Investigating Foreign Language Anxiety among Iranian University Students of English Language Teaching and English Literature

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iv

ABSTRACT

Students' feelings of nervousness and stress while speaking English have been a source of debate and research in foreign or second language studies. Although the levels of foreign language learners' anxiety have been investigated, few studies have attempted to have an inter-disciplinary view of anxiety in foreign language learners. The purpose of this study is therefore to examine the level of anxiety among students majoring in English Language and Literature (ELL) and English Language Teaching (ELT). Furthermore, this study attempts to identify anxiety-provoking factors for each group of students.

A total of 122 first-year students (61 students from ELL and 61 students from ELT department) from Lar Islamic Azad University in Iran participated in this study. This study employed Foreign Language Classroom Anxiety (FLCAS) questionnaire, developed by Horwitz et al. (1986), and ten interview questions adopted from Tanveer (2007) to find out about the most or least anxiety-provoking items. The results revealed that both ELL and ELT students' experienced similar levels of anxiety. In other words, for both groups communication apprehension (the item 6 of the questionnaire), fear of negative evaluation (items 13 and 33), and test anxiety (items 10 and 21) were ranked as the main anxiety-provoking items; however, no statistically significant difference was seen between the two stated groups.

This study also examined the interrelation between gender and anxiety. The results showed that there was no significant difference between males and females in terms of their anxiety level in both ELL and ELT groups. Furthermore, according to the content analysis of the interviews conducted, five different personal factors such as lack of self confidence, low language proficiency, negative comparison, teachers'

manner, and lack of strategic planning affecting the anxiety level were mentioned by students interviewed when they were engaged in speaking English. At the end, some pedagogical implications regarding the anxiety reduction strategies are provided for foreign/second language teachers and learners in order to decrease students' level of anxiety while speaking English. Also, this study suggested some recommendations for further research in this area.

ÖZ

Öğrencilerin İngilizce konuşurken yaşadıkları kaygı ve stres, İngilizce dil öğreniminde ve İkinci dil çalışmaları alanında tartışma ve araştırma odağı olmuştur. Öğrencilerin yabancı dil kaygı seviyeleri araştırılmasına rağmen, sadece bir kaç çalışma da, İran'lı üniversite öğrencilerinin yaşadığı yabancı dil kaygısı yer almaktadır. Özellikle de yazarın en iyi sahip olduğu bu yönlü bilgiye göre İngiliz Dili Eğitimi ve İngiliz Edebiyatı bölümmlerinde okuyan İran'lı öğrencilerin yabancı dil kaygılarının araştırlımadığı saptanmıştır. Bu nedenle, bu çalışmanın amacı, İngiliz Dili ve Edebiyatı (ELL) ve İngilizce Dili Eğitimi (ELT) bölümlerinden öğrenciler arasındaki yabancı dil kaygı düzeyini incelemektir. Ayrıca, bu çalışma her gruptan öğrenciler için kaygı uyandırıcı faktörleri belirlemeyi de amaçlamaktadır.

Toplam 122 birinci sınıf öğrencisi (61 ELL ve 61 ELT öğrencisi) İran'ın Lar İslami Azad Üniversitesi'nden bu çalışmaya katılmıştır. Bu çalışmda Horwitz (1986) tarafından geliştirilen Yabancı Dil Sınıf Kaygısı (FLCAS) ölçeği, ve ayrıca Tanveer'den (2007) uyarlanan on mülakat sorusu yer almıştır. Sözü edilen ölçekler en yüksek ve en düşük kaygı uyandırıcı etkenler hakkında bilgi edinmek için kullanılmıştır.

Sonuçlar, ELL ve ELT öğrencilerinin kaygı düzeyinin yaklaşık aynı olduğunu gösterdi. Diğer bir deyişle, her iki öğrenci gurubun iletişim kaygısı (anketin 6'ncı maddesi), olumsuz değerlendirme korkusu (anketin 13 ve 33'uncu maddeleri) ve sınav kaygısı (madde 10 ve 21), yüksek kaygı uyandırıcı etkenler olarak sıralandırıldı. Ancak, belirtilen gruplar arasında istatistiksel olarak belirli bir fark görülmedi.

Bu çalışmada aynı zamanda cinsiyet ve yabancı dil kaygısı arasında oluşan ilişki incelendi. Sonuçlar her iki ELL ve ELT öğrenci gruplarının kaygı düzeyi açısından kadın ve erkekler arasında önemli bir fark olmadığını gösterdi. Buna ek olarak, yapılan mülakat ve görüşmelerin içerik analizi doğrultusunda, beş farklı faktör yabancı dil kaygı düzeyini yakından etkileyen kişisel etkenler olarak belirlendi. Öz güven eksikliği, düşük dil yeterliliği, negatif karşılaştırma, öğretmenlerin tavrı, ve stratejik planlama eksikliği bu faktörleri oluştuemaktadır. Uygulama olarak, yabancı dil kaygı azaltma stratejileri, bunların pedagojik etkileri ön plana çıkabilir. Ayrıca, İngilizce konuşurken öğrencilerin kaygı seviyesini azaltmak amacıyla, yabancı dil öğretmenlerine ve öğrencilere bazı öneriler sunulmuş, ayrıca, yabancı dil kaygısı konusunda ileriye yönelik araştırmalar için bazı yöntemler salık verilmiştir.

Anahtar kelimeler: Yabancı dil kaygısı, Cinsiyet, bir yabancı dil olarak İngilizce, İranlı ELL öğrencileri,İranlı ELT öğrencileri.

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TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter presents the background on foreign language anxiety as well as the statement of the problem. In addition, it gives information about research questions, the significance of the study, and definitions of key terms in foreign language anxiety.

1.2 Background

Some researchers have pointed to factors which are interwoven with learning a second or foreign language. For instance, Horwitz et al.,(1986) and Horwitz et al. (2010) investigated the impact of affective factors in learning a second or foreign language. As one of the most highly debated affective factors, anxiety has been extensively studied in different contexts and with different types of students.

According to MacIntyre and Gardner (1991b), anxiety can negatively affect the process of language learning "because it can interfere with the acquisition, retention, and production of the new language" (p. 86). Many different studies have witnessed the effect of debilitative anxiety in second language learners (e.g., Gardner & MacIntyre, 1993; Kao & Craigie, 2010). Most of these studies observe that debilitative anxiety can have a negative influence on the performance of foreign language learners. For instance, Kao and Craigie (2010) reported some studies (e.g., Gardner & MacIntyre, 1993) carried out on the role of foreign language anxiety in language learning, arguing that anxiety might have a negative impact on language

learning. On the other hand, as Horwitz and Cope (1986) argued, it seems that there are some psychological issues behind learners' anxiety which might impede learners' communication in the target language or weaken learners' communicative competence.

Although it might seem difficult to measure the level of this anxiety properly as it is influenced by a wide array of variables such as teachers' personality, contextual affordances, time of the day, etc., some researchers have made an effort to come up with some means of scale or measurement for language learning anxiety. For example, results obtained from Foreign Language Classroom Anxiety Scales (FLCAS) of Horwitz et al. (1986) addressed different factors leading to anxiety. Mak (2011) named the effective factors and stated that these five factors, identified by factor analysis, were "speech anxiety and fear of negative evaluation, uncomfortableness when speaking with the native speakers, negative attitudes towards the English classroom, negative self-evaluation, and fear of failing the class/consequences of personal failure" (p. 206). However, there are some studies that claimed that at times anxiety might have positive influence on foreign language achievements (Scott, 1986; Steinberg, 1982). Considering the negative and positive effects of anxiety on students' performance in learning English as a foreign language, this study aims to compare the level of anxiety between English language and literature and English Language Teaching.

1.3 Statement of the Problem

Learners of English language often complain about stress, nervousness or anxiety or experience a 'mental block' (Horwitz et al., 1986, p. 125) while speaking English in front of their peers. This feeling of anxiety could be experienced by both low level learners as well as more advanced level students. However, learners at lower levels

will definitely experience more negative emotional feelings because of their under-developed language proficiency. Informal chat with these learners and their teachers on the campus by the researcher showed that both groups of students (ELL and ELT) experienced some sort of anxiety while they spoke English in their classes. These learners wondered why they were not good at speaking English. Ortiz (1991) insisted that language anxiety among university students was 'alarming' and predicted that approximately half of the students who were studying English were familiar with debilitating anxiety.

Although it seems to be unlikely to compare the level of anxiety between two groups of ELL and ELT students because they share almost the same courses in the beginning, they could experience different level of anxiety while speaking English. This stems from the fact that preeminently students choose their university discipline based on their educational and family background as well as other socio-economic factors. That is, ELL students usually come from more affluent and educated families who want to pursue a degree to meet more sophisticated needs such as self actualization rather than making money by teaching English, which is usually a strong drive among students who wish to study ELT. The researcher did his B.A in ELL department and M.A in ELT department and feel that students in these two fields of study feel different kinds of anxiety. Therefore, this study attempts to investigate foreign language learning anxiety among ELL and ELT students to see how they experience stress and anxiety.

There has been a great deal of research on language anxiety and learners' beliefs; yet, few if any studies have addressed the relationship between learners' anxiety experienced among ELL and ELT students. In particular, no study has investigated the level of foreign language anxiety inter-disciplinarily; that is, between students

studying English Language and Literature (ELL) and English Language Teaching (ELT) in Iranian context. Therefore, this study is going to examine the level of anxiety between ELL and ELT students.

1.4 Research Questions

The purpose of this study is to investigate the potential negative impact of foreign language anxiety on first-year undergraduate university students majoring in English studies. This study will also examine the likely interface between the level of anxiety and students' gender. In addition, students' opinions on the factors affecting their level of anxiety will be also explored in this study. The designed methodology is going to answer the following research questions:

1. Do Iranian students studying in ELL and ELT department differ in terms of their anxiety level while engaged in speaking in English?

2. Is gender a factor in participating students' anxiety level?

3. What other factors may contribute to foreign language anxiety as perceived by the participating students?

1.5 Significance of the Study

This study will be of considerable interest to teachers and foreign language learners due to the negative influence of foreign language anxiety on language learning. It will also shed some light on the various domains of language performance especially students' attitudes and perceptions of language learning and various types of anxiety in two major fields of study, ELL and ELT. Moreover, this study will introduce stressful items with respect to implication for foreign language pedagogy, particularly in the context where learners come from a wide range of linguistic, cultural and ethnic backgrounds. The examination of the anxiety-increasing factors that arise while students speak English in front of other students

will help language teachers to change the stressful classroom environments to less stressful environments. Consequently, students with the help of their teachers can overcome debilitative anxiety and facilitate learning the English language.

1.6 Definition of Key Terms

There are some definitions and abbreviations which are applied in the following chapters:

English as a Foreign Language (EFL) Learner:

The term of English as foreign language learners refers to those who are learning the English language while living in a community where English is not spoken as a first language (Tanveer, 2007).

FLCAS:

FLCAS stands for foreign language classroom anxiety scale. FLCAS for the first time was designed by Horwitz and Cope (1986) to measure the level of anxiety and language achievement. Horwitz and Cope (1986) conceptualized foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Foreign Language:

In this study the term refers to "a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc." (Richards & Schmidt, 2002, p. 206).

Language Anxiety:

In this study the term refers to the feelings of nervousness and worry associated with foreign language learning. Richards and Schmidt (2002) defines it as

"subjective feelings of apprehension and fear associated with language learning and use". They pointed to some issues in language learning anxiety such as "anxiety as a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examination" (p. 285).

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter gives some definition of anxiety and elaborates on the types of anxiety and their effects on language learning. Next, it deals with anxiety in foreign language learning, and conceptualization of foreign language anxiety. After that, it explains anxiety and three stages of language learning. Finally, teachers' perception of anxiety, as well as gender and age-related issues are discussed.

2.2 Definition of Anxiety

Oxford Dictionary (2003) defines anxiety as "the state of feeling nervous or worried about that something bad is going to happen" (p.45). Scovel (1978) described anxiety based on an emotional state and claimed that "apprehension, a vague fear that is only directly associated with an object" (p. 134). It should also be mentioned that Wang (2005) discussed the difference between anxiety and fear and explained that fear comes from a real and external environment while anxiety is much more complicated and the threatening that increases anxiety is unknown. In addition, in the explanation of anxiety disorders psychologists noted that people experience anxiety when faced with danger in daily life. According to Wilson (2006), anxiety is explained as the "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 41). Thus, when they feel anxious, they feel sad and disappointed. Moreover, Hashemi (2011) defined anxiety as a vague fear that comes to mind due to a specific

situation. Hence, having this kind of feeling is related to the experience of life and tension or anxiety that will be increased by the influence of factors such as job loss, relationships, or the death of someone close.

2.3 Anxiety in Foreign Language Learning

There are many studies which have been conducted on anxiety in which the construct of anxiety is defined as the main issue in learners and differences in language learning. Elements such as environment, people, and culture should be taken into account as a human social phenomenon that builds up relations with others (Fischer, 1970). For the first time, Horwitz et al. (1986) pointed to the vital rule of foreign language anxiety in language learning. They argued that language anxiety is related to the learners' character. In other words, the anxiety level is associated with feeling, self-perceptions of foreign language learners and classroom environment.

Matsuda and Gobble (2003) defined anxiety as "foreign language anxiety is a unique type of anxiety specific to foreign language learning" (p. 21). In the study done by Mahmood and Iqbal (2010), it was claimed that the level of anxiety might be linked to different culture groups and stated that anxiety increases when learners are studying a foreign language. In addition, Ganschow and Sparks (2011) speculated foreign language anxiety could not be simply defined as an element which influences learning. Anxiety in foreign language may be defined as a "complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the foreign language learning process" (p. 200). Furthermore, Hashemi (2011) addressed anxiety as a complex and multidimensional phenomenon that is associated with leaning a second or foreign language.

On the other hand, some studies pointed to the relationship between anxiety and first language skills. Yan (2008) noted that first language might confront learners

with problems in learning a second language. In response, MacIntyre (1995) rejected this idea and claimed that other factors, such as individual difference variables or the level of anxiety may be what interferes with learners' language skills.

According to Abu-Rabia (2004), anxiety means fear, panic, and worry. He observed that most foreign language learners in specific situations face anxiety. Although anxiety usually affects learners negatively, there is some research that shows that anxiety might have a positive effect on learners. For example, Scovel (1978) stated that sometimes anxiety can help learners to cope with their new assignments. Furthermore, Matsudaa and Gobelb (2004) mentioned that anxiety influences the proficiency level in second language learning. That is, students with less confidence experienced a low level of anxiety while students with higher levels of anxiety will experience more anxiety in learning a second language.

In addition, Koul (2009) believed anxiety impact foreign language learners directly. In listening and speaking skills, for instance, whenever feelings of anxiety increase, communicative competence will decrease in students. Therefore it would follow that anxiety may have an impact on learner's behaviors. In addition to its influence on the learners' competency, some learners are driven to anxiety to engage in a negative self-talk, and to often exhibit avoidance behaviors, such as missing a class and postponing homework. Furthermore, Khattak et al. (2011) concluded that the majority of learners experience a level of anxiety and that this phenomenon has a direct influence on the acquisition and production of the new language.

On the other hand, some studies revealed that language anxiety can have positive effect on learners' task performance. As an example, Baralt (2011) pointed to anxiety as a facilitative factor rather than a debilitative factor, and that anxiety might drive learners to a greater effort in language learning. Although anxiety can influence the

learning process, it will not impair performance efficiency if there is sufficient effort expenditure. Sometimes, anxiety changes to an adaptive reaction and motivates people to respond to threatening situations and to engage in self-protective behaviors (Izard & Youngstrom, 1996). Consequently, anxiety has some facilitating results such as escalating the adoption of reaching goals and increasing effort toward realizing a task or goal.

2.4 Types of Anxiety and Their Effects

Studies on language learning anxiety have shown that that anxiety might negatively impact on language learning. Scovel (1978) categorized the study of anxiety into three identities: trait anxiety, state anxiety, and situation-specific anxiety.

Trait anxiety is a relatively stable personality characteristic that is part of an individual character's character (Speilberger, 1983). According to MacIntyre and Gardner (1991b), although the one who has trait anxiety is likely to become anxious in a wide range of situations, it should be considered in interaction with situations.

State anxiety, on the other hand, refers to the social type of anxiety that happens in an important situation such as an important test. McIntyre (1995a) explained state anxiety to be an "immediate transitory, emotional experience" (p. 93). State anxiety stands apart and does not need the subject to increase the anxiety. In other words, the state-anxiety approach could be recognized as answering the question "Are you nervous now?" instead of "Did this situation make you nervous?" (MacIntyre & Gardner, 1991).

Situation-specific anxiety pointed to multi-faceted nature of some anxieties. It is aroused by specific type of situations or events such as public speaking, examinations, or class participation. Situation-specific anxiety is very similar to trait

anxiety, but situation-specific anxiety is limited to a particular context (MacIntyre & Gardner, 1991). Furthermore, Ellis (1994) believed that situation-specific anxiety could be the appropriate case study for second language research.

As to distinction between facilitating and debilitative anxiety, Williams (1991) stated that "the distinction between these two type of anxiety may correspond to the intensity of the anxiety, with a low-anxiety state having a facilitating function and a high-anxiety state a debilitating effect"(P. 483). In addition, Moyer (2008) argued the level of worries and explained that it is worry that clarifies anxiety. She highlighted *The Alper and Haber Achievement Anxiety Test* (1960) and classified anxiety related to academic tasks as either inhibiting (Debilitating) or enhancing (Facilitating) performance. "When given the test, worriers identified increased anxiety as Debilitating, while non-worriers identified increased anxiety as Facilitating" (p. 6).

According to Zheng (2008), facilitating and debilitating anxiety affect learning in learners. He explained that facilitating anxiety arises when a learner needs to solve a task or test in an exam. In this way, facilitating anxiety occurs to evoke learners' motivation and affects learners emotionally, allowing them to tackle their problems.

2.5 Anxiety as a Psychological Construct

In order to identify the concept of language anxiety, Khattak et al. (2011) pointed to the psychological definition as a vague fear that is indirectly connected to an object. In terms of psychological factors, internal anxiety in learners could be another issue. Koul et al. (2009) examined anxiety in terms of second language learning and argued that it was "a profoundly unsettling psychological proposition because it directly threatens an individual's self-concept and worldview" (p. 677). This statement highlights the socio-cognitive theories that view learners who attempt to achieve their aims. Consequently, formal education is different with learners' beliefs

and causes anxiety, which influence on learners' abilities in learning a second language.

Furthermore, internal factors such as self-evaluation concerns are other points that should be taken into account, Wang and Liao (2012) argued that the consequences of an exam affect learners' performance and may interfere with their cognition. They noted that anxiety factors influence students' performance emotionally. Thus, cognitive anxiety can influence learning performance. In addition, it may affect their physical symptoms such as increased heart rate and excessive perspiration; cognitive reactions may also raise anxiety and stress about the test and failure.

In order to clarify the impact of anxiety on learners' abilities, some researchers investigated and explained the effect of stress and anxiety. According to Jones (2004), the influence of anxiety on the content and recovery processes of long-term memory is likely to be a negative correlation to creativity because being innovative occupies long-term memory to make a kind of organizations between apparently dissimilar ideas. In other words, anxiety limits the programming creativities and admission to different ideas; it may also decline learners' ability in speaking. Thus, anxiety may influence learners' creativity, especially those who are faced with lack of innovation.

2.6 Conceptualization of Foreign Language Anxiety

The negative influence of anxiety and the impact of anxiety on the productive skills have been the controversial issues in different studies. Khattak (2011) believed that almost half of all language students experience a level of anxiety. Language anxiety is experienced by learners of both foreign and second languages and poses

potential problems "because it can interfere with the acquisition, retention and production of the new language" (p. 1602).

Horwitz and Cope (1986) pointed out that foreign language anxiety is "a distinct complex of self-perceptions, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (p. 128). They categorized performances related anxieties into following categories; communication apprehension, test anxiety, and fear of negative evaluation, describe the level of anxiety in foreign language students and are clarified in detail.

McCroskey (1977) explained Communication Apprehension (CA) as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 78). Later, Horwitz et al. (1986) noted that communication apprehension is a kind of shyness or anxiety in a person while communicating with people. It should be mentioned that communication apprehension in learners is not the same.

McCroskey (1977) claimed that each person has different reactive behavior to CA and this reaction happens in relation to a difficult situation. He argued that those who are raised with a lack of attention or negative responses in childhood tend not to be interested in communications with other classmates and try to be quiet. In this way, the behaviorist believes that negative reactions to learners' errors caused them to be very silent and fearful of interacting with others.

The second component of foreign language anxiety proposed by Horwitz et al. (1986), who argued that test anxiety "refers to a type of performance anxiety stemming from a fear of failure" (p. 129). Sarason (1984) argues that test anxiety happens when students, who have had a bad experience in prior exams, experience an increase in negative thoughts and feelings during test taking. Consequently,

having negative thoughts affected students' performance in foreign language learning.

Fear of negative evaluation could be counted as another indirect effective which may have influence on second language learners. It is an interesting issue that has been given little attention in second language learning research. Horwitz et al. (1986) stated that there is a significant relationship between foreign language anxiety and fear of negative evaluation. According to Aydin (2008), "fear of negative evaluation is observed when foreign language learners feeling capable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations" (p. 223). Therefore, teachers' roles could be highlighted in alleviating anxiety in learners. Horwitz et al. (1986) also pointed out that the fear of negative evaluation is prompted by the teacher as a fluent speaker in the classroom. Consequently, when students compare themselves to the teacher it will put them in a stressful situation. According to Young (1991), fear of making mistakes leads learners toward a stressful situation and thus they do not participate in the classroom activities.

In addition, Daley (1999) pointed the negative impact of anxiety in learners' performance in oral exams. Grades in the examination influence their creativity and vocabulary production. Consequently, these forms of anxiety draw learners toward evaluation and comparing their knowledge with their teacher and affect their performance in speaking. Daley (1999) found that "students who are made to feel more anxious use less interpretation in describing ambiguous scenes than do those experiencing relaxed conditions" (p. 218). Fear of evaluation raises the level of anxiety among learners and decreases interpretation and vocabulary production.

Therefore, their productive skills specifically affect the oral production. In this way, in foreign language classrooms students with fear of negative evaluation do not participate in class activities and "sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills" or even "cutting class to avoid anxiety situations" (Aida, 1994, p. 157).

2.7 Anxiety and Three Stages of Language Learning

Communication in a second or foreign language and second/foreign language learning are not separable and this process of learning a second/foreign language may increase language anxiety for EFL/ESL learners (MacIntyre & Baker, 2003). Abu-Rabia (2004) connected anxiety to inner-self and self-expression, which is interwoven in a foreign language learner. Thus, oral communication skills could simply be linked to this idea. In this situation, learners feel fear and stress about spontaneous communication in a foreign language during exams or at public events. He pointed to Tobias's classification of FL anxiety (1979) and divided it into a three-stage model of FL anxiety: input, processing, and output.

Krashen (1985) defined input as a basic stage of language learning and argued that "speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input" (p. 3). When learners are faced with new words they feel anxiety about the target language. Consequently, if learners have more anxiety, learning will be unsuccessful (Tanveer, 2007).

The second stage depends on processing, demands, organization, storage, and elaboration of the learning material. According to Abu-Rabia (2004), anxiety at this process may influence "the cognitive learning process of earlier assignments, which may lead the learner to rely on recall and unorganized material" (p. 712). Therefore, learners, with the help of cognitive sources, attempt to process linguistic information.

15

Finally, the output stage relies on the previous stages. It uses the organization of output and the ability to use what is saved in one's memory. It should be mentioned that anxiety while communicating in a target language revealed itself in output stage. MacIntyre and Gardner (1994b) stated an increasing anxiety level in the output stage puts learners in a stressful situation and it influences their proficiency in the target language.

2.8 Teachers' Perceptions on their Students' Anxiety in Speaking English

Some studies emphasized the teachers' role in the decreasing or increasing second language anxiety experienced by students. Stroud and Wee (2006) argued that teachers play an important role in the classroom in applying different pedagogical implication to alleviate learners' anxiety. Kunt and Tüm (2010) highlighted teachers' role in classroom and explained how teachers can help learners to deal with their stressful situation. They suggested that providing situations such as role-play and drama could be useful in helping students to feel less anxiety. They also believed that intercultural context can help learners to use language in a non-threatening context. In this way, learning a foreign or second language will be adopted with the learners' identities.

Other studies, however, reported that teachers sometimes boost the level of anxiety in learners unconsciously. Mahmood and Iqbal (2010) believed that some teachers enhance the level of anxiety in students by putting them in competitive conditions or separating them from their families. Consequently, these kind of behaviors put students under some psychological pressures. Although there are some students that cope well in stressful conditions, others cannot tolerate this kind of

atmosphere and this causes an increase in the level of anxiety among students in English classes.

With regard to teachers' characteristics, Abu-Rabia (2004) reported that teachers' characteristics are significant in increasing the ability to learn a foreign language in students. Moreover, the methodology, utilizing materials and engaging learners in using materials may be shown to items which decrease anxiety in learners. In this way, students feel secure and try to engage themselves with other classmates. Thus, he insisted that teachers' attitudes toward teaching a foreign language play a pivotal role in decreasing anxiety in learners. Mahmood and Iqbal (2010) mentioned some factors that may help teacher in conducting English classes. They noted that the first factor could be called relaxation. A relaxed teacher tries to create a good environment in the class and build good rapport between themselves and their students. Needless to say, that communication motivates students in learning while decreasing the level of anxiety to improve self-esteem in learners. Therefore, teachers can build up a trusting relationship with students and motivate them by advising them or by supporting sentences such as "*homework was done superficially*". Moreover, materials especially in learning a foreign language and speaking it should be meaningful and attract learners' interest.

Furthermore, Mahmood and Iqbal (2010) stated that students who are highly anxious feel powerless when teachers make demands and try to participate in fewer activities in the classrooms because he/she may think that it is useless to try in class activities and be failed by the teacher. Although distinguishing the level of anxiety is very difficult, it is the teacher's duty to prepare a suitable atmosphere for learners to decrease the level of anxiety in classrooms. Sometimes a high level of anxiety may raise curiosity in students that could result in a lack of attention to the course.

Therefore, the teachers should take into account that a high level of anxiety can also result in less achievement in learners.

2.9 Gender and Foreign Language Anxiety

There are a variety of studies that have been conducted to find out about the reasons beyond the differences of anxiety between male and female. Matsudaa and Gobelb (2004) argued that females have more confidence in highly stressful situation than males. They investigated the level of anxiety among Japanese students and insisted that male students have more anxiety in comparison to female students. The differences in gender acknowledge that Japanese female learners have less anxiety than male learners. However, Dewaele (2007) pointed out that on the sex differences within the complexity of emotional experiences. Women defined themselves as having a high level of anxiety in comparison to men as a global disposition independent of social context; however there are different situations in different social contexts.

Barrett et al. (1998) investigated participants by comparing participants of both genders with definitions of their emotional characteristics at an initial session. They analyzed the momentary emotion rating in social contexts male and female learners experienced in a week. The study revealed that the gender of the interaction partner caused emotional differences. The results showed that participants experienced more emotional anxiety when are in front of the opposite sex.

Sometimes, definition of anxiety between genders is influenced by indirect factors. Dewaele (2007) pointed to the psychological aspect of gender and noted that, "Some researchers suggest that there are gender differences in emotional experiences, primarily linked to differential socialization experiences, others suggest that differences are inconsistent and exist mainly in emotional expressions" (p. 396).

According to Abu-Rabia (2004), males would more likely rely on their first language than females. Females are likely to be moved towards easy assignments and encouragement while males lean towards challenging discussions. For females, the feeling of achievement is more important, but these issues for males are less important in learning foreign language. Moreover, Spielberger (1983), in her study on state anxiety mentioned that "Females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances" (p. 19). It should be mentioned that gender interaction within or out of classroom also might be counted as another issue, which has an influence on learners' anxiety.

2.10 Age and Foreign Language Anxiety

Some studies investigated the effects of anxiety on learners while learning a second or foreign language. Moreover, many factors like socialization in that language and the level of that language proficiency could be linked with the learner's age in the level of Foreign Language Anxiety. As an example, Dewaele et al. (2008) stated an interesting point in learners' anxiety. They found that there are significant correlations between the age of multi-lingual's adult and their Foreign Language Anxiety. Furthermore, they believed that older participants suffered less from anxiety in comparison with young learners. The finding confirmed Daele's (2007) investigation that adults are less anxious in a second language than young learners.

According to Byron and Khazanchi (2011), anxiety may affect children's creativity more than an adult's. Adults can adapt themselves to anxiety with different strategies in difficult situations, but children sometimes have difficulty overcoming their emotional problems. They support their claim and noted that since anxiety is in direct relation with cognitive resources, adults have more cognitive capacity. However in relation to age, it should be considered an important factor that may give

19

learners trouble in learning a second/foreign language. It is worthy to note that some researchers such as Onwuegbuzie et al. (1999), Saito (1996) and Samimy (1992) believe that age has no significant impact on anxiety in learning a foreign language.

2.11 Summary

In this chapter, it has been tried to review previous studies and definitions on foreign language anxiety. Some affective factors have been brought up, which are important in increasing or decreasing the level of anxiety in learning a second or foreign language. Furthermore, the three types of anxiety and their effects have been explored separately. It was attempted to present the literature on the theoretical contentions of language anxiety proposed by Horwitz et al. (1986) and its relation to three performance-related anxieties: communication apprehension, test anxiety, and fear of negative evaluation.

In the latter section, the concept of anxiety as a psychological construct and learners' perception on second or foreign language learning was stressed. Finally, it was pointed out that to the best of researcher's knowledge, no study was found comparing the foreign language anxiety in speaking among Iranian university students majoring in ELL and ELT.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter gives an overview of the methodology employed by this study. Firstly, it touches upon the design of the research and questions addressed by the study. Then, it provides information about the context and participants of the study. Next, a detailed description of the means of data collection utilized by the design along with the procedure of their implementation is provided. Finally, it provides information on the approach taken by this study for the data analysis procedure.

3.2 Research Design

The study aims to compare the level of anxiety between ELL (English Language & Literature) and ELT (English Language Teaching) groups at Lar Azad University in Iran. In addition, it intends to first investigate the level of participants' anxiety, and then to study the likely impact of gender on foreign language anxiety. Finally, there is an attempt to uncover what other factors may contribute to students' level of anxiety while they are speaking English.

This is a descriptive research which is of survey type employing questionnaire and interview. Moreover, it is both quantitative and qualitative in nature. In other words, a quantitative means of data collection and analysis was employed with the administration of a questionnaire to examine the learners' anxiety level in learning a foreign language, while a qualitative approach was taken in conducting the interview and analyzing the collected data in the form of comments and responses to the

questions. This is also acknowledged by the literature on the second language learning. For example, Cohen et al. (2003) maintained that the qualitative method pays attention to the way individuals understand or make sense of a specific situation. In this study, therefore, the students' experience in feeling anxiety and its influence on their learning was examined and analyzed qualitatively by conducting interviews as well because, according to Cohen et al. (2005), interviews can give the researcher an opportunity to have access to the way students feel about or perceive something. Frankel et al. (2006) stated that interviews "consist of series of questions designed to elicit specific answers from respondents. Often they are used to obtain information that can later be compared and contrasted" (p. 445).

3.3 Research Questions

This study is going to compare the level of anxiety between ELT and ELL students. The study focuses on the following research questions:

1. Do Iranian students studying in ELL and ELT departments differ in terms of their anxiety level while engaged in speaking in English?

2. Is gender a factor in participating students' anxiety level?

3. What other factors may contribute to foreign language anxiety as perceived by the participating students?

3.4 The Context of Study

This research was conducted in Lar Azad University in Iran. Lar is located in south of Iran near the Persian Gulf and has a population of more than fifty thousand people. Learning English as a foreign language starts in high school in Iran. High school is six years, the first three of which are called junior high school and the second three years are known as senior high school. Students have to attend English classes six hours a week at both the junior high and senior high levels. After high

school, students are prepared for an entrance exam (Konkor), and based on their entrance scores they obtain in this exam, students can select their university. There are two types of universities in Iran, the State University and Semi-private University.

Islamic Azad University is a semi-private university that has almost a branch in almost all main cities of the country, and students are admitted to the university by taking an entrance exam. Students who are accepted in different fields must take three credits of general English language and three to six credits of English languages as ESP (English for Specific Purpose), while the English syllabus for students whose major course of study is English Language and Literature (ELL) or English Language Teaching (ELT) is totally different. Students in both departments have to pass 142 credits in order to get a Bachelor degree. The proficiency level of students, who are accepted in entrance exam as ELL and ELT majors, is determined by their scores in the entrance exam (Konkor).

In the first two semesters English language learners share some general courses such as Reading Skills I & II, Grammar courses I & II, Listening Comprehensions I & II, Oral Production I & II. In this way, teachers and tutors try to prepare learners for their next semester in their chosen field by designing the best materials and exercises in classroom. Then, students are evaluated based on their participation and classroom activities during the semester and with one final exam. In this study, data was collected from first year students who had taken Oral Reproduction courses (I & II).

The study was carried out among freshman students who were at the beginning level, majoring in English as a foreign language in ELL and ELT departments. It is noteworthy that the system of education in Azad University is teacher-centered and

this strategy might be a reason that improves anxiety among foreign language learners. Thus, psychological issues play a pivotal role in helping learners to cope with their tension.

Hence, the purpose of this study is to compare speaking anxiety among students majoring in English Language and Literature (ELL), and English Language Teaching (ELT) in Azad University. Although the syllabus for ELL students is totally different than that of ELT students, they share some courses in the first and second semesters. These courses are mostly of a general English type and help students to reinforce their language learning skills in their chosen field.

3.5 Participants

An overall of 122 first year students at Lar Azad University from the ELL and ELT departments took part in this study. After submitting an official permission (Appendix A) to the heads of the departments, the researcher attended the classrooms in the spring semester of 2012. Once the purpose of the study was explained, Foreign Language Classroom Anxiety Scale (FLCAS) items were distributed among each group of students (i.e. ELL and ELT students) separately in Lar Azad University, Iran. For the sake of reliability, the participants' consent was sought. It seemed that the participants were willing to express their level of the speaking anxiety. In other words, all the students were eager to participate in the study to discover the reasons for their anxiety. Upon the distribution of the questionnaires, participants were assisted to the better understanding of the items in FLCAS.

There were sixty-one students from the ELL Department and sixty-one from the ELT Department. They were asked to indicate how long they had been studying English in demographic questions. Although all participants were freshmen, some of them had already passed some courses in private institutes before registering in the

University. The participants were chosen according to a random sampling. Needless to say, efforts were made to equate the number of male and female participants while the questionnaires were being distributed. Students' ages differed from eighteen to thirty-three. Some of the participants had started learning English at younger ages while the majority of them started learning English language while at the university. More detailed information about the participants is given in table 3.1.

Table 3.1. Participants of the study

Azad University	number of participants	male	female
ELT students	61	27	34
ELL students	61	30	31

3.6 Data Collection Instruments

In this study three different data collection instruments were used: the background questionnaire (Appendix B), along with Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) (Appendix C), and a structured interview (Appendix E). Since the research was conducted in an Iranian context and all participants were native speakers of Persian, FLCAS was translated from English into Persian (Appendix D) to make sure that students understood each item on this survey. The structured interview was also carried out in Persian in order to delve more into students' likely experience of feeling anxious as well as to find the reasons for their anxiety in different situations. The interview was conducted to shed more light on students' opinions on some items in the questionnaire.

3.6.1 The Background Questionnaire

The background questionnaire was adapted from Tanveer (2007) to collect data from foreign language learners. The background questionnaire aimed to gather

information about the participants' background such as gender, age, major and the length of time they had spent learning English as a foreign language (Appendix B).

3.6.2 The Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS was used to measure the learners' level of foreign language anxiety in this EFL context. This questionnaire included 33 items, which were designed on a 5-point Likert scale ranging from strongly agree (5 points) to strongly disagree (1 point) with items 2, 5, 8, 11, 14, 18, 22, 28, and 32 being key-reversed, that is to say these items are negatively worded. The lowest level of anxiety in FLCAS is 33, which is assumed to be the minimum anxiety score, while the highest level of anxiety or maximum score is considered to be 165 (Appendix C).

It is worth noting that FLCAS items could measure different aspects of anxiety. Cheng (2004) explained that "anxiety is not a unitary, uni- dimensional phenomenon, but involves various responses dimension" (p. 318). Therefore, Cheng (2004) divided FLCAS items into different categories. Items (8,10,21), for instance, give test anxiety, items (1,4,14,15,18,24,27,29,30,32) explain communication apprehension; items (5,11,16,17,22,25,26,28) gauge the negative attitude to English class; items (2,3,9,13,19,20,31,33) determine fear of negative evaluations; items (1,7,18,23) measure negative performance experiences and social comparisons; and the final group of items (3,6,12,20) can show anxiety manifestation (psychological symptoms and avoidance behavior). Generally speaking, anxiety overshadows or affects learners' learning negatively whenever they cannot manage their language output or control their stress while they are speaking a foreign or second language in the classroom.

3.6.2.1 Reliability and Validity of FLCAS

The reliability of the FLCAS can be measured in terms of Cornbach's alpha coefficient. When there is a set of statements or questions that demand some fixed responses, the variable needs to be reliable. This coefficient is indication of the internal consistency of data, where higher alpha values show greater consistency while lower values indicate inconsistency. Alpha coefficient is ranged in value from 0 to 1 and is used to explain the reliability of factors taken out from dichotomous, multi-point formatted questionnaires, or scales (i.e., rating scale: 1 = poor, 5 = excellent) i.e. the higher the score showed the more acceptable the reliability. For example, Nunnaly (1978) pointed to 0.7 as a suitable reliability coefficient. Horwitz and Cope (1986) also carried out a study on 122 participants using the FLCAS questionnaire (which was used in this study) and measured the reliability of Cronbach's alpha coefficient to be 0.83. It should be mentioned that in this study Cronbach's alpha was measured to be 0.877 and 0.879 for 122 ELL and ELT students, respectively. Regarding the validity of FLCAS, one educational psychologist, one statistician and one SLA expert reached to the consensus about the validity of FLCAS.

3.6.3 Interviews

In this study interviews were carried out as another data collection instrument in order to discover the students' perspectives on anxiety inducing factors among language learners. The interviews were conducted with students who showed a higher level of anxiety among the participants. In general fifteen students, seven students from ELL group and eight students from ELT group were interview. It should be noted that the goal of interview questions was to uncover students' opinions unexplored qualitatively by the other means of data collection. In other

words, the level of anxiety in students goes up because teachers unconsciously may not consider them to be part of the affective factors in learning. Therefore, students' feeling, thoughts, intentions and perspectives might be useful in understanding the reasons why some students suffer from anxiety while others are less conscious of it (Ohata, 2005).

A face-to-face interview technique was used to ensure that the researcher was "in a position of being able to access the degree of the interviewee's interest and involvement" (Robson, 2000, p. 90). Fifteen students from both groups (seven students from ELL department and eight students from the ELT departments) were interviewed to share their opinions and feelings of anxiety that they develop in their oral performance in English. It should be noted that this interview consisted of ten questions that were adapted from Tanveer (2007).

3.7 Data Collection Procedure

After contacting and making an appointment with the head of English Language Studies at Lar Azad University and submitting a permission letter (Appendix A), the reason and the mechanism of this research was explained to them. Then, the researcher obtained the official permission from the department to administer and interview some volunteer participants. Next, a timetable for administrating the questionnaire and conducting interviews were scheduled as well. The instruments were translated and implemented into the students' first language to guarantee they would meet the requirements of each statement or question of FLCAS. Also, to facilitate the learners' understanding of FLCAS items, the researcher attended the classroom and explained FLCAS items to students.

After collecting and analyzing the questionnaires, the permission from the teachers and the department head were obtained for the interview. The students who

scored lower and higher on the anxiety questionnaire were selected to be interviewed. The interview session lasted approximately 15 minutes for each interviewee. All interviews were tape-recorded with the students' permission and translated into English by the researcher (Appendix G), but their identity was not disclosed and they were offered the choice as to respond to or comment on a question or not. They were invited warmly to an interview room and the interview was carried out in a friendly and relaxed atmosphere so that students felt free to talk about their experiences of having anxiety, in particular while speaking English in the classroom.

All participants voluntarily participated in the study and the researcher assured them about the confidentiality of the results of study. It was guaranteed that all the data would be gathered for research purposes only. The data collection instruments were distributed during spring semester of the academic year 2012. The data collected from these instruments were then filed for the analysis process.

3.8 Data Analysis

The data collected for the present study were analyzed by employing both quantitative and qualitative methods of data analysis. The data gathered from questionnaires were analyzed using SPSS (software program statistical package for the social science) version 18.0. Furthermore, the data accumulated from conducting interviews were analyzed qualitatively. Based on content analysis, the transcribed interviews were categorized according to the categories mentioned by interviewed students. Students addressed some factors influencing them while they spoke English. Then, those were divided into some parts based on the factors mostly mentioned by the students, namely, low language proficiency, lack of self confidence, negative comparison, teachers' manner, lack of strategic planning, and other factors. That is, the content analysis technique (discussed in details in chapter

4) was utilized to code the data and look for the most common themes, responses, and comments.

3.9 Summary

This chapter presented the research methodology as well as research questions. In addition, the context of study, and the utilized instruments were elaborated on. Finally, the procedures of data collection and analysis were discussed.

CHAPTER 4

RESULTS AND FINDINGS

4.1 Presentation

This chapter gives information about the reliability of the foreign language classroom anxiety scale (FLCAS). After that, the analysis of qualitative data related to the research questions one and two is reported. Finally, qualitative data obtained from the interviews were analyzed based on the main points mentioned by interviewed students.

4.2 Research Question 1:

1. Do Iranian students studying in ELL and ELT department differ in terms of their anxiety level while engaged in speaking in English?

In this study, 122 students participated from ELL and ELT departments. It should be noted that the number of participants was selected equally. After getting the mean of anxiety level for each major (ELL: 2.70, ELT: 2.65), the T-test was used in this study. Table 4.1 indicates independent sample T-test for two groups:

Table 4.1. Independent Sample T-Test for Two Groups

ELL/ELT	N	Mean	SD	T	Sig(2-tailed)
ELT	61	2.65	.63879	-171	.864
ELL	61	2.70	.55430	-171	.864

 P-value < 0.05

Based on P-value, 0.05, there is no statistically significant difference between ELL and ELT students regarding the anxiety level. In response to FLCAS items, total mean scores for ELL and ELT students were 2.70 and 2.65 respectively.

4.2.1 Analysis of ELL Students' Responses to FLCAS

According to Horwitz (1986), "students with averages around 3 should be considered slightly anxious, while students with average below 3 are probably not very anxious. Students who average near 4 and above are probably fairly anxious" (p. 235). However, in this study, the FLCAS items were divided into three parts, those with mean score near or above 4 (considered as highly anxious), those with mean score around 3 (considered as slightly anxious), and those with the mean score below three (considered as low anxious). The following section illustrated which items are more likely to make ELL group anxious. It should be added that first, the highly anxious items were categorized. After that, the moderate and low anxious items were mentioned as well. Moreover, it should be mentioned here that FLCAS items were analyzed by SPSS software program version 18.

Regarding items with a high mean score (high anxiety) for ELL students, the item number 13 'It embarrasses me to volunteer answers in my language class', with mean score of 3.52 was ranked as the highest stressful item. Then, item number 33 ' I get nervous when the language teacher asks question which I haven't prepared in advance', with the mean score of 3.41, and item number 10 'I worry about the consequences of failing my foreign language class', with the mean score of 3.38 were the most stressful items for ELL students as shown in Table 4.2:

Table 4.2. Items with Maximum Level of Anxiety for ELL Group

No.	Items	Mean	SD	Rank
13	It embarrasses me to volunteer answers in my language class.	3.52	1.273	High
33	I get nervous when the language teacher asks question which I haven't prepared in advanced.	3.41	1.283	High
10	I worry about the consequences of failing my foreign language class.	3.38	1.451	High

On the other hand, the item 17 'I often feel like not going to my language class', with the mean score of 1.87 was determined as the lowest level anxiety among ELL students. Following that item 26, 'I feel more tense and nervous in my language class than in my other classes', with the mean score of 2.15, and item number 5 'It wouldn't bother me at all to take more language classes', with the mean score of 2.26 were counted as the lowest anxiety items for ELL students. More detailed information about Low Anxious Items for ELL group is given in Table 4.3:

Table 4.3. Items with Minimum Level of Anxiety for ELL Group

No.	Items	Mean	SD	Rank
17	I often feel like not going to my language class	1.87	1.087	Low
26	I feel more tense and nervous in my language class than in my other classes	2.15	1.223	Low
5	It wouldn't bother me at all to take more language classes.	2.26	1.196	Low

Item 15, 'I get upset when I don't understand what the teacher is correcting', with the mean score of 3.02 was the best example for slightly anxious for ELL students.

Table 4.4. Items of Moderate Level of Anxiety for ELL Group

No.	Item	Mean	SD	Rank
15	I get upset when I don't understand what the teacher is correcting	3.02	1.190	Slightly anxious

The overall anxiety level results of foreign language anxiety for ELL students are given in Table 4.5:

Table 4.5. Overall Anxiety for ELL Group

NO	Item	Mean	SD	Rank
1	Q1	3.20	1.263	High
2	Q2	2.56	1.192	Low
3	Q3	2.46	1.385	Low
4	Q4	2.85	1.258	Low
5	Q5	2.26	1.196	Low
6	Q6	2.59	1.146	Low
7	Q7	2.75	1.374	Low
8	Q8	2.67	1.165	Low

Table 4.5. Continued

9	Q9	3.31	1.232	High
10	Q10	3.38	1.451	High
11	Q11	2.84	1.293	High
12	Q12	3.20	1.249	High
13	Q13	3.52	1.273	High
14	Q14	2.64	1.265	Low
15	Q15	3.02	1.190	Moderate
16	Q16	2.43	1.310	Low
17	Q17	1.87	1.087	Low
18	Q18	2.51	1.149	Low
19	Q19	2.69	1.218	Low
20	Q20	2.80	1.314	Low
21	Q21	2.41	1.321	Low
22	Q22	2.51	1.105	Low
23	Q23	2.77	1.359	Low
24	Q24	3.38	1.113	High
25	Q25	2.34	1.015	Low
26	Q26	2.15	1.223	Low
27	Q27	2.33	1.440	Low
28	Q28	2.49	1.074	Low
29	Q29	2.97	1.354	Low
30	Q30	3.03	1.140	Moderate
31	Q31	2.56	1.385	Low
32	Q32	2.38	1.098	Low
33	Q33	3.41	1.283	High

4.2.2 Analysis of ELT Students' Responses to FLCAS

In this study, 61 participants were from English Language Teaching (ELT) department. It should be mentioned that the total mean score for ELT students was 2.65. Based on Horwitz's (1986) category of anxiety level, in order to get students' anxiety 33 FLCAS items were analyzed and separated into 3 sections, items with the mean score near and above 4 were counted as high anxiety items, items with the mean score below 3 were considered as low anxiety items, and items with the mean score of around 3 were counted as slightly anxious items for ELT students.

The item number 10, 'I worry about the consequences of failing my foreign language class' with the mean score of 3.26, was the highest stressful item for ELT students. Afterwards, item 6 'During language class, I find myself thinking about

things that have nothing to do with the course' with the mean score of 3.20, and item 29 'I get nervous when I don't understand every word the language teacher says', with the mean score 3.02 were in the next places as stressful items for ELT students. Table 4.6 shows these results.

Table 4.6. Items with Maximum Level of Anxiety for ELT Group

No.	Items	Mean	SD	Rank
10	I worry about the consequence of failing my foreign language class.	3.26	1.250	High
6	during language class, I find myself thinking about things that have nothing to do with the course	3.20	1.108	High
29	I get nervous when I don't understand every word the language teacher says	3.02	1.396	High

In contrast, ELT students reported that the item 13, 'It embarrasses me to volunteer answers in my language class' with the mean score of 2.21 was considered as the lowest level speaking anxiety. Next, item 24 'I feel very self-conscious about speaking the foreign language in front of other students', with the mean score of 2.34, and item 26 'I feel more tense and nervous in my language class than in my other classes', with the mean score of 2.39 were determined as the items with lowest anxiety level among ELT students. The results are in Table 4.7.

Table 4.7. Items of Minimum Level of Anxiety for ELT Groups

No.	Item	Mean	SD	Rank
13	It embarrasses me to volunteer answers in my language class.	2.21	1.112	Low
24	I feel very self-conscious about speaking the foreign language in front of other students	2.34	1.122	Low
26	I feel more tense and nervous in my language class than in my other classes	2.39	1.295	Low

Like in ELL group, Item 15 'I get upset when I don't understand what the teacher is correcting', with the mean score of 3.00 was the best example for slightly anxious ELT students.

Table 4.8. Items with Moderate Level of Anxiety for ELT Group

No.	Item	Mean	SD	Rank
15	I get upset when I don't understand what the teacher is correcting	3.00	1.256	Slightly Anxious

Table 4.9. Overall Items for ELT Group

No.	Item	Mean	SD	Rank
1	Q1	2.80	1.400	Low
2	Q2	2.75	1.299	Low
3	Q3	2.28	1.293	Low
4	Q4	2.56	1.259	Low
5	Q5	2.57	1.335	Low
6	Q6	3.20	1.108	High
7	Q7	2.62	1.035	Low
8	Q8	2.69	1.177	Low
9	Q9	2.51	1.164	Low
10	Q10	3.26	1.250	High
11	Q11	2.75	1.135	Low
12	Q12	2.38	1.254	Low
13	Q13	2.21	1.112	Low
14	Q14	2.80	1.327	Low
15	Q15	3.00	1.256	Moderate
16	Q16	2.48	1.233	Low
17	Q17	2.51	1.374	Low
18	Q18	2.59	1.407	Low
19	Q19	2.41	1.101	Low
20	Q20	2.28	1.267	Low
21	Q21	2.52	1.206	Low
22	Q22	2.97	1.303	Low
23	Q23	2.89	1.199	Low
24	Q24	2.34	1.277	Low
25	Q25	2.87	1.335	Low
26	Q26	2.39	1.295	Low
27	Q27	2.49	1.260	Low
28	Q28	2.52	1.163	Low
29	Q29	3.02	1.396	Moderate
30	Q30	3.05	1.244	Moderate
31	Q31	2.51	1.324	Low
32	Q32	2.82	1.323	Low
33	Q33	2.70	1.333	Low

4.3 Research Question 2:

Is gender a factor in participating students' anxiety level?

4.3.1 The Impact of Gender on Anxiety Level in ELL Students

From 61 participants in ELL group, 30 students were male and 31 students were female. Although there was not a big difference among male and female students in ELL group, the mean of anxiety for females (2.71) was a little higher than males (2.69). In order to find significant difference, independent samples T-test were utilized for ELL group.

Table 4.10. Independent Sample T-test for Males and Females in ELL Group

Gender	No	Mean	SD	T	Sig(two tailed)
Male	30	2.69	.54216	-.165	.869
Female	31	2.71	.57457	-.165	.869

P-value < 0.05

Based on P-value, there is no statistically significant difference between male and female ELL students regarding their anxiety level. According to Horwitz (2008), students with averages below 3 have low level of anxiety while students with mean score of 3 should be considered slightly anxious. Students with average or mean score near 4 and above are very anxious students. The total mean score in ELL for male students were 2.69 and for female students were 2.71.

Among male ELL students item number 10, 'I worry about the consequences of my foreign language class', with the mean score of 3.60 was regarded as the top anxious item. Then, item number 4, 'It frightens me when I don't understand what the teacher is saying in foreign language', with the mean score of 3.40, and item number 33 'I get nervous when the language teacher asks question which I haven't prepared in advance', with the mean score of 3.33 were placed as the other stressful items for male students.

Table 4.11. Items with Maximum Level of Anxiety for Males in ELL Group

No.	Item	Mean	SD	Rank
10	I worry about the consequences of my foreign language class	3.60	1.476	High
4	It frightens me when I don't understand what the teacher is saying in foreign language	3.40	1.133	High
33	I get nervous when the language teacher asks question which I haven't prepared in advance	3.33	1.294	High

In contrast, item number 17 'I often don't feel like going to my language class', with the mean score of 1.70 was considered as the lowest stressful item. Then, item 26, 'I feel more anxious and nervous in my language class than in my other classes', with the mean score of 2.07, and item 32, 'I would probably feel at ease around native speakers of the foreign language', with the mean score of 2.13 were ranked as the lowest anxiety among male ELL students. Table 4.12 below shows these results:

Table 4.12. Items with Minimum Level of Anxiety for Males in ELL Group

No.	Item	Mean	SD	Rank
17	I often don't feel like going to my language class	1.70	0.794	Low
26	I feel more anxious and nervous in my language class than in my other classes	2.07	1.143	Low
32	I would probably feel at ease around native speakers of the foreign language.	2.13	0.900	Low

Item 15, 'I get upset when I don't understand what the teacher is correcting', with the mean score 3.00 and item number 30, 'I feel overwhelmed by the number of rules you have to learn to speak a foreign language', by the mean score of 3.07 were considered as slightly anxious for male ELL students.

Table 4.13. Items with Moderate Level of Anxiety for Male in ELL Group

No.	Item	Mean	SD	Rank
15	I get upset when I don't understand what the teacher is correcting	3.00	1.147	Slightly Anxious
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language	3.07	1.230	Slightly Anxious

However, for female ELL students item number 33, 'I get nervous when the language teacher asks questions which I haven't prepared in advance', with the mean score of 3.48 was mentioned as the top anxious item. Next, item number 9 'It frightens me when I have to speak without preparation in language class', with the mean score of 3.35, and item number 24, 'I feel very self-conscious about speaking the foreign language in front of other students', with the mean score of 3.35 were regarded as the other stressful items for female students.

Table 4.14. Items with Maximum Level of Anxiety for Females in ELL Group

No.	Item	Mean	SD	Rank
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.48	1.288	High
9	It frightens me when I have to speak without preparation in language class.	3.35	1.199	High
24	I feel very self-conscious about speaking the foreign language in front of other students	3.35	1.112	High

On the contrary, item number 17 'I often don't feel like going to my language class', with the mean score of 2.03 was considered as the lowest stressful item. Followed by item 5, 'It wouldn't bother me at all to take more foreign language classes', with the mean score of 2.06 and item 26, 'I feel more anxious and nervous in my language class than in my other classes', with the mean score of 2.23 were categorized as the lowest anxiety among female ELL students.

Table 4.15. Items with Minimum Level of Anxiety for Female in ELL Group

No.	Item	Mean	SD	Rank
17	I often don't feel like going to my language class	2.03	1.303	Low
5	It wouldn't bother me at all to take more foreign language classes	2.06	1.153	Low
26	I feel more anxious and nervous in my language class than in my other classes	2.06	1.309	Low

Item number 30, 'I feel frustrated by the number of rules you have to learn to speak a foreign language', with the mean score of 3.00, and item 15, 'I get upset when I don't understand what the teacher is correcting', with the mean score of 3.03 were the moderately stressful items for female ELL students.

Table 4.16. Items with Moderate Level of Anxiety Females in ELL Group

No.	Item	Mean	SD	Rank
30	I feel frustrated by the number of rules you have to learn to speak a foreign language	3.00	1.056	Slightly anxious
15	I get upset when I don't understand what the teacher is correcting.	3.03	1.224	Slightly anxious

4.3.2 The Impact of Gender on Anxiety Level in ELT Students

From 61 participants in ELT group, 26 students were male and 35 students were female. The same as ELL group, there was not a big difference among male and female students in ELT group. In ELT group, males' anxiety was (2.68) a little higher than females' anxiety (2.69). In order to find significant difference, independent samples T-test were used for ELL group. Based on P-value, 0.05, there is no statistically significant difference between male and female English language teaching students regarding their anxiety level.

Table 4.17. Independent Sample T-test for Males and Females in ELT Group

Gender	No	Mean	SD	T	sig(two tailed)
Male	26	2.68	.63517	.279	.781
Female	35	2.64	.52210	.279	.781

P-value < 0.05

Based on Horwitz(2008) anxiety level, the same anxiety level was obtained for male and female ELT students. It should be noted that total mean score for male ELT students was 2.68 and for female students was 2.64. According to male ELT students, item number 6, 'During language class, I think about things that have nothing to do with the course', with the mean score of 3.38 was regarded as the item of highest anxiety for male students. After that item 10, 'I feel worried about the consequences of failing my foreign language class', with the mean score of 3.35 and item 22, 'I don't feel frustrated to prepare very well for language class.', with the mean score of 3.27 were ranked as the other high anxious level items.

Table4.18. Items with Maximum Level of Anxiety for Males in ELT Group

No.	Item	Mean	SD	Rank
6	During language class, I think about things that have nothing to do with the course	3.38	1.134	High
10	I feel worried about the consequences of failing my foreign language class.	3.35	1.231	High
22	I don't feel frustrated to prepare very well for language class.	3.27	1.343	High

However, item 24 'I feel very self-conscious about speaking the foreign language in front of other students' with the mean score of 1.81 was pointed as the lowest anxious item for male ELT students. After that, item 16 'Even if I am quite ready for language class, I feel anxious about it', with the mean score of 2.15 and item 20 'I can feel my heart beating hard when I'm going to be called on in language class', with the mean score of 2.23 were counted as the lowest level anxious items for male ELT students. Table 4.19 showed the Low items for ELT group.

Table 4.19. Items with Minimum Level of Anxiety for Males in ELT Groups

No.	Item	Mean	SD	Rank
24	I feel very self-conscious about speaking the foreign language in front of other students	1.81	0.981	Low
16	Even if I am quite ready for language class, I feel anxious about it	2.15	1.19	Low
20	I can feel my heart beating hard when I'm going to be called on in language class	2.23	.366	Low

The results given in item 2, 'I am worried about making mistakes in language class', with mean score 3.00 was ranked as the moderately or slightly anxious level among male ELT students.

Table 4.20: Items with Moderate Level of Anxiety for Males in ELT Group

No.	Item	Mean	SD	Rank
2	I am worried about making mistakes in language class	3.00	1.29	Slightly anxious

However, female ELT students' total mean score was 2.64 and item 10, 'I feel worried about the consequences of failing my foreign language class ', with the mean score of 3.20 was considered as the highest level item for females. Then, item 29 'I get nervous when I don't understand every word the language teacher says', and item 6 with the mean score of 3.17 and 3.06 were regarded as the other stressful items respectfully.

Table 4.21. Items with Maximum Level of Anxiety for Females in ELT Group

No.	Item	Mean	SD	Rank
10	I feel worried about the consequences of failing my foreign language class	3.20	1.279	High
29	I get nervous when I don't understand every word the language teacher says	3.17	1.272	High
6	During language class, I think about things that have nothing to do with the course	3.06	1.083	High

On the other hand, item 13 'It embarrasses me when I volunteer answers in my language class', with the mean score of 2.17 was ranked as the lowest anxiety item for female ELT students. Then, item 3 "I tremble when I know that I'm going to be called on in language class ', with the mean score of 2.20 and item 20, 'I can feel my heart beating hard when I'm going to be called on in language class ', with the mean score 2.31 were counted as the lowest anxiety items for females.

Table 4.22. Items with Minimum Level of Anxiety for Female in ELT Group

No.	Item	mean	SD	Rank
13	It embarrasses me when I volunteer answers in my language class	2.17	0.973	Low
3	I tremble when I know that I'm going to be called on in language class	2.20	1.208	Low
20	I can feel my heart beating hard when I'm going to be called on in language class	2.31	1.207	Low

Table 4.23. The Overall Independent Sample T-test for Two Groups (ELL and ELT)

Gender	No	Mean	Sig(two tailed)
Male (ELL)	30	2.69	.869
Female (ELL)	31	2.71	
Male (ELT)	26	2.68	.781
Female(ELT)	35	2.64	

P-Value < 0.05

4.4 Research Question 3:

What other factors may contribute to foreign language anxiety as perceived by the participating students?

This section reports the most important results of the structured interviews. The analysis of interview questions was carried out to have a deeper insight as to collecting more data and information about factors which might affect students' anxiety. The questions of interviews mainly focus on students' perception of the most stressful items as well as the impact of these items on their performance. For

example, the reasons which increased their anxiety level while speaking English such as reaction of classmates and teachers were analyzed in this section.

Students ascribed their level of anxiety to several factors such as personal or academic factors. In other words, most of the students believed that their anxiety goes up due to personal factors such as being shy, comparing themselves with their classmates or peers, and having a low level of second or foreign language proficiency. The following sections categorize the major emerging themes extracted from interviews (from both groups of ELL and ELT students) after conducting content analysis.

4.4.1 Sources of Anxiety for ELL Students

ELL students pointed out some sources of anxiety that mostly affect their competency in English language. They believed that there are some factors that contributed to their high level of anxiety. For example, the following items were identified as the most important causes of anxiety in ELL students.

4.4.1.1 Lack of Self-Confidence

Majority of ELL students argued that lack of self confidence is one of the sources of anxiety that force them to be very careful in terms of not taking the risk of expressing themselves freely before other students. In other words, they believed that fear of making errors in front of their classmates or teachers increased their anxiety level. As an example one of ELL students mentioned that:

> Making errors and being laughed at by other students is the only things that disturb me during presentations in English classes. It makes me more cautious and I speak rarely as a volunteer when teacher asks a question in class. Due to this reason I try to speak less in front of our classmates and always teachers think that I am not good at English.

Under such circumstances, students try to avoid participating in the class activities. They explained that the other classmates were criticizing their language or

mocking them because of their grammatical or pronunciation mistakes or errors. As an example an ELL student said that "When I feel that I'm not proficient enough, automatically I get stress and my performance will be affected severely". It seems that self confidence is very important in the learners' views. As another example an ELL students believe that:

> From the first semester, I was not able to explain what I was really thinking. Uhm… sometimes I have a good idea about the topic of class activities or I can realize other students' mistakes in the classroom but something stops me from engaging in the class tasks. I mean …I know what they are saying but I can't engage myself or explain my ideas because I am shy.

This example clearly shows students' lack of self confidence as one of the most highly debated affective factors influencing students' level of anxiety as far as participation in productive skills activities is concerned.

4.4.1.2 Low Language Proficiency

Some ELL students pointed to their low level of language proficiency as the main factor affecting their anxiety level in learning a foreign language. This could overshadow their ability to speak English in the classroom and also feeling bad when more competent students could easily talk in the classroom, as illustrated in an example provided by an ELL student.

> I believe that high proficiency level in this field is a must. When you use your English in a correct way, it means that you can express you knowledge, idea or whatever is in your mind. Although students with low language proficiency also have chance to express their ideas in the classroom, stress and anxiety does not let them explain their idea very well.

As another example an ELL students pointed out that the low proficiency cause to hinder his ability. He mentioned that,

> When I am going to speak English in front of my teachers or classmates, I can't pronounce some words very well. I think it comes from my mother tongue and I need to practice them very well. … Or my listening is not very good while I am listening to a native speaker. These problems annoy me in English classes and I think other classmates also laugh at me.

45

Therefore, students with a good English proficiency can use their competency to be more active and experience less anxiety in classes, as mentioned by another ELL student:

> When I feel that I'm not proficient enough, automatically I get stressed and my performance is affected severely. This happens to me a lot and puts me into a very stressful situation. I personally believe that when low language proficiency affects your knowledge, you cannot find the right vocabulary. So the teacher or classmates don't understand what you mean exactly.

Therefore, it seems that the good use of vocabulary and grammar are the dominant factors in leaning a foreign language. If you could not use them appropriately, it can affect your language; consequently, it put students in a stressful situation.

4.4.1.3 Negative Comparison

Negative comparison could be counted as another factor which may have a negative impact on learners' anxiety. Students usually compare their language ability with the teacher or their peers who are more fluent speakers. When they feel that they cannot improve their English or catch up with others, it might increase their anxiety level instead of being encouraged to work harder. As an example, one of interviewed students stated that "when I failed to reach her goal, I felt worried and this put me in a stressful situation". This implies that teachers should be aware of students' proficiency level and prepare a stress-free classroom environment for different students to engage in classroom activities in a friendly atmosphere. As an example an ELL students stated that;

> Teachers always pay attention to the students whose English is very good. When I see my teachers do not care about my language, I feel disappointed. Although I try to be the same as top students in class, I prefer to stay away from class activates and also do not socialize with top students. Sometimes I feel some tasks are really difficult for me and this annoys me too much.

Students usually attempt to achieve their goal of being proficient in English. For example, an ELL student believed that:

> At the beginning of semester, when I faced with my teacher in the class I wish to speak English the same as him. After that I found out that speaking English the same as my teacher is very difficult. Now, I feel I am not good in learning English because there are many different rules that I can't memorize all of them. I should say English language is very difficult.

Teachers have usually a better command of language they teach and they should know that their students vary in their proficiency level and their knowledge of language. This might imply that they should fine-tune their output in terms of the use of vocabulary and rate of speaking to at least majority of students. Therefore, teachers ought to prepare the class environment in order to help students engage in class activities and to alleviate their anxiety. In this way students can understand that learning a language needs working systematically and that they cannot be a fluent speaker overnight.

4.4.1.4 Teachers' Attitudes

Teachers' manners can also motivate or de-motivate students in learning English language. Students usually evaluate themselves based on the teachers' behavior. It means that if they feel that their teacher is satisfied with their language it influences their learning as well. As an example, an ELT student stated that

> Positive attitude (by teacher) could have a positive influence on the learners' motivation. When a teacher behaves friendly towards students they don't feel stressful in the classroom. They engage themselves in activates and make much more effort to learn and improve their English. I personally prefer the teachers that narrow the gap between students and themselves in the classroom.

Teachers' positive attitudes towards learners in the classroom might be effective in learning a foreign language. An ELL student explained his drama teacher and argues that "He is very sensitive and always helps me in learning English and this

positive reaction gives me positive energy". Thus, teachers should be very sensitive

toward conducting their classroom. As an example one ELL students stated that;

> English language teachers play a vital role in our perception of English
> language. When my teacher gives me feedback, I know that I have to improve
> my English and make fewer mistakes. Sometimes, teachers put us in stressful
> situations and it causes us to lose our motivation in learning English.

Therefore, it is pivotal for teachers to be sensitive to their students' feelings.

Though it seems impossible to satisfy all students in the classroom, teachers should

make an effort concerning finding ways to encourage and motivate students so that

they can alleviate students' level of anxiety.

4.4.2 Sources of Anxiety for ELT Students

The ELT students stated some sources of anxiety affecting their speaking English

in the classroom. Among the most important factors, lack of self confidence, low

language proficiency, negative comparison, teachers' attitudes and lack of strategic

planning were identified from students' interviews.

4.4.2.1 Lack of Self-Confidence

Low level of self-confidence and fear of making mistakes in front of others were

attributed to the high level of anxiety among ELL students while speaking in the

classroom. As one of the main anxiety-provoking factors, lack of self confidence

accounted for students' negative feelings and a hindrance to their normal flow of L2

performance, as reflected in one ELT student's quote:

> Well… I don't like to speak in front of classroom… It is a kind of ... I don't
> know something like fear or worry comes to me. I mean I forget what I have
> prepared and memorized before ... hum … I think all of my classmates are
> listening to my presentation and have a critical point of view towards my
> performance. Consequently I get stressful.

It should be noted that when asked to explain more about the reason of anxiety

and nervousness on their English classes, most of the students were afraid of being

mocked by other students. They believed that if they produced incorrect sentences

they would be mocked or laughed at by their classmates. For instance, a participant as a freshman student in English language teaching said that:

> When the teacher asks me a question in front of my classmates, I become nervous. I mean, I try to answer it by saying just yes or no… I speak rarely as a volunteer to express what is in my mind. I think my idea in not well-developed and this is the only reason that teachers think that I cannot speak English very good.

4.4.2.2 Low Language Proficiency

Some interviewed students stated that lack of proficiency in English was another source of their anxiety while speaking English. Approximately most of the ELT students' highlighted lack of proficiency in English and stated that low language proficiency inhibited them from participating in class activities. A participant from ELT department stated that:

> I think at the beginning level of English it is very difficult because we don't know how to use grammar correctly. Also, we don't know which words should be used in our sentences. In fact we do not know many words. While speaking English, I think using correct grammar and making correct sentences are too difficult.

One of the ELT interviewee stated that low language proficiency affected his fluency while speaking with teachers:

> I feel stressful when my knowledge of English is not enough, but I try to overcome my anxiety. I have to speak slowly because I need to find correct words. In this way, I think listeners feel that my speaking is boring. Consequently, it influences my English and increases my anxiety level.

Being competent enough could help learners to be more active and experience less anxiety in English classes. Accordingly, lack of proficiency in grammar, vocabulary and pronunciation were mentioned as the main problems that may have affected the level of anxiety among freshman ELT students.

4.4.2.3 Negative Comparison

In addition, five ELT students said that negative comparison caused an increase in the level of their anxiety. Sometimes, teachers as a fluent speaker put students in a tough situation, therefore, it will increase anxiety and they feel stress and a tense situation in the classroom. As another example, an ELT student pointed her finger toward the grading and fear of evaluation by his teacher:

> Sometimes, teachers have unrealistic expectation from their students. They always respect and acknowledge the top students and do not pay attention to weak students. This kind of attitude brings about a kind of careless and uncaring behavior … In other words; I don't like to participate in class activities. I prefer to keep distance from other students because I think my language is not as good as theirs.

Students try to compare their English with teachers and this kind of comparison put them in a stressful situation. As an example an ELT students believed that:

> When I first started learning English I used to compare my level of English with that of my teacher, or even more proficient classmates of mine and this really demotivated me at times. Um … I think this kind of comparison increases my anxiety and puts more pressure on me in the classroom.

As it is obvious, unrealistic expectations with negative evaluation were cited as other causes of anxiety that may negatively affect students. Moreover, some students lose their motivation in English classes. For instance, an ELT student noted that "when my teacher does not pay attention to my language, I don't like going to English class". Thus teacher as a fluent English speaker should be more careful in classroom and provide less stressful atmosphere for weak students.

4.4.2.4 Teachers' Attitudes

Teachers' attitudes in the class affect students psychologically. Some students prefer to receive emotional feedback from teachers. That is, they are very sensitive and teacher should not only pay attention to the ones who are very active. There are many students that need to be catered for in the classroom. Some ELT students stated

that teachers' attitude could have an influence on their motivation. As an example an ELT said that "The way teachers behave in class is extremely important to me, and can have a great impact on the way we as students learn". Another ELT student also mentioned teachers' attitudes towards learners:

I feel my teacher does not have positive feelings towards what I do in the class. Sometime even he doesn't evaluate my homework. When I face with such a kind of behavior, I don't like to attend his class and even this feeling affects my learning. His behavior also affects my score and I cannot have a fair competition with other classmates and because of his behavior I have lost my motivation.

Therefore, teachers' behaviors and manners might affect learners' anxiety directly or indirectly. Teachers should not put learners in a stressful situation in classroom or during exam, as reflected by another ELT student:

The way teachers behave is extremely important to me, and has a great impact on the way I learn the language. One of the reasons that I consider myself as a successful language learner might be the way my teacher treats me. I think he has motivated me to work harder and learn better.

In other words, creating an anxiety-free environment can have a positive influence on students. The other ELT student mentioned that "It depends on how teachers behave toward me. Generally, if a teacher has a positive behavior toward students, they feel less anxiety". Therefore, teachers' manner might be another factor in decreasing learners' anxiety in English classes.

4.4.2.5 Lack of Strategic Planning

In learners' viewpoints, using appropriate techniques and strategies may decrease anxiety while speaking English. The ELT students said that lack of strategic planning by teachers put them in a stressful situation. An ELT student mentioned that "when teachers create a friendly environment I don't feel anxious, but if I were asked individually my anxiety would increase". Therefore, teachers can adopt different

methods and techniques in their classroom and help learners to cope with or overcome stressful situations. One of ELT student, for example, noted that:

> I think teachers by using different methodologies in the classroom such as group working or role playing help us very much. In this way, students feel a kind of friendship with teachers and experience a suitable environment in the classroom…umm...I personally enjoy it when the teachers make a friendly classroom environment.

Another ELT student believed that:

> Whenever I feel that the teacher does not have any plan for the class, or the activity is somehow confusing to me, I feel stressful and I like to ignore the entire activity. I think about irrelevant subjects and always do not attend to what the teacher is saying. I think teachers should engage all students in class activities.

Although increasing anxiety depends on many factors, teachers can play a vital role in decreasing its level. Moreover, a majority of English classes are teacher-centered and they can provoke or on the other hand alleviate learners' anxiety in different ways.

4.5 Summary

Throughout this chapter, the items with maximum and minimum level of anxiety among ELL and ELT students were identified and discussed. Then, anxiety level among female and male students was also measured through the same questionnaire. Finally, some factors leading to students' anxiety addressed by students themselves during interview sections were presented and categorized.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter discusses and concludes the major findings of the study as well as limitations of the current research. Further, the pedagogical implications are presented. Finally, recommendations for further studies are suggested.

5.2 Major Findings of the Study

This study was conducted on 122 students who were studying ELT and ELL in Lar Azad University. The researcher used both qualitative and quantitative methods to gather the necessary data. Hence, by data collected from FLCAS items and interviewed participants, the research questions of the study were analyzed as follows:

5.2.1 Source of Foreign Language Anxiety in ELL and ELT Learners

The result of the study showed that ELL and ELT students in Lar Azad University almost experienced nearly the same level of anxiety. Data analyses revealed that ELL students' mean scores were approximately the same as ELT students' ones. Horwitz (2008) stated that "students with averages below 3 are probably not very anxious" (p. 235). Interestingly, the total mean scores for both ELL and ELT students were 2.72 and 2.69 respectively. Both groups more or less experienced the same level of anxiety. Although there is no statistically significance difference in anxiety experienced by the two groups, they mentioned different FLCAS items as anxiety-creating items.

The analysis of FLCAS items for ELL students showed that students became embarrassed when they volunteered to answer a question in language class (item 13). It showed that fear of negative evaluation was the item with maximum level of anxiety. Students were worried of being evaluated by the teacher and classmates while they were speaking in the classroom. Not being prepared in language class was also mentioned as the second anxiety-creating item (item 33). The next anxiety-creating item (item 10) was within the test anxiety category, which revealed students' anxiety level rose when they feared that they would fail in exams. Being worried about the consequences of failing was another anxiety-creating item. It might be related to the system of education within that context where students from different proficiency levels are placed in the same class. This may increase the level of anxiety among the students who are in the lower proficiency levels. Consequently, students might compare themselves with other classmates and find their anxiety level rising when they see the difficulty of realizing their goal of reaching a good proficiency level.

In line with the previous findings, Daley et al. (1999) stated that "the affective filter (Krashen, 1980) may prevail among many foreign language students whose low expectations make them unreceptive to language input, thereby impeding the learning process" (p. 218). Daley et al. (1999) found out that negative beliefs affected learners' ability in learning a foreign language.

The ELT group like the ELL group underwent the same level of anxiety regarding the consequences of failing in foreign language class (item 10). It seems that the educational system placed learners in a stressful situation. Although students passed the proficiency test, it seems that they were anxious in speaking skill and negative thought of the prior exam affected their performance during test taking. Avoidance

54

behavior (item 6) and thinking about irrelevant subjects were the other items that created anxiety in ELT students. Levitt (1986) pointed to avoidance and shyness of foreign language learners toward communication and argued that condition and class environment affected the learners' performance. In other words, students were not very serious in class activities and attempted to busy themselves with something else based on the obtained results in this study. Similarly, achievement in English classes was important for students. Hence, teachers could affect learners' anxiety unconsciously. Kocak (2010) also pointed out these problems. She argued that teachers should always be aware of the students' problems and find a new solution while teaching a foreign language. Finally, communication apprehension (item 29) or shyness was another items mentioned by ELT students. It seems that shyness is counted as another affective factor that increases their anxiety while they are communicating with teachers or peers.

5.2.2 Gender and Foreign Language Anxiety in ELL and ELT

In the previous chapter, it was mentioned that the total mean score in ELL for male students was 2.69 and for female students was 2.71**.** It showed that female students experienced higher level of anxiety in compared to male students. ELL male students pointed to fear of failure in foreign language class. Horwitz et al. (1986) explained learners' anxiety during test taking and linked anxiety to the fear of failure. It showed that male learners thought most about success and worried about their future (item 10). Next, Communication Apprehension (item 4) was ranked in the second place. It means that achievement was also mentioned as anxiety-creating items. Finally, fear of negative evaluation was mentioned as another anxiety-creating item (item 33). Young (1991) noted that fear of making mistakes led learners toward

stressful situations. Therefore, shyness and fear of failure caused the students to avoid participating in the classroom activities.

In contrast, female ELL students' fear of negative evaluation was mentioned as the first and second anxiety-provoking items (items33, 9). Daley (1999) maintained that the fear of evaluation increased anxiousness among learners and decreased interpretation and vocabulary production. Fear of negative evaluation and communication apprehension were the main reasons for female students. As a result, they avoided communication while speaking English. Finally, communication apprehension (item24) was ranked in the third place as the source of anxiety for females.

The total mean in ELT for male students was 2.68 while this number for female students was 2.64. It means that ELT males had more anxiety compared to the females. Male students in ELT pointed to psychological symptoms and avoidance behaviors (item 6). They believed that engaging themselves in class activities increased their anxiety. Next, test anxiety (item 10) was in the second place as another anxiety-provoking item. The students' response to this item indicated that they did not feel comfortable with the teacher or the system of education. Hence, they show anxiety or the stress of failing inhibited students from participating. Then, negative attitude towards English class could be named as another issue (item22). In other words, teachers should be more caucious about class environment and activities. In other words, negative attitudes toward English classes decrease learners' motivation. Moreover, teachers' attitudes in the classroom and preparing a suitable atmosphere can influence learners' attitude in language classes.

Interestingly, female ELT students experienced almost the same level of anxiety in compared to male students in responding to the three items (the most anxiety-

provoking items). Test anxiety (item 10) was counted as the top stressful item. In other words, ELT females suffered bad experience of the prior exam, and negative feeling and thought affected their test taking. Then, communication apprehension and avoidance behavior (items29, 6) were in the next places as the other sources of anxiety. Therefore, ELT teachers should be careful about females because they suffered more of shyness and do not engage themselves in class activates,

5.2.3 Perceived Factors Contributing to Students' Foreign Language Anxiety

After the interviews some factors leading to the students' anxiety while speaking English were identified. The interviewed students pointed out personal factors such as Lack of self confidence; Low language proficiency, Negative comparison, and Teachers' attitude are mentioned as the main sources of anxiety for ELL students. ELT students mentioned the same factors. In addition, they ranked lack of strategic planning as another anxiety-provoking item. The results showed that teachers' role should be taken into account. They should decrease stress and tension in English classes as much as possible. Teachers' attitudes and negative comparison in English classes could be another reason in increasing learners' anxiety. When students compared themselves with the teacher as a fluent speaker in the classroom, it increased their anxiety (Horwitz et al., 1986). In addition, self-evaluation as an internal factor may affect learner' anxiety. Wang and Liao (2012) argued that these internal factors influenced students' performance emotionally. Hence, foreign language anxiety might affect learning performance. Students compare themselves to their teachers or peers in English. Consequently, if they don't reach their goal in the class, it might affect their creativity. Moreover, the lack of strategic planning and was considered as another contributors to students' anxiety while speaking English.

It seems that lack of strategic planning for conducting class activates could be helpful in increasing or decreasing anxiety level in learners view.

5.3 Conclusion

As a conclusion, it can be noted that students from the ELL and ELT departments responded differently to different items in the questionnaire. From the ELL students' points of view, fear of negative evaluation and test anxiety were regarded as the highly anxiety-creating items while speaking English, but test anxiety, avoiding behavior and communication apprehension were considered as the sources of anxiety for the ELT students.

It should be noted that there was no significant relationship between male and female anxiety level. For ELL male students, the consequences of failing foreign language class (test anxiety) were ranked as the item with maximum level of anxiety. In other words, male students were worried about their future while fear of negative evaluation was mentioned as the anxiety-provoking item for female ELL students. For male ELT students, shyness (avoidance behavior) was mentioned as the items with maximum level of anxiety. In other words teachers should be much more sensitive about students in classroom. On the other hand, females ELT students selected test anxiety as the anxiety-creating item. It seems that they fear of failure in English classes.

Finally, some other factors such as the lack of self confidence, low language proficiency, negative comparison, teachers' manners and lack of strategic planning were categorized as the main issues contributing to learners' anxiety while speaking English.

5.4 Limitations

This study suffered from several limitations because of the contextual factors such as syllabus constraints and other factors like rigorous instrumentation. For example, the findings of this study might not be generalized in different contexts because of the limited number of students. In addition, teachers' teaching methodology, their class management, their assessment or testing approach and even their personality could affect the results of the study. Therefore, replication of this study might entail the researchers' observation of the class activities and mechanism. Although all participated, the students were considered to be homogeneous in terms of their level of English proficiency; their proficiency level could be regarded as a factor affecting learners' anxiety in further research. Furthermore, open-ended questions could have been implemented for students to express their individual experiences and suggestions of dealing with anxiety. As an example, due to students' diversity of geographical, religions and cultural background, they might feel and cope with anxiety differently.

5.5 Pedagogical Implications

Findings of this study revealed that learners experienced different levels of anxiety and this is also affected by learners' gender. This means that English language teachers should consider the negative effect anxiety can have on their students and be equipped with techniques to make the classroom atmosphere a relaxed and less stressful environment for students. Also, research on the role of affective factors recognizes that learners are human beings who are under many psychological and emotional pressures. This suggests that educational authorities should provide learners with facilities to help them better socialize with each other such as working in groups which could help them reduce the fear of misjudgment or

making mistakes in front of others. Finally, teachers can employ more recent communicative approaches to language teaching so that students can get rid of teacher centered activities as another source of stress and emotional pressure in students.

5.6 Suggestion for Further Research

In this study, the researcher came to the point that two groups (ELL and ELT students) experienced different level of anxiety. It should be mentioned that this study can be applied to the larger samples in different contexts with different cultural and linguistic backgrounds. Also, it should be mentioned that speaking cannot be separated from other skills while teaching or evaluating students' performance. Therefore, further research is recommended to examine the level of anxiety in students in an integrative fashion of language teaching

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APPENDICES

Appendix A: Permission letter

Dear Mr. ……………

I am writing to kindly ask your permission for collecting data as a part of my MA thesis, which examines the likely impact of anxiety on English language learners' speaking ability, in this university. Since I grew up and went to school as well as university in this context, I would like to carry out my research working on issues related to this context, too. From this study, I am hoping to identify factors which may prevent students from speaking English in the classroom and to suggest ways teachers can deal with the anxious language learners. I will assure you that the collected data will be kept confidential and the results will be used for research purpose only.

Thank you in advance for your time and cooperation.

Sincerely,

Ehsan Amin

MA student

Eastern Mediterranean University

Appendix B: Background Questionnaire

Dear student,

This survey was developed to examine the likely impact of anxiety on English language learners' speaking ability. From this study, I am hoping to identify factors preventing students from speaking English in the classroom and to suggest ways teachers can deal with these issues in their daily practice. This is a research study as a fulfillment of the requirements for my master dissertation I am taking this semester. I assure you that your identity as well as your responses will be kept confidential and the results of this study will be used only for research purposes. If you agree to participate in this research, please fill in and sign the consent form below. I would be grateful if you answer the questions frankly.

Ehsan Amin

MA student

Department of English Language Teaching, Faculty of Education, Eastern Mediterranean University

Phone No.: 05338367991

Fall, 201

Name and Surname: ……………………………………….

Signature: …………………………………………………….

Part I. Personal Identity

Instructions: Please provide information about yourself.

Date of Birth: _____

Gender:　　(　) Male　　(　) Female

How long have you been studying English? _____

Appendix C: Foreign Language Classroom Anxiety Scale(FLCAS)

Part II. Anxiety Questionnaire

Instructions: This is a survey to find out about you're the cause and effects of anxiety on your ability to speaking English. There is no right or wrong answer, please just honestly tick the way you feel.

Note: *SA* stands for strongly agree, *A* for agree, *N* for natural, *D* for disagree, and *SD* for strongly disagree.

	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					

9. I start to panic when I have to speak without preparation in language class.				
10. I worry about the consequences of failing my foreign language class.				
11. I don't understand why some people get so upset over foreign language classes.				
12. In language class, I can get so nervous I forget things I know.				
13. It embarrasses me to volunteer answers in my language class.				
14. I would not be nervous speaking the foreign language with native speakers.				
15. I get upset when I don't understand what the teacher is correcting.				
16. Even if I am well prepared for language class, I feel anxious about it.				
17. I often feel like not going to my language class.				
18. I feel confident when I speak in foreign language class.				
19. I am afraid that my language teacher is ready to correct every mistake I make.				
20. I can feel my heart pounding when I'm going to be called on in language class.				
21. The more I study for a language test, the more con- fused I get.				

22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Appendix D: Persian version of FLCAS

کاملا مخالفم	مخالفم	نظری ندارم	موافقم	کاملا موافقم	
					1.هنگام صحبت کردن به زبان خارجی در کلاس هرگز به خودم اطمینان ندارم
					2.از اشتباه کردن درکلاس زبان هراسی ندارم
					3.هنگامی که احساس میکنم در کلاس زبان اسم من خوانده میشود احساس ترس میکنم
					4.هنگامی که معلم زبان خارجه موضوعی میگوید که من متوجه نمیشوم احساس اضطراب میکنم
					5.داشتن کلاس زبان خارجه زیاد باعث ازرده خاطر شدن من نمیشود
					6.در کلاس زبان به موضوعاتی فکرمیکنم که مربوط به درس نمیشود
					7.من فکرمیکنم که دیگر دانش اموزان در یاد گیری زبان بهتر از من هستند
					8.من همیشه امتحان زبانم را راحت میگیرم
					9.صحبت کردن درکلاس زبان بدون امادگی باعث ترس در من میشود
					10. من از عواقب مردودی در کلاس زبان میترسم
					11.من نمیتوانم درک کنم چرا بعضی ها در کلاس زبان خارجه ا شفته میشوند
					12.استرس باعث فراموشی دانسته های من در کلاس زبان میشود
					13.داوطلب شدن برای پاسخ گوی به سوالات باعث خجالت زده شدن من در کلاس میشود
					14.صحبت کردن با کسانی که زبان مادریشان انگلیسی است باعث نمیشود من دچار استرس شوم
					15.وقتی معلم چیزی را تصحیح میکند که من متوجه نمیشوم باعث استرس در من میشود
					16.حتی هنگامی که در کلاس زبان کاملا اماده هستم احسا س نگرانی میکنم
					17.من اغلب دوست ندارم به کلاس زبان بروم
					18.هنگام صحبت کردن به زبان خارجه در کلاس احساس اطمینان میکنم
					19.هنگامیکه معلم زبانم اماده تصحیح کردن اشتباهات من است باعث اضطراب در من میشود
					20.من صدای ضربان قلبم را هنگامی که معلم درکلاس از من سوال میپرسد احساس میکنم

77

					21.مطالعه زیاد برای امتحان زبان باعث گیجی من میشود
					22.برای امادگی کامل در کلاس زبان احساس فشار(خستگی) نمی کنم
					23.همیشه احساس میکنم که دیگر دانش اموزان زبان خارجه را بهتر از من صحبت میکنند
					24.هنگام صحبت کردن به زبان خارجه در مقابل دیگر دانش اموزان اعتماد کامل به خودم دارم
					25.زمان در کلاس انقدر سریع سپری میشود که احساس نگرانی به من دست میدهد
					26.در کلاس زبان هیجان و فشار های عصبی در من بیشتر از دیگر کلاسها میباشد
					27.صحبت کردن در کلاس زبان باعث سردرگمی من میشود
					28.هنگامی که در راه کلاس زبانم هستم احساس ارامش میکنم
					29.اگر تمام صحبتهای معلم زبانم را نفهمم باعث بوجود امدن اضطراب در من میشود
					30.زیاد بودن قوانین انگلیسی باعث سردرگمی من در صحبت کردن میشود
					31.از اینکه دیگر دانش اموزان به صحبت کردن من بخندند اضطراب دارم
					32.من احتمالن از بودن در کنار کسانی که زبان مادریشان انگلیسی است احساس ارامش خواهم کرد
					33.اگر معلم سوالی از من بپرسد که از قبل اماده پاسخ دادن نباشم باعث بوجود امدن اضطراب در من میشود

Appendix E : Interview Questions for ESL/EFL Learners

1. How long have you been studying English and how do you feel about your experience of speaking English?

2. Could you tell me what disturbs you the most about speaking English?

3. Do you think speaking English as a foreign language is very difficult? What kind of difficulties or problems do you feel while speaking English?

4. What kinds of situations cause stress or anxiety for you when you speak English?

5. Do you feel stressful when you want to speak English in classroom? What would you do to reduce your stress?

6. What are the reasons of your nervousness or anxiety while speaking English in classroom?

7. When do you feel less anxiety while speaking English?

8. Are you afraid of making errors while speaking English? How do you think people will react when you make these errors?

9. Do you think your teacher can increase or decrease the level of your anxiety in speaking English?

10. What would you suggest to reduce anxiety while speaking English in your classroom?

Appendix F: Permission for FLCAS from Horwitz

Monday, June 11, 2012 7:58 PM

I appreciate your interest in my work,

I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching, Pearson, 2013.

Best wishes on your thesis,

Elaine K. Horwitz

Appendix G: Transcription of Interviews

Student (1)

1. I have been learning English for 13 years and I feel much better than before and every day I feel more competent than the day before.

2. When the hearer does not listen genuinely for what I intend to convey and when I am tired and in a bad mood.

3. It depends on the attitude that you take toward speaking. There are people who are mostly concerned about conveying their message and when they speak they experience little anxiety and stress. On the other hand, there are people especially of learner types who are most concerned with their pronunciation and grammar and as a result make more mistakes.

4. When the listener is a better speaker or when the hearer does not listen to what I say.

5. I try to cool down and keep my calm and try to focus on the task.

6. Sometimes I cannot retrieve the word that I want to utter.

7. When my hearers or listeners are at a lower levels.

8. Yes, I feel they may misjudge my speaking skill.

9. Yes definitely he can create an atmosphere with less inhibition and anxiety.

10. Think about the message that you want to convey not about the grammatical structure or pronunciations of your sentences

Student (2)

1. About 8 years, and I think I'm in advance level

2: When the teacher cut me time by time, I lose my concentration.

3. As an advanced language user, I don't consider speaking as a difficult task.

4. While talking with native or someone whose first language is not English, knows the language almost native-like.

5. I lose my concentration and consequently can't express what I want.

6. What are the reasons of your nervousness or anxiety while you are speaking? As I said, sometimes teacher's interference may cause nervous.

7. While talking with my peers.

8. Are you afraid of making errors while speaking English and how do you think people will react if you make mistakes? No, I don't afraid making any mistakes, I think mistakes are something even native speakers may commit them, so it is not important to me.

9. It depends to their attitudes towards learners, there are teachers who really decrease stresses level on their learners, and of course some teachers increase it by their imperfect manner.

10. Teachers' behavior and the environment they create in the classroom.

Student (3)

1. I have been learning English since I was 16. I think learning English is great. But there are some levels of difficulties, if you pass the beginning levels, then you will love it. Speaking at beginning level is like very slow that you think you will never learn how to speak. But I like class discussions that all students make mistakes but we talk.

2. The first one is making mistakes about pronunciation. Because English is a new language and it is totally different from my Persian language so I feel that I have some problems with saying words with correct pronunciation.

3. I think at the beginning point it is very difficult because, we don't know how to say correctly. Also, we don't know which words to select. In fact we do not know many words. While speaking English I think correct grammar and making correct sentences is difficult Also, I should speak slowly because I need to find correct words so I will speak very slowly that listener will be tired.

4. If teacher correct me a lot and does not let me to finish my speech I will lose my concentration.

5. I try to say those words and sentences that I memorized before, so I am sure that I would not make mistake so I will not be anxious.

6. I am not very anxious because I know people will laugh at me if I say wrong but I do not care

7. When I use those sentences that I know they are correct. Also when in the class the other students make a lot of mistakes, I feel safe. If in the class all students speak perfect, then I will fear.

8**.** No I do not afraid. I know they will laugh but if I do not make mistake, how I can learn .Just I fear that the teacher will reduce my grade if she does not give me bad grade, I will not afraid of making errors.

9. Yes, when I speak, she is better to smile, and shake her head that she agree with me, and when I cannot continue she help me by giving one or two words that I forget

10. I hate when other students correct me. I like just teacher correct me but not after every word that I said wrong just some mistakes.

Students (4)

1. I have been learning English for six years. I think I am proficient enough to make communication with English speaking people

2. The thing which disturbs me is that I cannot find nice and appropriate vocabularies while speaking. I do not like talk to speak in cliché.

3. Speaking English is not that much difficult. Mostly it depend s to the addressee. The more proficient the addressee is the better I speak and vice versa.

4. It makes me anxious when I speak to my teacher in classroom, but never get anxious when I talk to ordinary people.

5. I cannot concentrate on sentences which I express and lose my self-confidence. I try to speak very slowly at the beginning and then speed up the rate of speech.

6. The character of my addressee, who is mostly an instructor, makes me nervous.

7. The more complicated the context, the more anxious person I will be.

8. Absolutely yes. People may think that I am poor in English vocabularies, pronunciation, and structure.

9. Actually that is my main concern regarding my anxiety.

10. A teacher can play an important role. A teacher can provide an opportunity for students to overcome the anxiety, making them feel relax and calm. When I am going to speak English in front of my teachers or classmates, I can't pronounce some words very well. I think it comes from my mother tongue and I need to practice them very well…or my listening is not very good while I am listening to a native speaker. These problems annoy me in English classes and I think other classmates also laugh at me.

Student (5)

1. She is studying English language around 10 years.

2. Using difficult vocabularies will disturb her and cause to lose her concentration or block her mind. In this way I will get stress.

3. I think speaking English is very easy in compared to other languages

4. Situations such as the atmosphere of the classrooms and the behavior of teachers

5. I try to be ready when I am going to speak .otherwise I rarely speak in the classroom. Well… I don't like to speak in front of classroom… It is a kind of ... I don't know something like fear or worry comes to me. I mean I forget what I have prepared from last night and memorized...hum… I think all of my classmate are listening to my presentation and have a critical point of view to my presentation. Consequently my anxiety increases.

6. Grades and fear of evaluations are the main reason for my anxiety

7. Speaking with friends is more helpful to me and decrease my anxiety.

8. Sometime I feel other learners are waiting to laugh at me, in this way I feel uncomfortable when I am speaking.

9. Teachers' behavior can influence my anxiety .as an example, my anxiety and stress increase or decrease when teacher punish students or threaten us.

10. New classrooms or going unready to the class cause improve anxiety. I suggest teacher to take this issues into account.

Student (6)

1. She started English around 5 years ago before going to university

2. Her classmates behavior and lack of knowledge disturb her while is speaking English

3. She believes that speaking English is very easy

4. She argue that exam increase her anxiety or situation like being interview by teachers

5. She believes that fear of negative evaluation improve her anxiety

6. She claims that whenever she was not able to get ready for exam, her anxiety will increase

7. She noted that when we are in a stressful condition such as being interview for getting a job

8. She believes that English language is not her mother tongue therefore making mistakes could not be avoidable.

9. Preparing well condition in the class influence the learners' anxiety.

10. No suggestion

Student (7)

1.He is studying around 4 year's English language before going to university.

2.Nothing

3.He says that English is very easy for him

4.Nothing can disturb him while speaking English language

5.He believe that I am like other people and there is not any reason to have stress

6.Lack of knowledge in English language. The way teachers behave on class is extremely important to me, and has a great impact on the way I learn the language. One of the reasons that I consider myself as a successful language learner might be my very first instructor and the way he treated us. I think he motivated me to learn English.

7.He proclaims that speaking English with native speakers is better because their pronunciations are perfect and it will help you to understand what they mean easily.

8.No, because I trust my knowledge. I think at the beginning level of English it is very difficult because, we don't know how to use grammar correctly. Also, we don't know which words should be used in our sentences. In fact we do not know many words. While speaking English, I think using correct grammar and making correct sentences are too difficult.

9.Teachers' behavior and teaching in the classroom play vital role in anxiety.

10.Suggestion: different task and exercises can help learners in reducing their anxiety.

Student (8)

1.She did not experience in learning English language before going to university

2.Lack of knowledge in grammar and vocabularies disturbs her while speaking English language

3.She thinks that speaking English is very easy

4Whenever she need new vocabularies and she cannot remember or use it in her speaking, she get stress

5. Putting learners in pressure and lack of time improve my anxiety. Making errors and being laughed at by other students is the only things that disturb me during presentations in English classes. It makes me more cautious and I speak rarely as a volunteer when teacher asks a question in class. Due to this reason I try to speak less in front of our classmates and always teachers think that I am not good at English.

6.When she is in very tough situation or putting in very difficult situation by teachers

7.Teamwork or group work helps her to reduce her anxiety.

8.She think making errors help him in learning English language

9.Teachers can help learners in learning and being like a friend help her in speaking English

10.She believes hard working is important role in reducing stress and anxiety.

Student (9)

1.He is studying English around 6 years.

2.Making errors in speaking and lack of grammatical knowledge disturb him.

3.He believes that speaking English is not difficult, but you should be in the appropriate level .for example when you are in the elementary level, speaking with the once who are in the advance level can put us in the pressure.

4.New atmosphere is a reason for his anxiety

5.Speaking in front of new people is a reason for his anxiety and he claims that he try to focus on what he is going to say.

6.Friends and new atmosphere improve my anxiety while speaking English. English language teachers play a vital role in our perception of English language. When my teacher gives me feedback, I know that I have to improve my English and make fewer mistakes. Sometimes, teachers put us in stressful situations and it causes us to lose our motivation in learning English.

7.When he is ready for his exam, anxiety will be fade consequently.

8.Making errors will help me in improving English language. When I first started learning English I used to compare my level of English with that of my teacher, or even more proficient classmates of mine and this really demotivated me at times. Um … I think this kind of comparison increases my anxiety and puts more pressure on me in the classroom.

9.Some teacher motivate learner and it help learners in learning.

10.Shame and fear in speaking should be left out of classroom by learners to improve their ability in speaking

Student (10)

1.She is studying English around from her childhood

2.Teachers reflections in the classroom impact her performance in speaking

3.She believes that speaking English is very easy

4.Group working or studying with friends can decrease her anxiety.

5.Self-confidence help her while is speaking English language. Sometimes, teachers have unrealistic expectation from their students. They always regard the top students and do not pay attention to weak students. This kind of attitude brings about a kind of careless and uncaring behavior … In other words; I don't like to participate in class activities. I prefer to be apart from other students because I think my language is not as good as my classmate.

6.Making errors and fear of negative evaluations improve stress in her point of view.

7.She believes that teachers' evaluations and exam impact her anxiety.

8.Making grammatical errors and mistakes decrease her ability and creativity in speaking English

9. Receiving motivation from teachers and getting feedback can help her in speaking English

10.Using mass media or movies which are produced by native speakers help learners in learning English.

Student (11)

1.She has been studying for 6 years English language.

2.She fear and embarrass speaking in front of people.

3.She thinks speaking English is very easy in comparison with other skills, but lack of grammatical knowledge disturbs him.

4.Forgetting appropriate words while speaking influence her anxiety.

5.Fears of making mistakes improve my anxiety. When I first started learning English I used to compare my level of English with that of my teacher, or even more proficient classmates of mine and this really demotivated me at times. Um … I think this kind of comparison increases my anxiety and puts more pressure on me in the classroom.

6.Embarrassment is the main reason of her anxiety.

7.Speaking with friends and the ones who have friendly behavior decrease her anxiety.

8.Making errors and thinking to laugh at her put her in difficult situation.

9.Teachers' behavior and acting friendly decrease her anxiety.

10.Hard working and being ready help learners to decrease their anxiety.

Student (12)

1.I have been studying English around 6 years

2.Making errors and being laugh by students disturbs me from speaking English language.

3.Speaking English as an academic language is very difficult to me .most of the time fear of evaluation and failing courses disturb me.

4.Situation like exam or being interview for getting a position improve my anxiety.

5.Most of the time I lose my concentration and consequently I lose my fluency. My mind goes blank and I cannot convey what I am going to say. I try to overcome my anxiety but most of the time I fail.

6.When I got acquaintance with the teachers I feel relax while I do not know them they influence my stress and it improve and impact on my anxiety.

7.When I cannot concentrate or lose my time I got stress.

8.Yes most of the time I try to be far from mistakes because misjudgment irritate me.

9.Teachers are the main reason for learners' anxiety. They can play vital role in reducing anxiety by giving positive energy to their learners. Whenever I feel that the teacher does not have any plan for the class, or the activity is somehow confusing to me, I feel stressful and I like to ignore the entire activity. I think about irrelevant subjects and always do not attend to what teacher is saying. I think teacher should engage all students in class activities.

10.I suggest teacher to behave with learners friendly instead of threatening or using their authority in the school.