DECLARATION:

I, OUDINA Maria, do herby solemnly declare that the work I'm going to present in this thesis is our own, and has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohamed KHIDER University of BISKRA, ALGERIA

Certified:

Miss. OUDINA Maria

Master (2) LMD student, English Department.

Dedication

In the Name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainers of all the worlds

My deep appreciation to my parents who instilled in me the values that made me into what I am today. My heartfelt gratitude to my beloved mother, who patiently tolerated all my misgivings with a smile and stood by me in times of despair. Their prayers, moral support and kind words were of great inspiration during my piece of research. This dissertation is my gift to them, my sisters, my brothers, and the whole family for the love and confidence they had in me.

Without forgetting my dear Christopher who helps me a lot

To fulfill this work

Also, I would like to dedicate this work to my friends, without exception, for making me stronger.

To the post-graduation 2013

To my teachers

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Abstract

Feelings of anxiety, apprehension and nervousness are commonly expressed by foreign language learners in learning to speak a foreign language. These feelings are considered to exert a potentially negative and detrimental effect on communication in the target language. The use of modern communicative language teaching approaches in the language classrooms and the wide-spread use of English Language have increased the demand to learn good communication skills but existence of such feelings in the learners may prevent them from achieving the desired goal. Consideration of learners' anxiety reactions in learning to speak another language by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language. This study has attempted to investigate the factors that language anxiety can possibly stem from, both within the classroom environment and out of classroom in the wider social context, and has recommended a variety of strategies to cope with it. The past researchers, considering it a complex and multi-faceted psychological phenomenon, have suggested to use a variety of perspectives and approaches to investigate the subject. This study used a qualitative semi-structured interview format and questionnaire to investigate the issue. The findings suggested that language anxiety can originate from learners' own sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity, considering the crucial role of teachers in foreign language pedagogy, a need was felt to investigate the beliefs and perceptions of language teachers about learning and teaching a foreign language.

الملخص

مشاعر القلق والخوف والعصبية عادة ما يتم التعبير عنها من قبل متعلمي اللغة الأجنبية وهذا اثناء التحدث بها.
وتعتمد هذه المشاعر إلى ممارسة تأثير يحتمل أن يكون سلبي وضار على التواصل باللغة المراد تعلمها. استخدام نهج
إلى تدريس اللغة التواصلية الحديثة في الفصول ألدراسية وادى الانتشار الواسع في استخدام اللغة الإنجليزية ادى
زيادة الطلب على تعلم مهارات التواصل الجيد ولكن وجود مثل هذه المشاعر لدى المتعلمين قد يمنعهم من تحقيق
الهدف المنشود. يعتبر النظر في ردود فعل القلق للطلاب في تعلم الكلام بلغة اجنبية من قبل معلم اللغة مهم للغاية
من أجل مساعدتهم على تحقيق أهداف الأداء الجيد في اللغة الانجليزية. وقد حاولت هذه الدراسة إلى التحقيق في
ماهية العوامل التي ربما تكون منبع قلق اللغة سواء داخل الفصول الدراسية او خارجها في السياق الاجتماعي الواسع
وأوصت على مجموعة متنوعة من الاستراتيجيات للتعامل مع القلق.وقد اعتبرها الباحثون السابقون انها ظاهرة
نفسية معقدة ومتعددة الأوجه، واقترح استخدام مجموعة متنوعة من وجهات النظر والنهج للتحقيق في الموضوع.
تستخدم هذه الدراسة مقابلة شبه منظمة التنسيق واستبيان للتحقيق في هاته المشكلة. من مجموع اثنين وأربعين مشارك
خمسة وثلاثين منهم طلاب اللغة الانجليزية كلغة اجنبية وسبعة مدرسين ذوي خبرة. وأشارت النتائج إلى أن قلق اللغة
يمكن أن ينشأ من 'حس المتعلم الخاص بنفسه، الادراك الخاص بذات ، صعوبات تعلم اللغة، والاختلافات في طلاب
والثقافات اللغة الأجنبية والاختلافات في الوضع الاجتماعي للمتحدثين والمحاورين، ومن الخوف من فقدان الهوية
الذاتية. نوقشت هذه النتائج لفهم قلق الناتج عن التحدث باللغة ألأجنبية و لتعزيز قدرات المتعلمين الكلامية في اللغة
المستهدفة، وكذلك اقتراحات لأبحاث اخرى في المستقبل و نظرا إلى الدور الحاسم للمعلمين في طرق التدريس اللغة
الأجنبية رأينا انه يجب دراسة معتقدات وتصورات معلمي اللغة حول التعلم والتعليم بلغة أجنبية.

List of Abbreviations and some definitions:

CA: Communication Apprehension

FLCA: Foreign Language Classroom Anxiety

CLT: Communicative Language Teaching

FL: Foreign Language

EFL: English as Foreign Language

L1: first or native language

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Introduction

The second part of the 20th Century has been variously designated as the "age of stress", or "age of anxiety", while stress and anxiety are universal human experiences, Language anxiety is a persistent phenomenon, especially among the foreign language learning population. Instead of assuming its generic property as one type of anxiety, it is essential to approach this conceptually complex psychological emotion from diverse angles. Not surprisingly, language anxiety is not merely an add-on element that is insignificant in foreign language learning. It is indeed a central emotional construct that is essential in influencing foreign language learning. Through the realist position lens in cognitive psychology one views individual difference factors, such as affect and motivation, as integral parts in developing cognitive abilities. In better understanding the concept of language anxiety, it is necessary to take the social cognitive approach to emphasize the importance of integrating the social and cognitive dimensions.

Studies that examined anxiety and language learning may serve as a guide for language teachers in terms of helping them to increase their understanding of language learning from the perspective of the learner. Studies of this nature can also provide insights into how educators can develop appropriate interventions to decrease language anxiety among foreign language learners. In addition, by understanding the causes and effects of language anxiety and their relationship to language achievement, strategies and interventions to boost the self-confidence of learners and lower their language anxiety can prove beneficial to all stakeholders.

1.1. Statement of the problem

There has been a growing body of research regarding individual variations in language learning; these variations that can be a result of the cognitive, the affective and psychological sides of foreign language learners and also due to the nature of learning foreign languages. In order to achieve better language learning and teaching both aspects should be taken into consideration; however, until now, research has focused mainly on the cognitive aspect of the learner with less attention to the affective factors. Affect in language learning involves a number of affective and psychological factors, feeling, and attitude of the learner. Affective aspects of language learners may influence the learners' performance, positively or

negatively. Thus, a right understanding of affect, by teachers, in foreign language learning can lead to more effective language learning and teaching.

"We live in an educational world where orality is seen as necessary, positive personal characteristics" (Daly 7). Worldwide expansion of English language has increased this demand to acquire good communication skills in English. However , learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English language and claim to have, as mentioned above, a 'mental block' against learning English.

The effects of anxiety always occur in educational settings. It can seriously inhibit learning and performance particularly during the period of exams. The main source of anxiety is students' fear of failure. Anxious students may have difficultly learning in the first place, difficultly using or transferring knowledge, and difficultly demonstrating their knowledge on tests.

The problem exists among EFL learners from beginning to more advanced levels. Even highly advanced EFL learners feel anxious while learning and particularly speaking English in some situations, both within and out of the classroom settings. These learners wonder why they cannot speak English well, because their compulsive efforts do not lead to their intended performance Horwitz and Young (xiv) two well-known researchers in the area of language anxiety express, "we have been truly surprised at the number of students who experience anxiety and distress in their language classes".

Similarly, (Campbell and Ortiz 159) found language anxiety among university students to be 'alarming 'and estimated that up to one half of all language students experience debilitating levels of language anxiety.

1.2. Significance of the study

The issue of language anxiety is being studied with increasing frequency in recent years because of the influence it can have on second language learning, performance and ultimate achievement. This study will be of considerable interest to language educators and students because of the potentially negative impact of foreign language anxiety, not only on the various domains of language performance, but also on students' attitudes and perceptions of language learning in general(Onwuegbuzie 222). This study is also significant with respect to

its implication for foreign language pedagogy, particularly in the context where learners come from wide range of linguistic, cultural and ethnic backgrounds.

The investigation of the anxiety-producing factors that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful.

1.3. Research Aims and Objectives

The major purpose of the research is to find out why EFL learners feel anxious or embarrassed while learning to speak English language and what influence it casts on their communication in the target language. In other words, what are the factors or sources that make speaking English more stressful in some situations than in others. That seeks to discover the phenomenon of language anxiety from both within and outside of the language classroom setting in wider social context. This includes considering the factors originate from the learner's own sense of self, from the language learning process, or from the situation or social environment he/she is a part of. The second most important aim of this study is to find out and suggest some strategies for language teacher in order to alleviate language anxiety in the learners. It will also inform the researcher of this study about phenomenon, as a learner, as well as a practitioner in English Language teaching.

In addition, integrating the findings of this research on language anxiety regarding its nature, sources, effects and treatment with the exiting literature is also an underlying consideration of the study.

1.4. Researcher's role

Research has been conducted in the EFL (English as foreign language) unit and department of education of the University of M'sila, Algeria the subjects were drawn from beginning to advanced levels of learners as well as experienced teachers.

1.5. Subjects

Concerning the choice of population, we choose first year students from the department of English at Mohamed Boudiaf University as case study then from the whole ten groups we have chosen the group number one, the sample will consist of a thirty five first year students. We selected them randomly, the oral expression teachers were seven.

1.6. Research Questions

1- What are the major factors that cause language anxiety?

2- How language anxiety manifested in the EFL learners?

3- What can be done to solve this problem? And which strategies can be used?

1.7. Hypotheses

Language anxiety is state of fear occuring in the process of foriegn language use owing to the user's incompetence in communication with the language, so far we hypothesize that the major factors that cause language anxiety are psychological and social cultural ones, and we do agree that the result of anxiety is reflected by the learners' silence, shyness, and sitting in the back of the classroom. Furthermore we advance that if the mastery of the speaking skill will help the learners to reduce their nervousity in classroom situation. Finally as solution we put forward that this problem can be solved by making the learners work in groups, making the classroom less stressful to them.

1.8. Literature review

Traditionally, the focus of research in second language acquisition has been primarily on issues such as language pedagogy (grammar translation method, audio lingual, etc.), contents of pedagogical instructions, and ways to improve them. Consequently, the implications of this research remained restricted to the learning and teaching of the language itself; that is to say, to the cognitive domain with little attention being paid to the affective variables learners bring with them into language classroom. It was only in late twentieth century, in the 1970's, that the SLA researchers began to study the signification role played by personality and

motivational variables in second language acquisition (Shams 5). They posited that, in order to gain a holistic understanding of this process, learners' affective variables need to be taken into account to cater for their needs and interests (Samimy 30). In addition, as the focus of FL instruction has shifted from the narrow concern for developing learners' linguistic competence to the need for communicative competence, learners challenged to be able to speak in the target language spontaneously in various social contexts. In order to meet this challenge, attention has diverted to studying the role of affective variables like "learning styles", motivation, personality traits, etc. that can impede the process of learning and speaking a foreign language. Among these affective variables, learner anxiety has come to be recognized as an important area of study in second language acquisition because of the negative influence it can have on students' performance.

While the previews research has done much, to statistically demonstrate the existence of foreign language anxiety, many researchers view that '"even without empirical proof, the mere awareness of foreign language anxiety, even on an intuitive level, is testimony enough to its existence and worthy of fuller investigation" (Shamas 14). Reviewing past research, (Ohata 139) concludes that language anxiety cannot be defined in a linear manner but rather it can be better construed as a complex psychological phenomenon influenced by many different factors. Thus it seems to be more appropriate to deal with this issue from a variety of perspectives or approaches (Young).

For this reason, some research in this area has been descriptive in nature. Researchers such as Horwitz (1986), Price (1991), and Young (1990) have interviewed anxious students in order to have a better understanding of their experiences. Young (1992) conducted interviews with well-known language specialists such as Krashen, Omaggio Hadley, Terrell, and Rardin. Ohata (2005) considering teachers' role and the particular social context they create in the classroom interviewed seven experienced EFL teachers to investigate this phenomenon. Similar to the interview studies by the above researchers, this study is a further step to investigate the factors that cause language anxiety for EFL learners from three different perspectives of EFL learners, EFL, practitioners, and EFL teachers. Thus, this study intends to be more comprehensive in nature as it looks at the issue from this variety of perspectives in an attempt to identify the sources of language anxiety; focusing on the actual sources of anxiety, as (Shams 2) suggest, could prove an effectives mean of alleviating foreign language anxiety, which unfortunately are not clear-cut (Horwitz 118).

In this addition, this research was conducted in the context of university of Mohamed Boudiaf M'sila, with multi-lingual groups of students belonging to different regions. This allows the data to be compared to the body of literature on language anxiety.

This study reviews literature on language anxiety from two broader perspectives: psycholinguistic and socio-cultural. It has been divided into five sections. The first section, as background to the study, (a) reviews the past research on language anxiety, and(b) establishes the conceptual foundations of the construct of language anxiety' in terms of its components: communication apprehension, test anxiety and fear of negative evaluation . These components have been discussed with relation to some factors that cause language anxiety while communicating in the target language.

1.9. Research methodology

Feelings of tension or nervousness as Horwitz defines 'language anxiety' while learning and speaking a foreign language is a subjective experience, which varies from individual to individual. In order to capture the diverse range of subjects' experiences, a qualitative approach was considered an appropriate strategy as "it begins with individuals and sets out to understand and interpret their experiences of a particular phenomenon" (Cohen 23).

How students experience language anxiety, what they think are the causes of such an experience, and how teachers perceive this phenomenon was investigated using qualitative research strategy. This allows the researcher to understand the subjective world of human experience by making an effort to get inside the person and to understand from within.

1.9.1. Rationale of choosing Qualitative Strategy

Investigations of foreign language anxiety have been, for the most part Qualitative studies. In a series of these correlational studies, the researchers have been unable to draw a clear picture of the relationship between anxiety and overall language acquisition, performance and proficiency.

A different approach to studying the construct of language anxiety is needed in order to gain deeper insight into the issue. One such approach is the qualitative research that was used in this study, as it allows the researchers to obtain descriptive information on variables not

easily assessed through empirical research and can provide a way to view phenomena from the point of view of the subject (Price 101).

Qualitative research allows the subjects being studied to give much 'richer' answers to questions put to them by the researcher, and may give valuable insights which might have been missed by any other method. Not only does it provide valuable information to certain research questions in its own right but there is a strong case for using it to complement quantitative research methods.

1.9.2. Population

We have decided to work on 1st year LMD students because they tend to show clearer anxiety and the aforementioned negative emotions and behaviors than 2nd and 3rd year students. They have been studying English for eight academic years, the last seven months at the University, and have different English subjects including the oral expression one as a fundamental course. Their general proficiency in English is supposed to be fine.

For the present research we have administered a questionnaire of twenty three items to learners. The items were developed, to explore the attitudes of first (1st) year LMD students toward their anxiety and to investigate their oral competence during a classroom discussion.

1.9.3. Sample

Due to time constraints, it is neither possible nor desirable to study all the population. For instance, dealing with more than 680 in our department will be time consuming. Thus, we have decided to take randomly a sample of 35 students to be given the administered questionnaire.

Learners' questionnaire was administered, among one group from the whole (10) groups of the first (1st) year LMD students of English language, constituted 680 participants as the total number of the population, from which the sample will be at random. The learners' questionnaire was administered to a random sample of thirty five (35) students from group one at the department of English in university of M'sila.

1.9.4. Data Gathering Tools

The rationale behind the use of interview as a data collection tool was that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or

beliefs. It also provides participants with opportunities to select, reconstruct, and reflect upon details of their experience within the specific context of their lives.

Given that the primary goal of this study was to explore the sources of language anxiety, interview and questionnaire seemed appropriate as means to understand the experiences of the subjects about language anxiety because they allow for given points to be clarified and elaborated upon where required. One type of interview was conducted is individual interview.

The rationale behind the use of questionnaire also as a data collection tool, it is able to contact large numbers of people quickly, easily and efficiently and easy to standardize. Every respondent is asked the same question in the same way. The researcher, therefore, can be sure that everyone in the sample answers exactly the same questions, which makes this a very reliable method of research. Questionnaires are relatively quick and easy to create code and interpret (especially if closed questions are used like in this study). In addition, the respondent - not the researcher - does the time-consuming part of completing the questionnaire.

1.10. Procedures

A questionnaire will be administered to first year student at the department of English in Mohamed Boudiaf in M'sila, and semi-structured interview to their teachers of Oral expression. The questionnaire will be concerned with identification of the students' anxiety in speaking English the student will be asked about whether they have anxiety or not and reason or the sources of their anxiety, and the difficulties they have in learning and speaking English, then they also asked to give some suggestion to cope their anxiety.

Closed-ended and open- ended questions will be included in our questionnaire, so to get as valid information as possible. Semi structured interview will be designed to provide information about learners' anxieties in the teachers' perspectives we got in touch with seven oral expression teachers in the department of M'sila and they will be asked about the major factors that cause language anxiety to the students, then give us some suggestion to cope with this problem.

1.11. Structure of the Thesis

This research is basically divided into three main chapters. The first two chapters will be devoted to the theoretical part of this research. Chapter one is an introduction for this work

includes; statement of the problem, significant of the study, and hypothesis, etc. Chapter two is concerned with a brief theoretical overview of anxiety, types of anxiety, the main sources of anxiety, and establishes the conceptual foundations of the construct of language anxiety in terms of its three components: communication apprehension, test anxiety and fear of negative evaluation. In addition, to the main the psychological, and socio-cultural factors of language anxiety. Finally, chapter three will be devoted to the practical part of the study; it gives descriptive analytic statistics of the results obtained from the administered questionnaire and includes some suggestions and recommendations as to how to solve the problem of anxiety among students.

Introduction

In the last three decades , there was a shift in foreign language (FL) research from the focus on learning pedagogies and their improvement, the cognitive sides, and the external factors of FL learners to the affective sides and internal factors such as age, sex, learning style, learning strategy, motivation, self-esteem and the construct of anxiety .Consequently, the implications of this research remained restricted to the learning and teaching of the language itself, that is to say, the cognitive domain with little attention to the affective variables the learners bring with them into the academic setting. Most researchers posited that in order to have a holistic understanding of the learning process and to gain better academic achievements, learners" affective variables need to be taken into consideration. This was certainly in parallel with the cognitive ones (Samimy). In addition, the focus of FL teaching programs shifted from the narrow concern of developing the learners" linguistic competence to the need of communicative competence. With the current advance in communicative approaches, the aim has become to make English foreign language (EFL) learners speak spontaneously in various academic and social contexts, express themselves openly with the minimum rates of anxiety, develop their oral skills, activate their autonomy and be fully engaged in the classroom. In order to meet this challenge, attention has been diverted to studying the role of affective variables like learning styles, motivation, personality traits that can impede the process of learning and speaking. Among these affective variables, learner anxiety has come to be recognized as an important area of study because of the negative influence it can have on students" performance.

This chapter reviews literature on FL anxiety. It gives some background to the study of FL anxiety and establishes the conceptual foundations of the construct of FL anxiety in terms of its three components: communication apprehension, test anxiety and fear of negative evaluation. Furthermore, it looks at the factors that stem from learners" self-esteem, learners and teachers" beliefs about language learning, and classroom procedures. It also highlights the impact of FL anxiety at the three learning stages, input, processing, and output. Finally, it describes how anxiety is manifested in the learners and presents some strategies to cope with it.

2.1. Difference between first and foreign language anxiety

Anxiety and speech appear to have strong bond with each other. Speaking either in first or foreign language in different situations, particularly the situations that demand public speech, tend to be anxiety-provoking. However, the anxiety experienced when speaking in foreign seems to be more debilitating than the anxiety experienced when speaking in the first language. Anxiety while communicating in other than L1 goes a step further with the addition of the difficulties associated with learning and speaking a foreign language. In a foreign language, a speaker has to look for suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehendible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time. (Daly 1) while discussing the reactions to FL learning from perspective of first language communication apprehension expresses that the anxiety experienced by many people while communicating in their first language seem to have many logical ties to foreign language anxiety . Educators and second language acquisition (SLA) researchers can get insight from the analogy of first language anxiety to cope with foreign language one.

2.2. Definitions of anxiety

The researchers believe that every one sometimes experiences anxiety in one form or another and in varying degrees. It involves a pattern of physiological and psychological reactions like feeling of stress and emotions. As such, anxiety can seriously inhibit the ability of concentration and dealing with things in a more positive may. It is considered as an unpleasant state evoking avoided behaviors and defenses. It can also be defined as a specific emotion necessary for an individual to prepare himself for potential danger and threatening situations.

Anxiety and fear can be clinically indistinguishable; however, their causes are different. Fear is the sense of dread and foreboding that may occur in response to an external threatening event (e.g., being attacked). Anxiety is the same distressing experience of apprehension and foreboding as fear except that it derives from an unknown internal stimulus, inappropriate or excessive to the reality of the external stimulus or concerned with a future one

"Anxiety is psychological construct, commonly described by psychologist as a state of apprehension, vague fear that is only indirectly associated with an object" (Hilgard and Atkinson18).

Anxiety, as perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz 113). Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, a more permanent predisposition to be anxious (Scovel, cited in Ellis 479) while state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, cited in Horwitz113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis 480)

(Spielberger 1) also defined anxiety as:

"The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system".

Mussen concluded that:

"Anxiety is not a pathological condition is itself but a necessary and normal physiological and mental preparation for danger … anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results". (Mussen 387)

2.3. Theories of anxiety

Freud was one of the first who focused on the importance of anxiety differentiated between objective anxiety, and neurotic anxiety. Freud viewed objective anxiety as a realistic response to perceived danger in the environment, synonymous with fear. He saw neurotic anxiety as an unconscious conflict within the individuals since the conflict was unconscious, the person was not aware of the reason for his or her anxiety. Just as there are varying degrees of anxiety, there are also varying degrees of awareness of the cause of one's discomfort (Bennett, 1982).

2.3.1. Anxiety as an unconscious conflict

Freud believed that neurotic anxiety was the result of an unconscious conflict, many id impulses pose a threat to the individual, because they are contradictory to personal values, or because they are in opposition to what society will permit. For example, a young girl who has strong hostile behavior toward her mother may not consciously acknowledge these feelings because they conflict with her belief that one should love one's parents. To acknowledge her true feeling, would destroy her self-concept as a loving daughter and place her in danger of losing her mother's love and support.

2.3.2. Anxiety as a learned response

Social learning theory focuses not on the internal conflict but on ways in which anxiety becomes associated with certain situation via learning. Sometimes fears learned in childhood are very difficult to extinguish. Since the first reaction is to avoid or escape the anxiety producing situation, the child will not get a chance to find out that the situation is no longer dangerous.

2.3. Types of anxiety

Anxiety is like other affective factors such as: tiredness, boredom, anger and emotional disorders. It is entirely related to the psychology of the individual. It does not occur as a single issue; it can rather acquire forms of manifestation and can be categorized as: FL anxiety, state and trait anxiety, situation-specific anxiety, and facilitative versus debilitative anxiety.

2.3.1. Facilitative and Debilitative Anxiety

FL anxiety has been said by many researchers Horwitz (1986), Sammy (1992), MacIntyre (1991) to influence language learning. Anxiety is a unique emotion as stress can be a good motivator, for example may keep a person alert and provide him with motivation. But some stress can have devastating effects and can lead him to forget several issues at one go during an exam.

This positive anxiety is called a facilitating anxiety, and this negative anxiety is called debilitating one. The former does not inhibit the preparation for tests and exams, and can motivate the learner to learn and succeed. as it can be facilitative or debilitative. Indeed,

experiencing moderate anxiety can be helpful and facilitate the learner's performance, and it can serve as a motivator and lead to better oral performance through motivating learners to adopt a strategy and to be willing to confront the new learning task, whereas having severe anxiety can be debilitating and significantly hinders one's performance through motivating them to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel 1-2). For example, a student can become slightly anxious before a major exam; the slight anxiety felt can motivate the student to study for the exam and do better because of the time spent preparing for it.

In contrast, high levels of anxiety may interfere with the Student's ability to concentrate, process information, or remember information from long term memory. Under these circumstances, the student is less likely to do his or her best on the exam.

According to Scovel facilitating-anxiety keeps the learner motivated and "**fight**" the new information and pushing them to do more efforts to reduce the negative impact of anxiety. (Scovel 482).

In the work of Bailey, facilitating and debilitating anxiety are closely related with the self image of language learners and the learners to compare themselves continually with others and react emotively to such comparison, wish to perform better results and evaluation (Bailey 96)

They may experience anxiety, with in regard to language lessons if their competitiveness is found or an unsuccessful self-image. Such anxiety may be facilitating if it prompts the learner to devote more effort to language learning; in turn the self image will be enhanced as learning outcomes are enhanced. (Hedge and Tricia).

Dörney concluded that anxiety does not only hinder achievement but in some cases improves and develops it. Stress is considered as the cognitive part of anxiety and can have a negative effect on performance. For example failing to answer the question will only hinder the future performances of the learner, and makes him less and less efficient in the classroom.

2.3.2. Foreign language anxiety

Anxiety has been found to interfere with many types of learning but when it's associated with learning a foreign language It's termed as 'FL anxiety '. It's a complex and multidimensional phenomenon (Young 217) and can be defined as subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic

Situation-specific anxiety is related to the general orientation of anxiety and certain situations, or on a learning context in which the learner does not find that he is capable to be proficient in a foreign language in speaking or reading passages.

2.4. The causes of language anxiety

Foreign language anxiety is the feeling of worry and nervousness experienced by non-native speakers, when learning or using a second or a foreign language. These feeling may interrupt the desire to develop any second language context whether associated with the productive skills of speaking and writing, or the receptive skill, of reading and listening. Language anxiety is attributable to different causes. The primary sources of language anxiety, explicated by Horwitz are communication apprehension, fear of negative evaluation and test anxiety.

According to them, foreign language anxiety consists of:

'**Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process'** (Horwitz 364).

we do agree that the causes of language anxiety is a central question of this research study and is of interest to all language teachers and learners, as well as SLA scholars who are interested in anxiety and learning. Considering anxiety as highly influential construct in language learning, SLA researchers have tried to investigate the sources or reasons that language anxiety can stem from within both academic and social contexts, and have suggested a variety of strategies to cope with it.

The fact that language anxiety is psychological construct, it most likely stems from the learner's own 'self', i.e., as an intrinsic motivator (Schwartz 16), e.g., his or her self-perceptions, perceptions about others (peers, teachers, interlocutors, etc.) and target language communication situations, his/her beliefs about FL learning etc. language anxiety may be a result as well as a cause of insufficient command of the target language (Sparks and Ganschow 118).

That is to say it may be experienced due to extrinsic motivators (Schwartz 16), such as different social and cultural environment, particularly the environments where L1 and FL learning takes place.

Also, the target language is a representation of another cultural community; there is a predisposition of another cultural community; there's a predisposition among some people to experience such anxiety because of their own concerns about ethnicity, and the like.

Social status of the speaker and the interlocutors, a sense of power relations between them, and gender could also be important factors in causing language anxiety for FL speakers.

A further detailed investigation of these factors could potentially assist language teachers to alleviate anxiety in the classroom setting and to make the classroom environment less anxiety-provoking and hence to improve learners' performance in the target language.

2.5. Components of foreign language anxiety and related casual factors

According to (Horwitz 127), considering language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties:(1) communication apprehension (ca);(2)test anxiety; (3) fear of negative evaluation. Due to its emphasis on interaction, the construct of communication apprehension is also relevant to the conceptualization of foreign language anxiety (McCroskey 127). The description of these components will lay the foundation for the concept of foreign language anxiety, providing an insight to comprehend the sources or causes it can originate from. As the focus in this dissertation is on speaking skills, the first component (CA) will be explained more than the other two components.

2.5.1. Communication Apprehension (CA)

The speaking skill is so central to our thinking about language learning that when we refer to <u>speaking</u> a language, we often mean <u>knowing</u> a language ….. Many researchers have pointed out that the skill producing most anxiety is speaking (MacIntyre and Gardner). This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if

only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others (Arnold 3)

One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even fear communicating orally (Daly 3). Horwitz (128) define communication apprehension (CA) as "a type of shyness characterized by fear or anxiety about communication with people". Most of the research in this area is based on McCroskey conceptualization of CA as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey 78).

Communication anxiety may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life (Fiedma). Learners' personality traits such as shyness, quietness, and reticence are considered to participating CA. these feelings of shyness vary greatly from individual to individual, and from situation to situation. (McCroskey and Bond 1) found seven factors that could result in a quite child this can equally offer explanation of adult(CA); (1) low intellectual skills, (2) speech skills deficiencies, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms. While communication apprehension is one of these factors, the others can lead to communication apprehension.

Daly (5) presents five explanations in the development of CA which can offer an insight into the issue of understanding what causes language anxiety for EFL learners. In the first place, he explains CA in terms of 'genetic disposition' indicating that one's genetic legacy may be substantial contributor to one's anxiety. (Later& McCroskey 4) stated the same: that children seem to be born with certain personality predispositions toward CA. Secondly, he explains CA in terms of reinforcement and punishment related to the act of communication. He asserts that individuals who, form early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quite is more highly rewarded that than talking. This can suggest, according to behaviorist learning methodology that the negative reactions to learners' errors by language instructors can reinforce their fear of making mistakes and future attempts to communicate. Related to this cause is the

inconsistence and random pattern of rewards, punishments, and nonresponses for engaging in the verbal activity. Another explanation (Daly 5) focuses on is the adequacy of people's early communication skills acquisition.

Children who receive a wealth of early experience of talking are more likely to be less apprehensive than those who receive less opportunities of communication. The last perspective he emphasizes is that the children who have been exposed to appropriate social-interactive models of communication are generally less apprehensive than those who have been exposed to inadequate or less interactive models. All these five explanations suggest that development of CA in individuals' results from nature or their surroundings.

In case of situational CA, the causes are numerous. According to Richmond and McCroskey" these causes vary from one person to another or from one situation to another". (Buss 4) lists novelty (new thing), formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention as the major sources of situational CA.

Communication apprehension obviously plays a large role in FL anxiety. People who are apprehensive speaking in groups are likely to be even in more trouble when doing so in FL class, where "in addition to feeling less in control of the communicative situation, they also may feel that their attempts at oral work are constantly being monitored" (Horwitz 127). This apprehension is explained in relation to the learner's negative self-perceptions caused by inability to understand others and make him understood (McIntyre and Gardner 137). McCroskey (4) labels this kind of apprehension which (Neer 4) refers to as "apprehension about classroom participation" as classroom communication apprehension (CCA). The emphasis on group work and oral presentation in the modern communicative classroom can be particularly exacerbating for students who have communication apprehension (Shams 9).

2.5.2. Test anxiety

An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz," refers to a type of a performance anxiety stemming from a fear of failure", test anxiety is quite pervasive in language classroom, because of its continuous performance evaluative nature.

Unfortunately, for highly anxious students, FLs, more than any other academic subject, require continual evaluation by the instructor the influent speaker in the class (129). It is also

important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously susceptible students (127).

2.5.3. Fear of negative evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of foreign language anxiety because it's not limited to test- taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in foreign language class (Horwitz 127). It's also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well (Shams 10).

We noticed that fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability. Learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their peers.

We believe that, although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of foreign language anxiety, it is more than just the conglomeration of these three components, we conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. And what makes language learning a distinct and unique process is its interaction with the concept of 'self'.

Anxiety as a hindrance to learning

Learning a second language means acquiring new techniques that are used in this foreign culture. This can be seen as a threatening to a learner's consciousness, rather than encouraging him to perform well. Some learners come over many difficulties, when learning a second language. It because of lot of emotional factors that are experienced by learners in foreign language learning, and which affect their abilities such as: intelligence, motivation, attitudes and anxiety. Anxiety stands as one of the main influential factors for effective language learning (Brown).

According to Spielberger language anxiety is the fear that an individual feels when he has to use a second or a foreign language in which he is not fully proficient. He considers language anxiety as a stable personality trait related to the individual's tendency to react nervously when speaking, listening, reading or writing in the second language (SL).

Anxious students have been shown to be less likely to volunteer answers in class and to be hesitant in expressing personally relevant information in the target language (TL).

Spielberger have explained the negative effects of anxiety on second or foreign language learning by the fact that anxiety deviates attention and cognitive recourses that could otherwise be effectively used to improve performance in the second language. It is claimed that the more anxious the learners, the less proficient in speech skills they are. Moreover, Spielberger (ibid) predicted that the existing of several variables can affect the learning process. Two of these variables are trait anxiety I, e the case of some learners to become anxious in any situation, and the other one is state. Anxiety for example when the learner has to present an oral production in front of his classmates or when the teacher authorizes him to correct his own mistakes. All this is experienced in relation to some particular event or activity. There is also another variable that affects language acquisition, which is that of students' perception for their own communicative competence in second language acquisition (SLA), however, these students tend to underestimate their competence in relation to less anxious students, and therefore become themselves anxious about their performance. Therefore, since the detrimental effects of anxiety on achievement are evident, efforts should be made to lower levels of anxiety in the class.

This can be done if teachers or educational board attempt to create a more relaxed atmosphere and to have a less authoritative attitude towards their students (Spielberger).

Learners' differences

Introverted and extraverted learners:

A number of personality traits may affect the acquisition of a second language, and this can decrease the progress of learning and discourages risk-taking which is necessary for the continuity of students' performance (Lightbown and Spada).

According to Brandes there are two types of personality dimensions which are relevant to the study of anxiety in learners: Introversion and extraversion. Introversion refers to the learners' tendency to cope with stress and emotions.

On the one hand, learners who are high in introversion are most of the time anxious, sad, shy and angry at anything that moves in front of them. On the other hand, extraverted learners are less anxious and feel active, bright and warm more than introverted ones. Both of introversion and extraversion are closely related. This means that one can be high in introversion and extraversion, high in one but not the other, or low in both of them (Brandes).

Brown distinguished between two (2) types of learners: extraverted and introverted learners. He believes that extraverted learners be more proficient and active than the introverted, they behave in an extraverted manner and can engage easily with other learners and participate freely during a classroom discussion. Moreover, they learn best when they can work in groups and learn by trying something themselves, instead of watching or listening to other when they have difficulty with understanding; they prefer to exchange their ideas with others. Myer defined extraverts as

"The after thinkers, they cannot understand life until they have lived it. Their attitude is relaxed and confident, they expect the waters to prove shallow, and plunge readily into new and untried experiences. Minds outwardly directed, interest and attention following objective happenings, primarily those of the immediate environment. Their real world therefore is the outer world of people and things"

(Myer77).

Myers wants to show that extraverts are very social, they enjoy being part of a conversation and they are interested in trying new thing and often work well with others. Introverted learners, however, have an inner strength of character I, e they prefer to study alone, refuse to be part of a classroom discussion; they focus on listening to others talk and think about what have been said before.

According to Myer, the introverts' main focus is in the internal world of ideas and act, whereas the extraverts' primary focus is in the external world of people and activities I, e they enjoy to interact with others and exchange ideas with them.

Many language teachers found that, the personality of their students plays a crucial role during the progress of their learning. Learners themselves consider that personality is an important factor which influences the learning process. Naiman investigated in their research about personality variables that extraversion was helpful for the acquisition of oral skill, and create an opportunity to develop their communication competence inside or outside the classroom setting.

Eysenck and Chan concluded that extroverts are sociable, like parties, have many friends and need excitement, they are sensation-seekers and risk takers, like practical jokes and are active. Conversely introverts are quiet prefer reading to meeting people, have few but close friends and usually avoid excitement. (Eysenck and Chan 154)

Eysenck and Chan identified that extraverted and introverted learners do not all learn in the same may, because each one of them adopts an approach to learning which makes him feel completely at ease.

A major hypothesis regarding the relationship between extraversion introversion and second language learning. The first part of this hypothesis investigated that extraverted learners will achieve better results in acquiring basic interpersonal communication skills (BICS), because they appear a low level of anxiety. This hypothesis is aiming to investigate that extraversion offer more chances to practice a second language. The second part of this hypothesis, however, is willing to investigate that learners will reach better performance at developing cognitive academic language ability (CALP) I, e introverted learners have more opportunities to be successful in academic performance, perhaps because they spend a lot of time thinking, reading and writing (Griffiths 674).

Pritchard pointed out that it is helpful for learners if they are aware of their own particular approach of learning, and take more opportunities to improve their way of learning.

Differences between extraversion and introversion

Extroversion	**Introversion**
➢ Prefer the outer world of people and thing to reflection. ➢ Active ➢ Gain energy from others ➢ Want to experience thing in order to understand them ➢ Work by trail and verity	➢ Prefer reflection and the inner world of action ➢ Prefer writing to talking ➢ May enjoy social contact but need to recover from it ➢ Want to understand something before trying it ➢ Like a quite space to work in

Table 01
Source**: (Myer** 77).

2.6. Language anxiety factors that associated with Learner's own Sense of 'Self' and 'Classroom Environment'

The previous section has established the conceptual basis of language anxiety with relation to its three components. All the three components are strongly linked with learners' sense of 'self', as it is learners' 'self' which is at risk of failure or being negatively evaluated in any test-like situation or a situation which requires communication in front of others. This risk to one's sense of 'self' frequently occurs in a FL classroom. This section reviews literature on language anxiety related to learners' sense of 'self' and 'language classroom environment'.

2.6.1. Self Perceptions

According to Horwitz (128), perhaps no other field of study poses as much of a threat to self-concept as language study does. They believe that any performance in L2 is likely to challenge an individual's self-concept as a competent communicator, which may lead to embarrassment. Self-concept is "the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as object" (Laine 15). This self-concept forms the basis of the distinction, made by (Horwitz 128), between language anxiety and other

forms of academic anxieties. They posited, "the importance of the disparity between the 'true' or 'actual' self as known to the language learner and the more limited self as can be presented at any given moment in the foreign language would seem to distinguish foreign language anxiety from other academic anxieties such as those associated with mathematics or science" The term 1 'self-esteem' has been used in much the same meaning as 'self-concept' and has been found to be strongly linked with language anxiety. (Krashen 427) suggests, "The more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety". Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz 129). According to Terror Management Theory (TMT), "People are motivated to maintain a positive self-image because self-esteem protects them from anxiety" (Greenberg 229).

2.6.2. Learners' Beliefs about Language Learning

As language learning poses a threat to learners' self-concept, in response learners may generate some particular beliefs about language learning and its use. Research on 'language anxiety' suggests that certain beliefs about language learning also contribute to the student's tension and frustration in the class (Horwitz 127). For example, the followings are such reported beliefs: 1 'Self-esteem', refers to "a person's evaluative attitudes towards self and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy" (Laine 16). "I just know I have some kind of disability: I can't learn a foreign language no matter how hard I try". (Horwitz 123)

Such beliefs have been found to cast a considerable influence upon the ultimate achievement and performance in the target language. The researchers use terms such as 'erroneous' or 'irrational' to indicate certain widely held "beliefs about language learning which can be a source of anxiety" (Gynan cited in Onwuegbuzie 220). Horwitz cited in Ohata 138) noted that a number of beliefs derived from learner's irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying anything in the foreign language, 2) some attach great importance to speaking with excellent native (L1)-like accent, 3) others believe that it is not ok to guess an

unfamiliar foreign language word, 4) some hold that language learning is basically an act of translating from English or any foreign language, 5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. Similarly, (Gynan 221) reported that learners believe that pronunciation is the most important aspect of language learning.

These unrealistic perceptions or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a foreign language. According to (Young 428), erroneous beliefs about language learning can contribute greatly to creating language anxiety in students. In his review of literature on language anxiety, (Ohata 138) explained that unrealistic beliefs can lead to greater anxiety and frustration, especially when the beliefs and reality clash. He elaborates that if the learners start learning an FL with the belief that pronunciation is the single most important aspect of language learning, they will naturally feel frustrated to find the reality of their poor speech pronunciation even after learning and practicing for a long time. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners like to speak flawlessly, with no grammar or pronunciation errors, and as easily as an L1 speaker – these high or ideal standards create an ideal situation for the development of language anxiety (Frost, Marten, Lahart, & Rosenblate cited in Gregersen & Horwitz 564). (See appendix (2) for more detailed description of perfectionism.)

2.6.3. Instructors Beliefs about Language Teaching

Just like learners' beliefs about language learning, some instructor's beliefs about language learning and teaching have also been found to be a source of anxiety. (Brandl 220) asserted that instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates foreign language anxiety in students. Further, he stated that the majority of instructors considered their role to be "less a counselor and friend and objected to a too friendly and in authoritative student-teacher relationship". The researchers also reported that students realize that some error corrections are necessary but they consistently report anxiety over responding incorrectly and looking or sounding 'dumb' or 'inept' (Koch, Terrell, Horwitz, and Young 429). According to Young (429), realizing this phenomenon, stated that the problem for the students is "not necessarily error correction but

the manner of error correction – when, how often, and most importantly, how errors are corrected". In addition to error correction, some instructors have been reported not to promote pair or group work in fear that the class may get out of control, and think that a teacher should be doing most of the talking and teaching, and that their role is more like a drill sergeants than a facilitator's; these beliefs have been found to contribute to learner's language anxiety (Young 428). Recognition or awareness of these beliefs by both the learners, as well as the teachers, is essential for effective alleviation of language anxiety in learners.

2.6.4. Classroom Procedure

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. For instance, Koch and Terrell (118) found that more than half of their subjects in their Natural Approach classes – a language teaching method specifically designed to reduce learner's anxiety expressed that giving a presentation in the class, oral skits and discussion in large groups are the most anxiety-producing activities. They also found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. In addition, students were found to be more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students. Similarly, Young (429) found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak. Earlier, Horwitz (123) reported the same:

"Sometimes when I speak English in class, I am so afraid I feel like

hiding behind my chair. When I am in my Spanish class I just freeze I can't

think of anything when my teacher calls on me. My mind goes blank."

(Horwitz 123)

This suggests that any measure to treat language anxiety should not fail to exploit learning environments where students feel relatively free of anxiety (Jones 34).

For this, Communicative Language Teaching (CLT) approaches are often recommended by the researchers to provide such an unthreatening environment where students talk to one another and not exclusively to the teacher. This is deemed necessary because "the rapport [the student] feels with the teacher as well as with classmates may be crucial in determining the success or failure of the venture practice in communication" (Svignon 30). It indicates that

arousal of anxiety reactions is also likely to occur in interpersonal relations or communication.

2.7. Three Stages of Language Learning

The previous sections have reviewed the findings of the past research on language anxiety and its three basic components to establish the conceptual foundations of the topic along with some causal factors within the learner's own sense of 'self' and 'classroom settings'. This section discusses the psychological and linguistic reasons of language anxiety that occurs at all the three stages of language learning: input, processing, and output. It is a fact that communication in FL requires second/foreign language learning (MacIntyre & Baker 67). However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause language anxiety for EFL learners. From a linguistic perspective, "students' anxiety about FL learning is likely to be a consequence of their language learning difficulties" (Sparks and Ganschow & Javorsky 251). Appropriate use of 'linguistic knowledge'- a part of the definition of 'speaking skills'- is required to create an oral message that will be meaningful for the intended audience (Chastain1).

In their attempt to create and convey this oral message, an insufficient command of linguistic knowledge enhances the possibilities of making mistakes, which leads to negative evaluation and hence anxiety. In other words, "in the consciousness of the learner, the negative evaluation of the learner may come from the linguistics mistakes he/she makes" (Jones 32). Language anxiety has been theorized to occur at all the three stages of language learning: input, processing and output. The description of these three stages with relation to anxiety will point out why FL learners make mistakes and the reasons of linguistic difficulties FL learners face in learning and using the target language. This can offer an insight to help understand anxiety experienced while communicating in the target language.

2.7.1. Input

Input is the first stage of language learning. It activates 'Language Acquisition Device' (LAD) – an innate language-specific module in the brain (Chomsky 38), which carries out the further process of language learning. Anxiety at the input stage (*input anxiety*) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. Input anxiety is receiver's apprehension when receiving information from auditory

and visual clues. (Krashen 3), considering input as a basic stage of language learning, asserted in his 'Input Hypothesis' that "speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input". What causes incomprehensibility is learners' 'affective filter', i.e. anxiety or lack of confidence – and this prevents utilizing fully the comprehensible input. For successful language acquisition, a learner's affective filter needs to be lower, otherwise a tense, nervous or bored learner may 'filter out' input, making it unavailable for acquisition (Lightbown & Spada 37).

'Affective filter' at the input stage may reduce the effectiveness of input by restricting the anxious students' ability to pay full attention to what their instructors say and reduce their ability to represent input internally (Tobias 475). Learners' with high level of *input anxiety* request their instructors to repeat sentences quite frequently compared to their low-anxious counterparts (MacIntyre & Gardner 475). Input anxiety is more likely to cause miscomprehension of the message sent by the interlocutors, which may lead to the loss of successful communication and an increased level of anxiety.

2.7.2 Processing

Anxiety at the processing stage, called *processing anxiety*, refers to the "apprehension students experience when performing cognitive operations on new information" (Onwuegbuzie 476). Cognitivists like Segalowitz (Lightbown and Spada 39) working on the 'Information Processing Model' have tried to explore how

these cognitive operations are performed in human brain and have explained the learners' inability to spontaneously use everything they know about a language at a given time.

These psychologists believe that learners have to process information and to 'pay attention' to produce any linguistic aspect by using cognitive sources. However, they suggest that there is a limit to how much information a learner can pay attention to or, in other words, there is a limit to the amount of focused mental activity a learner can engage in at one time. Speaking, particularly in the target language, requires more than one mental activity at one time like "choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers", In order to perform these operations while communicating "complex and non spontaneous mental operations" are required and failure to do so may "lead to reticence, self-consciousness, fear, or even panic" (Horwitz 128). Similarly, with respect to

listening, (Chen 10) reported that students face difficulties in recognizing and matching the pronunciation of the spoken words due to the slow mental processing abilities of some students. "The pronunciation is familiar to me but I forgot what the word is", as one of his subjects said. Where limited processing mental capacity may cause anxiety, conversely, anxiety may restrict this operational capacity of the mind, and both together may cause impaired performance or altered behavior. Researchers have found a recursive or cyclical relationship among anxiety, cognition and behavior (Leary and Levitt 92).
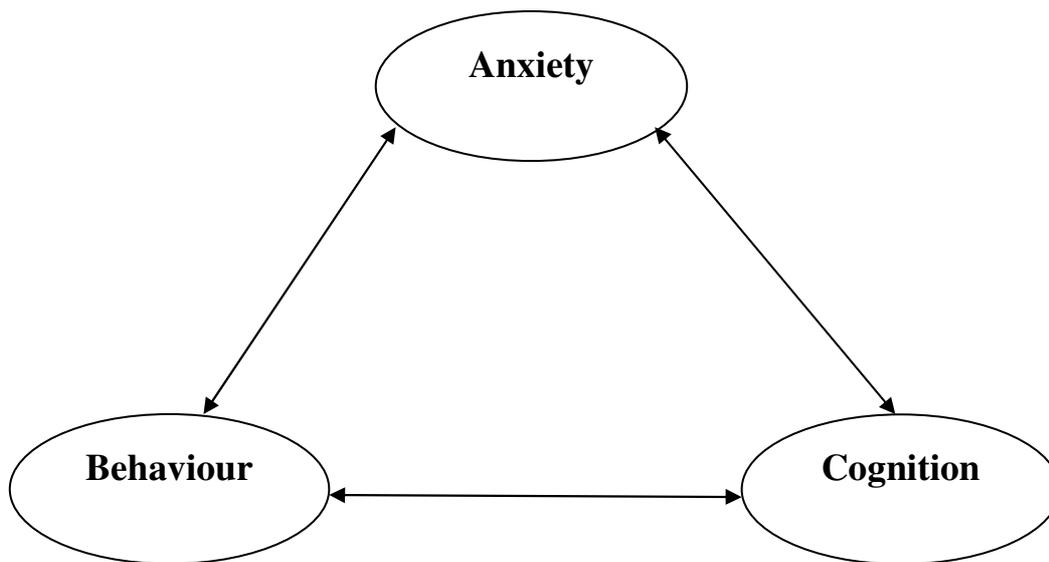
Figure: 1 Recursive relations among Anxiety, Cognition and Behaviour

Source: MacIntyre 93

Figure: 1 shows that anxiety, behavior and cognition are mutually inter-related. MacIntyre explains this relationship as follow: For example, a demand to answer a question in a second language class may cause a student to become anxious; anxiety leads to worry and rumination. Cognition performance is diminished because of the divided attention and therefore performance suffers, leading to negative self-evaluations and more self deprecating cognition which further impairs performance, and so on. (92) The Cognitive Processing Model can also explain the difficulty learners feel in remembering and retrieving vocabulary items while communicating in the target language - another important source of language

anxiety for the EFL learners. (MacIntyre and Gardner 93), found a significant negative correlation between language anxiety and ability to repeat a short string of numbers and to recall vocabulary items. This demonstrates that anxiety can limit the use of both short term and long term memory. According to (Tobias 475), "processing anxiety can impede learning by reducing the efficiency with which memory processes are used to solve problems". In other words, anxiety arousal may distract the learners" cognition from its normal functioning to the focus on excessive self evaluation, worry over a potential failure and concern over the other opinions, which, in turn, make the cognitive performance less efficient.

According to (Leary and Levitt) there is a recursive or cyclical relationship between anxiety, cognition, and behaviour. That is to say, these three constructs often happen repeatedly in a particular order, one following the other. Limited processing mental capacity may cause anxiety, whereas anxiety may restrict this operational capacity of the mind, and both may cause impaired performance or altered behaviour. They argue that being in a position that requires an answer in an FL class leads the student to feel anxious and worried. Due to the resulting divided attention, cognitive performance is reduced. This, in turn, causes negative self-evaluation and damages performance.

The IPM can also explain the difficulty learners feel in remembering and retrieving vocabulary items while communicating in the target language - another important source of language anxiety for the EFL learners. MacIntyre and Gardner (MacIntyre 93) find a significant negative correlation between language anxiety and ability to repeat a short string of numbers and to recall vocabulary items. This demonstrates that anxiety can limit the use of both short term and long term memories.

2.7.3. Output

Anxiety while communicating in the target language is more likely to appear at the *output* stage, which entirely depends upon the successful completion of the previous stages: *input, and processing.* Anxiety at the *output* stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material (Onwuegbuzie 475). According to Tobias *output anxiety* involves interference, which is manifested after the completion of the processing stage but before its effective reproduction as output (475). MacIntyre and Gardner asserted, "High level of anxiety at this stage might hinder students'

ability to speak in the target language" (475). All the three stages of anxiety have been found to be somewhat interdependent; each stage depends on the successful completion of the previous one, which may help defining language-learning process as follows:

Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in a class, the anxious student is focused on answering the teacher's question and evaluating the social implications of the answer *while giving it* (MacIntyre 96). In short*, "*acquisition of deviant linguistic forms", as (Krashen 46) believes or faulty *input,* "slow and non-spontaneous mental processes" (Horwitz 114) can explain the difficulties involved in the process of FL learning. This further demonstrates the sources/causes of anxiety experienced by the EFL learners at the *output* stage, particularly while speaking in the target language. The description of this process can suggest many implications for language teachers who demand quick answers or expect learners to speak fluently. Teachers' or learners' own expectations to speak fluently and the slow process in the mind result in apprehension and reticence in the learner.

2.8. Socio-cultural Factors

Language anxiety stems primarily from social and communicative aspects of language learning and therefore can be considered as one of the social anxieties. (MacIntyre & Gardner 91) In the previous section, it has been viewed that difficulties in leaning FL can explain the potential causes of language anxiety at the output stage of language learning within the classroom setting. However, language anxiety may also be an outcome of social and communicative aspects of language learning. This section reviews the literature on language anxiety from a socio-cultural perspective of language learning and its use.

2.8.1. Social Environment for FL Acquisition

FL can take place in two different kinds of social environments: a) where the target language is not used as L1 in the community, and b) where it is used as L1. The first kind of environment provides FL learners only limited and sometimes faulty input. As (Krashen 46) states, for such learners, "the only input is teachers' or classmates' talk - both do not speak L2 well". Learners in such environments are exposed to the language only in the classroom

where they spend less time in contact with the language, covering a smaller discourse type. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the communicative abilities of FL learners fully develop and result into embarrassment or stress for them when they are required to speak both in and out of the classroom.

In contrast, the second kind of environment provides learners with greater exposure to the target language. However, even in this case, some researchers' view that learners' use of cognitive skills and metalinguistic awareness (world and social knowledge) may interfere with language learning and they may not be able to achieve native (L1)-like proficiency as is gained by a child (Lightbown and Spada 30).

Krashen explains this child-adult difference in ultimate attainment in terms of the strength of 'affective filter'. He believes that 'affective filter' may exist for the child, FL acquirer but it is rarely high enough to prevent L1-like levels of attainment, and for adults, it rarely goes down enough to allow L1-like attainment. Older learners may have increased inhabitations and anxiety and may find themselves afraid to make errors (Richard 2).

2.8.2. Errors in Social Setting

Although it is axiomatic that language learning cannot be without errors, errors can be a source of anxiety in some individuals because they draw attention to the difficulty of making positive social impressions when speaking a new language (MacIntyre & Gardner 562). Errors in social settings are mostly overlooked if they do not interfere with meaning because people consider it impolite to interrupt and correct somebody who is trying to have a conversation with them. Interlocutors only react to an error if they cannot understand the speech and try to adjust their speech with the speaker in their effort to negotiate for meaning (Lightbown and Spada 32). It is only in the classroom environment that feedback on errors is provided frequently; this leads many learners to frustration and embarrassment by making them conscious about their deficiencies.

2.8.3. Social Status, Power Relations and a Sense of Identity

From a socio-cultural perspective, status is an important consideration in people's interaction with one another in social relationships. Within any social context, there exists a status relationship between interlocutors that carries a significant impact on language and

language use and this is an important aspect of social interaction, for example, "what can be said, the ways it can be said, and possibly, what language to use, and even how much must be said" (Carrier 70). Carrier, considering the role of status on fl listening comprehension, asserts that the listener must consider the status relationship as part of the social context in order to determine the appropriateness of the verbal behaviour for delivering the response to the spoken messages. In addition, he raises a crucial question as to whether in face-to-face interaction receiver apprehension (anxiety) can be triggered by the particular status relationship between the interlocutors

(69). He states: The effects of status in terms of perceived power over another can also effectively silence a person in a conversation; for example, where there are large power differentials, as in White-Black relations in South Africa, the potential threat of loss of face may cause the person of lower of status to do nothing in the conversation even when instructions are not fully understood. (Chick 72).

Sociolinguists posit that social relationships can have a deep impact on conversational interaction. Wolfson (131), in her Theory of Social Interaction, postulates that inequality of status or social distance "disfavor attempts at negotiation". (Leary & Kowalski 1), working on the construct of 'social anxiety', also assert that, when speaking in interaction with one's boss, someone high in status or power, and also when dealing with complete strangers, feeling of anxiety, uncertainty and awkwardness are often the consequence of such encounters. Similarly, studies of classroom interaction on the pattern of social relationship found that the social relationship between teachers and students gives them an unequal status relationship as interlocutors that can hinder "successful second language comprehension, production, and ultimately acquisition" (Pica 4). Earlier research of (Doughty and Pica 74) also showed that there was less interaction when the relationship was unequal, such as, teacher-to-students, than when the relationship was equal, for instance, student-to-student. A sense of power, social distance and self-identity exists in interaction between L1 and FL speakers, as reported by Peirce:

I feel uncomfortable using English in the group of people whose English
Language is their mother tongue because they speak fluently
Without any problems and I feel inferior

(Peirce 21).

In such an interaction, L2/FL speakers may feel anxious due to the fear of social embarrassment and a threat to their social identity. Language, in this regard, seems crucial because it is used to convey this identity to other people. Particularly when speaking in a second/foreign language "our self image becomes more vulnerable when our expression is reduced to infantilized levels, which inevitably leads to anxiety"
(Arnold 3). FL speakers' fear of losing self-identity and retaining positive self-image is aggravated when their attitudes towards the target language community and culture are hostile (Dewaele 26).

2.8.4. Intercultural/Interethnic Communication Apprehension (ICA)

Communication anxiety can also be triggered during intercultural or interethnic communication. When a person interacts with people of other cultures and encounters cultural differences, he or she inclines to view people as strangers. Situation of this kind may lead to intercultural communication apprehension; this can be defined as "the fear or anxiety associated with either real or anticipated interaction with people of different groups, especially cultural and ethnic and/or racial groups" (Neuliep & McCroskey 145).
ICA is more likely to occur in initial acquaintance. (Gudykunst 71), in his Uncertainty Management Theory, maintains (a) that initial uncertainty and anxiety about another's attitudes and feelings in a conversational interaction are the basic factors influencing communication between individuals and (b) that uncertainty inhibits effective communication. (Neuliep & Ryan 93) identify several potential factors that could influence intercultural communication by summarizing previous work on ICA. (See figure 2.)
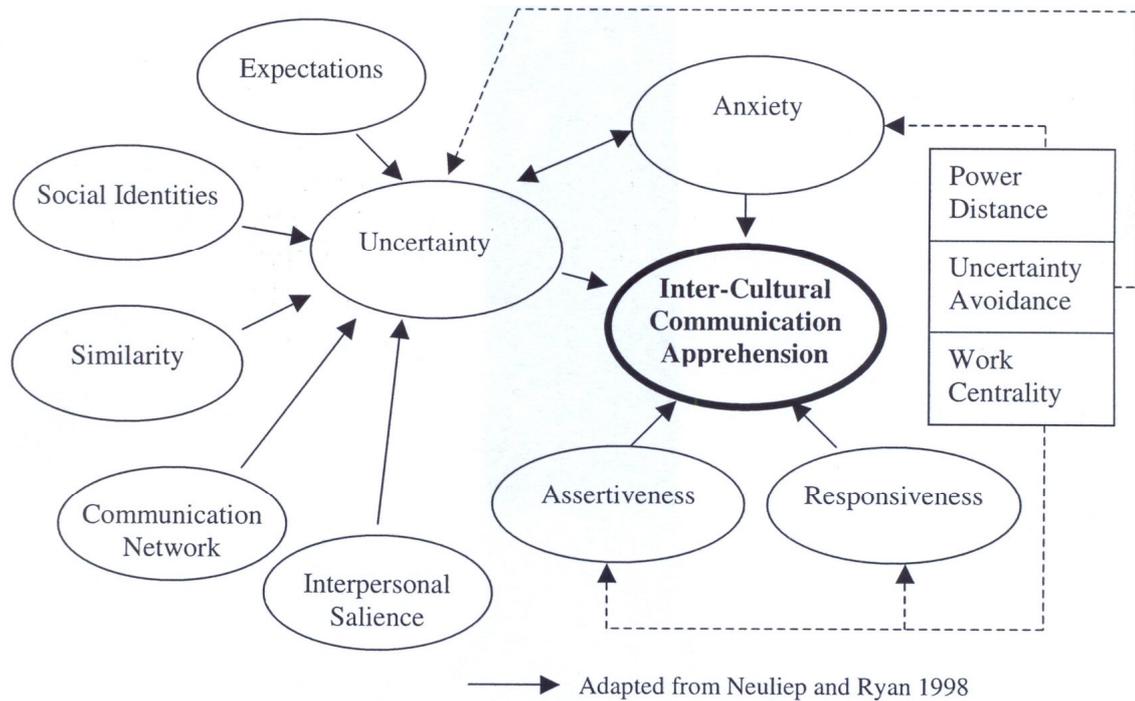
Figure*: 2*. Potential Effects on Inter-Cultural Communication Apprehension

Source: Neuliep & Ryan

Figure 2 indicates that one's ability to cope with anxiety and uncertainty can result in effective intercultural communication (Gudykunst 3). Uncertainty Reduction Theory (URT) posits that when two people interact for the first time, uncertainty exists (Berger and Calabrese 3). Furthermore, we state that the higher people perceive an uncertainty, the higher they feel anxiety. (Gudykunst 4) found that there are at least five factors that may influence the amount of uncertainty experienced by interactants during an intercultural communication: (1) expectations; (2) social identities; (3) degree of similarities between interactants; (4) shared communicative networks; and (5) the interpersonal salience of the contact with 'stranger'. Suggesting how this type of anxiety can be controlled, (McCroskey and Richmond 4) claim that assertiveness and responsiveness, as two dimensions of socio-communication orientation, may reduce intercultural communication apprehension.

2.8.5. Gender

Gender has also been found to cause anxiety in male and female interaction both within and out of the classroom settings. (Carrier 70) states that past research has revealed that gender affects communication between FL dyads and L1 and FL speaker dyads (e.g., Pica, Holliday, Lewis, Berducci, & Newman 70). He deems it necessary to consider whether the gender of the L1 speaker interlocutor has an effect on the listening comprehension of the FL speaker interlocutor.

Gobel and Matsuda asserted that gender-related anxiety research has yielded conflicting results. Spielberger (19), in her study on state anxiety found, "females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances". Similarly, in Kitano's study (23) of Japanese college students, male students have been found to feel more anxiety when they perceived their spoken Japanese less competent than that of others; however, such a relationship was not observed among female students. On the contrary, Machida (23) examined FL Japanese language class anxiety based on gender and found that female learners are more anxious than male counterparts.

2.9. Manifestation of Language Anxiety and Its Effective Reduction Common Features of Anxiety

SLA researchers and foreign language teachers have decoded a number of symptoms and behaviors manifested in anxious learners. Negative consequences of language anxiety manifest in the form of changed behaviour, such as responding less effectively to language errors (Gregersen 210) engaging in negative self-talk and ruminating over poor performance, which affects information processing abilities (MacIntyre & Gardner 285); exhibiting avoidance behaviour by missing class, having unrealistic high performance standards (Gregersen & Horwitz 563); freezing up in role play activities, participating infrequently (Horwitz 129); and ultimately receiving low course grades (Gardner 210). In addition, (Harrigan 210) posited that anxiety can be accurately decoded both through prosodic (stress and intonation pattern), paralinguistic (non verbal) features of vocal communication and through visual non-verbal cues. (Gregersen 210) in her study on nonverbal behaviour of anxious and non-anxious language learners found that "anxious learners manifested limited facial activity, including brow behaviour and smiling, maintained less eye contact with the teacher, and were more rigid and closed with their posture". anxiety and Leary's three categories of behaviour arising from social anxiety.)

According to (Michael 40), there are some common features across the different types of anxiety among EFL learners. These common features of anxiety include escape and avoidance behaviors, chronic worry, faulty threat perception, and activation of the nervous system. Anxious students try to avoid or escape from the anxiety provoking stimulus or situations, and they constantly worry about current and future events. Faulty threat perception is another common feature found among learners with anxiety. These individuals erroneously perceive situations as threatening. Nervous system activation is also a core feature found among individuals with anxiety so that all the physiological body of the learner changes. Anxious students may experience accelerated heart beat, sweating, shaking, muscle tension, increased respiration, facial expressions and the like as a result of the activation of the nervous system. Accordingly, Anxiety, in general, can have physical, emotional, and behavioral manifestations and these manifestations can differ with each individual. (Krinis1) listed the following manifestations as prominent symptoms of FL anxiety:

- Sweat
- Palpitations (quick heart beat)
- Avoidance of eye contact
- Apprehension
- worry
- Lack of concentration
- Forgetfulness
- "freezing up" when called on to perform
- Short answer responses
- Avoidance behaviors such as missing class, postponing homework or studying, refusing to speak or remaining silent, and coming to class unprepared.

2.9.1. Alleviation of Foreign Language Anxiety

Identifying anxiety producing factors for L2/FL learners and recognizing learner manifestations of this anxiety while communicating in the target language are important first steps in coping with language anxiety. An extensive body of research has suggested a variety of strategies to cope with language anxiety in academic settings, which can also offer an understanding of how to deal with it in the broader social contexts. In general, the remediation of such anxiety has focused on cognitive, affective, and behavioral approaches (Hembree 67).

The cognitive approach holds that the thinking disturbances that occur in the classroom are the primary sources of anxiety. The researchers recommend a 'cognitive modification (CM)' method for its treatment which focuses on changing the students' own cognitive appraisals (Mejias 97).

Students are encouraged to develop more positive and facilitating self-talk and are taught to manage their self-evaluation more realistically. The affective approach attempts to change the negative involuntary association between the classroom and anxiety, and assumes that emotional arousal (physiological responsiveness) is the main concern (Ying-Ling & Kondo 259).

Researchers suggest taking steps to control bodily reactions and stress in order to alleviate anxiety and recommend systematic desensitization therapy (SDT) as a treatment method. The students are taught how to relax in the presence of the anxiety stimuli and, thus, the anxiety is reduced in the subsequent oral communication situations (Mejias 97). Those who take the behavioral approach presume poor academic skills as the main source of anxiety (Ying-Ling & Kondo, 2004: 259). For its treatment, the researchers recommend skills training (ST) method where the students are taught the behavioral skills required for success in particular oral communication context (Mejias 97). Research on language anxiety suggests a variety of techniques to reduce or successfully cope with language anxiety. (Foss and Reitzel 430) hold that the recognition of students' irrational beliefs or fears and their unrealistic expectations can help students interpret anxiety-producing situations more realistically and adopt an approach rather than 'avoiding behaviour'. They recommend verbalization or articulation of any fears as a strategy to cope with language anxiety. (Young 1) also offered some suggestions in this regard such as; (1) using an anxiety graph to pinpoint the highest level of anxiety of a given interaction; (2) for anxieties stemming from learner's personality, providing supplemental instruction or a support group; (3) for anxieties stemming from classroom procedures, using more pair and group work; (4) playing language games with an emphasis on problem-solving; and (5) role-playing with preparatory activities to instill class rapport. Furthermore, he found that the students felt more at ease when the instructors' manner of error correction was not harsh and when they were friendly, patient, and had a good sense of humor. So, it can also be suggested that equal status relationship between teacher and student is an important aspect for anxiety alleviation. Hauck and Hurd offered a list of eleven strategies.

Conclusion

In this chapter, we have reviewed literature of FL anxiety in terms of concept, construct, effects, and impact on FL learning. It becomes obvious that anxiety affects FL learning. Although it can be facilitating or debilitating, with relation to three performances related anxieties: communication apprehension, test anxiety, and fear of negative evaluation. These three components have been further expanded with the help of relevant literature in order to highlight some anxiety exasperating factors related to them. The chapter has also discussed learners' perceptions about their own sense of 'self', about language learning and communication, students' high performance expectations, and language instructors' beliefs and overall classroom procedure with relation to FL anxiety. In the later parts, the chapter has looked at the three stages of language learning: input, processing, and output, in order to explain the difficulties EFL learners may face in learning to speak a foreign language. It has been found that lack of sufficient input for learning FL in the environment where the target language is not the first language, and lack of opportunities to frequently process the limited (sometimes filled with errors) input, can cause language anxiety at the output (speaking) stage for EFL learners.

The chapter has also explored the literature on socio-cultural aspects of language learning and has discussed social status, power relations and sense of identity, L1 and FL speakers' interaction, attitudes towards target language and its culture, intercultural communication, and gender as some of the factors linked with language anxiety. In addition, the literature on how anxiety is manifested in the learners and how it can be alleviated aptly and this also has been reviewed in the final section of this chapter.

Section A: Methodology

3.1. Introduction

A number of studies on FL anxiety have reported the enervating effect it can cast on learning and particularly speaking a foreign language; this must be overcome by students in order for them to take full advantage of FL instructions (Horwitz). Thus, the major purpose of this exploratory research was to find out the factors that language anxiety can stem from for EFL learners while learning to communicate in English and thus to suggest some strategies to cope with it accordingly. The findings of this study based on the views and experiences of the participants regarding language anxiety seem to be mostly corroborating the findings offered by the previous research on language anxiety, though not agreeing with every detail. No significant difference was found between students', teachers', and practitioners' perceptions on the anxiety-evoking factors, though they differ in their interpretations of these factors according to their experience and level in EFL learning and teaching process. In spite of high correspondence of the findings to the existing research, the study also found some differences and discrepancies compared to some previous studies on language anxiety.

The description, offered by Horwitz, of communication apprehension, test anxiety and fear of negative evaluation as useful conceptual building blocks in defining the construct of foreign language anxiety have been replicated in this investigation as many participants expressed them as potential sources of language anxiety. These perceptions and the mostly negative responses of the research participants, particularly of EFL learners who had their previous degrees in the fields other than language study, seem to support the past research that anxiety is intrinsic to language learning (Horwitz) and is to be rated significantly higher than other class anxieties (e.g., mathematics, research methodology, etc.(Onwuegbuzie 218).

The subsequent part of this chapter has been divided into two sections to discuss the anxiety-producing factors found in this study. The first section is about research methodology the method we choose and defining the tools   that we used in our thesis

Then the second section is about defining the results and the findings.

3.2. Research methodology
3.2.1. Qualitative research

Qualitative Research is collecting, analyzing, and interpreting data by observing what people do and say, and it refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

Qualitative research is much more subjective than quantitative research and uses very different methods of collecting information, mainly individual, in-depth interviews and focus groups. The nature of this type of research is exploratory and open-ended. Small numbers of people are interviewed in-depth and/or a relatively small number of focus groups are conducted.

Participants are asked to respond to general questions and the interviewer or group moderator probes and explores their responses to identify and define people's perceptions, opinions and feelings about the topic or idea being discussed and to determine the degree of agreement that exists in the group. The quality of the finding from qualitative research is directly dependent upon the skills, experience and sensitive of the interviewer or group moderator.

This type of research is often less costly than surveys and is extremely effective in acquiring information about people's communications needs and their responses to and views about specific communications.

3.2.2. Qualitative VS Quantitative

Basically, quantitative research is objective; qualitative is subjective. Quantitative research seeks explanatory laws; qualitative research aims at in-depth description. Qualitative research measures what it assumes to be a static reality in hopes of developing universal laws. Qualitative research is an exploration of what is assumed to be a dynamic reality. It does not claim that what is discovered in the process is universal, and thus, replicable. Common differences usually cited between these types of research include. . Whereas, quantitative research refers to counts and measures of things, there are three main methods for collecting data in qualitative research; interview, questionnaire, and classroom observation. In this research we intended to use interview and questionnaire as data gathering tools.

3.3. Data gathering tools

Considering the constraints, like limited time period and the fact that only one researcher was undertaking this study, it was considered most appropriate and beneficial to carryout

questionnaire for the students and interviews for the teachers in order to reach the core of the matter rather than the observations. Furthermore, written questions are somewhat flexible in nature and the complete lack of personal contact allows verifications of views and knowledge.

3.3.1. Interview

According to Green and Thorogood the interview is the most widely used method of producing data in qualitative research. In essence, an interview is a conversation that is directed, more or less, towards the researcher's particular needs for data. How far the researcher directs the interview, in determining the topics covered and how they are discussed, is one dimension by which research interviews could be classified. At one end of such a scale is the structured interview, which schedules the kind of data produced quite tightly. In this mode of interview, the interviewer must follow a specified set of questions, in a specified order, for each interview to generate comparable answers from each respondent. They are typically used in survey designs. At the other end of this scale, informal interviews are more like natural conversations that happen fortuitously in the field, in which data are gathered opportunistically. Perhaps the most commonly used interview types in qualitative health research are between these extremes, in the form of what are variously called narrative, in-depth or semi-structured interviews. In a semi-structured interview, the researcher sets the agenda in terms of the topics covered, but the interviewee's responses determine the kinds of information produced about those topics, and the relative importance of each of them. An 'in-depth' interview implies one that allows the interviewee enough time to develop their own accounts of the issues important to them (Green and Thorogood 80).

Similar to the interview studies by Price, Young and (Ohata140) concerning the perspectives of students, language specialists and language teachers on language anxiety respectively, this study used a qualitative semi-structured interview format to investigate the factors that cause language anxiety from EFL teachers' perspectives. The rationale behind the use of interview as a data collection tool was that it can offer access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs (Ohata140). It also provides participants with opportunities to select, rebuild, and reflect upon details of their experience within the specific context of their lives (141). Given that the primary goal of this study was to explore the sources of language anxiety, interviews seemed appropriate as a means to understand the experiences of the subjects about language anxiety because they

allow for given points to be clarified and elaborated upon where required. One type of interview was conducted" individual".

3.3.1.1. Individual Interviews

A semi-structured face-to-face interview technique was preferred as it was essential to ensure that the researcher was "in a position of being able to access the degree of the interviewee's interest and involvement" (Robson 90). It was also appropriate because of "its flexibility balanced by structure and the quality of the data so obtained" (Gillham 70).

Initially seven subjects, including five highly experienced teachers and two beginners. The interview lasted approximately 15-20 minutes. All the interviews were conducted in English and were tape-recorded with the subject's permission. Initially, the subjects were asked open-ended questions to establish a rapport with the subjects. Later, a semi-structured question format was used as a guideline to ask questions and to encourage the interviewees to talk in their own way. The interviews contained a balance of open and closed questions, the latter asserting the control of the interviewer, the former offering the interviewees a wide range of choice within a question. (see Appendix (01) for interview questions.)

3.3.2. Questionnaire

A questionnaire is a means of obtaining the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured.

The questionnaire is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic. The research information is attained from respondents normally from a related interest area. The dictionary definition gives a clearer definition: A questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons.

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown 6). Furthermore, the main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment

required will be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. These cost benefit considerations are very important, particularly for all those who are doing research in addition to having a full-time job (Gillham)

Questionnaire design is a long process that demands careful attention. A questionnaire is powerful evaluation too and should not be taken lightly, design begins with an understanding of the capabilities of the questionnaire and how they can help your research. 1. The researcher is able to contact large numbers of people quickly, easily and efficiently using a postal questionnaire (since all he / she has to do is identify the group that will be targeted and post them the list of questions). Questionnaires are relatively quick and easy to create code and interpret (especially if closed questions are used). In addition, the respondent - not the researcher - does the time-consuming part of completing the questionnaire. And A questionnaire is easy to standardize. For example, every respondent is asked the same question in the same way. The researcher, therefore, can be sure that everyone in the sample answers exactly the same questions, which makes this a very reliable method of research. Questionnaires can be used to explore potentially embarrassing areas more easily than other methods. The questionnaire can, for example, be both anonymous and completed in privacy. This increases the chances of people answering questions honestly because they are not intimidated by the presence of a researcher.

3.4. Participants

The forty two subjects in the EFL Department of Education at the University of M'sila, who participated in this research, can be divided into two categories: 1) EFL learners: 2) oral expression teachers. Of the forty two subjects, seven were teachers of oral expression two of them were males whereas five of them were females. Their age ranged between twenty three to sixty years old. The teaching experience of teachers and ranged between one to thirty seven years in various contexts.

The thirty five EFL learners were twenty nine females, six males. They had completed approximately eight months of this English language programme and had been learning

English in their home countries for approximately six to seven years, their age was ranged between eighteen to twenty seven years old.

3.5. Population

We have decided to work on 1st year LMD students because they tend to show clearer anxiety and the aforementioned negative emotions and behaviors than 2nd and 3rd year students. They have been studying English for eight academic years, the last seven months at the University, and have different English subjects including the oral expression one as a fundamental course. Their general proficiency in English is supposed to be fine.

For the present research we have administered a questionnaire of twenty three items to learners. The items were developed, to explore the attitudes of first (1st) year LMD students toward their anxiety and to investigate their oral competence during a classroom discussion.

3.6. Sample

Due to time constraints, it is neither possible nor desirable to study all the population. For instance, dealing with more than 680 in our department will be time consuming. Thus, we have decided to take randomly a sample of 35 students to be given the administered questionnaire.

Learners' questionnaire was administered, among one group from the whole (10) groups of the first (1st) year LMD students of English language, constituted 680 participants as the total number of the population, from which the sample will be at random. The learners' questionnaire was administered to a random sample of thirty five (35) students from group one at the department of English in university of M'sila.

3.7. Reliability and Validity

After administering the questionnaire, the research tool has demonstrated satisfactory reliability with this group of subjects because of several factors. First, there have been uniform and non-distracting circumstances of administration; second, the students have been provided with clear, explicit and unambiguous instructions given in simple English. The questionnaire administered to the students has been started by an introductory note about the aim of the study. Third, the real aim of the study has not been openly presented to the students so that students' responses could not be biased by the researcher's goals; moreover, the

research has been presented as a study on the general topic of language learning experience and on feeling about oral English classes. Fourth, we have reminded the group of informants of the importance of giving honest answers.

Section B: Data Analysis

3.2. Analysis of the learners' questionnaire:

3.2.1. Introduction:

It is important in this research, to give learners the opportunity to express their own idea concerning the effects of anxiety on their achievement such as, their attitudes toward exams and their participation in classroom. Learners' questionnaire was designed to investigate the factors that cause language anxiety for EFL learners in learning speaking skill case study first year LMD students in the department of English Mohamed Boudiaf university of M'sila.

3.2.2. Description of the questionnaire:

For the present research we have administered a questionnaire of thirty five items to learners. The items were developed, to explore the attitudes of first (1st) year LMD students toward their anxieties and to investigate their oral competence during a classroom discussion. Learners' questionnaire was administered to one (1) group of the first (1st) year LMD students of English language, constituted 35 participants as the total number of the population is 680 from which the sample is taking at random.

3.2.3. Analysis of the students' questionnaire

Section one: background information.

The questions from one to five are students' background questions, it namely represents the student profile and attempts to give general overview about the student gender, age, and how long they have been studying English

Most of the respondents are females; there are 30 females (85.71%), and only 5 males (14.28%) the question aims to discover which of the two sexes prefers to study literature specialty, and the results shows that the females are more stimulated to literature subjects

rather than the males who prefer to study scientific subjects. And from the total participants there are 17.14% they have been studying English for five academic years, 40% for seven academic years, whereas 42.85% for eight academic years without forgetting the last seven months at the University, having different English subjects including oral expression as a fundamental course. Their general proficiency in English is supposed to be good. And concerning the age, 34.28% as the highest percentage were eighteen years old, 28.67% were nineteen years old, seven of them were twenty years old 20%, 14.28% are twenty three then only 02.85% was twenty seven, finally 74.28% of the students said yes that studying English were personal choice, whereas 25.71% said no, so they were imposed to study English.

Section two: language anxiety

Question six: Do you think learning and speaking English as a foreign language is very difficult?

Option	N	%
Yes	21	60%
No	14	40%

Table 14

The table above shows that (60%) said it's not difficult at all, whereas (40%) said yes learning and speaking English as a foreign language is very difficult, the data show many of the students have difficulties in learning and speaking English this is due to some psychological and linguistic problems such as anxiety, and lack of grammar efficiency.

Question seven: In your opinion, which skill is the most difficult?

Option	N	%
Reading	3	8.57%

Writing	**12**	**34.28%**
Listening	**4**	**11.42%**
speaking	**16**	**45.71%**

Table 02

The results in the table above indicate that 45.71% as the highest percentage of the subjects who participate in this questionnaire, said that the most difficult skill is speaking, whereas 34.28% show that writing is the difficult skill, after that listening has 11.42% only as difficulty and 8.57% said reading is the more difficult skill.

Question eight: How could you appreciate your level in speaking?

Option	**N**	**%**
Bad	**13**	**40%**
Medium	**16**	**45.71%**
Good	**3**	**08.57%**
Very good	**2**	**05.71%**

Table 03

The results in the table above reveals that 40% of The students who appreciate their level in speaking as bad, and 45.71% as medium, 08.57% as good, and just only 05.71% who appreciate their level in speaking as very good and this is a result of lucking the self – confidence .

Question nine: If not good or very good, what makes speaking difficult for you

?

Option	N	%
grammar	10	28.57%
Pronunciation	12	34.28%
Vocabulary	06	17.14%
all	7	20%

Table 04

This table shows that the reason of their low level in speaking EFL. So17.14% said the reason is vocabulary. Furthermore, 34.28% said it's all about the pronunciation, and 28.57% is Grammar then the ones who said all (Grammar, Pronunciation, and Linguistic background) are 20%,

Question ten: Do you feel anxious while you are speaking FL?

Option	N	%
Yes	22	62.85%
No	13	37.14%

Table 05

The results in the table show that 62.85% are feeling anxious while speaking foreign language whereas 37.14% don't feel anxious while speaking. Most of the students feel anxiety when it comes to speak in foreign language

Question eleven: If yes, what's the source of your anxiety?

Option	N	%
Fear of negative evaluation	**20**	**57.14%**
Test anxiety	**10**	**28.57%**
Communication apprehension	**5**	**14.28%**

Table 06

This table reveals the sources of student anxiety when they are speaking English, 57.14% for negative evaluation, because of the fear that it might lead to the loss of one's positive self-image or self-identity, being afraid how they are going to be evaluated by one's interlocutors. And students get more nervous about making mistakes in front of teachers because they think it is more likely to influence their end-of-course results.28.57% for Learners who experience test anxiety consider the foreign language process and especially oral production, as a threatening situation, rather than an opportunity to improve their communicative competence and speaking skills, then communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people, and since the student have been studied English for 05to 08 years and may be they get used to each other, so they didn't shy from each other, and it has got only 14.28% .

. **Question twelve:** If nervousness while taking an oral exp exam hinders you from doing well

Option	N	%
ALWAYS	**5**	**14.28**
OFTEN	**6**	**17.14**
SOMETIMES	**17**	**48.57**
RARELY	**4**	**11.42**
NEVER	**2**	**05.77**

Table 07

The results in the table above indicate that (48%) as the highest percentage of the subjects who participate in this questionnaire, said that, nervousness sometimes hinders them from doing well in a test or an exam, whereas (14.28%) show that anxiety during the exam, is really blocking their ability to do well in their exams, and then (17.14%) said often, (11.42%) said rarely, and only (5.77%) said never. a large number of their subjects considered oral presentation as the most anxiety-provoking activity in the class. This anxiety seems to stem from learners' perceived inability to make themselves understood or from their frustration of not being able to communicate effectively.

Question thirteen: Feeling anxious while taking a test or an exam helps me do better.

Option	N	%
always	3	08.57%
Often	5	14.28%
sometimes	7	20%
Rarely	9	25.71%
Never	11	31.42%

Table 08

Anxiety has a negative impact on student's motivation to succeed in an exam, it does not merely hinder achievement, but in some cases it enhances it.

The results in the table above shows that (31.42%) of the participants do prefer to say that feeling anxious while taking exams is rarely helpful in drawing fruitful consequences, while (20%) sometimes feel anxious during an exam, and then (14.28%) said often,(25.71%) said rarely, and only (08.57%) said always. This reveals the fact the majority of students considers anxiety as a threatening situation, rather than encouraging them to do well. The results of the questions twelve and thirteen shows that the anxiety is debilitative rather than facilitative

Question fourteen: Do you feel anxious when you give oral presentation in front of the whole class?

Option	N	%
Always	12	34.28%
Often	5	14.28%
Sometimes	11	31.42%
Rarely	4	11.42%
Never	3	08.57%

Table 09

As the results in the table reveal, the majority of the students (34.28%) said that always feel anxious when they give oral production in front of the whole class, which means that they refuse to speak or to be part of a classroom conversation. Beside (31.42%) of the participants who said that they sometimes feel anxious when they have to practice their oral skills in front of their classmates, whereas (14.28%) said often, (11.42%) rarely, and only (08.57%) said never. We noticed that the majority of the students do not have self-confidence and they are shy to speak in front of classmates and teacher.

Question fifteen: Do you mind if the teacher asks you to correct your own mistakes?

Option	N	%
Always	04	11.42%
Often	04	11.42%
Sometimes	07	20%
Rarely	05	14.28%
Never	15	42.85%

Table 10

It seems from the table above that (42.85%) of the participants never feel anxious when their teachers asks them to correct their mistakes, which indicates the motivation to put their draw backs under the scope. Beside (20%) of the students who said that they sometimes feel worried when they

have to correct their mistakes, whereas (14.28%) said rarely, and only (11.42%) said always said often

.

Question sixteen: Do you mind if other students correct your speaking mistakes?

Option	N	%
Always	14	40%
Often	07	20%
Sometimes	06	17.14%
Rarely	05	14.28%
Never	03	08.57%

Table 11

From the results obtained in the table above, we notice that (40%) of the students always feel anxious when other students correct their speaking mistakes. Beside (20%) of the participants who said that they often feel anxious when their classmates asks them to correct their faults. Whereas (17.14%) said sometimes, (14.28%) said rarely, and finally only (08.57%) who said never.

This question reveals the fact, that, the majority of the participants claims that believe in their own capacities, and they don't accept any interference.

Question seventeen: Do you worry if your classmates speak English better than you ?

Option	N	%
Always	07	20%
Often	05	14.28%
Sometimes	14	40%
Rarely	05	14.28%
Never	04	11.42%

Table 12

From the results obtained in the table above, we notice that the majority (40%) of the participants said that sometimes they feel worried when their classmates, speak English better than them. Beside only (20%) of the students claim that always feel anxious when other students use the language effectively, whereas (11.42%) said never, and (14.28%) said often, and finally (14.28%) of the students who said rarely.

This question reveals the fact that the majority of the participants in this questionnaire are less able to speak English correctly when they compare themselves with their classmates. Beside this we can say that, anxiety can affect negatively learners before, during and after the exam.

Question eighteen: Do you feel anxious when you have to answer the teacher's questions in the classroom?

Option	N	%
Always	11	31.42%
Often	05	14.28%
Sometimes	08	22.85%
Rarely	05	14.28%
Never	06	17.14%

Table 13

The results in the table above shows that only (17.14%) of the students who said that they have never been anxious when they have to answer their teachers' questions in the classroom. Beside (31.42%) of the participants who said that they always feel anxious when their teachers asks them to answer their questions, which explains that this category of learners refuses to be part of the classroom discussion or to speak at all. Whereas (22.85%) of the respondents who claimed that sometimes worry about their teachers' questions, and then only (14.28%) said often, and finally (14.28%) said rarely, which means a low level of self-confidence. Whereas (60%) said no there no difficulty in learning or speaking foreign language

Question nineteen: What disturbs you the most about learning and speaking English and why?

The majority of the students claim that; learning in the classroom, when required to speak or to give presentation in front of other students.

Question twenty: What happens to you when you are in a stressful situation while speaking English? And what do you do in these kinds of situations?

All the subjects said when they are in stressful situation they get nervous, lose confidence, start blushing, my heartbeat becomes faster, use short broken sentences, quickly finish the conversation then quickly overcome my anxiety, and restore my confidence, freezing up when called on to perform, excessive trembling and sweating, nausea and dizziness, chest pain and headache and weakness in the limbs and muscle tension.

Question twenty one: Are you afraid of making errors while speaking English?

Option	N	%
Yes	25	71.42%
No	10	28.57%

Table 15

The participants frequently expressed that learners feel afraid, and even panic because of the fear of committing mistakes or errors in front of others, Both ethnographic and empirical, supports the notion that language anxiety, for untold number of learners, has its origin in the fear of making mistakes and attracting the derision of classmates because of "a fear of appearing awkward, foolish and incompetent in the eyes of learners' peers or others". As a result of the fear of making mistakes, some learners expressed that learning and speaking a foreign language in the classroom is "always a problem". the learners' concern to save their positive image or impression in the mind of their teacher and peers.

Question twenty three: What would you like to suggest in reducing language anxiety in the learners?

Most of the participants suggest that; friendly classroom environment, students should be encouraged to speak and not to get worried about errors, teachers' or student correction, positive feedback should be given. And some of them declared that they should use positive self-talk (e.g. I can do it; it doesn't matter if I make mistakes; others make mistakes), be aware of physical signs of stress that might affect their language learning or Let my tutor know that I am anxious then use relaxation techniques e.g. deep breathing, consciously speaking more slowly.

Description of the interview

For the present research we have make an interview of six questions. The items were developed, to explore the attitudes of first (1st) year LMD students toward their anxieties. We have done the interview with seven oral expression teachers in Mohamed Boudiaf university of M'sila.

Analysis of the teachers' interview

Q1How do you view the role of language anxiety for EFL learners in learning and particularly speaking English language?

Most of the teacher said that majority of the students are anxious especially when you ask them to speak in English and this may hinder and inhibit them from learning English This means that many students experience speaking context-based apprehension in some oral expression classrooms. Evidently, they can be to some extent, good fluent speakers of English outside the class with their classmates or with some instructors with better oral performance and abilities. But the fear of speaking in more threatening contexts inhibits them within the

public speaking class, hinders their potential cognitive and personal competence, and makes them not fully engaged in the classroom

Q2-What kinds of situations and language classroom activities have you found to be anxiety-provoking for the students?

Considering the problems students feel in formal language classroom setting, some teachers expressed that open-class-forum is more stressful for the learners because of its demand to be more correct and clearer in using the target language. For instance, a female EFL teacher stated, "Stress level is always high when students are in open-class-forum than in pair work". And other teacher said that "Examinations and quizzes constitute a real anxiety-inducing situation because of the high stakes". Then a female EFL teacher asserted the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking.

A highly experienced teacher in oral expression class found that a large number of their subjects considered oral presentation as the most anxiety-provoking activity in the class. Interestingly, the same female EFL teacher further stated, "Students try to overcome their anxiety by trying to remember the presentation stuff and by rehearsing it, and then they bring another pressure on themselves by trying to remember what they have rehearsed and feel probably stressed because they cannot remember everything". And others argued that speaking in front of people, teachers, in class, in oral tests, in front of males/females or the person superior in status.

Q3What do you think are the causes of students' anxiety while speaking English?

The previous highly experienced teacher claim that the causes are Psychological it can be lack of self-confidence, lack of self esteem, and fear of making mistakes in front of others ,Social cultural; our culture is face-saving. Linguistic: Poor vocabulary repertoire and faulty grammar.

Other female teacher asserted that Psychological, personality traits, lack of confidence, language difficulties, not been taught properly, feel it is difficult to

learn, the notion that language anxiety, for untold number of learners, has its origin in the fear of making mistakes and attracting the derision of classmates, The participants frequently expressed that learners feel afraid, and even panic because of the fear of committing mistakes

or errors in front of others most of the teacher claim that, because of "a fear of appearing awkward, foolish and incompetent in the eyes of learners' peers or others". As a result of the fear of making mistakes, learners felt that learning and speaking a foreign language in the classroom is "always a problem". And fear of making mistakes has been found to be strongly linked with the learners' concern to save their positive image or impression in the mind of their teacher and peers. Another experienced teacher elaborated, "It is not anxiety just about language but different expectations about what is going to happen in an oral interaction"; in other words, how one is going to be evaluated by one's interlocutors. Not surprisingly, students get more apprehensive about making mistakes in front of teachers because they think it is more likely to influence their end-of-course results, they afraid to be negatively evaluated.

Q 4: How is anxiety manifested in the learner?

All the EFL teachers agreed that Some of the physical or psychological symptoms they had noticed in their students as a sign of anxious feelings were: playing with their hair, avoiding eye-contact with the teacher, sweated palms, blushed faces, nervous facial expression, trembling, shaky body movements hesitation, lack of self-confidence, confusion, embarrassment, feel conscious and panic, etc. These common features of anxiety include escape and avoidance behaviors, chronic worry, faulty threat perception, and activation of the nervous system. Anxious students try to avoid or escape from the anxiety provoking stimulus or situations, and they constantly worry about current and future events. Faulty threat perception is another common feature found among learners with anxiety. These individuals erroneously perceive situations as threatening, nervous system activation is also a core feature found among individuals with anxiety so that all the physiological body of the learner changes. Anxious students may experience accelerated heart beat, sweating, shaking, muscle tension, increased respiration, facial expressions and the like as a result of the activation of the nervous system.

Q 5: Which strategies can be used to successfully cope with language anxiety?

Familiarity with the culture and ethnic background of the students and an awareness of their previous language learning experiences can also assist language teachers to understand and decode anxiety-related behaviors in some students. In a class of mixed cultures, teachers

should specifically make the effort to create a sense of friendship and cooperation among the students. This will help them to speak more confidently and with less anxiety in the class. And To encouraging students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully. Many of the participants illustrated various kinds of techniques they had used or they would use to reduce student's anxiety in the classroom, and it was found that the particular emphasis was often placed on the following points:

1) Creating comfortable classroom environment

a. A lot of fun activities so that students can relax, such as games or songs

b. letting students laugh by telling jokes

c. playing some background music

2) Instructional procedures

a. more use of display questions open-ended than of referential questions

b. encouraging group works

c. setting different expectations for different students

d. more use of recasting for error- correction rather than direct error-correction

Discussion

A number of studies on FL anxiety have reported the enervating effect it can cast on learning and particularly speaking a foreign language; this must be overcome by students in order for them to take full advantage of FL instructions. Thus, the major purpose of this exploratory research was to find out the factors that language anxiety can stem from for EFL learners while learning to communicate in English and thus to suggest some strategies to cope with it accordingly. The findings of this study based on the views and experiences of the participants regarding language anxiety seem to be mostly corroborating the findings offered by the previous research on language anxiety, though not agreeing with every detail. No significant difference was found between students', teachers', and practitioners' perceptions on the anxiety-evoking factors, though they differ in their interpretations of these factors according to their experience and level in EFL and teaching process. In spite of high correspondence of the findings to the existing research, the study also found some differences and discrepancies compared to some previous studies on language anxiety. The description of

communication apprehension, test anxiety and fear of negative, evaluation as useful conceptual building blocks in defining the construct of foreign language anxiety have been replicated in this investigation as many participants expressed them as potential sources of language anxiety. These perceptions and the mostly negative responses of the research participants, particularly of EFL learners who had their previous degrees in the fields other than language study, seem to support the past research that anxiety is intrinsic to language learning and is to be rated significantly higher than other class anxieties (e.g., mathematics, research methodology, etc.

The subsequent part of this chapter has been discussed the anxiety-producing factors found in this study related to psycholinguistics and socio-cultural aspects of language learning and its use. Psycholinguistic factors refer to the learners' cognition, that is to say their psychological or cognitive process of learning and using a language.

Like discussion in open-class-forum, giving a short talk or presentation in the class has also been reported to be highly anxiety inducing, one which makes the classroom environment more formal and stressful for the learners. All the participants agreed that speaking in front of the whole class or in public caused anxiety for most of the learners asserted that the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking. Taking into consideration the problems students feel in formal language classroom setting, some teachers expressed that open-class-forum is more stressful for the learners because of its demand to be more correct and clearer in using the target language. These perceptions suggest that learners feel more anxious and under stress in the classroom environments that follow the traditional behaviorist theories of learning; for instance, the classrooms where the students as a whole class constantly drill or repeat the learning tasks like machines (e.g. audio-lingual language teaching method) and thus the power or status differentials between students and teachers is upheld. Contrarily, students feel less anxious and stress in classroom environments that follow the constructivist theories of learning; these emphasize collaborative activities by forming learning communities including both teachers and students. (see appendix (2) & (3) for more detail about behaviorist and constructivist learning theories respectively.). Consistent with the past research, the participants appeared to be blaming a strict and formal classroom environment as a significant cause of their language anxiety. They view the classroom a place where their mistakes are noticed and their deficiencies are pointed out.

Learners feel afraid and even panic because of the fear of committing mistakes or errors in front of others In line with the study of Gregersen and Horwitz on 'perfectionism', fear of making mistakes has been found to be strongly linked with the learners' concern to save their positive image or impression in the mind of their teacher and peers.

Students, in spite of reporting feelings of anxiety over error correction, also expressed their desire to be corrected in order to overcome their language imperfections, this study also found that students' embarrassment may be aggravated by the role played by language

The teachers' attitude towards and beliefs about language learning and teaching, their reaction to the learners' errors, and the way they create stressful environment in the class have been reported to be significantly related to foreign language anxiety. It emerged during focus group discussion that the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, can have severe consequences on learners' cognition and their willingness to communicate in the class. This view suggests that sometimes even not correcting errors, as a technique to lower anxiety levels, makes some students anxious because many students believe that speech correction is necessary in order to learn to speak a language well.

In addition to the fears regarding committing mistakes and being negatively evaluated by one's teacher or peers in the formal setting of a language classroom, the participants reiterated some of the most common linguistic difficulties, which cause these fears in the first place. The SLA researchers have frequently reported students complaining that English pronunciation is too hard to adopt, and that the English language system is so complicated, so irregular, and with so many exceptions in spellings and meanings of vocabulary items. In spite of awareness of these difficulties, the results indicate that anxiety still continues to flourish in the learners. This suggests that a series of more in-depth research studies need to be undertaken regarding solutions, rather than just the identification of these inherent difficulties in learning English language as a means to enhance students' proficiency and to reduce their language anxiety.

The issue of pronunciation anxiety has been found to be at higher level among EFL learners in this research. And it's appeared to be a big cause of stress for EFL learners. It's an important issue across language groups because of its immediate effect on interaction. The learners in the contexts where English is not spoken as a first language in the community listen to the spoken words only in the class from the teachers or classmates who do not speak FL well. Grammar has been found to be the second most important aspect that the EFL

learners find difficult when learning to speak a foreign language. The problem with the English language is the adjectives, verbs, adverbs and such difficulties can lead to the impression that anxious students are not capable communicator in the foreign language as they hinder learners' fluency in conveying the spoken messages. It is because they know that this is a problem and every time they see this problem is coming while speaking, they get frightened.

Then, The vocabulary concerning the difficulties of remembering and retrieving vocabulary items are also reliable with this research. This found a correlation between language anxiety and the ability to recall vocabulary items. They don't have exact words to express their ideas, and sometimes they are conscious when they don't use the right word, and feeling nervous while speaking English because they do not have enough vocabulary, there are some of the utterances participants made to show their difficulties regarding vocabulary.

The various manifestations of anxiety that the participants mentioned seem to be similar to what has been reported in the past research on language anxiety. No essential difference of opinions or details has been found regarding the symptoms of students' anxiety. The obvious signs of anxious students described by the participants were blushing, rubbing the palms, perspiration, staggered voice, reluctance, poor performance in spoken activities, less enthusiasm or willingness to speak, less interpretativeness, less eye-contact, reading from the script while giving presentation, either too fast or too slow speed of speech, etc. Furthermore, some learners stated that they try to avoid the situation that appears to be anxiety evoking. Because I know my weakness

These results seem to indicate that language teachers can accurately and credibly decode the symptoms of anxious behaviour in the language class and can deal with them accordingly. Presented a few suggestion to language teachers in this respect: " a) be sensitive to the signals students' provide, b) recognize the behaviours for what they are, c) trust your perceptions, and d) work to reduce language anxiety".

Conclusion

Chapter three outlines the research design, the research method, and the population under study, the sampling procedure and the method that was used to collect data, research instrument are addressed. Ethical considerations pertaining to the research are also discussed. Also this chapter discusses a variety of causal factors found in this interview study,

concluding that language anxiety most possibly can originate from within and outside of the language classroom environment. In the first two sections of this chapter, the factors have been discussed from psycholinguistic and socio-cultural perspectives. Section (I) deals with the psycholinguistic factors that are related to learners' cognition and language learning difficulties, and have been discussed under various headings like classroom environment, fear of making mistakes, linguistic difficulties, etc. The sociocultural factors like cultural differences, social status and self-identity, gender, etc. have been discussed in section (II). In the last section (III), along with the discussion of some behavioral symptoms of anxious students, a variety of strategies have been offered to successfully cope with the language anxiety.

In brief, the findings discussed in this chapter suggest why a significant number of second/foreign language students feel anxious and embarrassed when learning and particularly speaking a second/foreign language. The findings also suggest the importance of identification and knowledge of these factors by language instructors in order to assist students to make progress in their language development.

Conclusions

Although the existing research has provided a valuable insight into language anxiety from both statistical and descriptive aspects, the phenomenon, because of its complicated and multi-faceted nature, requires further exploration from a variety of perspectives and approaches. This study, conducted through individual and focus group interviews, was an attempt to apprehend the true nature of the phenomenon from a different perspective.

The results of this interview study clearly indicate that the most anxiety provoking skill in FL (English) learning is speaking skill. Almost all research subjects acknowledged that people feel anxious and nervous while speaking English in front of others. Some EFL learners even expressed that they feel 'stupid' when they cannot speak English well and others maintained that they try to skip or escape the situations, which demand speaking in front of others, either in the classroom or outside of the classroom. What seems to distinguish speaking is the public nature of the skill; this poses a threat to peoples' self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals (Horwitz 128).

Every factor or situation that creates possibilities or enhances the chances of exposing their deficiencies and language imperfections in front of others is likely to cause language anxiety for ESL/EFL learners. This situation could be either classroom interaction in the form of open class forum, group participation or class presentation, or giving a short talk in any public event is likely to challenge learners' communicative abilities.

What makes a foreign language classroom a highly anxiety-evoking place is its evaluative nature: evaluation by the teachers, peers, and by a learners' own 'self', accompanied by high expectations and beliefs about FL learning. It was found that the feelings of anxiety become more threatening when the language instructors' manner of error correction is rigid and humiliating and when they consider language class a performance rather than a learning place. Anxiety has also been found to be exacerbated by students' feeling of low proficiency or lack of confidence in general linguistic knowledge, the evidence of which students do not want to display. The subjects expressed many problems and difficulties in learning English language, like grammar, pronunciation, English word-class system, and modal verbs etc., which were commonly thought to impede the fluency of the EFL learners and hence, were perceived to be major obstacles in achieving the desired performance goals in English language.

Whenever the learners anticipate these problems while speaking English, as elaborated by an EFL teacher, they get frightened. This lack of success when trying to achieve the expected performance reinforces learners' lack of confidence in their general linguistic knowledge and results into debilitating level of anxiety in them when they are called upon to fulfill the demand of any communicative situation. A major cause of facing these FL difficulties was found to be the lack of sufficient input and chances of practicing speaking skill (output) in the social contexts where English is not used as an L1. Many times students reported that they know certain vocabulary items and sentence structures but they do not come out right when needed in any communicative situation. This indicates, from psycholinguistic perspective, that when learners' cognitive processes of using a language (speaking) are not regularized due to lack of practice, either in the classroom or in the society, these difficulties are likely to continue causing trouble for the FL learners.

In addition to these psycholinguistic factors, some cultural aspects of English language learning can also contribute to language anxiety for EFL learners. In their interaction with the English-speaking interlocutors, the learners may have a good command of linguistic knowledge (patterns of language, grammar, vocabulary, etc.) but may feel apprehensive to use it because they are not sure of the cultural rules. This uncertainty of the EFL learners as to

when and how much they should talk in an interaction with English speaking people, creates an unequal social or status relationship between them which "disfavors attempts at negotiation" (Wolfson 131). This explains why ESL/EFL learners feel anxiousness or stress in intercultural communication, in situations where they feel inferior to the target language speakers, both in terms of cultural awareness and linguistic competencies. Furthermore, they may feel anxiety in speaking English because of the fear that they may lose their positive self-image or self-identity they have formed in their first language.

However, for effective alleviation of language anxiety, the comparison of the results obtained in this study with those of the past studies suggests that there do not seem to be any specific remedies for language anxiety. The strategies found in this study, as well as recommended by the researchers and theorists, could "certainly work as prescription for anxiety but it might as easily be advice on 'what good teachers should routinely do" (Oxford 37).

All such advice is excellent but also applicable to students who do not show signs of anxiety; therefore, the advice cannot be other than general (37).

Language anxiety, it can be postulated, may not require any 'special treatment' but what it does demand is the careful attitude of the language teachers in order to understand and to effectively diagnose this phenomenon in the learners. Then, it requires the application of modern approaches that lay emphasis on enhancing learning opportunities in an environment that is conducive to learning.

The results of this study clearly indicate the existence of high levels of language anxiety in most of the learners who are learning English, the persistence of the problem, in spite of being addressed by a large body of research, suggests that the issue of language anxiety still needs to be researched in more detail regarding its nature, causes, impact and treatment.. These emerging issues should provide a framework for future researchers in the area of language anxiety for further in-depth and detailed studies to fill the gaps that this study points out. In addition, the following issues emerged which require due attention of the future researchers, they might need to study EFL learners' previous language learning experiences, their language learning norms, values and practices in order to effectively utilize modern language teaching techniques in multicultural and multi-lingual language classes and to reduce language anxiety. Adopting or achieving native (L1)-like pronunciation emerged as a big source of anxiety for EFL learners, but which English pronunciation is a standard pronunciation or which pronunciation model do learners perceive as a standard model?

Furthermore, if native (L1) English pronunciation ceases to be a standard pronunciation, as suggested by an experienced EFL teacher, which model of pronunciation will be followed in the language classrooms and what implications it will have for EFL teachers as well as learners?

Recommendations

Given that language anxiety can exercise detrimental influence on foreign language learning and communication in the target language, it is important that language instructors not only recognize that anxiety is a major cause of students' lack of success in FL communication but also assist them to overcome their feelings of unease and discomfort. Based on the findings of this study, the following recommendations can be made.

1) First and foremost, EFL instructors should acknowledge the existence of the feeling of anxiety in learning and particularly speaking English language and then should take initiatives for its effective reduction. They should identify individuals with signs of stress and anxiety and should apply appropriate strategies to help them counteract these feelings. Three approaches (cognitive, affective, and behavioral) presented by Hembree (Ying-Ling & Kondo259) can be recommended in order to select a suitable strategy

2) As students reported lack of practice of speaking skills in their previous language learning experiences a significant cause of their communication apprehension, a truly communicative approach should be adopted to provide students with more chances to practice their speaking skills.

3) For active participation in the classroom discussion, it should be ensured that students are provided friendly, informal and learning-supportive environments. This can be done by teachers' friendly, helpful and cooperative behaviour, making students feel comfortable when speaking in the class. This can also reduce, although not eliminate altogether, the effect of social and status difference between students and teachers to a considerable extent.

4) As students appear to be acutely sensitive to fear of making mistakes, teachers should encourage students to have the confidence to make mistakes in order to acquire communication skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction, teachers' selection of error correction techniques as (Horwitz 131) recommended, should be based upon instructional philosophy and on reducing defensive reactions in students.

5) In order to allay students' fear that their mistakes in front of the teachers will influence their end of course grades, more emphasis should be given to formative assessment

(assessment for learning) and feedback rather than summative assessment (assessment of learning) and feedback.

6) The teachers should initiate discussion in the class about the feelings of anxiety and should take measures to reduce the sense of competition among them.

7) To encouraging students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

8) It is also recommended that teachers should confront students' erroneous and irrational beliefs by cultivating in them "reasonable commitments for successful language learning" (Onwuegbuzie 232).

9) Finally, there should be some specific teachers training courses on language anxiety in order to make teachers aware of this complex issue and, hence, alleviate it. Recommendations on the basis of the finding of this study are not exhaustive and every language teacher can offer different ways of reducing language anxiety based upon his/her personal observation of the phenomenon. This study offers a number of strategies to cope with the potentially pervasive and detrimental effect of language anxiety. It is posited that an apt utilization of these strategies by language teachers can help reduce second/foreign language anxiety and can potentially increase students' confidence to learn and particularly to speak the target language. (For further recommendations, see Horwitz and Young (1991) and Young (1999). Thus, during this process, the role of language teachers is deemed highly crucial and their particular beliefs, perceptions and attitudes towards language learning and teaching process have the potential of both causing and reducing language anxiety in the learners. Future researchers on language anxiety should attempt to explore teachers' beliefs and perceptions about language learning and teaching, in addition to those of learners, as a mean to effectively address the multi-dimensional construct of language anxiety.

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Appendices

Appendix : 1

Learners' questionnaire

Dear students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire in order to investigate the factors that cause anxiety for EFL learners in learning speaking skills. We would be very grateful if you could help us accomplishing our research in filling in the questionnaire.

Part one

1- Age…………………

2- Sex: use M. F ⬭

3-How long have you been studying English?

Middle school	…………..years
High school	…………..years

4- Is it your choice to study English? Yes ⬭   No ⬭

Part two

5- Do you think learning and speaking English as a foreign language is very difficult?

Yes ⬭ No ⬭

6 - If yes, what kind of difficulties or problems do you feel when speaking English?

7- In your opinion, which skill is the most difficult?

Speaking   reading   writing   listening

8- How could you appreciate your level in speaking?

Bad   medium   good   very good

9- If not good or very good, what makes speaking difficult for you?

Pronunciation   linguistic background   grammar   all

10- Do you feel Anxiety while you are speaking FL?

Yes ⬭   no ⬭

11- If yes, what's the source of your anxiety?

Fear of negative evolution   test anxiety   comprehension apprehension

12- If nervousness while taking an oral exp exam hinders you from doing well

Always   sometimes   rarely   never

13- Feeling anxious while taking a test or an exam helps me do better.

Always   often   sometimes   rarely   never

14- Do you feel anxious when you give oral presentation in front of the whole class?

Always   often   sometimes   rarely   never

15- Do you mind if the teacher asks you to correct your own mistakes?

Always   often   sometimes   rarely   never

16- Do you mind if other students correct your speaking mistakes?

Always   often   sometimes   rarely   never

17- Do you worry if your classmates speak English better than you?

Always   often   sometimes   rarely   never

 18- Do you feel anxious when you have to answer the teacher's questions in the classroom?

Always   often   sometimes   rarely   never

19- What disturbs you the most about learning and speaking English and why?

20- What happens to you when you are in a stressful situation while speaking English? and what do you do in these kinds of situations?

21- In which kind of situations do you not feel anxiety or feel less anxiety while speaking English?

22- Are you afraid of making errors while speaking English?

23- What would you like to suggest in order to reduce language anxiety in the learners?

Appendix: 2

Interview Questions for EFL Teachers

Q1: How do you view the role of language anxiety for EFL learners in learning and particularly speaking English language?

Q2: What kinds of situations and language classroom activities have you found to be anxiety- provoking for the students?

Q3: What do you think are the causes of students' anxiety while speaking English?

Q 4: How is anxiety manifested in the learner?

Q 5: Which strategies can be used to successfully cope with language anxiety?