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Attitude and Perception Differences When Speaking in a Second Language

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ATTITUDE AND PERCEPTION DIFFERENCES
WHEN SPEAKING IN A SECOND LANGUAGE

by

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B.A. UNIVERSITY OF DELAWARE

1982

Submitted in partial fulfillment of the requirements
for the Master of Arts in Teaching degree at the
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This project by Keith Douglas Smith is accepted in its present form.

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I would like to acknowledge the support, patience, and love given to me by my future wife, Maria Justy Rodríguez, whose belief in me was phenomenal, and my parents, Gary L. and Joanne R. Smith, whose guidance and advice will always be appreciated. Without them, this thesis would not have been realized.

This work is dedicated to the life and memory of my uncle, Benjamin L. "Skip" Richardson, III.

Psycholinguistics July 1986
CIJE: 1,492 R/E: 1,491 GC: 450

SN Study of the psychological processes
involved in language production and
comprehension, including such aspects
of language behavior as acquisition
and processing
BT Linguistics
RT Language Attitudes

Sociolinguistics July 1966
CIJE: 970 R/E: 1,332 GC: 450

SN The study of language in society -
more specifically, the study of
language varieties, their functions,
and their speakers
NT Dialect Studies
Language Planning
Language Variation
BT Linguistics
RT Bilingualism
Psycholinguistics

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INTRODUCTION

One of the main objectives in pursuing this research was to explore and probe the minds of people who are able to speak two or more languages. This area of language is one in which I have encountered very little information. My interest stems from a course I took titled "Language Acquisition and Language Learning" where I was exposed to many of the ideas and work being done in the ESOL world. It was during this course that I first became aware of how people feel when expressing themselves in a second language (L_2). I was curious to learn of the variety of responses received when I asked people to tell me about their attitudes, and how they feel others perceive them when speaking in a second language.

The material for the following paper comes from a questionnaire assembled by the author. The data collected from the questionnaire has been divided into categories based upon one's nationality, sex, first language spoken, and with whom other languages are spoken. Much of the data also come from in-depth interviews that were made with some of the participants in the survey. The purpose of the interviews was to obtain further information about how one feels and what happens to a person when speaking in a second language.

Through the in-depth interviews and responses to the questionnaire, I have been able to answer many of the questions raised during my scholastic pursuits. Much of the information will lead to the exploration of this subject matter in greater depth; however, many of the questions have been answered in the following paper.

RESEARCH BACKGROUND

The Questionnaire

The questionnaire is comprised of 12 questions which are divided into four categories: informational, sociological, psychological, and emotional. The questions were selected so that I could get a better understanding of what a person feels when s/he speaks in a second language and how s/he is perceived by others.

I. Informational

The first four questions are for background information. I asked the participants what his/her native language is and if s/he speaks it. I asked this question because many of the participants do not speak the native language of the country in which they were born. Some of those questioned did not speak the native language of their birth country because the parents were from two other countries, or for personal reasons involving the choice of languages when coming to a country at a young age.

The second question asked each person was what other language(s) s/he speaks. This was done to compare and contrast the responses of each participant, and to know if any similarities occur to speakers of

Questionnaire

Name _____ Nationality _____ Keith Smith
December 1985

ATTITUDE AND PERCEPTION DIFFERENCES WHEN SPEAKING IN A L₂

1. What is your native language? _____ Do you speak it? _____
2. What other language(s) do you speak? _____
3. When speaking in another language (not your native tongue), with whom do you usually speak? _____
4. Are you able to communicate as well in another language as your native language? yes no (circle one)
5. Do you feel you act differently when you speak another language? yes no (circle one)
6. If so, how are you different? _____

7. Do you feel other people view you differently when you speak another language? yes no (circle one)
8. If so, how do you think they view you and why? _____

9. Do you view other people who speak your native language differently when they speak another language? yes no (circle one)
10. If so, how do you view them? _____

11. When speaking another language, do you feel as secure as when you speak in your native language? yes no (circle one)
12. If not, how do you feel? _____

FIGURE 1

second languages. I designed this question also to compare the attitudes of those people who speak more than two languages.

The third question was to know with whom the people speak another language. This was to find if the second language is spoken for personal or professional reasons.

The final question in this category was to see if the participants are able to communicate as well in their second language as their native language. This helped me to understand how many of the people consider themselves able to express their ideas and thoughts in both their native and second languages and why some could not. These four questions gave me a good background for the information I was trying to elicit from each of the persons surveyed. With this information, I was now able to pose more pensive questions which explored the thought process of those individuals when speaking a second language.

II. Sociological

The questions in this category, which explore the sociological aspects of the speaker, are aimed at how one acts when speaking in a second language. The first question addresses whether one feels s/he acts differently when using his/her second language. The next question asks how one is different. The latter question begins to explore some of the emotions which the participants feel while using the second language.

III. Psychological

The following four questions probe the area of perception differences by others when speaking a second language. The first in this category asks if one feels people view him/herself differently when speaking another language. The question which follows again asks the person to elaborate on his/her previous response. To explore an area related to this category, I wanted to know how a person perceives a native speaker of one's native language who speaks another language either to him/her or to a third party. This question and the following one are asking the person to think of his/her own perceptions of him/herself and the perceptions of others. All these questions address the category of the psychological consequences of a second language to the speaker.

IV. Emotional

The final two questions of the survey allow the person to think of his/her emotional state. The questions ask how secure one feels when speaking a second language. This area is important because the person expresses what insecurities, fears or anxieties he or she may be experiencing while using a second language. I feel it is necessary to know why and with whom these feelings occur, and to compare the responses from these questions with those in the other categories (sociological and psychological).

The Participants

The questionnaire (survey) was given to 180 adults who speak two languages or more. It was returned by 94 people who were either students at the School for International Training (SIT) in Brattleboro, Vermont, teachers in the MAT Program at SIT, or students in Spain who were in advanced-level classes of English as a Foreign Language. The questionnaire was completed by 60 women and 34 men. All the participants either were native English-speakers or used English as a second language in a daily context for work or school. Among the languages spoken were: Batak, Bengali, Catalán, Chinese, Esperanto, French, Gallego, German, Greek, Hindi, Indonesian, Italian, Japanese, Portuguese, Spanish, Swiss-German, Thai, Tongan, Vietnamese, Wolof, and Zulu. The participants were asked to complete the survey in English to allow the thought process to work effectively while responding to questions involving their thoughts and feelings.

The In-depth Interviews

My objective in conducting a series of interviews with some of the participants of the questionnaire was to ask questions about many of the responses which were given in writing. I used a cassette tape recorder to analyze their responses. Through notes taken during the interviews, I was able to determine which attitudes the participants had toward the questions. The selection process was random to those who responded to the survey. Of the 94 who completed the questionnaire, I chose 12 people with whom to talk. Eight of the 12 were women and six

of the 12 were native speakers of English. From these interviews, I was able to make further explorations into the sociological, psychological, and emotional attitudes and perceptions of the people who completed the survey and interview. Through a series of general questions, I was able to go into areas which I felt were necessary to explore with each individual. No two interviews were the same. I felt each had specific points to offer to the research. The names of the persons interviewed have been held in confidence as each requested.

INFORMATIONAL

The majority of the people who completed the survey were women. Thirty-five are native English speakers. Only seven of them felt they could communicate equally in a second language. Of the remaining 25 women who are not native speakers of English, 11 said they were able to communicate as well in another language as their first. In terms of percentages, 44 percent of the non-native women speakers of English responded that they could communicate equally in their first and second language. However, the native women speakers of English responded far less positively. Only 20 percent felt able to communicate the same in their first language, English, as their second. During the interviews with the eight women, the non-native speakers said they were able to think, function and feel the meaning of the words and ideas they were expressing. However, the native English speakers felt a need to think about the words they were ready to say before speaking them. They also expressed a need to translate from English into the second language.

The negative interference, which many said held them back, was the main reason for their inability to communicate equally in both languages. The women who were comfortable with the ability to communicate in English, their native language, and a second language cited that the

BAR GRAPH SHOWING THE ABILITY TO COMMUNICATE EQUALLY
FOR NATIVE AND NON-NATIVE SPEAKERS OF ENGLISH
COMPARING MEN WITH WOMEN

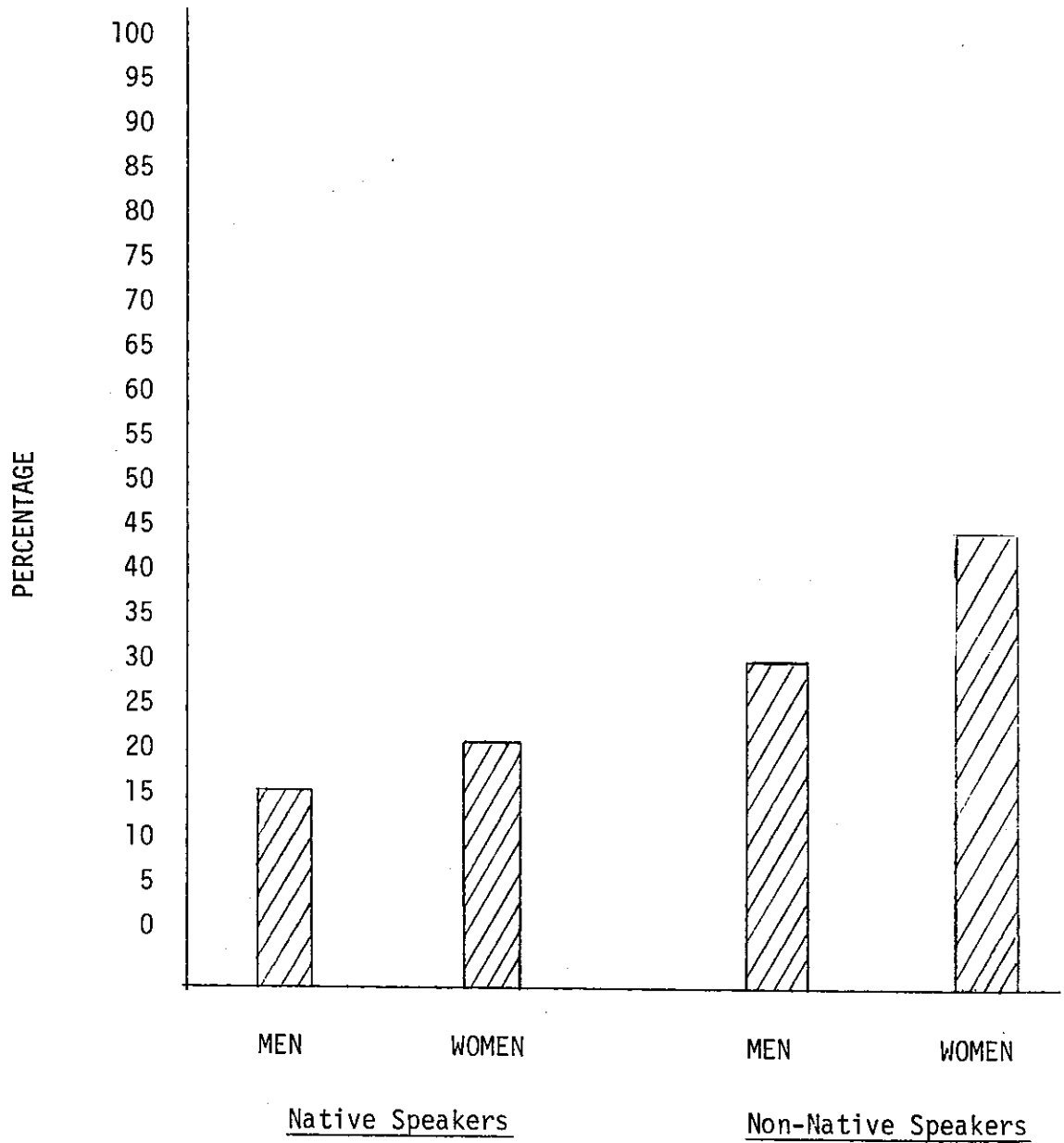


FIGURE 2

second language was used in the home by parents of different nationalities. They also felt that an early exposure to the second language at the insistence of the parents made this ability possible. The non-native speakers also expressed these reasons for their ability to operate in bilingual, trilingual, or multilingual settings.

The research conducted on the men was quite the contrary to what and how the women responded. Of the 34 men, 20 are native speakers of English. Only three of the 20 felt they were able to communicate equally in both English and a second language. The 14 non-native speakers also felt an inability to operate in two languages at the same level. Four of the men said that communications on all levels was possible due to circumstances involving their jobs or post-secondary education. Fifteen percent of the native English speakers could communicate equally in two or more languages, and 29 percent of the non-native men speakers felt quite able to function in their first language and English.

During the four in-depth interviews with the men, I asked them what each meant when he said "operate" or "function" equally on all levels. They responded by saying it meant the ability to talk with people in a professional, formal context. The examples cited were jobs, people in positions of authority (policemen, doctors, landlords, etc.) and in certain social settings (e.g. funerals, banks, and stylish restaurants). They said that their choice of syntax had to change in these situations so as not to appear uneducated or rude to whomever they

were speaking. They also expressed the need to understand and respond to the "street" language used by the majority of the population. In referring to the informal, non-professional, friendly level of communications, all told of the necessity to achieve this level first because it is more commonly used for activities involving every day living. Each agreed that if a person could express him/herself on these two levels, s/he could "operate" or "function" equally in the two languages. Of the four men, only one felt he was able to do this. The other three said that due to a lack of opportunities involving such situations, they felt unable to communicate on the two levels.

SOCIOLOGICAL

The question I asked the participants which I labeled as "sociological" concerns whether one acts differently when one speaks another language. In the 94 responses, 56 of the 60 women answered that they act differently when speaking in a second language. Among the men, 30 of the 34 said they act differently. The responses between the native and non-native speakers are very parallel. Both felt they "become" or assume different roles when each uses his/her second language. When the respondents elaborated, they used words such as sarcastic, inadequate, cautious, formal, tentative and free. Thirty-four of the native women speakers said they assume a different persona. Included in this feeling was the idea that one's attitude and even world view change. They all expressed a sense of being more open, more emotional and less sarcastic. The use of gestures, mannerisms, frame of mind and humor were reasons why one's attitude and world view change in the second language.

Among the non-native women, many felt they were able to do better at small talk when using their second language (English). Of the 25 non-native speakers, 22 referred to a delay in response while they were searching for an equivalence of words within the thought process in

DO YOU FEEL YOU ACT DIFFERENTLY
WHEN SPEAKING ANOTHER LANGUAGE?

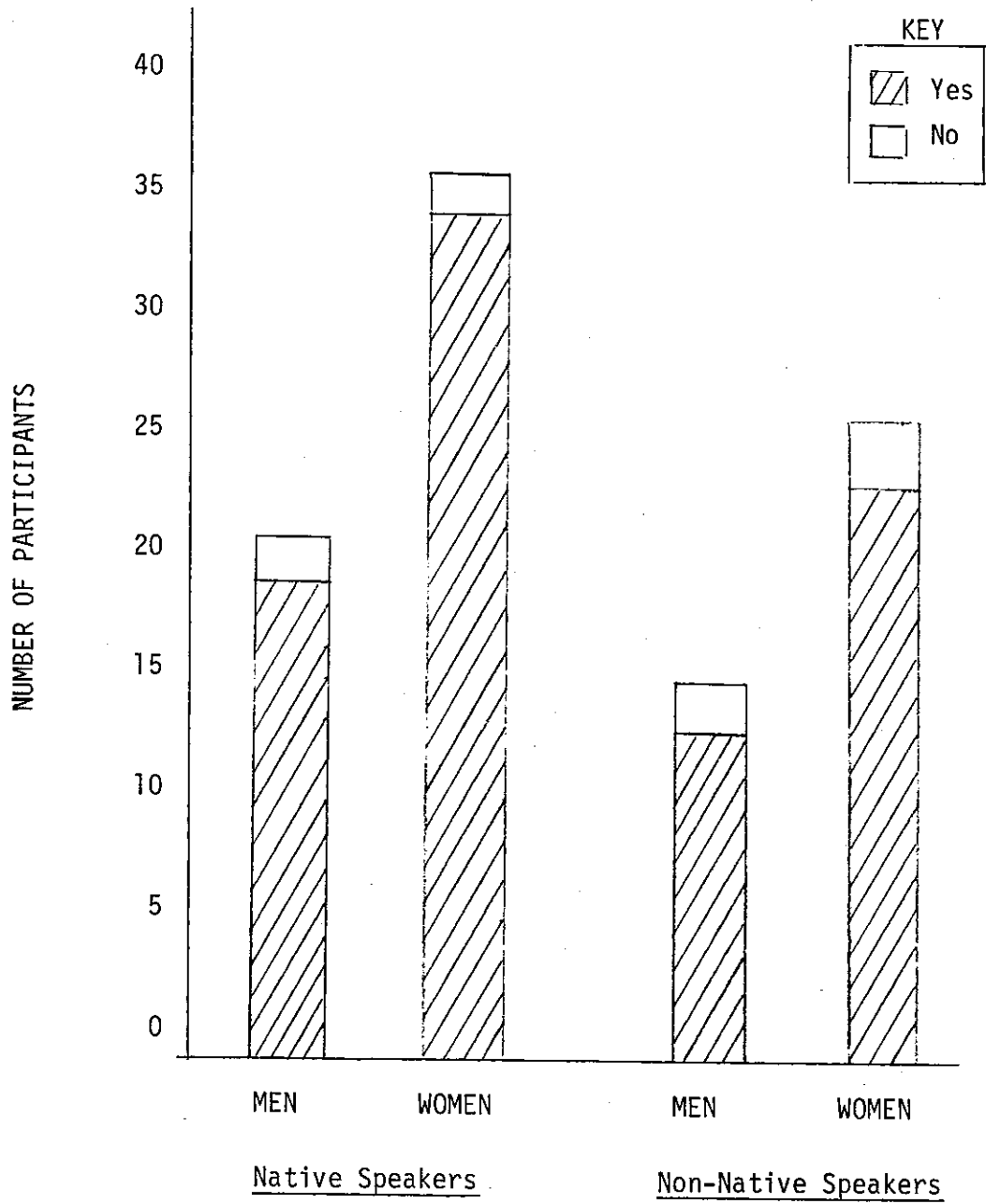


FIGURE 3

the second language. Many of the women said they were able to notice how people responded to them and their language when speaking in a second language. They felt that others paid more attention to their paralinguistic and extralinguistic characteristics rather than to the words that were being spoken. Through the conversations we had during the interviews, five of the eight women (three native and two non-native) said men with whom they spoke affected them more than women with whom they spoke. They said they felt more inhibited to interrupt and/or disagree with what was being said. This inhibited feeling in the second language caused them to be more physically reactive (use of paralinguistics, extralinguistics) than they normally would when speaking in their native tongue. The women pointed out that the culture in which they were speaking (e.g. English in Spain, Spanish in the United States) was a contributing factor in the role they were to assume. All eight agreed that one can be more assertive and aggressive during a conversation in his/her own language and native country and to a lesser extent in one's second language.

The 30 men who responded by saying that they act differently felt more influence from the culture of the language spoken by them. Of the 14 non-native speakers with whom I spoke in the United States, eight agreed that the English language affected their ideas, gestures, intonations and facial expressions. The other four non-native speakers outside the United States (Madrid, Spain) who use their English in daily contexts felt they act differently because they want to be precise when using their English. The 12 said that at times it was very apparent to

whomever they were speaking, and this caused them to be more cautious and hesitant when speaking English. However, the non-native speakers in Madrid, Spain felt more inadequate and less secure because they had not had this experience, or the opportunity to be surrounded by native speakers of English for a continuous period of time. To some this presented problems because English was necessary for their employment status and business transactions with other native English speakers. During our interviews, the non-native English speaking men mentioned the "fine line" each must guard while keeping his culture's values within his persona and assuming the characteristics which lie in the language of the native culture. They all had the desire to change from their native language to their second language in not only the words but the paralinguistic features which accompany the language. However, each man said he would feel or has felt uncomfortable trying to do this because native speakers of the language he is speaking often view him as one who is trying to "go native."

The culture of the language for 18 of the 20 native English speaking men influenced how and what each felt, whether comfortable or appropriate, when engaged in conversations. Many of them said they used their second language for family or with loved ones. This made them feel more secure and less inferior than in their native tongue, English. Through their second language, the men said they felt more free; therefore, they obtained a sense of social adequacy which many did not have in their native language. All the men with whom I spoke had experienced

being in the country of their second language. All felt they had gained knowledge in how to act when speaking the second language in that country, and how to incorporate it (the second language) into their native country's language, English. These men know how to act with different people, depending upon the situation. This is the key difference between the native and non-native English speaking men. The native speakers have more control over their feelings of inadequacy in situations as a result of their exposure to the language and culture.

There are similarities in what the women and men are saying. The theme of insecurity and inferiority is noticeable, depending upon how and with whom each uses his/her second language. There also is a feeling of freedom and comfort that many have expressed when speaking in a second language. This seems to contradict the feelings of inadequacy expressed by others. However, the language a person is speaking becomes the main contributor to these feelings. The language and its paralinguistic effect on how the speaker will present him/herself is one of the main considerations when discussing how a person acts in a second language.

PSYCHOLOGICAL

Do you feel other people view you differently when you speak another language? In asking this question of the participants, I was seeking to find what a person feels and thinks when using his/her second language. I was also looking for similarities between the responses of question five and this one. The results were very surprising because the people who were raised in a bilingual atmosphere were the only ones who felt they do not act or are viewed differently when speaking their second language.

The breakdown of the data between the men and women of native and non-native speakers saw many parallels. Of the 60 women, 55 responded positively to this question saying they felt others viewed them differently when using their second language. The term "non-native" speaker will be rendered obsolete for this question as many of the people who do not speak English as a first language were raised in settings where other languages were spoken in conjunction with their native tongue. The five women who responded negatively to this question were all raised in bilingual homes. Three of the women were brought up using Spanish and a second language (in these cases German or Italian) in their home as children. The other two women were born and raised in the United States

using both English and Spanish as their first language. These five women felt that in their native countries they were able to speak either language because the women also used the paralinguistic and extralinguistic characteristics of both the language they were speaking and the language of the majority of the people. One woman respondent in the United States said she is able to speak Spanish without being viewed differently because her actions and speech patterns are very typical of "American" women. As a bilingual American woman, she feels others do not judge her as being a "foreigner" when she speaks Spanish because she has learned the traits, mannerisms and culture of the women in that society (the United States).

Such feelings coincide with one's world view and how it affects his/her lifestyle. In this situation, there is an American-born woman who, during her childhood, was raised speaking two languages and continues to do so in her adult life. She feels others do not treat or view her differently because she is bilingual. Her in-depth responses during the interviews revealed that she carries this same attitude towards others who speak second languages, whether they are perfect bilinguals or people whose level has not advanced. This type of response to the question was unusual. It is an example of how language has changed; yet still affects how a person feels s/he is viewed by others.

The women respondents who felt they are viewed differently by others explained their feeling of awkwardness. Many attributed this to their lack of "native" pronunciation. They thought that once they began

ARE YOU VIEWED DIFFERENTLY BY OTHERS
WHEN SPEAKING IN YOUR L₂?

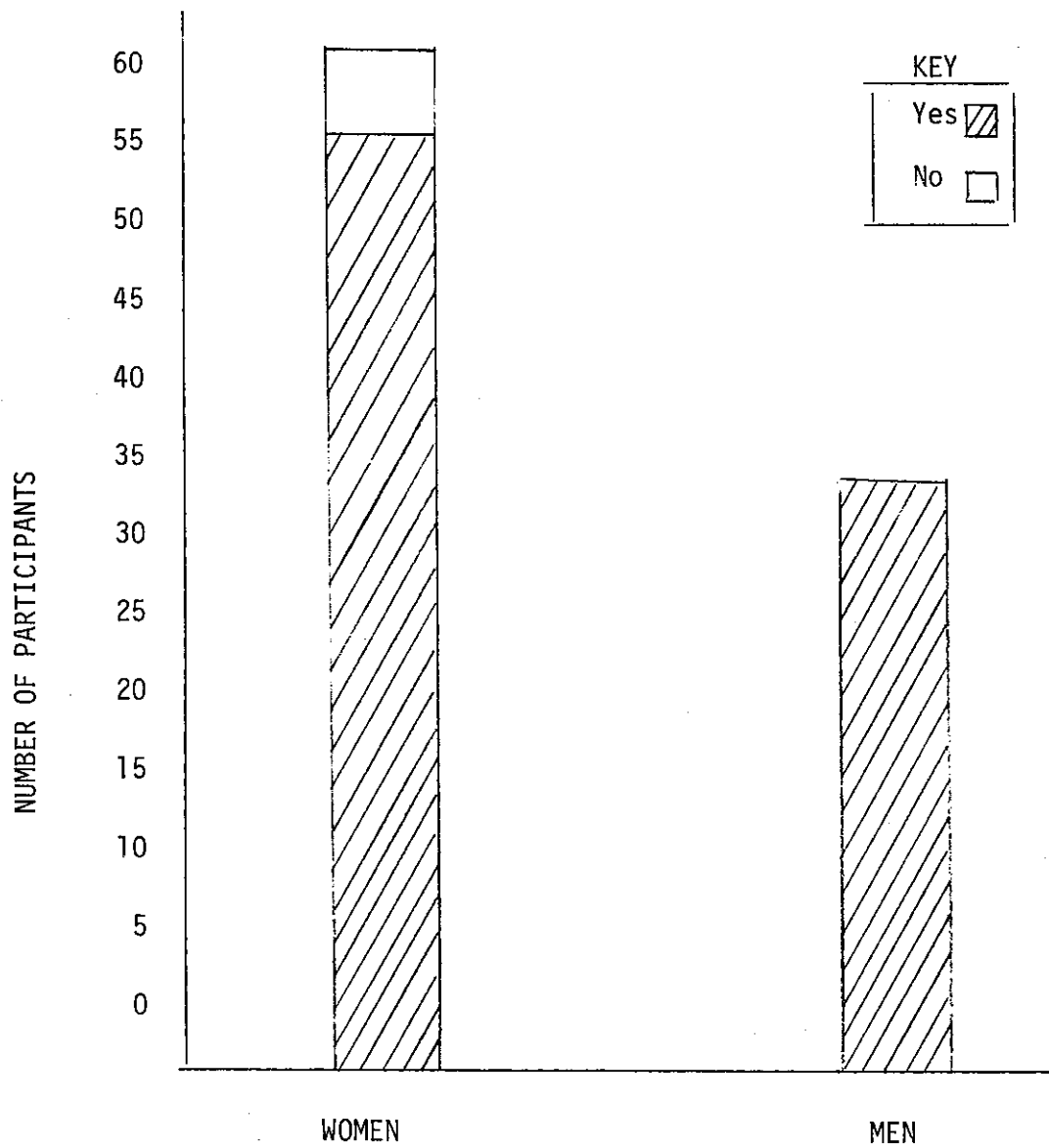


FIGURE 4

to speak anyone near them would listen and take notice. Nearly half (28) of the women felt that others treated them with more uncertainty about what was being said. This attitude coincides with how others felt. Many said they were caring of the second language because their words were carefully selected and an effort was made to strive for preciseness. When I asked non-native speakers how they view people speaking their native language, many responded that they would feel inhibited to speak as they normally would to a native person from his/her own country. They said the inhibition was caused by the desire for the other speaker to understand the entire meaning, and as native speakers they felt as though non-native speakers had too much difficulty in understanding their normal speech patterns.

All 34 men who answered this question felt others viewed them differently. Many of the non-native speakers believe that when they speak in their second language, usually English, they become more distant and alienated to the speakers. Some of them felt this was caused by their accents (in any language). The few men whom I had the opportunity to interview felt that at times, depending upon the situation, one's race influenced how people would respond to them in a social-interaction situation. The majority (20) of the men alluded to some response which indicated that when they speak a second language, others are impressed by the fact that they can conduct themselves in that language with some facility. They said other speakers of languages seemed pleased with their efforts, however halting, to communicate in the speaker's language. As a

result, many said they were treated with more courtesy and respect than typical English-speaking Americans.

The men seemed to feel that others view them differently when speaking any second language. Nineteen of the men said the perception of themselves was different; therefore, how they responded and acted with others was also different and at times altered. They felt this was projected to others through their gestures, behavior and speech. In some of the cases, men were only "known" through their second language. They had friends, family or colleagues in other countries with whom they only spoke in the language of that country. Therefore, how one knows or perceives a person from the beginning plays a major role in how one is received by other speakers. Many of the men who answered the questionnaire in Spain have wives and/or friends who speak their first language (Castellano, Catalán, or Gallego) and know them through this language and not their native languages (English, French, German, etc.).

Question nine concerns how one views other people who speak your native language when they also can speak another language. This is an extension of question seven; however, it explores the area of self-perception and attitudes toward others. This is an important part of what a person feels is appropriate for him/herself and others. This contributes to the idea of what one's world view is, and how it can be adapted and adopted into one's daily life.

Regarding question nine, I saw a noticeable difference in the

responses between the native English speakers and the non-native speakers. Of the 39 non-native speakers, nearly all said they did not view others who speak their native language differently when they can speak another language as well. Of these, 14 (11 women and three men) were the same people who responded that they could communicate as well in a second language as their first. This shows a unique comparison between these two groups. Those who answered this way said they felt it to be an "honor" for people to speak the language, make an effort to communicate with people from other parts of the world, and attempt to experience what others are learning or have already learned. These people all consider English as their second language, and can empathize with others who are making the effort to learn this new language for their job, relationships, or to further their education.

The five who answered this question differently from the other 34 said a person's accent, nuances in the language, and his/her persona influence how they view people who speak their native tongue and will speak in another language. They feel uncomfortable with the idea that they are in the same proximity with a person of their native language and can see and/or hear this person using a second language. This feeling comes from their schema of the person and how s/he appears as a speaker. When they are able to observe the other person conducting him/herself in a second language, they see a completely different side and do not feel it is the true person they know. They believed the person was expanding his/her personality beyond the "appropriate" boundaries where such

behavior was felt to be offensive and destructive. These five people attributed their responses to personal experiences they have encountered where people they know have changed personalities and individual identities during the exposure and experience of a new language. Each person told me this is not normally how s/he would have responded to this type of question. However, their experiences have been very difficult to accept because those people, whom they felt were very close to each of them, seem to have changed.

This question raises other interests which need to be further studied in-depth. The fact that there is a noticeable difference between the native and non-native speakers has been a common theme throughout this research. However, why some of the non-native speakers did not answer as the other non-native speakers leads me to question whether there are more people who also have these same feelings and attitudes. To understand how and why some of these people feel uncomfortable with the idea that a speaker of their native language is speaking another language should be explored. We need to learn if these are reasons of embarrassment or shame or whether they feel the speaker is trying to assume the role or personality of a speaker of that language (sometimes referred to as "going native" when one is in the country of the target language). This particular question saw the greatest variety of responses. Those who responded positively felt it to be an embarrassment to speak in another language, if not in the native country, when speaking to a person of their native tongue. However, they all felt it to be a necessary

experience in going beyond the borders when one speaks a second language. After attaining the ability to speak the second language, it is important to expand the limits of the language. One must learn not only the words and sounds of a new language, but also how it will feel to use this language with both native and non-native speakers. In this way, one's world view is able to grow while experiencing and exploring the psychological and sociological aspects of the language.

EMOTIONAL

When the question was asked about feeling as secure when speaking in a second language as in the native language, the answers were varied. Among the non-native speakers, the majority of the men and women (10 men and 18 women) felt as secure in their L₂ (English in this case) as their native language. All of those who responded this way had spent from one to five years in an English speaking country. They said that in certain situations, which they had become accustomed to through the exposure of the language, they were able to feel a difference in their confidence and security with the language. One example, with many of those questioned, was in the academic setting. Those who had studied at an English speaking university using their English in context felt more comfortable and secure to express themselves in a situation regarding the subject(s) they were studying. The same people who had spent between three and five years in this university setting said they could only communicate their ideas about specific topics in their L₂ (English). When asked to elaborate on why this occurred they said, "Since the subject is learned in the foreign language, the base of the material we are learning is more easily remembered and recalled in that language. We are able to have a greater sense of security in that language when we speak about that subject area."

Those who responded negatively to this question said they never were able to express themselves equivalently in English due to a lack of "time spent with the language." The non-native speakers who elaborated on this question felt insecure with the "newness" of the language. Regarding this feeling, the structures, sounds and registers were cited as reasons for their emotional insecurity. A few of these participants, who are married to English speaking spouses, felt more secure using their L₂ with the family than in other social situations. They said the feeling was understandable as their wife/husband had become accustomed to knowing what s/he wanted to say due to exposure to the person speaking his/her spouse's L₁. The general feeling and consensus regarding a person's emotional security is one where confrontation with people or situations threatens his/her confidence. Their affective filters automatically increase and the ability to speak and feel secure in the language decreases.

The majority of the native speakers who answered this question positively said the security which they felt was not always with the language; however, the security which they felt towards themselves was always omnipresent. One participant said, "With most native speakers, I have no reservations about speaking. I know that I'm committing an abundance of errors, but I have no insecurities about it." As with the non-native speakers, one's security and confidence level was proportionate to the degree and time of being exposed to the L₂. Among the native speakers, 48 of the 55 people had spent time in a non-English speaking country for a period ranging from one to 15 years. Many of these people,

unlike the non-native speakers, did not spend their time in an academic setting. They, however, used the language in their work (e.g. Peace Corps members) or with his/her non-native English speaking spouse. For this reason, many said they had no inhibitions about using the language. When the question was asked, "Would you feel as secure using your L₂ in an academic setting as in a non-academic setting" only 12 responded positively. The 36 who answered negatively to this question felt that the "greatest test of the language was the ability to use it in an academic context day in and day out."

The people who answered negatively to the question "Do you feel as secure when speaking in a second language as your native language" gave reasons such as tentativeness and tenseness since some felt they needed to think ahead before speaking. They attributed their pre-thoughts to their lack of security and emotional stability in their L₂. One participant said, "If people are tolerant of my interpretations, I'm secure. However, if I feel I'm being judged, no." Still, another reflected on the security which she felt from the culture of the people speaking in her L₂. She said,

When I am in an Asian culture, I have more security with myself and I feel this is reflected in my language and how I am seen by those to whom I am speaking. However, when I speak one of my two European languages (Spanish or French), I feel that the non-verbal cues do not carry as well as they do when I use my Asian languages (Japanese, Thai, Vietnamese). The security which I feel from the native speakers of those languages immediately affects how I feel about myself and the language which I am speaking. The Asian cultures have always provided me with more emotional and linguistic security than the European cultures. That is the feeling which I have had from them.

Security is subjective. The feelings which one may have toward his/her second language will not be the same for any two people. For a person to try and categorize how people feel about themselves when speaking in their L₂ is a monumental task. However, some statements can be made about what influences one to feel secure or insecure in his/her L₂:

- 1) Security is proportionate to the time spent in the country where a person is using the L₂.
- 2) A knowledge or developed schema of a particular situation will help one to decrease his/her affective filter and increase his/her confidence.
- 3) Thinking in an L₁ while conversing in an L₂ will cause tentativeness and possibly tenseness for the speaker.
- 4) The attitude, tolerance, and degree of judgement will affect how one carries him/herself in a situation and will affect emotional stability.
- 5) The culture in which a person finds him/herself has an impact and substantial bearing on one's personal and linguistic security.

CONCLUSION

A person may be asked a question, but s/he might not fully understand or comprehend what was meant. The emotional upset resulting from such a circumstance can cause insecurity while trying to speak and understand the target language. It is therefore very important that a foreign language teacher be fully aware of the sensitivity of his/her students, and just how much the teacher's behavior influences these feelings.

The environment the foreign language teacher creates in class must be warm and accepting to overcome the students' insecurities. Confidence and motivation only develop in language learners if they meet with success, and feel that understanding and speaking a foreign language are not impossible tasks. For students to be able to discuss their feelings and ideas in a target language, the teacher must provide them with a sense of acceptance and encouragement. Foreign language teachers need to be aware of their interactions with the students so they can develop an environment conducive to teaching the target language.

In this paper, the emotional consequences of speaking a second language show that insecurity and inadequacy are prevalent feelings among men and women. However, the feelings of comfort and freedom to be

able to communicate in a second language also were expressed. This contradiction shows that language learners have inevitable barriers to face when first using their new language. Their insecure and inadequate feelings stem from a lack of confidence due to little practice. These emotions subside in time and are replaced by a freedom to express thoughts in another language. As the speaker is able to express him/herself more clearly, s/he learns the paralinguistic effects that the language carries with it. These paralinguistics at first will cause the same feelings of insecurity and inadequacy realized when beginning to learn the target language, but will soon be overcome by using the language. The participants in the survey said that by practicing the target language, linguistic and paralinguistic barriers of insecurity and inadequacy could be overcome.

When one is able to communicate in a second language, a further exploration into the feelings of others needs to be examined. In the participants' responses, it was interesting to note the differences the native and non-native speakers felt when using their second language in the presence of another speaker of their native language. A feeling of embarrassment was expressed by both groups; however, the ability to overcome the sensitivity of speaking to his/her native countrymen was more easily accepted by the non-native English speakers. This awkward or inadequate feeling could be attributed to one's world view. If a person has not had the opportunity to use the language in various ways that allow experience and exploration of the sociological and psychological aspects of that language, then his/her concept of the language is limited.

When confronted with a situation which is not usual, the speaker becomes confused and embarrassed.

To assure that one will be able to use the target language and acquire the paralinguistics needed to feel more secure with native speakers, a developed sense of confidence is necessary. This may be done by confronting a variety of possible situations before they actually occur (e.g. being prepared to defend one's point of view, expressing a multitude of emotions, etc.). The best way to prepare for any situation is to think about it. To be secure in the target language, one should learn to think in that language. Such practice develops a thinking pattern and reduces tentativeness and possible hesitation. It is important not to increase one's affective filter and cause a feeling of tenseness for the speaker. The majority of the participants agreed that how one foresees him/herself in the target language greatly affects his/her emotional stability. A person needs to have a positive attitude and much tolerance to be secure on many levels.

How best may a teacher use this research in the language classroom to be more aware of his/her students' attitudes and perceptions of the target language? Through a series of teacher and student centered activities, a teacher will have the freedom to implement and expand on the following perceptions. All teachers have a direct and indirect influence on his/her students. Direct teacher influence centers mainly around lectures, giving directions, and criticizing. In this series of activities, a teacher can assess the students' attitudes in a different

environment. Indirect influence tends to encourage and reinforce student conversation and participation which then increases confidence. Through indirect teaching, there is more interaction between the students and teacher. In such an environment both the students and teacher have more freedom to be creative. By being aware of students' fears when learning a new language, a foreign language teacher may incorporate this knowledge into his/her teaching methods. The observations made during both direct and indirect activities should be used when deciding which areas need more or less in-class time. The teacher is then better able to help the students build their confidence by increasing or decreasing in-class time during a given activity.

Cultural activities should be used as much as possible so that students may be given an opportunity to express their interactional fears and practice the language to overcome these fears. These activities should stress not only the language, but also the extralinguistics and paralinguistics of the language. This will provide the students with full exposure to the target language, and will allow them to shed their insecure feelings and develop confidence and a more positive attitude towards the language.

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