures determine the level of motivation to participate in class. Those rising above circumstances are resilient accepting the challenge to stay on a personal goal track.

III. METHOD

1. Participants

This study consists of 46 freshman students taking a mandatory Practical English Conversation course for graduation at a South Korean university. There was no level testing resulting in a wide variety of levels. Students were given the pre-test to determine attitudes at the start of the semester. Missed classes, required army recruitment, and dropping of class resulted in a common value of 46. Five students could not attend the required 'ESL Café' hour due to conflicts in schedule and were given one-to-one oral interviews which were recorded and included verbatim in Table 4.

TABLE 1

Summary of Interview Participant Variables

Interviewee Gender Year	Initial Observation Oral Level Test	Remarks
A. Male Freshman	Low Fluency / Medium Motivation	This student spoke with limited sentence structure. High ideals.
B. Female Freshman	Middle /High fluency / High Motivation	This student was clear there were no barriers to learning. Self-motivated to achieve through personal effort.
C. Male Senior	Middle / High Fluency / High Motivation	This student is older and sees English as a step to a better status.
D. Female Freshman	Middle / High Fluency / High Motivation	Excerpt from the interview— I came because I failed to apply for classes. I'm worried if speaking is included in our grades. I take any class passionately.

The 'ESL Café' hour is a requisite free-talking hour for grade points at this university. They participated in the initial online Google form but were required to have a one-on-one interview as an equity value to other students. Questions were designed to bring out similar sentiments to other students. One student showed interest but was a consistent no show, resulting in four respondents participating in the FGI interview. The students and professor set appointment times to facilitate the recorded interview. The student did not demonstrate anxiety in class and participated when requested. The lack of motivation was intrinsic meaning he lacked discipline and motivation. These four (see Table 1) were included in the initial group of students who participated in the Google questionnaire.

The questions for the one-on-one interview were designed to enable discussion. Giving students time to prepare their answers lessened the anxiety in the interview. The

anxiety that was presented was due to the student's expectation their grade was determined by their ability. This was not the case and was communicated personally and in class; the point value was moot.

2. Instruments

Three instruments were used to measure participant anxiety and motivation: Google form surveys developed by the teacher, self-reflection questionnaire, and one-on-one interviews recorded by the instructor plus observations during class time. Questions were designed from research considered for the research topic. Observations were not recorded or written but ad-hoc discussion in or out of class. These tools enabled the documentation of responses creating a hypothesis issue for students' anxiety and lack of motivation, or higher drive to study a language.

1) Surveys

Students were responsible for filling out surveys close to the beginning of the semester. A Google survey was given to students at the beginning and late in the semester. The design of the survey questions focuses on a separation of ideas for later extrapolation and interpretation. The overlap providing different details. While reworking this survey would result in better assessments of anxiety and motivation. Another Google form was given to evaluate the overall class for the semester. The survey focuses on students' anxiety in attending class and perceived causes which may hinder their motivation. The researchers divided the questionnaire items into two sections regarding conversation; anxiety, and motivation.

To identify students' anxiety on the pre- and post-test, data was collected via a questionnaire using a 4-point Likert scale (1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree), exempting from "neutral domain" to ascertain the students' yes-no opinions in a more obvious manner. They were completed by participants enrolled in an English Conversation course. They also responded to two general questions: 1) What causes the most anxiety in conversation class? 2) What motivates you the most to study English? Students were allowed to choose which fit their situation. Therefore, the total number reflects multiple answers per student.

2) Interview and Self-Reflection Questionnaire

Students were chosen for one-on-one interviews to compensate for schedule conflicts. The University mandates students to attend two one-hour sessions at the 'Café', a desig-

nated place for students to experience a free talking environment with assigned professors. Registration for each hour was online due to limited space. Interview questions were given ahead of time to compensate for any language limitation. The English level was not checked. The interview process is more than a simple needs test. It is essential to analyze the learner's motivation to achieve their stated outcomes.

Open-ended questionnaires consisting of 5 questions for self-reflection were given ahead of time to compensate for language challenges and prepare answers to alleviate the stress of the interview. The purpose of the questionnaires was to engage in a dialogue with the student about their anxieties and motivations to learn English. Speaking being the big challenge reflection students to translate their answers and practice if necessary. Follow-up questions were given to when the ability was noted.

3. Procedures

Table 2 lists weekly activities in which students join various activities such as writing, dialogue/conversation interaction, discussion, and presentation as in the process of each week, based on simple to complex, short conversation/sentence to longer expanded conversation/sentences. Weekly activities demonstrate the growth of difficulty to reach class end-of-semester objectives. From simple and easy to longer structured sentences and speaking creates manageable anxiety for students. Initially, new styles challenge the status quo. Later weeks show a willingness to stretch and expand communication with less anxiety.

In-class activities were designed to push students through their anxiety wall. Students were instructed to buy a lined book to do their initial writing and checked regularly by reading them in front of the class. Activities ranged from a simple 5 sentence paragraph using seven (7) words to interviewing a foreigner on a set topic (Table 2). All skills are integrated with increased conversation skills the output goal.

Given questions ahead of time students were able to prepare answers and ask for clarity. This was deemed necessary due to fluency and overall understanding of the question. Students set the time and were interviewed on-on-one with a cell phone as the recording device. Samples were made of all homework by the professor except for the recorded interview. Most interviews were longer than 5 minutes. Observation throughout the semester shows a correlation between speaking time and the level of stress. Observing students in class the challenge was to expand the foundation knowledge base.

TABLE 2

Weekly Activities

Phase	Stratified Process Activities
Short writing and speaking Weeks 2-3	·The initial writing of 2-3 sentences describing a person they admire using 7 words in each sentence. ·Expansion of 5 sentences using specific opposite vocabulary. Using opposites enables longer sentences. When speaking longer anxiety is lessened. ·Write about an event using two opposite adverbs from the unit. Simple sentences with added information following each factual statement.
Expansion of the dialogue Weeks 4-5	·Creating questions of 7 words or longer using comparatives. This is a partner activity requiring reciprocating questions with an answer statement plus 2expansion sentences to expand the idea. ·Using given vocabulary expands the sentences beyond 7 words. Agree or disagree with inserting the vocabulary, add 3 sentences of information, and add a question to continue the dialogue.
Expansion of the dialogue using clear instructions Weeks 6-7	·Give directions to cook your favorite snack. Using a monologue style gives precise measurements and actions to create a snack. Use 10 sentences or more to be precise. Follow this with a question to continue the dialogue.
Approach for dialogue Weeks 9-10	·Using the 5W's and How / How many questions (minimum of 10) approach a foreigner for an interview. Record the interview. Each question should have 7words or more and include country, name unless the resulting answer is 7 words or longer. Write the answers for review. ·Discussion in a small group using 7 words or longer the set of questions given about technology and preferences.
Longer writing presentation Week 11	·Write at least 1 A4 pages detailing a wish you have. Begin with I wish. Make 3 separate paragraphs. • Why would you wish for it? • How you will get it? • How it will help achieve your life goals?
Second Class Evaluation Form Week 13-14	·Open the class homepage and fill out the forms. The class evaluation form has no name of class number use Hangeul or English for the longer answers.
Final Presentation Week 15	·Write a dialogue consisting of 6 pairs (A/B x 6) This must be 2 pages A4. Follow the & AIQ format (7 words in each of Answer / Information / Question).

4. Data Collection and Analysis

A survey analysis on Conversation Class (CC) was utilized to identify enrolled students' basic perceptions and empirical evidence of CC at both the beginning and end of

the semester from a quantitative perspective. The collected samples were utilized to coach learners' CC activities for better understanding and implementation. Four students were selected for the FGI to identify the challenges students encountered in learning English. The surveys were administered near the end of the class according to the 'pre' and 'post' Google form entries. The researchers collected participants' responses and discussed mutual relationships between their participation in CC activities and their reports and answers to interview questions.

For the first research question, a descriptive analysis of the survey on anxiety and motivation was utilized to identify enrolled students' perceptions during the class. The collected samples were analyzed separately. To ascertain applicable strategies for improving speaking skills in terms of the second research question, related to English Conversation students, open-ended questionnaires consisting of 5 questions distributed to students and were qualitatively administered. The purpose was to analyze which factors were common and which were situational. The results reflect the choices made as a percentage of choice versus the total number of students.

IV. RESULTS AND DISCUSSION

1. Students' Perceptions of Conversation Anxiety and Motivation

Q1. What is the overall anxiety of students regarding the activities they are participating in English Conversation?

In the first question, there are significant anxiety factor changes. While getting a good grade is a constant in both anxiety and motivation, other areas changed over the semester. The big shift in H (Question 1) from .1 to 46 is significant. Students who had little reason to stress about getting a better job or achieving their major points goals had opened their minds to other stressors. Being a freshman in a second-semester class, relationships take on a stronger element and meaning. In South Korea, males are considering military service. One or two dropped the class due to upcoming service commitments. Thus, the large change in the 'Other' column. This change would correlate with other changes like to 'Get a better job'. If military service in front of education and job choices, the change of anxiety would be reflected and a natural move.

TABLE 3

Students' Responses to General Questions on Anxiety and Motivation

	Responses	%	
		Pre (*n*=46)	Post (*n*=46)
1. What causes the most anxiety in conversation class?	A. To fulfill KNU graduation requirements.	21	26
	B. To talk to people from other countries.	13	15
	C. To learn about/understand western culture(s).	6.5	2
	D. To develop my personal communication skills.	31	27
	E. To get a better job.	31	10
	F. To improve my ability to speak with native English speakers.	11	10
	G. To improve my ability to speak in English when traveling.	21	.2
	H. Other: _____	.1	46
2. What motivates you the most to study English?	A. I just want to pass this class.	37	35
	B. I can't understand the native-speaking instructor.	48	31
	C. I feel there is a culture gap that hinders communication.	10	60
	D. I can't express what I want to say in English.	21	29
	E. I feel uneasy about my future because of English.	24	37
	F. I don't have opportunities to speak in English outside of class.	24	19
	G. I worry I won't be able to express myself when going overseas.	21	17
	H. Other: _____	.2	0

On the positive side of anxiety, the numbers dropped significantly for anxiety when traveling. Dropping 19 points reflects a rise in the confidence level to approach others, both outside their social or country group. This reflects C's answer -To learn about/understand western culture(s).

Using Maxwell's (2020) Comfort Zone graph shown in Figure 1, this drop in anxiety may be interpreted that the comfort zone moved and the fear zone breached. Interpolating the results suggest students moved into the learning zone. Considering growth to be a longer-term effect a follow-up study for comparison is an option. Having moved students to a higher comfort zone, or through the fear barrier it would be expected excuses to not participate may change and motivation to learn increase. In the second question, "What motivates you the most to study English?" (F), "I don't have opportunities to speak in English outside of class", went down five points. Though this number is not a significant change towards motivation, it does reflect a less anxious student when approached to dialogue. They have the confidence to respond but may not make an effort to engage in conversation. This is reflected in question 1C relating to an interest in Western culture. The numbers are low reflecting it is not a general motivator.

Students' did not demonstrate a large change in motivation, even slightly lower motivation points post-semester. Comparing the two-point changes the interpretation leans to a moderate motivation with less anxiety to approach with limited but expanding dialogue.

The following responses were given by the interviewees. They are verbatim from the recording. Corrections for grammar were not made to keep originality.

A. Male Freshman — "My brain is down English. Stress. English spelling, I don't… Hmmm, conversation very stress. Talking…don't know talking."

B. Female Freshman — "I think the difference between pronunciation and intonation that is not in Korea is a hindrance to class. Because I cannot express the difference between correct pronunciation and intonation when I read the prepared text, it is difficult for the professor to understand."

C. Male Senior— "I can't speak by heart. It's even hard in Korean. I'm worried if speaking is included in our grades. The second concern is the first test. I'm afraid of how to take the test when I encountered all the professors. I have no complaints about homework."

D. Female Freshman— I attended the class to graduate at first. But now it's a little different from the original motive. The professor creates an atmosphere where students are likely to participate in class. It was a little uncomfortable at first, but I feel that it has a positive effect on my English ability.

These interview responses from the one-on-one questionnaire reflect the variety of levels in the class. 'A' demonstrates a high anxiety experience 'frozen brain' syndrome. The dilemma of speaking will remain an eternal task, so we need a basic speaking reading with reading or tweeting. It is the researcher's understanding that reading and writing, though grammatically challenging is where many students experience less anxiety. Speaking demands an instant response creating high levels of stress from being unprepared for the mix of questions asked.

B's previous learning focused on perfection. Anxiety in South Korea comes from the quest for perfection. It can be heard in conversation with recruiters or parents the desire for a foreign teacher to speak with an 'American' accent. Intelligibility may be a factor as many foreigners do not speak clearly causing misinterpretation and increased stress. At the same time, students are not able to adapt to a variety of accents due to a narrow focus on a 'speaking it right' philosophy.

Communication through writing, as required in the class, was difficult because of sentence sequences. This student desired to communicate, but found it inadequate and became anxious. The researcher used the writing to help students see the problems with communication and offered corrections. The choice of combining writing with speaking enables the teacher to lessen the anxiety. Correcting speaking can be repetitious creating feelings of inadequacy. Writing, on the other hand, creates a positive learning environment with resulting in immediate corrections. Therefore, it is asserted by the researcher that writing will enable change to happen through a lowering of anxiety and enhanced motivation. The focal point then becomes one of communication with intonation and pronunciation on the back burner of stress.

'C' demonstrates the focus of class homework and objective. Though students are learning English the problem is personal communication habits in L1. The struggle 'has communication ideas in L1 are reflected in the anxiety and motivation issues in English. English is a mere mirror of personal communication issues.

'D' shows a common goal of Korean students entering University. Vocational choices already made; post-high school choices are almost predetermined. Graduation is a travel through time with little thought given to skills and ability improvement. Positive feelings from an increased language ability change future perspectives and perhaps job choices. Learners develop an awareness of their abilities and it is fundamental to provide a language education that meets their needs. They are therefore motivated to learn, developing competence beyond the borders of the formal education context for English Language studies (Tosuncuoglu, 2019).

Awareness of ability allows for students to expand their comfort zone. Though teachers may know this, structure and system often stymie flexibility. Having already made vocational choices different anxieties may present themselves. It is easy to snuggle into a comfort level thinking a job will be there. On the other hand, students who are motivated to expand their horizons have a larger choice pool.

D's motivation changed which is what the Socio-Educational Model suggests. Changing attitudes lead to integration and motivation. Changing instruments and styles enable the 'happiness factor' to kick in and learning accelerate. Gardner (2005) focuses on larger pieces to enable learning to occur. Maxwell's (2020) Comfort Zone Model suggests a more linear progression defining clear changes making it easier to put a finger on where the student is in terms of self-direction. Resilience and self-direction are keys to any movement in learning. All models reflect self-determination as the point where anxiety and motivation merge and change.

2. Applicable Motivation Strategies for Improving Conversation Skills

Q 2: What are the applicable strategies to motivate students to improve their conversation skills?

Based on the analysis from the open-ended questionnaire and interviews, the researchers identified the following several applicable conversations. Table 4 indicates a response to interview questions of participants enrolled in conversation. Students were expected to answer five questions. As for the first, responses were geared to a grade point achievement. Responses demonstrate a change occurred over the semester. The class atmosphere and homework activities encouraged participation in lessening the level of anxiety. Students said they had many opportunities to speak English in front of their peers initially creating anxiety. The majority of students fear criticism resulting from a "happy baby" culture. In an era of expanding travel and opportunity, most students remain fearful of grammar mistakes.

TABLE 4

Students' Responses to Interview Questions

Items	Students' Responses
1. What motivated you to keep attending this class?	I attended the class to graduate at first but has changed. The professor creates an atmosphere where students are likely to participate. It was a little uncomfortable at first, but I feel it has a positive effect on my English ability.
2. What hindered you from performing better in this class?	The biggest obstacle is not catching the difference between correct pronunciation and intonation when I read creating difficulty for the professor to understand and a hindrance.
3. Were you more involved in this class during regular classes or when there was a graded speaking activity?	I participated in a lot of speaking activities at the professor's instruction. I laughed at myself for my lack of ability. The more I did the more fun I felt and was able to better concentrate in class. Previous classes were hard, boring, and tiring, but I had no time to be bored because of activities.
4. Which graded speaking activity did you struggle with the most?	Ask and answer questions in English to each other was the most difficult activity. I tried my best in speaking activities because I couldn't think of what I wanted to say in English. I remember the contests or games better.
5. What is something the instructor could have done to both encourage more class participation and reduce anxiety during this class?	Doing it on your own is important. It's best to allow all students to engage in the activities because most do not speak English well and have difficulty actively participating. I hope I can go away from the class and engage in a conversation, not between students and professors.

Regarding the second question, demonstrate students were confused by different rhythms and accents. It is a matter of choice not because English media or material is unavailable. With high-speed internet, there is no excuse to not expand English at home. Students choose to remain in their social group which requires less resilience to move forward. Instructors need to have clearer ideas on what is needed to foster a willingness to communicate the environment in speaking contexts (Hodis, Bardhan, & Hodis, 2010).

To reduce anxiety, students expect to play games in high anticipation of speaking more. In reality, many games have minimal oral responses. Guzman's (2016) idea of requiring students to speak English first but not exclusively would address this problem. As expected, some students find the concept of speaking in front of the whole class ineffective. Though students prefer free talking, they are not ready to speak opinions. Methods like group presentations or discussions and role-plays allow for structured preparation and presentation if given adequate rubrics to follow. The homework in this class revolved around a week of preparation by speaking in front of the class as a follow-up.

In questions 3 and 4 the focus is on participation. Students choosing to prepare for class, as some preferred not to, found themselves laughing at themselves. Laughing at yourself decreases anxiety and heightens satisfaction and creates a better understanding of personal through processes. Important motivational factors which are often assumed are the values put on emotional stepping stones which connect experience and emotion (Dörnyei & Ushioda, 2011).

Students enter class with set demotivators. Throughout the semester this value may lessen affecting ongoing dialogues. Rote memory activities or limited change activates result in bored and tired students. Students may be affected by other class environments which cannot be ignored. This is not a part of this research. With a variety of levels in one class activity structure will not meet all needs all the time.

Question 5 is a reflection of improvements. Participation is important. Spontaneity requires confidence, a larger knowledge foundation, and personality. Outside classroom activities were limited due to University rules for classrooms. They required an interview with a "foreigner" This created the most anxiety because students had to take the initiative to both approaches and engage a person out of their culture and perhaps social group. Discussions with students' post-activity inferred a high level of satisfaction (lessened anxiety) while motivation to make it a weekly activity was low. Repeating this activity would continue the curve but is limited by cultural social group inhibitions.

Overall, from Maxwell's (2020) comfort zone perspective, students moved from their comfort zone establishing higher possibilities through conversation expansion activities. This was shown through better questions in class, as well as standing in front of the class to speak their opinion. For some, it was a small change while for others the experience

was chalked up to an “I did it once I can do it again” impetus. Most will not have established a larger comfort zone but have engaged their fear to move into the learning zone. This can be seen by the minimal movement in scores. The class required longer sentences with added information which created initial anxiety. To speak longer at one time is a challenge. This is a result of books used in previous learning. Longer sentences with added information push students to expand their knowledge base. Being graded on fluency versus communication is a bar that needs to be broken.

Dubberly and Pengaro (2009, p. 3) argue “We talk all the time, but we’re usually not aware of the when communication works and when it doesn’t, and how to improve it.” Using the 7AIQ model purported by Friesen (2017), the challenge is to put the pieces of language into a coherent effective communication sequence. It assumes students have memorized set phrases. Expanding on these previously learned communication sets using a minimum of 7 words challenges the student to use more of what they have learned. Adding information of the same length keeps them focused on expanding the idea versus the default change topics with every other sentence. Using the 7AIQ strategy raises anxiety initially, but from the long-term results and remarks longer lessens anxiety while motivation to speak long is enabling for personal pride.

V. CONCLUSION

This case study focuses on a general not specific view of learning English and related anxieties and/or motivation in an English conversation class. Students entering university face many challenges related to anxiety and motivation. The study was limited to one professor’s conversation classes designed for an integration of skills and in-class scripts relevant to conversations students would encounter. Longer studies would reflect a broader range of students or collaborating with other teachers to raise the number of participants. Longitudinally it would be anticipated anxiety would dissipate as students become more comfortable with the regimen of study. Conversely, the further into the study program other anxieties may arise inhibiting motivation to change.

The answer to the question, ‘What is the overall anxiety of students regarding the activities they are participating in English Conversation?’, culture needs to be considered as a strong element. Social boundaries enforced by parents and teachers create anxiety when reaching beyond them. Though instructors are points of stress many times it ultimately comes down to taking responsibility and become self-directed. There may be several reasons for not showing statistically significant results from all research measurement criteria. One could be the limitation of this research; the sample size is not large enough to draw any defining conclusions. Second, the use of a self-made survey and question-

naires was inadequate in that it did not bring about the resulting quantitative variance, focusing on the qualitative interviews.

Marginalizing various factors would give a truer view of anxiety and motion values. Factors like those mentioned above are unchangeable but the evaluation time is. Less time to service more students limits future language learning. Further study needs to be done on how it impacts language acquisition and job placement.

To answer research question 2, "What are the applicable strategies to motivate students to improve their conversation skills?" There needs to be an emotional connection to learning. From overall responses students enjoyed the activities which connected to them emotionally. Solutions to sharing emotion are to focus away from grammar to the communication of full ideas. Moving students into longer dialogue segments that communicate fuller ideas creates a higher sense of value and achievable personal goals. From in-class comments students receiving corrections based on communication values self-reflect and laugh at themselves lessening the anxiety of failure.

Applicable strategies to improve conversation skills lie in incremental and intertwined activities. Incremental refers to a step-by-step process to higher and longer output. In this class, students begin with a short information speech. Presenting a limited dialogue pair script with expanded information was the set speaking goal.

Motivation is driven by positive self-image and resilience (Dörnyei & Ushioda, 2011; T. Kim, 2017). Speaking and developing students' confidence was the class objective. Failure to achieve students' goals of high points can be a demotivator. The lessons learned bear repeating to expand boundaries with less anxiety. Validating all efforts with encouragement while not giving preference is essential to maintaining motivation momentum.

As noted, there was a movement in scores in the anxiety focused section. This suggests a few have explored the growth zone because they were already through the fear and took on the challenges of widening their world. This can be noted in the interviews where some had a broader experience and saw relationship growth as the motive for better learning as shown in Maxwell's (2020) Comfort Zone.

The teacher's job is to use methods that push students higher to explore possibilities, lessening anxiety and raising a broader sense of motivation. Those with a broader experience base are motivated to build relationships while others are engaged in their major course study and learning English requires too much energy resulting in lower motivation.

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Examples in: English
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