



“Linguistic Insecurity in learners of English as a Second Language studying English at Universidad de Chile, in contrast to learners of Spanish as a Second Language studying Spanish at Stanford University and living in Chile, a Contrastive Anthropological study”.

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Abstract

This study researches the cultural representations of Linguistic Insecurity in learners of English as a second language studying Linguistics and English Literature in their first year at Universidad de Chile in contrast with the insecurity felt by students of Stanford University learning Spanish as a Second or Third Language. Their previous educational background was considered and the relation of their feelings with their performance in the second language was analysed. Linguistic Insecurity then, is studied under an Anthropological scope, having in consideration the students' emotions and feelings towards their learning process, their development and proficiency in the language. Moreover, this piece of research also analyses the pedagogical and political implications of the phenomenon of Linguistic Insecurity studied to the teaching of second languages. In Chile, English is the only language taught compulsory in primary and secondary schools, not even the native indigenous languages are taught, so, there is a clear political implication with English being a dominant language, due to Linguistic Imperialism, English is spoken by a privileged elite, to which most of the population wishes to take part in. While Spanish is not taught in American schools as a compulsory subject, and the political implications of learning Spanish as a Second Language tend to be different to the ones learners of English have, these students tend to consider Spanish as a language that allows them to meet multiple cultures, and while the purpose of learning English for most of the subjects was to find better job opportunities, for Americans it was meeting these cultures. Linguistic Insecurity may be one of the most important factors that impede learners to perform their knowledge of the language orally, and because of this, it became imperative to discuss how essential it is to consider the students' emotions while learning a second language, and the importance of teaching languages as a fully intercultural process, not only cognitive, but emotional as well.

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Chapter I : Research Presentation

1.1. Introduction

While talking with several learners of a second language who felt non proficient enough in their L2, it was noticeable that they felt insecure to perform in this new language, and that phenomenon was what aimed this research to analyse what the Linguistic Insecurity of learners of a second language involved. Due to this, students both from Stanford University learning Spanish as a Second Language and students of University of Chile learning English as a Second Language took part in this research. The analysis was realised through an anthropological scope, since Linguistic anthropology is dedicated to the study of language as a cultural resource and speaking as a cultural practice (Duranti, 2001). Specifically to the factors that may develop into LI and the Linguistic Ideologies related to this.

When learners focus mostly on competence rather than in the performance of the L2 LI tends to be present. In this context, the learners of English as a Second Language (ESL) and Spanish as a Second Language (SSL) showed feelings attributed to Linguistic Insecurity or Linguistic Anxiety (Woodrow, 2006). The self-definition of the subjects as speakers of an L2 helped to analyse the different consequences that could be involved when considering phenomenons as LI in the teaching of second languages.

1.2. Objectives

1.2.1. General Objective

- Describe Linguistic Insecurity (LI) in learners of English as a Second Language (ESL) and Spanish as a Second Language (SSL) by an anthropological perspective.

1.2.2 Specific Objectives

- Describe the factors that build Linguistic Insecurity in Learners of ESL and SSL
- Characterise the possible outcomes of the linguistic performance due to LI
- Analyse the pedagogical / political implications of LI studies to the teaching of second languages

1.3 Questions

What are the feelings of learners of ESL and SSL about their learning process?

What are the impediments for oral production in ESL and SSL learners?

What is the proficiency goal of the learners of ESL and SSL ?

What is the perception of the learners of ESL and SSL about themselves as speakers of this second language?

What are the main factors that build the LI according to the learners?

Chapter II : Methodology

2.1. Methodological Strategy and Type of Design:

The present research is going to be conducted with a Qualitative approach, since by working with emotions, it is mandatory to allow the participants to expand in their answers in order to make themselves, and their emotions to be understood fully. This is then a descriptive study about Linguistic Insecurity, specifically in Learners of English as a Second Language, and contrasted with learners of Spanish as a Second Language . It was decided to make a Cross-sectional study in order to collect, in a specific amount of time, the subjects' particular thoughts, emotions and experiences, to find similarities and differences in order to compare and contrast their feelings towards their learning processes.

2.2. Participants:

A total of 14 students participated in this study. 8 of them were students of Stanford University learning Spanish as a second language, and 6 were students of the program of English Linguistics and Literature at University of Chile.

The students of Stanford University that took part in this study lived in Chile for three months in 2022, due to a program at their university. Of the 8 students, 4 identified as females, 2 as males, and 2 as non binary, and their ages ranged from 19 to 22 years old. 6 of these students had English as their mother tongue, one had Korean as their first language, but remarks they

had lost it a lot and now speaks English better (S.J., non binary), and another student had Chinese as her first language (E.Y., female). At the same time 2 of the students who claimed English as their first language remarked knowing Tamil as the language spoken sometimes in their house, this due to their Indian origin (H.D, female) (S.A, male). These students are part of different programs in their original university, three of them study Computer Science, two study International relations and Spanish, one feminism, one physics, and one Psychology. A more detailed characterization may be found in Appendix 3.

The Chilean students of English Linguistics and Literature at University of Chile, were all first year students. 4 identify as females, and 2 as males. Their ages ranged from 18 to 21. All of them were Chilean and had Spanish as their mother tongue, only knowing how to speak Spanish and English. The reason for choosing students of first year was because of the awareness they may develop in further years by studying linguistics about concepts such as Language Imperialism or Native Speakerism. Knowledge which may interfere in their responses. A more detailed characterization may be found in Appendix 3.1.

2.3. Instruments: The instruments chosen for the qualitative research are individual interviews (See Appendix 1) . The idea of the individual interviews is to analyse the personal background of the participants, distinguishing their family history and scholar history, and their personal knowledge of academic concepts which may influence their own feelings of insecurity or anxiety towards the learning process of ESL. These academic concepts will be, the concept of native speakers, language Imperialism, Culture (L2 as a cultural concept), linguistic insecurity and anxiety. In the case of the learners of ESL, the interview was applied synchronically through the online platform Zoom, and the corresponding recordings were

transcribed into text and attached in appendix X. In the case of the learners of SSL, due to time change, the interview was applied assinchronically through a google form.

Keywords: English as a Second Language (ESL), Linguistic Insecurity (LI) , Oral production (OP), Native Speaker (NS), Language Imperialism, Culture

Chapter III : Theoretical Framework:

This study researches the phenomenon of Linguistic Insecurity (LI) in learners of English as a Second Language (ESL) and Spanish as a Second Language (SSL) from an anthropological point of view, studying human behaviour towards the process of learning a second language and its acquisition through a qualitative study. The theories of Linguistic Insecurity (LI), Native Speaker (NS) and Language Imperialism will be analysed in order to fill a gap in literature due to lack of qualitative research concerning the phenomenon of Linguistic Insecurity, specifically in Chile, Latin America, and it may be useful for the future teaching of second language to have in consideration these ideas.

The study may be justifiable since most previous research related to the topic have a quantitative approach (Woodrow, 2006) , or focus on other subjects of study, such as teachers (Daftari, et al, 2017) or non-latin american learners of ESL.

While studying Linguistic Insecurity of learners, it is also compulsory to talk about the most relevant factors in second language teaching, and then, this research fills a gap related to the need of pedagogical concern about Linguistic Insecurity of students.

3.1. Linguistic Anthropology perspective:

The emergence of Linguistic Anthropology as an established field of study, has its origins in the late 19th century when the US started to observe and therefore document indigenous languages from North America (Duranti, 2011). But it is important to highlight that for Franz Boas the study of these languages was in some cases more important than the other subfields of Anthropology which are anthropology, archaeology, and ethnology, all three of them being physical categories (Duranti, 2011). Moreover, as Boas was mesmerised with the native american languages he shaped the path to other young linguists, thus he started to study language from how it sounded and the morphology of it (Duranti, 2011).

Linguistic Anthropology has been defined in different terms and it has also certainly evolved through time, the latest definition explains that the fields of anthropology and linguistics are studied together as one field known as Linguistic anthropology, it is the anthropological subfield that focuses on language and its importance to understanding human history, culture and biology (University of Florida, 2022). Hymes in the early sixties also had a similar definition describing linguistic anthropology as “the study of language and speech in the context of anthropology” (Hymes, 1963) other definition, states that linguistic anthropology, is an interdisciplinary field which dedicates to study language not only as a cultural resource but also studies the cultural practice of studying (Duranti, 2001).

Duranti, one of the main exponents of this field stated that the evolution and different definitions of this field of study can be explained and contextualised with three different paradigms situated in different periods of time. The first paradigm will be characterised by the research and point of view of Frans Boas, which had a clear descriptive pattern as he based his studies of native languages from North America with the description, classification and of course classification of them. (Duranti, 2003). In other words, the Boasian tradition is clearly attached to the idea of studying linguistics with their contexts.

Furthermore, while researching language the usage of ethnographic descriptions is a must (Duranti, 2001). Additionally, Boas considered language not only as a tool to get to know a specific culture but also as a way to train other linguistics in order to do research with an anthropological overview, taking this into consideration the author was eager to have a holistic point of view of language and of course culture (Duranti, 2003).

The two last paradigms were both conceived by Hymes the second paradigm was created in the sixties, which was decades later than the creation of the first one, bringing new technological devices as tools for research, allowing to analyse other units of language such as speech event, as a consequence the focus of study were social units (Duranti, 2001).

The third and last paradigm, is characterised by the perception of speakers of a language (subjects of study) as a part of a complex network which one in itself contains communities and furthermore allows one to have an insight of the social order that speakers are part of (Duranti, 1997, p.5). In broad terms this paradigm sees the use of language as a device to frame social realities and their descriptions (Duranti, 2001).

Linguistic anthropology uses various methodological strategies, such as qualitative, quantitative or a mix of both techniques, in order to gather various types of data to get a best understanding of the analysed phenomenon (Ahearn, 2012).

Finally, “Linguistic anthropologists have made important contributions to our knowledge of many of the languages of the world and have reshaped our understanding of what it means to be a speaker of a language” (Duranti, 2011). By the same token, we believe that the importance of having an anthropological perspective while studying a human phenomenon as Linguistic Insecurity relies on how human behaviour works and the possible disadvantages on the phonological development of ESL.

3.2. Theory of Linguistic Insecurity:

Despite the positive outcomes that the study of Linguistic Insecurity could have when it comes to learning a second language. (Baldaquí, 2011) The theory of Linguistic Insecurity has not been widely studied. Nevertheless, there are some studies concerning Language Anxiety and how that phenomenon could develop difficulties in the learning process of a second language. According to Woodrow, the term of Linguistic Insecurity will be defined as: The feelings related to fear and anxiety when learning a second language (2006).

Woodrow defines Linguistic Insecurity as “The anxiety or lack of confidence experienced by speakers and writers, who believe that their use of language does not conform to the principles and practices of standard language, is called linguistic insecurity” (Woodrow, 2006).

Even though Woodrow's research analyses Non-native teachers of English and the linguistic insecurity they have by a quantitative approach, this study was very helpful to connect the idea of Native Speakers to the concept of Linguistic Insecurity. While non-native teachers struggle with the idea of Native Speakers as better at teaching their subjects, students feel stressed by the idea of having to sound like a native speaker.

3.3. Native speakers:

The ideas surrounding Native Speakers of English and Linguistic Insecurity are quite connected. But, to begin talking about Native Speaker's theories, it is important to define who is a native speaker. It is with this in mind that the The Native Speaker Fallacy arises, from this notion of having a specific definition of what it is to be a native speaker, as English has a certain status depending on the country (Pierrel, 2009). Kachru then created three different circles to locate these status of English, in the centre we find countries which are recognized as English speaking countries such as USA, UK, Australia, New Zealand and Ireland; then the outer circle is constituted with countries that use English as an additional language such as Nigeria, India, Singapore; finally the bigger circle contains countries that considered English as an outsider language these countries are Japan, Spain, China, etc. (Pierrel, 2009).

With this in mind another relevant question is posed, When thinking about native speakers do people usually relate it with the accents spoken in The United States (General American) or England (General British). The answer of this could be found in the Socio-Political-Economic aspect of the fallacy as "The spread of English during the second half of

the twentieth century is not only due to economic advantage of English speaking countries, but more importantly by conscious efforts from centre countries to spread the teaching of English. As this 1956 British Ministry of Education report shows, English is considered as a commodity” (Pierrel, 2009). In fact “The British economy benefits by £11 billion directly and a further £12 billion indirectly each year. The English Language Teaching business is of a major significance for the British economy.” (Phillipson, 2006). This economical power, has not only an impact on the British economy but also benefits elite academic institutions from non English speaking countries creating and perpetuating social divisions and discrimination (Pierrel, 2009).

Taking this into consideration it is not surprising that native-speakerism is present in the professional life, employment policies and the presentation of the language (Holliday, 2006). Additionally, despite that research has shown that students do not have a determined preference towards NS teachers, in some cases NNS teachers feel inferior in comparison with their NS colleagues (Pierrel, 2009). And regarding learners research has found that when it comes to the affective experience of NNS of English they express negative feelings as regret and humiliation due to their accents (Tan. 2021). Overall, is it clear that there is a clear separation between NS and NNS of English, perpetuating discrimination and stigmatization (Phillipson, 2006). The steam of the linguistic notion that NS of English might be superior to NNS of English is found in Chomskyan theory that NS embodies the authority on the grammatical judgement of the language (Pierrel, 2009).

What happens then with native speakers of English who don't belong to the centre circle? Why are only two varieties commonly taught? How do learners feel about having a different accent than a native speaker?

This linguistic concept can be one of the many explanations of our next concept which is accent discrimination.

3.4. Accent Discrimination:

One of the main obstacles for learning ESL is feeling insecure about how you sound, and probably what gathers this insecurity is an episode in which your accent has been criticised, it is compulsory to considerate the learning process of ESL as something deeper than just learning a new language but a cognitive intercultural process, that should understand learners as whole human being with emotions that also experiences insecurity. According to the findings of the study “Speak like a Native English Speaker or Be Judged: A Scoping Review”, while being a non native speaker, and having a non native accent, insecurity could affect affective experiences, it states “Regarding affective experiences, non-native speakers who speak English with an accent expressed negative feelings, such as annoyance, humiliation, and regret , from how they were treated by others” (Tan, 2021).

Certainly everyone who speaks English has an accent, but what the researchers tried to express was that having an accent that is not similar to the one of a native speaker could turn out in learners of ESL having difficulties expressing themselves due to the negative feelings mentioned. In the same line is important to have in mind that the pronunciation of native speakers varies geographically or socioeconomically but despite of having a wide range of different pronunciation because of those factors they are no discriminated because of the way they speak while second language learners have accents regarding their educational, socioeconomic and even their ethnic background, factors which are in a way similar to the

ones that separate speakers pronunciation. Surprisingly, not only Second language learners are discriminated against because of their accents but also, non native teachers of English (Tan, 2021).

“Spoken English varies due to the regional accent of certain places. Different types of attitudes exist owing to these variations, especially with non-native English speakers. Some fluent speakers and the natives of English can tolerate the variations of accents, whereas some show strong disapproval publicly, which is manifested online through cyberbullying. Less job prospects, bigotry, and under-appreciation of workers’ abilities are among the outcomes of the discernment of non-native English speakers’ inability to communicate” (Tan, 2021).

Moreover as we can see the consequences of this discrimination has been studied posing the question: Do learners of English as a second language here in Chile feel linguistic insecurity and are afraid of being discriminated because of their accents?. What are the consequences of accent discrimination in learners of ESL?

3.5. Linguistic Imperialism

Linguistic Imperialism , as defined by Phillipson “focuses on how and why certain languages dominate internationally, and on attempts to account for such dominance in an explicit theoretically founded way” (Phillipson, 2006). This one as it is involved with language and consequently embedded with culture is noted as a subcategory of cultural imperialism

(Phillipson, 2006). As English has demonstrated to have Linguistic Imperialism characteristics, it is only natural that this one is considered a commodity (Pierrel, 2009). It only makes sense then, that English nowadays is marketed as the language that everybody should and of course need to learn (Phillipson, 2016). This has been successful, as we can find English content in a wide range of areas of our lives such as education, technology, media and administration. Consequently, English has been characterised as a language with economic, political and other kinds of dominance creating an asymmetrical and unequal exchange with the dominated language (Phillipson, 2006). This language then entails and perpetuates with it, the imposition and acceptance of its dominion creating consumers of English instead of critical citizens. (Phillipson, 2006).

Therefore, learning English has become one of the main goals of a considerable quantity of the worldwide population since it is categorised as a “global language” (Crystal,2003). This is applicable to the population studied, since the desire of learning English in a Latin-American country like Chile, comes from this language being performed as a big opportunity to improve your quality of life, and also has a lot to do with English being the only second language taught compulsory at schools in primary and secondary education. Most learners see the chance of learning English as a chance to travel and maybe one day live the “American dream” that many Latin Americans seek.

3.6. English as a global language:

The benefits that English may create if considered a global language are many but the risks are way more and they are present in the present day, for example the cultivation of an elite, which in fact is happening today as in some non speaking English countries the language

creates a separation between the ones that have access to an elite education and therefore, they are able to speak English having access to way more job opportunities than a monolingual person (Tan, 2011). The erasure of other languages as a result of having a global language that would create a monolingual linguistic class is also a possible risk (Crystal, 2003).

Summing up, English can benefit in many areas such as economic success and even give the opportunity of upper mobility, but languages come in many shapes and English is only one of the thousands languages out there and one of the risks of it could be that: “A global language will hasten the disappearance of minority languages, or – the ultimate threat – make all other languages unnecessary” (Crystal 2000). But still English turns out to be the only foreign language taught in public schools in Chile, as a compulsory subject of the curricula. Not even the native indigenous languages of the country are taught in public schools, but English is because of its conception of a global language.

3.7. Spanish as a Cultural Second Language

Spanish as a second language tends to be very popular abroad, since it is one of the most spoken languages, but still is not a language described as economic or imperialistic as English. For this, the reasons for students who aim to learn SSL to study this language tend to differ from the reasons of students of ESL.

Spanish is considered as more linked to a wide amount of different cultures, and students usually learn the language in order to meet these cultures, this people. Sometimes to get to know more about their origin (for those with a Hispanic or Latin American heritage), as

happens with a lot of children of immigrants in the US. In relation to this, the most popular reasons for learners of Spanish as a second language in the US according to the subjects of this study were: being able to know people in a foreign country and make new friends. This may be related to what Goldberg says about learners of a second language with an Integrative Orientation. The learner with Integrative Orientation, however, seeks to associate with members of the new language community in order to share part of their culture (Goldberg, 1982).

On the contrary learners of ESL may be related to the Instrumental Orientation, which talks about how hard these learner efforts are in order to avoid mistakes. Many Chilean subjects of study recognized that they are afraid to make mistakes in their second language. Goldberg states that the person with Instrumental Orientation is geared toward practical goals, possibly for social recognition or economic advantages supposedly linked to competency in the target language (Goldberg, 1982).

3.8. State of Art:

After having reviewed the literature, it was found that, despite various studies about the negative emotions that some areas of learning a language or teaching a language can create, such as accent discrimination (Tan, 2021), and the insecurities of teachers that are NNS of English (Pierrel, 2009). There are no specific studies of linguistic insecurities and the perception of accent in learners of English as a second language in Chile.

With this in mind it was decided to analyse the diverse negative emotions that these learners/students may have in the context of a Latin American university (Universidad de Chile) , considering the linguist imperialism that may be present in this context (Phillipson, 2006). Moreover it is necessary to analyse if these negative feelings are quite related with the accent the students have while speaking English and if they give any specific valoration to their accents. At the same time this information will be contrasted with the feelings and emotions of the students of Stanford University learning Spanish as a second language.

In addition to this it results imperative to study how English behaves in a country from latin America, specifically the perceptions of the students, the motivation that help them to overcome the linguistic insecurity and the accent discrimination that they can have with themselves while speaking English (Pierrel, 2006). This in contrast with the motivations of the learners of SSL.

All of the above is going to be analysed with a linguistic anthropology scope as the study will be based with the paradigm that perceives language as the product created by the social processes, simultaneously also sees language as the device to get access to the same processes. (Duranti, 2003).

Chapter IV : Analysis of results

In this chapter the findings of the study will be discussed in order to find relevant factors involved in the potential Linguistic Insecurity (LI) of the participants, considering interpersonal factors, such as the ones related to family, friends, native speakers or strangers; and academic factors, such as the ones related to school history or classmates. Moreover,

their own perception of themselves as speakers of a second language will be analyzed, considering their potential goals in the L2, and how this is associated with aspects of their potential LI, such as the ideology of bilingualism, fear to mistake, accent discrimination, and linguistic imperialism. Finally, the political implications of considering LI in pedagogical approaches will be discussed in order to fill in a gap in literature related to how useful the appliance of this knowledge could be for the teaching of second languages.

4.1. Factors that build linguistic insecurity

Linguistic Insecurity (LI) understood as a relevant phenomenon in the performance of speakers of a second language may be a consequence of diverse factors, which vary in every subject. As it is a matter of feelings and perceptions, the factors described could not be the only determinants of LI in the speakers, but were analysed due to the answers of the subjects of study.

4.1.1 Interpersonal Factors to build Linguistic Insecurity

This subcategory analyses the different interpersonal factors/ aspects that the speakers mentioned could influence their notion about their performance in the second language, leading to LI. Considering the aspects related to different agencies of socialisation such as family, friends, native speakers, and strangers.

4.1.1.1 Related to family

Family is the first agency of linguistic and cultural association we have, and it is certain that sometimes they can influence many aspects of their children's lives, both positively and negatively. When it comes to speaking a Second Language, a place where support is searched is family, and home, and since it is in childhood when most probably someone starts to learn an L2, in their primary or secondary education, it becomes imperative to have the family's support, otherwise, comments that could seem naive to parents or siblings, could turn up in constructing big fears to the student of the L2, sometimes developing in LI.

In the case of the students of SSL, sometimes their first language was not English, but they had to move to the United States at a very young age, so they also experienced the process of learning ESL, but from a different scope than the one of the Chilean learners of ESL. So it is the case of one of the participants, whose parents are Indian, and live in the United States, the country where she was borned. In her case, she considers English as her mother tongue, but remembers how her family influenced somehow her learning experience of English, and worries about the possible outcomes this could develop in the future: "Yes, my family used to make fun of my English accent in Tamil, so I think I am worried that will carry over" (H.D. , female, SSL).

It is noticeable then, that family is a relevant factor determining LI of the learners when performing their L2. But, as mentioned above, family could also be a positive influence in the learning process of the L2. As happened to one of the Chilean students of ESL.

“ (...) También fue mi hermano quien me impulsó y me dijo ya que quería hacer cuando grande, no sé quisiera ir afuera. ¿Dónde? Inglaterra... no sé y me dijo ya aprende inglés, te pago las clases entonces como que fue por estímulo tanto familiar como para pasar de curso [It was also my brother who pushed me and said, what do you want to do when you are older, and I answered, I don't know, I would like to go abroad, Where?, England, I don't know, and he said, Ok, learn English, I will pay you for the classes. So it was a family stimula, and also to pass the course (In school)]” (M.S. , female, ESL).

This is also relevant when considering the theory of English as a Global Language. The family of the participant encourages her to learn English for the implicit reason of English being a language that would give her more economical advantages, this is related to the idea of English speakers having access to way more job opportunities than a monolingual person (Tan, 2011). Family plays different roles in these scenarios, both families institutionalise a symbolic role, in the case of the first participant it is mostly symbolic, and in the second one it is materialised through economical advantages, the family supports economically the participant in order for her to achieve learning the L2.

4.1.1.2 Related to pairs outside the academy

Considering that the ages of the participants vary between 18 and 22 years old, and they are all college students, their relation with their pairs outside the academic environment, with their friends, tends to be a strong pattern of influence in their emotions towards the learning process of an L2. Learners tend to compare themselves with their friends, and this may develop sometimes in LI, as happens with one of the learners of ESL

“Tengo un amigo que es muy seco pero tiene acento británico porque tuvo la oportunidad de estudiar afuera, en Inglaterra, y sí como que como se estudian como estudiamos nosotros británicos en el en la U, y yo estudié americano con mi profe de inglés porque era gringo, sí como que me genera un conflicto el cómo se pronuncia o como de sentirme insegura por cómo lo pronuncio. [I have a friend that is very good at English, but he has a british accent because he had the chance to study abroad, In England, (...) and as we study british (accent) at the university, and I studied the american variety with my English teacher, because he was from the US, that sorts of generates a conflict in me, about how it is pronounced or of sort of feeling insecure about how I pronounce]” (M.S. , female, ESL, my emphasis).

In the previous quote, the subject of study states that she feels insecure about her pronunciation in the L2, when comparing her accent with her friend’s accent, this is also related to Accent Discrimination, topic which will be further analyzed. Something also relevant stated by the participant is that in her University (Universidad de Chile), she is taught a British accent, accent that according to her, her friend has and she has not, so there is a relation between her academic requirements and her interpersonal relations, maybe she would not have compared herself with her friend if she was not required to perform that accent, this may also be related to the fear of making mistakes, something that will also be analysed in deep later.

4.1.1.3 Related to native speakers

There is a hegemonic conception with NS of English only belonging to two countries (United States and England), or, even when knowing that there are more varieties of the language, some learners choose to learn some of these both GA or GB. As discussed previously in the Theoretical Framework (C.F.) this is related to English having a certain status depending on the country (Pierrel, 2009). There is certainly a relation between LI and the idea surrounding Native Speakers. Some of the participants, learners of ESL stated that their goal is to sound like a native speaker of English, due to multiple reasons, as happened with the next participant that stated that:

“El acento ideal para mi es el nativo británico, siento que el acento británico se le ve socialmente como un acento más formal entonces siento que ese es el plus que te da [The ideal accent for me is the native british (accent), I feel that the british accent is seen as a more formal accent socially, so I feel that is the plus it gives you]” (J.G. , female, ESL, my emphasis)

It is not any native accent the one the learners pursue, it is the GA (General American) or GB (General British) in this specific case, and the subject specifically talked about the formality this accent would give her, which may also be related with her academic requirements of performing this accent variety. Nevertheless, what is wrong about focusing so much on sounding like a native speaker is the overcoming LI that the learners could develop after trying very hard to do so, without succeeding.

There are some political ideologies related to considering a specific accent (GB in this case) as “more formal”, and considering better than other accent varieties because of that, there could be an implicit relation between the amount of resources that the British Academy invests in teaching English, and also with how much do they earn with the profits of that industry (See 3.5 and 4.2.5).

On the other hand, even learners of SSL could develop LI when attempting to sound like a native speaker, or to imitate them, as happens to the following subjects

“Speed (main difficulty) because my brain pauses to translate sometimes” (K.C., female, SSL)

“I usually don't speak as fast as native speakers, which betrays my non-native level in the language at times. It probably comes from the fact that English prosody has a lot fewer syllables-per-second than Spanish does” (E.D. , non binary, SSL).

In the last case the participant shows a wide linguistic understanding when talking about prosody and syllables-per-second. Nevertheless when they state how not being able to speak as fast as a native speaker betrays their non-native level in the language, their implicit goal to sound as a native speaker of Spanish, in this case, is noticeable, which may develop future LI due to the frustration of not achieving that goal.

Despite the explanation about prosody that the participant stated, some learners of ESL also discussed the potential LI they could develop by not achieving to speak as a native speaker because of the speed of their accents, that is the case of the next subject, who states the following.

“(...) Con mi acento más chileno siento que es una cosa de hablar muy rápido y cómo pronunciar ciertos fonemas distinto a lo que lo haría un hablante nativo [(...) with my chilean accent I feel it is something about talking too fast, and pronouncing differently certain phonemes from how a native speaker would pronounce it] ” (M.J. , male, ESL).

In the previous statement it can be read how the subject describes his accent (when speaking in English) as Chilean and how his accent could interfere with the goal of sounding like a NS. It can be inferred too that the participant presents certain knowledge about pronunciation when talking about phonemes.

Another relevant factor to consider when discussing LI of the learners, is how they feel when communicating with native speakers of their target language. Most of the participants learners of ESL have not had the opportunity to speak with a NS of English. Nevertheless, since learners of SSL are living in Chile for a trimester they find themselves immersed in the language and have to communicate with NS compulsory, for some of them, it was very hard to get used to the speed in which NS speak spanish

“Yes, I feel judged speaking Spanish when native speakers won’t slow down their speaking when they talk to if I ask them to repeat something. Sometimes it’s difficult to understand what people say when they talk very quickly, and sometimes when I ask people to repeat they just switch to English because they don’t think I will be able to

... speak to them in Spanish. Or people get impatient when I don't understand certain words immediately (...)" (A.W. , male , SSL)

By reading the previous ideas of the participant, the issue of the speed of NS of Spanish becomes constant, and, at least for him, a real issue by which he results feeling LI, he has issues to understand the Chilean accent for its speed, but what is more, he feels judged by NS by not being able to catch up fast. Something that is also quite relevant that he mentioned is that many NS switched to English when they thought he could not reply to them, which remarks that many Chileans are able to communicate in English since it is a compulsory subject in primary and secondary education.

Also, one of the participants stated that he felt insecure due to the comment of a NS:

"Sometimes I feel judged in some places when I order food. One time I was ordering an empanada and the saleslady turned to her co-worker and mentioned that I couldn't speak Spanish. This made me feel a bit insecure". (S.A., male, SSL). Besides his efforts to communicate in the L2, and having succeeded multiple times, when being approached by a NS, who states he does not speak Spanish, this person feels insecure. There is a relation between this and what the research of Lindy Woodrow about Linguistic Anxiety found: "The major stressor identified by the participants was interacting with native speakers" (Woodrow, 2006).

4.1.1.4 Related to strangers

When speaking a second language, the environment that surrounds the learner influences how they perform individually. And, when they find themselves surrounded by a familiar environment, they often feel safer to speak in the L2. LI then, could be influenced by the environment. This is true to one of the participants, learner of SSL that states the following:

“I am definitely much more confident in speaking Spanish with friends who know I don’t speak Spanish well as opposed to strangers”. (S.A, male, SSL). This speaker feels safer and more confident when he knows who surrounds him, and also knows that his friends are aware of his level in the L2, opposed to when he has to communicate with strangers who do not know his L2 level, which could lead to LI.

A similar situation is experienced by a learner of ESL, in the next statement he argues how knowing in advance the environment that surrounds him enables him to feel less insecure when performing his L2, and how this, for him, is more relevant than distinguishing between Native speakers of the language or pairs.

“Depende de depende de la persona yo creo que porque con un extranjero si son mis amigos no me cuesta mucho en pero si es una persona que no conozco mucho obviamente me voy a seguir inseguro, pero siento que eso pasaría lo mismo con un hablante con un par o sea si tuviese un compañero nuevo me costaría igual que me costaría con una o un hablante nativo nuevo [It depends on the person, because with a foreigner, if he/she is my friend, I wouldn't struggle, but if it is a person I don't know that much, of course I will feel insecure. But I feel the same would happen with a

Native Speaker or with a pair. I mean, if I had a new classmate I would struggle the same way that I would struggle with a new Native Speaker (that he just met)". (M.J., male, ESL, my emphasis)

4.1.2 Academic Factors

This subsection analyses how some academic factors could influence directly or indirectly in the LI of the learners of the second language, specifically the relation between school history and classmates and the potential LI.

4.1.2.1 Related to school history

School is a very important agency of socialisation, and many subjects of study related their school history to their current insecurity when performing their L2. The idea of having to perform in a certain manner to be evaluated surrounds the environment of most Chilean students who took part in the study, so is the case of one of the participants that related her knowledge of the language and the perception of her accent to feeling judge in high school, she stated the following:

“Sí me sentía juzgada más que nada en el colegio porque ahí como que uno tiene que saber o estar ya sabiendo y cuando uno habla mal o con un acento distinto la gente suele mirarte menos [Yes, I felt judged mostly in school, because there you sort of have to know or to be knowing in advance (English), and when you speak badly, or

with a different accent, people usually to stare at you as if you were less]” (J.G. , female, ESL, my emphasis).

This idea of having to know English already in high school may have a relation with the obligation of English as a subject in Chilean schools. She feels obligated to speak English in a certain way to fulfil the requirements of her school, or to avoid feeling judged, maybe by her teachers or by her classmates, this is uncertain.

Something else about the previous subject that may result in an interesting matter to analyse deeper, is how she homologated “speaking bad” and “ speaking with a different accent” as reasons by which she felt judged. What did she mean with “different”?, most likely she referred to non standard varieties of English that differ from GB or GA. Is she relating these different accents with a bad performance in the L2? Why is that?. These ideas are related to the ideology of accent discrimination (See 3.4.). Furthermore, the subject materialised the feeling of “being judged” through the idea of somebody else staring at her “people usually stare at you as if you were less”, and she is not the only subject that materialised the idea of being judged with somebody looking at you in a certain way.

“ Sí, sí, definitivamente sí. Osea en el colegio como que algunas veces me pasaba cuando hablaba en inglés y como que cachaba que algunos de mis compañeros igual me miraban raro o cosas así entonces si igual influye caleta [Yes, yes, definitely, I mean, in school, sometimes it happened that when I spoke in English, I noticed that some of my classmates looked at me weirdly, or things like that, so it influences a lot (his LI)]” (M.J., male, ESL, my emphasis).

Sometimes words are not needed to feel judged, but a simple sight could develop into potential LI, that could eventually lead to impossibility, or difficulty to perform the L2. Moreover, it is also important to emphasise that only learners of ESL talked about feeling judged through sights in school. Even one of the learners of SSL stated the following: “I feel more comfortable speaking Spanish when I am in school” (S.J. Prefer not to say, SSL). They relate their experience in school as more comfortable, as if it was their comfort zone, just the contrary to what happens to most Chilean students, as the next one, who states literally how he felt linguistic insecurity and uncomfortability.

“Me pasaba así como en el en el liceo en el que estaba que yo me cuesta me cuesta mucho por lo general presentar y pararme frente a la clase hablando en inglés es muy muy incómodo, eso es lo más incómodo que me ha pasado (...) [It happened to me in the school I was, that I have a lot of trouble presenting, standing in front of the class, speaking in English, that is very very uncomfortable, that is the most uncomfortable thing that has happened to me]” (J.F., male, ESL).

It is entrancing to contrast how while the learner of SSL talks about school as a comfort zone, and the learner of ESL talks about his school experience as uncomfortable, even as “the most uncomfortable”. Furthermore, by focusing on the learner of ESL, it is noticeable how he describes a scene in which he felt insecure while performing his L2 in public, in this case, in his school. He speaks about “standing in front of the class” as something that causes him a lot of trouble, and this could also be related to the previous discussion about feeling insecure when somebody is looking at you.

4.1.2.2 Related to pairs inside the academy

As discussed previously when talking about the factors related to pairs outside the academy (See 4.1.1.2), considering the ages of the participants, it is particularly common for them to compare themselves with their pairs, and it also happens with their pairs inside the academy (their classmates), this comparisons sometimes turns in the learners feeling less insecure as happens with the next learner of SSL, who states that: “Classmates (feels less insecure talking to them), because they more or less come from the same place I did in terms of their experience with the language”. (E.D., non binary, SSL, my emphasis.) This person compares themselves with their classmates and feels understood when struggling with their L2 when they find themselves around their classmates. On the contrary, a learner of ESL also made a comparison with her classmates, but in this case, she stated she felt insecure when comparing herself to them:

“(…) en la universidad me comparo con mis otros compañeros, que cosa que no debería hacerlo, aveces igual me siento un poco insegura porque digo, ellos pronuncian mejor que yo o saben más vocabulario que yo, y eso es como la inseguridad pero sé que puedo perfeccionarme hasta llegar ahí. [In the university I compare myself with my other classmates, something I should not do. Sometimes I also feel sort of insecure because I say, they pronounce better than me, or know more vocabulary than me, and that is like the insecurity, but I know I can perfect myself to reach them]” (A.C., female, ESL).

Besides thinking that it is not good to compare herself to her classmates she states she does, maybe unconsciously. She even stated clearly that she felt insecure of her own performance in the L2 when making this comparison, so, summarising, pairs inside the academy could interfere in the learning process of an L2, in this case, when someone compares themselves with their academical pairs.

4.2. Linguistic Ideologies and their implications in developing LI

In this section the main ideologies found in the results of the analysis of the study will be described, in relation to the answers of the participants of the study. Besides most of these ideologies were expanded in the Theoretical Framework (See chapter III), in this section they will be contrasted with the results of this specific study. These theories are the Ideology of Native Speaker, Ideology of Bilingualism, Fear of making mistakes, Accent discrimination and Linguistic Imperialism.

4.2.1 The Native Speaker Fallacy

As discussed previously (See 3.3 and 4.1.1.3) there is a deeply rooted ideology concerning Native Speakers of a certain language to be the best speakers of it, and, consequently, the best ones to teach their own language, but this is only an ideology, a fallacy that has many political implications, such us the idea of certain Native Speakers being more valorated than others, and it is not a coincidence that the native speakers accent that most commonly

learners pursue, are the accents or varieties of the language spoken by a political and economical elite. This scenario is more likely present on English, so it is the ESL learners who mostly talked about pursuing a Native Speaker variety of the language:

“(…) el inglés tiene de su otra forma de hablarlo dependiendo de la región geográfica pero sí a la hora de que tú como “gringuizas”, nose cómo decirlo, como “americanisas” o hace más inglés tu forma de pronunciar las palabras, o de de generar la frase, de decir la frase va a ser más fácil para la otra persona quizá entender. [English language has its way to be spoken depending on the geographical region, but at the time that you “americanize” your accent, or make more English your way to pronounce words, or to generate a phrase, it will be easier for someone else to maybe understand]” (M.S., female, ESL).

According to the previous statement of the participant, she relates the idea of American English with “more English”, which has a political implication of considering this specific variety as better. She also says that it would be easier for someone to understand just because your accent sounds more American. Due to economical reasons, it is the American Variety of English that learners of ESL are more familiar with. Nevertheless, it seems important to emphasise that most likely the participants do not refer to any American accent, but to GA (General American), the specific variety spoken by a privileged elite, and it is this variety the one learners at least in Chile, most likely consume, through music, games, tv, etc.

“(…) desde muy pequeño tuve así como acceso a internet y era todo todo en inglés básicamente y cómo juegos, películas, series también eh... videos en su momento con subtítulos empecé a ver, así como generados automáticamente [Since I was a child I

had access to internet, and basically all was in English, like games, movies, series. At that time I started watching videos with subtitles, like automatically generated]” (J.F., male, ESL).

There must then be a relation between the consumption of content in English and pursuing this certain variety of the language, not forgetting that, it is because of economical and imperialistic reasons that this specific English accent has the resources to sell content around the world, that with GA. But, what about GB?. Pursuing to learn GB is often related to the idea of this specific variety as more prestigious, at least academically speaking.

The goal for British worldwide English teaching promotion is an ‘appropriate linguistic model’ of British English for a ‘global ELT profession’ based on ‘professional exchange between the UK and other countries’ (Phillipson, 2016).

Phillipson discusses how English teaching of the British variety is promoted widely worldwide, and how the UK government invests a lot in this matter, which could be what evolves in considering this specific variety or accent of English as more prestigious.

4.2.2 Ideology of English as a Global Language

English is most commonly presumed to be a “global language”, and it is true that it is a language widely spoken around the world, some surveys even find it to be the most spoken language in the world when considering NS and NNS of the language (Statista, 2022). This study found that some of the participants from Stanford University were not native speakers

of English, or English was not their first language at happens with the next participant, whose mother tongue is Chinese, and states the following: “I never really liked learning English because it's boring and I was young, but I knew I had to do it”. (Y.Y., female, SSL).

English was presented to her from a very young age as a need, she states how she knew she had to learn English, implicitly to seek for better opportunities in life, this is theoretically related to Phillipsons ideas when talking about English as a Global Language and Linguistic Imperialism. “English is marketed as a language that everyone needs and that all should learn. This is one of many myths of global English” (Phillipson, 2016).

In the case of learners of ESL from Universidad de Chile, most of them also see English as a tool, or a product, which gives them more opportunities in life, especially job opportunities: “Siento que el idioma inglés es una llave que te da muchas puertas en te da muchas opciones y muchas posibilidades [I feel that the English language is a key that opens you many doors and gives you a lot of options and possibilities]” (J.G., female, ESL).

But do we all need to learn and speak English?. The feelings of most students are that they should or have to learn the language, even though many of them have not used the language in effective communication.

“O sea en verdad aparte del colegio y la u no lo uso tanto aparte de ver como contenido en inglés así quizás como series videos escuchar música, cosas así. [Actually, apart from school and University, I don't use it that much (English), besides looking for content in English, and so, maybe like watching series, videos, listening to music, that kind of stuff]” (V.C., female ESL).

We are fast moving into a world in which not to have English is to be marginalised and excluded' (Graddol, 2010), and the obligatory pressure felt by learners of ESL may become into LI, when somebody feels obliged to learn a language, they may feel fear of making mistakes too, which is the next language theory to analyse due the results of the investigation.

4.2.3 Fear of making mistakes

When learning a new language, there are many possible cultural representations of LI in these learners, and something quite related to the feeling of insecurity is the fear of making mistakes,

“Fear of making mistakes has been found to be strongly linked with the learners’ concern to save their positive image or impression in the mind of their teacher and peers”. (Hashemi, 2011).

There is a link between SLT (Second Language Teaching) then, and the idea of making mistakes as something wrong, which fills the learners with concern and makes them over analyse their performances in the L2. So is the case of some of the learners or ESL who took part in this study, the next participant was asked if she considered herself a good speaker of her L2 and she answered the following:

“Sí, a nivel hablado, así como de poder pronunciar bien sí, pero no al nivel gramático porque siento que es como mi mayor inseguridad actual ya que me cuesta mucho cómo recordar las estructuras de los verbos y gramaticales entonces como que siento

que es ahí donde tengo que mejorar. [Yes, at the speaking level, but like being able to pronounce well, yes, but not at the grammatical level, because I feel that is my biggest current insecurity, since I have a lot of trouble memorizing the verbs structures, and grammar, so I feel that it is there where I have to improve]” (M.S. , female, ESL).

Having to memorise verb patterns should not be the main claim in effective communication scenarios, but it is in an academic scenario like the one the participant talks about implicitly, having to perform in an L2 accurately academically speaking puts a lot of pressure on the student/learner of the L2, stress or pressure that could eventually lead into LI, as happens with the following participant.

“ (...) en mi desempeño oral es, es como el ponerme nerviosa, y estar como constantemente pendiente a que no me equivoque con la gramática entonces me tiendo a equivocar más porque me pongo nerviosa. [On my oral performance, it is to get nervous (main difficulty), and to be constantly aware about not making grammar mistakes, so I tend to make more mistakes because I get nervous]” (M.S., female, ESL, my emphasis).

Having to overthink about not committing grammatical mistakes then, could interfere with the oral performance in effective communication scenarios, and what the participant described as feeling nervous or embarrassed could be an effect of LI. This is not only valid for the learners of ESL, but it also happens with the students of SSL, who also have difficulties with verb patterns and verb conjugations:

“Verb conjugation (main difficulty) - when speaking quickly or trying to speak fluidly, it’s sometimes difficult to mentally conjugate the verbs correctly on the fly”. (A.W., male, SSL).

I have a barrier of conjugating verbs which makes me pause a lot while speaking Spanish. (S.A., male, SSL).

Even though pauses and hesitation are common in oral language despite differentiating between NS and NNS of a certain language, the previous subjects struggled when thinking about doing so in their L2, as if it was wrong, or a mistake. This is also linked to the Native Speaker fallacy, when trying to achieve the speed or fluency of a NS, believing that they are the better speakers of their language. But still, it is not any Native accent the one that most commonly learners of a second language achieve to acquire, but are those belonging to the main economic elites worldwide (this mostly related to English) , which leads into the same theory to discuss, Accent discrimination.

4.2.4 Accent discrimination

As discussed previously on the theoretical framework (See 3.4.), accent discrimination is an important language theory in matters of LI, that is also linked to the other ideologies mentioned above. On one hand, accent discrimination linked to the native speakers fallacy (See 4.2.1.) relates when believing that a NS accent is ideal when learning a L2, and, on the other hand, as discussed by Tan, there could be some negative effects of Accent discrimination related with LI “ (...) speaking with a non-native English accent drew negative cognitive, affective, and behavioural experiences” (Tan, 2021).

To illustrate these ideas, it is imperative to consider the experience of learners of ESL with the GA and GB accents:

“ (...) me lo han hecho saber toda la vida, que si no hablo como muy británicamente o muy americanamente por así decirlo no estoy hablando como el “inglés correcto”, como que no no lo puedo enseñar bien bien sí yo no me he perfeccionado en eso. [People have let me know my entire life that if I don't speak with a very British accent or with a very American accent to say so, I am not talking the “Correct English”, and so I can't teach it accurately if I haven't perfected myself to that]” (A.C., female ESL)

The previous participant stated how not achieving a NS accent has made her a victim of bad comments about her future, and how she would not be able to teach the language if she does not use any of these accents (GA or GB). Believing that a certain accent is better than other has many implications, some of them are political, since the main powerful countries in English terms would be the USA and UK.

“El beneficio del acento americano será que quizás es un poco más globalizado que los otros tipos de acentos. [The benefit of the American accent would be that maybe it is more globalised than other types of accents]” (V.C., female, ESL).

The idea of globalisation mentioned by this participant reinforces the political implications of having to learn a certain accent, or of preferring one accent over another one.

In the case of learners of SSL, as they all experience effective communication instances, their notions of accents are not the same, but more focused on this experiences:

“Language is about communication, and when I speak with a heavy accent with someone native, my accent might give them a hard time understanding my Spanish, or just make them feel uncomfortable. So I do wish to speak with better pronunciation” (Y.Y. , female, SSL).

“I think having a better accent would allow me to be better understood” (H.D., female, SSL)

“With a good accent, it will be easier to talk with me and I would make communication with others more fluid, delightful”. (Y.Y., female, SSL)

What it means to have a “better” or “good” accent, it is not possible to be completely sure about what the participants meant with that, but most likely it has something to do with trying to use a more “standard” accent, but, does that really allow them to be better understood?, even when considering the richness of a language such as English or Spanish that are so much spoken worldwide, both by NS and NNS of the languages?. Is it “bad” to sound as a NNS and “good” to sound as a NS of the L2?. What are the implications of preferring one accent over another one?. These ideas are strongly related to the next language ideology to analyse through the results, Linguistic Imperialism.

4.2.5 Linguistic Imperialism

Linguistic Imperialism has been one of the most discussed ideologies all along this study, specially at the Theoretical framework (See 3.5.). This ideology is related to the most powerful dominant countries politically and economically imposing their language among others, or when their languages are in a position of power due to these reasons. In the case of English and Spanish, most commonly English would be the dominant language in imperialistic terms. “The English language business fits clearly into this pattern of unequal relationships that serve the interests of the Core countries and their collaborators worldwide” (Phillipson, 2016).

The English language business has a lot to do with how most content consumed worldwide is in English and has an American influence (books, movies, music, etc). Many learners of ESL seeked to learn the language in the first place due to having access to these contents, for not being private of access to the world, but Which world?, most likely would be one in which the american occidental culture would be the dominant worldwide. English is presented to students/learners as an opportunity to have access to things they would not have access to if they do not speak the language. “(...) mis motivaciones serían poder trabajar en una editorial y de ahí poder traducir textos que vengan de afuera. [(...) my motivation (to learn ESL) would be to be able to work in an editorial and then being able to translate foreign texts]] (J.F., male, ESL, my emphasis).

The previous participant stated how his motivations to learn ESL are widely connected to have access to something in this language, that he would not have access to if he could not speak the language (in this case texts/books) , and, what is more, he wishes to be able to

translate this to his native language, maybe with the implicit intention to share this knowledge with people who can not speak the language. Also English is presented to him as a tool from which he could have economical advantage in future (more job opportunities), since English is an imperialistic dominant language.

From another perspective, in the case of learners of SSL, Spanish is seen as a non imperialistic language, and their motivations and attitudes towards the seeking of learning SSL have more to do with an intercultural experience than economic motives. So is the case of the following participants:

“I want to be able to connect with many other people outside the USA”. (H.D., female, SSL).

“I wanted to learn Spanish because my mom speaks Spanish and is in love with Latin America. Also, many of my friends and some of my family speak Spanish, and I like being able to communicate with people in different languages. I love meeting new people when I travel abroad, and speaking their language allows me to get to know them better”. (A.W., male, SSL).

“I wanted to communicate with my community members, like friends and neighbours”. (K.C., female, SSL).

Their reasons to learn SSL were quite similar, and related to effective communication instances, there is a more romantic idea concerning SSL, mostly when reading the statement of the second participant (A.W., male, SSL), who talks about his mother being in love with

Latin America, and the language allowing him to get to know locals better. There is a conception of Spanish as a romantic language, and the reason for him to learn the L2 is not economical but intercultural.

The case of (K.C., female, SSL) is a little different from the other two participants mentioned, since she does not see Spanish as something that foreign, but as a tool to communicate with her environment in her own country, despite the fact that the language of USA is English, she lives in a community surrounded of Spanish speakers, so her case differs from the other learners of SSL, but still does not seek the learning of the language for economic reasons but for intercultural ones, and to use it in effective communicative instances.

Chapter V : Discussion

Through the analysis of the presence of LI in the learners of both ESL and SSL, it was interesting to think about the political implications of considering LI in pedagogical approaches, since most of the participants stated that their emotionality in the L2 was not considering in how they have been evaluated, but, what is more, having to perform in an standardised way, putting a lot of attention on not making mistakes, or performing in a certain accent that differs too much from their goal accent (which in most cases is related to language imperialism reasons), makes them note how these aspects influence their potential LI in the L1, also influencing negatively their performance in the L2 (mostly orally, since it happens in effective communicative interactions).

It was found that both groups of participants felt LI, but mostly in academic scenarios, not that much in daily life communication, mostly SSL learners since they had to live in a Spanish speaking country for three months, and struggled in effective communication instances, but still felt more insecure in academic contexts or when being evaluated (just as learners of ESL). What is most important to have in mind when talking about insecurity or anxiety is how this could affect the performance in the L2. “The major significance of research into foreign/second language anxiety is in the relationship between anxiety and performance in the foreign language” (Woodrow, 2006).

Furthermore, as a matter of fact, in most cases insecurity leads to trouble or disruption in the performance of an L2, so it would be imperative to consider emotionality and potential LI or LA (Language Anxiety) in the teaching of second languages.

Chapter VI: Conclusion

Through the analysis of the answers of the participants it was noticed that LI or Language Anxiety may become a disruption in the learning process of an L2, or at least an impediment for oral production in real life communicative situations, and should be considered imperatively in the teaching of second languages. Also many factors that develop LI in the participants were related to the environment surrounding them, it is different to have to learn a second language and living in a country that speaks that language (so is the case of learners of SSL who took part in this study), and learning it but not using the language in everyday life or effective communication (so is the case of most learners of ESL who took part in this study).

Also the immediate environmental context of the participants may interfere with their potential LI, as the factors mentioned above such as the relation of the participants with their pairs inside or outside the academy, with their family or with strangers, among others. All these factors are important to be considered when learning a new language. Focusing only on academic aspects could turn out to develop into anxiety or insecurity in the learners, this was explained through language theories such as fear to make mistakes, linguistic imperialism, accent discrimination, native speakers fallacy, among others.

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Appendixes

Appendix 1

Individual Interviews

Individual Interviews			
Objective	Dimension	Subdimension	Questions
I. Describe the factors that build linguistic insecurity in Learners of ESL	Factors that build Linguistic Insecurity in Learners of English as a Second Language	Interpersonal factors	<p>Cuéntame tu experiencia de acercamiento al idioma. ¿Te has visto en la necesidad de usar el idioma?</p> <p>¿Por qué quisiste tomar este electivo de inglés? ¿Cuáles son tus motivaciones para aprender el idioma?</p> <p>¿Alguna vez te has sentido juzgado al hablar en inglés? (cuéntame tu experiencia)</p> <p>¿Crees que tu acento determina la "calidad" de tu inglés? (que un acento sea mejor que otro) (fuera de lo académico)</p> <p>¿Crees que tus compañeros de clase han influido en hacerte sentir más seguro o inseguro en esta lengua?</p> <p>¿Crees que tu familia ha influido en hacerte sentir más seguro o inseguro en esta segunda lengua?</p> <p>¿Crees que la forma en que te han evaluado considera tu emocionalidad en el idioma?</p> <p>¿Crees que al aprender inglés aprendes también una nueva cultura?, ¿Cuál?</p>
		Academic factors	<p>¿Sientes que tu aprendizaje de la segunda se debe esencialmente a tu educación primaria/secundaria?</p> <p>¿Consideras que tu experiencia escolar ha influido en tu seguridad o inseguridad al hablar en inglés?</p>
	Perceptions of Linguistic Insecurity in themselves, their own description of themselves as Speakers of English as a second Language.	<p>Ideology of Native Speaker</p> <p>Bilingualism</p> <p>Self-definition as an English speaker (proficiency)</p> <p>Awareness of Linguistic Insecurity</p>	<p>¿Te consideras un buen hablante de inglés?</p> <p>¿Cómo te definirías como hablante de inglés?</p> <p>¿Qué habilidades debe tener un buen hablante de inglés?</p> <p>¿Qué crees que dificulta tu aprendizaje del idioma?</p>
II. Characterize the possible outcomes of the linguistic performance due to LI	Oral performance	Perception of accents	<p>¿Cómo describirías tu acento en inglés?</p> <p>¿Cuál sería el acento ideal?</p> <p>En relación con la pregunta anterior ¿Que beneficios o desventajas este te podría entregar?</p>
	Communicative Skills	Own oral development	¿Cuál crees que es tu mayor dificultad en tu desempeño oral? ¿Por qué?
II. Analyse the pedagogical / political implications of LI studies to the teaching of second languages	Pedagogical Implications	Analysis due to previous answers	Analysis due to previous answers
	Political Implications	Analysis due to previous answers	Analysis due to previous answers

Questions were asked in Spanish to obtain a more natural answer from participants since it is their mother tongue.

Appendix 3

Participants

Students of Stanford University, living in Chile for a trimester.

Initials	Age	Gender	Mother tongue	Other languages spoken	Area of study
H.D.	21	Female	English	Spanish, Tamil.	Computer Science
A.W.	22	Male	English	Spanish.	International Relations and Spanish
K.C.	19	Female	English	Spanish.	Spanish
S.J.	20	Non Binary	Korean	English, Spanish.	Feminism
A.K.	22	Female	English	Spanish.	Computer Science
E.D.	20	Non Binary	English	Spanish, French.	Physics
S.A.	21	Male	English	Tamil, Spanish	Data Science
Y.Y	20	Female	Chinese	English, Spanish	Psychology and Computer Science

**Students of “Universidad de Chile” studying Linguistics and English Literature in their
first year**

Initials	Mother tongue	Age	Other languages spoken	Gender
J.F.	Spanish	21	English, Spanish	Male
J.G.	Spanish	20	English, Spanish	Female
M.S.	Spanish	18	English, Spanish	Female
M.J.	Spanish	19	English, Spanish	Male
V.C.	Spanish	18	English, Spanish	Female
A.C.	Spanish	19	English, Spanish	Female