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# **Investigating Foreign Language Anxiety among Secondary School Students**

**Case Study: First Year Students at Mouloud Kacem  
Secondary School of Dahmouni –Tiaret**

A Dissertation Submitted to the Department of English in Candidacy  
for the Degree of Master in Didactics

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## **Dedication**

To my dear parents whose love and prayers have always been the source of  
my strength.

To my beloved brothers and sisters To  
my nieces; Rahil, Hadil and Mariam To

my closest friends

To all whom I love

***DJEGHAIDEL Amal***

## **Dedication**

I dedicate this modest piece of work. To my father and my mother for their support and encouragements

To our best friends Fatima and Alya for all the best moments we spent together To my brothers and sisters for their support whenever I was in need

To all my teachers

***BOUZERIA Nacera***

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Finally, we are so indebted to all the teachers and students who filled in the questionnaires.

*Thank you so much*

## **Abstract**

The study aims to investigate foreign language anxiety among secondary school learners in Tiaret. Accordingly, it is hypothesized that anxiety has a negative impact on student's level it effects the student's achievement to a great extent, in order to confirmed the cited hypothesize a descriptive method has been conducted in which two questionnaires were administered; one for 50 secondary school teachers and the second for 91 first year secondary school learners. Thus the aim behind those questionnaires was to explore the sources of anxiety and to gather sufficient and suitable data about the effect of anxiety on learner's achievement, in addition to the techniques that teachers use to help their anxious learners. Finally, the study shows that most of the learners have a great amount of anxiety since most of them avoid presentation and practicing, furthermore, the results of the questionnaires revealed that the majority of teachers are aware of their roles and they use some procedures to diminishing anxiety from student's by encouraging and motivating them to study since anxiety is a common problem whenever it increase, the student's motivation decrease, besides, creating a relaxed atmosphere and make learners engaged automatically without any fear of making mistakes and dividing them to work in groups with giving them the chance to discuss in the classroom. By those techniques student's can cope from their anxiety, feeling at ease in the foreign language session and achieve a better result.

**Keywords:** Foreign language Anxiety, student's achievement, negative impact, Secondary school, procedures, motivation.

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## List of Abbreviations and Acronyms

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### List of Abbreviations and Acronyms

<b>FLA</b>	Foreign Language Anxiety
<b>FL</b>	Foreign Language
<b>L2</b>	Second Language
<b>TL</b>	Target Language
<b>CLL</b>	Community Language Learning
<b>TBLT</b>	Task based language teaching
<b>TBL</b>	Task based teaching
<b>TAQ</b>	Test Anxiety Questionnaire
<b>%</b>	Percentage



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### General Introduction

Language learning has become very necessary in our world it plays an important role in the improvement of human ability since it is the primary source of effective communication in a target situation, English language becomes the interest of everyone, it's the global language and Students of all across the globe are learning to speak English and master all the four skills: listening, speaking, reading and writing. But acquiring those skills seems difficult to many EFL learners due to many reasons as the emotional or psychological reasons for the student, such as anxiety from the foreign language. Oxford (in Shumim; 1997) adds that the affective side of the learner is probably one of the most important influences on language learning success or failure. There are various factors affecting the learning of a foreign language, such as intelligence, motivation, attitude, age, gender, personality, anxiety, and so on (Skehan,1989). Anxiety is one of those factors that impedes and awkward the learning and teaching process.

Our dissertation is total of three chapters: the first two chapters considered as the theoretical part whereas the third one is about the research design, questionnaire, analysis and suggestions.

The first chapter gives an overview about foreign language anxiety, it defines anxious learner with the three types of anxiety (trait, state and situational specific anxiety), in addition to the components of FLA, moreover, it gives a clear insight on motivation, learning environment, teaching and learning tasks and classroom discussion. Then, we end this chapter by explaining the teaching methods with the impact of Anxiety on the Academic Achievements of the students. Moreover, The second chapter deals with the student's psychological aspects, it tackles the teacher's and peer's feedback, the student's self confidence with the characteristics, the student's attitude towards learning a language since it's one of the basic factors which influence the learning success, and student's beliefs about language learning because it's regarded as fundamental to learners progress and developing FL proficiency and Error treatment. Finally, the third chapter is the practical one is devoted for the

analysis of the collected data from the questionnaires for both teachers and learners with the analysis and suggestions.

### **1 –Problematic**

Foreign language is an affective variable that troubles many students in many situations in foreign language classroom. Not all teachers understand the signs of anxiety, and they cannot always be capable of identifying nervous students and sometimes relate their inability to factors in the learning task, such as lack of motivation and self-confidence. Many students feel anxious about learning a foreign language; they have difficulty of demonstrating their knowledge and, anxiety prevents them from being proficient when learning different skills. For this reason the researcher is interested in investigating foreign language anxiety among secondary school learners.

### **2 - Research Questions**

This study aims to answer the following questions:

- 1- What is the major source of Anxiety can be identify among secondary school learners?
- 2- What are the strategies that teacher can follow to help anxious students overcome this obstacle?
- 3- To what extent does Anxiety affects the student's achievement?

### **3 - Objectives**

The main objectives of this study were:

1. To identify the sources of anxiety among secondary school learners
2. To determine the impact of Anxiety on student's achievement
3. To propose some strategies for teachers in order to help student's reduce from Anxiety

### **4 – Hypotheses**

1. Anxiety is a common phenomenon has a big impact in the learning and teaching process it impedes and interrupt the student's achievement to a great extent.
2. The teacher play a vital role in decreasing anxiety he should follow some strategies such as motivate learners to study and using some humours and encouragement expressions in the classroom.

# **Chapter one**

## **Teaching and Learning Processes**

## Chapter One

### Teaching and Learning Processes

#### Content

I .1 Introduction

I .2 what is an anxious learner?

I .3 Types of Anxiety

I .3.1 Trait Anxiety

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I .8 Teaching and Learning Tasks

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Conclusion



## Introduction

In the foreign language learning, some students succeed rapidly, while others face some difficulties to acquire the new language. Researchers have recently pointed out the importance of some factors that influence greatly the learning process both cognitive and affective factors in the acquisition of a foreign language. There is an emotional aspect that explains the situation that some foreign language learners are going through, *'The affective side of the learner is probably one of the very biggest influences on language learning success or failure'* (Oxford, 1990, p.140). Anxiety is one of the major problems which influence the learner's capacity to perform successfully in a foreign language classroom. According to the description provided by Macintyre and Gardner (1991, p.86), *"Anxiety poses several potential problems for students of foreign language because it can interfere with the acquisition, retention, and production of new language."*

It is believed that anxiety in language learning affects students of all stages of academic achievement and intellectual abilities. Such disorder exists in varying degrees, and is characterized by emotional feelings of anxiety, anger, and uncertainty. Individuals can exhibit this differently (McDonald, 2001). As the students advance, students may be influenced by abundant pressure and various levels of anxiety. To facilitate higher performance levels, Nitko (2001) urges teachers to be aware of the language. Learning anxiety factor, which can have a negative impact on student performance (Supon, 2004). Nitko lists a lack of competence as the first reason for anxious students, the second is a lack of adequate study skills, and the third is a misperception ion of themselves about their abilities.

In this chapter, we are going to give an overview about the foreign language anxiety. We begin by presenting the definition of anxious learners followed by the types of anxiety. After that, we try to give a clear insight about motivation because it is affective variable influencing foreign language learning. Then, we give the importance of classroom discussion, learning environment and teaching and learning tasks. Finally, we end this chapter by explaining the teaching methods with the impact of Anxiety on the Academic Achievements of the students.

## I .1 what is an anxious learner?

According to Merriam Webster (1993), the word « anxious » derives from a Latin word « angere » which means to strangle and distress. Many learners feel more anxious about Foreign Language classes than about any of their other classes (Horwitz et al, 1986). Anxious learners may avoid doing their homework and being called on to participate in class. For instance, by setting in the back row of the classroom activities (Macintyre and Gardner, 1991) They also tend to avoid difficult linguistic structures that more confident learners will try to use (Dalkılıç, 2001). For all these reasons, language anxiety is negatively correlated with language course grades and other competency assessments. (Foss and Reitzel, 1991)

In addition, Macintyre and Gardner (1991, 112) describe the anxious FL student as *'an individual who perceives the L2 as an unpleasant experience, who withdraws from voluntary participation, who feels social pressure not to make mistakes and who is less willing to try uncertain or novel language forms.* 'Anxious FL students have been described by other empirical research (e.g., Aida 1994) as those who appear less willing to participate in learning activities and have less performance than non-anxious students.

Moreover, Macintyre and Gardner (1994) claim that anxiety in the classroom represented through learner's behaviour such as anxious learners cannot perform well in role play activities, and they forget previously learnt material, they are also less likely to volunteer answer because they avoid participation and speaking in front of class. To put it simply, anxiety varies in FL learners according to their individual characteristics. This entails that what makes one learner anxious may not provoke anxiety for another learner.

Macintyre and Gardner (1989) find that high-anxious students take more time to learn vocabulary items and have more difficulty remembering them. Indeed, although language-anxious students study more than their low-anxiety counterparts, their level of achievement often does not reflect that effort (Horwitz et al., 1986; Price, 1991). These students often report that the rhythm of the class is too fast and they feel left behind. (MacIntyre & Gardner, 1991a)

Teinberg and Horwitz (1986) discover that students who are made to feel more anxious in describing ambiguous scenes, anxious use less interpretation than do those experiencing conditions comfortable. That is, students with high anxieties make less of seek to express difficult or personal messages in target language. Anxious students appear to experience fundamental problems in vocabulary acquisition and retrieval (MacIntire & Gardner, 1991a) In particular, anxious students' word production tends to be lower than their low-anxiety counterparts (Gardner, Lalonde et al., 1987), and their expression tends to be less nuanced or interpretive (Steinberg & Horwitz, 1986) Furthermore, anxiety has been found to have a negative influence on listening comprehension (Gardner, Lalonde et al., 1987).

Finally, anxious learner is the one who feels awkward learning a language; becoming anxious and irritated while learning a new language. He may lack confidence, appear to be less passive in classroom activities than their less nervous peers, and lack linguistic learning beliefs. Students prefer to stay quiet, worry about failure and they feel anxious when they know their mates are all watching them. In addition they go blank before tests, feeling hesitant to reach the classroom, having trouble focusing, being forgetful, sweating and palpitating, and usually displaying avoidance habits such as skipping classes and postponing assignments. (Azarfam & Baki, 2012)

## **I .2 Types of Anxiety**

According to Macintyre and Gardner (1991:31), anxiety has three types: trait anxiety, state anxiety, and specific situational anxiety.

### **I .2 .1 Trait Anxiety**

It is considered as one characteristic of the person's personality. According to Spielberger, et al (2005), trait anxiety is a general characteristic of an individual's personality; people who experience trait anxiety tend to have an attitude and reaction which show their ability to understand the nature of certain environmental stimuli and stressful situations as more or less difficult or threatening. So, *“People who develop more trait Anxiety are much more prone to reacting to a large level of stimuli and will be more able to worry in less dangerous and hard situations.”* (Spielberger, et al, 2005)

## I .2 .2 State Anxiety

This may be observed in individuals who do not suffer from a high tendency of anxiety. According to Spielberger (1983), state Anxiety is « *A transitory emotional state or condition of the human organism that varies intensity and fluctuates overtime, this condition is characterized by subjective consciously perceived feeling of tension and apprehension and activation of the autonomic nervous system.*» That is to say, this type of Anxiety is a temporary feeling which causes individuals to feel nervousness, stress or the disability to face any event.

## I .2 .3 Specific Situational Anxiety

It is the most common type of Anxiety in the level of foreign language learning. Furthermore, researchers (Macintyre, Gardner, 1991; Horwitz, 2001) in the language learning environment see anxiety as being considered to be a situation specific, because it is a trait which recurs in language learning situation setting. *“It is the probability of becoming anxious in a particular type of situation such as during tests, when solving mathematic problems, or when speaking a second language (L2).”* (Macintyre & Gardner, 1994, p.2)

Macintyre and Gardner (1991) *“considered that the situation-specific approach offers more to the understanding of anxiety because the respondents are queried about various aspects of the situation. »* (p.91). Although this approach has the drawback that the anxiety-provoking situation may be thought of in a very general sense (e.g., shyness), in a more limited sense (e.g., communication apprehension) or extremely precisely (e.g., stage fright) (examples from Macintyre and Gardner, 1991a,p.91), these authors considered that the situation-specific approach to the study of foreign or second language anxiety offers *“more meaningful and consistent results”* ( Macintyre & Gardner, 1991a,p.92).

Similar to trait and state anxiety, the situational specific anxiety approach has provided the most significant and consistent results and has the advantage of allowing researchers to explore different aspects of foreign language learning, for instance respondents may be asked to relate anxiety to specific sources, such as past negative experiences or their relationship with the language teacher , or another activities, such as being corrected before the rest of the class (Young, 1990; Phillips, 1994), and

acting as volunteers (Ely, 1986). Therefore, this kind of anxiety needs to be treated as a problem related to the field of didactics, language teaching, rather than general psychology. The teaching approaches need to be elaborated, practical; there is a need to elaborate teaching methods, activities, and resources that may help decrease students' frustration in their foreign language learning process (Koch & Terrell, 1991; Phillips, 1999).

### **I .3 Foreign Language Anxiety**

Foreign language anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejad and Ahmadabad, 2014).

MacIntyre and Gardner, 1994) define FLA *“as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning or the worry and negative emotional reaction arousal when learning or using a second or foreign language.”* That is to say, it is the Anxiety that is related to learning a foreign language (FL); it is the feeling of eager, nervousness by non-native speakers. Young (1992) defined it as a complicated psychological phenomenon peculiar to language learning. Horwitz et al (1986) define FLA as *“A distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the (foreign) language learning process.”* (p.128)

Furthermore, foreign language Anxiety is related to the learner's feeling in the classroom. Simsek & Dornyei (in Gkonou, 2017) find that some anxious student's described their performances as the *“out working of a fairly independent dimension of their overall self.”* (ibid.p.55) which led the researchers to conceptualize the anxious self, which is felt as an undertrained part of the overall self, has been create a personal narrative which creates *“marked differences at the characteristic adaptations level.”* (ibid.p.65), and which leads to different responses (i.e. fight or flight) to stimuli (i.e. interaction in the classroom) from person to person.

### **I .4 Components of foreign language anxiety**

Horwitz (2001) argues that anxiety is the result of poor language learning, she believes that the fundamental nature of foreign language learning includes many

instances of risk taking, which can have a negative impact on the social image of individuals. That is, when they make a mistake they may worry about making an improper social image. Therefore, learners having poor language skills may tend to show apprehensive behaviors. Foreign language anxiety was identified by Horwitz et al, (1986) as a specific syndrome, which stems from three other anxieties: Communication apprehension, Test anxiety and fear of negative evaluation.

She defines communication apprehension as “*a type of shyness characterized as a fear of, or anxiety about communicating with people.*” (p.127). In other words, the fear of getting into real communication with others, it occurs in cases where learner's lack natural communication skills although they enjoy mature ideas and thoughts.

In second or foreign language learning contexts, learner's communication apprehension is compounded by influence over their development by their peers and teachers (Horwitz et al., 1991). Tanveer (2007) conducts an interview study to investigate the potential factors in speaking which cause language anxiety. The results showed that the participants reported anxiety when there was a competitive atmosphere in the classroom, or the teacher emphasized this competitive classroom atmosphere.

Secondly, fear of negative evaluations the « *apprehension about other evaluations, avoidance of evaluation situations*”. (p.128) it observed when FL learners feel incapable of making the proper social impression.

In a study conducted by Ohata (2005a) to explore potential sources of anxiety for Japanese learners of English, it was found that all participants in the class expressed fear of negative evaluation. Three Japanese undergraduate students with a major in computer science, journalism and art and two English and Adult Communication graduate students were interviewed. The results showed their remarks focused mainly on the negative sides of the environment in the classroom. Two of the participants reported heart pounding and sweating when answering some questions and the others reported extreme stress during class Presentations. Similarly, Kitano (2001) conducts a study to investigate the effect of fear of negative evaluation on the level of speech anxiety among Japanese students. The findings suggested higher-speaking anxiety was caused by greater fear of negative assessment.

Finally, Test anxiety is “*anticipated by those who expect to have troubles in type of performance anxiety resulting from a fear of failure in an academic evaluation setting.*” (p.127) it is described as a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learner's in various situations. As a result, the concept concerns apprehension towards academic evaluation which is based on the fear of failure. (Hurwitz and Young, 1991)

Originators of test anxiety theory are Mandle r & Sarason (1952), who developed a 37 item Test Anxiety Questionnaire (TAQ) to measure students ' self-oriented responses to evaluative and stressful situations prior to and during exams. They also found that high test anxiety levels have debilitating effects on the performance of the students' assignments. Highly test-anxious subjects tend to draw their focus inside, to self-deprecating thoughts and performance issues, instead of focusing more on them. These findings support the claim of Marlett & Watson (1952): “*The high-test anxious person spends most of his time doing things that are not task -oriented.*” Sarason(1984) defines test anxiety as generated by “intrusive thoughts” along similar lines, such as the insecurity of adequately responding, which reduces the attention to the actual task and thus causing a poor performance.

Gregerson and Macintyre (2014) explain that the cause of foreign language anxiety classroom can be associated either with the learner or with the teacher or can develop from the interaction between both or more specifically, from the incompatibility of styles of both. Gardner (1991) notes that FLAC can be exacerbated by excessive self-evaluation, worries over potential failure and concern over the opinion of peers. All this leads learners to waste precious cognitive energy necessary for the task itself, disrupting information processing, and as a result slowing down the FL performance and acquisition. (Dewaele, 2007a; Horwitz, 2001; Macintyre, 1999, Macintyre & Gardner, 1991a, 1991b, 1991c; Lu&Liu, 2011)

Test anxiety has four different phases: test anticipation, test preparation, the test taking stage and test reaction (Covington, 1985, cited in Aydın, 2001). In the first phase, learners start assessing their own preparation, their past knowledge, and the degree of test complexity, and predicting their chance of success or failure. They start feeling nervous when they see that they will likely fail (Aydın, 2001). They start preparing for the test in the second phase, assessing the effectiveness of their

preparation. They associate success with achieving their unrealistic goals so they consider "*anything less than a perfect test performance is a failure*" (Covington, 1985, cited in Aydm, 2001, p. 23). They feel discouraged and irritated because of their anxiety during the test taking phase and typically their negative expectations are realized in the last stage (Aydm, 2001).

There is a difference between fear of negative evaluation and test anxiety. While fear of negative evaluation is not limited to testing circumstances, it can occur in any social appraisal scenario, such as speaking in a foreign language classroom before people (Horwitz et al., 1986; Tanveer, 2007; Occhipinti, 2009). In addition, it's much wider than test anxiety. This means that learners from L2/FL could receive evaluation not only from the teacher but also from the other learners (Shams, 2006; Tanveer, 2007).

## **I .5 Motivation**

*"Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of 2nd/FL (l2) learning."* (Dörnyei , 1998). This means that motivation is considered as an important cause of student's failure or success and it plays an effective role in affecting language learning outcomes.

Gardner was the first pioneering researcher in second language acquisition (SLA), he defined motivation as *"Evaluative reaction to some referent or attitude object, inferred on the basis of the individuals, beliefs or opinions about referent."* (Gardner, 1985, p.10) He argues that students can be motivated by four main elements: the goal, the desire to achieve a goal, the positive attitude, and the effort.

Although some research findings showed a negative correlation between motivation and learning the foreign language (Gardner, Day & MacIntyre, 1992), other studies found that students who are highly motivated to learn a foreign language are less anxious and view the other way around. (Tsiplakides & Keramida, 2009)

Schmidt et al. (1996) as most studies were performed to explore motivation's effect on second language learning; based on studying the foreign language. They also conducted a study to examine the effect of motivation on learning the foreign



language. Their findings from the study suggested the existence of three important dimensions to inspire foreign language learning, categorized as affect, goal driven, and expectation. According to Schmidt et al. (1996), motivation for some types of classes is related to learning methods and expectations of different learning skills. Students who scored high on the motivation impact factor accepted communicative classes while those with low scores seemed to oppose the communicative classes (Wong, 2012). Hence, motivation can inspire learners to engage and become less anxious about the learning process.

The importance of motivation in improving learning the second / foreign language is undeniable. Lifrieri (2005, p. 4) highlights that *“when asked about the factors which influence individual levels of success in any activity – such as language learning –, most people would certainly mention motivation among them”*. Brown (2000, p.160) claims that *“it is easy in second language learning to claim that a learner will be successful with the proper motivation”*. With similar views, Gardner (2006, p. 241) posits that *“students with higher levels of motivation will do better than students with lower levels”*. He further adds that *“if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc”* (Gardner, 2006, p. 243).

Brown (2000) claims that second / foreign language learner motivation studies often refer to a distinction between two types of motivation, namely instrumental motivation versus integrative motivation. Gardner (1983, p. 203) defines instrumental motivation as *“learning a language because of someone or less clearly perceived utility it might have for the learner”*. More specifically, when a learner wants to learn a language, he / she is instrumentally motivated as *«learning a language because of someone or less clearly perceived utility it might have for the learner”*.

Motivation is a social psychological element which is often used to account for differential success in learning a second language. This has a very intuitive appeal. It makes sense that motivated individuals will learn a foreign language faster and to a greater extent. Numerous studies have also provided statistical evidence suggesting that motivation is a predictor of the success of language-learning (Gass, 1994).

Gardner is the primary figure in the area of second language learning motivation in early research with Lambert and in later work with colleague at the University of Western Ontario. “ *Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitude toward the activity in question*” (Gardner, 1985) He distinguishes two forms of motivation: integrative, and instrumental. Integrative motivation refers to motivation arising from a desire to connect with the target language (TL) community; instrumental motivation derives from the benefits that may come from learning (e.g. learning English to study mathematics in English-speaking universities). Integrative motivation is hypothesized as a greater predictor of a successful second language than an instrumental motivation.

Meanwhile, Nation (in Huerta, 1979) divides motivation into primary motivation and secondary motivation. Main motivation in which the purpose comes from the learner himself, not from the learner outside, this should be a must for all teachers to get this sort of response from learners. The topic they are learning is exciting if the teacher can make the learners feel that they want to learn, that they are interested in. Secondary motivation applies to the learners thinking they have to learn to pass an exam, avoid punishment or impress their parents or teachers.

## **I .6 Learning Environment**

Learning environment should be designed according to student’s learning styles, because everyone has his own method of obtaining information and processing it. According to Dwyer (1996) the learning environment and learning process should be designed not to enable students to learn in the same manner and at the same level, but rather should be designed by giving thought to students existing learning styles.

In order to create a positive learning environment which is very essential for success in the classroom, teachers have to be careful about how they respond to students, avoid judging and embarrassment, especially in the giving of feedback. Young (1991) suggests that “*instructors can reduce anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everybody.*” (p.432). Teachers can correct errors within the context of the

conversation to minimize the anxiety and embarrassment that students may feel while speaking in class.

Furthermore, the most important tool for teachers is to create and maintain a friendly and comfortable learning environment. According to Hashe mi and Abbasi (2013), the more friendly and informal the language classroom environment, the less it is likely to be anxiety provoking. They state *that “formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language.”* Meanwhile, (Mogavero,1979 cited in Schacht & Ste wart,1990) Research showed that students thought humour helped with maintaining attention, relieved boredom, and reduced anxiety. If humour is used in the classroom, it should relate to the topic at hand and should not mock or make fun of anyone in the classroom. On the other hand, aggressive or sexually explicit humour can increase student’s anxiety levels. (Dowell & Anderson, 1985)

According to Pianta and colleagues (2012), teachers should focus on the aspects of classroom interaction between teacher and student emotional support, classroom organization, and instructional supporting. To be able to do that, the teacher needs to have a certain range of knowledge and skills to understand how these three areas work, what difference they can create for a teacher in the classroom and why they are so important. It is an established knowledge of research that classroom interaction is a resource for any instructor, which will help him / her in any situation in the classroom.

Teaching aids help to interest and engage the learning environment. Kids are being introduced to technology and digital devices at a younger age as we move toward a more digital world. Video games and iPods are fun for students today, so they have no patience for teaching lecture-style when they come to school. Students are constantly looking for excitement and obviously have no tolerance to boredom. Teaching aids improve the quality of education in today's classrooms, while also giving students the feeling of excitement they want. Teaching aids prove to be a formidable supplement to teachers when a skill or concept needs to be strengthened. They not only allow more time for students to practice but also present the information in a way that offers students a different way to engage with the material. This is of course important for meeting the different types of learning in the class.

There are many studies discussing the relationship between environment and students, Activities, the importance of the learning environment to learning.

*Moos states that: « architecture and physical design can influence psychological states and social behavior »* (Moos 1979:6) physical environment may have an impact on attendance achievement through influencing student affect there is relationship between the environment and students outcomes in learning.

Martin (2002): *« teacher that not perceives their surroundings in a constructive way and do not seem to perceive how much impact that setting is having on his/her teaching and class »*. (Martin; 2002:53) the surroundings is an important factor in teaching and learning. There is a strong relationship between the methods of teaching teacher pedagogy and dealing with conditions in the classroom the teacher is aware of their surroundings, he should give an importance to the classroom space for students practice such as project working forms.

### **I .7 Importance of Classroom Discussion**

The use of discussion in EFL has several benefits: engagement, inspiration, cooperative learning and student progress assessment. Cooperative learning also supports low-progressed passive pupils and teachers. Team learning helps students to respect other learners and improve their English skills.(Brown, 2008) When the classroom atmosphere is relaxing, teachers should excel. Due to the increasing responsibility of Students feel relaxed and secure when taking part in a discussion using that type of language that they intend to learn.

*"Classroom Discussion is an important teaching strategy because of its relation to the Development of participatory citizenship, critical thinking, and classroom community»* (Engel and Ochoa, 1988; Parker, 1996; Weikel, 1994, cited in Larson and Kieper :

Hollander (2002) claims that the classroom discussions encourage students to find their own responses, give students the opportunity to share their own opinions, increase students' appreciation for ambiguity and diversity and improve their listening, cognitive and critical thinking skills.

Discussions are one method of learning cooperatively, and also allow students to better understand content and gain new insights (see Garside 1996: 219). Comparing learner results of material taught by lectures or discussion groups, he finds that discussions produce "*significantly higher-level subject-matter learning*" (Garside 1996: 212).

- It provides an opportunity to learn more about how the students analyze and address the topics in a more suitable manner. Harris (1996) and Singleton & Giese (1996) praise the benefits of classroom discussion in making better disputers who can use their own voices and communication skills to examine the subject matter.

- It responds too many of the educational needs, because it is an unprecedented form of classroom speaking and a very different community dynamic. It needs students and teachers to speak to each other as well as the teacher about the subject being addressed in a cognitive and affective way at the upper level. It is a useful teaching technique that gives students the opportunity to manipulate the information by interpreting and analyzing it, and to develop upper-level thinking skills. The students explain their own ideas and thoughts other than just narrating or memorizing the truths and details of mnemonic. They are not passive recipients of the teacher's knowledge during the discussion but active participants (Larson & Keiper, 2002).

- It provides students with opportunities to develop their communication skills and to acquire knowledge and insight through the face-to-face exchange of information, ideas, and opinions. A lively, productive give-and-take discussion allows students to articulate their ideas, respond to their classmates' points, and develop skills in thinking through problems and organizing evidence using the language and methodologies of an academic discipline (McGonigal, 2005).

- Cognitively, the discussion in the classroom offers students the opportunity to gain a deeper understanding of the content covered by the course (Chandler-Olcott, 2008; McLaughlin, 2010; Smith et al., 2011), as well as to practice language and thinking specific to different fields of study (Zwiers, 2008). Furthermore, students who participate in classroom conversations invoking personal connections or experiences can gain insight into the relevance of these topics because they relate to their own lives outside school. (Gunlaugson & Moore, 2009; Tatum, 2008) When students can collaboratively speak with their peers about classroom subjects, they participate in

practices that are more representative of "real-world" problem-solving experiences within those areas, satisfying the need for adult learners to find interest in their studies (Knowles, 1978).

- In addition, Participating in classroom discussion can make our students' course more interesting (Eglitis 2010; Parrini 2005; Unnithan 1994). Classroom discussion offers instructors an excellent opportunity to learn something new and interesting as well (Bernstein-Yamashiro and Noam 2013). Students, particularly those who are quite older than our average students, have a rich background with some wonderfully unique experiences (Howard, Short and Clark 1996). I heard a lot from my younger students about the new trends in urban slang, fashion, and technology. Sharing these experiences helps break down some of the contact barriers that exist between students and faculty.

- Students also learn to become autonomous professionals, for what studying in school gives them check points to using the net to get more information on what they're interested in while they're at home to research. In the lecture the students face to face with the Teacher, and also other teachers. When they need to overcome a knowledge-gap exercise, they provide each -other with knowledge. We should do it Learn by watching us think differently and learn this from us is performed by contact.

(Highton, 2006) Therefore Discussion plays a deciding role. Every member of the group is in charge to get interested and to share thoughts with others. The argument also evolves Leadership that helps the teacher carry out the task assigned

- Students should be active participants in discussion. Being in a lecture or in any kind of classroom participation students learn to be active listeners. When they are still talking they know how to explain what to the extent they learn. They will try, without feelings, to talk openly. Students benefit from a discussion, aside from agreeing on a lot of issues Language and Communication systems.

- Classroom discussion can help maintain learner's focus, when they discuss their answers, exchange information, and analyse. They get different perspectives on the topic and engage them in communication. According to (Larson and Keiper, ND), a classroom discussion provides a number of educational purposes because it is a unique form of classroom talk. That is to say, the classroom discussion develops

learners speaking skills, increases learner's interests and engagement, and prepares them to speak confidently in front of their peers.

## **I .8 Teaching and Learning Tasks**

Across educational environments teaching and learning activities play an important role. They can be defined as an interface between the learners and the learning environment knowledge. In order to facilitate successful learning they serve to activate and control the learning process. They stimulate reactions referring to learning material, thereby encouraging learners to intensively engage in the subject matter. Ideally, the learners receive feedback about how well they have done on a learning task and advice on how to acquire knowledge.

« *A task can be defined as an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome* » (willes,1996, P23). A task is based on instruction, and focuses on asking students to do meaningful tasks using the target language.

Weber (1985) and Nunan (1989) define a task as an activity that necessarily involves language. Breen (1989) a task is '*a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication*'. Breen specifically states that a 'task' can be a brief practice exercise or '*a more complex work plan that requires spontaneous communication of meaning*' (p4).

Meanwhile, the content of a task should be meaningful for learners. Nunan (1989) points out that "*the task is a piece of meaning-focused work involving learners in comprehending, producing and/ or interaction in the target language*" (p. 11) Teachers should implement a task with Broad significances and aims. Since the content is special Apprentice linked, the "tasks are catalytic" to stimulate learners' motivation and achieve the learning goals (Skehan, 1998a, p. 269) The meaningful tasks should allow learners to live in the authentic world.

The learning process focus moves towards the students themselves and helps them to understand that language is a medium for resolving and (re)solving real-world problems. The task-based learning process itself teaches essential competencies.

Students learn how to ask questions, how to negotiate meaning, how to interact in groups and how to work. They are able to observe different approaches to problem-solving within this group work, as well as understand how others think and make decisions. Additionally, task-based teaching provides students with the linguistic components they need to accomplish these tasks in the real world. In the right socio-cultural context, these include: how to introduce and talk about themselves, their families, their interests, their likes and dislikes, their needs etc.

Task-based learning focuses on learners instead of teachers. Asato (2003)-Asato Stresses that learner-centered approach might encourage students to explore target language because they can understand what they need, in addition, learning based on learners may be constructive and innovative.

Learners should make their own decisions, and take responsibility for making them. In comparison to teacher-centered learning, learner-centered learning provides multiple opportunities to communicate with other learners. Skehan (2002) asserts that learners should signal to their partners and receive feedback when learners are having difficult times. *"In this way, tasks can be a vehicle for individualization, and tasks can enable two learners to collaborate and go beyond their individual competences"* (p. 291) thus, task-based learning involves cooperative learning

The importance of tasks lies in their being a meaningful, inclusive, purposeful, contextualized piece of work. Building on this importance, activities can be organized in different ways to ensure a broad range and variety of learner experiences. These are also task-types. The most common ways of categorizing activities are by the four macro-skills: listening, speaking, reading, and writing. The six activity-types of the Australian Language Level Guidelines evolved another way. These apply to:

- Interacting and discussion
- Interacting and deciding/transacting
- Obtaining information and using it
- Giving information
- Personal response
- Personal expression



In addition, TBLT can be considered as a branch of communicative language teaching, it has the advantage of getting the focus of the students toward achieving a goal where language becomes a tool. « *A process that involves opportunities for learners to contribute in communication making meaning is primary* » (Skehan, 1996, P38) He states that activity that requires learner to use language with emphasis meaning, to attain an objective, then a task through a communicative purpose. So TBL uses interactive tasks that need meaningful communication and interaction among learner. « *TBL is typically about the social communication between learners as a source of input and methods meaning, communicative strategies, and communicative effectiveness* » (Ellis, 2003, P65) it means that TBL refers to a method of English teaching that requires learners to use authentic language through a communication approach to achieve their aims. Goal Oriented activity in which learning language to achieve a real outcome (Wills, 1996, P53), learners should know the outcome they are expected to produce when they finish performing the task, goal oriented activity with a clear purpose doing a communication task involves achieving an outcome. « *An activity which needs learners to come to a conclusion from given information through some process of thought, and which allows teachers to handle and control that process* » (Prabhu, 1977, P 24). He defines a task as an activity that requires learners to arrive at outcomes, an activity which is carried out as a result of processing a language, while allowing teacher to control that process.

### **I.9 Teaching Methods**

The use of complex methods of teaching tends to be associated with both negative and positive emotions of learners. Many learners may feel uncomfortable with a particular method which others may prefer. Therefore different methods of teaching can have advantages and disadvantages in reducing the symptoms of anxiety. Curran and his colleagues created the Community Language Learning (CLL) approach with the goal of reducing the levels of anxiety among students by incorporating psychological counseling strategies into language teaching (Richards & Rodgers, 1986). In this case, the positions of instructor and learner are similar to the counselor and his / her clients. The CLL method has no pre-set syllabus of language which usually regulates more conventional methods of teaching. Learners make their own choices in their learning process.

Ariza (2002) records on her success in helping four Puerto Rican monolingual English speaking boys resolve their anxiety in Spanish by using the CLL process.

Samimy and Rardin (1994) review 100 university FL student journals and found that the most frequently cited affective variable was either absence or reduction of anxiety during CLL encounters, quite the opposite of the fact that the students often reported anxiety before the CLL experiences. The change in the attitudes of the learners could be due to the secure relationship between teacher and learner, as well as the group support gained through the use of the CLL (Samimy & Rardin, 1994). Nevertheless, some students expressed discomfort regarding this method of teaching, as evidenced by the comment: I feel the card games produced some anxiety within me. I wanted to match at least a few words, and felt compelled to do a fairly good ' performance '... (Samimy & Rardin, 1994, p. 387)

Another method of teaching relevant to the positive and negative feelings of learners is the natural approach which emphasizes *“exposure or feedback rather than practice; maximizing emotional preparation for learning; an extended period of listening to what language learners hear before they attempt to develop language; and a willingness to use written and other resources as a basis of understanding; as a source of comprehensible input”* (Richards & Rodgers, 1986, p.129).

### **I .10 The impact of Anxiety on the Academic Achievements of the Students:**

According to Slavin (1993, 52-54) : *« Achievement is defined as an outcome measure for some types of performance including tests, grades, quality of performance, such as oral presentation and quality of products as for written reports, however achievement requires positive interdependence, individual accountability all students in a group are held accountable for doing their share of the work -interaction and motivation within group work »* in other words the aim of group is giving students the opportunity to integrate the lesson, share ideas exchange information, solve problems, and also it encourage each other learn from each other, all these elements increase a student's better achievement .

Many people see the actions of nervous students who view a classroom experience as daunting maybe because of history and perceptions of failure, or because they fear

negative consequences if they try to achieve it. Some studies have indicated that students with high anxiety frequently engage in daydreaming. Such habits cause us to think of ways to defend ourselves against a perceived threat, but each interface with our success and achievements. There's a dynamic relationship between anxiety and academic achievements. While high levels of anxiety that support performance on simple well-practiced tasks, on new or challenging assignments it tends to interfere with academic performance. Ultimately, too high anxiety can hinder learning, and teachers with high anxious students, may need to focus on building relationships that allow students to feel unthreatened in that environment. Anxiety has been recognized as playing a significant role in the learning and academic performance of the students (Tobias, 1979). Reilly and Lewis (1991, p.104) suggest anxiety hinders academic success for young people. Changing schools, divorcing parents or working pressure, examinations and studying can all be stressful activities for students. Anxiety and emotional depression are strongly linked. According to Science Daily (June 26, 2009), the effect of anxiety on academic achievement is not always obvious, but new research by the Council for Economic and Social Research suggests that hidden costs may arise. The study found it more difficult for nervous individuals to avoid distractions and take more time to turn their attention from one activity to another than their less anxious fellow students. Eysenck (2009) conducts that research. Those findings in the classroom have clear practical implications. *"Many of the anxiety's negative effects seem to be caused by the difficulties with attention control. This implies that training techniques designed to enhance careful control-the ability to ignore distractions and shift attention from one task to another-might help anxious students achieve their academic potential,"* he explains.

The study showed that anxious individuals often perform at a level comparable to non-anxious individuals, but only at higher effort or perhaps longer-term stress costs. This indicates that it is necessary for teachers to concentrate not only on whether the academic performance of a student appears to be adequate, but also on how much effort the student had to put in to reach this level. Anxious students may be trying desperately hard just to keep up and this might be at great psychological expense. The opinion of Ormrod (2000, p.492) about the relationship between anxiety and academic achievement is that anxiety and academic achievement was a difficult relationship to elucidate clearly. Academic achievements are linked scholastic

aptitude, implying that more competent students should spend their time in more non-academic activities seems fair. Another Davis (2004) research found that test-anxiety reduces attention span, memory and concentration, and then contributes to poor academic performance. Masson, Hoyois, Pcadot, Nahama, Petit, and Anseau (2004) find that the performance of high school students with high test anxiety was low. Eysenck (2001) found that test-anxiety produces meaningless thoughts, fears, and ultimately decreased focus and concentration contributes to academic problems. This will affect memory as focus and concentration are compromised and result in low academic achievement (Chen, Li, 2000 and Sanders, 2001, cited in Needham, 2006).

### **Conclusion**

To sum up, the influence of language learning has been of great concern to many educators and researchers. Who believes that learning a new language is a complicated, complex, and lengthy process? Anxiety consider as one of the most prominent affective factors.

This chapter reviewed the previews works and theories on foreign language anxiety. It is a wide spread's phenomenon that have a negative effect on teaching and learning process and it impedes the capacity of the learner to excel at a foreign language class successfully. Many researches and works have been conducted and continue to increase. However, language researchers should focus on techniques and strategies that can help students lower their foreign language anxiety and make the learning process less stressful and difficult.

## **Chapter Two**

### **The Student's Psychological Aspect**

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#### **Content**

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II.5 Student's characteristics

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Conclusion

## Introduction

Learning a foreign language definitely isn't an easy thing. The writing style, pronunciation, and grammatical rules that differ from the native language spoken at birth can pose challenges. Language learners have reported being frustrated as they kept forgetting the new words, being incapable of understanding the teacher and being very anxious to speak in the target language in front of people they had not learnt.

Numerous studies have been carried out to examine the learners' challenges in learning a foreign language. The results showed that difficulties in learning a foreign language are not only related to human inherent ability or intelligence, but have also been influenced by affective variables affecting the learners' emotions and feelings during the learning process (MacIntyre, 1995)

This chapter attempts to explain psychological factors in the acquisition and learning of languages for people who study foreign language. Stephens found that external factors such as teacher, class and school condition characteristics consistently had no relation to the success of learning foreign language. On the other hand, as one of the internal variables, the psychological conditions of the student have potential to affect the learning of foreign or second languages. Psychological factor is a factor concerned psychologically or morally with the factors in the learning of the students. Factors such as: anxiety, attitude, beliefs.... And soon

First, we deal with the teacher's and peer's feedback as a significant way to enhance the learner's learning. Then we give an overview about the treatment of error and the student's self confidence, In addition to the learner's beliefs about language learning as an important element in the learning process since they can determine achieving its goals. Finally, the learner's attitude towards learning is also discussed because attitude can play a very important role in language learning as they tend to affect the success or failure of students in their learning.

## II.2 Teacher's Feedback

Various authors have defined feedback as having cognitive, motivational, and affective dimensions. The cognitive component of feedback can be interpreted as "*information provided by an agent (e.g., teacher, peer, book, parent, self, experience) on performance or understanding aspects*" (Hattie & Timperley, 2007, p. 81). Such information can affect student success and self-regulated learning (Kluger & DeNisi, 1996; Salema, 2005; Valente, 1997; Zimmerman & Schunk, 2001; 2007).

Error is a natural part of learning; likewise, a natural, unavoidable and important aspect of both learning and teaching is the feedback provided to correcting errors. Hattie and Timperley (2007) highlight a significant aspect of teaching in their argument that teaching requires not only knowledge transfer but also an understanding of how students advance during this transfer process. For this purpose, students must understand their success through the feedback their teachers receive. Educators should take into account several factors before offering corrective feedback (Long, 1977). They should consider, for example, the timing of their feedback, their mode of expression and their purpose or function (Çevikbaş & Argün, 2016). Brookhart (2008) also made it clear that educators should decide whether to provide immediate or delayed feedback, the amount and frequency of their feedback, whether oral or written feedback, and whether to provide group or individual feedback. Feedback preferences of teachers also reflect their own educational experiences and the approaches that they have adopted as a consequence. However, the different feedback preferences of students may result from multiple factors, including gender and cognitive style, both explored in recent studies (Evans & Waring, 2011, Khorshidi & Rassaei, 2013; Lin, Liu, & Yuan, 2001). However, no known studies have examined the learning style as a possible factor influencing the oral corrective feedback preferences of English as a Foreign Language (EFL) learners. The present research therefore aims to provide an insight into the nature of this relationship.

Teacher feedback can be considered the preferred form of feedback, because the instructor is the best source of target material in the classroom. The teacher is the usual and continuous provider and source of feedback concerning the method approach in language learning (Paulus, 1999). A final source of feedback may be learners themselves, who often fix their work. This process is known as self-



correction or self-repair and has been addressed most frequently with respect to written feedback (Bitchener, Young, & Cameron, 2005; Chandler, 2003).

Moreover, teachers can employ various feedback strategies such as student work assessment, peer review, student self-reflection, in-class discussions, course evaluation questionnaires, or focus student interviews. Both these feedback approaches will certainly help to give an overall image of their success to students and teachers. As Hyland (2006: 102-103) claims, *'providing feedback to students is often seen as one of the teacher's most important tasks, offering the kind of individual attention that is otherwise rarely possible under classroom conditions.* 'Therefore the more frequent and positive this feedback is, the more efficiency can be improved. In addition, Dudley-Evans and St John (1998) propose that teachers should first emphasize the positive characteristics and then define in depth certain areas that require more development.

Good feedback provides information that a student can use, which means the student has to be able to hear and understand it. Students cannot hear anything that is beyond their understanding; nor can they hear anything if they don't listen or feel like listening will be useless. Since the feelings of dominance and self-efficacy of the students are involved, even well-intentioned suggestions can be very harmful. "See? I knew I was stupid!" The feedback research reveals the character Jekyll-and-Hyde. Not all feedback studies show positive effects, the essence of the feedback, and the sense in which it is given significantly matter. Moreover, Good feedback should be part of a classroom evaluation environment in which students see constructive criticism as a good thing and understand that without practice, learning cannot occur. If part of the culture in the classroom is to always "get things right," then if something needs to be improved it is "wrong." Instead, if the classroom culture values finding and suggestions for change are used, students would be able to use feedback, prepare and implement change steps and, in the long run, go beyond what they could if they were stuck with assignments on which they could already receive an A without new learning. Students are not entitled to offer feedback with no chances to use it. Students are not rational to give what seems to be constructive feedback, and then use it against them in a grade or final assessment.

Some researchers postulate that feedback in learning and teaching is beneficial for learners (Bitchener, 2008; Evan, Hartshorn, & Strong-Krause, 2011; Leki, 1991). Giving teachers effective feedback is a critical concern. Feedback in several different ways affects the motivation of the learners. Learners can receive feedback on activities in the form of rewards such as stickers and awards as contingencies (Deci, Koestner, & Ryan, 1999). Behavioral theory appears to concentrate on extrinsic motivation such as feedback and rewards as regards learning theories (Weiner, 1990). Receiving a reward or encouragement for an action usually increases the probability of a repetition of the action. Feedback can help influence learning and success for the students. Learners who succeed in a task and continue to work hard will possibly expect potential success and will be encouraged to improve their efforts. Contrary to the statement of a behaviorist, feedback may also potentially have a negative effect on learning. The feedback cannot help learners who do not work hard and perform poorly on a task (Chaudron, 1988). The theoretical aspects and related research studies are explored by understanding the effects of feedback on language learning among students.

### **II.3 Peer Feedback**

Liu and Hansen (2002) define peer feedback as *“the learners’ use of sources of information and interactions for each other in such a way that learners take on the responsibilities in commenting on each other’s drafts in the process of writing.”* (p.1) Peer feedback may lead to social relationships among peers, academic development and the advancement of creative and critical thinking (Damon & Phelps, 1989). In leading students to think rather than receive feedback from the teacher, Mittan (1989), Damon and Phelps (1989) discuss the advantages of peer feedback regarding cognitive benefit consequently, they become aware that the teacher is not the only source of feedback, but that they can also provide feedback to each other. As it also offers immediate feedback, students have the ability to ask for clarification and questions, and to address the responses immediately (Bartels, 2003). Peer feedback also has some social benefits Feedback exchanges give students a new perspective on revision. Students who receive feedback from their teacher only view the teacher as a judge who criticizes what they write. However, the students who receive peer feedback experience cooperation with their peers as their text is revised with their

readers' preferences, which means collaborating with peers for their own purposes (Nystrand & Brandt, 1989). This helps students to gain trust as they express and discuss their ideas in a stress-free environment that can lessen the discomfort they feel during the writing process (Leki, 1990).

Peer feedback, with its potentially high degree of response and engagement between reader and writer, fosters a reciprocal dialog that creates two-way feedback and negotiates meaning between the two parties (Rollinson, 2005). In peer feedback sessions, students not only write their own texts, but also read other students' written texts, take on the role of interested readers and commentators and support each other to create better texts. This collaboration increases a range of social and communication skills including negotiation and diplomacy skills, verbal communication skills, criticizing and accepting, justifying one's position and objectively evaluating suggestions (Topping, 2000). Peer feedback has also been shown to have an influence on the outcome, increase motivation through a sense of personal responsibility and boost self-confidence (Topping, 2000). Since student reviewers soon perceive that other students face the same writing difficulties as they do, peer feedback often contributes to reduce student anxiety and increased confidence in them. Responding to peer work involves students writing to each other, so they can see similar issues and weaknesses in their own writing (Grabe and Kaplan, 1996). Peer-feedback is based on the socio-cognitive learning approach whereby "*information is best acquired by mediated interaction*" (Grabe and Kaplan, 1996: 380) and cooperative learning is best acquired. The socio-cognitive view suggests that students can grow more effectively as students when they participate in transactions between their own texts and others' texts while communicating with a real audience about real intentions.

#### **II.4 Error Treatment**

Error treatment is an extremely complicated and thorny issue. Teachers need to be armed with some theoretical foundations, and be aware of what learners are doing in the classroom. Here principles of optimal affective and cognitive feedback, strengthening theory, and the teaching of communicative language all combine to form these theoretical foundations.

Teachers cannot and should not correct all mistakes made by their students. Furthermore, the frequent correction of oral errors disrupts the language learning process and discourages shy students from communicating in the target language. The following are general guidelines in correcting second language learning errors:

1. Teachers should correct errors that impair intelligibility, i.e., errors that conflict with the general meaning and comprehensibility of words. Teachers should concentrate on correcting global errors in this regard more than local errors.
2. Errors with high frequency and generality should be corrected more often than errors that are less common. For example, the third person's omission Singular s is a high frequency and generality error.
3. Teachers should concentrate more on correcting mistakes which affect a large percentage of their students.
4. Further attention should be paid to the stigmatizing or annoying errors this aspect has to do with the sociolinguistic side of language learning. From students of higher socioeconomic classes who speak a more formal and respectable variety of language, pupils who come from lower socioeconomic classes are aware of and very prone to criticism about their informal language.
5. Finally, teachers should pay more attention to errors to a pedagogical emphasis than to others errors. For example, if the focus of the lesson is to use the present perfect tension, the instructor should not emphasize the correction of errors involving prepositions, papers, and demonstratives in this lesson which, in this instance, is to use the present perfect tension.

## **II.5 Student's self Confidence**

Students self confidence is a topic of interest for many scholars and researchers such as: Horwitz, Rubio, Dornyei and Clement. They identify factors related to foreign language anxiety. Self confidence is one of the emotional sides of human behavior in everyday lives. Also is one of the variables, is closely related to personality aspects such as emotion, motivation, anxiety, self esteem.

Reddy believes that self confidence is an attitude which allows individuals to have optimistic, rational perceptions of their own themes and mental attitude of an individual who positioned himself can evaluate about themselves and their

environment so that it feels comfortable to performed activities in an effort to achieve that planned goals, students believe in themselves and their own ability to succeed.

Additionally, Al-Hebaish (2012) states that it is psychological and social phenomenon in which an individual evaluates him/herself according to some value which may result in different emotional states, and which become developmentally stable, but are still open to variation depending on personal circumstances (Risonnes, cited in Rubie, 2014. P, 60)

Pae (2008) states that *“Another causal factor that directly explains the variances associated with L2 achievement is self confidence. Self confidence is operationally defined as a low anxiety and high elf evaluation of L2 competences (Clement et al 1994) in such a context, self confidence becomes an important determinant of attitudes and efforts to learn a L2 and directly influences L2 achievement”* (p11)

Dornyei (1994): *“The belief that one has the ability to produce results, accomplish goals or perform tasks competently”* (p77). Self confidence is defined as student's beliefs in their ability to perform well in school (Komarraju & Nadler 2013); it has the ability to produce results, goals or performance task in learning foreign language.

Furthermore, Rubio (2007) states that student self confidence under both psychological and social aspects, low self confidence can have negative effects on learning as well as many others. A low confidence is oneself can lead to psychological conditions such as: fear, stress, anxiety, as a result, students would not able to start learning well, since low-self confidence affects learning motivation of students in FL. He confirmed that there is a relationship between foreign language learning classroom and self confidence, *“Learners suffer from uncertainty insecurity, fear and social distance”* (Rubio 2007, P.7)

In other words, students with low-self confidence are more likely to become anxiously exposed, they can be nervous, whereas typically those who are more self confident believe in their ability to adequate with any circumstances, then the ability to succeed, it will reduce any discomfort that may be experienced in the classroom. Generally unsuccessful learners of languages often have less self confidence than successful language learners (Price 1991), learners who have high levels of self

esteem are less tend to be anxious (Horwitz et al, 1985.P.29) because students who scored high in the self confidence also had high scores in achievement. Students with a positive self confidence believe inspired working and they feel technically it work well, and they work harder than other.

What is more, Brown (1994) and Dornyei (2005) agree with the above information that deals with enhancing the student's self- confidence and the achievement of FLL. “ *Students lack of confidence is a particularly sensitive area in primary, second school learning because students are in the developmental age and doubts and worries about oneself are more common feeling then confidence and pride, which emerge from the accumulation of cites and interpersonal experiences* ” (Dornyei,2005,P.87)

To conclude, students self confidence involves evaluation about a value, feeling and also is a judgment about capabilities for accomplishment goals or tasks in order to communicate with people in learning foreign language effectively. Self confidence is an experience to develop themselves and learning from their mistakes.

There is a significant relationship between self confidence and success in learning foreign language. For this reason, it is necessary to build learners self confidence in order to develop their performance and communication achievement, Eldred et al (2004) cited in James and Nightingale (2005) report that “ *Development of confidence seems to be one of the keys to the successful development of literacy, language and numeracy skills for language strategy*”(P4) Moreover teachers should consider the student's personalities and their needs by using the suitable methods that suits their abilities specially those of low-self confidence, and also help them to discover their lack of self-confidence, developing a non threatening classroom climate through encourages students to participate and doing activities without stress or inhibition. Thus, teachers should take this into account in their teaching them and foreign language, according to Jamila (2012): “*Teacher should create a comfortable and flexible atmosphere (...) as it is very important to provide learners such as environment which learners have the opportunities to use English at ease and which are supportive to develop self esteem and self confidence*” (2012, P.163) the teacher is the key element in building their students' self confidence and trust their abilities.

However, students are also responsible in developing their self-confidence, because it comes from preparation, In order to overcome their fear and perform well.

Goldsmith (2010) argues that *“you cannot feel confident unless you know what you need to know. Get educated, learn, research, and never stop reading. Preparing (....) will help you feel safe and allow you to show off your best assets”*. (p28)

Brown (1994) claims that *“Among the four language skills, the achievement of oral performance is thought to be highly correlated with self confidence. Foreign language learners cannot speak the language or express themselves freely and fluently without some degree of it”*. (As cited in Al-Hebaish, 2012, P.61)

Similarly, a significant correlation between certain learner beliefs and language anxiety was found in a study of EFL students in Korea (Truit , 1995) , He claimed that : *“self-efficacy/confidence in speaking and the ease of learning English ”*. (P 83) The two only factors of beliefs in the difficulty of learning a second language and a lack of confidence may be source of foreign language anxiety. In addition, (Price, 1991) and Kuntz (2007) claim that foreign language aptitude can be a cause of negative language learning outlook, Students who view themselves as incompetent language learners and lacking the desire to learn languages, they are likely doubt their ability to achieve a level of skills and even may expect to do poorly in language study.

## **II.6 Student Characteristics**

Student characteristic is a special quality of students that show their condition. It is one of the variable of instruction which occupies an important role which leads to learning achievement students have unique characteristic that promote their degree of success with different intervention programs .

Cennamo(1993) states that characteristic of students are essential in the way students acquire social communicative skills. Students are correlated with variable influence learning behavior, which are likely to change during the first academic year. An awareness of factors influencing learner's expectations can help educational designers in creating more effective instructional tools and learning environment tailored to student characteristic.

Information about the students' characteristics is needed by other learning components such as: learning style, learning strategies, intelligence levels, prior knowledge, and socio-culture. First, learning style is: *"the biologically and developmentally imposed set of characteristic that make the same teaching method wonderful for some and terrible for others"* (Dunn & Griggs, 1988, P3) Student learning style is one of the most influence students characteristic, it helps students understand their own likely approach to learning opportunities and increase their ability. Keefe (1991) describes learning style as both student characteristic and an instructional strategy; as a student characteristic is an indicator of how student learns, every student has a different learning style, they learn differently from each other.

Secondly, learning strategy is an external skill that learners use to improve their learning; it allows learners to become more self-directed. Wenden and Rubin (1987:19) defined learning strategies as: *".... Any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information."*

Third, intelligence level plays a vital role in students characteristic. It can be defined as the ability to solve problems or create products that are valued within one or more cultural setting. Intelligence is a result of its genetic heritage and psychological properties, ranging from its cognitive approach, it represents the achievement and performance, and all students have various ways of receiving and expressing their knowledge.

Then, the prior knowledge is important characteristic in enhancing learning meaningfulness because it promotes the internal process that takes place within the students. It allows learners to focus more directly on information and it can determine how well they acquire information. Finally, socio-culture conditions relate to group or individuals associated with society. Students with good socio-culture conditions can influence the success of learning in the long term.

To conclude, student's characteristic is considered to be a special skill which influences the degree of success, characteristic of students as a key interaction between students and learning.

## **II.7 Student's Attitudes towards Learning**



Students' attitudes towards learning a foreign language are one of the basic factors which influence the learning success. Their significance was recognized by foreign language teachers, and numerous researches have emphasized different aspects of their considerably significant role in successful mastering of a foreign language. Attitudes have been defined in a number of the ways. The simplest definition is that it is a feeling for or against something. (Remmers et.al. 1960)

Thruston (1946) defines attitude as the degree of positive and negative effects associated to some psychological object. By psychological object he means any symbol, phrase, slogan, person, institution or idea towards which the people can differ with respect to positive or negative effect. An individual who has associated positive affect or feeling with some psychological object is said to be like that object or to have a favorable attitude towards the object. An individual who has associated negative feeling with the same psychological object would be said to dislike that object or to have an unfavorable attitude towards the object.

Montano and Kasprzyk (2008), state: *“Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral belief), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”*(p.71)

Reid (2003, p. 33) proclaims, *«Attitudes are important to us because they cannot be neatly separated from study»*. Attitude is seen as an integral factor affecting language output (Visser, 2008). Achievement in a target language depends not only on intellectual ability but also on the attitudes of the learner toward language learning.

This means learning language should be viewed mainly as a psychological and social phenomenon rather than as a purely academic phenomenon. Kiptui and Mbugua (2009, cited in Tella et al, 2010) investigate that negative attitude towards English is the most affective and psychological factor leading to poor English performance among Kenya's high schools. In 1992, Baker proposes a comprehensive theoretical model, focusing on the importance of conducting attitudinal research in the field of language learning, Baker (1992, p.9) states that, "*In the life of a language, attitudes to that language appear to be important in language restoration, preservation, decay or death.*" Recently, De Bot et al. (2005) believe that language teachers, researchers, and students should understand that high student motivation and positive attitude promote second- language learning. So, if a learner does not have the interest and tendency to acquire the target language to communicate with others, that learner will have a negative attitude and will not be motivated and enthusiastic about language learning. Therefore, attitudes of learners might be incorporated into language learning because it can influence their performance in acquiring the target language.

Learner's attitude is acknowledged as one of the most important factors affecting language learning. Reid declares "*Attitudes are important to us because they cannot be neatly separated from study.*" Attitude is also a key factor that influences language efficiency. Achievement, in a target language does not rely not just on academic skill but also on the attitudes of the learner toward language learning. This means that language learning should be approached primarily as a psychological and social phenomenon and not as a purely academic one.

Attitude provides an impetus for initiating 12 or fl learning and later the driving force for continuing the lengthy, often tedious learning cycle. After all, in the foreign language classroom it is the good or bad attitude of the student which makes life easy or difficult. According to Smith's (1971) perspective, "*an attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner.*" An Attitude is a relatively enduring one as it can be learnt, unlearned. It can be taught as it is learned. You can learn to like a foreign language. No student is born liking or disliking it. If the student joins the class with relatively neutral, or even optimistic, attitudes towards the language and has a personality structure that will allow him to be accessible and able to interpret and react, his attitudes towards language and language learning will be highly influenced

by the situation itself. Attitudes grow within the context of the learning guide and within the school situation. A student who doesn't like studying and education, teachers and homework can walk into a classroom in the foreign language and generalize his dislikes easily. Good attitudes and feelings are therefore required to increase the students' effectiveness in language learning classes.

It is important to recognize the role of attitude in the process of learning a foreign language. Attitudes of students towards foreign languages are directly linked to the success or failure of the process of learning the foreign language. When examining the studies done in the field (Fishman & Cooper, Gardner, Ginsberg & Smyth, 1976, Genesee & Hamayan, 1980), it was noted that the importance of attitude and the study of foreign languages was emphasized. Many researchers list some factors that affect attitude in the process of learning a foreign language. According to Chambers (1999, p.25), students do not come to foreign language lessons as "tabula rasa". They bring their relatives, friends, media's and their own attitudes toward the foreign language with them. According to Brown (2000), attitudes emerge during adolescence as a result of engaging with relatives, parents, and other people in the community, or being positively or negatively influenced by different affective factors.

Gardner (1985) considers attitudes as components of motivation in language learning. According to him, "*motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language*". (p. 10) (students with a positive attitude appear to be more motivated than students with negative attitudes). However, Wenden (1991) proposes a broader definition of the concept "attitudes". He states that the term attitudes includes three components namely, cognitive, affective and behavioral. A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. The affective one refers to the feeling and emotions that one has towards an object, "likes" or "dislikes", "with" or "against". Feng .R and Chen .H (2009) state that, "*Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.*" Finally, the behavioral component refers to one's consisting actions or

behavioral intentions towards the object (ibid). In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009, p.102) find out that *“positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.”*

Moreover, Gardner, Lambart and Smythe (1979) conduct extensive research on attitude and motivation, and their co relationship with learners 'linguistic output. They suggested that an L2 learner should be prepared mentally to acquire a second or a foreign language, because it is part of a particular ethno- linguistic community. An L2 learner is required to impose elements of another culture into one's own life space (Khanna & Agnihotri: 1994) and he has to be trained mentally. There are other factors which are responsible for language learning such as age, anxiety, aptitude and amount of exposure. The present work is also being carried out to test the effect of these influences on the target group learner. This is also observed how the atmosphere in the classroom and the behavior of the teachers affect the behavior of the target learners.

Lambert (1967), (quoted from Macnamara, 1973: 37) mentions about two types of attitudes; 'integrative' and 'instrumental' attitude to language learning. An integrative attitude is a desire to know and to become friendly with the speakers of a language; an instrumental attitude is a desire to materialize better oneself through language, and adds, *“an integrative attitude is more likely to lead to success than an instrumental one”*. Brown (1994:168) provides an example of the positive outlook Canadians have towards French in knowing them and empathizing with them would lead to a highly integrative incentive to learn French.

Furthermore, Brown (1994: 168), in his great work *‘Principles of Language Learning and Teaching’* adds: *“Attitudes, like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience”*. (p.168)

It seems obvious here that there are many stimulants which lead to an individual's positive or negative attitude. The same result was achieved in another study: language learning is a lot of personality interplay-one shouldn't tend to forget that pupils are human too, with likes / dislikes / moods.

Learning needs and learner expectations will change according to Fink (2003). In that context; the learners need to know what to do and how to make this process easier. Nowadays, learners are important focal points wanting to learn, making an effort to learn and getting a strong passion for it. In this context, supporting learners in developing positive attitudes towards learning is one of the important roles of teachers. Brookfield (1985), notes that teacher's function is not only to transmit knowledge but also to simplify the acquisition of knowledge by building the students' learning desire. Students need to be stepped up to learn to read. Bringing in lifelong learning desire and skills must establish the commitment to promote their being open to learning. Training does not aim at recalling knowledge (superficial learning), but rather at discovering the knowledge, making an effort to learn and, most importantly, being able to use the knowledge (learning deeply) (Wirth&Perkins, 2008). Considering that the learner is the first responsible for generating understanding and awareness, knowing what kind of attitude he / she has towards learning is very important.

Ellis (1994) mentions that it is possible to expect positive attitudes towards the L2 and its speakers to improve learning while negative attitudes hinder it. Learner attitudes have an effect on individual learners' level of L2 proficiency. Thus, learners with positive attitudes achieve their goals while those with negative attitudes find it difficult to attain the anticipated level of English proficiency. In fact, even the students' negative attitudes can be improved by introducing appropriate approaches and materials to help students develop a positive attitude towards the target language and the culture of the native speakers of that language (Brown 2000).

## **II.8 Student's Beliefs about Learning**

According to Wenden (1999), “...beliefs are distinct from met cognitive knowledge in that they are value related and tend to be held more tenaciously” (Wenden , 1999 , P 436). She describes beliefs as a subset of met cognitive knowledge about learning which include all that individuals understand about themselves as learners including their needs.

Richardson (1996) describes beliefs as psychologically held worldly understandings, assumptions, or propositions that are considered valid. Beliefs in every discipline that deals with human actions and learning are fundamental constructs. Beliefs help people identify and appreciate the environment and themselves, and they play a vital role in shaping behavior. Foreign language learning among EFL (English as a Foreign Language) learners is almost certainly the subject of many strong beliefs and convictions and these beliefs almost certainly affect language learning. In recent years, the firmly held beliefs that most learners seem to have regarding second language learning have gained considerable attention. Researchers found that second- language learners come to the language class with certain preconceived ideas about language and language learning and these assumptions can suggest what the learners have expectations and what actions they will take in their language learning (Horwitz, 1987; Wenden, 1987). it is said that the beliefs of the learners cause them to approach a particular task of language learning differently and account for the individual differences found even among students with similar language skills (Mori, 1999) As Horwitz (1985, 1987, and 1999) insists, understanding learners' beliefs is important because it allows teachers to better understand the learning methods used by learners' approaches to language learning and learners, so they can prepare language instruction properly.

Learner's beliefs have been found to be the most important among the perspectives because they were proved to have a major impact on them all as beliefs from a central construct in every discipline which deal with human behavior and learning (Fishbein & Ajzen, 1995; Ajzen, 1988). Language learning beliefs are the result of a number of factors that influence learners thought and values, including past experience, history, context and personal factors. The affective factors are second and foreign language learning includes attitudes, motivation, anxieties, and beliefs. However, among these factors, few studies were focused on beliefs such as: (Horwitz,Wenden , Young , Kant , Truit)

In order to identify learner's beliefs, Horwitz creates an instrument called the beliefs about language learning inventory (Balli), in order to "*asses student opinions on a variety of issues and controversies related to language learning*" (Horwitz, 1988;

284) The Balli study consist five major categories:

1. Difficulty of language learning
2. Foreign language aptitude
3. The nature of language learning
4. Learning and communication strategies
5. Motivation and expectation

As Horwitz (1985, 1987, 1999) insists that learners belief have proved both the action and experiences. The understanding the beliefs of learners is important because it helps teachers to understand language learning methods and allows learners to better use learning strategies to plan language instruction. "*Although student beliefs about language learning would seem to have obvious relevance to the understanding of student expectative of, commitment to, success in, and satisfaction with their language classes, they have remained relatively unexplored*". (Horwitz, 1985, P283)

Second and/or foreign language acquisition studies have shown that beliefs within the learner are quite stable, strongly held, and resistant to change (Kern, 1995; Weinstein, 1994; Peacock, 2001); Furthermore, interdisciplinary research suggests that beliefs are intertwined with factors such as self-concept and identity, self- efficacy, personality traits and other differences between individuals (Epstein, 1990; Furnham, Johnson & Rawles, 1985; Langston & Sykes, 1997; Siebert, 2003; Bernat, 2006). As a result, researchers have been suggested to study how these beliefs vary across language learners, particularly with regard to individual differences such as gender, age, nationality, learning style, and personality type (Bernat & Gvozdenko, 2005; Wenden, 1999; Horwitz, 1999; Rifkin, 2000). There is still a lack of literature on the relationship between language learner values and stable variations in individuals, such as gender. Literature on the relationship between language learner values and stable differences in individuals, such as gender, still lacks. Researchers who have long been interested in the relationship between gender and actions and cognition in psychology have identified substantial sex-related differences in social behavior, cognitive function and general verbal capacity (Bacon

& Finnemann, 1992). Yet, in the field of second and foreign language acquisition, a comparatively small number of studies report findings in relation to these variables. For example, using the Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1987)

Siebert (2003) conducts a study of 64 female and 91 male language learners (N=156) of mixed ethnic backgrounds (22 nationalities were represented), studying English at a higher education institution in the U.S. Siebert used objective statistics in the form of percentages to identify a variety of substantial gaps in beliefs between males and females about language learning and strategy use. Findings found male students were more likely to rate their abilities highly than female students were. For example, male students were twice as likely to agree that people were good at learning foreign languages from their own country. Likewise, male students were more likely to respond as having a special language learning skill (25 percent), but only 10 percent of females agreed and no females agreed strongly. There were also major gaps between male and female students in their estimates of how long it takes to learn a foreign language. Thus, if anyone spent 1 hour a day studying a language, females predicted that it would take 5-10 years or that it would be difficult to learn a language within 1 hour a day. In comparison, male students were much more positive and suggested it would take 1-2 or 3-5 years. These findings suggest that male and female students differ in their ability-related conviction assessments. Siebert also stated that, in comparison to 47 percent of males, 23 percent of females either agreed strongly or agreed that the most important aspect of learning a foreign language is grammar. In addition, only 7% of females, but 24% of males, agreed that practice with audio-visual equipment is necessary.



**Conclusion**

Anxiety in the foreign language can arise if students are exposed to several negative experiences in a foreign language context (Chen and Chang, 2004; Sparks et al., 2000; Hewitt and Stephenson, 2012; Horwitz et al., 1986; Horwitz et al., 2010; MacIntyre and Gardner, 1991; MacIntyre, 1999; Saadi, 2009; Sparks and Ganschow, 2007). It can also "get learners discouraged, lose confidence in their skills, escape from engaging in activities in the classroom, and even give up the effort to learn a language well" (Na, 2007)

From what has been stated above, we conclude that there are many factors that affect how learners encounter language learning and may hinder or support their efforts to master L2. Moreover, these elements appear to be an essential part of the learning process, which can contribute to a second language learning success or failure.

# **Chapter Three**

## **Data Treatment and Analysis**

**Chapter Three**

**Data Treatment and Analysis**

III . Introduction

III .1 Teacher's Questionnaire

III .2.1 Questionnaires' Results

III .2.2 Analysis

III .3 Student's Questionnaire

III .3.1 Questionnaires' Results

III .3.2 Analysis

III .4 Suggestions

Conclusion

**Introduction**

This chapter is the practical part of our research paper, our aim was to investigate the effect of anxiety on student's level and propose some strategies that help learners minimize their anxiety, in order to reach our aim we used two questionnaires for both teachers and learners because of our research based mainly on teachers and students, so their opinions and perceptions are necessary to gather a real and appropriate information. This chapter presents the teacher's and student's questionnaire in addition to the questionnaire's result with its analysis and suggestion.

**III .2 Teacher's Questionnaires**

In the present study we conducted two questionnaires, one for teachers and one for learners. We used an email questionnaire for 50 secondary school teachers all over Algeria, in order to get reliable results about our topic foreign language anxiety among secondary school learners, is made up of 16 questions organized into three sections: The first section aims at obtaining background information about teachers, it consists of 3 questions in which the teachers are asked to give us their gender, qualification and their teaching experience. the second section deals with the impact of anxiety on student's achievement it includes 4 open ended questions, while the third section concerns the strategies to reduce anxiety it includes 8 multiple choice questions in which the teachers are asked to choose only one appropriate answer from different choices aimed at obtaining data concerning the strategies used to reduce student's anxiety and at the end of the questionnaire teachers are free to add a comment or suggestion about the topic.

**III .2.1 Questionnaires' Results**

In the first section, we collected some general information about the participants in which the female sex are exceed the males gender, the result show that most of teachers have an old experience in the field of teaching the Foreign language which is range between 5 to 10 years and most of the teachers have a license degrees. Furthermore, the second section was devoted to the impact of Anxiety on student's achievement, in which participants answered 4 questions, the majority of them state that their student's level is intermediate, and they don't follow any specific method in their teaching field and its effectiveness depends on the way they used it.

Furthermore, teachers believe most of their students have a negative attitude towards language learning whereas half of their learners think the language they learn is useless. Moreover, the total participants confirm that anxiety can hinder the student's ability and leads him to failure. therefore, the results obtained from the third section showed that all teachers care to help their students reduce anxiety by following some strategies, in which most of them always give positive feedback to their learners and they always correct their student's error smoothly in addition all of them try to establish a positive and enjoyable learning environment, also they always motivate, encourage their students with the opportunity to discuss in the classroom.

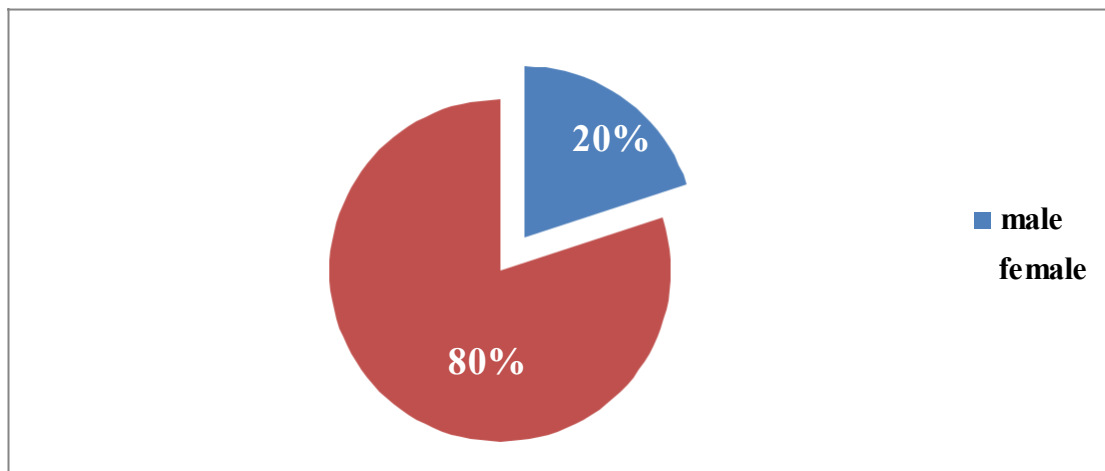
**III .2.2 Analysis**

**1. Section one: General information**

**1.1.Gender: what is your gender?**

<b>Participants</b>	<b>Number</b>	<b>Percentage%</b>
<b>Female</b>	<b>40</b>	<b>80%</b>
<b>Male</b>	<b>10</b>	<b>20%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table 1:** Teacher’s gender



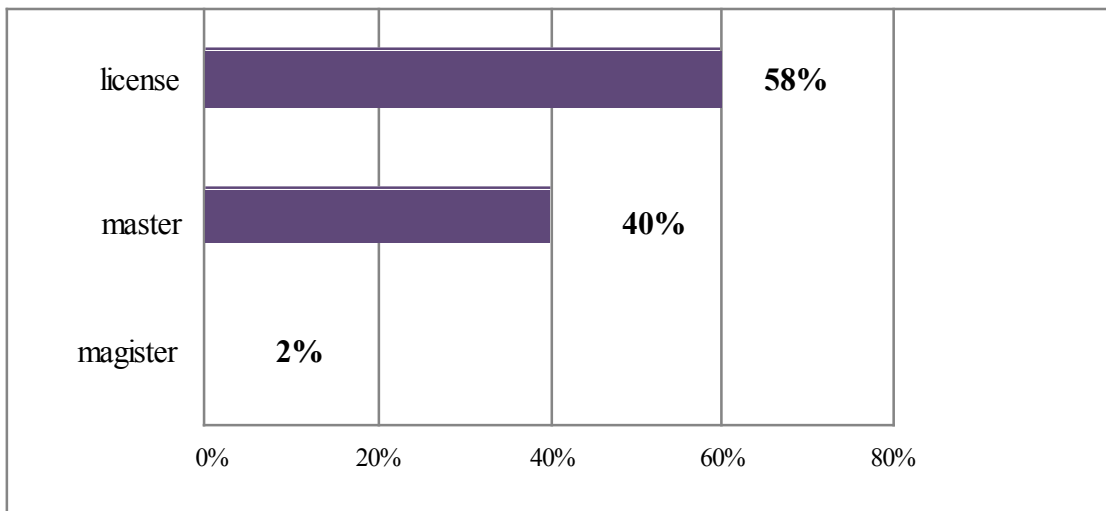
**Figure 1:** Teacher’s gender

As shown in the table below, the majority of teachers who answered the questionnaire are females, in which their percentage is 80% while the male's percentages only 20%.

**Question 2: what degree you hold?**

Option	Number	Percentage%
License	29	58%
Master	20	40%
Magister	1	2%
Total	50	100%

**Table 2:** Teacher's degrees



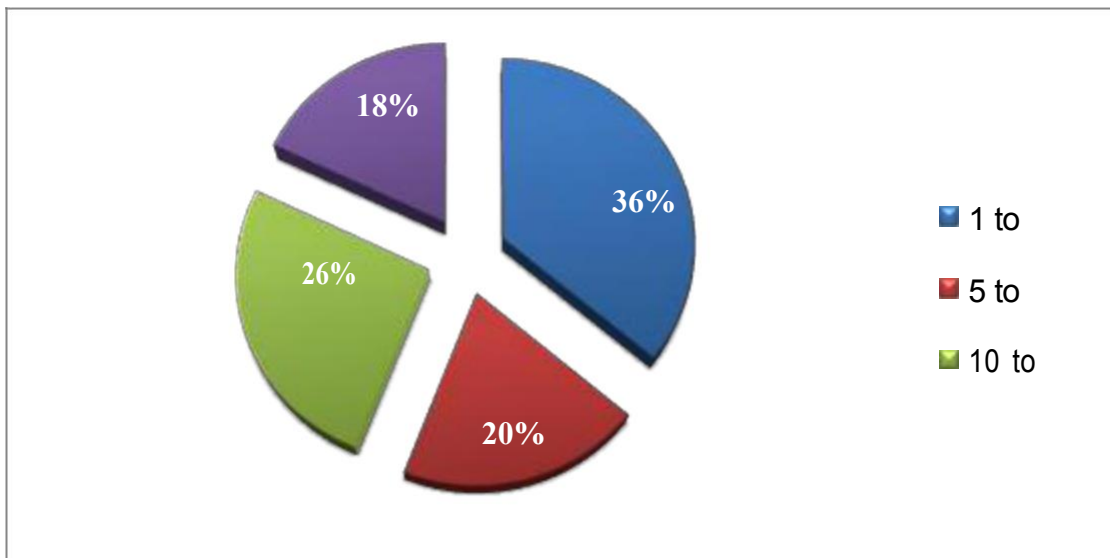
**Figure 2:** Teacher's Degrees

Table and Figure below show that the majority of teachers from the whole population hold a license's degree (58%), and 40% of them have a master qualification, while only one has a master's degree.

**Question 3:** How long have you been teaching?

Option	Number	Percentage%
Always	18	36%
Sometimes	10	20%
Rarely	13	26%
Never	9	18%
Total	50	100%

**Table 3:** Teaching experience



**Figure 3:** Teaching experience

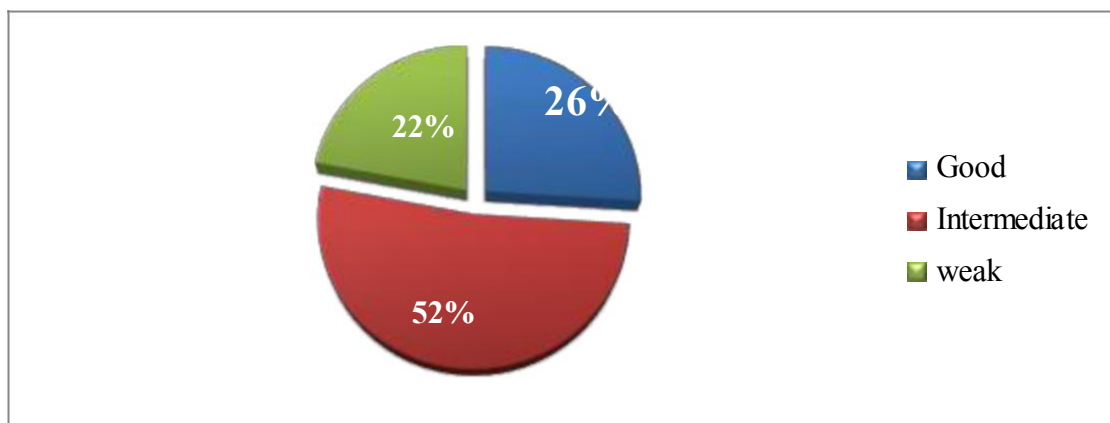
In this question, teachers were asked to give their years of experience in the field of FL, 36% of them state their teaching expertise extents between 1 to 5 years and 26% claim they are experienced for 10 to 20 years, and 20 % who said their teaching experience range between 5 to 10 years, and 18 % from the whole population have more than 20 years in the field of teaching. Thus, we can notice that the majority of our participants have experience in teaching the Foreign Language.

**2. Section two:** The impact of Anxiety on Student’s Achievement

**Question 1:** How could you describe your Student's Level?

Level	Number	Percentage%
Good	13	26%
Intermediate	26	52%
Weak	11	22%
Total	50	100%

**Table 4:** Student's Level



**Figure 4:** Student's Level

According to the results shown in Table 1 and Figure 1, 52% of teacher's who claim their student's level are intermediate, while 26% of them who said their learner's have a good level in the Foreign Language, and 22% from the total population believe that their student's are weak. Thus, we can conclude that most of student's face some problems in the foreign language and teachers have a big responsibility to help their students to better language achievement.

**Question3:** What teaching method do you use? Do you believe it's effective to your students?

it's noticeable that a great number of teachers agreed that they don't follow any specific method in teaching and they use to teach according to their student's needs because each learner has a way that makes him accept the information he needs and they add that each situation needs a certain method, its effectiveness depends on the



way they use it. In addition a small number of teachers who reported they use the CBA (competency based approach) and they believe its effective most of the time, while the rest claim they use communicative, eclectic and discovery methods. From these findings we can conclude that the majority of teachers use a suitable and easy teaching method according to their students needs and this may helps anxieties learners feel comfortable during the session, understand and achieve a better results.

**Question4:** Have you noticed in your students any particular kind of beliefs or perceptions about FL learning? And do you think they play an important role in increasing Anxiety? Please explain

concerning the beliefs and perception of students about the foreign language , the majority of teachers state most of their learners think learning a foreign language it's not necessary for them and they learn it because they are obliged to do and they came with the idea that they are not good in English, hence they don't make any effort to overcome their anxiety, according to the statements of other teachers, most of their students seen foreign language as threat to their identity in addition, other teachers claim their students have a common belief that they understand nothing and this hinder them from having any possibility to learn a language, while, a few teachers who answer that a big number of their learners especially boys dream to travel to other countries so they see they should master the language they learn. All these answers show that the majority of learners have negative beliefs about language learning and this may hinder their abilities to learn.

**Question5:** According to your experience in the teaching field, to what extent can Anxiety affect student's achievement? Justify please?

Most participants don't give interest to this question, while one of the teacher indicates that achievement in fact goes hand in hand with anxiety and a number of other external factors that may cause failure, but anxiety is on the top of the list, it leads the students to measure what's already mastered, for example: learner who spent the whole night memorizing and modeling a speech to give it the next morning and went to bed satisfied of what's he's going to deliver, the second he meets the audience he forgets everything due to anxiety. Another teacher who believes that anxiety may discourage, disappoint and even lead to their failure. And according to other

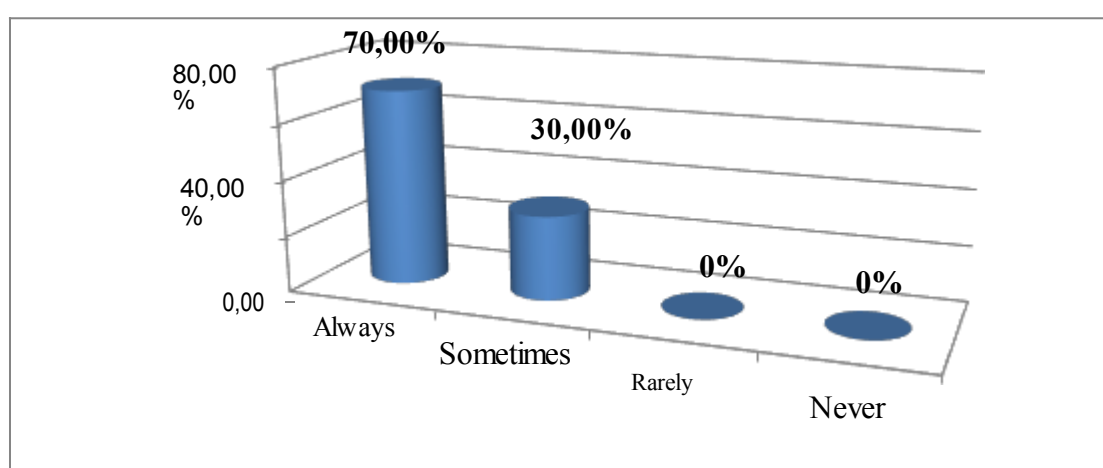
participant's statements, anxiety affects students to a great extent; it hinders their ability to learn with their oral communication. It harms their achievement and makes them fail, furthermore, anxious learners perform under their abilities, an example of one teacher who said: we know they are able to answer correctly but in tests they don't do well. It blocks inspiration and kills everything, it's an enormous barrier that barricades and hinders the learning process since it prevents the learners from acquiring knowledge eagerly, and they always feel relocated and have no readiness to learn.

### 3. Section 3: strategies to minimize Anxiety

**Question 1:** How often do you provide your learners with feedback?

Option	Number	Percentage%
Always	35	70%
Sometimes	15	30%
Rarely	0	0
Never	0	0
Total	50	100%

**Table 5:** Provide learner's with feedback



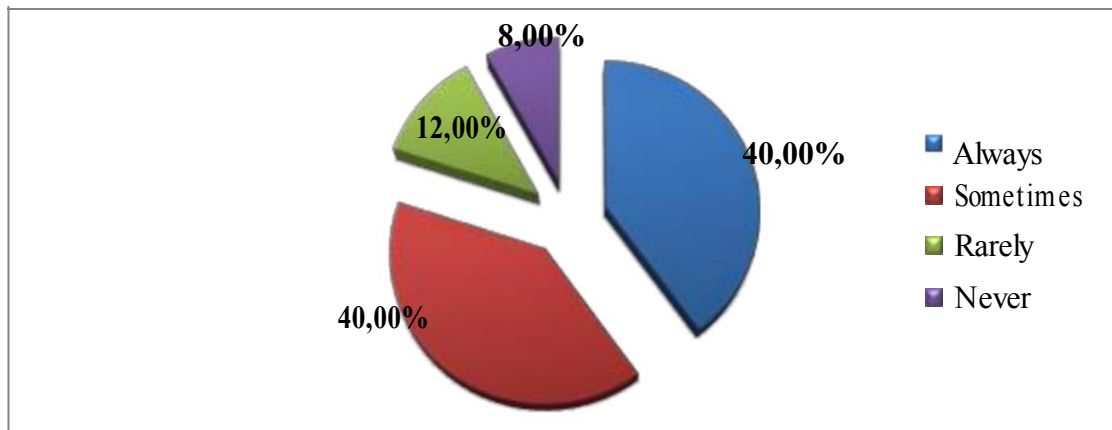
**Figure 5:** Provide learner's with feedback

As table and figure 1 suggest below, the majority of teachers (70 %) are always provide students with feedback, while some (30 %) claim that they sometimes give feedback to their learners, this results show that teachers are aware of the students psychological aspects because This may help learners to increase their self-confidence and encourage them to engage in discussions smoothly and easily.

**Question2:** Do you permit your student’s give feedback to their peers?

Option	Number	Percentage
Always	20	40%
Sometimes	20	40%
Rarely	6	12%
Never	4	8%
Total	50	100%

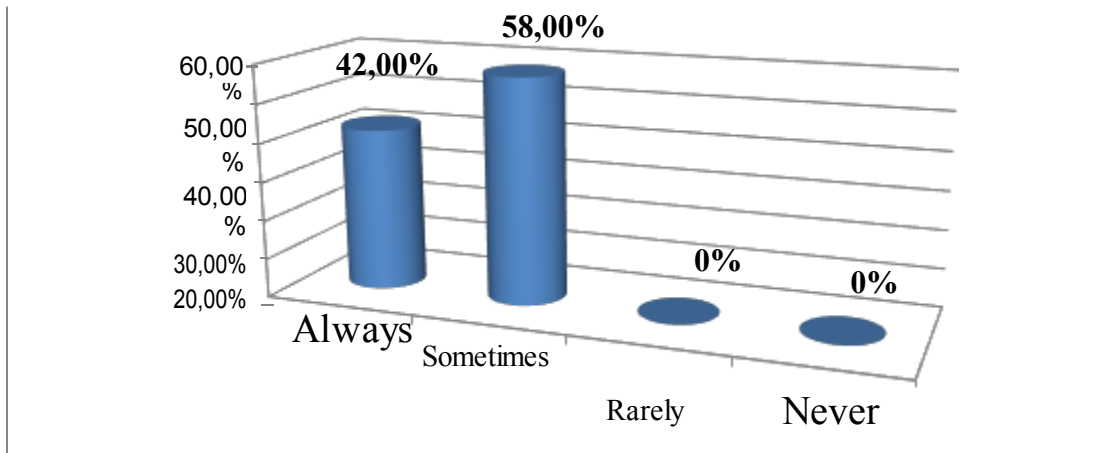
**Table6:** Peer feedback



**Figure6:** Peer feedback

It seems from the results obtained in the figure above that 40% of teacher’s claim that they always give their students an opportunity to exchange feedback between them, while 12% of them say they rarely do, and only 8% claim “never”. This is due to the fact that Peer feedback is considered a fundamental key for language learners, as students spend a large amount of time learning the language together and encountering similar language learning challenges.

**Question3:** Do you correct your student’s Error?



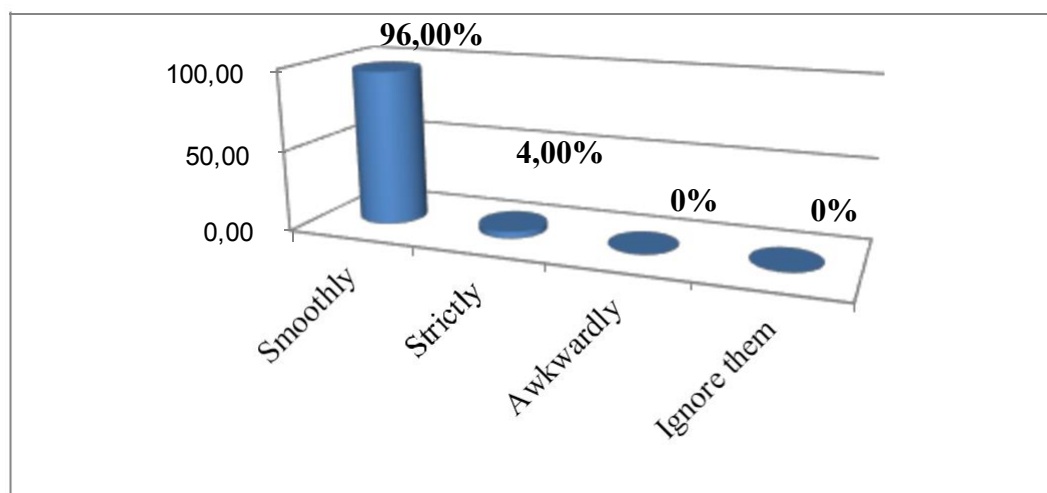
**Figure7:** Error correction

According to the results recorded in the above figure, half of the teachers 58% claim they sometimes correct the mistakes of their students while the rest 42% always prefer to correct the students' error due to the student's psyche. Students are very concerned about correcting their mistakes and this can lead to avoiding attendance in the classroom and not talking to their peers because of fear or shame of the mistakes they make.

**Question4:** You correct your student’s error

Option	Number	Percentage%
Smoothly	48	96%
Awkwardly	0	0%
Strictly	2	4%
Ignore them	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table7:** Error correction



**Figure8:** Error correction

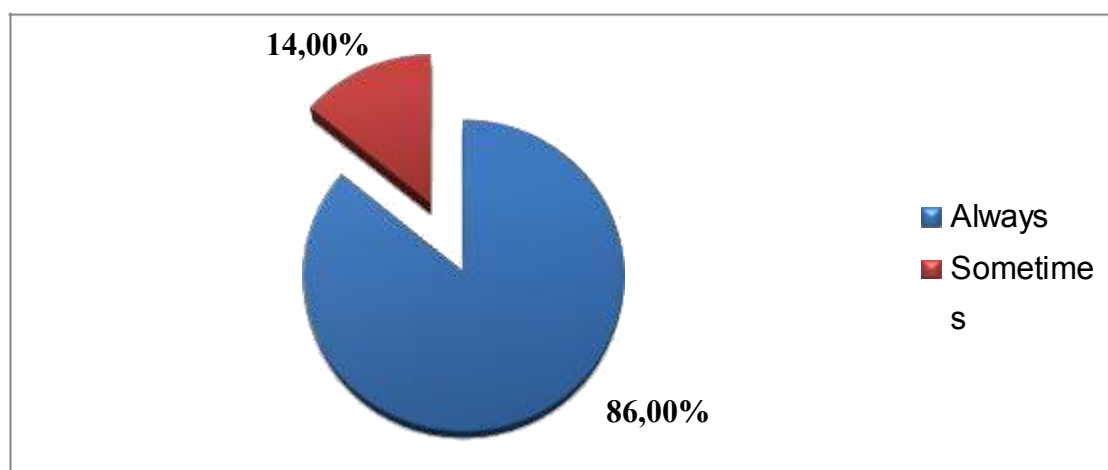
The results of this table indicated that the majority of teachers 96% agreed that they correct their student's error smoothly, and only 4% from the whole population state they are strictly with students. The way the teachers correct their students' errors have a great impact on the students. Meanwhile, teachers should correct student's mistakes gently and slickly, this may:

- Encourage and motivate them to learn.
- Overcome their fears and worries from the language they learn.
- Increase their self confidence.
- Enhance the relationships between the teacher and student.

**Question5:** Do you try to establish and maintain a friendly and lovely learning environment?

Option	Number	Percentage%
Always	43	86%
Sometimes	7	14%
Rarely	0	0%
Never	0	0%
Total	50	100%

**Table8:** Establishing a friendly and lovely learning environment



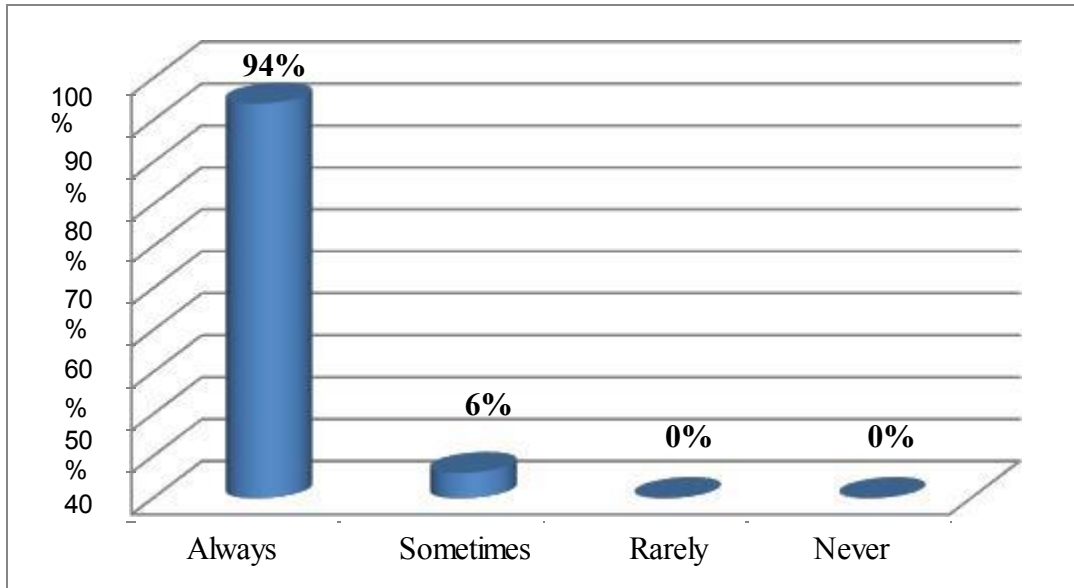
**Figure9:** Establishing a friendly and lovely learning environment

According to the teachers answers, the majority of them 86% are always maintaining a relaxed and lovely learning environment, whereas, a few teachers 14% who said they sometimes try to establish a lovely and enjoyable atmosphere, this results reveal that teachers are trying to do their best to make the students comfortable in the classroom. On the one hand, providing a good environment for learning a foreign language is one of the effective methods for better learning .Teachers must be aware of their responsibility which is Making the student feel relaxed all the time and creating a calm and low stress-learning environment to facilitate language learning, rather than distracted by fears from their teachers or from negative evaluation, Teaching is not just work it is a heart job.

**Question6:** Do you try to motivate and encourage your students?

Option	Number	Percentage%
Always	47	94%
Sometimes	3	6%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table10:** teacher's motivation and encouragement



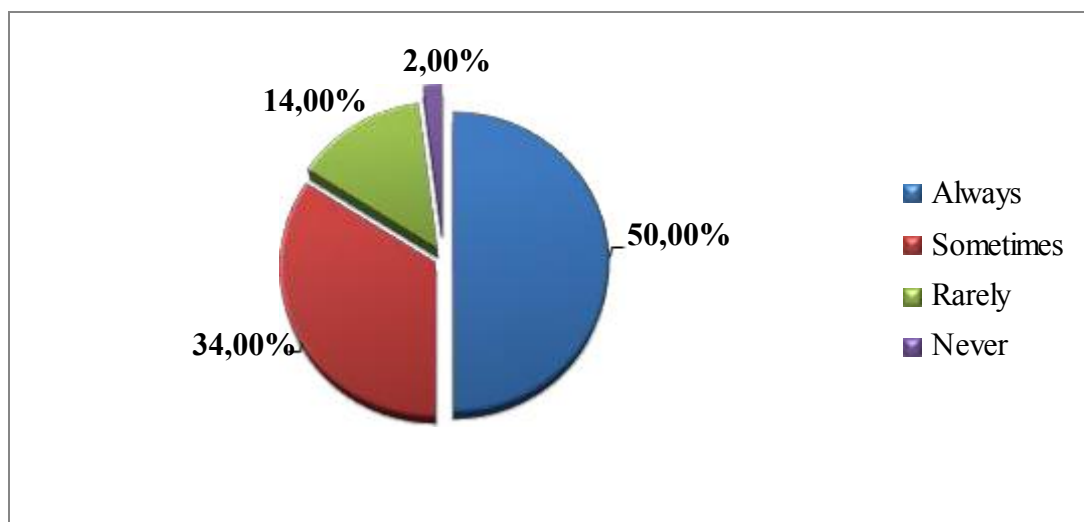
**Figure10:** Teacher's motivation and encouragement

A great number of teachers declared that they always keep motivated and encourage their students 94% because of its effectiveness in the learning outcome additionally it is considered as a best strategy in determining the personality of students. While only 6% who state they sometimes do. Student's need support and encouragement from their teachers to feel relaxed and confident and in order to achieve a better language achievement.

**Question7:** Do you reward your student's when they do well in tests or exams?

Option	Number	Percentage%
Always	25	50%
Sometimes	17	34%
Rarely	7	14%
Never	1	2%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table11:** Rewards



**Figure11:** Rewards

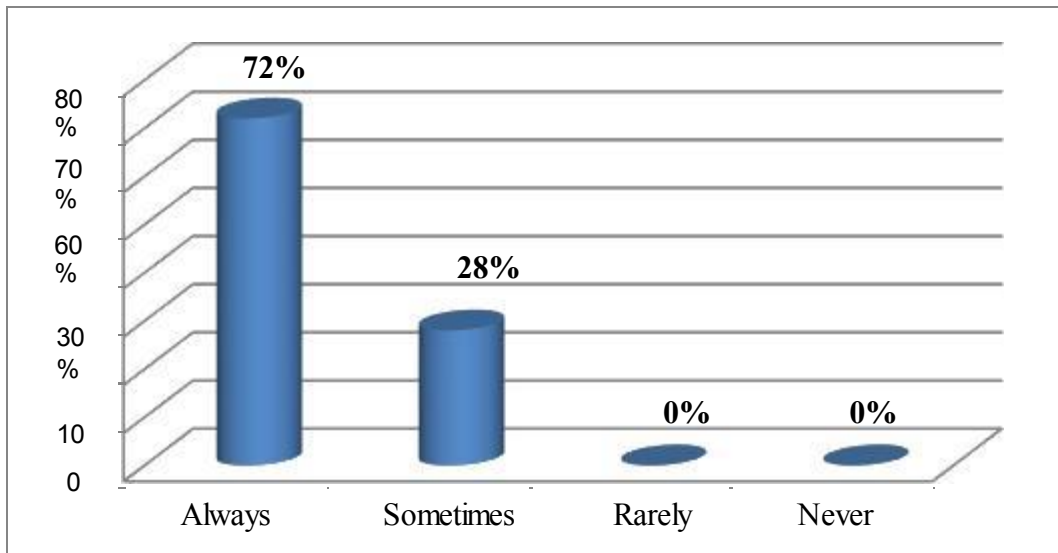
50% of teachers reported that they always reward their student's when they do well in tests or exams, while 34% claim they sometimes do according to its effectiveness in the learning outcomes, whereas a small percentage of teachers 14% who said they rarely do and 2% who said never, because they seen reward it's not enough reason for determining the success of learners. But I think Students liked school better if they felt supported with respect and praise from their teachers, a reward may enhance and improve the student desire to learn a language.

**Question8:** Do you give your students an opportunity to discuss in the classroom?

Option	Number	Percentage%
Always	36	72%
Sometimes	14	28%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table12:** Discussion in the classroom





**Figure12:** Discussion in the classroom

Through the teachers' answers, most of them 72% give the student more opportunities to discuss in the classroom, while rest of the whole population state they sometimes give the student the opportunity to discuss, these results show the importance of discussion in the classroom and the role it plays in improving and developing the skills of the student, helping him overcome shyness, practice the language and learn something new.

**Question9:** If you would like to add anything about this subject write it below

In this question, teachers are free to add any relevant comments. Most of them said that our topic is important and interesting because this phenomenon is widespread throughout Algerian schools.

Comments from two other teachers:

1. Learners are human beings; they need to be well- treated and loved. The more you give them love and respect, the more they desire to learn and respect tools.
2. Algerian schools lack proper materials, teachers need proper training, curriculum has to be changed, and time and coefficient of English language must be reconsidering in order to provide an encouraging environment and quality learning for students.

### **III .3 Student's Questionnaire**

The second questionnaire is for 91 secondary school learners it includes 16 questions divided into three sections; aims to investigate the level of the learners and the strategies that reduce from their anxiety, the first section consists of three questions (their level at the English language, their attitudes towards English and the way they prefer to study in the classroom). furthermore, the second section aims to investigate the impact of anxiety on them it includes 4 closed ended questions, finally, the last section aims at obtaining information about the strategies that helps learners overcome their fears it includes 8 statements in which students have to rank one choice from the 5 choices ( agree, strongly agree, disagree, strongly disagree and Neutral).

#### **III.3.1 Student's Questionnaire results**

Based on the student's responses, we obtained unsatisfactory results, most of them answered in random way. The majority of students have a positive attitude towards the English language and most of them claimed that their level is good according to their evaluation to themselves (see table 2). In the third item, a large percentage of participants favor working in groups with their classmates, because it provides learners a total freedom to express knowledge. From the analyses of the second section, the results show that most of participants suffer from anxiety, fear of committing mistakes, lack of preparation, and lack of confidence... Ect.

Our participants worry about speaking in front of their classmates and fell in mistakes which make them embarrassed. In addition, most participants agreed that lack of preparation was the main cause of their stress flowed by lack of self- confidence. Furthermore, the results of the third section revealed that the majority of student's agreed that the teacher who implement a humor and maintaining a friendlier atmosphere in the classroom makes them comfortable besides the teacher's encouragement and the gently manners' of error correction helps them overcome their fears in addition to the implementing of game and working in groups helps them learn the language effectively.

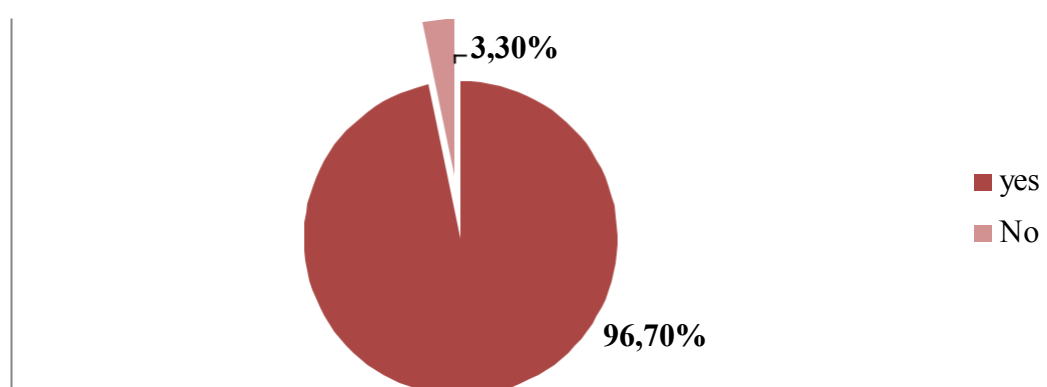
#### **III .3.2 Analysis of the student's questionnaire:**

##### **1. Section one: General information:**

**Q 1:** Do you like English language?

choices	Number of respondents	Percentage%
Yes	88	96.70%
No	3	3.30%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Table 1:** Learner's attitude towards the language



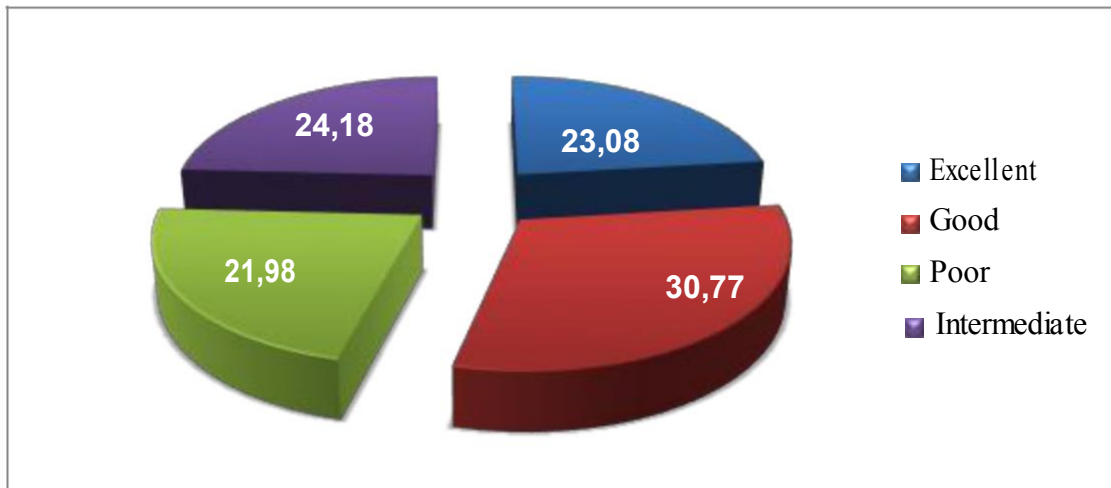
**Figure1:** Learner's attitude towards the language

The result in the table shows that the majority of students which corresponds to 96.70% love the English language; this may help them to learn the language easily. Only 3.30% they are not interesting in English language.

**Question 2:** How could you describe your level in English?

choices	Number of respondents	Percentage%
Excellent	21	23.08%
Good	28	30.77%
Poor	20	21.98%
intermediate	22	24.18%

**Table 2:** Student's level in English



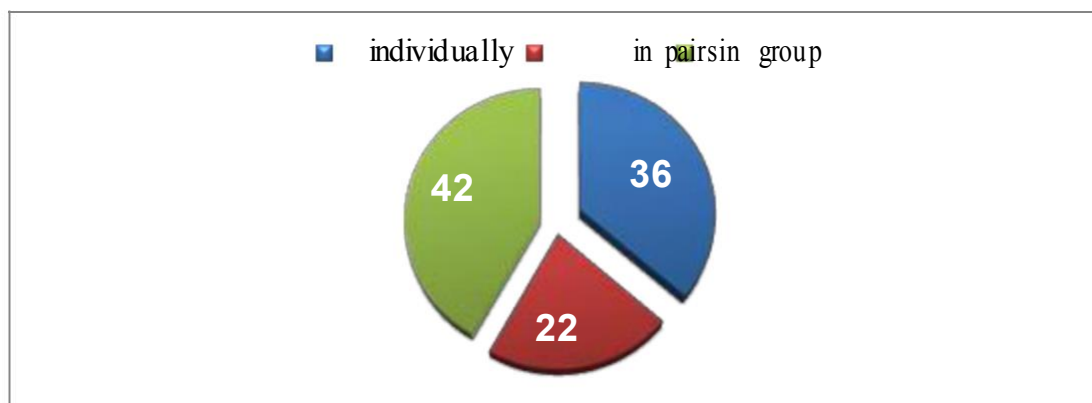
**Figure 2:** Student's level in English

According to the results, 30.77% of students are good in English, 23.08% of them they are confident and believe that they are excellent in English which means they did not face any obstacles in the foreign language, while 24.18% of them believe that their level at English is average which means they find the mastery of English language not easy. In spite of this, few students (21.98) considered their level as weak. They may be facing a problem in learning English, So that their level will not progress.

**Question 3:** In class, you like learning English: individually, in pairs, in groups?

Choices	Number of respondents	Percentage%
individually	33	36.26%
In pairs	20	21.98%
In group	38	41.76 %
Total	91	100 %

**Table 3:** Working style in class



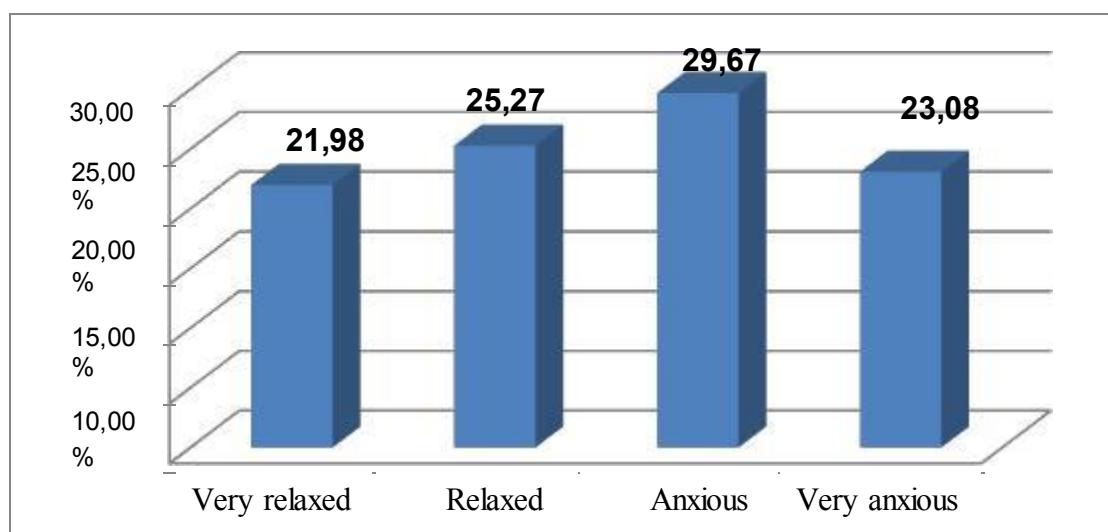
**Figure3:** Working style in class

As it is shown in the table and the figure above, the majority of students (41.76%) like learning in group. In this case group work maybe a motivating and supportive factors for the high anxious students. However 36.26 of participants declared that studying individually it is much better for them. The reason for this can be psychological factors and 41.76 of students prefer learning in pairs.

A big number of the total participants they prefer to study English with groups, however 20% of them declared that studying individually is better for them, this results indicates that student's feel comfortable and relaxed while studying with groups and this may help them to overcome their anxiety

## 2. Section two: the impact of anxiety on student's achievement:

**Statement 1:** speaking in front of others

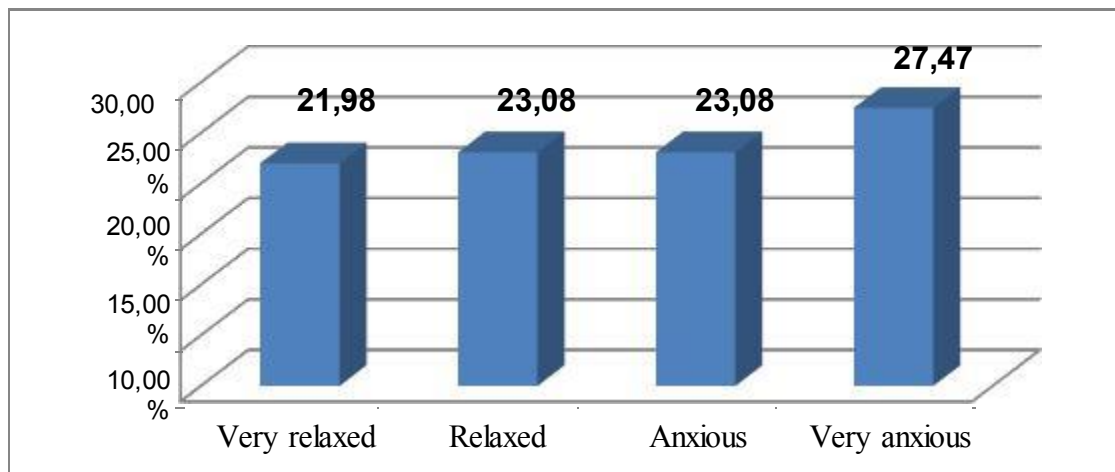


**Figure 4:** Student feeling when speaking in front of others

The results shown on the figure above indicates that 25.27% of student's feel relaxed and 21.98% of them state they are very relaxed when speaking in front of others/ their peer's while 29.67% of students feel anxious and 23.08% of them they are very anxious.

We can conclude that most students from the total participants they feel anxious they avoid speaking in front of others they may lack of self confidence and fear of making errors and being in an awkward position in front of their peers. However, most of students feel relaxed and they are more confident, they did not face any difficulty to speak aloud or in front of others and this much better to achieve the language learning.

**Statement 2:** make an oral presentation in front of the class



**Figure 5:** Student's perception toward an oral presentation in front of class

The results illustrated in the figure above, show that the high percentages is 27.47% which is for very anxious and 23.08% represents anxious students, They may have a difficulty in making oral presentations which means they fear making a mistake in front of others or being judged from their teacher or peers. others 23.08% of participants claimed that they haven't any problem to present in front of others, while 21.98% of students stated they were very relaxed when they presented their topics. Presentation develops learners self confidence in oral performance.

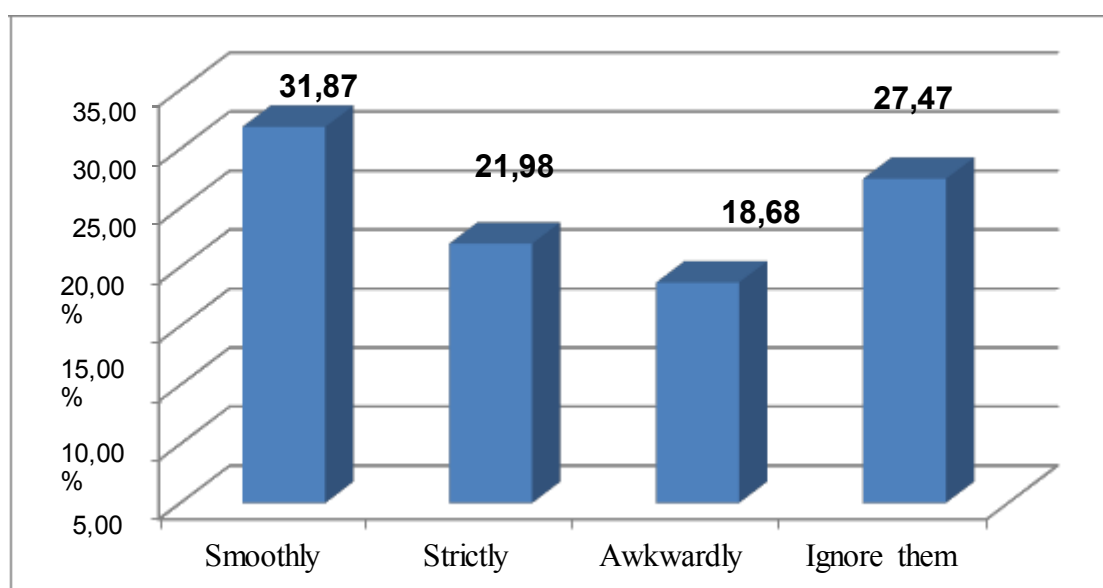
**Statement 3:** when you make an error (mistake) you feel:

Choices	Number of respondents	Percentage%
Afraid	20	21.98%
Worried	20	21.98%
Incapable	17	18.68%
Not worried	29	31.87%
Not answered	5	5.49%
Total	91	100%

**Table 4** : Making error

This question demonstrates the students worry about their mistakes. The table shows that 31.87% of learners are not worried about making error s they know that mistakes can be made by everyone. The percentage between worried and afraid students is similar (21.98%). due to the fact that maybe their teachers use an awkward or a strict method to correct their errors however 18.68% of them feel incapable they may have a weakness in the foreign language and 5.49% did not answer this question.

**Statement 4:** your teacher corrects your error: smoothly, strictly, awkwardly, ignore them:



**Figure 6:** Teacher's manner of error correction

In the figure above, participants were asked how teachers correct their mistakes, 31.87% as the highest percentage of students claim that their teachers correct their errors smoothly. This may motivate students to decrease their stress, whereas 21.98% suffer from a strict manner of correction. And 18.68% of learners feel tense toward the awkward way; moreover 27.47% of students state their teachers ignore their error.

### 3. Section : strategies to reduce anxiety:

**Statement 1:** I feel comfortable on class when I come to class prepared

Choices	Number of respondents	Percentage%
Strongly agree	0	0%
Agree	18	19.78%
Neutral	11	12.09%
Disagree	0	0%
Strongly disagree	0	0%
Not answered	62	68.13%
Total	91	100%

**Table 5:** Student's perception about preparation

In this statement, a large number of participants did not answer the question. Followed by 19.78% of students who agree on that, While 11 of them are neutral. As known preparation is a success strategy to minimize the level of anxiety. It considered as one of the useful tool that helps learners minimize their anxiety and achieve a good results

**Statement 2:** when the teacher speaks more slowly and clear makes me listen carefully.



choices	Number of respondents	Percentage%
Strongly agree	47	51.68%
Agree	36	39.56%
Neutral	8	8.79%
disagree	0	0
Strongly disagree	0	0
<b>Total</b>	<b>91</b>	<b>100%</b>

**Table 6:** Teacher's style when speaking

The results indicated that a big number from the total participants 51.65% strongly agree and 39.56% agree with the idea that when the teacher speaks more slowly clear makes me listen carefully, this may help them understand more in the classroom. While a few students 8.79% state they are neutral. The way teachers speak in the classroom has a big role for instance learners will understand each word the teachers say and memorize more vocabulary.

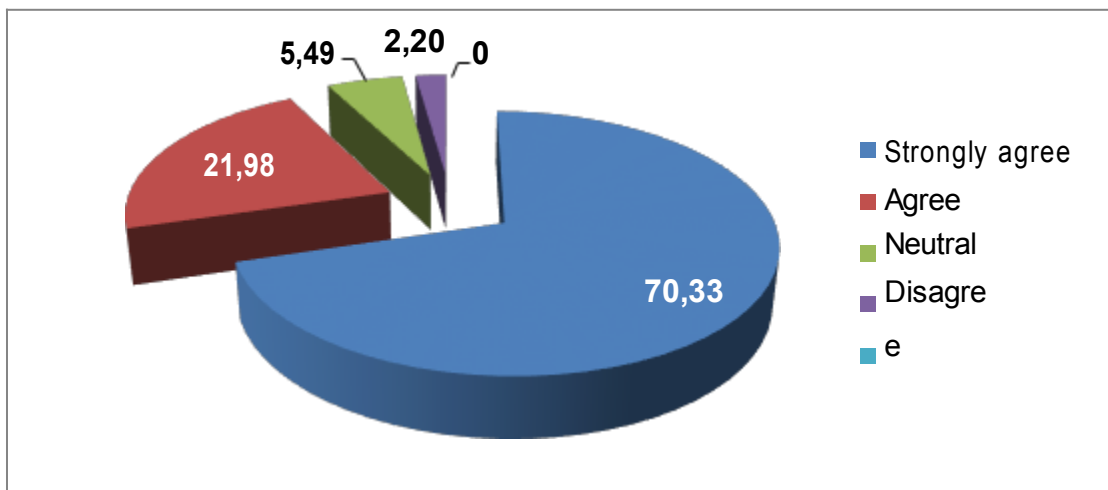
**Statement 3:** When the teacher uses a gentle method of error correction and words of encouragement can help me alleviate my anxiety.

Choices	Number of respondents	Percentage%
Strongly agree	64	70.33%
Agree	20	21.98%
Neutral	6	6.59%
Disagree	1	1.10%
Strongly disagree	0	0%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Table 7:** Student's attitude toward teacher guide in correction of error

The results in the table above show that a large number of students 70.33% strongly agreed and 21.98% of participants agreed that gentle methods of error correction and words of encouragement can help them overcome their fears and decrease from their anxiety and motivate them to learn more. While 6.59% is neutral and only one participant who agreed strongly.

**Statement 4:** using games and challenging activities can help me complete the task step by step.



**Figure 7:** Student's opinion about using games

The results shown in the figure above, 70.33% from the total participants, strongly agreed with the idea that using games and challenging activities can help them complete the task step by step, Due to the fact that playing games and challenging acts are a suitable technique that makes learning more interesting and exciting for the learners. By using games in the classroom, students are forced to use and learn the foreign language; obliged to communicate with each other in order for the game to work. However a few percentage 2.20% who disagreed and 5.90% ticked in the option of neutral.

**Statement 5:** work in groups motivates me to be an active participant and talk more in English.

Choices	Number of respondents	Percentage%
Strongly agree	47	51.65%
Agree	36	39.66%
Neutral	4	4.40%
Disagree	4	4.40%
Strongly disagree	0	0%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Table 8:** Student's enjoyment in group

In this item a large number of students 51.65 percent believes that group may help them to establish a communicative environment. 39.66% students agreed with the idea, we may conclude that the majority of students enjoy working in groups, it provides more opportunities to develop students' individual learning and improve their abilities in the Foreign language besides students will support, motivate and encourage each other. While a small percentage 4.40% ticked the option neutral and disagreed strongly which means they prefer studying individually and working on their own.

**Statement 6:** when the large classroom environment is less formal and friendlier can make me less stressful.

Choices	Number of respondents	Percentage%
Strongly agree	62	68.13%
Agree	21	23.08%
Neutral	8	8.79%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Table 9:** Less formal and friendlier classroom atmosphere

The results show that the majority of students 68.13% agreed strongly that enjoyable and friendlier classroom environment makes them relaxed, and 23.08% are agreed while 8.79% of participants are neutral, since friendlier and positive atmosphere helps to minimize student’s anxieties in foreign language classes and enhance the performance of the learners in addition that they feel comfortable when the teacher use less formal words in the classroom. Classroom environment is considered as a motivational tool that learners need to overcome their fears in the FL.

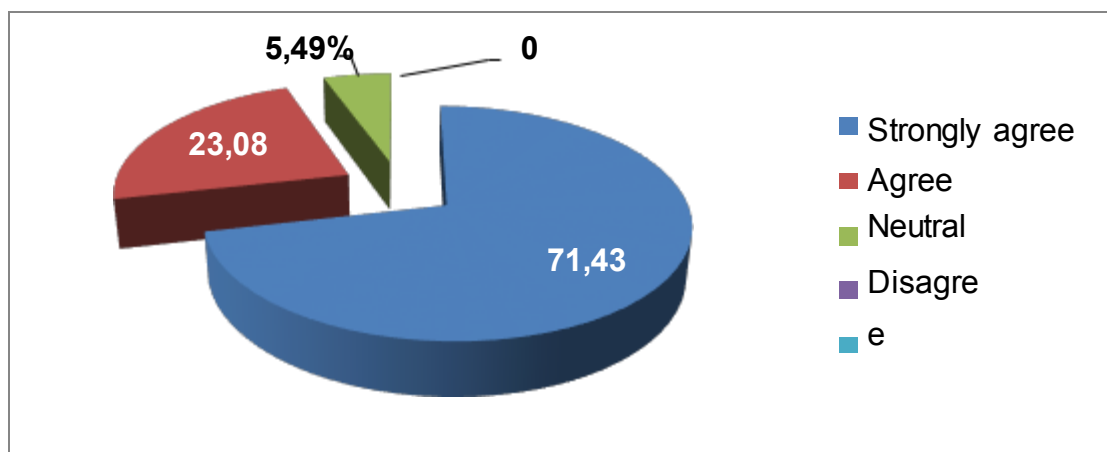
**Statement 7:** building a positive relationship with my instructor makes me feel safe.

Choices	Number of respondents	%
Strongly agree	0	0%
Agree	18	19.78%
Neutral	8	8.79%
Disagree	1	1.10%
Strongly disagree	0	0%
Not answered	64	70.33%
<b>Total</b>	<b>91</b>	<b>100%</b>

**Table 10:** Building a positive classroom environment

A large scale of students 70.33% does not answer the question while 19.78% of students are agreeing. They are less anxious with teachers who make the classroom fun and building a positive relationship with their teachers makes them safe and positive learners, whereas 8.79%of them are neutral and only one participant who didn’t like this idea.

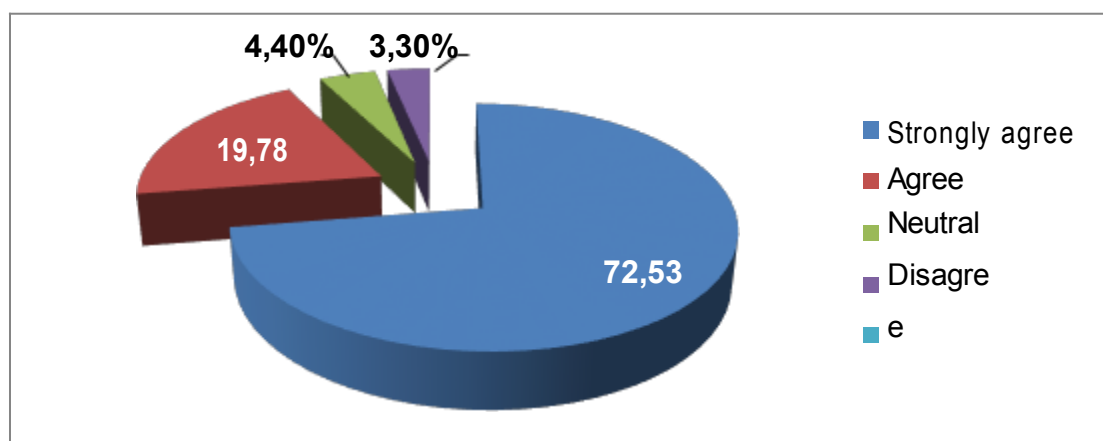
**Statement 8:** receive positive feedback from my teacher increase my self-confidence.



**Figure 8:** Receiving a positive feedback

In this item, 71.43% as the highest percentages are strongly agreed that receiving a positive feedback from their teachers makes them love the language they learn and increase their self confidence. Since positive Feedback can help influence learning and success for the students. Learners who succeed in a task and continue to work hard will possibly expect potential success and will be encouraged to improve their efforts. However, (23.08%) of students who agreed with this idea and other 5.49% are neutral.

**Statement 9:** discussion in the classroom helps me to achieve better language learning



**Table 9:** The importance of debate and discussion

Table 17 clearly shows that the highest percentages 72.53% agreed strongly and 19.78% of students agreed that discussion helps them to learn the language since, discussion in the classroom helps the learners to overcome their problems and

mastering the 4 language skills besides to exchange idea and express their feelings without any fear, it is a best strategy that teachers should use. Only 3.30% of students are disagreeing.

### **III .4 Suggestions**

Teachers should be aware of FLA in the classroom and use some strategies to help their anxious learners to overcome this obstacle, first teachers should use an easy and suitable teaching method that makes their learners at ease in the classroom besides using humors helps to improve the interaction between teachers and learners and maintain enjoyable learning environment and Implementing appropriate activities such as: role play, gaming and discussion are very beneficial for learner to reduce anxiety and make them engaged automatically without any fear of mistakes, this motivates them to develop their oral skill and achieve good results in the target language.

Teachers should praise and encourage their learners by good words or expressions that motivate them in order to create the competence climate in the classroom so that learners will racing who answers first and this is a good strategy that makes them overcome their fears and anxiety, in addition, Teachers should give learners the opportunity to learn from each other in group working, using game and conversational activity. Furthermore, it's essential for teachers to inform their learners that error is a normal aspect all humans make; they don't need to be worried when they make an error, and teachers should use a gentle method to correct their errors that help them overcome their fears.

### **Conclusion**

This chapter is concerned with quantitative data analysis, the analysis was done through two questionnaires for both teachers and learners of secondary school learners, the results of data that are collected confirmed that anxiety affects student's achievement to great extent and students don't give much interest to the foreign language learning. Furthermore, the results showed that teachers do their best to help anxious learners additionally to the strategies that they are used in the classroom.

## **General Conclusion**

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### **General conclusion**

The current study shed light on the high profile barrier that preventing students from being Able to learn the foreign language or mastering the four different skills which is anxiety.

In order to explain deeply FLA and propose some strategies to Teachers that help them reduce anxiety from students. The researcher used 3 chapters, the first two chapters considered as theoretical part, the first chapter outlines an Overview about FLA With its components' and the anxious learner's definition followed by the types of anxiety, clear sight about ;Motivation, learning environment, teaching and learning tasks with the impact of anxiety on student's achievement. Furthermore, the second chapter deals with the student's psychological aspects it tackled the teacher's and peer's feedback, the student's characteristic with student's self confidence, Error treatment and student's attitude and beliefs towards Language learning. While the last chapter considered as the practical part, the researcher used 2 questionnaires for both Teachers and students. Thus, it proposes some suggestion to minimize Anxiety.

Finally, the findings of the questionnaires denote that anxiety, to a great extent, affects student's achievement. In addition, the results show that the majority of teachers are aware of their role in establishing a positive learning environment, motivating and supporting learners, providing students with positive feedback to enhance their ability to learn and make them feel at ease in the classroom...Etc they considered them as helpful solution to overcome anxiety.

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# Appendices

**Appendix 01**

**Teacher's Questionnaire**

Dear teacher's we would be so grateful if you take few minutes to complete this questionnaire which for the sake of investigating foreign language anxiety among secondary school learners.

Your answers will be of great help for the benefit of this work. Please read carefully the questions then put a tick in the box just in front of each statement

**Thanks in advance**

**I. Section one: general information**

1. Gender

Male

Female

2. Degree(s) held

a) License

b) Master (LMD)

c) Magister

3. How long have you been teaching?

a) 1 to 5

b) 5 to 10

c) 10 to 20

d) More than 20 years

**II. Section two: anxiety in FL**

1. How can you describe your student's level in FL?

.....

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2. What teaching method do you use? Do you believe it is more effective to your students?

.....  
.....  
.....

3. Have you noticed in your students any particular kind of beliefs or perceptions about FL learning and do you think they play an important role in increasing anxiety? explain.

.....  
.....

4. According to your experience in the teaching field, to what extent can anxiety affect student's achievement? Justify.

.....  
.....

### III. Section three: strategies to minimize anxiety

1. How often do you provide your learners with feedback?

Always  Rarely

Sometimes  Never

2. Do you permit your students to give feedback to their peers?

Always  Rarely

Sometimes  Never

3. Do you correct your student's errors?

Always Rarely

Sometimes  Never

4. you correct your student's errors

Smoothly  awkwardly

Strictly  ignore them

5. Do you try to establish and maintain a friendly and lovely atmosphere?

Always Rarely

Sometimes  Never

6. Do you try to motivate and encourage your students?



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Always	<input type="checkbox"/>	Rarely	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	Never	<input type="checkbox"/>

7. Do you reward your students when they do well in tests or exams?

Always	<input type="checkbox"/>	Rarely	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	Never	<input type="checkbox"/>

8. Do you give your students an opportunity to discuss in the classroom?

Always	<input type="checkbox"/>	Rarely	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>	Never	<input type="checkbox"/>

9. If you like to add anything about this subject write it below.

.....  
.....

Thank you for your cooperation

Appendix 02

Student's Questionnaire

Dear Student's

We would be very grateful if you could answer the following questions for the sake of our study Investigating Foreign Language Anxiety among Secondary School Learner. Please, put a tick ( ) in the corresponding box and make a full statement whenever it is necessary.

Thank you in advance.

**I. Section one: General Information**

1. Do you like English language?

Yes  No

2. How could you describe your level in English?

Excellent  Intermediate   
Good  Poor

3. In class, do you like learning English: individually, in pairs, in group?

With Groups  Individually  In pairs

**II. Section 2: the impact of anxiety on student's achievement:**

1. Speaking in front of others

Very relaxed  Relaxed   
Anxious  Very anxious

2. Make an oral presentation in front of the class

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Very relaxed

Relaxed

Anxious

Very anxious

3. When you make an error (mistake) you feel:

Very relaxed

Relaxed Very

Anxious

anxious

4. Your teacher corrects your errors: smoothly, strictly, awkwardly, or ignores them:

Very relaxed

Relaxed

Anxious

Very anxious

5. Be called to give an answer:

Very relaxed

Relaxed

Anxious

Very anxious

### III. Section 3: strategies to reduce anxiety:

1. I feel comfortable on class when I come to class prepared

Strongly agree

agree

Disagree

Neutral

Strongly disagree

2. When the teacher speaks more slowly and clearly, he makes me listen carefully:

Strongly agree

agree

Disagree

Neutral

Strongly disagree

3. When the teacher uses a gentle method of error correction and words of Encouragement, he can help me alleviate my anxiety

Strongly agree

agree

Disagree

Neutral

Strongly disagree

4. Using games and challenging activities can help me complete the task step by step.

Strongly agree

agree

Disagree

Neutral

Strongly disagree

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5. Work in groups motivates me to be an active participant and talk more in English.

Strongly agree  agree   
Disagree  Neutral  Strongly disagree

6. When the classroom environment is less formal and friendlier, it can makes me less stressful.

Strongly agree  agree   
Disagree  Neutral  Strongly disagree

7. Building a positive relationship with my instructor makes me feel safe.

Strongly agree  agree   
Disagree  Neutral  Strongly disagree

8. Receiving a positive feedback from my teacher increases myself confidence.

Strongly agree  agree   
Disagree  Neutral  Strongly disagree

9. Discussion in the classroom helps me achieve a better language learning.

Strongly agree  agree   
Disagree  Neutral  Strongly disagree

## Résumé

L'étude vise à étudier l'anxiété en langues étrangères chez les élèves du secondaire à Tiaret. Par conséquent, on suppose que l'anxiété a une incidence négative sur le niveau de l'élève, qu'elle a une grande incidence sur le rendement de l'élève, afin de confirmer l'hypothèse citée, qu'une méthode descriptive a été menée dans le cadre de laquelle deux questionnaires ont été administrés; un pour 50 enseignants du secondaire et le second pour 91 élèves du secondaire de première année. L'objectif de ces questionnaires était donc d'explorer les sources d'anxiété et de recueillir des données suffisantes et appropriées sur l'effet de l'anxiété sur les résultats des apprenants, en plus des techniques que les enseignants utilisent pour aider leurs apprenants anxieux. Enfin, l'étude montre que la plupart des apprenants éprouvent beaucoup d'anxiété, car la plupart d'entre eux évitent la présentation et la pratique. En outre, les résultats des questionnaires ont révélé que la majorité des enseignants sont conscients de leur rôle et qu'ils utilisent certaines procédures pour atténuer l'anxiété des élèves en les encourageant et en les motivant à étudier, car l'anxiété est un problème courant chaque fois qu'elle augmente, la motivation de l'élève diminue, en outre, en créant une atmosphère détendue et de rendre les apprenants engagés automatiquement sans crainte de faire des erreurs et de les diviser pour travailler en groupes en leur donnant la chance de discuter dans la salle de classe. Par ces techniques, l'élève peut faire face à son anxiété, se sentir à l'aise dans la session de langue étrangère et obtenir un meilleur résultat.

**Mots clés:** Langue étrangère Anxiété, réussite des élèves, impact négatif, école secondaire, procédures, motivation.

## ملخص

تهدف الدراسة إلى دراسة قلق اللغة الأجنبية لدى طالب المرحلة الثانوية في تيارت. وعليه ، يفترض أن القلق له تأثير سلبي على مستوى الطالب، وهو يؤثر إلى حد كبير على إنجاز الطالب، وذلك من أجل تأكيد الفرضية المذكورة، تم إجراء طريقة وصفية تم فيها تقديم استبيانين؛ واحد لخمسين معلماً ثانوياً والثاني ل 91 طالباً في الصف الأول الثانوي . وبالتالي فإن الهدف من هذه الاستبيانات كان استكشاف مصادر القلق وجمع البيانات الكافية والمناسبة حول تأثير القلق على إنجاز المتعلم، فضال عن التقنيات التي يستخدمها المعلمون لمساعدة المتعلمين القلقين. وأخيراً، تبين الدراسة أن معظم المتعلمين لديهم قدر كبير من القلق ألن معظمهم يتقادون التقديم والممارسة، ، علاوة على ذلك ، أظهرت نتائج الاستبيانات أن غالبية المعلمين على دراية بأدوارهم و يستخدمون بعض الإجراءات لتقليل القلق من الطالب عن طريق تشجيعهم وتحفيزهم على الدراسة ألن القلق مشكلة شائعة كلما زاد، انخفض حافظ الطالب ، بالإضافة إلى خلق جو مريح وجعل المتعلمين يشاركون تلقائياً دون أي خوف من ارتكاب الأخطاء وتقسيمهم للعمل في مجموعات مع منحهم الفرصة للمناقشة في الفصل ، من خلال هذه الأساليب يمكن للطالب التغلب على قلقهم والشعور بالراحة في جلسة اللغة الأجنبية وتحقيق نتيجة أفضل.

**الكلمات المفتاحية :** القلق من اللغة الأجنبية ، تحصيل الطالب ، الأثر السلبي ، المرحلة الثانوية ، الإجراءات ، الدافع.