

# **Anxiety in Foreign Language Learners: A Case Study of Kurdish Students**

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## ABSTRACT

The study was carried out to investigate foreign language anxiety levels of high school students in grade 11<sup>th</sup> from a Kurdish setting in Kurdistan, Iraq, as well as to figure out the factors that are responsible for their anxiety. The sample population of this study consists of 87 students from two high schools in Irbil. All the participants in this study are native speakers of Kurdish studying English as a foreign language (EFL).

The instruments used in this study are background questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS), open ended questions and researcher's field note. The results of this study show that public Kurdish high school students experienced language anxiety. The main factors causing anxiety in the context of this study are learners' attitudes and beliefs regarding English language learning; classmates' level of speaking ability; teacher-student interaction in class; the teacher's questioning when students are not prepared; and unannounced pop quizzes; and the teacher's explanation in class through explicit means. Among other significant factors are seeing others speaking better English; fear of being laughed at by others; others' thoughts and reactions when they speak English. In this regard, the findings in this study are in line with those of previous studies, such as Chan and Wu (2004), Young (1991), Young (1994), MacIntyre (1995), Awan, et al. (2010).

This study adds to the body of knowledge on the understanding of EFL learners' level of anxiety and factors that cause anxiety.

**Keywords:** English as a foreign language, high school learners' level of anxiety, factors causing anxiety, and gender relation to anxiety.

## ÖZ

Bu araştırmanın amacı, Irak Kürdistan Özerk Bölgesinde öğrenim gören lise öğrencilerinin yabancı dil olarak İngilizce öğrenimine yönelik kaygı düzeylerini ve buna neden olan etkenleri (faktörleri) belirlemektir. Bu araştırmaya konu katılımcılar Erbil şehrindeki iki lisede öğrenim gören 87 öğrenciden oluşmaktadır. Katılımcıların hepsi, anadili kürçe olan ve İngilizceyi yabancı dil olarak öğrenmekte olan lise öğrencileridir.

Araştırmada kullanılan veri toplama araçları yabancı dil sınıf kaygı, ölçeği (Foreign Language Classroom Anxiety Scale FLCAS), artalan anketi, açık uçlu sorular ve araştırmacı saha notlarından oluşmaktadır. Bu araştırmanın sonuçları, çalışmanın yapıldığı bağlamdaki öğrencilerin yabancı dil öğrenme kaygıları yaşadıklarını ortaya koymuştur. Kaygıya neden olan belli başlı faktörler arasında öğrenenlerin yabancı dil olarak İngilizce öğrenimine yönelik tutum ve inanışları, sınıfıçi öğretmen öğrenci ilişkisi ve etkileşimi, ve ders öğretmenin ders içi anlatım ve açıklamalarının etkili olduğu gözlemlenmiştir. Kaygıya neden olan diğer faktörler ise sınıf arkadaşlarının İngilizce konuşma becerileri düzeyleri, kendilerinden daha iyi İngilizce konuşabilen sınıf arkadaşlarının varlığı, İngilizce konuşmaya çalışırken arkadaşlarının kendilerine güleceği korkusu, ve kendilerini hazır hissetmediklerinde anlarda öğretmen tarafından kendilerine soru sorulması şeklinde gözlemlenmiştir. Bu araştırmanın ortaya koyduğu bulgular, bu konuda yapılan diğer benzer çalışmaların bulguları ile paralellik göstermektedir, örneğin Chan ve Wu (2004), Young (1999), Young (1994), MacIntyre (1995), Awan ve diğerleri (2010).

**Anahtar Kelimeler:** Yabancı dil olarak İngilizce, lise öğrencilerinin kaygı düzeyi, kaygıya neden olan faktörler, kaygı ve cinsiyet arasındaki ilişki.

## DEDICATION

*To my lovely husband, Sarbaz; your love, support, and trust in me makes this project a success.*

*To my beloved parents and siblings for their ongoing encouragement, endless love, and prayers.*

*To my child, Zhanyar; you are the pleasure of my life.*

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# Chapter 1

## INTRODUCTION

This section provides an insight into the background of the study, purpose of the study, as well as the research questions.

### 1.1 Background of the Study

Anxiety is considered as one of the most important factors that affect learning. Different researchers have tried out to explain what anxiety refers to and each of them defined it in different ways.

Researchers have controversial ideas about the effect of anxiety. Some of them argue that little level of anxiety can facilitate learners' performance and it is something good because it gives learners motivation to try out his/her best. On the other hand, most researchers argue that anxiety doesn't promote learners' achievement because it reduces learners' attitude for learning. In other words, there are negative relationships between anxiety and achievement.

When anxiety originates from personality characteristic it is trait anxiety, but when it is identified with specific conditions in a particular circumstance, it is called state anxiety. Trait anxiety is stable and it can't change over time. A person who has trait anxiety feels anxious all the time and in every situation. MacIntyre & Garner (1991) noted that trait anxiety has negative effect on people's memories and other cognitive elements. While state anxiety can change over time and it is a temporary feeling of

nervousness in reaction to particular situations (Goldberg, 1993). The latter isn't as negative as the first one because the person who has state anxiety is not anxious all the time but in some particular situations only.

The study by Horwitz, et al. (1986) opens another path for the researcher of anxiety in foreign language. Horwitz puts forward the idea of Foreign Language Classroom Anxiety Scale (FLCAS), with the foundation of the idea that foreign language anxiety is related to the foreign language classroom and it is situational-particular anxiety, putting into account the three foreign language anxiety factors: communication apprehension, test anxiety, and fear of negative evaluation.

Anxiety causes a lot of problems for learners who want to learn foreign languages because it can interfere in the process of language acquisition, as a result it might decrease learners' ability to learn the target language (Tobias, 1986). Anxiety is one of the most crucial factors that impact learning a foreign language in Krashen's affective filter hypothesis (1982). MacIntyre (1999) describes foreign language anxiety as worry and negative emotional reaction aroused when learning or using a second language. Most learners feel anxious while they are learning a foreign language but the level of anxiety differs from one person to another. Worry, being unable to engage in learning and uncertainty are the characteristics of people who have foreign language anxiety (Abu-Rabia, 2004).

There are three different types of anxiety which are: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is having anxiety when a person wants to communicate with others. Communication apprehension is only related to foreign language learning because in learning a foreign

language, learners shouldn't only learn the language but also use it (Foss & Reitzel, 1988). Text anxiety relates to having anxiety from anything that can be used for evaluating the learners while they are learning. Those people who have test anxiety believe that learning which is not perfect is the same thing as failing (Horwitz, Horwitz & Cope, 1986). The last type of anxiety which is fear of negative evaluation is the feeling of anxiety and worry about others' evaluation. It creates more obstacles as it may happen in any evaluative and social situation (MacIntyre & Gardner, 1991).

A number of other studies have found many reasons regarding why learners feel anxious in learning a foreign language. Fear of negative evaluation, parents and self-pressuring, their proficiency level, task difficulty, interaction between teacher and students, expectations of the parents, learners' achievements, not being able to answer quickly, incorrect pronunciation and grammar, and speaking in front of the class are some reasons that cause anxiety (MacIntyre, 1995; Chan & Wu, 2004; Awan, et al., 2010).

Foreign language anxiety may decrease achievement, initiating conversation, participating in the class, grade of the learner, production, fluency in speaking. Also it may make the learners not to enjoy the class time and the lesson which might make them not to have desire for communicating in the class. Furthermore, it may affect learners' self-esteem and self-confidence (MacIntyre & Gardner, 1991a; Onwuegbuzie, Bailey & Daly, 1999; Hashimoto, 2002; Kondo & Ling 2004; Zheng, 2008; Awan, et al., 2010).

Researchers also put forward a number of suggestions and advice that help the learners in order to cope with anxiety. Tsiplakides & Keramid, (2009) suggest that teachers

shouldn't blame students but try to correct their mistakes indirectly in the classroom and not in front of their classmates. Besides this they also state that the relationship between teacher and students is an important factor for helping learners to cope with anxiety. Also, Awan, et al., (2010) suggests that learners should be prepared so as to make them know that making mistake is something natural in the process of language learning. Riasati (2011) also suggests some techniques that teachers can use in order to reduce the level of anxiety among students such as using pair or group work and increasing learners' motivation for learning. Making the class environment more relaxing and supporting the learners more can also be an effective technique for helping anxious learners to cope with anxiety (Dörnyei, 1994).

## **1.2 Purpose of the Study**

This study sheds light on anxiety in order to gather information and to add more knowledge on foreign language anxiety from a Kurdish setting by investigating language anxiety as it applies to language learners in the context.

## **1.3 Research Questions**

- 1- Do Kurdish learners of English in Kurdistan region of Iraq experience language anxiety?
- 2- What is the level of anxiety of Kurdish students studying English as foreign language?
- 3- What are the factors that are responsible for Kurdish high school students' foreign language anxiety in Bastora's high school for girls and Bastora's high school for boys in Kurdistan region of Iraq?
- 4- Is there any difference between male and female anxiety level?

## **1.4 Significance of the Study**

Research in second language learning has considered anxiety as one of the major affective factors that affect language learning. Anxiety is more debilitating than facilitative in learning a language especially for foreign language learners. It is therefore necessary for language teachers to take into consideration learners' anxiety status in their teaching process so as to help them to cope with language learning (Singhasiri, 2008).

In the light of this, it is necessary to investigate learners' anxiety by exploring the reasons for anxiety in language learning so as to be able to help in reducing anxiety. This study is necessary in the context of this study because no study has look into this concept from a Kurdish perspective. The result of this study would be helpful to language teaching department in Kurdistan in order to be able to take practical measures for teachers to help reduce students' anxiety in language learning.

From the knowledge of the result of this study teacher can be better informed of other factors that might influence learners' poor performance in language learning. The result of this study can also help curriculum developers in the Northern part of Iraq to design materials that does not in any way make students uncomfortable.

## **1.5 Definition of Key Terms**

### **English as a Foreign Language (EFL) Learner**

The concept of English as a foreign language refers to those learners who are learning English as a third language in the expanding circle countries (Kachru, 1996)

### **FLCAS**

FLCAS means foreign language classroom anxiety scale by Horwitz (1986).



### **Anxiety**

Anxiety in this study in this study is considered as fear of apprehension that emanate in the classroom environment.

### **High school learners**

High school learners are students learning English as a foreign language in Kurdish which encompasses both males and females.

## **Chapter 2**

### **LITREATURE REVIEW**

#### **2.1 Introduction**

This chapter gives overview information about anxiety in general. It discusses the effects of anxiety which is debilitating and facilitating anxiety, trait and state anxiety, followed by the conception of foreign language anxiety, and the types of foreign language anxiety. Also, it provides information about the sources of anxiety, effects of foreign language anxiety as well as different ideas for coping with anxiety. Further, it considers different studies of foreign language anxiety and summary of literature review.

#### **2.2 Anxiety in General**

The idea of general anxiety has been utilized in the field of second language acquisition before the idea of the “foreign language anxiety” came into place. Anxiety refers to the subjective feeling of tension, apprehension, nervousness, and uneasiness associated with an excitement of the autonomic nervous system (Spielberger, 1983, p. 1). It is evident to various people that anxiety unfavorably affects language learning. Anxiety has been found to interfere with many numerous sorts of learning and has been one of the most significantly inspected variables in all of psychology and education. General anxiety can be seen as the excessive as well as exaggerated worry over any simple and ordinary things. It is an unrealistic, or out of extent steady stress that commands and interferes with our everyday functions like relationships, school, work and social activities. The concept of anxiety has been before the concept of

foreign language anxiety in second language acquisition. Anxiety ranges from a mixture of overt behavioural characteristics that can be concentrated scientifically to reflective feelings that are epistemologically increasable. Chastain (1988) asserted that anxiety is a condition of uneasiness and apprehension or fear which is brought on by the anticipation of something threatening.

Anxiety, therefore, is said to relate to language learning as language is a treating phenomenon in learning. MacIntyre (1998) referred to anxiety as an emotional state of worry and reaction that emerges in the situation of learning second language as well as using it. Likewise Horwitz et. al. (1986) described anxiety in the same fashion, they argued that learning anxiety is a mixture of beliefs, feelings, and behaviours related to the uniqueness of the process of language learning. MacIntyre & Gardner (1994) also presented anxiety as the feeling of tension and apprehension specifically in second-language contexts, including speaking, listening, reading, and writing. Spielberger (1966) sees anxiety as a subjective, consciously perceived feelings of apprehension and tension accompanied by or associated with activation or arousal of the autonomic nervous system.

A huge number of researchers as well as theorists for many years worked on the relationship between foreign language classroom anxiety and the learners' accomplishment as well as on the sources of anxiety (Cheng, 2001; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991a, 1991b; Chan & Wu, 2004). Even though the vast majority of the studies revealed that anxiety may have negative impact on language learning, it is also believed that a little anxiety may not be as bad as shown. It may also have positive effect on language learning because it sometimes motivates learners.

Anxiety raises feelings and is considered as a significant as well as an essential affective variable that negatively impacts language learning (Aydin, 2008; as cited in Shabani, 2012). Anxiety can be referred to as a complex set of negative emotions, which comprise worry, apprehension as well as fear. It is an emotion which is portrayed by an unpleasant condition of internal uneasiness, frequently accompanied by anxious behaviour.

There is difference between anxiety and fear. Fear is considered as a reaction to the real or perceived immediate risk. Scott et. al. (2011) make a clear differentiation between fear and anxiety and they asserted that fear is a short-lived, present concentrated, geared towards a particular danger, and facilitating escape from threat; while anxiety is a long-acting, future concentrated, comprehensively engaged towards a diffuse risk, and promoting excessive caution while approaching a potential threat and interferes with constructive coping. Abu-Rabia (2004) characterised anxiety as fear, panic and worry while Casado & Dereshiswsky (2004) characterised it as emotional feelings of worry, fear, and apprehension. It is believed therefore that anxiety can be debilitating or facilitative in second language learning.

### **2.3. Debilitative and Facilitative Anxiety**

Anxiety can be both harmful as debilitating anxiety as well as it can be helpful as facilitative anxiety. Facilitative anxiety enhances learners' performance while, in contrast debilitating anxiety, deficits learner's accomplishment. Obviously, the impact of pressure on language performance can be facilitative, as suggested by Alpert & Haber (1960), in that facilitative anxiety gives learners motivation to 'fight for' the new learning task, prompting them to attempt additional efforts in order to overcome their feelings of anxiety. This result is affirmed in several studies (Ehrman & Oxford,

1995; Young, 1992; Marcos-Llinás & Garau, 2009) that some level of language anxiety can enhance learning and it can be helpful for language learning because it encourages learners to try to learn more. Also, anxiety is believed to give learners motivation to adopt an appropriate attitude and to be ready to challenge the current learning task. Li, (2015) sustains their result by stating that some levels of language anxiety may not be as debilitating as traditionally thought. On the contrary, Scovel, (1978) indicated that debilitating anxiety makes learners think of ignoring the task and motivates learners to run away from the learning task. Anxiety is considered as central for developing personality theories. In 1970s, Spielberger, Gorsuch, and Lushene offer a reliable self-report scale to evaluate anxiety. As stated by them, in general anxiety includes two parts or dimensions; trait anxiety and state anxiety (Spielberger, Reheiser, Owen, & Sydeman, 2004; cited in Al-Shboul, Ahmad Nordin, & Rahman, 2013).

## **2.4 Trait and State Anxiety**

Anxiety can be both either a short term “state” or a long term "trait". State and trait anxiety are two of the most famous categories of anxiety (Spielberger, 1983). Trait anxiety can be defined as the tendency of a person to be apprehensive or feel anxious regardless of the situation that he or she is presented with. A person who has trait anxiety generally has stable personality characteristics and predisposition and has tendency to become typically nervous in any circumstance. This sort of anxiety is part of a person’s characteristics, permanent and hard, as well as it is impossible to eject (Pappamihiel, 2002). According to Eysenck (1979), trait anxiety is attributed to the cognitive function of person’s memory and learning, prompting behavior’s avoidance with some negative impacts. Mulatu, (2002) and Spielberger et al., (2004) refers to trait anxiety as stable individual disposition and tension inclination in circumstances seen as risky and debilitating.

Situational anxiety can be alluded to the transient feeling of feeling anxious that can change after some time in a specific circumstance and it is temporary (Goldberg, 1993). MacIntyre & Gardner (1991b) sees state anxiety as apprehension experienced at specific moment in time, for instance, prior of exams period. Situational anxiety can be aroused in the confrontation of an apparent risk. It is thusly an anxiousness or pressure at a specific moment in reaction to some external stimulants. Nevertheless, it is non-permanent and it changes in time. It happens as a result of exposing learners to the specific situation or incident that is difficult for them. Despite the fact that state anxiety can keep a learner from demonstrating his/her maximum capacity, it is not as dangerous as trait anxiety. Trait anxiety does not change over time, while state anxiety is a short-lived and moment-to-moment feeling.

## **2.5 Foreign Language Anxiety**

The construct of foreign language anxiety is not a new phenomenon as an affective factor in language learning. Since 1980's foreign language anxiety has been argued as an independent field in second language learning by a lot of researchers e.g. Horwitz et al. Anxiety which is experienced in a foreign language classroom is called Foreign Language Classroom Anxiety (FLCAS), which is regarded to be a situational anxiety more than a trait anxiety (MacIntyre & Gardner 1991a; Horwitz, Horwitz & Cope, 1986). There are various variables that have impact on the learning of a foreign language, such as intelligence, motivation, attitude, age, gender, personality, anxiety, and so on. Anxiety therefore is said to produce several issues for learners who need to learn a foreign language since anxiety can interfere with the process of language acquisition thus this interference avoid learners capacity in learning (Tobias, 1986). There are numerous different elements that determine the results of the learning process, including individual differences for example, intellectual capacities, identity

characteristics, learning styles and social connections. (Tallon, 2009) concurred to the fact that the most crucial affective factors in learning any foreign language is foreign language anxiety. In the same fashion, Krashen (1982) in his affective filter hypothesis stated that language anxiety is considered as one of the crucial affective variables in foreign language learning. Anxiety hence is a vital variable that affects foreign language learning. Foreign language learning anxiety can be a stressful task for numerous language learners. It is believed widely that learning a foreign language can be an unpleasant activity for a few learners (Hewitt & Stephenson, 2011).

Although most language learners experience anxiety in the process of language learning, the degree and seriousness of feeling may differ from one person to another. MacIntyre (1999) refers to the foreign language anxiety as stress and negative passionate response excited when learning or utilizing a language. Abu-Rabia (2004) in his article about the teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL described the characteristics of the population who have foreign language anxiety by saying that they are often stressed, physically insecure, and they lack of ability which is why they can't engage in situational learning.

There are various stages of the language learning process, particularly in a classroom situation which may prompt anxiety as Williams and Andrade (2008) talked about three stages in which anxiety may interfere with language learning as input, processing (mental planning), and output. Input and processing stages are concerned with the worries, confusions and thinking process of the learners in reacting when asked to participate in the classroom situation, while the last stage is concerned with the real reactions of the learners.

## **2.6 Types of Foreign Language Anxiety**

There are three parallel ways of discussing about foreign language anxiety: communication apprehension, test anxiety and fear of negative evaluation. Horwitz, Horwitz and Cope (1986) conceptualized foreign language anxiety as a complex, self-recognitions, convictions, emotions, and behaviors that is associated with classroom language learning emerging from the uniqueness in the process of language learning (p. 128). In light of this conceptualization, Horwitz et. al., (1986) recommended that the foundation of foreign language anxiety highlight three equal execution of tensions which are: communication apprehension, test anxiety and fear of negative evaluation.

### **2.6.1 Communication Apprehension**

Communication apprehension is an individual's level of fear or anxiety related to either actual or predicted communication with other people (McCroskey, 1978). Horwitz et. al. (1991) in their definition clarified this concepts a kind of timidity in company with fear of or anxiety in the circumstance of speaking with others. For Daly (1991) communication apprehension related to the fear or anxiety about communicating orally.

Horwitz, Horwitz & Cope, 1986 submitted on their construct of communication apprehension to the conceptualization of foreign language anxiety by suggesting that in the English class, interpersonal interactions are the significant stress language learners' tasks in a foreign language classroom contain because language learning is not merely learning a second/foreign language but further performing that language. Oral communication comprises of two parts: speaking and listening. Daly (1991) and Young (1986) mentioned that speaking is anxiety-provoking in foreign language



activities. They claimed that majority of the students have anxiety if they are required to talk in front of the classes in a foreign language.

Gregersen & Horwitz, (2002), on their part also assert that individuals who have fear of negative evaluation seldom start conversation and communicate minimally (cited in: Liu & Jackson, 2008). Their argument was confirmed by another study conducted by Suleimenova (2013) in Kazakhstan, in that high levels of anxiety can lead to some negative consequences, like uneasiness in talking in public places, minimally engaging in conversations, deficit to begin the conversations, and lastly becoming overly self-conscious in speakers. Communication apprehension is said to be particular to foreign language contexts since learners have to learn the new language and also to perform in it as well (Foss & Reitzel, 1988).

### **2.6.2 Test Anxiety**

This type of anxiety is usually connected with individuals' experience of testing. It is referred to as a set of anxiety reactions (Sieber, 1980). It is connected with the fear of exams, quizzes, and any other types of assignments which are utilized to assess students' performance in language learning. Students who have test anxiety have an unpractical expectation of their language performance. Sarason (1984) in his definition of test anxiety claimed that test anxiety is the inclination to view with alert the outcomes of insufficient performance in an evaluative circumstance.

Therefore, test anxiety occurs as the result of students' poor performance in the previous tests. Students build up a negative stereotype about tests and have nonsensical discernments in evaluative circumstances. Sometimes when students are unhappy with test experience beforehand, and they transfer the unpleasant picture to the class thoughtlessly (Chan & Wu, 2000). Students who have test anxiety may have wrong

beliefs about language learning by putting unreasonable demands on themselves and subsequently feel that anything not exactly an immaculate test execution is a disappointment (Horwitz, Horwitz & Cope, 1986).

### **2.6.3 Fear of Negative Evaluation**

Fear of negative evaluation is the fear about others' assessments, trouble over negative assessments, and the desire that others would assess oneself adversely (Watson, and Friend, 1969). According to (MacIntyre & Gardner, 1991d), fear of negative evaluation is firmly associated with communication apprehension. Students who have fear of negative evaluation may choose not to take part in the conversations according to Aida (1994), who claims that those students who have fear of negative evaluation might sit in the classroom passively, withdrawing from classroom activities that could otherwise increase their advancement of the language skills.

Unlike test anxiety, fear of negative evaluation is not only restricted to test, which is why it is broader in scope. In addition, it may happen in any social, evaluative circumstances, for example interviewing for a job or speaking in foreign language classes (MacIntyre & Gardner, 1991).

## **2.7 Source of Foreign Language Anxiety**

Learners may have feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Since foreign language anxiety not only affects students' attitude and language learning but also is considered to have more debilitating effects than facilitating effects. Researchers and language instructors throughout the centuries have attempted to investigate its consequences on language learning. To get larger level of performance, instructors should know about language learning anxiety variables which can have negative effects on the students'

performance (Supon, 2004). According to a study by Na (2007), which was carried out with 115 high school students in China, anxiety can make the learners to lose confidence in their capacities, can cause them feel discouraged, stay away from participation and even give up the attempt to learn a language well.

According to the results of a study by Chan & Wu, (2004) on anxious characteristics, fear of negative assessment, low level of language proficiency, competitive games, and pressure from parents and self are considered as the fundamental reason of foreign language anxiety. The variables of task difficulty influences learners to grow either facilitative or a debilitating anxiety. Once the task which is given is comparatively simple, foreign language anxiety could be facilitating. But when the task is very difficult, anxiety might harm performance (MacIntyre, 1995). Besides task difficulty, there are some other sources of anxiety like teachers' assessment and attitude, interactions between teacher and students in the classroom, expectations from the parents', classmates' attitude, students' own accomplishment (Chan & Wu, 2004). Results of Awan's et. al., (2010) suggested that talking in front of others, incorrect pronunciation as well as grammatical mistakes, and not having the ability to reply quickly are the greatest reasons of anxiety.

Likewise, other research studies have also demonstrated that gender plays a vital part in anxiety with various results emerging from the belief of gender contrasts in anxiety. The research conducted at a university in Turkey by Çubukçu, (2008) pointed that gender doesn't play any important role regarding the level of anxiety and self-efficacy. Whilst in Taiwan, a study by Hsu, (2009), which was carried out among 82 EFL college technical students, claims that males had higher level of test anxiety and fear of negative evaluation compared to female students, also female students had higher

level of communication apprehension anxiety. Awan, et al., (2010) came up with the same result and they proposed that females have greater capacity and better confidence to learn a new language and adapting with the feelings of worry and anxiety. On the same fashion, Na (2007) found that males have higher level of anxiety compared to females. On the other hand, the findings from (Wu, 2010) revealed that females' level of anxiety is higher than males. Numerous other researcher studies indicated toward the other side of the picture and found out that generally there are no distinctions in foreign language anxiety or foreign language acquisition in terms of gender (Batumlu & Erden, 2007; & Dewaele, 2007).

Based on Young's (1991) investigation there are six items that cause anxiety: personal and interpersonal anxiety, the beliefs that learners hold about learning, teachers' beliefs about teaching, instructor-learner interaction, procedures of the classroom, and language testing anxiety. While he categorized sources of anxiety enacting situations into three groups in a study in (1994) which are learner-related, instructor-related, and instructional practice-related. Notwithstanding in (1999) he recommended that talking or performing a presentation in front of the class is accounted as high level of anxiety.

The work of different researchers' has shown that there are too many anxiety-provoking references in the classroom such as speaking activities, negative experience in the classroom, having native speakers' in the classroom, inability to comprehend, learner's style of learning, and the context of learning (Oxford, 1999; Phillips, 1999; Samimy, 1994; Reid, 1995). Wu's (2010) research study introduced that other factors such as motivation and proficiency level of English have notable impact on learner's learning strategies and their anxiety levels.

In the study which was conducted in China by Liu, (2006) shows that students become more anxious when they are required to respond to the teacher or when they are asked to speak in the class. While for Indonesian students in Marwan's work lack of confidence, lack of preparation and fear of failing was considered as the main variables which cause anxiety (Marwan, 2007). It can be concluded that anxiety is in fact a reason of poor language learning in some individuals (Horwitz, 2001). Since anxiety plays a crucial role in the process of learning a second language more and more researchers have attempted to investigate its effects.

## **2.8 Effect of Foreign Language Anxiety**

Many researchers throughout the centuries have analyzed the role of anxiety in language learning since early 1970s (e.g. MacIntyre & Gardner, 1991; Phillips, 1992; Aida, 1994; Pekrun, Stephens, 2015). In their discoveries, the existence of a negative relationship between FL anxiety and the levels of achievement have been shown. Whilst a few studies have demonstrated that there are a positive correlation between language anxiety and language achievement (e.g., Oxford, 1999; Liu, 2006), the vast majority of them have confirmed that language anxiety is negatively related to language achievement (e.g., Horwitz, 2001; MacIntyre, Noels & Clement, 1997).

Anxiety can create many issues in the acquisition, maintenance and production of the language, which eventually influences learners' grades, compared with more relaxed companions (MacIntyre & Gardner, 1991a) cited in (Awan, et al., 2010). Those Learners who feel anxious in their process of foreign language learning may discover their study is less entertaining, which will thus negatively impact them. Language learning anxiety can impact learners' learning generally and their fluency of speech especially (Onwuegbuzie, Bailey & Daly, 1999). Likewise, Kondo and Ling (2004)

asserted that learners who feel anxious may have issues such as decreased word production and problem in understanding spoken instructions.

Anxiety is further said to exert a powerful impact on individual's perceived competence, which will thus negatively influence their willingness to participate in language classrooms (Hashimoto, 2002). In a study by MacIntyre (1998), five vital affective factors of anxiety on foreign language learning and performance were examined. Firstly, academic performance as language anxiety is considered as one of the best language proficiency predictors while high levels of language anxiety are related with low levels of academic achievement in foreign language learning. The second factor is social impact. Learners with high level of anxiety are not intrigued to participate in interpersonal correspondence with others. Thirdly, cognitive affect can be another factor since anxiety can occur at any phase of language acquisition. It can turn into an affective filter that doesn't promote particular information to enter learners' cognitive processing system. Fourthly, anxiety arousal can affect the quality of communication output. Finally, personal effect, as language learning experience could under some circumstances become a traumatic experience and disturb ones self-esteem or self-confidence as a learner. Zheng's (2008) work also asserted that language learning experience may become a traumatic experience and may deeply disrupt one's self-esteem or self-confidence as a learner.

Tsai (2013) undertook research on the impact of foreign language anxiety, test anxiety, and self- efficacy among senior high school students in Taiwan. The findings of the study show that there were significant differences among foreign learning anxiety, foreign language test anxiety, and learning self-efficacy taking various genders and language proficiency levels into consideration. There was a positive relationship

between foreign language learning anxiety and foreign language test anxiety regardless their level of English proficiency and gender. Besides this, there was also a negative correlation found between foreign learning anxiety and learning self-efficacy.

Other research studies (Kleinmann, 1977; MacIntyre & Gardner, 1991a, 1991b; Marcos-Llinás & Garau, 2009; Young, 1986) have also shown that learners with high level of anxiety may have difficulty in acquiring second language process including failure in listening comprehension, limited word production and poor performance in testing. In most cases, anxiety negatively affects learners' achievement and leaves its debilitating effects on students learning.

Researchers have also explored the relationship between anxiety and motivation as motivation is seen as a key element to facilitating anxiety which might reduce debilitating anxiety. In an earlier study, Liu (2010) mentioned that motivation and anxiety were moderately correlated. While in another study which he conducted in (2011), he presented that students who have more English learning experience feel less anxious when learning the target language.

Jain & Sidhu (2013) looked at the relationship between anxiety, attitude and motivation of tertiary students in learning English as a second language in a local university situated in Malaysia where English language is used as the medium of instruction. They found that anxiety have adverse effect on attitude and motivation among the tertiary students in learning English as a second language regarding to discipline, gender and language proficiency. Liu & Chen (2015) investigated EFL learner language anxiety and learning motivation of high school students. The subjects

included 155 students from the same private senior high school in central Taiwan. Their work shows that learners' anxiety can have some adverse impact on motivation.

Anxiety prevents students from receiving input; as a result of this language acquisition fails to grow (Krashen, 1981). High language anxiety may adversely affect students' self-esteem, self-confidence, and finally hinder proficiency in language acquisition (Crookall & Oxford, 1991). Most of studies reveal that high-anxious learners either expect or receive lower grades than their less anxious peers. It is important for teachers and educators to create a less threatening environment in which language learners may learn more efficiently as those who have higher levels of anxiety are likely to be reticent or unwilling to communicate in the classroom (Ellis, 1994).

Liu (2011) in his study explored the association between language anxiety and motivation among Taiwan junior high school students and concluded that students with more English learning experience were less likely to feel anxious when learning the target language. Wu (2010) points out that motivation, effort, and English proficiency have significant influence on levels of anxiety. Students who are highly anxious usually show a lacking learning style which is connected with strategies such as repetition, rote memory and memory devices (Schmeck, 1988) as these are strategies employed by learners for learning. In another study negative and significant correlation was found between all categories of language learning strategies and language anxiety (Noormohammadi, 2009). Learning strategies not only help learners to learn the target language but also to cope with their language learning anxieties (Lucas et. al. 2011).



## **2.9 Coping with Anxiety**

Many researchers have conducted research find ways of reducing the level of anxiety among learners. Creating a more comfortable and supportive atmosphere in the English classroom can be very helpful as suggested by (Tsiplakides & Keramida, 2009), who noted that blaming and providing direct correction to students in front of other classmates should be avoided. Students need more praise and more confidence in their own competence. Further, teacher-student relationship is also an important factor. With more interaction between teachers and students, the atmosphere in the classroom can be more relaxing and lighthearted. Learners who have no pressure show more confidence and willingness to practice in the classroom. In other words, language must be acquired naturally just as a child who acquires her/his first language.

Krashen (1985) promoted the Affective Filter Hypothesis to focus on the importance of classroom environment that is less threatening to anxious students. Classroom environment should be quite friendly, encouraging and motivating. Learners should know that making a mistake is not a matter of life and death as it is an interlanguage developmental stage and that they are not the only ones making mistakes in learning a foreign language (Awan, et al., 2010).

It is crucial to reduce anxiety for learners who have low proficiency and no confidence about themselves. Riasati (2011) in his study on language learning anxiety from EFL learners' perspective offered some factors for reducing the level of anxiety. He states that techniques that can be used to reduce students' anxiety level include running pair/group work activities and increasing learners' level of motivation. Researchers like Aida (1994) and Horwitz et al., (1986) have emphasized the importance of

teacher-student relationship in the increase and decrease of learners' anxiety level. Chan & Wu (2004) in their study among fifth grades elementary school of Taipei country reported that teachers' awareness of foreign language anxiety is insufficient. Teachers need to be aware of this increasing and static phenomenon in language classroom.

Findings of the study by Khodadady & Khajavy (2013) among Iranian EFL learners show that motivation is negatively and significantly related to anxiety. Intrinsic motivation and identified regulation were negatively related to language anxiety showing that by increasing students' motivation their anxiety decreases. Therefore, language teachers should motivate their students in order to decrease their anxiety in the language classes. Teachers can decrease language learners' anxiety by creating a supportive and relaxing learning environment, providing training in learning strategies, and setting goals that are not too easy or too difficult (Dörnyei, 1994).

## **2.10 Studies of Foreign Language Anxiety**

Anxiety is not only limited to language learners, it also affects prospective teachers especially in a foreign context. Kunt & Tüm's study (2010) on non-native student teachers' feelings of foreign language anxiety found out that nonnative student teachers do experience foreign language anxiety at various levels which influence them negatively in their teaching performance. In a study by Akinmulegun (2015) study with 31 English language pre-service teachers at Eastern Mediterranean University of North Cyprus it was found that participants have higher levels of foreign language anxiety when compared to the foreign language American students (Horwitz, 1988), EFL students in Taiwan (Yang , 1992), EFL students in Korea (Truitt, 1995), American students of Japanese (Kern,1995), American students of French (Oh, 1996),

and Turkish-speaking students of English (Kunt, 1997). Klanrit & Sroinam (2012) conducted a study with EFL teacher and found that the participants experienced considerable levels of foreign language anxiety. Four factors were found to cause teachers' anxiety in using English in the language classroom which ranges from high teacher expectations about students' language limitations and low motivation, medium level concerns about students' attitudes towards studying English, low level concerns about teachers' language proficiency, and medium level concerns about teaching and learning management. EFL teachers are thus more anxious over their level of proficiency which might inform their choices of language teaching methodologies.

Due to the fact that anxiety can delay and also obstruct performance and achievement, classroom speaking anxiety is a topic deserving of continuing investigation. Learning a foreign language is a big challenge than learning one's native or first language which one barely remembers how he/she learned it. It has been argued by scholars that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. To practice speaking is a central part of foreign lessons in schools today. It is however also in this status quo that students easily become speechless due to apprehension. For example, in a work cited by Yahya, M. (2013) the comment of a student was highlighted which said, "I like English, but I don't take part in speaking, because I'm so bad at speaking, and my friends will laugh at me." (An unidentified student quoted in Tsiplakides & Keramida, 2009, p. 41).

From this extract, it is seen that much of the anxiety in language learning all culminate from communication. Students perceive speaking skill as an anxiety provoking factor, pronunciation, immediate questions, fears of making mistakes and negative evaluation

are the major causes of EFL speaking anxiety in a Turkish EFL context (Öztürk & Gürbüz, 2014). Young (1991) said that learners do not participate in classroom activities because of the fear of committing verbal errors.

## **2.11 Summary of Literature Review**

Anxiety is considered to be one of the crucial factors that influence learning of foreign languages. A number of researchers have proposed that the presence of foreign language anxiety is not a favorable phenomenon and it must be overcome by students at different stages of learning and for different language learning situations so that they can take full advantage of foreign language instruction (Horwitz et al, 1986).

Clearly, teachers' familiarity of foreign language anxiety is deficient. It is hence imperative to increase teachers' awareness because foreign language anxiety is a crucial component which influence students' learning and make learners not to be able to get whole input which prompts deficiencies in output performance. There are enormous reasons for anxiety which depends of the individual difference as what make one learner to be anxious might not make another one to have anxious. Researchers subsequently proposed diverse thought for decreasing the level of anxiety among students who have distinctive reasons for learning English.

There is little research focused on the level of anxiety among Kurdish learner from Kurdistan region of Iraq and the factors that might be responsible for their anxiety. Therefore, this research aims to look at the perspectives of Kurdish learners of English regarding language anxiety and the factors that might be responsible for their anxiety.

## **Chapter 3**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methodology, which contains context of the study, the explanation of research question, participants, instruments, Procedures for data Collection, and data analysis.

#### **3.2 Context of the Study**

This research study was administered at Bastora high school for girls and Bastora high school for boys located in Irbil, Kurdistan region of Iraq, also known as Hewler.

Kurds are an Indo-European ethno-linguistic group in the Middle East- Western Asia, a region known as Kurdistan, which borders Turkey, Syria, Iraq, and Iran. This is often referred to as the “homeland of the Kurds”.

The Kurdish languages belong to the Iranian branch of the Indo-European family. Kurdish is divided into three groups: Northern Kurdish (kurmanji) is the largest dialect group, spoken by Kurds in Turkey, Syria, northern Iraq and north western Iran (Thackston, 2006). Central Kurdish (Sorani) is spoken by Kurds in much of Iraqi Kurdistan and the Iranian Kurdistan. Southern Kurdish (Pehlewani) is spoken by kurds in Kermanshah and Ilam provinces of Iran and in the Khanaqin district of eastern Iraq.

Iraqi Kurdistan, formally known as the Kurdistan Region, is located in the north of Iraq and constitutes the country's only autonomous region. Bordering the Kurdish-

inhabited regions of Iran to the east, Turkey to the north, and Syria to the west, it is frequently referred to as Southern Kurdistan. The region is officially governed by the Kurdistan Regional government, with the capital being Erbil.

Sorani is mainly written using a modified Persian alphabet with 33 letters introduced by Sa'id Kaban Sedqi. Unlike the Arabic alphabet, which is an abjad, Sorani is almost a true alphabet in which vowels are mandatory, making the script easier to read. Kurmanji dialect of Kurdish language is written in an extended Latin alphabet, consisting of 26 letters of the ISO basic Latin Alphabet with diacritics, consisting a total of 31 letters(each having an uppercase and a lowercase form).

Kurdistan has two official languages which are Kurdish and Arabic. Sorani and Kurmanji are the two dialects that are mainly spoken by Kurdish people. Sorani is used in four cities in Kurdistan: Erbil, Slemani, Halabja, and Kurkuk. On the other hand, Kurmanji is used in Duhok as well as in certain parts of Erbil's city. The Arabic language is widely understood as well as spoken by Kurdish people. The government of Kurdistan encourages linguistic diversity and rights, and schools set up teach mostly in Kurdish, English, Turkish and Arabic.

In Erbil which is the context of this study, two dialects are used mostly which is Sorani and Kurmanji. Sorani is the dialect which has the most speakers in Erbil. Generally, in the context of the study there are three schools. And because of the lack of the buildings in this context the schools have two shift of study times. The place is approximately 10 km. far away from the center of Erbil the capital city. In Erbil, the public schools are separated into boys and girls schools. But in private schools there are both mixed and separated schools for both genders. In this study the researcher used two public high

schools, one for girls and the other for boys. The total populations for the girls school is nearly 180 while for boys the total populations is 200. The researcher chose only grade 11 from each of the schools selected for this study. In each class there are nearly 20 to 25 students.

All the schools in this context have five English lessons within a week. And each lesson is forty five minutes. Also the other language lesson such as Kurdish and Arabic is the same; open five hours a week. Totally students study English two hour and twenty five minutes in a week.

### **3.3 Research Questions**

The study was carried out to investigate foreign language anxiety levels of high school students from a Kurdish setting in Kurdistan region of Iraq. Therefore, in this study the researcher aims to provide the answer of these following questions.

- 1- Do Kurdish learners of English in Kurdistan region of Iraq experience language anxiety?
- 2- What is the level of anxiety of Kurdish students studying English as foreign language?
- 3- What are the factors that are responsible for Kurdish high school students' foreign language anxiety in Bastora's high school for girls and Bastora's high school for boys in Kurdistan region of Iraq?
- 4- Is there any difference between male and female anxiety level?

### 3.4 Participants

The sample population of this study consisted of 87 Kurdish High school students in grade 11 in the public schools in Irbil. All the participants in this study are native speakers of Kurdish in Kurdistan region of Iraq studying English as a foreign language (EFL), and they have been studying English from grade 1. In another words, all the participants have been exposed to English for nearly 11 years. The participants in this study were chosen from two different schools in order to have a mixed gender distribution in the study.

The researcher's decision for choosing participants from public schools is because in most of the private schools, instructors use English for all subject matters but in public school only English teachers use English. Therefore the researcher believes in public school she would be able to capture the real level of students anxiety and the reasons behind it. The participants are from Bastora high school for girls and Bastora high school for boys in Irbil from Kurdistan region of Iraq.

There were 87 students who participated in this study. Of the participants 46 (52.9%) were males, and 41 (47.1%) were females. (See table 1).

Table 1: Frequency distribution of gender

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	46	52.9
Female	41	47.1
Total	87	100.0



Table 2: Frequency distribution of age

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
16	32	36.8
17	42	48.3
18	8	9.2
19	4	4.6
20	1	1.1
<b>Total</b>	<b>87</b>	<b>100</b>

Table 2 shows the age of the participants. Even though, most of the participants were between sixteen to seventeen years, there were students from different ages. The reason behind this is that in Irbil students can study in public school till the age of 24. The government's decision behind this is to give more opportunities for those students who left school for any reason to continue their study.

### **3.5 Instruments for Data Collection**

The reason for conducting this research was to gather information about the levels of anxiety among Kurdish high school students and also to know the factors that are responsible for this anxiety. The instruments used in this study were questionnaire and the researcher's field notes.

#### **3.5.1 Questionnaire**

The questionnaire for this study includes background question, the Foreign Language Classroom Anxiety Scale (FLCAS), and open ended questions.

- *Background Questions*

Some background questions was developed by the researcher and attached to the FLCAS questionnaire to gather information on participants. It includes three items gender, age, and students' grade level.

• *The Foreign Language Classroom Anxiety Scale (FLCAS)*

Foreign Language Classroom Anxiety Scale (FLCAS) was designed by (Horwitz et al., 1986) in order to measure the level of school students' anxiety. In FLCAS, there are 33 items that ranges from strongly agree (5 points), agree (4 points), neither agree nor disagree (3 points), disagree (2 points), strongly disagree (1 points).

Items which recorded high anxiety score were 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 ranges from strongly agree (5 points) to strongly disagree (1 points). Items which recorded lack of anxiety were 2, 5, 8, 11, 14, 18, 22, 28, and 32 ranges from strongly disagree (5 points) to strongly agree (1points). This conveys the total scale scores to fall into the range 33 to 165. In this way, the higher the aggregate focuses were, the students were more anxious (Howritz, 2008). Totally, these 33 items reflect three types of anxiety which is test anxiety, communication apprehension, and fear of negative evaluation. Although there are some items that were modified among these items because in Irbil, English is not the only language that students have to learn but also Arabic language which is a second language they have to learn. The following is the explanation of the modification.

Firstly, the term "language class" and "foreign language class" were changed to 'English language class' which can be seen in items 1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13, 16, 17, 18, 20, 22, 25, 26, 27 and 28 in the original version. Secondly, the term "language teacher" was changed to the "English teacher" in items 19, 29, and 33 in the original version. Thirdly, the term "foreign language" was changed to "English language" in the items 4, 14, 23, 24, 30, 31, and 32 in the original version. Finally, the term "language test" changed to "English language test" for the item 21 in the original instrument.

The FLCAS questionnaire has been found to be a reliable in different studies. In Horwitz (1986), with 108 students, the reliability measure was .93 and a test-retest of the same items showed alpha coefficient to be .83. In the study by Aida (1994) with 96 participants, the reliability was .94. FLCAS used for this study is therefore a reliable item for the present study. The reliability measure for the present study with 87 participants shows an alpha coefficient of .74. Regarding the validity of the study, experts' judgment was obtained; one statistician, one second language specialist and an educational psychologist reached a consensus about the validity of the FLCAS for this study.

- *Open Ended Questions*

The open ended questions attached to the questionnaire are questions which relates to what bothers the students inside and outside the classroom. The aim for using open ended questions was to gather more information about the reasons why the participants feel bothered about using English not only inside the classrooms but in general in order to give them the opportunity to express their feelings.

The questionnaire and open ended questions were translated to the participant's native language by one of the Kurdish specialist graduated students from ELT department of Eastern Mediterranean University who is an English teacher in Irbil in Kurdistan region of Iraq in order for the participants to understand it better. Then, the researcher gives it to one of the Kurdish specialist PhD students in ELT department of Eastern Mediterranean University to back translated and make some corrections before administering it to the students.

### **3.5.2 Researcher's Field Notes**

The researcher observed the students' reactions, actions, and questions regarding the questioner in the foreign language classroom anxiety scale. During the forty five

minutes of filling out the questionnaire, notes were taking by the researcher. The focus of the notes was related to items in the research questions and different items in the questionnaire. Females seem to be more worried when they were filling the questioner, whereas males look more comfortable and confident compared to females.

- *Researcher's Field Notes for Foreign Language Classroom Anxiety Scale (FLCAS)*

The researcher's field notes reveal that participants took less time for answering the FLCAS items comparing to the open ended questions. And they became more worried when they started to write their answers.

- *Researcher's Field Notes for Open Ended Questions*

The researcher's field notes regarding the open ended questions reveal that some of the students hate English because of their teacher's attitude. Some of them said "I hate English because our teacher is so angry with us all the times", and another one said "let me write everything that I have in my heart which I can't say it in front of my teacher". The answers of the open ended questions also showed that teachers personality bother them more inside the class.

### **3.6 Procedures for Data Collection**

The author conducted the research in the school she was working in and in another school. The first day the researcher went to her school and asked the headmaster of the school for permission. With permission of the head master the researcher went to the class to carry out the research. Because she has worked there for approximately three years she didn't need much introduction of herself. She informed the students about the purpose of the study. Then, the researcher distributed the questionnaire to the students with a consent letter to show their intention to participate without coercion. And at the end of the class the researcher collected the questionnaires from the students.

A day after the first administration of the questionnaire in the first school, the researcher went to the second school which was for boys. Permission for carrying out the research in this school was also gotten from the headmaster of the school. The headmaster introduced the researcher to the participants and asked for their consent and cooperation. And he stayed there with the researcher for nearly 20 minutes. In general, the participants took 30 to 45 minutes to finish the questionnaires. The male students took more time to answer the questionnaires compared to the female students.

### **3.7 Data Analysis**

The data collected quantitatively were entered into the Statistic Package for Social Sciences (SPSS) version 21 for statistical analysis. The analysis as it relates to this study was carefully selected to include the mean, standard deviations, maximum, minimum and the percentages of the items in the questionnaire.

The open ended questions were also translated by the researcher since participants answered them in their native language and it was given to an expert for authentication of the translated version of the participants' responses.

## **Chapter 4**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This section introduces the outcomes of the study which was acquired from the analysis of the data. This chapter starts with the statistical and descriptive analysis of FLCAS. Followed is the comparison of the anxiety level of males and females. The section also considered the top five high anxious students and top bottom low anxious students followed by the report of the open ended questions and the conclusion.

#### **4.2 Statistical and Descriptive Analysis of FLCAS**

Foreign language anxiety is "a discrete complex of self-perceptions, feelings, and behaviors related to classroom learning originating from the uniqueness of the language learning process" Horwitz (1986, p. 128)). The construct of classroom anxiety which depicts three performance divisions as identified by Horwitz; 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation could be seen in the FLCAS items used for this study. Items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32 shows responses of participants on "communication apprehension", items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28 is on "text anxiety" and items 2, 7, 13, 19, 23, 31, and 33 shows responses on "fear of negative evaluation".

#### **4.3 Scale Analysis FLCAS**

Thirty three items about foreign language classroom anxiety FLCAS as earlier remarked with 5 Likert scale; "strongly agree" 5 point, "agree" 4 point, "neither agree nor disagree" 3 point, "disagree" 2 point "strongly disagree" 1 point (Horwitz 1987).

Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 therefore denotes high anxiety as it ranges from 5 (strongly agree) to 1 (strongly disagree). Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 are also graded in like manner to denote lack of anxiety as it ranges from 5 (strongly disagree) to 1 (strongly agree). 33 to 165 will therefore be the aggregate scale scores, as the higher the points the more anxious students.

Table 3: Composite Score of FLCAS

	N	Minimum	Maximum	Mean	SD
FLCAS	87	60	134	96.48	14.47

In the table above, the mean of the students for FLCAS is 96.48 with standard deviation of 14.47. Likewise, the minimum for the 87 participants is 60 while the maximum is 134.

The composite score of the participants in this study with a mean of 96.48 to the FLCAS depicts that the participants do have a relative high anxiety level in relation with Horwitz (1987) justification of the aggregate score which shows 33 to 165 to be the aggregate scale scores, as the higher the points the more anxious the students are. The study also show a low score obtained on the SD score which might depict homogeneity in the participants' response to the FLCAS.

Table 4: Frequency distribution (in %), FLCAS means and standard deviation

<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>M</b>	<b>SD</b>
1. I never feel quite sure of myself when I am speaking in my foreign language class.	13.8	24.1	19.5	34.5	8.0	3.01	1.22

2. I don't worry about making mistakes in language class.	16.1	42.5	24.1	14.9	2.3	2.45	1.01
3. I tremble when I know that I'm going to be called on in language class.	31.0	32.2	10.3	14.9	11.5	3.56	1.37
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	28.7	27.6	17.2	16.1	10.3	3.48	1.34
5. It wouldn't bother me at all to take more foreign language classes.	37.9	20.7	5.7	12.6	23.0	2.62	1.63
6. During language class, I find myself thinking about things that have nothing to do with the course.	29.9	24.1	21.8	11.5	12.6	3.47	1.36
8. I am usually at ease during tests in my language class	35.6	23.0	12.6	19.5	9.2	2.44	1.39
9. I start to panic when I have to speak without preparation in language class.	18.4	20.7	14.9	26.4	19.5	2.92	1.42
10. I worry about the consequences of failing my foreign language class.	20.7	13.8	11.5	24.1	29.9	2.71	1.53
11. I don't understand why some people get so upset over foreign language class.	21.8	13.8	44.8	12.6	6.9	2.69	1.15
12. In language class, I can get so nervous I forget things I know.	33.3	26.4	13.8	13.8	12.6	3.54	1.40
13. It embarrasses me to volunteer answers in my language class.	40.2	26.4	2.3	14.9	16.1	3.60	1.53
14. I would not be nervous speaking the foreign language with native speakers.	29.9	25.3	14.9	16.1	13.8	2.59	1.42
15. I get upset when I don't understand what the teacher is correcting.	24.1	20.7	16.1	18.4	20.7	3.09	1.48



16. Even if I am well prepared for language class, I feel anxious about it.	33.3	18.4	14.9	21.8	11.5	3.40	1.43
17. I often feel like not going to my language class.	42.5	19.5	14.9	4.6	18.4	3.63	1.52
18. I feel confident when I speak in foreign language class.	39.1	24.1	16.1	9.2	11.5	2.30	1.37
19. I am afraid that my language teacher is ready to correct every mistake I make.	20.7	21.8	16.1	23.0	18.4	3.03	1.43
20. I can feel my heart pounding when I'm going to be called on in language class.	31.0	17.2	14.9	19.5	17.2	3.25	1.50
22. I don't feel pressure to prepare very well for language class	35.6	20.7	18.4	11.5	13.8	2.47	1.43
23. I always feel that the other students speak the foreign language better than I do	31.0	16.1	13.8	20.7	18.4	3.21	1.53
24. I feel very self – conscious about speaking the foreign language in front of other students.	10.3	11.5	12.6	25.3	40.2	2.26	1.37
25. Language class moves so quickly I worry about getting left behind.	24.1	28.7	17.2	17.2	12.6	3.34	1.35
26. I feel more tense and nervous in my language class than in my other classes.	33.3	19.5	20.7	11.5	14.9	3.45	1.44
27. I get nervous and confused when I am speaking in my language class	25.3	25.3	18.4	21.8	9.2	3.36	1.32
28. When I'm on my way to language class, I feel very sure and relaxed.	34.5	24.1	17.2	10.3	13.8	2.45	1.41
29. I get nervous when I don't understand every word the language teacher says.	24.1	19.5	14.9	18.4	23.0	3.03	1.51

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	20.7	21.8	9.2	17.2	31.0	2.84	1.57
31. I am afraid that the other students will laugh at me when I speak the foreign language.	41.4	16.1	8.0	16.1	18.4	3.46	1.59
32. I would probably feel comfortable around native speakers of the foreign language.	39.1	23.0	23.0	6.9	8.0	2.22	1.26
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	18.4	18.4	14.9	25.3	23.0	2.84	1.45

Note: 1= strongly agree; 2= agree; 3= neither agree nor disagree; 4= disagree; 5= strongly disagree, M= mean, SD= Standard deviation.

Below are the statistical analysis and the descriptive result of the participants' response as reported in the FLCAS.

In accordance to Horwitz division, being the developer of the research instrument FLCAS, students with an average mean below 3 are said not to be anxious, while in reverse, students whose means score are around 3 are said to be slightly anxious and highly anxious students have their means score near or above 4. In order to check for the anxiety level of the participants, the researcher first make a reverse score of the items needed of inverse scoring as the SPSS was used to show the statistical analysis of the students' anxiety level.

The mixed result of the communication apprehension in item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32 shows that the students are slightly anxious and highly anxious and likely not anxious regarding some items. Item 1 and 9 report from the analysis shows

that the participants are slightly anxious when speaking in their foreign language class and when they are to speak in language class without preparation with a mean score of 3.01 and 2.92 respectively. The score of item 4 and item 27 with the statement on students' fright when they can't cope with what the teacher is saying in the foreign language class and getting nervous and confused when speaking in language class, with 3.48 and 3.36 respectively shows that the students might be highly anxious with regard to these items. Item 32 has a mean score of 2.22 regarding the statement "I would probably feel comfortable around native speakers of the foreign language" depicts that the participants are not anxious around native speakers and they will feel more comfortable to learn around them. Item 18 with the statement "I feel confident when I speak in foreign language class" with item 24 "I feel self-conscious about speaking the foreign language in front of other people" with a mean score of 2.30 and 1.26 shows that the participants are slightly anxious in this regard.

The next factor representing student test anxiety is fifteen items (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28). The composite score for these items shows a relative score that the participants are slightly anxious and not anxious with a lesser degree of them being highly anxious with regard to test anxiety response. For example, looking at item 3, 12, and 17, it reveals that the participants are highly anxious with the mean score of 3.56, 3.54 and 3.63 respectively. Items 5, 8, 10, 11, 22 and 28 show a lack of anxiety score with the mean of 2.62, 2.44, 2.71, 2.69, 2.47 and 2.45 respectively. The remaining items (6, 16, 20, 21, 25 and 26) depict a highly anxious dichotomy. For example, item 25 and 26 with the statement "language class moves so quickly I worry about getting left behind" and "I feel more tense and nervous in my language class than in my other classes" has a high mean score of 3.34 and 3.45 showing a high anxiety level of the students regarding these items. The mean score of

items six and sixteen of 3.47 and 3.40 respectively on the statement regarding students thought regarding things not relevant to the language class and getting anxious even when properly prepared for language class also showed high anxiety level of the students.

The last factor that matches with students' "fear of negative evaluation" is seven items (items 2, 7, 13, 19, 23, 31, and 33). The report to the FLCAS on these items denotes that the participants do emanate slightly anxiety and high anxiety regarding fear of negative evaluation. Regarding item 13 "it embarrasses me to volunteer answers in my language class with a mean score of 3.60 signifies a high anxiety state of the students. Item 2 and 33 has a mean score of 2.45 and 2.84 respectively denoting a slight anxiety level of the students. Item 7 "I keep thinking that the other students are better at English than I am" has a mean score of 3.10 and item 19 "I am afraid that my English lecturer is ready to correct every mistake I make" with a mean score of 3.03 shows a slight high anxiety level in the students.

#### 4.4 Comparison of the Anxiety Level for Males and Females

Table 5: Mean scores and standard deviation for males and females for FLCAS

Items	MALES		FEMALES		TOTAL	
	Mean	SD	Mean	SD	Mean	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	2.98	1.15	3.05	1.30	3.01	1.22
2. I don't worry about making mistakes in language class.	2.33	.97	2.59	1.05	2.45	1.01
3. I tremble when I know that I'm going to be called on in language class.	3.46	1.38	3.68	1.37	3.56	1.37

4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.35	1.22	3.63	1.46	3.48	1.34
5. It wouldn't bother me at all to take more foreign language classes.	2.61	1.64	2.63	1.64	2.62	1.63
6. During language class, I find myself thinking about things that have nothing to do with the course.	3.28	1.40	3.68	1.31	3.47	1.36
7. I keep thinking that the other students are better at languages than I am	3.00	1.40	3.22	1.39	3.10	1.39
8. I am usually at ease during tests in my language class	2.17	1.29	2.73	1.45	2.44	1.39
9. I start to panic when I have to speak without preparation in language class.	3.30	1.36	2.49	1.36	2.92	1.42
10. I worry about the consequences of failing my foreign language class.	2.98	1.48	2.41	1.55	2.71	1.53
11. I don't understand why some people get so upset over foreign language class.	2.78	1.21	2.59	1.10	2.69	1.15
12. In language class, I can get so nervous I forget things I know.	3.57	1.33	3.51	1.50	3.54	1.40
13. It embarrasses me to volunteer answers in my language class.	3.50	1.53	3.71	1.54	3.60	1.53
14. I would not be nervous speaking the foreign language with native speakers.	2.46	1.30	2.73	1.55	2.59	1.42

15. I get upset when I don't understand what the teacher is correcting.	2.93	1.27	3.27	1.69	3.09	1.48
16. Even if I am well prepared for language class, I feel anxious about it.	3.39	1.44	3.41	1.45	3.40	1.43
17. I often feel like not going to my language class.	3.54	1.56	3.73	1.48	3.63	1.52
18. I feel confident when I speak in foreign language class.	2.22	1.26	2.39	1.50	2.30	1.37
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.91	1.40	3.17	1.47	3.03	1.43
20. I can feel my heart pounding when I'm going to be called on in language class.	3.37	1.54	3.12	1.47	3.25	1.50
21. The more I study for a language test, the more confused I get.	3.37	1.57	3.44	1.48	3.40	1.52
22. I don't feel pressure to prepare very well for language class	2.24	1.35	2.73	1.48	2.47	1.43
23. I always feel that the other students speak the foreign language better than I do	2.96	1.43	3.49	1.60	3.21	1.53
24. I feel very self – conscious about speaking the foreign language in front of other students.	2.07	1.25	2.49	1.47	2.26	1.37
25. Language class moves so quickly I worry about getting left behind.	3.28	1.38	3.41	1.34	3.34	1.35

26. I feel more tense and nervous in my language class than in my other classes.	3.67	1.27	3.20	1.59	3.45	1.44
27. I get nervous and confused when I am speaking in my language class	1.48	1.33	3.22	1.31	3.36	1.32
28. When I'm on my way to language class, I feel very sure and relaxed.	2.35	1.32	2.56	1.52	2.45	1.41
29. I get nervous when I don't understand every word the language teacher says.	3.20	1.53	2.85	1.49	3.03	1.51
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2.48	1.43	3.24	1.64	2.84	1.57
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.43	1.50	3.49	1.71	3.46	1.59
32. I would probably feel comfortable around native speakers of the foreign language.	2.11	1.20	2.34	1.33	2.22	1.26
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	2.85	1.38	2.83	1.53	2.84	1.45

The lowest score means for the males reported in item 27 is 1.48. On the other hand, females score for the same item is 3.22. The score of the item 27 with the statement “I

get nervous and confused when speaking in my language class” shows that males are not anxious while females are slightly anxious regarding this item.

The score of item 24 which is the second lowest item for males is 2.07 and females mean score for the same item is 2.49. The result of the score for males and females for item 24 regarding the statement “ I feel self-conscious about speaking foreign language in front of other students” demonstrates that both genders have low anxious or no anxious.

Item 17 for females with the statement “I often feel like not going to my language class” has the highest means score 3.73. The mean score of males regarding the same item is 3.54 which show that both females and males are highly anxious toward this item. The mean score for both females and males for item 13 with the statement regarding the feeling of embarrassment when volunteered to answer questions in language class, with 3.71 mean scores for females and 3.50 mean scores for males depicts that both females and males have high anxiety in this items too.

Regarding item 6 with the statement on during language class students realize that they thinking about things that don't have any relation with the course, has a mean score 3.68 for females and 3.28 for males. The mean scores show that females are more anxious than males. Males on the other hand have slight anxiety regarding this item.

Also, the result of item 4 with the mean score 3.63 for females regarding the statement on their feeling of freighting when they can't understand what their teacher is saying shows that females are highly anxious regarding to this. And the mean score for the



same item is 3.35 for males which show that males have slightly anxiety compare to females in this regard.

The statistical composite descriptive for all the 33 items of the FLCAS for females show that the mean for all the 41 female participants was 98.57 with a standard deviation of 15.2. The statistics composite descriptive for the FLCAS for all the 46 males' participants on the other hand show that their mean score was 94.85 with standard deviation 13.7.

Table 6: Composite Score of FLCAS for female and male participants

	N	Minimum	Maximum	Mean	SD
Female	41	76	134	98.57	15.21
Male	46	60	120	94.85	13.7

From the Form the comparison of the mean score for males and females it can concluded that female students are more anxious than male students in this study.

Despite the fact that females are more anxious than males there are some items showing that males are more anxious than females such as item (9, 10, 11, 12, and 20). Regarding item 9 with the statement “I start to panic when I have to speak without preparation in language class” I assume what make males to be more anxious than females can be that males in this age act like a man and they think that if they don't know some words, it might embarrassing a lot for them. Regarding item 10 “I worry about the consequences of failing in English class” male students also show high level of anxiety as against female students. Female students are also less anxious than males

regarding item 11, 12 and 20 “I don’t understand why some people get so upset over foreign language class”, “In English class, I can get so nervous I forget things I know” and “I can feel my heart pounding when I’m going to be called on in language class”. Male students are more anxious regarding these items as against females’ level of anxiety.

#### **4.5 Top ten High Anxious Students and top bottom Low Anxious Students with their Open Ended Question**

The table below shows FLCAS 33 items regarding the ten highest anxious students in this study and ten top low anxious students. It is worthy to mention again that the FLCAS gives a composite score ranging from 33(not anxious at all) to 165 (highly anxious).

Table 8: Summary of Foreign Language Classroom Anxiety Scale Scores for females.

Mean	96.48
SD	14.474
<b>High –anxious participants</b>	<b>Score</b>
Participant 4	134.12
participant66	129.15
participant72	123.15
participant27	121.15
participant22	120.15
participant7	117.09
participant38	113.09
participant75	112.12
participant70	111.06
participant76	110.09
<b>Low- anxious participants</b>	<b>Score</b>
Participant 26	76.03
Participant 39	76.06
Participant 3	78.03
Participant 2	78.12
Participant 30	81.03
Participant 36	81.06
Participant 67	81.12
Participant 19	82.03
Participant 24	86.03
Participant 23	88.03

The mean score for the 41 female participants shows that females are highly anxious in accordance to Horwitz division, of the research instrument FLCAS. Students with an average mean below 3 are said not to be anxious, while in reverse, students whose means score are around 3 are said to be slightly anxious and highly anxious students have their means score near or above 4.

For instance, participant 4 who is the highest anxious student mean score is 4.18 (anxiety score 134.12). This participant mentioned that when the teacher explain something and she can't understand this bother her. This means that she is highly anxious. And participant 66 is the second highest anxious student, her mean score is 4.06(anxiety score 129.15) regarding the item "when my friend speaks with me it bother me".

Furthermore, participant 72 with a mean score of 3.88 (anxiety score 123.15) is considered as a highly anxious students with the statement credited to him stated below:

Every subject has a lot of items. I feel it is better if the teacher explain it briefly without repeating a lot or give a lot of examples. Further, writing a lot of things on the board make us confusing.

Participant 27 with mean score 3.82 (anxiety score 121.15) according to Horwitz division is also considered as highly anxious. The mean score 3.79 (anxiety score 120.15) for participant 22 shows that she is an extremely anxious student. In the answer to the open ended question she mentioned that:

In my house my father and brothers speak in English most of the times but I don't know how to speak English. What bothers me really is my brother who is younger than me but he is better than me and understands them. That is why

I feel bothering I believe the reason that he is better than me is that he studies English when he was a child.

The response of participant 22 also shows that the participant believed that younger is better in language learning. Though she has been studying English from around grade 1, she still belief that learning a language at a younger age gives better opportunity to learn a language.

Participant 7 with the mean score 3.64 (anxiety score 117.09) denotes that she is a highly anxious student. Participant 38 with the mean score 3.52(anxiety score 113.09) attributes a larger percentage of his anxiety to fear of negative evaluation. He said:

If I speak English outside May be people miss understand me they may think that I am such a kind of person that feel proud of himself that is why I don't like speaking outside the classroom.

Participant 75 with the mean score 3.52 (anxiety score 112.12) stated that “when the teacher doesn't ask me I feel boring inside the class”. Beside this, Participant 70 with the mean score 3.42(anxiety score 111.06) stated that:

When I speak English outside and some people say you feel proud of yourself or they say that he learn English now it is bothering me.

Participant ten who is the tenth highest participant for females with the mean score 3.42 (anxiety score 110.09) said that “students noise inside the classroom is my only source for bothering”.

While the top bottom low anxious participants are participant 26 with the mean score 2.33 (anxiety score 76.03) who mentioned that:

I don't like speaking in English outside because when I speak in English my friends make fun of me and there is no one outside to speak with them in English. Moreover, may be this person doesn't want to listen to me or doesn't know English I become very bothered.

Participant 39 with the mean score 2.36 (anxiety score 76.06) claimed that:

when the teacher make the lesson very long which make everything become complex to us I mean when teacher talk about one subject more than 30 minutes it bother me a lot.

Participant 3 with the mean score 2.39 (anxiety score 78.03) said “I feel shame if is peak English because I am afraid my friends make fun of me”. This also denotes anxiety because of the fear of negative evaluation. Participant 2 with the mean score 2.48 (anxiety score 78.12) said that “really it bother me when the teacher ask me suddenly to answer the question without raising my hands”. Participant 30 with the mean score 2.48 (anxiety score 81.03) claimed that “What bother me is teachers shouting”. For Participants 2 and 30, their major source of anxiety might likely relate to teachers attitude towards them which is a major source of language anxiety in literature.

Participant 67 with the mean score 2.58 (anxiety score 81.12) claimed that what bothers him inside the classroom is “When students speak between themselves”.

Participant 19 with the mean score 2.52 (anxiety score 82.03) said that “I feel shame if I speak English because I am afraid my friends make fun of me”.

Table 9: Summary of Foreign Language Classroom Anxiety Scale Scores for males.

Mean	96.48
SD	14.474
<b>High – anxious participants</b>	<b>Score</b>
participant16	120.15
participant43	117.15
participant64	117.15
participant87	117.12
participant44	117.09
participant48	111.15
participant17	109.12
participant59	105.06
participant49	105.03
participant20	104.15

<b>Low- anxious participants</b>	<b>Score</b>
participant40	60.09
participant78	67.03
participant13	72.06
participant63	73.06
participant86	79.03
participant18	79.03
participant77	80.03
participant42	83.12
participant9	84.03
participant55	84.12

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Table 9 shows the top highly anxious participants for males. Participant 16 is the highest anxious student with mean score of 3.79 (anxiety score 120.15) which means he is extremely anxious according to FLCAS division. He stated that:

Teacher's mode is crucial for facilitating learning because if the teachers look angry it effect students and make them not to have desire for learning. I don't like English lesson because my teacher never speak with us in a lovely face.

While for participants 43 and 64 their mean score is the same 3.70 (anxiety score 117.15) which shows that they are highly anxious. Also for participant 87 his mean score shows that he is highly anxious too3.67 (anxiety score 117.12). He states that:

When I ask about a question she can't make me understand well then she becomes angry and say why you don't understand it bother me.

Participants 44 with the mean score 3.64(anxiety score 117.09) stated that:

When people ask me a question about the meaning of an English word but I don't know or when I see two students speak English and I can't understand them I swear I feel very bothering. Beside this when there is an English logo or posters written English that I can't understand I have the same feeling.

Participant 48 with the mean score 3.52 (anxiety score 111.15) stated that:

“What make me not to speak English outside the classroom is those people who around me because I feel if I speak in English may be they make fun of me”.

Participant 59 with the mean score 3.24 (anxiety score 105.06) said that “When the teacher suddenly say take a piece of paper, it is quiz time it bother me a lot”.

Participant 49 with the mean score 3.21(anxiety score 105.03) claims that:

What bother me is my best friend who is sitting next to me because he speaks with me whiles the teacher explaining the subject which makes me not to understand the lesson.

While, participant 20 with the mean score 3.30 (anxiety score 104.15) shows that she is a highly anxious student. He states that:

When my brother who is younger than me speaks English I feel very sad because he is studying in a good and private school that is why I think the teacher didn't teach me when I was young.

On the contrary, the low bottom ten low anxious students were participants 40 with mean score 1.91 (anxiety score 60.09) who said “speaking a lot by my friends bother me inside the class”. While the mean score for Participant 78 was 2.06(anxiety score 67.03).

Participant 13 with mean score 2.24 (anxiety score 72.06) stated that:

When I look at an English program on TV and I can't understand I feel sad. Moreover, when I speak English with someone but in a place I can't continue it prevent me for being happy.

Participant 18 with the mean score 2.42 (anxiety score 79.03) wrote that “speaking a lot by my friends bother me inside the class. Participant 55 with the mean score 2.67 (anxiety score 84.12) states “when I see two people speak English better than me this bother”.

## 4.6 Analysis of Open Ended Questions

The reason for including open-ended questions to the Horwitz (1986) FLCAS was to get rid of the distinction of one source of information regarding the anxiety report of the participants. The open ended questions offer more opportunity for the participants to express their feelings and it gives them more freedom in writing. Although, many participants didn't answer the open-ended questions but those who responded gave vital information about their anxiety factors. This study contains the following open-ended questions:

- 1- What are the things that bother you inside the classroom?
- 2- What are the things that bother you outside the classroom?

The discussion below describes the outcomes of the analysis from the open-ended questions. The responses were put into different themes for better understanding.

### 4.6.1 Question 1

#### **What are the things that bother you inside the classroom?**

The participants' responses to the open ended questions show that so many things make them feel bothered while they are inside the class.

- *The Classmates Speech during the Lesson*

So many students referred to their colleague's speech in the class as the major source concern for them in their language class. For instance participant 10, 67, and 55 said "When students speak between themselves it bothers me" and participant 12, 18, and 40 also said "speaking a lot by my friends bother me inside the class". According to these participants their classmates were the sources for their bothering inside the classroom.



In addition to this participant 63 mentioned that during teacher explanation his friends speech bother him a lot as seen in his response.

When my colleagues speak and their speak turns to argument in the class. Furthermore ,when students speak in their place without even getting permission to speak or caring that there is a teacher in the class it bother me because it made the class not enjoyable and disturb my thinking and prevent me from understanding.

This shows that his friends' speech doesn't allow him to learn and makes him not to be able to concentrate. This also makes him not to be able to spend a good time in the class. Further, participant 34, and 76 makes there speech so clear by saying "students noise inside the classroom is my only source for concern because it bothers me a lot". The response of participant 49 surprised me with the notion that his best friend is the major source of bothering as can be seen in his response.

What bother me is my best friend who is sitting next to me because he speaks with me whiles the teacher explaining the subject which makes me not to understand the lesson.

He feels that his best friend is the biggest source of bothering because they don't let him concentrate to the teacher's explanation because they speak with him all the time.

• *Teachers pop quiz*

Students also considered teacher sudden pop quiz as one of the things that cause anxiety in the class as participant 14, and 59 states that "When the teacher suddenly say take a piece of paper it is quiz time it bothers me a lot".

Also participant 20 have nearly the same idea as he claimed that "when teacher say take a piece of paper it bother him a lot". These respondents claimed that when the teacher makes them to do pop quiz this bother them.

- *Teachers questioning when students are not prepared*

The participants also consider teacher way of asking question as one of the things that cause anxiety in class. For instance, participant 9 said that when the teacher ask them question this make them feel bothered as seen in his response.

If the teacher asks me to answer the question that I don't know the answer it bothers me. In another hand, even when the teacher doesn't ask me the question that I know it bothers me too.

For this participant what makes him feel bothered inside the class is when he doesn't know the answer of a question but the teacher asks him.

Furthermore, participant 2 said that “really it bothers me when the teacher asks me suddenly to answer the question without raising my hands”. This shows that if the participant doesn't raise her hand but the teacher ask her to answer the question it bother her. On the contrary, participant 75 saidthat what makes her feel bothered in the class is “when the teacher doesn't ask me I feel boring inside the class”. For this participant if the teacher doesn't ask her questions she feels bothered.

- *Teacher's Explanation in the Class through Explicit Means*

The represents also considered teacher's ways of explanation as one of the causes for their anxiety as can be seen in the answer of participant 5 and 39:

When the teacher explains a subject in order to clarify it he will use another subject to explain. Every subject has a lot of brunch. I feel it is better if the teacher explain it briefly.

When the teacher make the lesson very long which make everything become complex to us I mean when teacher talk about one subject more than 30 minutes it bother me a lot.

They claimed that sometimes the teacher use another subject for making the new subject easier for them but instead helping them this make it more complex for them and they can't learn which is why they suggested that it is better for them if it is explained in a brief way.

Participant 72 gives the reason why it is better for the teacher to explain to the subject in a brief way.

Every subject has a lot of items. I feel it is better if the teacher explain it briefly without repeating a lot or give a lot of examples. Further, writing a lot of things on the board make us confusing.

This participant feels that repeating a lot by the teacher and explaining the subject in detail in different ways makes them feel confusing. Furthermore, participant 11 asserted that when the teacher focus more on one skill than other skills, it bothers him a lot as it can be seen in his response “speaking a lot about grammar during the lesson bothers me a lot”. In addition to this participant, 4 said that “when the teacher explains something and I can't understand this bothers me”. For this student it doesn't matter if the teacher or her knowledge is preventing her from understanding. If she can't get teacher's explanation she feels bothered.

• *Teacher - Student Interactions*

The answer of the open ended question reveals that students consider teachers behavior in the class as another sources for anxiety in class. For instance subject 30 said that “What bother me is teachers shouting”. Also participant 1 stated that “if the teacher looks angry it affects me and makes me not to have desire for learning”. For these two participants what bothers them in the class is when the teacher looks angry or when the teacher shouts because these make them loose motivation for learning.

Beside this, participant 67 sees teacher's negative personality as the source of her anxiety inside the classroom "what bother me inside the class is when the teacher is so tough". And participant 86 stated that "what bothers me is teachers face. I mean if the teacher looks angry it makes me not to have desire to study".

Another participant said that teacher needs to be fair with all of their students. Participant 47 for instance said "When the teachers differentiate between students in class this bother me too much". For this subject what makes him feel bothered in class is when the teacher doesn't look or treat at all of them the same way.

Furthermore, some of the participants stated that when the teacher can't understand they are in the process of learning and are likely to make mistake which is something normal, they feel anxious. This can be seen in the response of participant 37:

When I am speaking in English and the teacher say to me sit down in your place your English isn't good it is what makes me feel bothering inside the classroom.

For her what bothers her inside the class is when the teacher keeps telling her that her English is not good which makes her to always sit in her place.

#### **4.6.2 Question 2**

##### **What are the things that bother you outside the classroom?**

Students considered many factors that bother them outside the classroom. Majority of the participants considered others speech as their major sources of anxiety.

- *Fear of Being Laughed by Others*

Many students referred to this as a major factor preventing them from speaking in English as can be seen in the response of participant 70, and 59 "Those people outside

make fun of us if we speak English”. For this subject what bother them is when people make fun of them when they speaks in English.

Also, participant 36 claimed that “If I speak in English outside the classroom and my friends make fun of me I feel very sad”. Furthermore, what make participant 77 feel anxious speaking in English outside the classroom is his thought as he stated that “if I make a mistake may be they make fun of me”. In addition to this participant 48 stated that

What make me not to speak English outside the classroom is those people who around me because I feel if I speak in English may be they make fun of me.

For this participant what prevents him from speaking English outside the classroom is the fear of being judged by others which might make them make fun of him. Furthermore, participant 26 stated that she doesn’t like speaking in English outside and even if she wants she can’t as she reported

I don’t like speaking in English outside because when I speak in English my friends make fun of me and there is no one outside to speak with them in English. Moreover, may be this person doesn’t want to listen to me or doesn’t know English I become very bothered.

The participants afraid of the judgmental behavoius of her friends towards her speech in English, which relates to fear of negative evaluation.

• *Others Thoughts and Reactions when Speaking English*

Most of the participants feel bothered about what others think of them when they speak in English as can be seen in the response of two participants, participant70 and 38.

When I speak English outside and some people say you feel proud of yourself or they say that he learn English now it is bothering me.

If I speak English outside may be people miss understand me they may think that I am such a kind of person that feel proud of him that is why I don't like speaking outside the classroom.

These two participants' response shows that that when they speak in English outside the classroom people always think they feel proud of themselves which always make them anxious.

- *Attitudes and Beliefs Regarding English Language*

Only one participant claimed that what bother him about speaking in English outside the classroom is others thought about the status of English as a language of unbelievers. This can be seen in the response of participant 62

Many people outside hate English language if they heard it because they say it is the language of unbelievers. I don't think like these peoples but many people around me think in this way.

- *Seeing Others Speak Better English*

Many students referred to their own knowledge as the source for their anxiety both inside and outside the classroom as seen in the responses of participant 44

When people ask me a question about the meaning of an English word but I don't know or when I see two students speak English and I can't understand them I swear I feel very bothering. Beside this when there is an English logo or posters written English that I can't understand I have the same feeling.

This student claimed that when he see other who speak English better than him, it make him feel sad and when he can't understand something which is in English also make him feel sad. Beside this participant 55 also said "when I see two people speak English better than me this bother" for this participant seeing others speak better than him bothers him.

Participant 24 mentioned that she doesn't want to speak in English because she thinks that if she makes a mistake she makes people feel worried about his knowledge of the language "I am afraid of speaking in front of others because may be my mistake in speaking and my style of speaking bothers others". Moreover, participant 20 claims that when she sees her brother speak English better than her it bother her.

When my brother who is younger than me speaks English I feel very sad because he is studying in a good and private school that is why I think the teacher didn't taught me when I was young.

According to this participant his young brother is the source anxiety for her outside the classroom. In addition to this participant 22 claimed that

In my house my father and brothers speak in English most of the times but I don't know how to speak English. What bothers me really is my brother who is younger than me but he is better than me and understands them. That is why I feel bothering I believe the reason that he is better than me is that he studies English when he was a child.

For this participant her father and brothers speak in English most of the times but she can't speak English like them which make her feel bothered. On the other hand his brother who is younger than her can speak better which bothers her about her knowledge of the language.

#### **4.6 Summary**

Considering the cumulative report of the study with the FLCAS score for the total items being 96.48 mean and 14.47 SD, the conclusion that can be drawn from the study is that the Kurdish learners of English experienced language anxiety.

Females' participants answer to the FLACS which includes 33 items shows that they are more anxious than males. FLACS score for the all 33 items for females was 98.57

with the standard deviation 15.21106. On the contrary, the FLCAS for males is 94.85 with the standard deviation 13.74975.

The responses of the participants to the open-ended questions show that participants have test anxiety, communication apprehension anxiety, and fear of negative evaluations. For instance, when they are required to response to the question regarding what makes them feel boring inside and outside the classroom, the themes that resulted from their responses are: teachers pop quiz, teachers questioning when they are not prepared, being laughed by others, others thoughts and reactions when speaking English, attitude and beliefs regarding English language, seeing others speak better English.



## Chapter 5

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter describes the major findings of this study by comparing and contrasting them with the literature. It also summarizes the conclusions of this study, the pedagogical implications and limitations of this study. Finally, there are some suggestions for further research.

#### 5.2 Discussion

In consideration of the statistical analyses carried out on the participants' answers on the FLCAS, the Kurdish high school students in the present study experience foreign language anxiety in English class with 96.48 mean score and a standard deviation of 14.47.

Based on the previous studies regarding the effect of anxiety in language learning, anxiety is considered as one of the crucial factors that negatively impact foreign language learning. There are direct relationships between anxiety and learners' achievement (Horwitz, Horwitz, & Cope, 1986; MacIntyre, Noels, Clement, 1997; Horwitz, 2001). For the purpose of reducing foreign language anxiety, there is need for educators and researchers to identify factors that impart language anxiety.

The answers given to the open ended questions in the present study reveals that the factors that cause anxiety are: learners' attitude and beliefs regarding English

language, seeing others speak better English, being laughed at by others, other's thoughts and reactions when speaking English, teachers - students interactions in class, teachers' pop quiz, teachers' questioning when students are not prepared, teacher's explanation in the class through explicit means. Overall, it can be classified into three groups: learners related, instructor-related, and instructional-practice related. This turns out to be the outcome of this study which supports the findings from the previous studies of Young (1994) who categorizes the sources of anxiety enacting situations into three groups: learner-related, instructor-related, and instructional practice-related. Also, in the study by Chan & Wu (2004), which was conducted with fifth graders in 205 elementary schools of Taipei County, Taiwan, suggests that anxious personality, fear of negative evaluation, low language proficiency, competitive games, teacher-students interactions in class, parents' expectation, classmates' attitude, students' own achievement, and pressure from parents and self are the main causes of foreign language anxiety.

However, Young's (1991) investigation shows six items as sources of anxiety: personal and interpersonal anxiety, learners' beliefs about learning, and instructors' beliefs about teaching, instructor-learner interactive anxiety, classroom procedures, and language testing anxiety. The result from the present study also has a link with some of the report of Young, like instructor-learner interaction, classroom procedures, and language testing.

The result of this study confirms the view of the importance of teacher-student relationship in the increase and decrease of learners' anxiety level which has also been reflected in the studies by Aida, (1994) and Horwitz et. al., (1986). Kurdish high school students' in this study complain that their teachers are angry almost all the times, and

they said that having a good mood is an important variable in motivating them to learn well. Creating a more comfortable and supportive atmosphere in the English classroom can be very helpful as suggested by (Tsiplakides, &Keramida, 2009), noting that blaming and providing direct correction to students in front of other classmates should be avoided. Students need more praise and more confidence in their own competence.

The findings in this study further reveal that females are more anxious than males. Wu (2010) supports the findings of this study that females have higher level of anxiety than males. On the other hand, the findings of the present study contrasts with Awan, et al., (2010) that females are more confident and have greater ability to learn a new language and coping with the feelings of anxiety and nervousness than males. Similarly Na (2007) reached similar findings. On the contrary, many other researchers pointed toward the other side of the picture stating that there are no differences in general in foreign language anxiety or foreign language acquisition according to gender. The research which was conducted at a university in Turkey by Çubukçu, (2008) shows that gender plays no important role in terms of the anxiety level and self-efficacy. In the same fashion, researchers like Batumlu & Erden, (2007); Dewaele, (2007) have the same views.

### **5.3 Conclusions Drawn from the Study**

Based on the findings of this study several conclusions can be drawn. The findings of this study provide clear evidence that Kurdish high school students from the Kurdistan region of Iraq experienced language anxiety. The participants experience slight anxiety about foreign language learning with the highest degree of anxiety associated with fear of negative evaluation. This can also be seen in the report regarding the FLCAS questionnaire.

Further, this study reveals that factors such as learners' attitudes and beliefs regarding English language learning, seeing others speak better English, fear of being laughed by others, others thoughts and reactions when speaking English, teachers-students interactions in class, teachers pop quiz, teachers questioning when students are not prepared, and teacher's explanation in the class through explicit means are the major factors that are responsible for the participant's anxiety level. Some of the variables found as factors responsible for high language anxiety in this study can also be found in other studies by Young (1991), Young (1994), and Chan & Wu (2004).

In addition to this the findings of this study, females are more anxious compare to males. Further, the comparison of the top 10 anxious students from females and males shows that the top 5 anxious students in this study were females. Researcher's field notes further support the findings that females seemed more worried when they were filling the questioners. Wu's, (2010) study among students' in the North Taiwan also reveals that female students are more anxious than males.

#### **5.4 Pedagogical Implications**

Based on the findings of this study some implications can be made for foreign language learning. This study widens our understanding of some major factors that cause anxiety and helps teachers to know what probably causes learners to have anxiety. Kurdish high school learners in this study held different beliefs about the factors that make them feel anxious. However, some of the factors were quite surprising to the researcher. For instance, the participants place much emphasis on "their classmates' speech", with the idea that their best friend is the major cause of anxiety.

Teachers can therefore draw on the findings of this study by employing some strategies to reduce the factors that make the students feel anxious. Creating a more comfortable and supportive atmosphere in the English classroom can be very helpful as suggested by (Tsiplakides & Keramida, 2009). Teachers - students interaction is also considered as one of the essential factors that have influence of the level of anxiety. As Aida (1994) and Horwitz et al. (1986) emphasized that the importance of teacher-student relationship can increase or decrease learner's anxiety level.

### **5.5 Limitations of the Study**

First, inferences drawn from the results of this study are limited in nature especially the particular sample used, which consisted solely of students at two public high schools in Irbil. This is why the result of this study cannot be generalized to all the students from Kurdistan region of Iraq. Due to the fact that in Kurdistan region of Iraq there are many private schools, which means that there might be imbalance in students' backgrounds and their level of proficiency. Also, families who send their children to public schools are mostly from the low or the middle social classes while most of the families from the high or sometimes from the middle social classes do send their children to private schools. Therefore, it is likely that their anxiety level or factors that might be responsible for it differs. Because of these variables we cannot generalize the findings to all Kurdish high school students in the Kurdistan region of Iraq.

### **5.6 Recommendations for Future Research**

Further research should be directed to this area in order to help teachers to become aware of the variables that cause foreign language anxiety for Kurdish learners. Further research also should look into potential interactions between anxiety and student characteristics, such as learners' beliefs about language learning, learning styles,

personality traits, and knowledge and use of language learning strategies, as also suggested in previous studies (Aida, 1994; Phillips, 1992).

Furthermore, more research should be done in order to find out about possible consequences of high level of anxiety for Kurdish high school students. The high level of anxiety in Suleimenova (2012) study in Kazakhstan lead to some consequences, such as uncertainty of one's abilities, difficulty in speaking in the public places, participating in conversations minimally, falling to initiate the conversation, and finally becoming self-conscious and inhibited speakers. Ascertaining the potential consequence of high anxiety in foreign language learners would help to focus more on reducing anxiety prompt situations which will allow students to be able to cope more with anxiety as suggested by Dörnyei, (1994), Tsiplakides & Keramid, (2009), Awan, et al., (2010), Riasati (2011).

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## **APPENDICES**

## Appendix A: Questionnaire

### Background Questionnaire

The questions below are for research purposes only. Your answers will not be made available to anyone. Please answer the following questions.

1. Gender:     Male                Female
2. Age:
3. Grade Level:

### Foreign Language Classroom Anxiety Scale (FLCAS)

Read each statement and then decide if you: SA= Strongly Agree; A= Agree; N= Neither Agree nor Disagree; D= Disagree; SD = Strongly Disagree.

Items	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 class.					
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 confused 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.					

34- What are the things that bother you inside the classroom?

35- What are the things that bother you outside the classroom?



## Appendix B: Kurdish Version of Foreign Language Classroom Anxiety Scale (FLCAS)

### رأپرسی زانیاری كهسی

ئهم پرسیارانهی خوارموتهنها بۆمههستی توژیینه وه به کاردیت. وه لآمه کانت هیچ که سێک نابینیت وه نهینی له لای توژیه ر ده پاریزریت. تکایه وه لآمی ئهوپرسیارانهی خوارموه بدهوه.

1. رهگهز: ئیر می

2. تههن:-----

3. بۆل:-----

### پیهه ری دله راوکینی وانهی زمانی بیانی

هه موورسته کان بخوینه وه وپاشان بریارده که ئایاتۆ : زۆر رازی؛ رازی؛ نازانی؛

نازازی؛ زۆر نازازی بهرامبهه به هه ر رستهیه ک.

زۆر نازازیم	نازازیم	نازانم	رازیم	زۆر رازیم	برگه کان
					1. من ههگیز تهواو لهخۆم دانیانیم کاتیک قسه ده که م له وانه ی زمانی ئینگلیزی.
					2. هه ست به دله راوکیناکه م لهکاتی هه له کردن له وانه ی زمانی ئینگلیزی.
					3. من دهلهزم کاتیک که مامۆستاهه لم ده ستینیت له وانه ی زمانی ئینگلیزی.
					4. من دهنرسم کاتیک تیناگه م مامۆستاچ ده ئی به زمانی ئینگلیزی.
					5. هه رگیز بیزار نابم له وه رگرتتی وانه ی زیاتری زمانی ئینگلیزی.
					6. له ماوه ی وانه ی زمانی ئینگلیزیدا، بیر له شتی واده که مه وه که ههچ په یوه ندی نیه به کورسه که.
					7. به رده وام بیره که مه وه که قوتاییه کانی ترباشترن له من له زمانی ئینگلیزی.

					8. زۆربه ي كاته كان نارامم له ماوه ي تاقيردنه وه كاني زماني ئينگليزي.
					9. ترس دامدهگرئ كاتيك پيوسته قسه بكه م به بي خوناماده كردن له وانه ي زماني ئينگليزي.
					10. هه ست به دلّه راوكئ ده كه م لهباره ي ده رئه نجامه كاني كه وتن له وانه ي زماني ئينگليزي.
					11. نازانم بۆهه ندئ خه لك ئه وه نده بئزارده بن له وانه ي زماني ئينگليزي.
					12. له وانه ي زماني ئينگليزي، نه وه نده شله ژاوده بم ئه وشتانه ي ده بزانم له بيريده كه م.
					13. شه رم ده مگرئ كاتئ يه كه م كه س وه لامئ پرسيار هكان ده ده مه وه له وانه ي زماني ئينگليزي.
					14. هه ست به دلّه راوكئ ناكه م كاتئ به زماني ئينگليزي قسه له كه ل هاولآتبه كي ئينگليز بان هاولآتبه كي نه وزمانه قسه ده كه م.
					15. په سنده بم كاتيك تيناگه م ماموستاچي راسته كاته وه.
					16. هه تانه كه ره باشيش خوم ناماده كردبي بؤوانه ي زماني ئينگليزي، هه رهه ست به دلّه راوكئ ده كه م.
					17. زورجار هه ستي نه وه م هه يه كه نه چمه وانه ي زماني ئينگليزي.
					18. هه ست به بروا به خؤبون ده كه م كاتيك له وانه ي زماني ئينگليزي قسه ده كه م.
					19. ده ترسم كاتيك ماموستاي ئينگليزيم ده يه وي هه موونه وهه لانه ي ده يكه م راست بكاته وه.
					20. هه ست ده كه م دلّم به توندي وبه خيرايي ليده دات كاتيك ماموستا به ته مايه هه لم بستيني له وانه ي زماني ئينگليزي.
					21. هه تازياتر بخوينم بؤتاقيردنه وه ي زماني ئينگليزي، زياتر سه رم ليده شيوئ.
					22. هه ست به گوشار ناكه م كاتئ ده مه ويت خوم ناماده بكه م بؤوانه ي زماني ئينگليزي.

					23. ھە مېشە ھە سىندە كە م قوتابىيە كانى تر باشتىر لە من قسە دە كە ن بە زمانى ئىنگلىزى.
					24. زۆر ئاگادارى خۆم دە بم لە كاتى قسە كىردن بە زمانى ئىنگلىزى لە بە ر دە م قوتابىيە كانى تر.
					25. وانە ى ئىنگلىزى ئە ۋە ن دە بە خىزىيە دە روالە ۋە دە ترسم لە پاش بە جى بمىنم.
					26. زىاتىر لە وانە ى زمانى ئىنگلىزى ۋە ك لە وانە كاتى تر ھە ست بە پەشئىۋى ۋىلە راۋكى دە كە م.
					27. دلە راۋكى ۋسە رلىشىۋاۋدە بم كاتىك لە وانە ى زمانى ئىنگلىزى قسە دە كە م.
					28. كاتىك وانە ى زمانى ئىنگلىزىم ھە بە زۆر ھە ست بە دلنىيە ۋاسۋودە يى دە كە م.
					29. ھە ست بە دلە راۋكى دە كە م كاتىك لە ھە موۋشە كانى مامۇستاتىناگە م.
					30. ھە ست بە بارگرانى دە كە م بە رامبە ر ئە ۋە ھە موۋياسايانە ى كە پىۋىستە فېرىيانىم بۇقسە كىردن بە زمانى ئىنگلىزى.
					31. دە ترسم كە قوتابىيە كانى تر پىم پىيكە ن كاتىك لە وانە ى زمانى ئىنگلىزى قسە دە كە م.
					32. لە وانە بە ھە ست بە ئاسۋودە يى بىكە م كاتىك لە دە ۋرۋبە رى ھاۋلاتىيانى ئىنگلىزى يان ھاۋلاتىيانى زمانى ئىنگلىزىم.
					33. ھە ست بە دلە راۋكى دە كە م كاتىك مامۇستى ئىنگلىزى پىرسىارىكم لېدە كات كە پىشتر خۆم بۇنامادە نە كىردۋە.

34. ئە ۋە شتانه چىن كە بىزارت دە كە ن لە ناۋ پۇلدا(لە وانە ى ئىنگلىزى) ؟

35. ئە ۋە شتانه چىن كە بىزارت دە كە ن لە دە رە ۋە ى پۇلدا ؟

**Appendix C: Percentages of combining strongly agree and agree as well as strongly disagree and disagree of the students' response of FLCAS.**

<b>Items</b>	<b>Strongly Agree + Agree</b>	<b>Neither Agree nor Disagree</b>	<b>Strongly Disagree + Disagree</b>
1. I never feel quite sure of myself when I am speaking in my foreign language class.	37.9	19.5	42.5
2. I don't worry about making mistakes in language class.	58.6	24.1	17.2
3. I tremble when I know that I'm going to be called on in language class.	63.2	10.3	26.4
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	56.3	17.2	26.4
5. It wouldn't bother me at all to take more foreign language classes.	58.6	5.7	35.6
6. During language class, I find myself thinking about things that have nothing to do with the course.	54	21.8	24.1
7. I keep thinking that the other students are better at languages than I am	44.8	18.4	36.7
8. I am usually at ease during tests in my language class	58.6	12.6	28.7
9. I start to panic when I have to speak without preparation in language class.	39.1	14.9	45.9
10. I worry about the consequences of failing my foreign language class.	34.5	11.5	54
11. I don't understand why some people get so upset over foreign language class.	35.6	44.8	19.5
12. In language class, I can get so nervous I forget things I know.	59.7	13.8	26.4
13. It embarrasses me to volunteer answers in my language class.	66.6	2.3	31
14. I would not be nervous speaking the foreign language with native speakers.	55.2	14.9	29.9

15. I get upset when I don't understand what the teacher is correcting.	44.8	16.1	39.1
16. Even if I am well prepared for language class, I feel anxious about it.	51.7	14.9	33.3
17. I often feel like not going to my language class.	62	14.9	23
18. I feel confident when I speak in foreign language class.	63.2	16.1	20.7
19. I am afraid that my language teacher is ready to correct every mistake I make.	42.5	16.1	41.4
20. I can feel my heart pounding when I'm going to be called on in language class.	48.2	14.9	36.7
21. The more I study for a language test, the more confused I get.	52.8	17.2	29.9
22. I don't feel pressure to prepare very well for language class	56.3	18.4	25.3
23. I always feel that the other students speak the foreign language better than I do	47.1	13.8	39.1
24. I feel very self – conscious about speaking the foreign language in front of other students.	21.8	12.6	65.5
25. Language class moves so quickly I worry about getting left behind.	52.8	17.2	29.8
26. I feel more tense and nervous in my language class than in my other classes.	52.8	20.7	26.4
27. I get nervous and confused when I am speaking in my language class	50.6	18.4	31
28. When I'm on my way to language class, I feel very sure and relaxed.	58.6	17.2	24.1
29. I get nervous when I don't understand every word the language teacher says.	43.6	14.9	41.4
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	42.5	9.2	48.2
31. I am afraid that the other students will laugh at me when I speak the foreign language.	57.5	8.0	34.5

32. I would probably feel comfortable around native speakers of the foreign language.	62.1	23.0	14.9
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	36.8	14.9	48.3