

ABSTRACT

This study examined the impact on secondary Spanish II students' oral production in the target language when specific measures were taken to lower their anxiety. The researcher used cooperative learning activities, participant self-evaluation, reflective journaling, metacognitive conversations, and specific oral error correction strategies. The findings showed that while several indicators of student anxiety were reduced over the four-month period of the study, overall oral production in Spanish among the participants did not increase noticeably. English persisted as the preferred language of discourse for all participants, including two native speakers of Spanish, although use of interlanguage became slightly more prevalent by the end of the study. For most participants, knowing their classmates was the most important factor in being comfortable speaking Spanish in class. Insufficient content knowledge, differences in motivation for language learning, varied ability levels among learners, and class management and behavioral issues, were found to preclude use of Spanish as the sole language for all classroom functions.