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"The Effect of Anxiety on the Oral Performance of Palestinian Students of English from  
the Perspectives of Teachers and Students"

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This thesis is submitted in Partial Fulfillment of the Requirements for the Degree of  
Master of English in Applied Linguistics and the Teaching of English, Faculty of  
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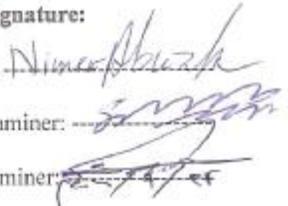
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**Hebron University**

**College of Graduate Studies**

**Master in Applied Linguistics**

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**M. A. Thesis of:**

**Nihal Shaker Salamah Irzeqat**

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## Abstract

The existence of feelings of anxiety, confusion, embarrassment, and apprehension imposes itself as a usual phenomenon that EFL students are accustomed to experience when they are engaging in the oral speaking activities inside the classrooms and sometimes outside. In fact, these sentiments work as hindrances in the students' way to execute the communicative abilities and to be good communicators in their communities. This study examines the attitudes of EFL students and teachers toward the impact of anxiety on the oral performance of students. In addition, the study investigates the factors that are confounding to the appearance of anxiety, especially those that the students themselves and their teachers express to be more effective than others. In addition, the current research presents a number of strategies such as creating warm relationships between teachers and students, adapting the humanistic approaches and enhancing the students' self esteem. Such strategies can reduce the levels of anxiety inside the students' classrooms and outside. Besides, these strategies are proposed by the EFL teachers based on their experience in teaching English as a foreign language as well as the needs of the students demand. Qualitative semi-structured interviews with EFL teachers and three quantitative questionnaires; FLCAS translated into Arabic to evaluate students and other two designed questionnaires by the researcher to the students and teachers are used. The participants, who are at both Taffouh Secondary Schools for boys and girls in this study included (60) EFL Tenth, Eleventh, and Twelfth grade students and twenty teachers. The findings of this research reveal that foreign language classroom anxiety has negative effects on the speaking performance of EFL students from the perspectives of both students and teachers. Besides, the study showed that both male and female students revealed similar levels of anxiety. Also, their teachers viewed that both gender of students

showed the same values of apprehension. In addition, older students revealed high scores of apprehension more than their younger peers. Moreover, EFL teachers who spent more time in teaching English as a foreign language stated that the more the years spent in teaching, the more the anxiety feelings of students. Furthermore, the research raised some of the manifestations that are considered as symptoms of anxious students as viewed by their teachers. Finally, the study presented a number of attributable factors that cause anxiety, and some suggested procedures and suggestions that should be adopted by the students themselves, their teachers, the curriculum designers and the social environment that can alleviate the phenomenon.

## Definitions and Abbreviations

1. English as a Foreign Language (EFL): this term is used to express the situations and the environment when English is taught as a foreign language, neither the native nor the second language of the students.
2. Anxiety: is the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (MacIntyre & Gardner, 1994, p. 284).
3. Foreign Language Anxiety (FLA): it occurs when students have to perform tasks in a language that is not their own (Horwitz et al. 1986).
4. FLCAS: Foreign Language Classroom Anxiety Scale. The scale consists of 33 items that reflect the three types of anxiety; communication apprehension, test anxiety, and fear of negative evaluation. It is used to measure levels of anxiety in the foreign language environments (Horwitz et al., 1986).
5. Trait Anxiety: is an inherent, long-term, personality characteristic. The concept could apply to 'born worriers' and suggests that some people are more prone to anxiety than others (Scovel, 1978 cited in Ellis, 2004).
6. State Anxiety: refers to anxiety induced by a particular temporary phenomenon. In the literature, the term applies to specific situations such as language classrooms (Spielberger, 1983 cited in Aydin, 2009).
7. SQ: The Students' Questionnaire that was designed by the researcher to evaluate the impact of anxiety on the oral performance of Palestinian students from the perspectives of students.
8. TQ: The Teachers' Questionnaire that was designed by the researcher to evaluate the impact of anxiety on the oral performance of Palestinian students from the perspectives of teachers.

The Effect of Anxiety on the Oral Performance of Palestinian Students of English from  
the Perspectives of Teachers and Students

Chapter One

**1.1 Introduction**

Foreign language learning processes in English as well as Foreign Language (EFL) classrooms face many difficulties, which imply feelings of tension, apprehension and nervousness in performing the tasks of the classroom such as the production of speech, the comprehension of listening, reading texts, writing composition and so on. It is worth mentioning that the majority of the Palestinian students face most of their problems in their classes while they are engaged in speaking activities. Indeed, those learning obstacles may stem from inside the EFL classrooms. To clarify, Perez-Paredes and Martinez-Sanchez (2001) pointed out that the existence of the personal differences of the students is regarded as one of the main reasons for the problems that those students confront. To illustrate more, among these personal differences, anxiety is regarded one of the most outstanding causes that affect the language learning process negatively (Gardner, 1985). This fact is consolidated by some authors' views such as Skehan (1989) who believed that the learners' individual differences such as anxiety which is the most significant effective factor have an impact on learning a foreign language. In fact, most of EFL students, including Palestinians, express feelings of failure and frustration in learning to speak the language. In addition, Horwitz, Horwitz and Cope (1986) stated that both teachers and students point strongly that anxiety is associated with situations in which the language is spoken. So, the need to study and investigate such variables arose because of the negative effects they have on the learners' achievement in the EFL contexts.

## 1.2 Definitions of Anxiety

Foreign Language Anxiety (FLA) is one of the emotional factors that correlates negative perceptions on the EFL students. Also, foreign language anxiety is associated with sentiments of fear, uncertainty, disturbance and worry in concordance with situations where the language is learned such as English as foreign language classrooms. Foreign language anxiety is defined by MacIntyre and Gardner (1994) as "the feeling of tension ... associated with second language contexts, including speaking, listening" (p. 284). As stated, it seems that anxiety is limited to the situations that speaking and listening are interrelated skills that are required for foreign language learning which is implemented in the EFL classrooms of which the Palestinian classroom is one. Besides, language anxiety has been identified via two approaches; the first one indicates that language anxiety is regarded as the basic human emotion which includes situational factors (MacIntyre, 1995) that take place in any situation such as social and performance situations in life. For example, participation in a television competition, interviewing a president, interviewing for a job, etc. This type of anxiety indicates that humans notify feelings of embarrassment, apprehension and nervousness in any situation in their life not only in the language learning circumstances. The second approach indicates that anxiety is restricted to the situations of language learning such as classrooms. This type of anxiety is as Horwitz, Horwitz and Cope (1986) called "specific anxiety". In other words, this type of anxiety associated with difficulties that students face in language learning tasks in the classroom. These difficulties include students' disability to comprehend the input such as listening and producing the output including speaking in groups and writing a paragraph. This disability is synonymous to the classroom anxiety which is regarded as a big hurdle in learning the language. In fact, identifying anxiety through two approaches shows that it is a phenomenon that holds many sides in its nature including its multiple types; anxiety

which is provoked in any general situation and specific anxiety that is aroused by specific situations in the language learning classrooms. In addition, according to its effects, anxiety leads to feelings of tension on both ordinary people who experienced public situations and students integrated in language learning situations in the classrooms.

### **1.3 Anxiety in the Language Learning Theory**

Language learning is defined as a conscious process that aims to investigate the language rules. It is the contrary of language acquisition in which the rules of the language are learned naturally and unconsciously. Input, which is the first step in the language learning process, must have certain features to be learned. To illustrate, Richards and Rodgers (2004) pointed out that the input has to be comprehensible, relevant, quantity sufficient, and experienced in contexts that are low-anxiety provoking. On the other hand, anxiety which is described as the most affective factor that influences foreign language learning, tends to stand as Horwitz, Horwitz and Cope (1986) called a "mental block" in the face of the students who are engaged in speaking other languages' tasks. To explain, anxiety performs as an affective filter that hinders the ability of the students to receive the input as Onwuegbuzie, Bailey and Daley (1999) expressed, and consequently to lead them to lack confidence in using a comprehensible input. Which finally results in reducing the willingness of the students to communicate in the target language classrooms.

### **1.4 Types of Anxiety**

Foreign language anxiety is a phenomenon that has multiple sides and includes different types which are implemented in many environments such as general situations and specific classrooms. Psychologists such as Horwitz and Young (1991) make a distinction between three types of anxiety: Trait Anxiety, State Anxiety, and Situation-specific Anxiety. Trait Anxiety is described as an inherent, long-term relatively stable

personality characteristic, and it is described by Scovel (1978 cited in Ellis, 1994) as "a more permanent predisposition to be anxious" (p. 479), in which individuals are anxious in any situation in general. To explain, Trait Anxiety happens with individuals who hope to make positive self presentations with the society such as talking in a formal festival with highly status characters but fear that they will fail to communicate with them since they suffer from trait anxiety which appears in those general situations. State anxiety is defined as a transient anxiety which is induced by a particular temporary phenomenon, and as a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983 cited in Aydin, 2009). The third type, Situation-specific Anxiety, is defined by Ellis (1994) as a persistent and multi-faceted nature of some anxieties which is aroused by a definite type of situation and time or event such as public speaking and examinations. Furthermore, foreign language anxiety is affected by situation-specific anxiety. It is described as connected with the situations where the language is learned such as classrooms not in general situations that are associated with trait anxiety, so it is generally called foreign language classroom anxiety. Relatively, researchers such as Horwitz et al. (1986) pointed out that foreign language classroom anxiety is identified as situation specific not a Trait Anxiety. Moreover, foreign language anxiety, which is described by Horwitz, Horwitz and Cope (1991) as a construct that includes self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning processes, is limited to the classroom's environment since it prevents the EFL students to communicate and respond to the teacher's instructions which is consequently leads to the failure of learning the crucial rules of the target language and finally to the frustration of the teaching learning process.

## 1.5 Components of Anxiety

Foreign language anxiety is associated with three related performance anxieties that are regarded as components of anxiety: communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986).

Communication apprehension is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1984 cited in Barraclough et al., 1988). To illustrate, this type of anxiety is related to communicative situations in which persons feel fear, uncomfortable and unwilling to speak. In other words, students who are described to have communication apprehension lack vocabulary items (Onwuegbuzie et al. 1999), which are important for them to communicate in the situations they are required to speak. In order to overcome this anxiety, students have to strengthen their amount of vocabulary items and they have to be self-confident in their language competence, so they can participate in interpersonal talks.

Test anxiety is an affective variable that holds negative correlations with language learning process. It is bound with apprehension, fear, unreleased feelings towards academic evaluation, being evaluated by grades, which is built on the concern of failure (Horwitz & Young, 1991 cited in Aydin, 2009, p.129). Besides, test anxiety is related to certain language skills such as speaking, reading and writing. Also, it affects speaking and hinders communication when students' works are to be graded by their teachers in the communicative activities such as asking them to perform a dialogue. Furthermore, it has a negative impact on the achievement and performance of the students since these two dimensions are strongly related to the communicative ability of the students. To illustrate more, students have to achieve high marks and perform speaking tasks when they are tested, but test anxiety hinders them to succeed in this communicative message. In fact,

test anxiety consists of a number of causes (Aydin, 2009) among foreign language students. Neely and Shaughnessy (1984) reported that there are six factors associated with test anxiety such as unsuitable content, different types of measures, tester and language rules, incorrect samples of measures, unfair social judgments, and different types of validity. On the other hand, Young (2007) indicated other reasons such as techniques, limit, format, length of tests, and the degree of clarity of instructions. Furthermore, Aydin (2009) pointed out that there are other factors that promote test anxiety such as the environmental and the situational variables of the test, for example, the size of the classroom, and the relaxed arrangement of the seating play a major role in test anxiety levels. To clarify, students gain high marks in the exam which is held in a big room with comfortable seating arrangements, while they get low marks in the small, uncomfortable classrooms.

Fear of negative evaluation is the third component of foreign language anxiety. Horwitz et al. (1986) defined it as "apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 128). It has the same nature of test anxiety, since individuals are associated with the feelings of nervousness, tension and uncertainty about others' assessment. Fear of negative evaluation is not restricted to tests' circumstances; rather it can happen in other social and daily situations (Tanveer, 2007) such as interviews for jobs, sport races, introducing programs on TV.

### **1.6 The Relationship between Anxiety and Speaking**

Speaking is defined as the process of combining background and linguistic knowledge in order to build an oral message to be conveyed to the intended audience (Chastain, 1988 cited in Arnold, 2000). In addition, speaking is the core of learning languages since speaking a language means knowing that language. On the other hand, anxiety is also

identified to be limited to the situations where the language is learned in classrooms; specific-situation anxiety. Consequently, speaking is a language component that provokes anxiety sentiments in the foreign language processes that are applied in the EFL classrooms. Similarly, the production of speech has passive correlations with anxiety in the foreign language classrooms. So, as many learners indicate that they are interested in developing their communicative competence, foreign language classroom anxiety is recognized by many researchers and instructors as a hindrance for those learners to achieve good speaking abilities. The basics of the communicative language approach indicate that language is built on the communicative functions such as dialogues. Besides, effective communication, comprehensible pronunciation, fluency, and the communicative competence are also main goals which demand a sense of good speaking abilities. So, investigating the effect of anxiety on EFL students' speaking skills is an ongoing need that has to be addressed in many contexts such as the Palestinian curriculum which adopts the communicative language teaching strategies in which developing students' speaking skills is a major concern.

### **1.7 Statement of the Problem**

Since Communicative Language Teaching Approach (CLTA) is adopted and applied widely in EFL classrooms, students have to express fair communication skills in English. However, students of EFL classrooms express feelings of nervousness, tension and apprehension when they are asked to communicate in the target language. Indeed, feelings of anxiety, reluctance and lack of self-confidence appear in humans when they are proposed by others to speak another language. The problem exists with EFL students when learning to speak and with teachers while teaching English as a foreign language. The researcher is interested in investigating the impact of Foreign Language Classroom Anxiety (FLCA) on the oral performance of Palestinian students in EFL classrooms. This

effect will be examined from the perspectives of teachers and students. Since MacIntyre and Gardner (1991) suggested that foreign language anxiety levels increase along with the years, the students who are the subjects for the current study ranging exponentially from Tenth, Eleventh, and Twelfth classes in order to receive a holistic insight about the levels of foreign language classrooms in the Palestinian schools.

### **1.8 Rationale for the Study**

Because anxiety has a negative effect on learning a foreign language and especially on the acquisition of the oral skills by the students, the need to investigate this issue is outstanding. There are three reasons for conducting such a study; firstly, much research has demonstrated that foreign language anxiety has a negative impact on the achievement of language learning. Secondly, it is asserted by researchers that speaking in the target language is the most anxiety provoking aspect of learning foreign languages (e.g., Bailey, 1983; Horwitz et al., 1986; Young, 2007). And since the Communicative Approach (CA) is the most common in many countries such as Syria, Saudi Arabia and Palestine, and improving the students' comprehensible pronunciation and acceptable language use are its goals, it is important to examine the effects of anxiety on the oral speaking skill of students. As it is mentioned, improving students' oral skills is the major concern of the communicative language teaching approach, which is applied in the Palestinian schools. The researcher intends to examine the effect of anxiety on the oral speaking skills of (60) Palestinian students in the Palestinian classrooms. Ohata (2005) defines language anxiety as a non-linear but a complex psychological phenomenon influenced by many factors, the researcher will conduct a descriptive research that investigates the anxiety effect from the perspectives of twenty teachers and sixty students. Third, the study is significant in proposing a group of useful strategies and techniques that can be applied in the Palestinian classrooms. These strategies include creating warm relationships among

teachers and students inside the classrooms, adapting the humanistic approaches that evaluate the students' affective needs, building students' self-confidence, and using students' first language (L1). Indeed, these techniques are to be applicable, reasonable and concord with the Ministry of Education's rules and possibilities. Moreover, those techniques are to be acceptable for the teachers to adopt and for the students to keep up with.

### **1.9 Assumptions**

The study proposes the following assumptions; first, the samples are representative and holistic for the study. Second, the instruments are representative and valid to measure the study. Also, students and teachers will respond to the questionnaires, as the researcher assumes. In addition, the age of students is suitable to conduct the study. And finally, teachers' experience is appropriate to measure the study.

### **1.10 The Purpose of the Study**

The purpose is to investigate the effect of Foreign Language Classroom Anxiety (FLCA) on the oral performance of Tenth, Eleventh, and Twelfth graders of Palestinian students who learn English as a foreign language from the perspectives of teachers and students. It also aims to explore the educational and psychological elements that cause anxiety. Furthermore, the study investigates the strategies that are used by teachers to reduce the exposure to the situations that create anxiety for students.

### **1.11 Research Questions and Hypotheses**

The researcher tries to answer the following research questions:

1. Does foreign language classroom anxiety affect speaking positively or negatively?
2. What are the effects of anxiety on the oral speaking skill of the Palestinian students from the perspectives of students and teachers?
3. What are the manifestations of anxiety that appear in anxious EFL students?

4. What are the strategies that can be used to reduce anxiety in foreign language classrooms?
5. What are the factors that cause foreign language classroom anxiety in learning speaking skills?

Based on previous discussion, the following hypotheses are drawn up as possible answers to the research questions presented:

1. There are no significant differences from the perspectives of male and female students to the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth Palestinian students due to gender variable.
2. Male and female teachers evaluate the effect of anxiety on the oral speaking skills of male and female Tenth, Eleventh, and Twelfth Palestinian students as having negative correlations.
3. Older students experience higher levels of anxiety on the oral speaking skill of tenth, eleventh, and twelfth Palestinian students as a result of grade variable more than the younger ones.
4. Teachers evaluate the impact of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth Palestinian students due to the grade variable differently; the higher is the grade, the higher are the anxiety levels.
5. There are no significant differences in the total score of the effects of anxiety on the oral performance of Palestinian Tenth, Eleventh, and Twelfth grades students from the perspectives of teachers due to the years of experience of teachers' variable.

### **1.12 Research Subjects**

The research includes Tenth, Eleventh, and Twelfth students at both Taffouh Secondary Schools for boys and girls. The subjects are representative since they are drawn from intermediate to advanced levels of both students and teachers. Eighty persons

participated in the study. Sixty of them are EFL students; (20) from each grade; (10) boys and (10) girls. Twenty are EFL experienced teachers, (10) males and (10) females, also participated in this research project.

### **1.13 Significance of the Study**

Much research has been conducted to investigate the effect of anxiety on language learning and the impact of anxiety on the oral performance of students. Thus, this study is intended to be different from the previous ones in terms of the following factors. First, the study investigates not only the impact of anxiety on the performance and achievement in the oral proficiency, but also the perceptions of EFL teachers and students of this effect. Moreover, in terms of population, the study examines (80) Palestinian subjects; (60) EFL students and (20) teachers from both genders (males and females) and from different levels (Tenth, Eleventh, and Twelfth) graders. Third, various procedures are used to assess students and teachers: Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986). Both interviews and questionnaires have been designed for teachers and learners as data collection tools. Furthermore, the study proposes various strategies for Palestinian teachers to adopt in their classes. This contributes to the improvement the efficiency of teaching speaking skills to students as well as the improving the communicative teaching approach in Palestinian schools.

## Chapter Two

### 2.1 Literature Review: Introduction

The academic literature on language anxiety offered inconsistent results since the 1970s. Yet, literature from the 1980s and later started to present a clear view about the phenomenon anxiety including all the potential elements that may affect or spread out from. This inconsistency in the 1970s was attributed by some researchers such as (Scovel, 1978 cited in Perez-Paredes & Martinez-Sanchez, 2001) to inconclusive findings. To explain, much of the research didn't define the phenomenon of foreign language anxiety until the late 1970s. There were no definite terms or words that describe anxiety or classify it under its current subcategories such as state, trait or situation-specific anxiety. Besides, the relationship between foreign language anxiety and achievement was not stable. For example, some researchers such as (Smythe, 1977, 1987) asserted that there were negative correlations between foreign language anxiety and achievement. While others such as (Scovel, 1978 cited in Onwuegbuzie et al., 1999) reported a positive or no relationship. Moreover, there were no suitable or reliable instruments to measure the phenomenon. It seems that the early research didn't investigate anxiety holistically; it didn't provide precise insight about its nature, its types, its components, its position in the language learning theory and the appropriate measures or scales that evaluate it. So the need to examine it appeared in the following decade.

Yet, in the 1980s, works of (McIntyre & Gardner, 1978 cited in Perez-Paredes & Martinez-Sanchez, 2001) presented more conclusive results of Foreign Language Anxiety (FLA) research. The results showed that FLA affected the learners' learning process. According to Perez-Paredes and Martinez-Sanchez (2001), they mentioned that McIntyre and Gardner (1991) claimed that the levels of FLA rise along with the

learners' experience with the learning styles of Foreign Language (FL). Moreover, methods and instruments were also developed to measure FLA. Horwitz (1983) developed the Foreign Language Classroom Anxiety Scale (FLCAS) to evaluate the anxiety of students in learning a foreign language. The items in this scale evaluate the three components of anxiety; communication apprehension, test anxiety and fear of negative evaluation. However, Sparks and Ganschow (2007) conducted a study investigating whether the FLCAS measures anxiety or the skills of the native language. The findings showed that the FLCAS was passively correlated with native language measures of reading, spelling and vocabulary. The results also suggested that the FLCAS measures the language learning skills of students' perceptions which are regarded as a confounding variable in the findings which suggested that anxiety plays a primary role in proficiency and achievement of the foreign language.

The effect of anxiety on foreign language is investigated through several studies. For example, MacIntyre and Gardner (1994) examined the subtle effects of language anxiety on the cognitive processes such as input, processing and output in the second language. The results were both pervasive and subtle. However, the results of Saito and Samimy (1996) pointed out that foreign language anxiety had a negative impact on the performance of beginning, intermediate and advanced-level college students. Moreover, the relationship between foreign language anxiety and learning difficulties of learners who learned English as a foreign language in Taiwan is investigated by Chen and Chang (2004). The findings concluded that the students who had a history of English learning problems were anxious, obtained low grades, suffered difficulties and expressed poor developmental skills.

While anxiety had been identified to have an impact on language learning, its effects on the language speaking skills; listening, reading and writing are examined. To illustrate,

Elkhafaifi (2005) studied the effect of foreign language learning anxiety on the achievement of (233) Arab students and the effect of listening anxiety on their listening comprehension. It has been revealed that foreign language learning and listening anxieties are isolated, yet they are related in having negative impact on achievement. Sellers (2000) explored the effect of anxiety on reading comprehension in Spanish as a foreign language from a side and the reading process itself from the other side. The results of (89) university language students showed that the highly anxious students experienced more off-tasks, interfering thoughts than their less anxious counterparts. In addition, Saito, Garza, and Horwitz (1999) reported that reading a text in a foreign language provoked anxiety to students. The levels of students reading anxiety increased with their perceptions of the reading difficulty in their foreign language, their grades and levels of reading decreased.

The effect of anxiety on the speaking skill had been reviewed by literature. First, Onwuegbuzie et al. (1999) conducted a study that aimed to investigate the Foreign Language Anxiety correlates such as self perceptions (e.g., perceived intellectual ability, perceived scholastic competence, perceived self-worth, and expected final course average for current language course) and the measures of constructs that are regarded manifestations of self-perceptions, for instance, social interdependence and study habits. In addition, this study investigated whether Foreign Language Anxiety varied at different levels with the Foreign Language curriculum at the college level. The sample comprised 210 students enrolled in French, Spanish, German and Japanese introductory, intermediate and advanced courses at a mid- southern university. These participants were measured by FLCAS, the Self Perception Profile (SPP) for college students, the Social Inter-dependence Scale (SIS), the Academic Locus of Control Scale (ALCS), the Study Habits Inventory (SHI) and the Background Demographic Form (BDF). The findings

indicated that Foreign Language Anxiety correlated significantly with the variables of age, prior history of visiting foreign countries, prior high school experience with foreign languages, perceived creativity, perceived intellectual ability, perceived scholastic competence, perceived job competence, perceived appearance, perceived social acceptance, perceived level of humor, correctiveness, value placed on competitive learning and individualism. While the variables such as freshmen and sophomores reported the lowest levels of Foreign Language Anxiety. Besides, Oya, Manalo, and Greenwood (2004) studied the relationship between personality and anxiety of 73 Japanese students on their oral performance of English. The results concluded that there were relations between the scores of extroversion which means the ability to spend time in activities with other people rather than in attending to his /her owns thoughts, and global impression and the scores of state anxiety and clause accuracy. These results revealed that the more extroverted participants produced better scores of global impressions during their oral performance. Tanveer (2007) investigated the factors that cause language anxiety for ESL / EFL students while they were learning to speak English and the effects it had on communication in the target language. In addition, Young (2007) examined the relationship between anxiety and the foreign language oral proficiency ratings of 60 subjects who tested at Texas University by the Oral Proficiency Interview (OPI) which was developed by the American Council on the Teaching of Foreign Language (ACTFL). The study revealed that there was negative relationship between the OPI and anxiety; while anxiety increased, the oral performance decreased. Besides, Imura (2004) studied the effect of interacting with native speakers on anxiety and oral communication skills and founded that interaction resulted in reducing anxiety and developing oral communication skills. Shirley (2007) examined the students' perspective on speaking in the spoken Chinese classes at beginner, intermediate and

advanced levels. The study investigated the role of anxiety on students in foreign language courses at the University of Queensland and evaluated the validity of Foreign Language Classroom Anxiety Scale (FLCAS) and the factors of foreign language anxiety.

Aida (1994) investigated the relation between foreign language anxiety and the performance of Japanese students who are learning English. She used Foreign Language Classroom Anxiety Scale (FLCAS) but she didn't support test anxiety in her study and proposed that it is not suitable for foreign language anxiety.

Philips (1992) examined the connection between the anxiety of language learning and the oral performance of students through using oral tests. The results revealed that the highly anxious students showed negative attitudes toward oral performance.

Anxiety is a multidimensional phenomenon that includes topics such as, definitions, causes, components, effects, reduction strategies, manifestations and the position in the language theory. Chapter one presented a general background about anxiety, its position in the language learning theory, its definition, its types, its components, and the statement of the problem, the research questions and hypotheses and the significance of the study. This chapter reviews the general background of the language learning process and anxiety including the input, processing and the output stages. Secondly, it clarifies the related literature to the psychological, and thirdly to the individual variables of the students related to the feelings of apprehension and anxiety. Fourth, the socio-cultural factors that attribute in elevating levels of anxiety, for example, the interethnic differences between the culture of EFL students and the English language society, the commitment of EFL students with their identity and belonging and their refusal to learn other cultures' languages such as English as a foreign language. Finally, the environmental factors that are regarded as predictable for foreign language anxiety are to be illustrated.

## **2.2 Anxiety and the Cognitive Processes of Language Learning**

Language learning includes passing through a cognitive process that has the following stages: input, processing and output. Since anxiety is an affective variable that impedes the language learning process, it should be explained through the three components of language learning. This section discusses how foreign language classroom anxiety promotes within input, processing and output.

### **2.2.1 Input**

Input is a fundamental stage in language learning. It implies all the aids such as visual and auditory clues, information that the learner receives in the interlanguage classroom. Skehan (1998) cited that the input leads to the acquisition of the interlanguage process and promotes its improvement. In order to achieve the intended goal of the input in receiving successful other languages acquisition such as second or foreign language, this input must be comprehensible for the students. In fact, Krashen (1985) proposed the comprehensible input theory that states that the comprehensible input is the driving force to develop interlanguage awareness. This awareness leads to successful production of the language (speaking) by comprehending listening tasks. To facilitate the input receiving, Krashen (1985) proposed some listening-based methodologies such as the comprehension-based approach, for example, the total physical response. In this kind of approaches, listening is very essential in developing speaking, students listen first, and then they respond nonverbally in meaningful ways until they produce speech.

Input as a cognitive process has blocks that hinder the students to receive it properly in the classroom. These blocks act as balancing filters that reduce the capacity of the students to understand the elements of the input. In fact, these filters cause for the students apprehension while receiving information "input anxiety" (MacIntyre & Gardner, 1994 cited in Weaver & Veenstra, 2008). In other words, input anxiety causes

feelings of tension and misunderstanding for the presented input by teachers to students and consequently to the failure of the interaction and communication with promoted levels of foreign language classroom anxiety.

### **2.2.2 Processing**

Processing is the second cognitive type of language learning. This stage is crucial in organizing and analyzing the data in the input in order to be understood. Processing stage has a number of principles in managing the input (Skehan, 1998). For example, learners process meaning before form, they have to process communicative content to process form. In order to attend form-meaning relations in the mind of the learners, they have to pay more attention during comprehension the input through processing the information. To illustrate more, VanPatten (1996) has proposed a model of processing schemata. The model begins with processing the input to reveal a clear form rather than a meaning. The next stage explains that the learners incorporate the taken input in a developing interlanguage system and to include the form extracted from the input to build a hypothesis about the intended language structure.

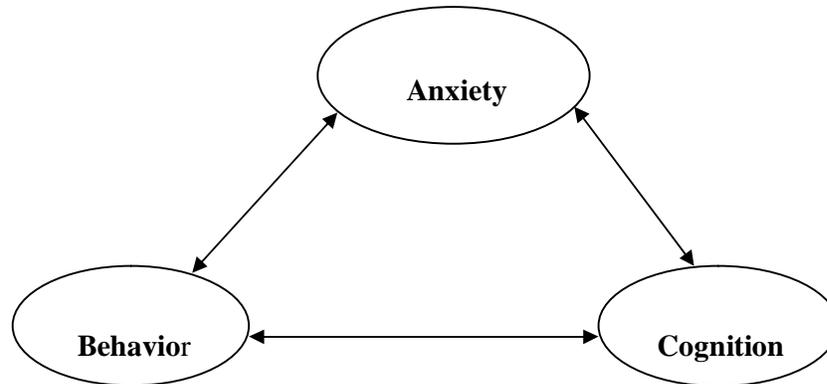
input → intake → developing system

*Figure 1.* Van Patten's model of processing and acquisition

(Adapted from Van Patten 1996)

The cognitive processing stage is also affected by individual differences such as readiness (Schmidt, 1990 cited in Skehan, 1998). This means that the internal factors have the capacity to impair the ability of both short and long memories of the students to notice and analyze the input. So, anxiety as one of the internal factors affects processing. This type of anxiety is called "processing anxiety" and it is connected with "apprehension students experience when performing cognitive operations on new information" (Onwuegbuzie et al. 2000 cited in Tanveer, 2007). In fact, processing anxiety influences

the capacity of the mind to analyze and process information. Researchers such as MacIntyre (1995) revealed that there is a cyclical relationship between anxiety, cognition and behavior.



*Figure 2. Recursive relations among anxiety, cognition and behavior*  
(adapted from MacIntyre, 1995 cited in Tanveer, 2007)

This figure explains that when a student feels anxious at the processing stage, he or she becomes reluctant and worry to understand, unable to comprehend which in turn affects cognition. The impaired cognition leads to incomplete behavior or performance (Tanveer, 2007). In fact, the recursive relationship among anxiety, cognition and behavior illustrates how anxiety affects and hinders interaction through the processing stage which in turn alleviates the communicative ability of the students. Besides, these cyclical relations can interpret the students' behaviors in the class, for example, their reluctance to speak, due to the feelings of apprehension they encounter at the processing stage, which consequently affects their cognition of the presented data negatively.

### **2.2.3 Output**

Output is the last stage of the cognitive processing. It is the stage of language production. Skehan (1998) explained that output has a number of roles; to generate the input effectively by producing speech, to pay attention to the syntactic forms, to use the language with some ease and speed, to develop discourse levels and to develop a personal

manner of speaking. It seems that the major roles of the output are to develop the communicative competence of the learners which is represented by speech.

It is obvious that speaking other languages is the most anxiety provoking because it implies mastering the communicative abilities by students to speak another language. And at this stage, they encounter feelings of tension and embarrassment if they produce incorrect utterances. So, the output stage (producing speech) suffers from levels of anxiety "output anxiety". This type of anxiety builds a strong obstacle in the way of achieving the communicative goals in interacting successfully with others.

### **2.3 The Causes of Foreign Language Classroom Anxiety due to Perceptions**

Self-perceptions are a crucial dimension in the minds of individuals that enable them to cope with the issues of learning and acquiring languages which demand independent self-perceptions. To illustrate, self-esteem provides individuals with capacities that can ease their learning by supplying them with their own strategies to handle with the linguistic issues. Moreover, individuals who have strong self-esteem show high levels of success in the learning process, while those who lack self-esteem behave as less proficient in mastering the skills of learning process. Indeed, Coopersmith (1967 cited in Park & Lee, 2004) indicated that "self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior" (p. 198). In fact, students with high self-perceptions have more control on their competence that leads to successful learning and therefore better achievement and communication in the language classrooms. The opposite is correct, that students with decreased levels of self perceptions fail to communicate in learning the language and consequently elevate the levels of communication apprehension which is one component of foreign language classroom anxiety. These views counterpart with

what Onwuegbuzie et al. (1999) reported that self-perceptions possess an intermediate position between competence and achievement. It is worth mentioning that self-perceptions which are also termed self-esteem are regarded as a basic factor in determining the levels of anxiety. They are best interpreted by investigating their aspects which include: students' expectations of their overall achievement, perceived self-worth, and perceived competence, native language skills of the learners, students' beliefs about learning, and teachers' beliefs about teaching.

### **2.3.1 Students' Expectations of their Overall Achievement**

Students' expectations of their overall achievement are an important aspect of students' self-perceptions. Indeed, these expectations are the largest predictor of foreign language classroom anxiety. This fact concords with the findings of Gynan (1989) and Horwitz (1984, 1988) that perceptions about the process of language learning are expressed as a vital cause of foreign language anxiety (Onwuegbuzie et al. 1999). To explain, students who suffer from high levels of anxiety at their classrooms express that their language courses are difficult. Whereas, students who have low levels of anxiety find their courses easier. Thus, such expectations affect the achievement of the students. The fact that foreign language anxiety has a negative impact on achievement is expressed in Onwuegbuzie et al. (1999) who pointed out that MacIntyre and Gardner in their work in (1991) expressed the passive impact of anxiety as "negative expectations that lead to worry and emotionality" (p.228). In addition, students reveal feelings of tension, fear in the class especially in performing speaking activities since they are the most-anxiety provoking and therefore, these feelings lead to low levels of self-conscious, project feelings (Horwitz et al. 1986) and academic achievement. Besides, they experience lack of self-confidence which makes them undesired and unwilling to negotiate in the communicative situations that in turns, judge their levels of achievement.

### **2.3.2 Perceived Self-Worth**

The second important self-perceptions predictor of anxiety is perceived self-worth. Findings of the earlier research such as (Bailey 1983, Horwitz et al., 1986) revealed that there is a relationship between the concepts of self-worth and anxiety. Besides, a suggested theory states that “people who are motivated to maintain a positive self image because self-esteem protects from anxiety” (Greenberg et al., 1992, p. 913) which asserts the negative mutual relationship between self-esteem and the levels of anxiety. To clarify, students who have high notions of self-worth tend to be less anxious than their counterparts who have decreased measures of self-worth. Such relations constitute a threat for students and conclude to low levels of motivation, achievement and communication. It is also cited that students with high self-esteem, high perceived scholastic competence and high perceived intellectual ability counterpart low levels of anxiety, fear and panic (Onwuegbuzie et al. 1999).

### **2.3.3 Perceived Competence**

Perceived competence is a cognitive nonlinguistic variable that the students use in order to express their abilities and willingness to communicate. Perceived competence is related strongly to the students’ behaviors in the classroom. To illustrate, students of high amounts of perceived competence participate in the activities of the classroom such as the oral production exercises more than ones whose levels of perceived competence are low. In fact, perceived competence is defined by Sellers & Stacks (1990 cited in Baker & MacIntyre, 2000) as "the individual’s ability to properly process information in such a way that communicative behaviors occur in some orderly, rule-governed way" (p. 315). That is to say, individuals who control a high degree of communicative competence show more effort that leads to success, while those who process low degrees of that competence consume less effort and consequently fail in expressing the self-evaluation measures.

Having these connotations, MacIntyre et al. (1997) identified the communicative competence as a decisive element that determines the bulk of effort that should be consumed in achieving certain goals. Indeed, expressing the nature of perceived communicative competence of the students clarifies the connection with the affective variable anxiety. To clarify, anxiety that is identified by reticence and reluctance to speak caused by low self efforts of the students to communicate and by low levels of communicative competence. While, high levels of those efforts result in alleviating such feelings of reticence and anxiety.

#### **2.4 Native Language Skills as a Predictor of Foreign Language Classroom**

##### **Anxiety**

Native language skills are regarded as an attributable factor to foreign language classroom anxiety. Researchers such as (Ganschow and Sparks, 1996) propose that students face the same difficulties in acquiring their first language and the foreign language. Those difficulties include the basic skills of listening, speaking, reading and writing, which are vital in acquiring both native and foreign languages. Besides, the first language of the learner constitutes the cognitive-affective schemata of the character of the learners (Guiora, 1988 cited in Abu-Rabia, 2004). This schema is necessary in blocking the learning process of foreign language. Moreover, not only the schemata of the learner of the first language is used to acquire other foreign languages, but also the strategies the learner uses to acquire the first language can facilitate other languages learning. To support, Abu-Rabia, (2004) cited that researchers believe that the strategies the learners use in acquiring the first language skills are the same to learn other languages. For further explanation, the process of first language acquisition is processed on time in the individuals' behavior, it is not necessary to repeat the same process in acquiring other languages because all languages have the same cognitive bases (Cummins, 1984). So, it

seems that the skills and strategies that are required to acquire the first language are the same of a second language. In concordance, the obstacles in acquiring the skills of the native language create levels of difficulty and anxiety for learners who learn foreign languages.

### **2.5 Learners' Beliefs about Language Learning Process**

Beliefs are an important element in the learning process since they can determine achieving its goals. In fact, each student has his own beliefs and attitudes toward learning. Those beliefs are described as "a viable myth" by Harri-Augstein (1985 cited in Bernat & Gvozdenko, 2005). Besides, learners' beliefs constitute the basic foundation of the learners' self concepts, attitudes, and perceptions about the way the learning process is implemented. It provides the learners with insights about the tasks, strategies, goals and the nature of the learning teaching process. Moreover, students' self-concept shapes perceptions and attitudes about success or failure in receiving the aims of learning such as ultimate performance and achievement. In fact, students' beliefs are viewed by some studies such as (Horwitz, 1988). These studies revealed that learners misevaluate the importance of language learning, they view wrong conceptions about the way by which to learn foreign languages, and they pay more value to accent than their instructors do. In addition, learners' beliefs may facilitate or complicate language learning. To illustrate, positive beliefs promote students' feelings of enthusiasm and motivation to learn. While, negative beliefs such as 'When I'm in the Spanish class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank' (Horwitz et al., 1986) grow the sentiments of the students of frustration, classroom anxiety, lack of motivation and failure in the language learning.

Some of these "irrational beliefs" that the students possess suggest that they believe that accuracy and pronunciation are the most important aspects of language learning (Gynan,

1989 cited in Onwuegbuzie et al., 1999). Such unrealistic beliefs promote levels of anxiety inside the classroom when experiencing speaking activities since the students become reluctant to speak because they do not have high levels of accuracy of the target language. Besides, Tittle (1997) pointed out that these irrational beliefs also have positive correlations with the main components of anxiety; communication apprehension, fear of negative evaluation and trait anxiety.

## **2.6 Teachers' Beliefs about Language Teaching Process**

As learners' beliefs about language learning are a predictor of foreign language classroom anxiety, teachers' beliefs and attitudes about language teaching are also a decisive predictor of the foreign language classroom anxiety levels. In fact, teachers pose a number of beliefs that promote feelings of anxiety for students inside the classroom. For example, teachers believe that the most important thing to do in class is to correct the errors of the students directly (Brandl, 1987 cited in Onwuegbuzie et al., 1999) when they occur. Indeed, instructors think that correcting errors directly will decrease their potential to happen again. But for the students who are corrected, the problem exists, as Young (1991 cited in Tanveer, 2007) expressed, in the way they are being corrected by their teachers. As a result of this correction, the students feel apprehensive when responding to.

Besides, teachers think that they have to do much of talking in the class, they are the chairmen of the lessons, no group work, no pair work, and their roles not as facilitators as Brandl (1987 cited in Onwuegbuzie et al. 1999) explained. To clarify, teachers think that the communicative activities such as group and pair work consume much of the time of the lesson and create noisy atmosphere inside the classroom. Most of the teachers thought about the procedures that they should adopt inside the classroom pose as a source of anxiety for the students. So, teachers have to adopt some characteristics that Lam (1973 cited in Abu-Rabia, 2004) proposed can decrease foreign language classroom anxiety

such as; relaxation, openness, originality and spontaneity. A relaxed teacher will produce more in the class and manages it in a way that enables the students to feel consent. Besides, teachers who are characterized with openness and originality have more collaborative strategies that appreciate the role of the learner inside the classroom.

### **2.7 The Individual Characteristics that Promote Anxiety**

Individual characteristics or psychological correlates are an intuitive factor in determining the existence of foreign language anxiety. These personal predictors act as a major role in increasing or decreasing the feelings of apprehension and stress while learning the elements of the foreign language. First of all, extroversion versus introversion; extroverts are talkative, sociable and active participants in the society, while introverts are passive participants, non sociable and generally quiet. Besides, the relationship which establishes the interpersonal communication between extroversion, introversion and the linguistic elements is investigated. Dewaele and Furnham (2000) explained that extrovert multilinguals express the language in stressful communicative positions more fluently than their introvert counterparts. Moreover, MacIntyre and Charos (1996) showed that there are positive correlations between extroversion and anxiety levels (Dewaele, 2002). That is, individuals who are extroverted, experience the language in the communicative situations more successfully than introverts. So, as the levels of extroversion increase, the levels of anxiety decrease. Second, neuroticism versus emotional stability is another valuable predictor of foreign language anxiety. Furnham & Heaven (1998) described persons who have neuroticism suffer from "anxiety, phobia, and depression" (p. 326). In fact, neuroticism is described as a mental disorder that prevents individuals to act naturally in the social and communicative situations and consequently leads to nervousness and anxiety. Third, psychoticism is another problem that affects foreign language anxiety. Furnham and Heaven (1998 cited in Dewaele, 2002) classified

that individuals who have psychoticism "tend to be hostile, cold, aggressive, and have poor interpersonal relations". It is found that individuals who expressed decreased levels on psychoticism are more active in their participation in the classroom, have good speaking and writing skills and they are more enthusiastic to be engaged in the interactive situations which in turn decrease anxiety. To conclude, it seems that the individual characteristics whether positive or negative affect levels of foreign language anxiety promoting or decreasing. This explains that the psychological elements of the humans have the quality to determine their actions and their interactive ability.

### **2.8 Environmental Predictors of Anxiety: The Classroom Environment**

It affects levels of foreign language anxiety negatively and positively. This means that the classroom procedures, whether related to the substance or to the human's behavior, may create obstacles that increase levels of tension and shyness for students. Also, these procedures may alleviate feelings of worry and promote positive communication inside the classroom. To interpret, from a human view point, it is found that students who suffer from social problems such as loneliness participate little in the class (Stoeckli, 2010). The previous researcher has examined the social and individual factors as causing elements for the classroom loneliness. The social elements include "social anxiety" which refers to the negative interpersonal evaluation in the real social situations, which, in concordance relates to the fact that feelings of anxiety imply multiple settings and situations. These personal characteristics hinder students from participating in the classroom activities; they prefer to stay alone, do not have the desire to speak and feel apprehensive when they are asked to engage in the communicative activities such as role plays. In fact, loneliness with introversion constitute two personal dimensions that promote levels of foreign language classroom anxiety. Furthermore, the behaviors and beliefs of teachers impose feelings of tension for the students. To illustrate, the way in which the teachers behave in the

classroom, they are the only persons who have the right to speak, to give instructions in the class without giving the chance for the students to speak, they don't encourage group work or role plays and their roles not as facilitators (Brandl, 1987 cited in Onwuegbuzie et al., 1999). These beliefs that teachers have spread out from their thinking that the communicative activities consume much of the time of the lesson and lead to noise in the classroom.

There are other environmental factors inside the classroom that create anxiety. They include the classroom's acoustics; for example, noise (Dockrell & Shield, 2006). This noise impedes the learning teaching process for both teachers and students. It may come from inside the class such as classmates or outside such as the noise from vehicles. Besides, there are other classroom problems that limit the chances for students to participate actively and freely such as the small size of the class hall, the large number of students in one class, the degree of light and clarity of chalkboard and visual aids. For example, the large number of students in a small class decreases the chance for every student to participate in the activities and express his or her speaking performance. All the other elements are regarded as a hindrance for students to communicate positively and create levels of noise and environmental anxiety.

## **2.9 The Causes of Foreign Language Classroom Anxiety due to the Sociolinguistic, Communicative and Cultural Aspects**

Language study may lead to confusion in the behaviors of individuals. These behaviors constitute part of the individuals' social and cultural aspects. To explain, Goodenough (1964 cited in Wolfson, 1989) considered the language which is used by any society as one source of its culture. This social language is used widely to express the interactive relations among persons inside that society. So, expressing communication or interaction demands a control of using speaking rules which Wolfson (1989) describes as

"both culture-specific and largely unconscious" (p. 37). To illustrate, native speakers of a language are capable to judge the appropriateness of the language, aware of the correct forms when they interact with persons who produce inappropriate cultural forms. From this perspective, it seems that nonnatives of the language may be judged passively by the natives; who recognize the inappropriate forms, which results in a cultural gap or feelings of uncertainty, depression or anxiety for the nonnatives. So, the nonnatives have to acquire the rules and the skills of the natives which enable them to learn the target language. This relationship can be applied to reflect the nature of the relationship between the student and the teacher inside the classroom. For example, the teacher acts as the one who knows the correct forms of the language and the student who produces incorrect utterances, doesn't. So, the student feels shy and apprehensive which elevates the levels of anxiety for the students.

Social and communicative aspects of the language learning participate in creating levels of social anxieties which MacIntyre (1995) indicated. This section will present an investigation of the 'socio-cultural' aspects that contribute to increase sentiments of social anxiety that is evident in the social negotiations, dialogues and interaction.

### **2.9.1 Speech Behavior and Social Interaction**

The speech behavior of a community reflects the social structure of that community, for example, speakers of a certain community express their cultural values with others within the same community by greetings, invitations and social negotiations. Besides, social status of individuals determines the way in which the speech behavior is executed. To support this idea, Wolfson (1989) viewed that middle-class Americans express their speech behaviors to unequal status friends and strangers in a different way than with nonintimates and equal status ones. In fact, speech forms that are used among socially equal and nonequal individuals determine the social interaction and communication among them. These speech acts can be formed successfully with the relatively equal status layers such as the interaction of student-to-student which conclude to the ultimate achievement of successful social interaction. On the other hand, these speech forms may lead to a social gap or loss of interaction which is better described as "social anxiety" by Leary and Kowalski (1995 cited in Tanveer, 2007) that hinders communication among the social individuals or elements. The case of students and teachers inside the classroom is a good example to explain the precedent view; they are unequal in the social status since the teacher is highly informed than the student who evaluates the teacher, so, the production of apprehension in the students' utterances exists toward responding to the instructions of the teacher. In other words, tension and apprehension which students experience toward teachers constitute a representable case of social anxiety which reflects the conflict that social status creates among interactive powers. Moreover, this social anxiety is regarded as one of the intuitive factors that contribute to the foreign language classroom anxiety since it affects the relations among students and teachers inside the classroom.

## **2.9.2 Foreign Language Learning, Anxiety and Identity**

Foreign language learning is best described than other fields of study for it is related strongly to the identity of the learners. In fact, identity has significant effects on language learning since it tackles the social side of learners' environment. It is asserted by Williams (1994 cited in Arnold, 2000) that "Language, after all, belongs to a person's whole social being; it is a part of one's identity" (p. 3). Such identity is related to the most anxiety provoking skill which is speaking which includes conveying the identity of individuals to others. So, the relationship between anxiety and identity becomes clear since anxiety in speaking spreads out from the lack of confidence in one's linguistic knowledge that is demanded to produce speech. As a result, both anxiety and lack of confidence which coincide with lack of own identity cause poor language learning.

Relatively, Stroud and Wee (2006) classified types of anxiety in the classroom to competence-based anxiety and identity-based anxiety. Identity-based anxiety exists when individuals desire to interact with others in groups and pay attention to the mutual relationship among them more than concerning with their language abilities. For example, in Bourdieu, individuals express different articulatory styles ranging from working-class and upper/ middle class in France. Thompson (1991 cited in Stroud & Wee, 2006) clarified that those differences include social and sexual identities. Thus, women from the working-class try to adopt prestigious speech styles, while working-class men improve a slang language. In these situations, identity-based anxiety appears in the positions where lower status individuals try to adopt higher speech styles of higher status individuals. Such cases create embarrassment, hesitation and apprehension for the lower status individuals when engaging in interactive situations with the highly status layer.

### **2.9.3 Interethnic Variables as a Source of Anxiety**

Ethnic variables are another important source of communication apprehension and social anxiety. It implies that individuals face troubles and difficulties in communicating with others from other cultures. This interpretation concurs with what Wolfson (1989) indicates that the cultural differences of individuals from different backgrounds cause miscommunication. In fact, literature investigated the impact of social fear or ethnic differences on records of anxiety. First, Glover, Pumariega, Holzer, Wise and Rodriguez, (1999) conducted a study of a tri-ethnic sample; non-Hispanic Whites, Hispanic (Mexican-American) and African- Americans. The study investigated the symptoms of anxiety among the intended samples. The findings revealed that the cultural factors play a vital role in determining the levels of anxiety. Besides, Dion and Toner, (2001) examined the ethnic differences in test anxiety. The study revealed that Chinese students scored higher in test anxiety than Anglo or European ethnic backgrounds.

These findings illustrate that students from different cultures encounter feelings of communicative anxiety and apprehension. This anxiety stems from their beliefs that native speakers of the language possess the accurate linguistic forms of their native language. So, feelings of shyness appear when individuals contact with those native speakers especially when the former produce ungrammatical forms of the target language.

It is important to raise the consciousness awareness of the students inside classrooms towards the social differences among cultures. To explain, teachers inside classrooms have to explain to their students the necessity of contacting with other persons from other cultures regardless of the ungrammatical forms they produce. Also, they have to be confident in themselves to speak with native speakers and not to avoid communicating with them.

## 2.10 Age

Age is one of the sociobiographical variables that have correlations with the levels of foreign language anxiety. Those sociobiographical factors such as; age, sex, educational level, number of languages known, context of acquisition, age of onset of acquisition, socialization, and self-perceived proficiency, as Dewaele (2007) classified, acquired this term from the preceding components. In fact, there are inconsistent results about the nature of the relationship between age variable and language anxiety levels. Researchers such as (Crook, 1979; Hunt, 1989; Onwuegbuzie et al., 1999) explored that older students expressed higher levels of language anxiety than their young peers. On the contrary, the findings of Dewaele, Petrides and Furnham (2008) revealed that older students have less levels of foreign language anxiety than the younger ones. In fact, foreign language anxiety increases along with the ages of the students. To explain, levels of anxiety appear, when the ability to master certain tasks of the language learning such as phonology, speaking elevates which are supposedly acquired by older students. In addition, researchers such as (Scaie & Gribbin, 1975 cited in Onwuegbuzie et al., 1999) reported that older students act less actively than the younger in the tasks and activities that demand speed such as learning other languages.

Integrating in those cognitive tasks leads students to be reluctant, nervous when they are asked to perform quickly in order to produce samples of the target language. Moreover, older students posit more emphasis on accuracy than younger ones (Salthouse & Somberg, 1982). The demand for accuracy concludes to high portions of concentration from the side of older students which is linked with difficult mental processes that in turn lead to high levels of uncertainty and anxiety.

## 2.11 Gender

Research on the relationship between anxiety and gender differences of foreign language learners yielded inconsistent results. Yet, research investigated the various learning strategies that females and males conduct to learn the foreign language. For instance, males show their preference on depending on the bottom-up reading approaches and first language skills (Bacon, 1992 cited in Abu-Rabia, 2004) more than females who are more enthusiastic to learn by the intensive use of simple assignments and motivation (Story & Sullivan, 1986 cited in 2004).

Abu-Rabia's (2004) study points out that female students revealed higher levels of anxiety and lower linguistic results than their male counterparts. While male students reveal higher levels on both LI and LII tests than females. Comparatively, in an investigation of the effects of nonlinguistic immersion versus non immersion program, Macintyre and Baker (2000) explored that non immersion male students, revealed less attitudes toward learning French, orientations for learning which include communication anxiety in both English and French than their female non immersion peers. In addition, it is found that females are less affected by stressful situations than males who showed higher levels of anxiety. It seems from the previous studies (Spielberger, 1983 cited in Tanveer, 2007) that the gender differences vary in affecting levels of anxiety. They showed inconsistent results because sometimes males expressed higher levels of anxiety. In other situations, females revealed increased levels more than males.

## **2.12 Conclusion**

This chapter presented a thorough investigation of various subjects of the multidimensional phenomenon "anxiety". It also presented a clear view about the linguistic background of anxiety through investigating its relationship to the three cognitive processes; input, processing, output. Besides, it presented the effect of the students' self perceptions such as perceived self-worth on increasing the levels of anxiety. Relatively, the chapter presented a modest insight about the individual or psychological elements that have an important role in decreasing or increasing levels of apprehension and anxiety. Then, the environmental context with relation to anxiety is discussed. Finally, the sociobiographical factors are interpreted. So, the whole chapter explained all the potential factors that affect anxiety in order to investigate it holistically and thus, propose the procedures and strategies that may diminish and eliminate it. This leads to successful foreign language learning without the passive hindrance of the internal factors such as anxiety.

## Chapter Three: Methodology

### **3.1 Introduction: Quantitative and Qualitative Study**

As seen in the previous two chapters presented and asserted that anxiety is a multidimensional phenomenon, this chapter will explore various methods that suit investigating the phenomenon. In fact, the aim of this study is to contribute new information about the Palestinian foreign language learning anxiety, and is not to replicate other studies such as Horwitz et al. (1986) or Tanveer (2007). In order to present new insights about the dilemma in the Palestinian classrooms, the researcher aimed to involve two ways of gathering data: qualitative semi-structured interviews with EFL teachers and three quantitative questionnaires; FLCAS translated into Arabic to evaluate students, and other two designed questionnaires by the researcher to the students and teachers are also utilized. In fact, quantitative research enabled the researcher to present percentages and numbers that tend to reveal the correlations between the variables of the study. While using the qualitative methods (interviews) widened the scope of the given data of the quantitative research by providing thoughts, ideas, and attitudes of the participants. Moreover, the interviews maximized the validity and reliability of other measures in the study since they assert other information by elaborating and understanding them.

### **3.2 Participants**

The research included (80) participants. Sixty of the subjects are EFL students from Tenth, Eleventh, and Twelfth grades at both Taffouh Secondary Schools for boys and girls in Taffouh. The subjects are representative because they were selected from intermediate to advanced levels of student; (20) from each grade; (10) boys and (10) girls. Their ages range from (16) to (18) years. All of them participated in the questionnaires of

the study that was designed for them; FLCAS and the students' questionnaire, but they didn't participate in the interviews since they lacked the language income to participate in giving answers for the interviews. To explain, those students couldn't constitute proper English sentences to enable them participate in the interviews.

Twenty EFL experienced teachers, (10) males and (10) females, also participated in this research project. All of them participated in the teachers' questionnaire. Only (10) of them participated in the interviews. All of them were teachers who taught Tenth, Eleventh, and Twelfth grades for (5) or more years. The teachers who were interviewed expressed levels of understanding and responsibility of the aim of the study. Besides, they presented all the information they had according to their experience in order to investigate the phenomenon of anxiety from all the potential sides, keeping in mind, that the current research will serve in the first ground the educational process and students' as well as teachers' needs.

### **3.3 Instruments**

#### **3.3.1 Questionnaires**

Since the aim of the current study is to investigate the impact of anxiety on the oral performance of the Palestinian students from the perspectives of both students and teachers, the instruments in this study measure anxiety impact, manifestations, causes and variables. To achieve the precedent goal, the known anxiety questionnaire Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) and other two designed questionnaires by the researcher that measure anxiety with its relation to speaking activities and other variables were used. First, FLCAS accompanied with Arabic translations for all of its items, see appendix (3), was adapted and presented to the Palestinian students. The scale consists of 33 items that reflect the three types of anxiety; communication apprehension such as item (27) which states: "I get nervous and confused

when I speak in my language class". In fact, the word language in item (27) refers to English lessons in the Palestinian context, but it is borrowed from FLCAS exactly without changing the word since all the items of the instrument were translated by the researcher into Arabic, so that the Palestinian students can answer the items according to the translation. The second component of anxiety is test anxiety such as item (21): "The more I study for a language test, the more confused I get" and fear of negative evaluation such as item (31) "I am afraid that the other students will laugh at me when I speak the foreign language". Most of the items in this scale are negatively worded so that they express low or high levels of anxiety. The scale has been used by Horwitz et al. (1986) several times to prove its reliability and validity. The scale yielded an alpha coefficient of (.93) and an eight-week test- retest coefficient of (.83).

The second used questionnaire in this study is the one that was designed by the researcher for the students. This questionnaire consisted of (10) items which were designed to express feelings of anxiety and tension that students encounter while engaging in speaking tasks in English in the classroom. For instance, item (6) states: "My heart beat becomes fast when the teacher asks me to stand in front of the class and read the lesson". See appendix (1). Furthermore, the two instruments that measure students' attitudes; FLCAS and the questionnaire of the students consisted of variables that affected the hypotheses of the study such as the gender of the students; males or females, and the grade of each one whether in the Tenth, Eleventh, and Twelfth grades. In fact, all of the sixty students responded to the questionnaire. Within the ten items of it, there is an Arabic translation for each item. Indeed, the translations clarified for the students what each item meant. As a result of the translations, the students told the researcher that they understood each item, and according to their comprehension, they answered the questionnaire. From a statistical point of view, the reliability of the tool of the study was verified by using the

internal inconsistency way and by accounting the reliability equation (Cronbach Alpha). The reliability value of "The effect of anxiety on the oral performance of Palestinian students of English from the perspectives of students" yielded (0.86) which is statistically a high value. In addition, as tables (3) and (4), in the results, show all of the values of the items' correlation with the total score of those items are statistically significant which points to the internal consistency of the instruments' items. Also, all of them share in measuring the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of students and its relation with other variables in light of the theoretical framework on which basis the instrument is built.

The questionnaire for the EFL teachers was the third instrument that was used to investigate the impact of anxiety on the oral performance of Palestinian students from the perspectives of teachers. The current instrument includes (10) items that present answers on the questions and the hypotheses of the study. For example, item (3) states: "Most of my students hate the oral speaking tasks" presents the level of agreement of the teachers toward the students' feelings of being undesired to be engaged in the speaking activities. Moreover, item (6) "Male and female students ignore participating in the speaking tasks" investigates the attitudes of teachers toward the effect of the gender of the students on the levels of anxiety. Besides, the current tool examines variables that are related to the teachers such as gender, years of experience, and the grade that the teacher teaches. In fact, investigating the precedent factors presents valuable answers that serve the research goals. To prove the validity and the reliability of this instrument, the statistical treatment showed that the reliability value "The effect of anxiety on the oral performance of Palestinian students of English from the perspectives of teachers" yielded (0.80). Thus the questionnaire is characterized with high measures of reliability as shown by the statistical treatment. Besides, the results of the study as tables (3) and (4) show that the items of

questionnaire of the teachers had the internal consistency which expressed high measures of validity.

### **3.3.2 Interviews**

Using the semi-structured individual interviews with the English teachers was the fourth instrument in this study. They aim to enrich the collected data and to get inside the participants' thoughts about the investigated phenomenon. In fact, it was asserted by researchers such as (Robson, 2000 cited in Tanveer, 2007) that the semi-structured interviews enable the researcher to access the interests and the involvement of the interviewee.

The utilized interview in this study includes six questions that address issues relating to the effect of anxiety on the English speaking abilities of the Palestinian students in their classrooms. The questions were designed by the researcher and displayed to a group of arbitrators who presented a number of notes that were taken in consideration in shaping the instrument in the present shape. Ten out of twenty (50%) EFL teachers agreed to participate in recording their answers on tape recorder. The ten who refused expressed that they didn't have much vocabulary to perform sentences, therefore, to produce communicative talks with the researcher. The interviews were held individually. The interviews took two weeks and each one lasted approximately (15-20) minutes. All of the questions were discussed with the teachers before the interviews were tape-recorded. In fact, each teacher had received a copy of the questions of the interview a week before recording, so that he or she could read them carefully and prepare answers. The atmosphere of the interviews was warm and collaborative between the researcher and the interviewees. See appendix (4) to view the questions of the interview.

### **3.4 Procedure**

The procedure in the current study passed through various stages until it was conducted. First of all, a written request from the English Department, MA Program at Hebron University was given to the researcher in order to present it to the Directorate of Education at Hebron. After that, consent forms were received from the Directorate prior using the questionnaires and the interviews at the intended schools to permit the researcher to conduct the study at those schools. Then, the questionnaires of the study were administered over three weeks during class time midday through the first semester. They were conducted at the libraries of the schools by the researcher with the help of head masters and English teachers at these schools. Students were informed that the aim of the questionnaires was only to gather information about their reactions to the impact of anxiety on their oral performance in English. Each student had two copies of the questionnaires; one of FLCAS, and the students' questionnaire that was designed by the researcher. Students were also told that their answers do not have any relation to their grades in the English class. After that, the researcher with the help of English teachers have clarified to the students how to circle their answers, to read each statement carefully before circling their answers. They were also informed to circle only one answer for each statement. All the (60) participants were students from the Tenth, Eleventh, and Twelfth grades. Both males and females participated in answering the two questionnaires.

As for the teachers' questionnaire, it was performed through other stages. To start, the researcher asked the teachers to participate in answering the questionnaire. The researcher discussed the items of the questionnaire with the teachers before they answered them. Furthermore, teacher participants were requested to answer according to their experiences with those students who showed levels of anxiety in their oral performance and other activities in English lessons.

The semi-structured interviews were conducted similar to the steps of the questionnaires. Teachers had delivered copies of the questions of the interview a week before recording their answers. These questions included asking about the role of language anxiety for EFL learners in speaking English language, the situations and activities that provoke anxiety, manifestations of anxious learners, the causes of anxiety and suggestions the teachers visualize for reducing their students' anxiety. Besides, the researcher informed the teachers under study that the interviews were intended to serve the educational process as well as the students' needs.

### **3.5 Data Analysis**

The study investigated the effect of anxiety on the oral speaking skill of the students from the perspectives of both students and teachers. The data obtained from the two different instruments were analyzed and interpreted qualitatively and quantitatively. After collecting the quantitative data from the three questionnaires, the researcher reviewed them. The data have been entered in the computer by giving them specific figures. To illustrate, verbal responses have been transferred into digital values, they were reversed and recorded as table (1) shows.

Table 1.

### The Given Points for the Responses of Five Points of the Likret-Scale

	The response	The given points
1.	Strongly agree	5
2.	Agree	4
3.	Neither agree or disagree	3
4.	Disagree	2
5.	Strongly disagree	1

The necessary statistical treatment was done by extract numbers, percentages, means and standard deviations. The collected data were analyzed by using the Statistical Package for the Social Sciences (SPSS) computer program. Besides, hypotheses of the study were analyzed at the level of  $\alpha=0.05$  by using the following statistical tests; (t-test) (one way analysis of variance), (Tukey-test), the correlation coefficient (Pearson correlation), and the reliability coefficient (Cronbach alpha).

The qualitative data analysis was conducted with the data elicited from the structured interview. These data were analyzed and classified by the researcher. To illustrate, the tape recorded interviews were listened and transcribed by the researcher. This process of transcription is identified by (Gillham, 2005 cited in Tanveer, 2007) a full process of data analysis and interpretation in itself. The researcher had divided the data into units. After that, these units were given headings according to the answers of the questions of the study. For example, the question:" What are the manifestations of anxiety that appear in anxious EFL students?" is answered in the heading:" Language Anxiety Symptoms in EFL students".

### **3.6 Variables of the Quantitative Research**

The quantitative two questionnaires designed by the researcher for students and teachers included both independent and dependent variables. The independent variables consisted of the effect of anxiety on the oral performance of students. Whereas, the dependent variables included; gender of the students, the grade of students, gender of teachers, the years of experience of teachers and the perceptions of both of students and teachers.

### **3.7 Conclusion**

The current chapter presented the methodology of the research. All factors related to the method were clarified such as participants, instruments, used procedures and the ways of analyzing the data. As for the participants, (60) students from both secondary schools of boys and girls at Taffouh responded to the questionnaires that were presented by the researcher. The tools of the study gather between qualitative and quantitative types of research. The former included the interviews while the latter implied the three questionnaires; the translated copy of FLCAS, the students' questionnaire and the questionnaire of the teachers. Besides, the researcher clarified all the steps that were used to execute the instruments of the study. To clarify, the procedure of the present research was presented so it described holistically how, when, where the data were carried out. Also, the way in which the statistical treatment was done for the data of the questionnaires was also explained by the researcher. Indeed, clarifying such issues enriches the results and the given data since it draws straight lines for the audience to view all the steps that the researcher followed in achieving the goals of the study. Besides, presenting all the precedent topics in this chapter may help other researchers who intend to conduct studies such as the current study and widens their scope about the instruments, the procedures and the types of data analysis that they may use.

## Chapter Four

### 4.1 Findings and Results: Introduction

Anxiety is an unsettling state that the Palestinians as EFL students face in their English lessons, particularly in the oral communicative activities. Their feelings of uncertainty, fear, and confusion are expressed by their teachers' views. Indeed, EFL Palestinian teachers aroused the following views: "My students have fear of English as it is a foreign language", "Indeed, when we are doing a group work or a pair work activity, students are shy, they hesitate to participate", "The confidence of our students is very little", "Most of the students prefer to keep silent". In fact, it is not a coincidence to have such expressions since the previous research which examined the effect of anxiety on the performance of EFL students such as (Aida, 1994; Horwitz et al., 1986; Tanveer, 2007) produced same thoughts and results. Indeed, their results as the results of this study indicated that the impression and the impact of anxiety on the oral performance of the Palestinian EFL students yielded negative correlations. The results of this study provided a clear investigation of anxiety taking into consideration its questions and the hypotheses. Besides, the study tackled the effect of anxiety on learning and producing English language since language learning itself is described by Guiora (1983 cited in Horwitz et al., 1986) as a profoundly unsettling psychological proposition because of feelings of threat that it causes for language students. In order to cover the issue, the study utilized two types of instruments; qualitative semi-structured interviews with EFL teachers and quantitative questionnaires for both EFL teachers and students.

As the aim of the study is to evaluate the effect of anxiety on the oral performance in English lessons of tenth, eleventh and twelfth graders of Palestinian schools and to

present a holistic insight about the factors, strategies and attitudes of teachers and students about it, the current findings will cover all the proposed issues.

Findings and analysis will appear in the next sections including the results from both sources; interviews and questionnaires with the analysis of the researcher for each topic. Titles of topics are sited according to the questions, hypotheses of the study, and all the other factors that the researcher sees as related to clarify and serves the aims of the research.

The following parts are divided into four sections. Section I includes presenting the results of the statistical treatment which were presented in chapter one as the hypotheses of the study, properties of the demographic sample such as variables, numbers and percentages of participants besides the results of the validity and reliability of the instruments of the study. Section II provided the results that answered the hypotheses of the study including headings that are classified by the researcher to cover the answers of the hypotheses. Identifying the factors and activities that provoke anxiety is discussed in section III. Viewing the impact of anxiety on the oral abilities of the Palestinian students in their classes is stated in section IV. And the symptoms of anxiety that the Palestinian students experience appear in part V. Strategies that are suggested by teachers to reduce anxiety inside the Palestinian classrooms will be stated in section VI. Sections IV, V, and VI present answers for the questions of the study which include: "Does foreign language classroom anxiety affect speaking positively or negatively?", "What are the effects of anxiety on the oral speaking skill of the Palestinian students from the perspectives of students and teachers?", "What are the manifestations of anxiety that appear in anxious EFL students?", "What are the strategies that can be used to reduce anxiety in foreign language classrooms?", and the fifth question that states: "What are the factors that cause foreign language classroom anxiety in learning speaking skills?"

## 4.2 Statistical Results of the Hypotheses of the Study

The statistical treatment of the questionnaire of the study presented satisfied results for the aim of the research in investigating the factors that affect anxiety regarding its impact on the oral performance of the Palestinian students in their classrooms. The results concord with the proposed hypotheses which include:

1. There are no statistically significant differences at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth Palestinian students from the perspectives of students due to the gender variable.
2. No significant values appeared at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth Palestinian students from the perspectives of teachers due to the gender variable.
3. Significant correlations were found at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of students due to the grade variable.
4. There are significant relationships, from the statistics point of view, at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of teachers due to the grade variable.
5. There are no differences at the level of  $\alpha = 0.05$  in the total score of the effects of anxiety on the oral speaking skill of Palestinian Tenth, Eleventh, and Twelfth students from the perspectives of teachers due to the years of experience variable.

The above five statistical results do not present all the factors that cause anxiety such as gender, age and years of experience of teachers, but there are other factors found in the questionnaires and the interviews of the teachers. These causes include: the cognitive learning processes; input, processing and output, the environmental conditions of the classroom related to the outer surroundings or the beliefs of teachers and students inside

the classroom, the individual characteristics of students such as lack of self-confidence, fear of negative evaluation, communication apprehension and test anxiety, the linguistic problems that increase anxiety such as lack of vocabulary, lack of good pronunciation skills, grammar and other classroom activities. The study also found that the socio-cultural and interethnic differences contribute in creating sentiments of anxiety in the Palestinian classrooms. To explain, teacher participants reported that their students face difficulties in communicating with others from other cultures. They clarified that the students' fears are transmitted to classrooms when students speak English with their teachers. In fact, the students look at their teachers as natives who speak the foreign language better than them. These factors are expressed by the subjects of the study who are (80)persons; (60) Palestinian students; (30) males and (30) females and (20) EFL Palestinian teachers; (10) males and (10) females. To view the demographic sample of the study, see the following table.

Table 2.

## Properties of the Demographic Sample

Variables	N	Percentage	Missing values
Gender for student			-
Male	30	50.0%	
Female	30	50.0%	
Grade for student			-
Tenth	20	33.3%	
Eleventh	20	33.3%	
Twelfth	20	33.3%	
Gender for Teachers			-
Male	10	50%	
Female	10	50%	
Grade for Teachers			-
Tenth	6	30.0%	
Eleventh	6	30.0%	
Twelfth	8	40.0%	
Years of Experience			-
1-5	0		
6-9	8	40.0%	
10+	12	60.0%	

Note. The above table shows the qualities of the participants engaged in the study and the variables of the study. The percentages of the participants are introduced to show their range compared with the whole number of participants; students or teachers. N= number.

### 4.3 Validity and Reliability of the Study Instruments

Validity of the study tool was verified by displaying the questionnaires on a group of arbitrators who presented a number of notes which were taken in consideration in shaping the instruments in the present shape. On the other hand, the validity was investigated by accounting the matrix of the tools' items correlation with the total score of the study tool by using the correlation coefficient (Pearson correlation) as table (3) shows.

Table 3.

The Results of the Correlation Coefficient (Pearson) for the Matrix of the Item Correlation for the Tool of the Study of (SQ)

Items	(R) value	Sig.
1. I feel anxious when I speak in front of teachers.	0.616	0.000
2. I feel embarrassed when I answer wrongly in the class.	0.654	0.000
3. I get nervous when the teacher asks me to answer.	0.469	0.000
4. I feel shy when I raise my voice in the group work conversation.	0.398	0.002
5. I get nervous if the teacher does not wait for me to answer	0.371	0.004
6. My heart beat becomes fast when the teacher asks me to stand in front of the class and read the lesson.	0.515	0.000
7. I prefer silence than giving wrong answers.	0.249	0.005
8. I prefer to use Arabic in group work conversations because I can't speak English.	0.558	0.000
9. I prefer to answer quickly because I am afraid that the teacher notices my mistakes.	0.623	0.000
10. I feel anxious when speaking English with my classmates.	0.431	0.001

Table 4.

The Results of the Correlation Coefficient (Pearson) for the Matrix of the Items  
Correlation for the Tool of the Study of (TQ)

1. I get nervous when a student answers wrongly.	0.624	0.003
2. I feel that my students get embarrassed when they answer wrongly in the class.	0.550	0.012
3. Most of my students hate the oral speaking tasks.	0.236	0.315
4. My students participate little in the group work conversations.	0.671	0.001
5. I prefer correcting the utterances of the students directly.	-0.002	0.993
6. Male and female students ignore participating in the speaking tasks.	0.740	0.000
7. Students prefer silence than giving wrong answers.	0.610	0.004
8. I encourage students to use Arabic in group work conversations if they can't speak English.	0.391	0.089
9. My students suffer from lack of confidence when practicing dialogues.	0.287	0.220
10. My students are not self confident when speaking English.	0.590	0.006

The given data in the above tables (3) and (4) indicate that all the values of the items correlation with the total score of those items are statistically significant which points to the internal consistency of the instruments items. In addition, all of them share in measuring the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of students and teachers and their relation with other variables in light of the theoretical framework on which basis the instrument is built. For example, the reliability of the tool used in this study is shown by calculating its various dimensions through using

the internal consistency way depending on accounting the reliability equation (Cronbach Alpha), the results are as in table (5).

Table 5.

The Results of the Reliability Equation (Cronbach Alpha) of the Instruments of the Study with Its Various Dimensions

Area	Items number	Alpha value
SQ	60	0.86
TQ	20	0.80
FLCAS	60	0.76

Note. (SQ) refers to the Students' Questionnaire of the. (TQ) refers to the Teachers' Questionnaire of the. (FLCAS) refers to the Foreign Language Classroom Anxiety Scale.

The reliability of the tool of the study was verified by using the internal inconsistency way and by accounting the reliability equation (Cronbach Alpha). The reliability value of "The Effect of Anxiety on the Oral Performance of Palestinian Students of English from the Perspectives of Students" yielded (0.86) and the reliability value of "The Effect of Anxiety on the Oral Performance of Palestinian Students of English from the Perspectives of Teachers" yielded (0.80). Thus, the questionnaires are characterized with high measures of reliability. In addition, FLCAS which was translated into Arabic and presented to the students appeared an alpha value of (0.76).

#### **4.4 Factors of Anxiety According to the Hypotheses Variables**

##### **4.4.1 The Effect of Gender on the Levels of Anxiety**

Gender differences are regarded as one of the most important variables that determine the levels of anxiety on the Palestinian students from the perspectives of students and teachers. As to investigate the subject from the point of view of the students, examining

the first hypothesis of this research is essential. It states that "There are no statistically significant differences at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth Palestinian students from the perspectives of students due to the gender variable". To investigate the validity of the first hypothesis, (t-test) was used to measure the differences among males and females students in their perspectives to the impact of anxiety on the oral speaking skill of Palestinian students as table (6) indicates.

Table 6.

The Results of (T-Test) for the Differences of the Students' Questionnaire due to the Gender Variable

Gender	N	M	Sd	T	Df	Sig.
Male	30	3.93	0.75	-0.149	58	0.153
Female	30	4.06	0.54			

Note. M= the means. Sd= the Standard deviation. Df= Degree of freedom. Sig. =the significance of the results.

The given data in table (6) indicate that there are no statistically significant differences at the level of  $\alpha = 0.05$  in the total score according to hypothesis one. To clarify, the degrees were high for both genders of students; males who yielded a mean of (M=3.93), and females which reached (M=4.06). Besides, to test the subject from the teachers' perspectives according to their gender, we examine hypothesis two: "There are no statistically significant differences at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth Palestinian students from the perspectives of teachers due to the gender variable". In order to test the validity of the second hypothesis, (t-test) was used to measure the differences among males and

females teachers in their perspectives to the impact of anxiety on the oral speaking skill of Palestinian students as table (7) shows.

Table 7.

The Results of (T-Test) for the Differences of the Teachers' Questionnaire due to the Gender Variable

Gender	N	M	Sd	T	Df	Sig.
Male	10	4.16	0.94	0.112	18	0.538
Female	10	4.12	0.43			

The given data in table (7) indicate there are no statistically significant differences at the level of  $\alpha = 0.05$  in the total score of hypothesis two. To interpret, the degrees were high for both genders of teachers whether males who yielded a mean of (M= 4.16) or females' mean which reached (M= 4.12). In other words, the first and second hypotheses presented valuable data about the extent of the effect of confusion on the intended students from perspectives of students and teachers according to gender differences. It is not the first time to investigate these issues, previous researches revealed unstable findings relating to this topic. For example, Abu-Rabia (2004) showed that female students expressed higher levels of anxiety than males. While, Tanveer (2007) reported that Spielberger's (1983) study showed that males are more anxious than females. But the results concerning this issue expressed that both males and females evaluate anxiety the same as having high records of negative connotations on their speaking income. Relatively, both genders of EFL teachers estimated the issue negatively. To exemplify, a male teacher said: "Our students are always reluctant to answer my questions", and another female said: "Students are shy to negotiate in the group workshops". As a result, this research revealed a theory of a high value that both genders of Palestinian students

and teachers viewed negative attitudes toward anxiety impact on students' verbal responses in the classrooms.

#### **4.4.2 Age Differences**

Consistent with the past research, this study presented through its results that there are variance in the scores of Tenth, Eleventh, and Twelfth students according to their responses to anxiety effect. As MacIntyre and Gardner (1991) claimed that degrees of anxiety increase along with the years, the students whose ages varied between sixteen (Tenth grade), seventeen (Eleventh grade) and eighteen years old (Twelfth) yielded the same results as the claim of the previous researchers. To explain, the results of the third hypothesis which indicates that: "There are statistically significant differences at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of students due to the grade variable" and the fourth one: "There are statistically significant differences at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of teachers due to the grade variable" asserted that the older students scored higher degrees of anxiety than the younger ones. To test the validity of the two hypotheses, (one way analysis of variance) was used to measure the differences among Tenth, Eleventh and Twelfth Palestinian graders in their and their teachers' perspectives to intended subject as table (8) and (9) indicate.

Table 8.

The Results of (One Way Analysis of Variance) Test for the Differences of the Degree of the Effect of Anxiety on the Oral Speaking Skill of Palestinian Students from the Perspectives of Students due to the Grade Variable

Source of variation	Df	Ss	Ms	F	Sig.
Between Groups	2	1.161	0.808	3.198	0.048
Within Groups	57	14.403	0.253		
Total	59	16.019			

Table 9.

The Results of (One Way Analysis of Variance) Test for the Differences of the Degree of the Effect of Anxiety on the Oral Speaking Skill of Palestinian Students from the Perspectives of Teachers due to the Grade Variable

Source of variation	Df	Ss	Ms	F	Sig.
Between Groups	2	1.198	0.599	5.013	0.019
Within Groups	17	2.030	0.119		
Total	19	3.228			

Note. Ss= Sum of squares. Ms= Mean square.

It seems from the tables (8) and (9) that there are statistically significant differences at the level of  $\alpha = 0.05$  in the total score of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of students in the (SQ) and teachers in the (TQ) due to the grade variable since (sig) of (SQ) yielded ( $p=0.048$ ),  $p < 0.05$  and of (TQ) is ( $p=0.019$ ),  $p < 0.05$ . The previous analysis asserts that both teachers and students evaluate

that the age variable which is used in the analysis as grade variable as affecting anxiety differently. To explain, they expressed that the older students expressed higher levels of feelings of tension than the younger. For example, the Twelfth graders yielded anxiety levels higher than the Eleventh ones, and the latter indicated higher values than the Tenth ones. To find out the source of these differences of (SQ), (Tukey-test) for dimensional bilateral comparisons for the differences of the anxiety effect from the perspectives of students due to the grade variable was used as the next table shows.

Table 10.

The Results of (Tukey-Test) for Dimensional Bilateral Comparisons for the Differences of the (SQ) due to the Grade Variable

Comparisons	Tenth	Eleventh	Twelfth
Tenth		0.33500-	0.36000
Eleventh			0.02500-
Twelfth			

The dimensional bilateral comparisons in the previous table indicate that the differences of the effect of anxiety on the oral performance of students as the results indicated in the students questionnaire (SQ) due to the grade variable in Palestine between the Tenth and Eleventh graders were in the interest of the Eleventh graders who asserted that the effect was higher on them. And between the Twelfth and the Tenth graders and the results also were in the interest of the Twelfth grade. See table (11) for the means.

Table 11.

Numbers, Means and Standard Deviations of Tenth, Eleventh and Twelfth Students of (SQ)

Grade	N	M	Sd
Tenth	20	3.7650	0.56314
Eleventh	20	4.1000	0.55346
Twelfth	20	4.9250	0.36689

In the above table, the means showed the source of differences. For example, Twelfth graders' mean reached (M=4.9250) which is higher than the Eleventh (M=4,1000) which in turn is also higher than the Tenth (M=3.7650). While all of those means are high; the mean is high when it is ranged between 3-5 values, regarding the passive effect of anxiety. While, to assess the source of these differences from the perspectives of teachers in the teachers' questionnaire (TQ), also (Tukey-test) for the dimensional bilateral comparisons was utilized as the next table shows.

Table 12.

The Results of (Tukey-Test) for Dimensional Bilateral Comparisons for the Differences of (TQ) due to the Grade Variable

Comparisons	Tenth	Eleventh	Twelfth
Tenth		-0.51667*	-0.54583*
Eleventh			0.02917
Twelfth			

Note. \*  $p < 0.05$ . The star indicates that there are significant differences due to grades Eleventh and Twelfth.

The findings of the dimensional bilateral comparisons in the previous table indicate that the differences of the effect (TQ) due to the grade variable in Palestine between the Tenth and Eleventh graders were in the interest of the Eleventh grade teachers who asserted that the effect was higher on the Eleventh graders. Also, between the Twelfth and the Eleventh grade teachers and the results also were in the interest of the Twelfth grade. See table (13) for the means.

Table13.

Numbers, Means and Standard Deviations of Tenth, Eleventh and Twelfth Teachers of the (TQ)

Grade	N	M	Sd
Tenth	6	3.7667	0.46762
Eleventh	6	4.2833	0.27869
Twelfth	8	4.8125	0.27999

Deep investigation of table (13) clarifies the source of differences in the views of the teachers regarding the age of students. For more illustration, the higher is the grade, the higher is the mean of it and therefore, the higher the levels of anxiety. For example, Twelfth grade teachers yielded a mean of (M=4.8125), Eleventh (M=4.2833) and Tenth (M=3.7667). The last numbers are the nearest to the findings of Onwuegbuzie (1999) that scores of anxiety escalate as the students grow older.

#### **4.4.3 Levels of Teachers' Years of Experience and Anxiety**

In relation to the results of the first and second hypotheses, the results of the fifth hypothesis proposed similar correlations regarding the negative connotations of apprehension on the students speaking abilities. In fact, the hypothesis states that : "There are no statistically significant differences at the level of  $\alpha =0.05$  in the total score of the

effects of anxiety on the oral speaking skill of Palestinian Tenth, Eleventh and Twelfth students from the perspectives of teachers due to the years of experience variable". The suggested view was tested by (one way analysis of variance) to measure the differences as table (14) indicates.

Table 14.

The Results of (One Way Analysis of Variance) Test for the Differences Teachers Attitudes According to their Years of Experience

Source of variation	Df	Ss	M	F	Sig.
Between Groups	1	0.481	0.481	3.154	0.093
Within Groups	18	2.747	0.153		
Total	19	3.228			

Table (14) explains that there are no statistically significant differences from the perspectives of teachers due to the years of experience variable as the statistical significance (Sig. = 0.093),  $p > 0.05$  indicates. The next table (15) with means clarifies more.

Table 15.

Numbers, Means and Standard Deviations of Teachers According to Years of Experience of the Teachers

Grade	N	M	Sd
9-6	8	3.9500	0.54772
+10	12	4.2667	0.24246

The findings above revealed that all of the teachers who had spent five years and above in teaching the Tenth, Eleventh and Twelfth students in the Palestinian schools

presented the same views on the anxiety effect. The averages of the means were close ( $M = 3.9500$ ) of the teachers who are teaching the Tenth and Eleventh grades, and ( $M = 4, 3667$ ) of the Twelfth grade teachers. These results explain that the Palestinian teachers are certainly aware of the size of the problem of anxiety effect which makes it easier for the students to get rid of this obstacle as teachers are working hard to change the learning procedures in the interest of the students.

#### **4.5 Factors that Affect Anxiety According to the Results of Questionnaires and Interviews**

##### **4.5.1 Anxiety within the Cognitive Processes**

The current study presented conclusions that stand in the same track with the past research including feelings of anxiety through the three cognitive stages; input, processing and output. Indeed, Krashen (1985) proposed the comprehensible input theory that states that the comprehensible input is the driving force to develop interlanguage awareness that leads to successful production of the language (speaking). Besides, the three stages of processing are important to be stated in this research since clarifying them enables the EFL teachers to get deeper understanding about the cognitive stages in which foreign language anxiety appears. So that, they can adopt strategies which might help to decrease the chances for this debilitating anxiety to appear. To begin with input anxiety, teachers as well as students reported that the latter suffer from apprehension that they will not comprehend the language input presented by teachers in the English lessons. In FLCAS, (95.0%) of the students preferred item (4): "It frightens me when I don't understand what the teacher is saying in the foreign language", and (91.7%) of them also agreed on item (29): "I get nervous when I don't understand every word the language teacher says". In these both items, students express their misunderstanding of the input. To support from the teachers' attitudes in the interviews; a female teacher mentioned that

her students are anxious when they are asked to read a new information, they can't pronounce correctly. Moreover, they encounter feelings of tension while processing the information, and therefore, in the output stage which is the production of speech, the communication apprehension stage. Another male teacher told that his students hesitate to answer; they are reluctant to participate in the communicative activities such as group work. In those activities, students find difficulty in understanding the input or the aim of the activity, how to act or process the task and finally how to perform it as producing speech.

#### **4.5.2 The Environmental Conditions**

**4.5.2.1 The environment of the classroom.** The classroom conditions occupy important position in affecting the levels of foreign language classroom anxiety. To clarify, the environment of the classroom arouses sentiments of tension for the students if it implies the factors that increase anxiety such as noise from peers or from outside such as building works, the large number of students in a small class, behaviors and the strategies that teachers use inside the class such as correcting of errors immediately without giving the students time to correct themselves. To support these ideas from the instruments the study; (83.3%) of the students responded with agreement on item (2) of (SQ): "I feel embarrassed when I answer wrongly in the class" which means that the classroom itself is a source of feelings of embarrassments. Also, (75%) of teachers indicated that their students experience feelings of nervousness as item (2) of (TQ) that implies: "I feel that my students get embarrassed when they answer wrongly in the class". Furthermore, a female teacher said in replying to the factors that cause anxiety in the class: "I nominate the environment of the class such as big numbers of the students in the class. So, the student feels embarrassed to speak in front of that big number especially if she commits mistakes". To clarify this point, large numbers of students within a small hall

prevents each student to express his or her speaking abilities for four reasons: first, the time that is specified for each student to speak, to correct himself is too limited in forty minutes of the lesson with students' numbers ranging at least between (38-42) in one class. Secondly, the chance for the feelings of tension while committing mistakes increases with the existence of high numbers of students. Third, teachers themselves don't have enough time to provide each student to talk. And finally, they are themselves nervous when their students do mistakes because repeating and correcting errors also need time.

**4.5.2.2 Beliefs of students, teachers and their roles in the class.** The beliefs of students toward learning English as it appears in the findings of this study and the findings of the previous research as (Horwitz, 1988; Onwuegbuzie et al., 1999) a source of anxiety. Those beliefs included the students' misevaluation of learning English language, and that pronunciation is the basic factor of learning the language. In relation to these concepts, the findings of this research presented an explanation about the nature of the students' perceptions that can cause anxious emotions for them. To support from the interviews; a female teacher told that her students don't appreciate the importance of learning English: "My students ask: Why do we learn English? What is the benefit of learning English?" Another female teacher reported: "Students look at English as a tough language and they pay more attention to pronunciation than us". Moreover, (63.3%) of the students confessed that they think in irrelevant issues during the English lesson: "During language class, I find myself thinking about things that have nothing to do with the course", item (6) of FLCAS. And (68.3%) of them expressed their willingness to have English lessons in item (17) of FLCAS, see appendix (3)

Teachers' beliefs and attitudes inspired the soul of the research. Their responses varied between revealing their acceptance of strategies that reduce the tension of the students

inside the classroom, and sometimes they told in the interviews that their roles act as a hindrance for the students to get rid of the apprehension. To illustrate, (65.0%) of them agreed on using Arabic in the group work conversations to enable the students participate free and reinforce positive attitudes of the students toward the speaking tasks since they feel relaxed in using Arabic. To support more, a female teacher said: "I accept sometimes that my students use Arabic equivalents for the English words that they don't know". Besides EFL teachers responded to some beliefs of the students such as the immediate correction for the oral errors that promote anxiety. A male teacher says: "I do error correction to over generalize the correct forms but I don't recommend doing it with every single word". In addition, (40.0%) of teachers agreed and (35.0%) disagreed on item (5): "I prefer correcting the utterances of the students directly". The previous percentages showed that the responses of EFL teachers varied between agreement and disagreement on the immediate correction of errors. In addition to that, the teachers indicated that they act as facilitators in the classrooms, they clarify each point, they are patience in treating the mistakes of students, they try to create warm atmospheres in the classes and they appreciate the roles of the students as the centre of the learning teaching process.

#### **4.5.3 The Individual Qualities: Lack of Self-Confidence**

The individual characteristics of students escalate or alleviate foreign language classroom anxiety. The case of lack of self-confidence that students suffer from inside the class hinders their learning process. In fact, this case is expressed as an equivalent for what Dewaele (2002) called introversion in which individuals lack the certainty in themselves, have passive participation in the real world communication and prefer silence more than to speak. Teachers in (TQ) agreed with a percentage of (95%) on item (9): "My students suffer from lack of confidence when practicing dialogues" and a percentage of (100%) on item (10): "My students are not self-confident when speaking English".

Besides, a male teacher expressed that: "Some students are shy, not self-confident", another one told: "The confidence of our students is very little", and a third female teacher stated: "The students who have weak personalities prefer silence more than the ones who have strong personalities" indicating that the ones who have weak personalities are not self-confident. Students also expressed their agreement on items (1), (7), (18), (23), (24), and (31) of FLCAS with a percentage of (65%) on item (1): "I never feel quite sure of myself when I am speaking in my foreign language class" see appendix (3). Besides (58.4%) expressed on item (7): "I keep thinking that the other students are better at languages than I am", (38.3%) on item (18) : "I feel confident when I speak in foreign language class", (61.6%) on item (23) : "I always feel that the other students speak the foreign language better than I do", (28.4%) on item (24) "I feel very self-conscious about speaking the foreign language in front of other students" and (56.7%) on item (31): "I am afraid that the other students will laugh at me when I speak the foreign language". In fact, the above analysis about students who suffer from lack of self-confidence is the contrary of what Oya et al. (2004) revealed in their study that the more students were extroverts; the contrary of introverts, the better the scores of communication in the oral performance and the less the levels of anxiety.

#### **4.5.4 Components of Anxiety as Causes for Foreign Language Classroom Anxiety**

**4.5.4.1 Fear of negative evaluation.** Palestinian students avoid the situations in the classroom in which they face stress and confusion. As Horwitz et al. (1986) defined fear of negative evaluation as: "Apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 128). It includes all the situations in which the person feels embarrassed not only in particular situations such as tests and exams.

The results of this study prove in many ways that the Palestinian students in the classroom environment feel anxiety especially in speaking activities and the evaluative situations. To initiate with the responses from the interviews; a male teacher reported that: "Some students are afraid to answer because they don't want the other classmates to laugh at them when they mispronounce the correct forms of words". A second female teacher assumed that : "They feel embarrassed to speak in front of that big number of students specially if the student commits mistakes" indicating that students escape from engaging in speaking tasks so that their large number of peers don't misevaluate them and cause depression for them. The findings captured from the (SQ) also revealed multiple situations of fear of negative assessment. For example, item (1): "I feel anxious when I speak in front of my English teacher" in which (93.3%) of the students responded with agreement. Furthermore, (83.3%) to item (2): "I feel embarrassed when I answer wrongly in the class", (48.4%) to item (4): "I feel shy when to raise my voice in the group work conversation". So, the students prefer to keep silence instead of giving wrong pronunciations; (51.6%) told in item (7): "I prefer silence than giving wrong answers". Moreover, they follow strategies or ways that enable them to answer without the teacher's notice for their mistakes, (70.0%) on item (9): "I prefer to answer quickly because I am afraid that the teacher notices my mistakes". The teachers' questionnaire (TQ), in addition, revealed similar results. EFL teachers expressed that the students feel apprehensive when they answer wrongly in the class; (75.0%) on item (2): "I feel that my students get embarrassed when they answer wrongly in the class". Because of such feelings, they participate little in the oral activities such as group work; (80.0%) of teachers revealed consent on item (4): "My students participate little in the group work conversations". Not only the Palestinian students contribute little, but they ignore the speaking tasks in general such as item (6): "Male and female students ignore participating

in the speaking tasks" with a value of (85.0%). As a result, they adapt silence, item (7): "Students prefer silence than giving wrong answers" (100.0%).

As for the findings of the Arabic version of FLCAS, all the participants who responded to it showed high levels of fear of negative evaluation. To support, (65.0%) agreed on item (1) : "I never feel quite sure of myself when I am speaking in my foreign language class", (81.6%) on item (3): "I tremble when I know that I'm going to be called on in language class", (95.0%) on item (4): "It frightens me when I don't understand what the teacher is saying in the foreign language", (58.4%) on item (7): "I keep thinking that the other students are better at languages than I am ", ( 83.4%) on item (9): "I start to panic when I have to speak without preparation in language class", (73.3%) on item (13): "It embarrasses me to volunteer answers in my language class", (60.0%) on item (20): "I can feel my heart pounding when I'm going to be called on in language class", ( 61.6%) on item (23): "I always feel that the other students speak the foreign language better than I do", ( 28.4%) on item (24): "I feel very self-conscious about speaking the foreign language in front of other students", (18.7%) on item (26): "I feel more tense and nervous in my language class than in my other classes", (46.7%) on item (27): "I get nervous and confused when I am speaking in my language class", (21.7%) on item (28): "When I'm on my way to language class, I feel very sure and relaxed ", and (56.7%) on item (31): "I am afraid that the other students will laugh at me when I speak the foreign language".

It seems that the findings of all the instruments of the current research expressed fear of negative evaluation that the Palestinian students encounter in the evaluative situations. Besides, the instruments tackled the qualitative transcriptions and the quantitative values that revealed all the potential situations in which those students face stress, tension and confusion.

**4.5.4.2 Test anxiety.** It is another factor that leads to anxious sentiments for the Palestinian students in their classrooms. In fact, it is regarded as a type of fear of negative evaluation by teachers since exams are evaluated by values, judges and grades that affect the educational status for the students and concern them a lot. The values that were extracted from FLCAS showed that (18.3%) of the students agreed on item (8): "I am usually at ease during tests in my language class", while (78.3%) disagreed. Besides (43.3%) of them agreed on item (21): "The more I study for a language test, the more confused I get" and (48.3%) showed their dissatisfaction. These values appear the ranging attitudes of students toward being evaluated by other which lead them to arouse feelings of anxiety.

The students' questionnaire (SQ) also reported the values of students who expressed apprehension while taking oral and speaking exams. To illustrate, in item (2), (83.3%) of them agreed on the statement "I feel embarrassed when I answer wrongly in the class" indicated that students experience stress and fear when they answer wrongly as the teacher evaluates them. And, (70.0%) of them confessed that: "My heart beat becomes fast when the teacher asks me to stand in front of the class and read the lesson" when they are asked to express their oral performance. These two cases and the examples from FLCAS showed clearly to what extent students suffer from test anxiety and fear of negative evaluation.

**4.5.4.3 Communication apprehension.** Another essential factor that cause anxiety for the Palestinian students is the apprehension of communication and the unwilling to communicate in the classroom. One female teacher indicated: "When I ask them to read a new information or to answer a new question", she clarified that her students neglect the activities that demand communication among the students themselves and the teacher such as group work, pair work and playing games. Besides they refuse to answer and

prefer silence when teachers ask them to answer, teachers reported (80.0%) in (TQ) in item (4): "My students participate little in the group work conversations", (100.0%) on item (7): "Students prefer silence than giving wrong answers". Besides teachers reported high percentages of agreement on items (9) (95.0%), and on item (10) (100.0%). See appendix (2). These two items reflected the feelings of lack of self-confidence that students had while communicating by participating in the speaking activities. To support, the students themselves expressed feelings of fear while communicating in (SQ) in item (1): "I feel anxious when I speak in front of teachers"; (93.3%), (83.3%) on item (2), (83.3%) on item (3): "I get nervous when the teacher asks me to answer", (48.4%) on item (4), (70.0%) on item (6): "My heart beat becomes fast when the teacher asks me to stand in front of the class and read the lesson", ( 70.0%) on item (9), (86.6%) on item (10): "I feel anxious when speaking English with my classmates". See appendix (1) to view all items.

Students also responded to FLCAS and the results also indicated their levels of communication apprehension. For example, (81.6%) voted for item (3): "I tremble when I know that I'm going to be called on in language class", ( 95.0%) on item (4): " It frightens me when I don't understand what the teacher is saying in the foreign language" and (91.7%) on item (29): "I get nervous when I don't understand every word the language teacher says" since their misunderstanding cause them to be unwilling to communicate with their teachers. Moreover, they recorded (83.4%) on item (9), (73.3%) on item (13): "It embarrasses me to volunteer answers in my language class", (60.0%) on item (20): "I can feel my heart pounding when I'm going to be called on in language class", (56.7%) on item (31): "I am afraid that the other students will laugh at me when I speak the foreign language", and (80.0%) on item (33): "I get nervous when the language teacher asks questions which I haven't prepared in advance". These items clarify how the Palestinian

students avoided communicating in the class so other students couldn't laugh at them (31), or they were not ready to communicate since they didn't prepare or they haven't a lexical income in order to use in expressing ideas and thoughts, item (33).

## **4.6 Linguistic Problems that Promote Anxiety**

### **4.6.1 Lack of the Vocabulary Income**

Lack of vocabulary items is recognized by past research such as (Horwitz et al., 1986; MacIntyre & Gardner, 1991) and by the results of this study as an attributable factor to foreign language classroom anxiety. The relationship between anxiety and lack of vocabulary appears to be mutual. To explain, Horwitz et al. (1986) indicated that feelings of anxiety appear in the classroom when students forget the previous vocabulary items that they learned while they are asked by teachers to perform speaking tasks such as pair work. Besides research such as (MacIntyre & Gardner, 1991 cited in Onwuegbuzie et al., 1999) revealed that highly anxious students encounter difficulties in the acquisition of vocabulary. To support from examples of this research, male and female teachers said about apprehensive students: "Students lack the appropriate vocabulary to express themselves", "Students feel bad they are weak to answer, they cannot answer because they are shy, they lack the appropriate words and vocabulary." They don't have dictionaries in their minds, they don't read". "The most important factor is lack of lexical income". So, teachers suggested that their students should look at dictionaries, encyclopedia, books, and various types of media such as the television, the radio and the internet to widen their wealth of lexical items so that they build a sense of self-confidence that enables them to speak confidently without reticence. In the questionnaire of the students (SQ), students informed that they prefer using Arabic words in the speaking activities such as group work, pair work, and oral puzzles since they don't have English

vocabulary items in their minds; (88.3%) of them expressed this idea in item (8): "I prefer to use Arabic in group work conversations because I can't speak English". And (83.3%) on item (3): "I get nervous when the teacher asks me to answer" apprehending of embarrassment that they encounter since they don't know English words to answer or to form expressions that lead to answers. As for the questionnaire of teachers (TQ), they also expressed levels of agreement on the strategy of their students to use Arabic equivalents for the English words that they don't know; (65.0%) of them nominated item (8): "I encourage students to use Arabic in group work conversations if they can't speak English". And (95.0%) on item (9): "My students suffer from lack of confidence when practicing dialogues", (100.0%) on item (10): "My students are not self-confident when speaking English" describing that the Palestinian students are lack of self-confidence and self-esteem when speaking English because they don't have lexical income to constitute speech.

#### **4.6.2 Lack of the Appropriate Pronunciation Skills**

The nonexistence of appropriate pronunciation skills of the students inside the classroom is a big predictor of nervousness in English lessons. This point of view concords with the fact that the speaking skill is the most anxiety stimulating (MacIntyre & Gardner, 1991). The last view implies that students also have the same difficulties that they have in speaking since it includes accurate pronunciations of words to extract speech. Also, if students have a sense of control on their articulation, this will guarantee them to speak effectively and communicate in the class with peers and the teacher. Teachers reported the following views explaining the difficulty that students face while articulating English words. They include: "Our students suffer from weakness of pronunciation skills", "I notice that students are afraid of speaking, may be they are afraid of making mistakes in pronunciation", "Because English words don't have clear

pronunciations, for example, some letters are silent and are not pronounced, and so the students are confused about the correct pronunciation". Besides, students pointed out that they get apprehensive when they engaged in these situations; item (15) of FLCAS: "I get upset when I don't understand what the teacher is correcting", item (29): "I get nervous when I don't understand every word the language teacher says", item (13): "It embarrasses me to volunteer answers in my language class", and item (9): "I start to panic when I have to speak without preparation in language class". Those students responded with agreement of (91.7%) on item (15) explaining that they wonder why the English teacher corrects their mistakes since they think that they pronounce the words correctly, (91.7%) on item (29) since students don't comprehend the pronunciation of English words that their teacher produces, (73.3%) on item (13) because they feel fear from pronouncing the incorrect forms of words in front of their teacher and classmates who may laugh at them, and (83.4%) on item (9) because they are afraid of pronouncing the words that they didn't practice and prepare in advance since the English orthography yields inconsistent effects on pronunciation. To explain, the writing system of English doesn't concord with the pronunciation of words; not all the letters of the words are pronounced as they are written. Moreover, students yielded high percentages of agreement in (SQ) on item (1) (93.3%), item (2) (83.3%), item (3) (83.3%), item (6) (70.0%), item (9) (70.0%) and item (10) (86.6%). All of these items include the apprehension of students while they are engaged in speaking, answering questions, reading English inside the classroom. Teachers expressed their agreement in (TQ) of (75.0%) on item (2) and (100.0%) on item (7). In these two items, teachers reported that the students feel embarrassed when they answer wrongly or they prefer silence than giving wrong answers.

### **4.6.3 Grammar**

It includes learning the rules of language that constitute the way to learn that language. Grammar, indeed, imposes a type of atmosphere for the students in which they feel that they are unable to comprehend. In concordance to this view, Horwitz et al. (1986) indicated that students feel overwhelmed by the number of rules of English that they have to learn in order to speak that language. Besides, these researchers explained that fear, stress spread out inside the students when they forget the grammar rules which they acquired to speak. One teacher describes the process of learning grammar as a source of anxiety: "Grammar in English is difficult because it is completely different from Arabic. For example, the case of subject-verb agreement that implies the singular verb (s) and the (s) of the plural that does not exist in Arabic ". The previous case causes a state of confusion for the Palestinian students. As a result, they become hesitant and reluctant about the correct rule to use and, therefore to speak. To add more, in item (30): "I feel overwhelmed by the number of rules you have to learn to speak a foreign language" of FLCAS; students viewed a value of agreement of (83.3%) to assure the idea that they feel confused from the large number of grammar instructions that they are imposed to learn in order to produce speech.

### **4.6.4 The Classroom Activities that Elevate Anxiety**

As the communicative language approach is adapted in the Palestinian schools, they imply using the communication skills which demand speaking and the other three skills; listening, reading and writing. Indeed, Elkhafaifi (2005) revealed that listening anxieties had negative impacts on the Arab students' listening comprehension. Besides the previous research such as (Saito et al., 1999; Sellers, 2000; Sparks & Ganschow, 2007) showed that the levels of apprehension that appeared in the students in the reading tasks yielded negative correlations with anxiety measures. These activities include, as the teachers in

the interviews informed, that they are similar to the three types of anxiety (Horwitz et al., 1986), communication apprehension which includes the communicative activities, for example, group work conversations, pair work, role plays, games and puzzles. Test anxiety that contains oral tests, exams, written exams, listening exams. And fear of negative evaluation that implies all the activities in which students speak English such as asking permissions to do things, reading a lesson in front of the class, or speaking with other students in which the students are afraid of embarrassment while committing oral mistakes.

#### **4.7 Socio-Cultural Factors**

Tension that students feel toward speaking with the native speakers of the language when the chance exists constitutes a representable case of social anxiety which reflects the conflict that social status creates among interactive powers. In fact, Wolfson (1989) reported that the cultural or interethnic differences among individuals from different cultures lead to lack of communication. Moreover, this social anxiety is regarded as one of the intuitive factors that contribute to the foreign language classroom anxiety. To represent this idea from the instruments of the study, teachers in the interviews said that in order to reduce levels of anxiety, they have to speak as natives in the classroom to represent that sample which students regard is higher in status and difficult to speak as those teachers. Besides students revealed that they have certain beliefs toward native speakers; (40.0%) of them agreed while (60.0%) disagreed on item (32) of FLCAS: "I would probably feel comfortable around native speakers of the foreign language". Besides (33.3%) agreed and (63.4%) disagreed on item (14): "I would not be nervous speaking the foreign language with native speakers". Students in these two conditions showed their emotions as uncomfortable toward native speakers as well as the situation is transmitted

to the classrooms which teachers are regarded, from the point of view of the students, as natives who they afraid to get in contact with.

#### **4.8 The Impact of Anxiety on the Oral Performance of the Palestinian Students**

The following three sections IV and V and VI will answer the research questions. To explain, section IV presented the results of the instruments of the study that answered question one: "Does foreign language classroom anxiety affect speaking positively or negatively?" and question two of the study: "What are the effects of anxiety on the oral speaking skill of the Palestinian students from the perspectives of students and teachers?" Question three: "What are the manifestations of anxiety that appear in anxious EFL students?" is answered in section V. While section VI revealed the answer for question four: "What are the strategies that can be used to reduce anxiety in foreign language classrooms?" And question five: "What are the factors that cause foreign language classroom anxiety in learning speaking skills?" is already presented in the previous sections II and III.

The nature of the effect of anxiety, tension and apprehension on the oral speaking skills of EFL students is the core of the present research. Those effects were investigated by the past research but this study is different in terms of the subjects; the Palestinian students, of the number of them; sixty students, the instruments; the qualitative semi-structured interviews and the quantitative questionnaires. This section will provide answers for the first question of this study: "Does foreign language classroom anxiety affect speaking positively or negatively?" Indeed, the results extracted by the statistical analysis of questionnaires and by views of teachers in the interviews presented satisfied results in the following table (16).

Table 16.

Percentages of the Five point Likret- Scale Answers Used via the Questionnaires in the Present Research

	SQ	TQ	FLCAS
Strongly agree	44.98 %	47.00%	27.16 %
Agree	32.3 %	33.50 %	32.18 %
No comment	6.03 %	7.50 %	5.296 %
Disagree	10.76 %	10.50 %	20.103 %
Strongly disagree	6.02 %	1.50 %	15.261 %
Total	100 %	100 %	100 %

It seems from the previous table that all the participants in the questionnaires reflected that the impact of anxiety on the oral performance of tenth, eleventh and twelfth Palestinian graders is negative. To clarify, it is obvious that the percentages of who answered whether "strongly agree" and "agree" on the three questionnaires which consisted of negatively worded statements that reveal levels of anxiety. For example, (77.28%) agreed on the items of the questionnaire of the students. Besides, teachers who responded to the interviews also revealed that the effects are passive. They presented ideas such as: "The impact is negative, they have fear of English as it is a foreign language", "I think that the impact is negative", "Anxiety reduces the ability of my students to speak", and "I think that the language anxiety hinders the students to speak in class".

Moreover, this section will also provide answers for the second question: "What are the effects of anxiety on the oral speaking skill of the Palestinian students from the perspectives of students and teachers? To answer this question, numbers, means and standard deviations for the total score of the effect of anxiety on the oral performance of

Palestinian students of English from the perspectives of students and teachers as table (17) shows.

Table 17.

Numbers, Means and Standard Deviations for the Total Score of the Effect of Anxiety on the Oral Performance of Palestinian Students of English from the Perspectives of Students and Teachers

Area	N	M	Sd
SQ	60	3.99	0.125
TQ	20	4.14	0.214

It seems from the previous table, that the degree of the effect of anxiety on the oral performance of Palestinian students of English from the perspectives of students and teachers was high; from the perspectives of students the questionnaire yielded a mean of (M=3.99) and a mean of (M=4.14) from the perspectives of teachers. The precedent values asserted that both of the Palestinian teachers and students evaluated the phenomenon of anxiety as having negative impacts on the students' speech in the class halls.

#### **4.9 Language Anxiety Symptoms in EFL Students**

There are number of manifestations that appear in anxious students. In fact, English teachers have mentioned that the Palestinian students expressed symptoms of anxiety especially in the speaking activities besides the evaluative situations such as oral tests and exams. Indeed, these symptoms include physical reactions such as less eye contact with the teacher, vibration in their voice, producing arbitrary hand moves, moving and shaking their heads right and left while answering questions or performing pair or group works. There are other educational manifestations such as low grades in oral tests, little

participation in the classroom activities. To support, researchers such as (Ely, 1986 cited in Onwuegbuzie et al., 1999) indicated that highly anxious students don't like to volunteer answers and they refuse to participate in the speaking tasks. In the current research, teachers have told that: "Most of the students prefer to keep silent. They don't want to speak English", "They feel shy to speak in front of their peers", " They hesitate to answer, they are reluctant, they prefer other students to talk on behalf of them", "They feel tension, they produce strange physical motions such as moving hands and eyes quickly without control, they also repeat the first word they produce several times unconsciously". "They cannot pronounce correctly", "They have difficulty in speaking in role plays, they sometimes keep silence". These manifestations appeared, from the attitudes of teachers, in the students who are highly anxious. They include reluctance, avoidance, neglecting, and escaping from the communicative situations. Besides teachers expressed (100.0%) agreement on item (7) of (TQ): "Students prefer silence than giving wrong answers". Besides the next two tables include numbers that clarify manifestations of anxiety as they appear in the questionnaires of teachers and students from the perspectives of both of them.

Table 18.

Numbers, Means and Standard Deviations for the Total Score of the Manifestations (TQ) in order of Importance

Manifestations	M	Sd
1. Students prefer silence than giving wrong answers.	4.80	0.41
2. Most of my students hate the oral speaking tasks.	4.80	0.41
3. My students are not self confident when speaking English.	4.55	0.51
4. My students suffer from lack of confidence when practicing dialogues.	4.35	0.58
5. Male and female students ignore participating in the speaking tasks.	4.25	0.69
6. I feel that my students get embarrassed when they answer wrongly in the class.	4.15	1.03
7. My students participate little in the group work conversations.	3.90	1.11
8. I get nervous when a student answers wrongly.	3.80	1.23
9. I encourage students to use Arabic in group work conversations if they can't speak English.	3.65	1.26
10. I prefer correcting the utterances of the students directly.	3.15	1.18

The table explains the manifestations of the effect anxiety on the oral performance of Palestinian students of English from the perspectives of teachers in order of importance. To clarify, the first item which states that: "Students prefer silence than giving wrong answers" and the second one: "Most of my students hate the oral speaking tasks" showed the highest mean (M=4.80). While the last one "I prefer correcting the utterances of the students directly" captured the least mean (M=3.15). The others are arranged as the

following: the third item: "My students are not self confident when speaking English" had the mean of (M=4.55), the next one: "My students suffer from lack of confidence when practicing dialogues" scored (M=4.35) and so on.

Table 19.

Numbers, Means and Standard Deviations for the Total Score of the Manifestations (SQ) in order of Importance

Manifestations	M	Sd
1. I get nervous if the teacher does not wait for me to answer.	4.80	0.51
2. I prefer to use Arabic in group work conversations because I can't speak English.	4.55	0.74
3. I feel anxious when I speak in front of teachers.	4.35	0.78
4. I feel anxious when speaking English with my classmates.	4.28	0.99
5. I get nervous when the teacher asks me to answer.	4.16	1.07
6. I feel embarrassed when I answer wrongly in the class.	4.11	1.09
7. My heart beat becomes fast when the teacher asks me to stand in front of the class and read the lesson.	3.60	1.26
8. I prefer to answer quickly because I am afraid that the teacher notices my mistakes.	3.55	1.43
9. I feel shy when to raise my voice in the group work conversation.	3.28	1.26
10. I prefer silence than giving wrong answers.	3.26	1.48

The previous table explains the manifestations of the effect anxiety on the oral performance of Palestinian students of English from the perspectives of students in order of importance. First of all, all of the items are having high means; the mean is high when its value ranges between (5-3) which means that the Palestinian students expressed their high levels of agreement of these items to be as symptoms of feelings of anxiety they experience in the oral tasks in the classroom. It is obvious from the means ranging from the highest (M=4.80) to the lowest (M=3.26). It begins with "I get nervous if the teacher does not wait for me to answer" with the highest mean (M=4.80) followed by "I prefer to

use Arabic in group work conversations because I can't speak English" then "I feel anxious when I speak in front of teachers" with a mean of (M=4.35), "I feel anxious when speaking English with my classmates", "I get nervous when the teacher asks me to answer". Then, "I feel embarrassed when I answer wrongly in the class" and so on until it ends with "I prefer silence than giving wrong answers" which had the mean of (M=3.26). As from the point of view of students in the Arabic copy of FLCAS, (73.3%) of them agreed on item (13): "It embarrasses me to volunteer answers in my language class". And (51.6%) on item (7) of (SQ): "I prefer silence than giving wrong answers". To conclude, it seems that all of the previous symptoms that the students appeared as signs of their fear from engaging in the communicative activities in the Palestinian classrooms. Teachers as well as students varied in describing these symptoms, but as a final judgment, they both agreed that all of those behaviors are a result of anxiety sentiments of the students in the classes which asserts that these sentiments resulted in strange, negative undesired, by the teachers and the students themselves, motions. So, they should cooperate with each other to draw guidelines that can be executed in the class and reduce levels of apprehension such as building warm mutual relations among teachers and students so they can assist collaborative negotiations and debates in the class discussing solutions that suit them both.

#### **4.10 Strategies that Decrease Levels of Anxiety of the Palestinian Students**

Anxiety is one of the internal factors that hinders the students' concentration of learning English as a foreign language. As the study investigated the factors that cause anxiety, it should present solutions to reduce it. In fact, EFL teachers suggested a number of strategies that they may alleviate the students' apprehension of speaking English inside and sometimes outside the classrooms such as talking with native speakers.

Teachers proposed that they should create warm atmosphere inside the classrooms. In fact, promoting and appreciating the feelings of the students enhance and strengthen their willing to participate in the speaking tasks with courage. A female teacher said: "We should respect our students, we shouldn't insult them if they mispronounce words, this will push them to answer", another one told: "Our students are humans in the first place; we should respect them as we hoped to be treated by our teachers when we were students". So, teachers told that they have to act as friends with their students: "We should laugh with them, we should discuss their mistakes with them friendly", a female teacher stated. The precedent views are able to decrease the apprehensive atmosphere inside the classroom among teachers and students.

One of the most important procedures that are suggested by teachers is to adopt the approaches that appreciate the students as the centre of the learning teaching process. These approaches include the communicative approach, the humanistic approach, suggestopedia that help in promoting motivation and decreasing anxiety. For example, suggestopedia that was developed by Lozanov (1978) to accelerate learning. The name is combined of the words "suggestion" and "pedagogy" and it discusses the role of imagination and music in creating positive emotions of the students toward learning. In fact, these approaches concentrate on the psychological needs of the learners such as emotions and feelings. Also, they present steps for the teachers to follow inside the classroom to create warm atmospheres, to provide the chances for the students to talk to each other more than to the teacher through the activities of role plays, group work and playing games. To view the teachers' attitudes, a male teacher says: "We should concentrate more on the communicative procedures which give the students more time to speak in the class with classmates and express their speaking abilities as they can as possible".

A female teacher suggested in order escalating the students' motivation to interact with each other in the class, while taking oral activities that "Building the self-confidence of our students is very essential to increase their willing to speak". Since they agreed in (TQ) on items (9) and (10) with percentages of (95%) and (100%): "My students suffer from lack of confidence when practicing dialogues, "My students are not self-confident when speaking English", they presented their views according to their confession that their students lack self-confidence. These thoughts include; acting gently with students while performing their communicative tasks, making mutual daily talks with students in the class in English to enable students experience idioms, terms, expressions and lexis that constitute the first step in strengthening their speaking skills, and to advise them to look more on dictionaries, televisions, radio to learn more English words. Such suggestions, indeed, are regarded as a wealth for the students that prevent them from fear and support their self-esteem to talk and negotiate in the English lessons.

The existence of native-like samples in the Palestinian classrooms gets the students to experience the proper pronunciation of words and makes them confident that they are learning the correct samples. "We, as teachers have to speak in the class exactly as native speakers to provide our student with stable samples of pronunciation that decrease their confusion", a female teacher clarified that EFL teachers should speak as the native teachers in the Palestinian classrooms. This will present for the students guidelines to act them without having any doubts about which form of pronunciation to follow. In relation to this issue, students themselves in FLCAS expressed (40.0%) in item (32): "I would probably feel comfortable around native speakers of the foreign language" to prove their sense of agreement on engaging with native speakers and perform as them.

Using first languages LI of the students contributes in understanding foreign language learning LII processes. This role of LI has been identified by research such as, Cummins,

(1984) who reported that the strategies that used to learn the first language are the same to learn the foreign language. Besides views of the teachers that were decoded from the interviews to support utilizing LI of the students in this current research which is Arabic to learn English as LII. To exemplify, a twelfth grade male teacher said: "I advise teachers and myself to let students speak whatever the language even if they speak in Arabic. It's okay, they will move to English soon". Another male teacher indicated: "I encourage my students to speak, if you don't know any word in English, speak it in Arabic, just speak, and don't feel shy." Besides (65%) of the teachers who participated in answering the teachers' questionnaire expressed their agreement on item (8): "I encourage students to use Arabic in group work conversations if they can't speak English". Moreover, (88.3%) of the students agreed on item (8) of the students' questionnaire which includes: "I prefer to use Arabic in group work conversations because I can't speak English." It seems that the participants in this study prefer to use LI in order to mediate and promote learning LII.

Reducing the noise around the students, whether the noise from inside the classroom which is called by Dockrell and Shield (2006) "classroom babble" or the noise from outside the classroom such as transportations, building works and the like is another vital strategy that decreases levels of stress and tension. The researchers used the naming "classroom babble" and the environmental causes as sources that cause anxiety. The babble noise affects the processing tasks worse than the classroom environment. The teachers expressed that the classroom acoustics impede the concentration of the students during performing the speaking activities. A female teacher told "The noise that occurs during the lesson from classmates or outside the class hinders the students to learn effectively". The teachers propose that the classroom environment should be warm by strengthen the relations among students and teachers to be friendly. Teachers have to be

as advisors for the students; clarify obscure information, be patient when the students commit mistakes, and give the students more time to correct their errors. A male teacher answered about adapting the strategy of correcting error of students immediately: "I do it but not every time, I correct errors to generalize the correct forms". In fact, corrections of errors annoys students, they expressed that they feel apprehensive when teachers correct their verbal performance; (85%) of the students ,who participated in answering the Arabic copy of FLCAS, expressed their agreement on item (19): "I am afraid that my language teacher is ready to correct every mistake I make". Besides, (98.3%) of them showed their agreement on item (5) of the students' questionnaire: "I get nervous if the teacher does not wait for me to answer". Moreover, teachers' percentages varied between (40%) of them who agreed and (35%) who disagreed on item (5) of the teachers questionnaire: "I prefer correcting the utterances of the students directly".

One teacher points out that anxiety can be reduced by raising the consciousness and awareness of the students toward foreign cultures, reducing levels of social anxiety through reinforcing the attachment styles with the social environment, and raising the willingness of the students to communicate with the foreign languages and cultures. In fact, social anxiety is a type of fear of negative evaluation by others. To reduce such a dilemma, Erozkán (2009) investigated the effects of attachment styles on promoting or reducing the levels of social anxiety. According to the attachment theory, the attachment styles help the students to build their sense of self-confidence and high self-esteem that enable them to conduct communicative relationships in their societies. The attachment theory is identified by (Erozkán, 2009, p.835) as: "a healthy attachment experience can leave a child feeling that the world is a safe, accepting place in which he or she is valued, instilling in the child a sense of self-confidence, self-efficacy, and high self-esteem". Those styles include secure, fearful, preoccupied or dismissing. Findings revealed that

social anxiety is positively correlated with fearful, preoccupied, dismissing. But, it revealed negative connotations with secure. In relation with the same issue, one teacher pointed that: "We should strengthen the relationship of the students with the foreign cultures by providing them with real representatives with those cultures such as providing the chance for them to meet English persons and talk with them". In fact, the previous suggestion creates levels of security and relief toward the foreign language and therefore, reduces social anxiety. The precedent view is supported by examples from the results of the questionnaires of this study. To clarify, (63.4%) of the students participated in this study showed their disagreement on item (14) of FLCAS which include: "I would not be nervous speaking the foreign language with native speakers". Besides, (60%) of them also revealed their nonconsent on item (32): "I would probably feel comfortable around native speakers of the foreign language".

The relationships between students and their society should be promoted. A female teacher recommended that the teachers' roles should imply reinforcing and coordinating the relationships between the students and their families to support their students in order to promote their social interactional skills and to communicate with the society. To support this strategy, researchers such as (Bernstein et al., 2008) pointed out that students who suffer from social phobia have poorer social skills, poorer leadership skills, greater attention difficulties and greater learning problems in the classroom. So, the teachers have to scaffold the learning strategies that reinforce and strengthen the students' performance such as the communicative language teaching approaches (Richards & Rodgers, 2004) which focus on the student as the core of the learning process, the humanistic approaches (Williams & Burden, 1997) that are centered on the inner world of the students, their thoughts, emotions and needs. In these humanistic approaches, teachers have to involve the feelings and emotions of students, develop their personal identities, encourage their

self-esteem, develop creativity and develop the relations between them and the social environment.

#### **4.11 Conclusion**

Chapter four presented the findings and the results of the current study. It showed the continuity of the previous three chapters. To illustrate, it included viewing the hypotheses and the questions of the study which are stated in chapter one, examining the factors which cause anxiety that appeared in chapter two and using the instruments of the research, their procedures and analysis in order to reach to the present results. As stated earlier, the results and their discussion in the present chapter revealed that the researcher approved the hypotheses and answered the questions of the research. The study revealed that anxiety yielded negative correlations on the oral proficiency and achievement of EFL students. The nature of this effect is aroused by a number of factors which were classified according to the causing source such as environmental, linguistic, cultural, and individual stems. Besides, the chapter viewed the physical and emotional manifestations that the anxious EFL students appeared in their English language classes. To reduce or alleviate such feelings, EFL teachers have presented a number of valuable suggestions and strategies that, if applied, will reduce those feelings and even alleviate or diminish them. The researcher tried to cover all the potential subjects that may stem out from the topics of the study. So, the researcher concludes by stating the theoretical conclusions and some of the recommendations that are directed to EFL students, teachers, syllabus designers and the society that will appear with some of the relative issues in chapter five.

## Chapter five

### **5.1 Conclusions**

Reformulating the results that are achieved in the previous chapter, this chapter will present general conclusions, issues and recommendations of the researcher to the intended audience of the study. These findings will present the final results of the study instruments that achieved the correlational relationships between foreign language classroom anxiety and the contributable factors of it. Besides, the conclusions will show the multiple aspects of anxiety as it called the multidimensional phenomenon. These findings cover the causes, the affective factors of anxiety, its manifestations in the EFL Palestinian students and its reductive strategies that were suggested by the Palestinian EFL teachers. This chapter will also include some issues, from the point of view of the researcher, as important to be mentioned. And finally, this study includes some valuable recommendations that are directed to the EFL students, teachers, syllabus designers and the members of the social society.

Concerning the inconsistent findings about the effects of anxiety on the achievements in the performance in the oral tasks, previous research such as (Aida, 1994; Philips, 1992) asserted that the effects of anxiety on second or foreign languages and performance had different effects. To clarify, some of the studies have viewed the effect of anxiety on the achievement of students to be positive such as (MacIntyre & Gardner, 1991 ) in which they mentioned that second language anxiety works as a good predictor of success in acquiring the second language. This study yielded negative effects of feelings of anxiety on the oral performance of Palestinian students from the perspectives of students and teachers like other studies such as

(Horwitz et al., 1986; Young, 2007). The following theoretical and other results summarize the conclusions of this study.

1. The theoretical implications of this study revealed that there are no significant differences of the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth grades Palestinian students from the perspectives of students due to the gender variable. In other words, both genders of students evaluate that anxiety has negative correlations on their oral capacity.
2. There are no significant differences of the effect of anxiety on the oral speaking skill of Tenth, Eleventh, and Twelfth grades Palestinian students from the perspectives of teachers due to the gender variable which include that both gender of teachers evaluate that anxiety affect male and female students passively.
3. There are significant differences at of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of students due to the grade variable. This result indicates that the older the students the higher the levels of anxiety. For example, Twelfth graders of Palestinian schools expressed feelings of tension and apprehension more than the Tenth graders; the Eleventh graders also expressed higher levels than the Tenth grade students.
4. There are significant differences of the effect of anxiety on the oral speaking skill of Palestinian students from the perspectives of teachers due to the grade variable. This finding also asserts the same idea of the previous result that older students revealed high degrees of fear and stress more than the younger ones but this time from the teachers' point of views.
5. There are no significant differences of the effects of anxiety on the oral speaking skill of Palestinian Tenth, Eleventh, and Twelfth graders from the perspectives of teachers due to the years of experience. Teachers who spent more years in teaching the

Palestinian students than those who spent less time expressed that their students have higher levels of anxiety.

6. The study revealed a number of contributing factors that caused anxiety for the Palestinian students as EFL learners. These contributing factors are continuity for the previous research which asserts that the phenomenon of anxiety is a multi-faceted that has a number of causes that are known worldwide. Besides, these factors also assert that the Palestinian students as EFL learners also showed sentiments of anxiety like other ESL and EFL learners, but the current factors may be classified according to the Palestinian students' own beliefs, their teachers' beliefs in the class, the learning strategies and their societies. As a result of this research, these factors can include other EFL students who have the similar individual, educational, societal and cultural qualities. These factors included gender differences of the students, age differences of them, years of experience of the EFL teachers, the cognitive processes, the environment in and out of the classroom, the beliefs of students and teachers, the behaviors of teachers inside the classroom, the psychological characters of students such as lack of self-confidence, fear of negative evaluation, test anxiety and communication apprehension, linguistic difficulties as lack of vocabulary items, lack of proper pronunciation skills, the tense of grammar rules, listening difficulties and other activities, and finally the socio-cultural factors.
7. The current study also presented a number of suggested strategies by Palestinian teachers that could alleviate the presence of feelings of tension, apprehension of the verbal actions for EFL students during English lessons. These valuable strategies include, first of all, creating warm relationships between students and teachers inside the classrooms that may reduce the stress and tension among them. Second, adapting the humanistic approaches that evaluate the role and the affective needs of the

students as the core of the teaching process will foster the ability of the students to speak. The third strategy includes enhancing students' self-esteem by their teachers to strengthen their desire to speak. Besides, teachers should pronounce words in the class as native speakers to present for the students native-like samples that put the students in real representations of the language and show them how the speech is articulated by native speakers to represent those samples. The noise that can hinder the concentration of the students to participate and speak should be reduced even if it is from the peers by adjusting them or from outer sources by building the schools away from the daily life noise, such as transportations and factories. The sixth suggestion is to increase the consciousness awareness of the students toward the cultures of foreign languages to promote their levels of willing to communicate using the foreign language. And finally building solid relationships between the students and their families is an essential way that creates chances for the students to experience the language confidently without reluctance.

## **5.2 Issues**

Since feelings of confusion, stress and anxiety work as threatening forces that stand in the face of our Palestinian students whenever they want to speak in the class; so these sentiments should be reduced or even disappear by the help of the work of researchers. Besides, the efforts of English teachers, syllabus designers and the local society should unite together in order to alleviate these feelings. As this research presented a number of suggestions that are drawn according to the results, still there are some important issues that should be taken into consideration by researchers, English EFL teachers, curriculum designers and the families of students. These issues include:

1. It appeared from this research that the factors that cause anxiety for the oral performance of the Palestinian students as EFL students are examined, still the factors that cause listening, reading and writing anxieties or difficulties haven't been investigated as the studies of anxiety showed till the date of this research. So, the demand for conducting researches including these hindrances should be conducted in order to graduate a number of students who are good at all the four communication skills that constitute the communicative competence that each community in these days demands.
2. Most of the focus of this study is to examine the negative effects of anxiety on the speaking abilities and achievement. But, what about testing the positive correlations of these anxious feelings on the students' performance?
3. The study presented recommendations and procedures to alleviate the sentiments of tension of the Palestinian students and their abilities to communicate mostly inside the classrooms to be applied. So, Why not to present further research about the oral communicative competence outside the classrooms?
4. There should be further research to investigate and focus more on the linguistic problems that are the main sources to the speaking anxiety such as lack of vocabulary items, lack of good pronunciation skills, listening difficulties and grammar. And, there should be clear and reasonable solutions to overpass these difficulties in order not only to promote good pronunciation skills but also to qualify the EFL students to be great producers of English language who don't suffer from any linguistic problems and therefore, to be excellent communicators of the language inside the EFL world and overseas.

5. This type of research is the first trial in its nature to investigate the phenomenon of anxiety not only by the designed instruments; the students' questionnaire, the teachers' questionnaire, the interview for the teachers but also the students' attitudes were measured by a worldwide instrument which is the Foreign Language Classroom Anxiety Scale (FLCAS) that was designed by the most familiar researchers of anxiety; Horwitz et al. (1986) which yielded high measure of validity and reliability as shown in chapter three. In fact, the students showed their levels of comprehension to the items of this scale and made it easy to the researcher to widen the scope of the statistical results and to strengthen the other measures results.

### **5.3 Limitations of the Study**

Several limitations to this study are to be noted. The limitations include the nonexistence of ESL students and teachers to take a holistic overview of the problem in order to generalize the results on EFL and ESL participants around the world. In addition, the sample of the subjects was fairly small in size. In order to investigate the complex issue of language anxiety, a limited time is available for interviews with teachers (10-15) minutes. Also, a limited time is given to students to answer the questionnaires (10) minutes. Besides, the study and the subjects are limited to one geographical area which is Taffouh village.

### **5.4 Recommendations**

#### **5.4.1 Recommendations for EFL Students**

1. Students are to widen their vocabulary wealth by studying all the vocabulary words that are presented for them in daily lessons. And they also have to look up in the dictionary to learn new vocabularies that are frequently used in the oral communication activities in and outside the classroom.

2. Students have to practice more on the pronunciation of the frequently used English words through listening to the real producers of the language as TV, radio. Listening to such sources of the language, get the students to be familiar with the appropriate pronunciations.
3. Strengthening their communicative competence, students should work hard in achieving this goal. Promoting the communicative competences of EFL students can be done by extending training on the communicative tasks through and out of the approach such as role plays, performing plays and playing games.
4. Students also have to build strong relationships with the society in order to build positive communication skills. They should practice dialogues with their families, society out of the classroom context such as daily debates using simple English idioms that may develop in the future.

#### **5.4.2 Recommendations for EFL Teachers**

1. Teachers should build strong, affective emotions with the students. Their roles in the classrooms should be to support students, to reinforce their self-confidence, to increase their self-esteems, to appreciate them as they are the centre of the learning teaching process. Such support will encourage students to take risks and try to speak without having fears of committing oral mistakes.
2. Teachers should evaluate the pronounced words of English that students produce irrespective of their verbal mistakes. Such strategy will promote students' self-confidence since they recognize that no body will misevaluate them. So, they will hardly look and investigate all the ways that lead them to develop their oral performance in English.
3. Students' attitudes toward the culture of native speakers of English should be directed. Teachers should specify time of the lesson to clarify for the students the role of the

native-speakers' culture in enhancing their LII learning. Besides, they have to explain that their students have to master good pronunciation skills that enhance their academic learning in the next years.

4. Teachers should build good listening skills of the students since good listening abilities lead to good speaking abilities. This could be achieved through adapting comprehension-based instruction such as providing many listening tasks to the students, encourage them to listen more and more to capture the correct pronunciation of English words.

#### **5.4.3 Recommendations of Curriculum Designers**

1. An important role relies on the curriculum designers of the Palestinian approach. In fact, it is a severe problem that the current Palestinian approach, especially the English textbooks, has many activities in each, and a very little time is specified by the approach outlines to execute these activities. So, the speaking tasks lack enough time to be performed in the forty minutes, which is specified for each lesson, and the chance for every student to take his / her turn and participate is little or even doesn't exist.
2. Curriculum designers should decrease the stress that burdens EFL teachers. There are many requirements during the teaching year that the curriculum designers and ministry of education demand the teachers to perform. These requirements posit much stress on the teachers themselves and cause them to be nervous with their students in the classrooms. So, the persons who are responsible about stating all of these laws and requirements have to decrease them in order not to constitute stress and suffocation for the teachers and as well for the students.

#### **5.4.4 Recommendations of the Community**

1. The members of society should build a type of good relationships with their children and their schools. In doing such a step, they stay in touch with the changes and problems that face their children in the class halls and therefore, search with the school teachers and advisors for solutions.
2. parents should help their children in building strong characters that enable them to be strong communicators of English language in the social situations such as building social talks in parties, social conventions and school festivals.
3. In relation to the previous recommendation, the persons who are responsible about the demographic status of the Palestinian schools are to take into consideration the environment of the classrooms. These classrooms should contain vast halls of classes in order to distribute students in each class so that each class contains a reasonable number of students; less than thirty in each class. Applying this strategy, students can take their role in the class; no one will be deprived from participation in the communicative tasks. And teachers as well will have enough time to provide each student the chance to participate. Besides, these classes should have attractive, colorful and pleasant decorations that stimulate the senses of the students. The lighting should be daylight and clear not gloomy. All of the above issues will enhance the ability and the willing of the students to participate in the class in the verbal tasks since they get the appropriate facilitations that push them to prove their existence in the class.

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Appendix (1)

A Questionnaire for the Students ( استبانة للطلاب )

		1	2	3	4	5
1.	I feel anxious when I speak in front of teachers. أشعر بالقلق عندما أتحدث أمام المعلمين.					
2.	I feel embarrassed when I answer wrongly in the class. أشعر بالإحراج عندما أجيب خطأ في غرفة الصف.					
3.	I get nervous when the teacher asks me to answer. أشعر بالتوتر عندما يطلب مني المعلم الإجابة .					
4.	I feel shy when to raise my voice in the group work conversation. أشعر بالإحراج عندما يعلو صوتي في حديث نشاط العمل الجماعي.					
5.	I get nervous if the teacher does not wait for me to answer. يساورني شعور بالاضطراب عندما لا ينتظر مني المعلم حتى أكمل إجاباتي.					
6.	My heart beat becomes fast when the teacher asks me to stand in front of the class and read the lesson. يبدأ قلبي بالخفقان بسرعة عندما يطلب مني المعلم أن أقرأ					

	أمام الطلاب من أجل أن أقرأ الدرس.					
7.	I prefer silence than giving wrong answers. أفضل الصمت على أن أجيب إجابة خاطئة.					
8.	I prefer to use Arabic in group work conversations because I can't speak English. أفضل استخدام اللغة العربية في حديث العمل الجماعي لأنني لا أستطيع التحدث باللغة الانجليزية.					
9.	I prefer to answer quickly because I am afraid that the teacher notices my mistakes. أفضل أن أجيب بسرعة لأنني أخاف أن يلاحظ المعلم أخطائي.					
10.	I feel anxious when speaking English with my classmates. أشعر بالتوتر حين أتحدث باللغة الانجليزية مع زملائي.					

*Note.* The numbers from 1-5 are given in the table to express the following responses:

1. Strongly agree    2. Agree    3. No comment    4. Disagree    5. Strongly disagree.

5. لا أوافق بشدة    4. لا أوافق    3. لا تعليق    2. أوافق    1. أوافق بشدة

Appendix (2)

A Questionnaire for the Teachers (استبيان للمدرسين)

		1	2	3	4	5
1.	I get nervous when a student answers wrongly. أشعر بالتوتر عندما يجيب الطلاب إجابات خاطئة.					
2.	I feel that my students get embarrassed when they answer wrongly in the class. أشعر أن الطلاب يشعرون بالإحراج عندما يجيبون إجابات خاطئة.					
3.	Most of my students hate the oral speaking tasks. معظم الطلاب يكرهون تمارين الحديث الشفوي.					
4.	My students participate little in the group work conversations. طلابي يشاركون بنسبة قليلة في حديث العمل الجماعي.					
5.	I prefer correcting the utterances of the students directly. أفضل تصحيح كل كلمة يخطأ بها الطالب مباشرة.					
6.	Male and female students ignore participating in the speaking tasks. الطلاب الذكور و الإناث يتجاهلون المشاركة في تمارين المحادثة.					
7.	Students prefer silence than giving wrong answers.					

	الطلاب يفضلون الصمت على إعطاء إجابات خاطئة.					
8.	I encourage students to use Arabic in group work conversations if they can't speak English. أشجع الطلاب على استخدام اللغة العربية في حديث العمل الجماعي إذا لا يستطيعون التكلم باللغة الانجليزية.					
9.	My students suffer from lack of confidence when practicing dialogues. طلابي يعانون من عدم بالثقة بالانفس حين يشاركون في نشاط الحوار.					
10.	My students are not self confident when speaking English. طلابي يعانون من عدم بالثقة بالانفس حين يتكلمون باللغة الانجليزية.					

*Note.* The numbers from 1-5 are given in the table to express the following responses:

1. Strongly agree    2. Agree    3. No comment    4. Disagree    5. Strongly disagree.

1. أوافق بشدة    2. أوافق    3. لا تعليق    4. لا أوافق    5. لا أوافق بشدة

### Appendix (3)

#### Foreign Language Classroom Anxiety Scale (FLCAS) Translated into Arabic

##### مقياس قلق قاعة درس اللغة الأجنبية

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

1. I never feel quite sure of myself when I am speaking in my foreign language class.

1. لست متأكدا من نفسي عندما أتحدث في قاعة درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

2. I don't worry about making mistakes in language class.

2. لا أشعر بقلق حيال ارتكاب الأخطاء في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

3. I tremble when I know that I'm going to be called on in the language class.

3. أرتجف عند معرفتي أنه سيتم استدعائي للإجابة في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

4. يخيفني عندما لا أفهم ما يقول المعلم في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

5. It wouldn't bother me at all to take more foreign language classes.

5. لا أنزعج من أخذ المزيد من دروس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

6. During language class, I find myself thinking about things that have nothing to do with the course.

6 . خلال درس اللغة الأجنبية ، أجد نفسي أفكر في أشياء ليس لها علاقة بالدرس.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

7. I keep thinking that the other students are better at languages than I am.

7 . أواظب على الاعتقاد أن الطلاب الآخرون أفضل مني في اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

8. I am usually at ease during tests in my language class.

8 . أشعر دائما بسهولة امتحانات دروس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

9. I start to panic when I have to speak without preparation in language class.

9 . أشعر بالرعب عندما يكون علي أن أتحدث بدون تحضير في درس اللغة الأجنبية .

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

10. I worry about the consequences of failing my foreign language class.

10 . أقلق حيال عواقب الفشل في قاعة درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

11. I don't understand why some people get so upset over foreign language classes.

11 . لا أفهم لم بعض الناس يغضبون من دروس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

12. In language class, I can get so nervous I forget things I know.

12 . في درس اللغة الأجنبية ، أشعر بالتوتر عندما أنسى أشياء أعرفها.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

13. It embarrasses me to volunteer answers in my language class.

13 . أنحرج عندما يكون علي أن أتطوع للإجابة في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

14. I would not be nervous speaking the foreign language with native speakers.

14. لا أشعر بالتوتر عندما أتحدث اللغة الأجنبية مع المتحدثين الأصليين للغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

15. I get upset when I don't understand what the teacher is correcting.

15. أغضب عندما لا أفهم ما يصحح المعلم.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

16. Even if I am well prepared for language class, I feel anxious about it.

16. حتى لو كنت محضرا جيدا لدرس اللغة الأجنبية ، أشعر بالتوتر.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

17. I often feel like not going to my language class.

17. أشعر عادة بعدم الرغبة لقاعة درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

18. I feel confident when I speak in foreign language class.

18. أشعر بالثقة عندما أتحدث في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

19. I am afraid that my language teacher is ready to correct every mistake I make.

19. أخاف من استعداد معلم اللغة الأجنبية لتصحيح كل كلمة أقولها.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

20. I can feel my heart pounding when I'm going to be called on in language class.

20. أشعر أن قلبي يخفق عندما سيكون علي أن أجيب في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

21. The more I study for a language test, the more confused I get.

21. كلما أدرس أكثر لامتحان اللغة الأجنبية ، أرتبك أكثر.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

22. I don't feel pressure to prepare very well for language class.

22. لا أشعر بالضغط من التحضير جيدا لدرس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

23. I always feel that the other students speak the foreign language better than I do.

23. أشعر دائما أن الطلاب الآخرين أفضل مني في تحدث اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

24. I feel very self-conscious about speaking the foreign language in front of other

students.

24 . أشعر بالوعي الذاتي عندما أتحدث اللغة الأجنبية أمام الطلاب الآخرين.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

25. Language class moves so quickly I worry about getting left behind.

25 . يمر درس اللغة الأجنبية سريعا حيث أنني أقلق من تفويت أشياء مهمة.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

26. I feel more tense and nervous in my language class than in my other classes.

26 . أشعر بالضغط والتوتر في درس اللغة الأجنبية أكثر من أي درس آخر.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

27. I get nervous and confused when I am speaking in my language class.

27 . أشعر بالارتباك والتوتر عندما أتحدث في درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

28. When I'm on my way to language class, I feel very sure and relaxed.

28 . أشعر بالاطمئنان والراحة عندما أذهب لقاعة درس اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

29. I get nervous when I don't understand every word the language teacher says.

29 . أشعر بالتوتر عندما لا أفهم كل كلمة يقولها معلم اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

1. أوافق بشدة 2. أوافق 3. لا تعليق 4. لا أوافق 5. لا أوافق بشدة

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign

language.

30 . أشعر بالانغمار بكثرة عدد القواعد التي يجب تعلمها لتحدث اللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

31. I am afraid that the other students will laugh at me when I speak the foreign language.

31 . أخاف بأن الطلاب الآخرون سيضحكون علي عندما أتحدث باللغة الأجنبية.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

32. I would probably feel comfortable around native speakers of the foreign language.

32 . من المحتمل أن أشعر بالراحة اتجاه متكلمي اللغة الأجنبية الأصليين.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

33 . أشعر بالتوتر عندما يسألني مدرس اللغة الأجنبية أسئلة لم أحضر لها أجوبة.

1. Strongly agree 2. Agree 3. No comment 4. Disagree 5. Strongly disagree.

5. لا أوافق بشدة 4. لا أوافق 3. لا تعليق 2. أوافق 1. أوافق بشدة

Appendix (4)  
The Questions of the Interview for EFL Teachers

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Question 1: How do you view the role of language anxiety for ESL/EFL learners in learning and particularly speaking English language?

Question 2: What kinds of situations and language classroom activities have you found to be anxiety- provoking for students?

Question 3: What are the causes of students' anxiety while speaking English?

Question 4: Have you found certain beliefs or perceptions about learning and speaking English in your classes and do you think they play a role in causing language anxiety for the learners? Please explain.

Question 5: What signs of anxiety have you noticed in anxious learners during your experience of teaching English to EFL learners?

Question 6: How do you think language anxiety can be successfully controlled in the learners?

Appendix (5)

Frequency Tables of the Students' Questionnaire (SQ)

Table 1.

The Percentages of the Five Responses of Likret-Scale on Item (1) of the Students' Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	2	003.3	003.3	003.3
Agree	1	001.7	001.7	005.0
No comment	1	001.7	001.7	006.7
Disagree	26	043.3	043.3	050.0
Strongly disagree	30	050.0	050.0	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 2.

The Percentages of the Five Responses of Likret-Scale on Item (2) of the Students' Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	2	003.3	003.3	003.3
Agree	6	010.0	010.0	013.3
No comment	2	003.3	003.3	016.7
Disagree	23	038.3	038.3	055.0
Strongly disagree	27	045.0	045.0	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 3.

The Percentages of the Five Responses of Likret-Scale on Item (3) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	2	003.3	003.3	
Agree	5	008.3	008.3	003.3
No comment	3	005.0	005.0	011.7
Disagree	21	035.0	035.0	016.7
Strongly disagree	29	048.3	048.3	051.7
Total	60	100.0	100.0	100.0

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 4.

The Percentages of the Five Responses of Likret-Scale on Item (4) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	3	005.0	005.0	005.0
Agree	19	031.7	031.7	036.7
No comment	9	015.0	015.0	051.7
Disagree	16	026.7	026.7	078.3
Strongly disagree	13	021.7	021.7	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 5.

The Percentages of the Five Responses of Likret-Scale on Item (5) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	1	001.7	001.7	001.7
Disagree	9	015.0	015.0	016.7
Strongly disagree	50	083.3	083.3	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. The (000.0) value represents that none of the participants answered "strongly disagree" on this item.

Table 6.

The Percentages of the Five Responses of Likret-Scale on Item (6) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	6	010.0	010.0	010.0
Agree	8	013.3	013.3	023.3
No comment	4	006.7	006.7	030.0
Disagree	28	046.7	046.7	076.7
Strongly disagree	14	023.3	023.3	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 7.

The Percentages of the Five Responses of Likret-Scale on Item (7) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	10	016.7	016.7	016.7
Agree	12	020.0	020.0	036.7
No comment	7	011.7	011.7	048.3
Disagree	14	023.3	023.3	071.7
Strongly disagree	17	028.3	028.3	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 8.

The Percentages of the Five Responses of Likret-Scale on Item (8) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	1	001.7	001.7	001.7
No comment	6	010.0	010.0	011.7
Disagree	12	020.0	020.0	031.7
Strongly disagree	41	068.3	068.3	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item.

Table 9.

The Percentages of the Five responses of Likret-Scale on Item (9) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	10	016.7	016.7	016.7
Agree	6	010.0	010.0	026.7
No comment	2	003.3	003.3	030.0
Disagree	25	041.7	041.7	071.7
Strongly disagree	17	028.3	028.3	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 10.

The Percentages of the Five responses of Likret-Scale on Item (10) of the Students'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	1	001.7	001.7	001.7
Agree	5	008.3	008.3	010.0
No comment	2	003.3	003.3	013.3
Disagree	20	033.3	033.3	046.7
Strongly disagree	32	053.3	053.3	100.0
Total	60	100.0	100.0	

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Appendix (6)

Frequency Tables of the Teachers' Questionnaire (TQ)

Table 1.

The Percentages of the Five Responses of Likret-Scale on Item (1) of the Teachers' Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	5	008.3	025.0	025.0
No comment	2	003.3	010.0	035.0
Disagree	5	008.3	025.0	060.0
Strongly disagree	8	013.3	040.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item.

Table 2.

The Percentages of the Five Responses of Likret-Scale on Item (2) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	2	003.3	010.0	010.0
No comment	3	005.0	015.0	025.0
Disagree	5	008.3	025.0	050.0
Strongly disagree	10	016.7	050.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item.

Table 3.

The Percentages of the Five Responses of Likret-Scale on Item (3) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	0	000.0	000.0	000.0
No comment	0	000.0	000.0	000.0
Disagree	4	006.7	020.0	020.0
Strongly disagree	16	026.7	080.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item, none of them chose "disagree" or "no comment".

Table 4.

The Percentages of the Five Responses of Likret-Scale on Item (4) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	1	001.7	005.0	005.0
Agree	2	003.3	010.0	015.0
No comment	1	001.7	005.0	020.0
Disagree	10	016.7	050.0	070.0
Strongly disagree	6	010.0	030.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in the following tables are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 5.

The Percentages of the Five Responses of Likret-Scale on Item (5) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	1	001.7	005.0	005.0
Agree	6	010.0	030.0	035.0
No comment	5	008.3	025.0	060.0
Disagree	5	008.3	025.0	085.0
Strongly disagree	3	005.0	015.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in the following tables are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 6.

The Percentages of the Five Responses of Likret-Scale on Item (6) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	2	003.3	010.0	010.0
No comment	1	001.7	005.0	015.0
Disagree	7	011.7	035.0	050.0
Strongly disagree	10	016.7	050.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the zero (000.0) value represents that none of the participants answered "strongly disagree" on this item.

Table 7.

The Percentages of the Five Responses of Likret-Scale on Item (7) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	0	000.0	000.0	000.0
No comment	0	000.0	000.0	000.0
Disagree	4	006.7	020.0	020.0
Strongly disagree	16	026.7	080.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item, none of them chose "disagree" or "no comment".

Table 8.

The Percentages of the Five Responses of Likret-Scale on Item (8) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	1	001.7	005.0	005.0
Agree	4	006.7	020.0	025.0
No comment	2	003.3	010.0	035.0
Disagree	7	011.7	035.0	070.0
Strongly disagree	6	010.0	030.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value.

Table 9.

The Percentages of the Five Responses of Likret-Scale on Item (9) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	0	000.0	000.0	000.0
No comment	1	001.7	005.0	005.0
Disagree	11	018.3	055.0	060.0
Strongly disagree	8	013.3	040.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item.

Table 10.

The Percentages of the Five Responses of Likret-Scale on Item (10) of the Teachers'

Questionnaire

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative percent</i>
Strongly agree	0	000.0	000.0	000.0
Agree	0	000.0	000.0	000.0
No comment	0	000.0	000.0	000.0
Disagree	9	015.0	045.0	045.0
Strongly disagree	11	018.3	055.0	100.0
Total	20	033.3	100.0	
Missing System	40	066.7		
Total	60	100.0		

*Note.* The percentages in this table are reversed for statistical treatment; the percentage of "strongly agree" is the real percentage of "strongly disagree", the percentage of "agree" is the one of "disagree". But the percentage of "no comment" is its real value. This means that the (000.0) value represents that none of the participants answered "strongly disagree" on this item, none of them chose "disagree" or "no comment".

Appendix (7)

The Participants in the Study

	<i>Number</i>	<i>Gender</i>	<i>Years of experience</i>	<i>Grade</i>	<i>The place of teaching or learning</i>
					Taffouh Secondary
Students	10	Males	–	Twelfth	School for Boys
					Taffouh Secondary
Students	10	Males	–	Eleventh	School for Boys
					Taffouh Secondary
Students	10	Males	–	Tenth	School for Boys
					Taffouh Secondary
Students	10	Females	–	Twelfth	School for Girls
					Taffouh Secondary
Students	10	Females	–	Eleventh	School for Girls
					Taffouh Secondary
Students	10	Females	–	Tenth	School for Girls
					Taffouh Secondary
Teachers	4	Males	12	Twelfth	School for Boys
					Taffouh Secondary
Teachers	3	Males	6	Eleventh	School for Boys
					Taffouh Secondary
Teachers	3	Males	9	Tenth	School for Boys
					Taffouh Secondary
Teachers	4	Females	11	Twelfth	School for Girls
					Taffouh Secondary
Teachers	3	Females	7	Eleventh	School for Girls
					Taffouh Secondary
Teachers	3	Females	10	Tenth	School for Girls

Appendix (8)

The Table of the Results of (Multiple Comparisons using Tukey Test): Tukey HSD

<i>95% Confidence interval</i>						
<i>Upper bound</i>	<i>Lower bound</i>	<i>Sig</i>	<i>Std. error</i>	<i>Mean difference (I-J)</i>	<i>(J) grade</i>	<i>(I)grade</i>
.0475	-.7175	.097	.15896	-.33500	eleventh	tenth
.0225	-.7425	.069	.15896	-.36000	twelfth	
.7175	-.0475	.097	.15896	.33500	tenth	eleventh
.3575	-.4075	.986	.15896	-.02500	twelfth	
.7425	-.0225	.069	.15896	.36000	tenth	twelfth
.4075	-.3575	.986	.15896	.02500	eleventh	

*Note.* The dependent variable: the grade variable of the students (Tenth, Eleventh, and Twelfth grades).

Appendix (9)

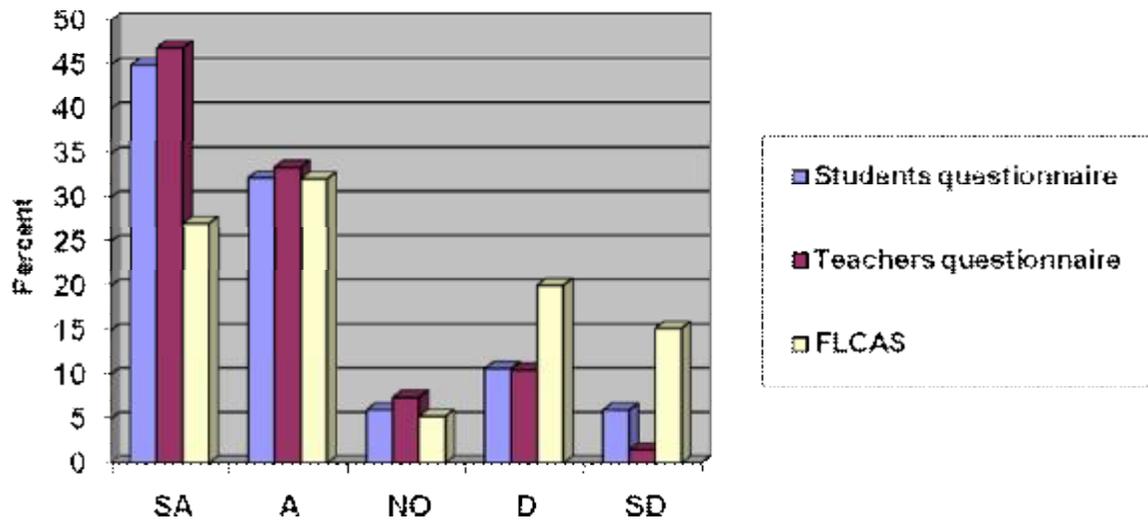


Figure 1. The graphic representation of the percentages of the five point Likert-Scale responses of the questionnaires of the study.

SA: Strongly Agree

A: Agree

NO: Neither Agree Nor Disagree

D: Disagree

SD: Strongly Disagree

Appendix (10)

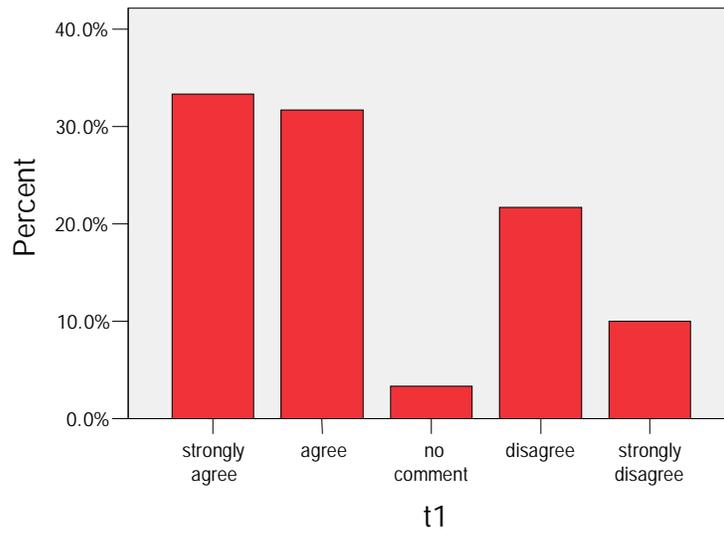


Figure 2. The graphic drawing of the results of item (1) of FLCAS

Appendix (11)

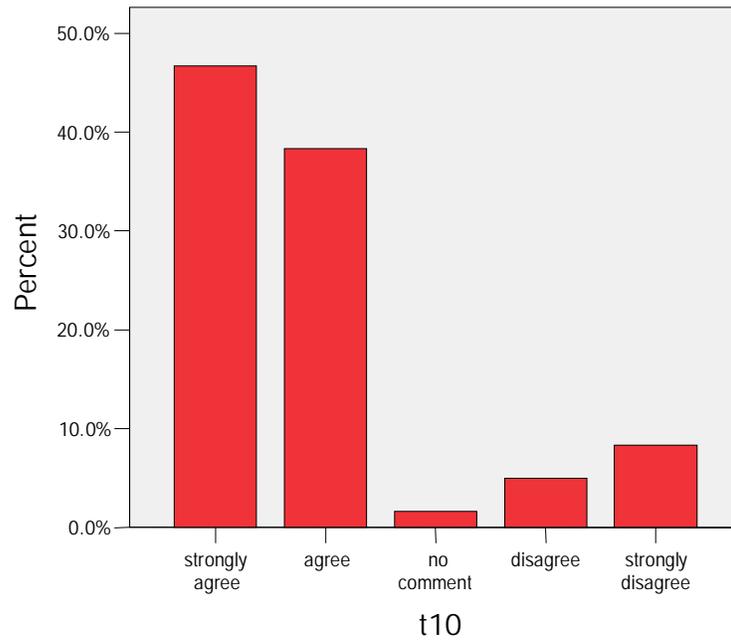


Figure 3. The graphic drawing of the results of item (10) of FLCAS

Appendix (12)

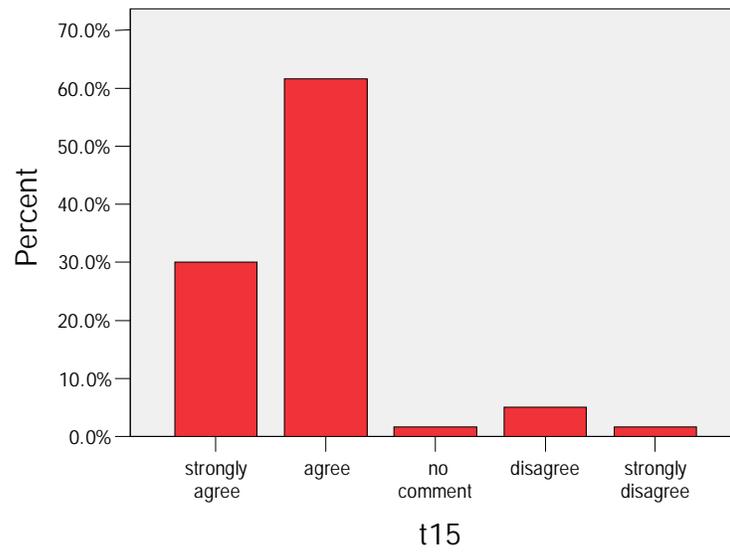


Figure 4. The graphic drawing of the results of item (15) of FLCAS

Appendix (13)

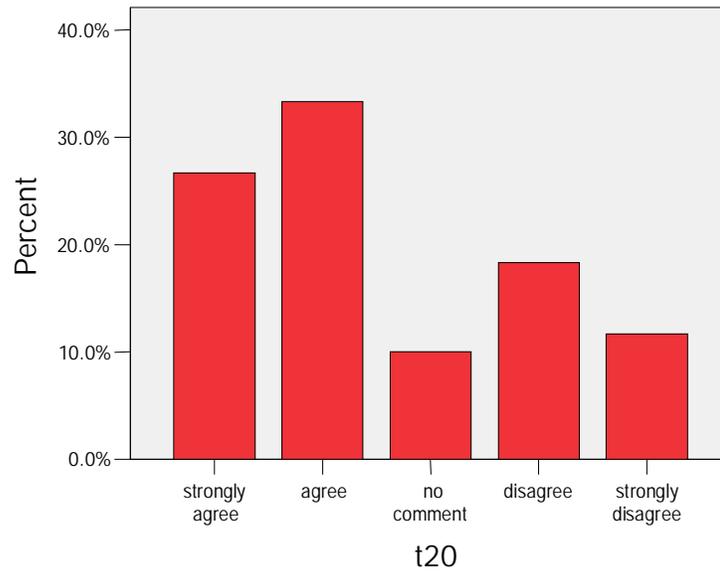


Figure 5. The graphic drawing of the results of item (20) of FLCAS

Appendix (14)

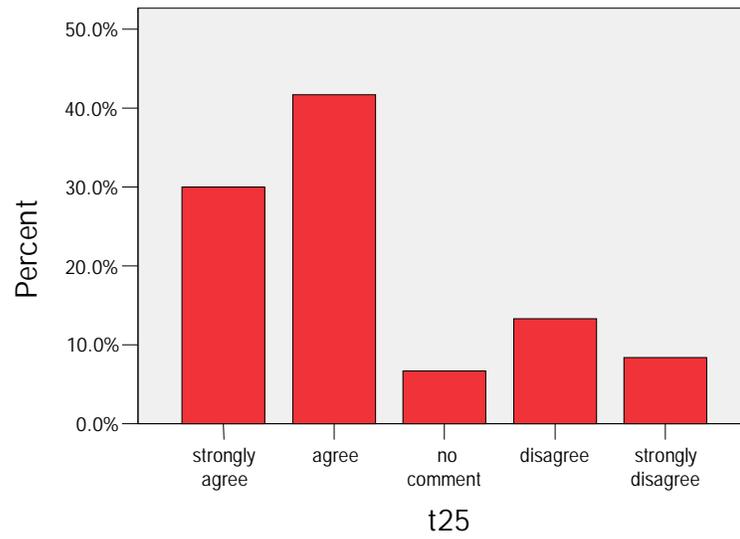


Figure 6. The graphic drawing of the results of item (25) of FLCAS

Appendix (15)

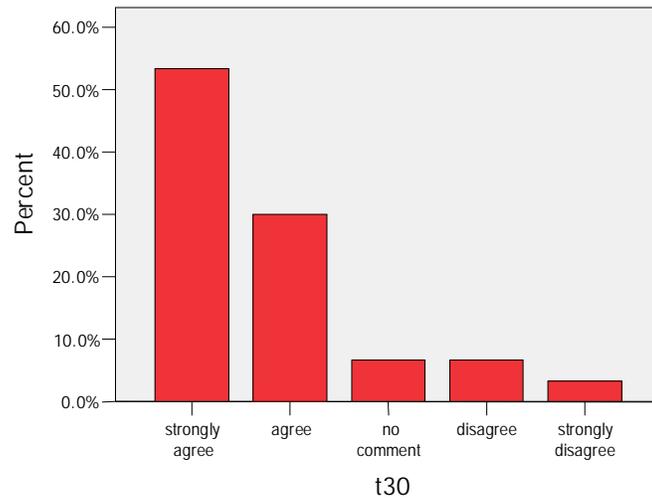


Figure 7. The graphic drawing of the results of item (30) of FLCAS