



CLASSROOM RESEARCH

BRIDGES FOR EFL TEACHING

Foreign language anxiety (FLA) in seventh-grade Chilean students and its relationship with the model of interpersonal teacher behavior (MITB) of their English teacher

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Abstract

This mixed study analyzed the relationship between the levels of Foreign Language Anxiety (*FLA*) in seventh-grade students and the Model of Interpersonal Teaching Behaviour (*MITB*) of their English teachers. 165 Chilean students and 5 English teachers from different schools participated in this study. The instruments used were the Foreign Language Classroom Anxiety Scale (*FLCAS*) and the Questionnaire on Teaching Interaction (*QTI*). Besides, interviews were carried out with each teacher in their work context. With the quantitative data, descriptive analysis and correlations between variables were carried out. With the qualitative data, code categories were created for each subtopic for later interpretation. The quantitative results indicated that there are only weak positive correlations between the *FLA* levels and only two of the eight dimensions of the *MITB*, indicating that there is not enough evidence to establish a significant correlation. However, through the interviews, the teachers did establish a link between both constructs, which means that students and teachers do not share the same perception about this relationship. It is concluded that this study is the first step in relating these two variables, opening a new field for the investigation of both constructs.

Introduction

During the last decades, numerous studies have related anxiety and foreign language learning. MacIntyre and Gardner (1994) define this phenomenon as ‘the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning’ (p.284). Horwitz et al. (1986) named the phenomenon as Foreign Language Anxiety (*FLA*). *FLA* refers to all the anxiety issues related to learning a foreign language, where difficulties in acquisition, retention, and production are found (MacIntyre & Gardner, 1991). In addition, Horwitz (2001) points to the role of the teacher as a variable on the anxiety levels of students, suggesting a degree of responsibility of the educators in this matter. As a result, there is currently a necessity to investigate the relationship between the behaviour of foreign language teachers during interactions with their students and their level of *FLA*.

Although studies of what is now known as *FLA* have already related it to variables such as academic achievement (Tucker, et al., 1976; Tran, 2012), oral production (Young, 1986), listening comprehension, performance in tests (Chastain, 1975), among others, there are no data available that have established a concrete relationship between the level of the *FLA* and the interpersonal behaviors of teachers of English in their classrooms. However, some studies have already identified that some teaching attitudes such as a slower pace of teaching (Frantzen & Magnan, 2005), use of humor (Berk, 2000), better orientation and classroom climate (Palacios, 1998), teacher support (Trickett & Moos, 1995) and ability to make students feel comfortable (Aydin, 1999; Donley, 1997), can positively or negatively influence the level of anxiety of students (Horwitz, 2001). For this reason, it is necessary to search for specific types of interpersonal behaviors that are directly related to low levels of anxiety in students.

Wubbels et al. (1985) developed the Model of Interpersonal Teacher Behavior (*MITB*) based on the model of analysis behavior designed by Leary (1957) created to illustrate the different interpersonal behaviors present in human relationships. They developed the Questionnaire on Teacher Interaction (*QTI*), a scale dedicated to evaluate teacher interpersonal behavior through the perceptions of both teachers and students. In particular, this model proposes a division of the concept into two main factors: Influence (Dominance-Submission) and Proximity (Opposition-Cooperation) (Wubbels & Brekelmans, 2005). These, in turn, are divided into eight dimensions of behaviour: Leadership, Helping /Friendly, Understanding, Student Freedom, Uncertain, Dissatisfied, Admonishing and Strict (Fisher, et al., 1995).

The main purpose of this study is to analyze the relationship between the levels of *FLA* in seventh-grade Chilean students and the *MITB* of their teachers of English.

According to various authors, the attitude and behavior of teachers would have an impact on the students' learning and well-being, considering the teacher as a transcendental element that must respond to the demands of the class and the state of its students (Piniel, 2006; Zhao, 2007; Ewald, 2007).

Knowing the relationship between the level of anxiety and the interpersonal behaviour exhibited in the classroom can be very useful for Chilean educators. By identifying attitudes, dispositions and teaching habits which negatively affect the learning of the students and produce anxiety, a teacher could be able to make decisions in relation to their pedagogical practices. With this, in turn, he or she might avoid exposing their students to situations that could damage their psychological state and learning process. On the other hand, identifying behaviours related to low levels or absence of anxiety can help teachers implement strategies that could provide a solution to those who suffer from this communicative tension, anticipating adverse effects. In this way, it is possible to minimize the effects of anxiety in classrooms, benefiting the learning experience of those who are most vulnerable to these mental disorders.

Methodology

Design

The objective of this research was to analyze the relationship between the levels of Foreign Language Anxiety (*FLA*) in students of seventh grade and the Model for Interpersonal Teaching Behavior (*MITB*) of their teachers in English as a Foreign Language class. This study takes a combination of elements of qualitative and quantitative research, that is, a mixed study.

Participants

In the quantitative section, we worked with 165 seventh-grade students from 3 public elementary schools, located in the communes of Gorbea and Loncoche, in the La Araucanía Region, Chile. The students were organized into five Groups (1-5) according to the teacher who taught the class. These students were chosen due to the transition stage they are in (between elementary and secondary education) which allowed us to observe how they learned English.

Regarding the qualitative area, it was carried out with five English teachers who had at least three years of teaching experience in the public system.

Instruments

Two instruments were used for the quantitative area, one of them was the Foreign Language Classroom Anxiety Scale (FLCAS), which was created in 1986 by Elaine K. Horwitz, Michael B. Horwitz and Joann Cope (Horwitz, et al., 1986). The instrument seeks to measure anxiety levels in foreign language students with 33 Likert-type items that are classified into three factors: communication apprehension, test anxiety and fear of negative evaluation.

For the *MITB* variable, the Questionnaire on Teacher Interaction (*QTI*) scale was used, which was originally elaborated in the Netherlands by Theo Wubbels, Hans A. Créton and Herman Hooymayers in 1985 with 77 Likert-type items. Subsequently, the scale was modified to have 64 items for the American version and finally, for an Australian version (Fisher, et al., 1995) it was shortened to 48 items, which was the one used on this research.

These items were organized into eight subscales (Leadership, Helping/ Friendly, Understanding, Student Freedom, Uncertain, Dissatisfied, Admonishing and Strict) comprised of two main factors: Proximity (which refers to how close the teacher is to his students) and Influence (which refers to the level of dominance of the teacher with his students).

An interview guide was developed to collect qualitative data from the teachers of English. It was organized into three topics: Foreign Language Anxiety (*FLA*), Model of Interpersonal Teaching Behavior (*MITB*) and Relationship *FLA* and *MITB*.

Data Analysis

Quantitative data analysis was carried out using SPSS version 25 and included the following procedures: first, the data was explored, verifying its correct entry. Second, the demographic data (nationality, sex, age, city of origin, and ethnicity) was subjected to frequency analysis. Third, items belonging to the Foreign Language Classroom Anxiety Scale (*FCLAS*), written inversely, were reverted to a different variable. Fourth, each scale and subscale were subjected to the Cronbach's alpha reliability test to check internal consistency. Fifth, for each factor on the scales, variables were created based on the average obtained from the items. Sixth, with the created variables, normality tests were performed, Student's t-test for descriptive analysis and Pearson for correlations.

Results

Quantitative Results

Reliability

For the *FLCAS*, an alpha value of 0.90 was obtained, which indicates that the instrument has an excellent internal consistency.

Regarding the *QTI*, an alpha value was obtained for each subscale: Leadership (0.78), Helping/Friendly (0.79), Understanding (0.73), Student Freedom (0.70), Uncertain (0.79), Dissatisfied (0.77), Admonishing (0.75) and Strict (0.68), which indicates that the instrument has adequate levels of reliability.

Descriptive Analysis

The results illustrated in Table 1 indicate that, for the Communicative Apprehension factor, the students from Group 5 obtained the lowest mean ($M = 2.79$ $SD = 0.74$), while those of Group 3 show the highest ($M = 3.41$ $SD = 0.70$). For the Test Anxiety factor, the students from Group 5 also obtained the lowest mean ($M = 2.39$ $SD = 0.50$), and those from Group 3 show the highest ($M = 3.11$ $SD = 0.58$). Regarding the Fear of Negative Evaluation factor, the highest mean was found again in Group 3 ($M = 3.48$ $SD = 0.80$), while the lowest in Group 1, ($M = 2.72$ $SD = 0.77$).

Finally, the students from Group 5 presented the lowest *FLA* levels in general ($M = 88.44$ $SD = 0.55$) and those from Group 3 ($M = 108.57$ $SD = 0.56$), the highest of the study.

Table 1
Levels of FLA by groups

		Group 1	Group 2	Group 3	Group 4	Group 5
Communication	M	3.05	2.96	3.41	3.26	2.79
Apprehension	SD	0.72	0.75	0.70	0.85	0.74
Test Anxiety	M	2.76	2.73	3.11	3.00	2.39
	SD	0.69	0.66	0.58	0.72	0.50
Fear of negative evaluation	M	2.72	3.04	3.48	3.15	2.78
	SD	0.77	0.92	0.80	1.01	0.73
Total FLA	M	95.70	95.37	108.57	102.96	88.44
	SD	0.61	0.62	0.56	0.74	0.55

On the other hand, Table 2 shows the comparison of the means of each dimension of the *QTI* scale by group of students.

Table 2
Students' perception of Interpersonal Teacher Behavior (MITB)

Sub-scales		Group 1	Group 2	Group 3	Group 4	Group 5
Leadership	M	3.06	3.31	3.07	2.62	3.17
	SD	0.57	0.59	0.44	0.87	0.57
Helping/Friendly	M	2.72	2.82	2.35	1.96	3.01
	SD	0.67	0.75	0.77	1.04	0.48
Understanding	M	3.12	3.28	2.95	2.70	3.47
	SD	0.58	0.65	0.63	0.91	0.45
Student Freedom	M	1.21	1.45	1.16	1.08	1.26
	SD	0.49	0.89	0.35	0.63	0.61
Uncertain	M	0.96	1.20	1.02	1.36	0.85
	SD	0.68	0.82	0.82	0.64	0.63
Dissatisfied	M	0.70	0.95	1.03	1.51	0.89
	SD	0.35	0.83	0.49	0.74	0.64
Admonishing	M	1.23	0.86	1.13	1.48	0.94
	SD	0.66	0.75	0.44	0.88	0.67
Strict	M	2.16	1.75	2.06	2.18	2.31
	SD	0.59	0.74	0.67	0.85	0.64

In the case of Group 1, the students' perceptions in relation to Teacher 1 were characterized by relatively high scores on the Leadership and Understanding dimensions. Meanwhile, Dissatisfied and Uncertain show low levels of perception. These results suggest that the profile of Teacher 1 is of the “Tolerant/ Authoritative” type, according to the typology of Wei et al. (2009).

For Group 2, the students indicated that the dimensions of Leadership, Understanding, Student Freedom are noticeable. On the other hand, the dimensions of Uncertain and Admonishing are the least perceived. This suggests that Teacher 2's profile resembles one of the “Tolerant/ Authoritative” type.

Regarding Group 3, the Leadership dimension is the most perceived by the students regarding Teacher 3. On the other hand, the least perceived behaviours were to those of Insecurity and Dissatisfied. In addition, values similar to the total study's means are observed in all variables. These results indicate that the teacher's profile is close to the "Authoritative" type.

For Group 4, four dimensions obtained their lowest means, these were Leadership, Helping/Friendly, Understanding and Student Freedom. Similarly, in three variables the highest means were observed (Uncertain, Dissatisfied and Admonishing). Likewise, with little difference in their means, the behaviours of Understanding and Leadership stood out as those with the highest perception, and Uncertain and Admonishing as those with the lowest perception. In this way, Teacher 4's profile resembles one of the "Drudging" type.

Finally, in Group 5, it is noted that four variables showed the highest perception in this segment, which corresponds to Understanding, Leadership, Helping/Friendly and Strict. In addition, among the most perceived variables were Understanding, Leadership and Helping/Friendly, added to a very low perception of Admonishing, Dissatisfied and Uncertain behaviour, the latter reaching its lowest level of perception of the sample. This suggests that the characteristics of this teacher were similar to a "Tolerant/ Authoritative" type (Wei, et al., 2009).

Correlations

Pearson test was carried out to relate the levels of *FLA* and its factors with the values of each subscale of the *QTI*. The results showed that there are six significant correlations.

For the levels of *FLA* and behaviour of Student Freedom, Pearson's test showed a weak but positive correlation ($r(165) = 0.178, p = .066$). Likewise, for the levels of *FLA* with Admonishing behaviour, the correlation was weak and positive ($r(165) = 0.181, p = .020$).

Similarly, Test Anxiety and Student Freedom were weakly but positively correlated ($r(165) = 0.214, p = .006$), as did Test Anxiety with Dissatisfied ($r(165) = 0.175, p = .025$) and Test Anxiety with Admonishing ($r(165) = 0.235, p = .002$).

Finally, for the variables Fear of Negative Evaluation and Student Freedom, the correlation was again weak and positive ($r(165) = 0.159, p = .042$).

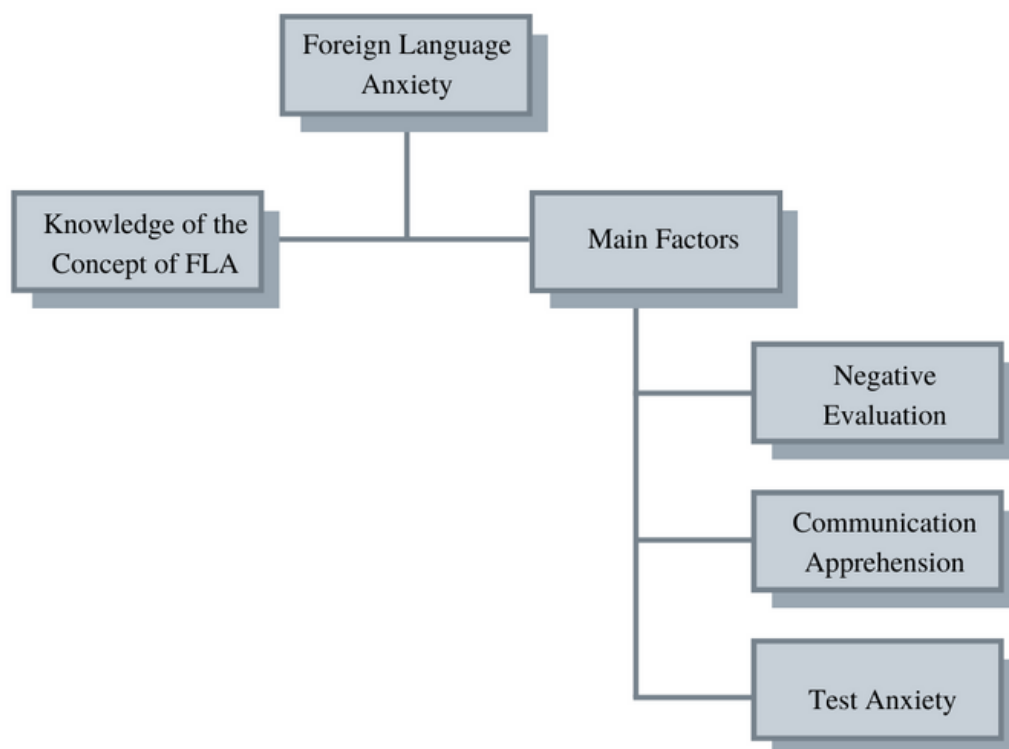
Qualitative Results

Foreign Language Anxiety (FLA)

These categories have been determined according to the five interviews carried out with the teachers. This first part presents networks that have been useful to answer the first specific question: What is the perception of teachers about the *FLA*?

Figure 1

Categories in the area of FLA.



Knowledge of FLA

Based on teachers' opinions regarding the *FLA*, anxiety which takes place in specific situations (Horwitz, 2010), three participants reported having perceived frustration due to the lack of skills and / or strategies, which leads to anxiety or nervousness. In addition, the negative attitude is a factor that is influenced by external factors. Finally, most teachers associated fear as the main emotion of their students in contact with the language. This can be seen in different settings; fear of making mistakes, leading to fear of communicating, for a later fear of being evaluated.

Despite recognizing the concept intuitively, most of the interviewees mentioned at least one of the factors related to *FLA*. Teacher 5, in paragraph 8, states the following:

"Having these fears, the students reject the development of it because they think they cannot, because of the fear of frustration and because of the many assumptions that they have brought up for a long time."

Main Factors of FLA

Negative Evaluation, Communication Apprehension and Test Anxiety are the main causes of *FLA*. The total of the interviewees, according to their experience, mentioned at least one of these concepts. When talking about the *FLA*, the relationship to any of the factors was immediate, even if the definition was mentioned superficially.

Regarding the *FLA*, Teacher 1 in paragraph 5 states:

"I think it could be nerves or fear of communicating in another language, and what usually happens to all of us..."

Communicative Apprehension

This component corresponds to anxiety in contexts where interpersonal skills are necessary. It has been found to be related to both learning and vocabulary application (Onwuegbuzie, et al., 1999). Two of the interviewees considered that all four skills (Listening, Speaking, Reading and Writing) are affected due to this apprehension. However, all interviewees refer to oral expression as the most problematic. Three of them mentioned shyness or insecurity as important causes.

Teacher 5 explains the following in paragraph 24:

"It is a fundamental part of language development, and commonly, according to experience, it is the area that is most neglected in the classroom. We practice a lot of grammar, a lot of Reading, but we forget the communicative part, the communicative approach. And that is why, personally, as a teacher I try to emphasize that."

Fear of Negative Evaluation

According to Januariza and Hendriani (2016), the fear of making mistakes is mainly influenced by the fear of making a fool of themselves or of being judged by teachers. This statement is equivalent to the statements of the interviewees. All of them stated that this type of fear is mainly reflected in oral production. Similarly, teachers mentioned that a negative attitude prevents the development of the skills and produces stagnation in learning achievements.

"Children are afraid of mockery and feeling rejected... so when one classmate laughs when the other is speaking or reading, and makes a mistake, then the children do not want to read again. [...] There, this teacher-student rivalry is generated because the child is in a position from which you cannot get him out" (Teacher 3. P. 39, 43).

"They are too ashamed; they do not participate and they do not achieve the objective of the class. That makes it difficult for me because, for example, I cannot make progress. I have to go back to the things that were left behind over and over again" (Teacher 4. P.45).

Test Anxiety

This factor refers to the negative expectations presented by students who are evaluated in any way (Von Wörde, 2003). Three interviewees mentioned that this is expressed mainly in oral evaluations, presentations, questions or dialogues between classmates. This causes that during these types of evaluations students present a negative attitude and little seriousness, affecting their learning.

Teacher 4 comments in paragraph 63 that;

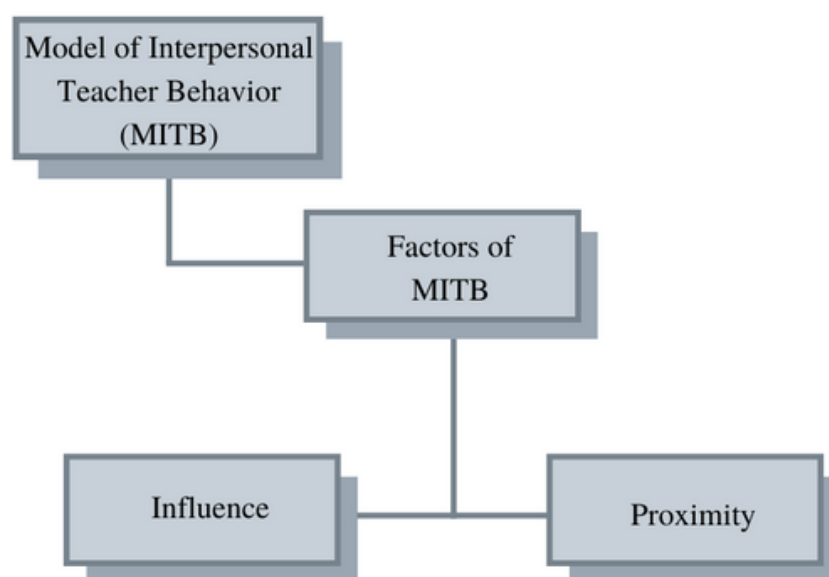
"I think that learning has a great influence because for them it is a panic that lectures or dialogue are made in front of the class. So, they try as usual to avoid that, doing it wrong, laughing [...] Learning is not achieved many times because they don't take it seriously."

Model of Interpersonal Teacher Behavior (MITB)

This second part presents networks that have been useful to answer the second specific question: What is the perception of teachers about Interpersonal Teacher Behavior?

Figure 2

Categories in the area of Model of Interpersonal Teacher Behavior (MITB)



Factors of MITB

The *MITB* is studied around two dimensions: Influence and Proximity. The first is divided into two concepts, Dominance and Submission; while Proximity considers Cooperation and Opposition as key concepts (Kim et al., 2000).

Influence

Influence refers to those processes through which teachers help to build progressively richer, more complex and valid meanings about the teaching and learning contents (Coll & Engel, 2018).

Not all the teachers agreed on their answers, but there was a trend. Four teachers mentioned that excessive control limits learning, imagination, and production. Although three of the teachers referred to discipline, monitoring and classroom management as an important factor, they also considered that an excess of control could lead to fear and rejection.

“Students come from many different places. They come with a very different cultural base and there are cases of students who are disruptive. They come from schools where they have been given many liberties, so here in seventh grade, a teacher has to be very strict in that aspect, very rigorous with the rules.” (Teacher 5. P. 40).

“If you limit them, you are restricting their knowledge, whether they have skills or not. I think it is very important that children, despite their abilities and skills, could enhance their knowledge.” (Teacher 3. P. 78).

Proximity

All teachers stated that trust is a predominant factor in their relationship with students. Proximity describes the level of cooperation between teachers and students (Telli et al., 2007).

All of the interviewees mentioned that the teaching-learning process must be linked to the context of the students, the affective relationships and the knowledge of their students, with closeness as a complement.

Teachers agreed that the positive aspect of closeness lies on trust, but they mentioned that the excess of it is an impediment to establish limits and causes loss of authenticity and autonomy in their students.

“When you plan a class, you do it with your students in mind. Therefore, you have to know them, know what their context is so that what is being taught is something meaningful” (Teacher 1. P. 78).

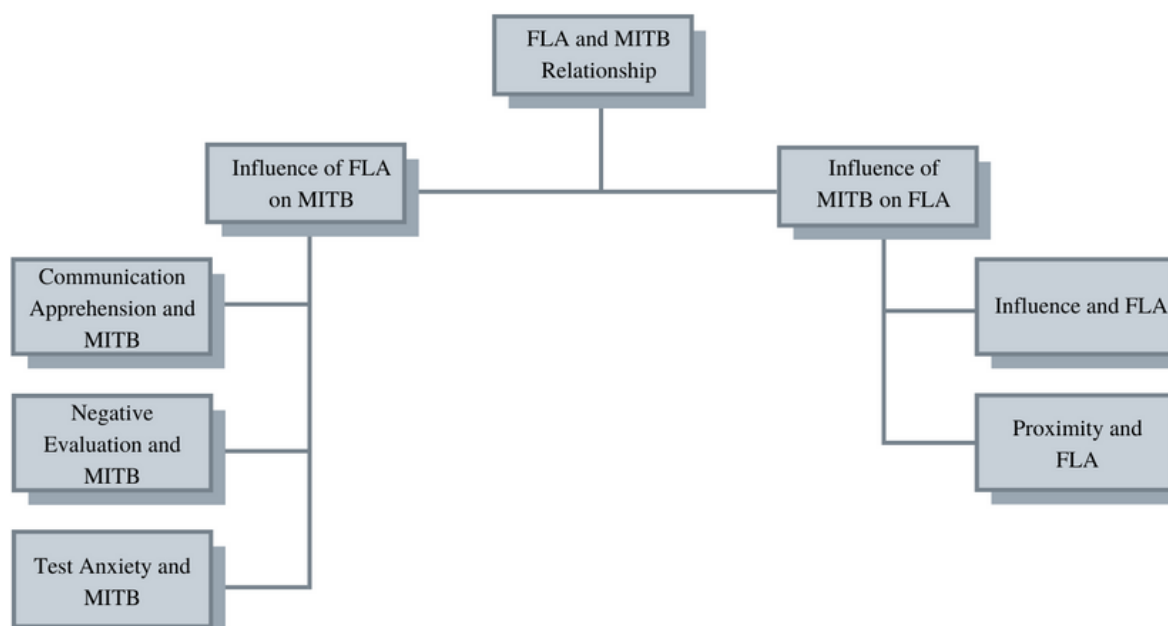
“Regarding a positive aspect of distance, it could be, on certain occasions, giving them the opportunity to develop autonomous work. That takes more work and I think it is a long process to come across this situation and make it effective. ” (Teacher 5. P. 36)

FLA - MITB relationship

This part presents networks that have been useful to answer the question: in what way could the Interpersonal Teacher Behaviour have an impact on anxiety levels during second language learning and vice versa?

Figure 3

Categories in the area of relationship between Foreign Language Anxiety



FLA and MITB

To analyze the relationship between *FLA* and *MITB*, we worked in two branches. The first is the Influence of *FLA* on *MITB* and the second is the Influence of *MITB* on *FLA*.

Communication Apprehension and MITB

Students who have high levels of communication apprehension are at a disadvantage from the start, since basic vocabulary learning and production are impaired (Onwuegbuzie, et al., 1999).

Four interviewees agreed that flexibility in assessments and tasks would help reduce anxiety. On the other hand, three interviewees referred to their role as adults and the ability to support their students, with communication as a relevant factor.

"It has happened that students refuse to participate in class and I talk to them while the rest of the class work on their own. I ask them what is going on, why don't they like English; If he doesn't like it, I try to connect with him or her. I get closer or I ask him to sit next to me. I try to do the tasks together and if I perceive too much anxiety to speak, I do not force him" (Teacher 5. P. 62)

Fear of Negative Evaluation and MITB

The fear of negative evaluation is related to the awareness regarding the inability to speak the language (Januariza & Hendriani, 2016).

Four of the interviewees referred to communication as a strategy to create an environment of comfort and trust so that their students can apply the language without fear of making mistakes. Two teachers commented that they do not force their students to speak if they notice their anxiety or discomfort. Two others referred to avoiding strict correction and being more flexible in relation to the level of demand.

“If a student who has difficulty communicating in English gives me an answer that is good in content, but bad in structure, I pick up the correct answer and maybe restructure it. Do not say “what you said is wrong” [...] because the objective of using a language is to fulfil a communicative function” (Teacher 1. P. 79)

“If he doesn't want to participate, I don't force him, but I do talk to him later. I ask him why he did not want to participate and if it's something very personal, I try to get him to do other types of activities” (Teacher 5. P. 68)

Test Anxiety and MITB

For this relationship, a common strategy was not perceived, since each teacher had had different experiences. Two of them commented that teamwork is of great help, while others mentioned that making modifications to the instrument could be beneficial in terms of performance. Only one teacher referred to flexibility in the assessments, referring to applying the instrument at another time.

“The modifications are made depending on the learning problem you have” (Teacher 2. P. 145).

“What do you do in a critical point? There is this possibility to apply the instrument at another time, in another context, even the class can be adapted.” (Teacher 3. P. 122).

Influence and FLA

Between Influence and FLA, it is considered how teachers can influence through flexibility and the level of trust. All the participants indicated flexibility as a way to avoid anxiety in their students, where pedagogical reflection was mentioned as a necessary practice. On the other hand, group work was considered a positive tool for managing anxiety in the classroom. Besides, three teachers mentioned that trust on their students has a positive influence, since it gives a feeling of freedom that reduces anxiety too. However, it is pointed out that too much trust can generate a loss of seriousness, also losing the authority of the teacher. Finally, two interviewees mentioned that self-confidence is essential since insecurities are easily observable by students, which can give a negative turn to the class.

"If I am not flexible, I am not going to impact in the right way and lower their anxiety levels." (Teacher 2. P. 169).

"It is important to try not to show weakness because students can feel it, and if they perceive this, it could take a very negative turn and it may be a mess" (Teacher 1. P.94)

Proximity and FLA

Within this aspect, the interviewed teachers agreed that empathy, sympathy and charisma are crucial in the classroom. Regarding empathy, it was mentioned that putting yourself in the place of the students and considering their realities contribute significantly to the creation of bonds.

On the other hand, two teachers mentioned humour as a useful tool, as long as there is a balance, knowing when to laugh and when not. Another interviewee identified himself with a stricter behaviour, relating it to promote a better learning environment.

"I believe that humor and the relationship one has with students can reduce anxiety levels" (Teacher 1. P. 97)

"I am stricter but perhaps that can generate a more trusting environment in the classroom" (Teacher 3. P. 198)

Discussion

Both the *FLA* and the *MITB* are theoretical models with a long history in the field of pedagogy, which has provided valuable results for teachers in relation to the status and perspectives of their students.

Regarding the purpose of describing the *FLA* levels of the participants, these vary between 55.11 and 143.88 ($M = 98.01$), which is relatively similar to previous studies. For example, Horwitz (1986) obtained a mean of ($M = 94.5$) for a sample of 108 students of Spanish. In Spain, Pérez-Paredes and Martínez-Sánchez (2001) obtained results with a mean of ($M = 89.07$), and in Chile, Riquelme-Mella, et al. (2015), achieved a mean of ($M = 93.58$) for a sample of 971 English learners.

On the other hand, regarding the perception of the *MITB*, it is useful to contrast our results and those of the first application of the questionnaire in its Australian version. These results are similar in most dimensions; however, our results tend to show a greater contrast between the means of the dimensions considered opposite. In the study of Fisher, Fraser and Cresswell (1995) they turned out to be:

Leadership ($M = 2.30$), Helping/Friendly ($M = 2.47$), Understanding ($M = 2.54$), Student Freedom ($M = 1.35$), Uncertain ($M = 1.17$), Dissatisfied ($M = 1.27$), Admonishing ($M = 1.44$) and Strict ($M = 1.92$). This may be due to the fact that the sample size is significantly larger than that of this study. Similarly, it can be deduced that the cultural background of the two groups of teachers may be a factor to consider.

When Analyzing the level of correlation between the levels of *FLA* and *MITB*, it was not possible to find a sufficiently significant association. This is because positive correlations are only at a minimal level. In addition, there are not similar studies that could serve as a comparison. For this reason, more studies in this area are suggested to obtain more categorical results.

On the other hand, the qualitative analysis of the *FLA* and *MITB* are completely unprecedented. These have been designed for quantitative analysis, and the studies of mixed design only focus on creating supplemental questionnaires.

In relation to the teacher's perception of the *FLA*, the majority mentioned key concepts to the main factors of the phenomenon such as fear to communicate, to evaluations, to make mistakes, or to the English class, thus supporting the original ideas of Horwitz et al. (1986). On the other hand, in relation to the teachers' perceptions about *MITB*, they described in general terms the two main factors (Proximity and Influence). However, only a few mentioned names and characteristics of the eight dimensions. However, almost all of them coincided in highlighting the importance of emotional, motivational and behavior control strategies, as proposed by Vaquer et al. (2011) Likewise, all pointed out that a close relationship with students can better involve them in the class, as proposed by Brekelmans et al. (2000).

Regarding the relationship between *FLA* and *MITB*, almost all teachers agreed that teaching behaviors can have an impact on students' anxiety levels, supporting what is indicated by Horwitz (2001) and Von Wörde (1998). Likewise, they supported what is mentioned by Piniel (2006), Zhao (2007) and Ewald (2007), in that it can also impact the well-being of the student, pointing out that the teacher must fulfil their students' needs such as anxiety. Mainly, they mentioned that behaviors close to the axis of Cooperation (Wubbels & Brekelmans, 2005) are those that can help reduce anxiety levels, and that those close to the axis of Opposition only create or increase anxiety, supporting the conclusion of Cornelius-White (2007).

Quantitative and qualitative data did not share consistent similarities. On the one hand, the quantitative results showed weak and positive correlations between the levels of *FLA* and only two dimensions of the *MITB*.

Meanwhile, all teachers coincided in associating characteristics belonging to the behaviors of Leadership, Helping/Friendly, and Understanding with low levels of anxiety, and properties of behaviors such as Admonishing with high levels of anxiety. Precisely, both sectors coincided in relating these last variables (Student Freedom and Admonishing) with an increase in anxiety. It should be noted that the Group 5 presented the lowest level of anxiety and perceived in great extent Understanding and Leadership and the lowest perceptions of Dissatisfied, Uncertain and Admonishing. In turns, the teacher reported being closer, cooperative, friendly and open to questions.

Conversely, the highest levels of *FLA* were observed in Group 3, with low levels of Helping/Friendly and Understanding; at the same time, he mentioned anxiety as a factor that can sometimes be helpful for the learning process. It is worth mentioning that Group 4 presents the second highest level of *FLA* and we found the lowest perception of Leadership, Helping/Friendly, Understanding and Student Freedom and the highest perception of Uncertain, Dissatisfied and Admonishing. However, Teacher 4 did not describe himself as someone who tends to extremes.

The implication of this study for teaching English as a foreign language lies in offering a new perspective on the effects of *MITB* on *FLA* and vice versa. One of the practical implications of this research is to encourage teachers to establish affective bonds and closeness with their students, in order to be aware of their psychological state, focusing on identifying and facing anxiety, recognizing it as another characteristic of the process of learning a foreign language. Beyond the results obtained, it is expected that Chilean teachers become interested in investigating the impact that their behaviors and attitudes have on the well-being of their students. In addition, this research aims to inspire interest in the relationship between the *FLA* and the *MITB*, which may lead to new studies of this nature.

Considering the quantitative and qualitative data obtained, and the weak connection between their results, it is suggested that more studies on this area are necessary to achieve more conclusive results. However, the fact that this research is the first step in investigating the relationship between *FLA* and *MITB*, is the most important aspect of this study.

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