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Foreign Language Anxiety: Perceptions and Attitudes in the Egyptian ESL Classroom

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Abstract

Foreign Language Anxiety (FLA) has been extensively researched and different variables have been investigated to determine the relationship that ties FLA with these variables. Foreign Language Anxiety affects both the learning and teaching environments and some teachers are unaware of this phenomenon and the effects it has on the learning environment and more specifically on the students learning English. The literature has shown a lack of information on Egyptian teachers' and students' perceptions of FLA. For this reason, the present study investigated FLA and teachers' perceptions and awareness of its presence in the classrooms. The relationship between students' sex and FLA and different activities used in English as Second Language (ESL) classrooms were also explored to determine the possible effects they have on FLA.

A combination of quantitative and qualitative instruments was used in order to investigate the previously mentioned foci. The instruments included five interviews with teachers, six classroom observations, a survey for teachers and a questionnaire for students. The main aim of using these instruments was to collect reliable data from a diverse group of participants.

The teachers' sample consisted of 49 teachers from different departments at the American University in Cairo (AUC), the School of Continuing Education (SCE) and other Egyptian universities and who have different backgrounds and years of teaching experience. The teachers taught different courses and students of different ages. The students' sample consisted of 77 students from different ages and backgrounds studying in the SCE and at AUC.

The findings of the study have revealed the importance of teachers' awareness of FLA and the effects of sex and different activities on it. Some teachers are aware of the presence of

Foreign Language Anxiety in the ESL classrooms. On the other hand, others believe that teachers, in general, are not aware of FLA and even when they notice anxiety they do not always relate it to the learning of a foreign or a second language. Some teachers believed FLA has negative effects on students, while others thought it can have both negative and positive effects. Teachers, however, were unaware of the effect sex has on FLA and the effect it has on different skills and on affective anxieties. Egyptian female and male students suffered from different levels of skill-specific anxiety and affective anxieties.

The results have shown that both teachers and students preferred group and pair work to individual activities as they were more relaxing and less anxiety-provoking. Teachers emphasized the role of positive feedback and creating a supportive learning environment in reducing FLA.

The findings highlighted the different opinions teachers and students have about the skills that are most anxiety-provoking. Most teachers believed speaking is the most anxiety-provoking skill, while students expressed having anxiety in all four skills. Students also expressed having high levels of affective anxieties, i.e. fear of negative evaluation, test anxiety, cognitive anxiety and somatic anxiety. Cognitive anxiety is a type of anxiety that has its sources from the student's mental worry and anxiety, i.e. students worrying about being corrected for every mistake by their teacher. Somatic anxiety, on the other hand, is a type of anxiety manifested through body symptoms such as the students feeling their heart pounding while using the language. These findings contribute to raising teachers' awareness of Foreign Language Anxiety in the ESL classrooms and how it correlates with different variables such as sex, specific skills and activities. They also underscore the possible effects culture could have on students and the importance of teachers' awareness of this point. Different pedagogical implications, limitations

and possible future research ideas are included to aid teachers and researchers obtain a clearer

understanding of this phenomenon.

List of Abbreviations

AUC: American University in Cairo

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLLA: Foreign Language Listening Anxiety

FLRA: Foreign Language Reading Anxiety

IRB: Institutional Review Board

L1: First Language

L2: Second Language

SCE: School of Continuing Education

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Chapter One Introduction

Anxiety, and more specifically anxiety related to studying a foreign language, is an issue that affects education on multi-levels as it influences both the teachers and the students. Many researchers have explored this issue (Abu-Rabia, 2002; Gursoy & Akin, 2013; Horwitz, Horwitz & Cope, 1986; K. Horwitz, 2010; Liu & Chen, 2013; Ozturk & Gurbuz, 2012; Tran Thi Thu Trang, 2012; Zhang & Zhong, 2012) and have shed light on the different variables that correlate with it. Some of them explored student-related variables such as age, gender, self-esteem, self-perceived competence and proficiency level. Other researchers investigated all four skills, while some of them chose to narrow down their scope and tackle only one or two skills. According to Abu Rabia (2004), there are three main types of anxiety: trait, state and situation-specific anxiety. Scovel (1978) defined trait anxiety as a personal characteristic of some individuals and Spielberger (1983) defined state anxiety as a temporary reaction to a specific situation (as cited in Abu Rabia, 2004, p.712). Anxiety related to foreign language learning falls under situation specific anxiety as students experience this type of anxiety when they are in a specific situation, which in this case is learning a second or a foreign language (Ellis, 1994, as cited in Abu Rabia, 2004, p.712).

A handful of studies (Abu-Rabia, 2004; Atasheneh & Izadi, 2012; Di Loreto & McDonough, 2013; Gregersen, 2009; Huang, Eslami & Hu, 2010) focused on students' anxiety, which had its sources in teacher behavior, i.e. feedback type, learning environment and teaching methodology; these studies, however, viewed these variables from the students' perspective and for the students' benefit. Few studies have mentioned teachers' role and they mainly focused on implementing different classroom practices. Teachers' awareness of FLA was one of the important points that were teacher-related and some studies such as Tran, Baldauf and Moni

(2013) investigated whether teachers and students are aware of FLA and, if they are, how they perceive it and deal with it.

Horwitz, Horwitz and Cope (1986) defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). This widely accepted definition gives a clear explanation of FLA and demonstrates that these beliefs and feelings are related to the language learning atmosphere and the learning process and these points are intricately related to the teacher and his/her role. Teachers' role and its relation to FLA have not been sufficiently researched, and many aspects related to it have been neglected and that is why this study will focus on teachers' perceptions of FLA and the effects of different activities they use on FLA levels. It also investigates the relationship between students' sex and FLA.

The study will help in raising teachers' awareness of FLA and will assist teachers in understanding what types of activities increase or decrease students' anxiety levels and how sex affects FLA. Previous studies explored FLA (Abu Rabia, 2004; Baldauf & Moni, 2013; Brown, 2007; Capan & Karaca, 2013; Liu & Chen, 2013; Ozturk & Gurbuz, 2012; Tran, 2012) but scant attention was paid to the role of teachers and how to aid them in solving this issue. In addition, there are no known studies conducted in Egypt on Foreign Language Anxiety and how it affects students and this should raise the awareness of Egyptian teachers regarding this issue. Understanding what FLA means and preparing teachers to deal with it should improve the learning and teaching environments.

1.1 Research Questions

To explore this gap three research questions were investigated:

1. What are teachers' perceptions of their potential influence on FLA?

2. What activities do teachers use to deal with FLA?

3. Are there differences between how males and females experience FLA in the language classroom?

This study focused on three main points: teachers' perceptions and attitudes towards FLA, the effects of different activities on anxiety levels and the relationship between sex and FLA. The first point investigated how teachers perceive FLA, their influence on it and how they deal with it. The second discussed different activities teachers use in class and how they could affect FLA. The third and last point explored the relationship between students' sex and FLA in the Egyptian ESL classroom. The study investigated all the four learning skills and how teachers dealt with FLA when different skills were involved to give a holistic overview of how FLA interacted with these skills. In addition, this broad overview would help in clarifying if teachers were aware that different skills could cause anxiety, as part of the literature suggested that teachers were more focused on one skill, speaking, and they viewed it as the most anxiety-provoking.

The study is exploratory as it aims to obtain new information related to the Egyptian ESL classroom and FLA. It makes use of quantitative and qualitative instruments to offer in-depth information about this issue. The study included participants from the School of Continuing Education (SCE) and different language programs at the American University in Cairo (AUC). The instruments used were the Modified Foreign Language Classroom Anxiety Scale (FLCAS), a teachers' survey, a classroom observation protocol and teachers' interviews.

1.2 Definition of Constructs

Foreign Language Anxiety: "A distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process." (Horwitz, Horwitz & Cope, 1986)

Situation-Specific Anxiety: A type of anxiety that occurs to students in a specific situation which in this case is learning a second or a foreign language. Ellis (1994) (as cited in Abu Rabia, 2004, p.712)

Cognitive Anxiety: is a type of anxiety that is induced by the students' mental worry or tension in the ESL classroom.

Somatic Anxiety: is a type of anxiety that is manifested through body symptoms such as a pounding heart.

1.3 Operational Definitions

Foreign Language Anxiety will be documented using classroom observations, interviews, teacher survey and student questionnaire. Different visual and auditory cues and students' self-declarations through different items in the student questionnaire will be used to detect FLA.

Situation-Specific Anxiety

It is a type of anxiety that happens in a specific situation and in this case, it is the ESL classroom.

Chapter Two Literature Review

This section reviews the literature related to different variables associated with Foreign Language Anxiety (FLA) and it discusses three main themes and how they relate to FLA: learner-related variables, specific skills and teacher-related issues. The themes are similar to those used in Zhang and Zhong (2012) and Young's (1994) studies (as cited in Wu, 2010, p.175) who grouped the sources that induce anxiety under four categories: learner-related, instructor-related, instructional practice-related and skills related. The instructor and instructional practice-related sources are introduced under the same theme: Instructor-related variables. The reason for this division is to give an understanding of the different variables related to FLA and to demonstrate how it affects both students and teachers.

2.1 Students and Foreign Language Anxiety

Foreign Language Anxiety, or FLA, is an issue that a number of students suffer from and which presents a problem for teachers. Horwitz, Horwitz and Cope (1986) defined FLA as the specific beliefs and feelings that some learners feel while learning a second/foreign language.

Several researchers have studied FLA and they have taken different stands towards it. Some of them (Sparks & Ganschow, 1995; Argaman & Abu-Rabia, 2002, as cited in Trang, 2012, p.71) viewed language anxiety as a consequence of poor second language learning abilities. On the other hand, other researchers (Horwitz et al., 1986; MacIntyre, 1995b; Park & French, 2013) explained that the relationship between language anxiety and different variables is not simple and can be a cause or an effect of poor achievement and it all depends on the situation.

There are several learner-related variables that affect FLA such as learners' attitude, self-

perceived competence, identity, age and proficiency levels. Researchers have highlighted the importance of teachers' awareness of the fragile psychological states of students as learning a foreign language can be a threatening experience. Learners' attitudes, self-perceptions and self-esteem are viewed as important variables related to FLA and the more positive they are the lower anxiety levels become (Cheng, Horwitz, & Schallert, 1999; Foss & Reitzel, 1988; Huang, 2014; Kitano, 2001; Liu & Chen, 2013; McIntyre, Noels, & Clément, 1997). These variables show how learners' levels of FLA depend on several psychological factors that need to be considered by both educators and teachers which highlights the important role teachers play in dealing with this issue.

Research on Foreign Language Anxiety and different proficiency levels have yielded contradictory findings. Some studies indicated that students at higher proficiency levels suffer from higher levels of anxiety (Marcos-Llinas & Garau, 2009), while others believe the opposite is true (Sa lamel & Kayao lu, 2013).

Motivation and learning strategies are two of the main points that researchers investigated in relation to FLA. Learners believe that having higher motivational levels leads to decreasing their anxiety levels (Ozturk & Gurbuz, 2012; Yan & Horwitz, 2008). Gkonou (2012) explained that intrinsic motivation, which is powered by the students' desire to learn the language, leads to decreasing anxiety, while extrinsic motivation leads to increasing anxiety as the learner is trying to improve his/her proficiency level for the sake of a new job or a promotion (p.62). In addition to motivation, learning strategies are considered to have a powerful effect on FLA and some researchers believe that students who are confident about their learning strategies suffer from lower levels of anxiety (Yan & Horwtiz, 2008).

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2.2 FLA and the Four Skills

Foreign language anxiety has been tackled from many angles and numerous researchers (Ay, 2010; Capan & Huang, 2013; Cheng, 2002; Jafarigohar, 2012; Karaca, 2013; Kurt & Atay, 2007; Negari & Rezaabadi, 2012; Zhao, Guo & Dynnia, 2013) have investigated the relationship between FLA and the four skills whether by focusing on one skill, two skills or all four skills. Ay (2010) examined Foreign Language Anxiety and how it relates to the four skills and different proficiency levels. She explained that a balanced focus on all the skills, receptive and productive, should help in reducing anxiety level and that is why a detailed description of different studies of all four skills is provided in the next section.

2.2.1 Speaking and Listening

Speaking and listening are intertwined and to be able to speak correctly one needs to have good listening skills. "Listening comprehension anxiety can undermine speech production because, in order to interact verbally, the listener must first understand what is being said." Vogely (1998: 68) (as cited in Capan & Karaca, 2013, p.1364)

Speaking anxiety is a problem that many second language learners suffer from and it has been viewed as the most anxiety-provoking among the four learning skills (Horwitz et al., 1986; Price, 1991; Young, 1990 as cited in Zhang & Zhong, 2012, p.30). Researchers have discussed different variables related to speaking anxiety such as gender, societal factors and motivation. Some of the studies related to speaking anxiety and gender (Abu Rabia, 2004; Ozturk & Gurbuz, 2012; Park & French, 2013; Sa lamel & Kayao lu, 2013) have shown that female students have higher anxiety levels while speaking in a foreign language than male students and this, in some cases, can be attributed to male-dominated societies. On the positive side, female learners have

higher motivational levels, which teachers can use to counteract the effect of FLA.

Other factors that have been shown to negatively affect speaking anxiety are negative self-evaluation, fear of negative evaluation and failure (Cheng et al., 1999; Mak, 2011). Some researchers (Foss & Reitzel, 1988; Sa lamel & Kayao lu, 2013) have proposed using new pedagogical activities such as oral interpretation and creative drama to reduce speaking anxiety. Results from both studies have shed light on the usefulness of using creative and fun activities and have demonstrated the learners' interest and acceptance of such activities.

Perfectionism has been shown to have negative effects on the speaking skills of ESL learners (Gregersen & Horwitz, 2002; Sa lamel & Kayao lu, 2013). The results of the previous studies have shown that anxious learners had very high and unrealistic standards that left them unsatisfied with their performance. The researchers highlighted the need for teachers to help learners set realistic goals and learn that mistakes are part of the learning process.

Listening is yet another skill influenced by FLA and there has been a growing interest in this area because, at first, researchers focused mainly on speaking anxiety. Current investigations have focused on listening comprehension, task type, learners' goals and achievement.

In 2005, Elkhafaifi conducted a study on general learning anxiety and listening anxiety and he investigated different variable affected by these specific types of anxiety. He explored the effect of listening anxiety on listening comprehension and the effect of general learning anxiety on achievement. Elkhafaifi reported that general Foreign Language Anxiety and listening anxiety are related but distinct constructs. Both types of anxieties affect the overall achievement and listening anxiety negatively affects listening comprehension. He recommended teaching the students different listening strategies and discussing with them what to expect when studying a foreign language. Elkhafaifi's study was the first to investigate anxiety in learning Arabic as a

second language. Xu (2011) explored similar variables, investigating Chinese ESL students, and she reported similar results to what Elkhafaifi found. She included several suggestions proposed by the students to reduce listening anxiety including: receiving feedback, using interesting materials and games, participating in more listening comprehension exercises and creating a comfortable learning environment.

Kiliç and Uçkun (2013) performed a study on Turkish ESL learners investigating Foreign Language Listening Anxiety (FLLA) and they discussed two main variables: listening text type and listening proficiency. The results showed that listening anxiety had a negative correlation with proficiency and that different genres caused different levels of anxiety; the researchers attributed this to the specific speech features of each of the different genres such as number of words per minute, intonation and the use of specialized words.

Capan and Karaca (2013) investigated reading and listening anxiety in prospective English teachers in a Turkish university. Their findings were similar to Elkhafiafi (2005) and Ay (2010) as they found that when anxiety levels decrease, the proficiency and language level increase.

Atasheneh and Izadi (2012) investigated the influence of anxiety on the grades of the listening tests of 60 intermediate Iranian ESL students. The researchers reported that anxiety negatively affected the listening test grades and they provided different suggestions for the teachers such as being supportive, providing feedback in a friendly manner and setting realistic expectations. They also mentioned the important role of creating a less stressful test environment and discussing anxiety with the students. Another point that they mentioned was the need for developing different strategies to help teachers in lowering anxiety levels and creating a less anxiety-provoking learning environment. The previous suggestions show the negative effect of

FLA on ESL learners and highlight the need for further investigations of variables related to FLA.

Zhang (2013) investigated the relationship between Foreign Language Listening Anxiety (FLLA) and listening performance and the causal relation between them. He concluded that Foreign Language Anxiety causes poor listening performance. However, poor listening performance does not cause anxiety as anxiety does not happen abruptly and takes time to develop and increase. The implications of the study highlighted the importance of a supportive teacher and learning environment.

Bekleyen (2009) explored teachers' foreign language listening anxiety and his study was among the first to investigate teachers who suffer from FLLA. He explored the causes and effects of FLLA and the different strategies that could be used to alleviate it. The study investigated 84 prospective Turkish teachers in an English language teaching program and provided several implications that could help teachers in class. The findings revealed a positive relation between FLCA and FLLA and the participants referred their anxiety to several sources such as the neglect of the listening skill in the Turkish educational system and the phonological differences between Turkish and English. Dialects were another reason for anxiety as the participants felt worried about not being able to understand unfamiliar accents. The participants' anxiety stemmed from their language competency as learners and specifically their listening skills. Bekleyen (2009) offered different suggestions to lower FLLA levels: including a listening section in the Turkish tests and providing prospective teachers with the opportunity to practice the language.

2.2.2 Reading and Writing

Cheng (2002) stated that researchers gave more attention to speaking and oral production and that only recently has the interest in other skills arisen. Zhao, Guo and Dynnia (2013)

defined Foreign Language Reading Anxiety (FLRA) as a type of anxiety provoked by a specific skill and the two factors thought to contribute to most cases of FLRA are unfamiliar writing system and cultural material (Saito, Horwitz & Garza, 1999). Satio et al. (1999) explained how these aspects have a great effect on reading anxiety because the unfamiliarity of the writing system or the cultural topic raises students' anxiety level. Because of this, researchers such as Huang (2013) and Zhao et al. (2013) noted that teachers should familiarize students with different cultural topics related to the second language to make it easier for them to understand the different readings. Familiarizing the students with the culture can be accomplished through introducing them to different cultural topics and it can also be realized by visits to the country of the target language. The latter suggestion, however, is not an easily attainable goal for most classes because of the scarcity of the financial resources in some educational institutions. Zhao et al. (2013) mentioned that some students have shown to have lower anxiety levels when they had experience visiting the country of the target language. Exposure to the FL and being immersed in the country of the target language boosts students' levels of confidence and consequently leads to reducing anxiety (Matsuda & Gobel, 2004). The previous studies emphasize the importance of cultural knowledge in reducing anxiety and that is why teachers should consider them while teaching and designing their lesson plans.

Satio et al. (1999), Jafarigohar (2012) and Capan and Karaca (2013) highlighted that most of the studies focused on speaking and listening anxiety while reading received less attention. Capan and Karaca (2013) mentioned that reading could cause anxiety just like any other skill, which contradicts what some researchers mentioned about reading as an individual activity and that is why it is not expected to provoke anxiety. They explained that reading requires the learners to do certain cognitive tasks such as recalling and memorizing which can

induce anxiety. Huang (2013) explained this point in the light of Krashen's Affective Filter Hypothesis; she explained how anxiety raises what she calls the "mental block" or the affective filter, which consequently affects the reading intake and understanding.

Ya-Chin and Yi-Chih (2012) conducted a study investigating test anxiety, FLRA and reading performance and their results showed that if test anxiety levels are high, students tend to have a low reading performance, which supports Krashen's hypothesis.

Satio et al. (1999) noted some excellent points for teachers to help students with FLRA; they explained how the reading texts should be adequate for students' level. They also focused on the importance of teaching students different reading strategies and giving them the chance to practice. Zhoa et al. (2013) explained how group-reading activities could be beneficial for reducing FLRA as students help one another with difficult words and they recognize that they are not the only ones facing these problems. They also mentioned how reading exercises relating form and meaning can help with the students' reading process. Giving clear instructions and explaining the objectives of the activities are also a very useful way to reduce language anxiety (Capan & Karaca, 2013).

Çapan and Pektas (2013) performed a study that investigated FLRA in relation to reading strategies and the study showed that students found the reading strategies beneficial but a rather strange outcome of this study was that the reading strategy training caused higher levels of FLRA. These results though should not stop teachers from utilizing different reading strategies such as skimming and scanning as these strategies have proven to be useful in the foreign language classrooms. The researchers of the previous study explained that a cause of this high level of anxiety might have been due to the school system that might have been anxiety-provoking for the students.

Cheng (2002) preformed a study on writing anxiety and she investigated self-perceived writing anxiety and different learner differences and writing anxiety and different aspects of language anxiety. This type of anxiety dates back to 1975 when the term "Writing apprehension" was first introduced by Daly and Miller (1975a) (as cited in Cheng, 2002. p.647) ; they defined it as the inability or difficulty faced when a person is asked to compose a piece of writing. Cheng (2002) discussed how some individuals feel some kind of uneasiness while writing and dislike of the whole process (Madigan et al., 1996, p. 295) (as cited in Cheng, 2002, p.648). The key findings of the study highlight the important relation between self-confidence and self-perceived competence in the writing skills and writing anxiety; students with high levels of confidence in their writing skills experience low levels of anxiety. These results are similar to Cheng et al. (1999)'s study which emphasizes the strong relation between self-confidence and anxiety. Cheng (2002) stated that students with good writing skills do not always possess high levels of confidence, which highlights the teachers' role; teachers should strengthen the students' confidence and should provide them with a supportive learning environment in order to lower their anxiety levels.

Rodríguez, Delgado and Colón (2009) performed a study on different types of Foreign Language Anxiety: general foreign language anxiety, foreign language writing anxiety, L1 writing anxiety and the difference between them. The analysis of the data revealed that foreign language writing anxiety is distinct from general FLA and L1 writing anxiety even though they share some commonalities. In addition, the participants showed anxiety levels in both L1 and L2 writing, which demonstrates that language anxiety is not related only to learning a foreign language. The researchers also investigated the relationship between gender and writing anxiety

and the findings supported previous literature indicating that females have higher anxiety levels. These results apply to both general FLA and foreign language writing anxiety.

Investigating anxiety from a different angle, Negari and Rezaabadi (2012) discussed facilitative and debilitative anxiety and how different studies tackled these concepts. The researchers investigated foreign language writing anxiety and they focused on essay writing anxiety and writing performance. They also referred to the effect of the learning styles and learning environment on FLA and the teachers' role in this issue. The findings of the study have shown that when put under low and high anxiety situations, students tend to perform better in the high anxiety situations; the students give more care to grammar and vocabulary choice and other skills while taking a writing test than when the writing task is not graded. The researchers explained that these results demonstrate how anxiety can be useful unlike the view of some of the researchers who viewed only the negative side of FLA. These findings relate to Park and French's (2013) study that emphasized the importance of teachers' understanding of debilitative and facilitative anxiety. In addition, it demonstrates the need for teachers to learn how to deal and cope with debilitative anxiety in order to help their students. The study briefly mentioned teacher's role explaining that the learning environment and the teacher him/herself can be the cause of anxiety and the need to develop educational methods to lower anxiety levels. Capan and Karaca (2013) and Tran, Baldauf and Moni (2013) referred to the awareness issue of both teachers and students of Foreign Language Anxiety and they discussed how sometimes teachers are not aware of FLA or choose to ignore it.

Dealing with writing anxiety from a different perspective, Kurt and Atay (2007) conducted a study on prospective teachers and writing anxiety. They examined the effects of feedback on the levels of writing anxiety and its importance for both teachers and students. The

researchers administered peer-feedback training to an experimental group and only provided the control group with teacher feedback. The results of the study showed that the experimental group showed significantly lower anxiety levels compared to the control group. The participants felt relaxed and they reported that they enjoyed discussing their essays with their peers. In addition, they explained that they benefited from their peers' feedback and that the discussions helped them think of more information related to their essays. The study highlights the importance of peer feedback in reducing anxiety, as students feel more at ease when they receive feedback from their peers. Some classroom implications that teachers can implement include training students on how to give peer feedback and how to work collaboratively to help one another.

Teacher feedback and anxiety were extensively discussed in Di Loreto and Macdonough (2013). They investigated general foreign language anxiety and writing anxiety and how they are affected by the feedback type. The most important result that they reported was the benefit of supportive feedback in lowering anxiety, which is supported by the literature (Atasheneh & Izadi, 2012; Tallon, 2009; Wu, 2010; Xu's, 2011). The study has also shown how a considerable number of students positively viewed feedback and considered it both encouraging and beneficial.

2.3 Teachers and Foreign Language Anxiety

Teachers play an important role in students' lives and they can help with Foreign Language Anxiety issues in many different ways. Acknowledging that FLA is an issue that some students face while learning a second language is an important step. It can hopefully lead to alleviating that feeling of uneasiness, which some students have while learning a second language. As Horwitz, Horwitz and Cope (1986) clarify it "[f]oreign language anxiety can

probably be alleviated, at least to an extent, by a supportive teacher who will acknowledge students' feelings of isolation and helplessness and offer concrete suggestions for attaining foreign language confidence " (p.132) . The researchers also mentioned how some teaching methods like Communicative Language Learning (CLL), Communicative Language Teaching (CLT) and Suggestopedia were developed to help with these issues. According to Brown (2007), both of these methods are based on providing students with a supportive teacher and a relaxed learning environment.

Even though new teaching methodologies provide a relaxing and supportive learning atmosphere, some studies have shown that teaching methods such as Communicative Language Teaching (CLT) are anxiety-provoking. Park and French (2013) attributed this to putting "emphasis on authentic and unrehearsed language use and social interaction, provoking more language anxiety than any other teaching method" (p.469). They also highlighted the importance of dealing with anxiety and acknowledging different variables such as background and gender for teachers to be able to successfully use CLT in class. These results are similar to Wu's (2010) in which the researcher investigated FLA and different learning strategies in classrooms that use CLT. The results demonstrated that most students prefer CLT as it is student-centered and it provides them with more opportunities to practice the language. Students who practiced more and exerted more effort to learn had lower anxiety levels as they were more motivated compared to other students. The study provided excellent suggestions that could possibly help alleviate anxiety levels not only in a CLT classroom but also in any classroom. Some of the suggestions were providing students with different learning strategies as they can help facilitate learning the language and creating a supportive learning environment where students' feelings are acknowledged and respected.

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Good teachers have several traits among which being relaxed, open-minded and also being original and as discussed earlier the better teachers handle students' anxiety, the faster students overcome this problem (Lam, 1973) (as cited in Abu Rabia, 2004, p. 417). To deal with students' anxiety, the teacher needs to be able to handle anxious students and provide them with support. It is up to him/her to either get the students used to the anxiety they are experiencing or create a safe environment for the students in which they feel relaxed and comfortable (Horwitz et al., 1986). Being understanding and conscious of the problem can help the teacher identify the sources of FLA and work on reducing them. This can be accomplished through providing anxious students with help and support in the classroom (Liu & Chen, 2013).

Another point that many teachers might not be aware of is that sometimes the teacher is the one causing anxiety for the students and as Capan and Karaca (2013) explained, "[l]anguage teachers should also keep in mind that the language classroom itself is perceived as a threat to learner's self-concepts because they feel insufficient in the target language. Therefore, ambiguity may aggravate perceptions of this sort" (p. 1368). Not realizing that they are one of the causes of students' anxiety entails that teachers need to be trained to be anxiety conscious and to know how to handle such situations. Tran, Baldauf and Moni (2013) conducted a study that investigated whether teachers and students are aware of FLA and if they were how they perceived it and dealt with it. On one hand, students viewed FLA as a problem and a phenomenon related to learning a FL. Teachers, on the other hand, recognized FLA as a problem but did not give it much importance. They thought that only small numbers of students suffer from it and consequently they did not consider any way to alleviate it. They also had positive attitudes towards FLA and they believed it was facilitative, unlike the students who mainly had negative attitudes towards it. The study highlighted teachers' role in paying attention to FLA and being attentive to student's

needs. Liu and Jackson (2008) explained that as long as many students suffer from FLA maybe teachers can discuss it with them and explain how they might feel anxious while learning a foreign language. They can also tell them that this is normal and share stories of previous students who suffered from the same issue or even personal stories in case the teachers themselves had been through similar situations. Chen and Chang (2004) also mentioned that teachers need to use different teaching approaches to address specific difficulties that students face which would help in decreasing students' anxiety levels.

Related to this point, Gregersen (2007) discussed the importance of teachers' awareness of FLA and how they can use visual cues such as shifting body weight and facial expressions to spot anxious students. The study focused on the importance of non-verbal signs in determining students with high or low anxiety levels. The researcher used a video tape of a mix of students with different anxiety levels and showed that video to teachers. She asked them first to do it on their own and with no specific criteria and then afterwards she provided them with a list of categories to determine the students' anxiety levels. The list included eight categories among which were gestures, weight shifting and body movement. The results showed an improvement in the teachers' ability in spotting anxious students especially the ones with high and low anxiety. Even though students with moderate levels of anxiety were difficult to spot, the improvement in the teachers' ability in determining anxious students shows how providing teachers with different categories can help them in understanding which students suffer from anxiety. This highlights that awareness is such an important issue and that workshops on anxiety can provide teachers with the knowledge needed to properly deal with anxiety. Gregersen (2007) highlighted the need to incorporate the understanding of non-verbal cues with other performance

criteria for teachers to be able to better spot anxious students; this understanding should assist in dealing with anxiety and aiding students who suffer from it.

In 2009, Gregersen performed another study on non-verbal cues in which she focused on visual and auditory signs in helping teachers distinguishing anxious and non-anxious students. This is more or less a complementary study to her previous study in 2007. She investigated which method is more effective in highlighting anxiety and to do so she asked pre-service teachers to watch presentations of seven students. The teachers first watched a video of a presentation, with no audio, then listened to the presentation audio then watched the presentation with both audio and video. Even though the results were inconclusive, they confirmed the importance of teachers' awareness of non-verbal cues. The findings also supported Gregersen's (2007) results as to the importance of incorporating visual and auditory cues with other factors related to students' performance in order to understand FLA. Non-verbal cues can be misleading yet they can help in recognizing anxious students and consequently increase the chances of them getting support from their teachers. These studies highlight the importance of teachers' awareness in decreasing Foreign Language Anxiety and the need for providing teachers with the necessary workshops and training to help them deal with different educational issues.

Another variable that affects FLA is teachers' expectations as they can affect students' achievement, which consequently can lead to either alleviating or increasing anxiety levels. Several studies (Atasheneh & Izadi, 2012; Çapan & Pektas, 2013; Elkhafaifi, 2005) discussed the importance of setting realistic expectations in lowering anxiety levels. Tsiplakides and Keramida (2010) wrote an article on teachers' expectations and students' achievement and they discussed the sources of these expectations and different ways to reduce speaking anxiety. They explained how teachers, based on sex, social background or previous grades could set expectations and act

accordingly without the teacher noticing; they use certain cues such as smiling or comparing students to one another depending on their expectations of those students. Unintentionally, teachers can put students in certain categories, which could be the wrong ones, leading to negatively affecting their achievement and consequently leading to increasing FLA. Tsiplakides and Keramida (2010) provided several implications to moderate teachers' expectations and they explained how balanced support and encouragement could raise students' achievement. Also using group work and combining high and low achievers is a good technique in conveying teachers' expectations and encouraging students. Utilizing such strategies can create a supporting learning environment, which could eventually lead to a less anxiety-provoking classroom.

According to the previously cited literature, teachers' support plays an important role in reducing Foreign Language Anxiety and peer support has shown to be beneficial in lowering anxiety levels as well. Shufen, Eslami and Hu (2010) investigated academic and personal support provided by teachers and peers in relation to FLA. The findings have shown that teachers' academic support is the most effective in reducing FLA. Personal support from teachers has shown to assist in lowering anxiety levels, fear of negative evaluation and failing class. Even though teachers' academic support was the most influential, peers' academic and personal support were found to be helpful in reducing FLA and also in improving the foreign language learning environment. This study demonstrates how teachers and students have complementary roles inside the foreign language classroom and this can be of great help in creating a more relaxing learning environment.

Peer comparison was found to be one of the strongest factors affecting FLA (Yan & Horwitz, 2008) and the researchers explained that comparisons between peers have a strong influence on anxiety. The findings have shown that students who perceived their abilities as

lower than other students suffered from higher levels of anxiety and the researchers explained that this could have originated from where the students are from. The study was conducted in China and the levels of English proficiency differed from one region to the other. This finding highlights the importance of teachers' awareness of students' background as this might help in specifying where anxiety is stemming from. Yan and Horwitz (2008) highlighted the importance of using cooperative group activities and providing students with support in the FL classroom.

Horwitz (1996) wrote a very intriguing article that investigated Foreign Language Anxiety from an angle that not many researchers are aware of. She investigated teachers who suffer from FLA and how their anxiety can affect their teaching methods and students. The study highlights different aspects related to FLA, which are often overlooked. Horwitz's article discussed how most research focuses on how students suffer from anxiety but not many realize that foreign language teachers can suffer from the same issue. She explained how some teachers are not confident in using the target language and feel uncomfortable using it. She provided different suggestions to help those teachers such as practicing the language more, getting support from their fellow teachers and recognizing the issue and dealing with it. Horwitz (1996) also mentioned how applying such implications would not only help the teacher but the students as well; if the teacher is not confident using the language, the students would probably feel the same way. In addition, teachers might not use the target language a lot leading to less practice by the students. Discussing anxiety with teachers and providing them with workshops can help in raising their awareness of this issue.

Feedback is yet another factor that affects FLA and Sheen (2008) conducted an interesting study on Foreign Language Anxiety and how it affects modified output following recasts. The results showed that students with high levels of anxiety were the least to benefit

from recasts and had low modified output. The results give a clear indication that anxiety can prevent students from making use of teachers' feedback and modifying their output. Teachers should make use of these results and try to provide a less threatening environment for students. Different researchers yielded similar results related to teachers' awarenss and role in dealing with FLA (Jafarigohar, 2012; Satio et al., 1999; Tallon, 2009).

Most of the previous studies provided different classroom implications, which are very useful, but they were not tested to check whether they would succeed in class or not. In order to test the success of the previously mentioned classroom implications, Tsiplakides and Keramida (2009) conducted a study on intermediate ESL Greek students and they investigated the qualities of students who suffer from anxiety and tested the effect of different interventions, i.e. project work, creating a supportive learning environment and tolerance of mistakes on reducing speaking anxiety. The analysis of the collected data highlighted two main reasons causing anxiety for the selected participants. The first is the students' fear of negative evaluation from their peers and the second is viewing their language abilities as lower than those of their classmates. The researchers found that group work is very helpful in reducing anxiety as it is less stressful for students to work in smaller groups than individually. Also offering support, encouragement and equal opportunities to participate helps in reducing anxiety. Furthermore, using appropriate and indirect feedback is also helpful for protecting the students' social image. The participants showed improvement in their accuracy, fluency, participation and their communication with their teachers. They were willing to participate and they used eye contact with their teachers, which demonstrated that their anxiety levels decreased. The researchers, however, point to the fact that not all the interventions used in this study would work in all classroom settings and teachers need choose the ones that fit their teaching context. One of the

important points that the researchers mentioned was the need for teachers to take the role of researchers to determine which issues need improvement in their classrooms to be able to use appropriate strategies to deal with them. Even though this study focused on speaking anxiety, these interventions can be tested in other contexts on different skills to reduce anxiety.

There has been a growing interest in Foreign Language Anxiety in the past five decades and until now researchers are investigating several issues that affect or are affected by FLA. The studies discussed different variables related to the learners, the classrooms and the teachers and they demonstrated how FLA is an important issue in the foreign language classrooms. The literature has shown a lack of information on teachers' perceptions towards FLA and their attitudes in dealing with it. In addition, there are no known studies, to the best of the researcher's knowledge, investigating the effects of FLA on the Egyptian ESL classrooms.

Chapter Three Methodology

In order to answer the research questions proposed in the previous chapter a combination of quantitative and qualitative methods is used. The previous research done on Foreign Language Anxiety has included the use of qualitative methods only (Gkonou, 2013; Yan & Horwitz, 2008), quantitative (Capan & Karaca, 2012; Cheng et al., 1999, Huang & Eslami, 2010; Negari & Rezaabadi, 2012; Oral, 2012; Tallon, 2009) and mixed methods (Gregersen, 2007; Kurt & Atay, 2007). It is clear that numerous researchers made use of quantitative methods while a small number of recent studies used qualitative and mixed methods. To be able to explore and answer the research questions proposed in this study, both quantitative and qualitative methods were needed and because of that a mixed method was chosen.

3.1 Participants

3.1.1 Teachers' Sample

The sample for this study consisted of 49 teachers: ten from the School of Continuing Education (SCE), six from the Intensive English program (IEP) and 33 from other graduate and undergraduate language programs at the American University in Cairo (AUC) and other universities. The participants spoke different languages: 43 were Arabic speakers, five English speakers and one Hungarian speaker. The participants' ages ranged from 23-55 and their teaching experience varied greatly starting from novice teachers with one-year teaching experience to teachers with 15 years of teaching experience. The reason for choosing this specific sample was to provide a diverse group of teachers from different ages, years of experience and who teach in different programs and to different proficiency levels.

3.1.2 Students' Sample

The students' sample consisted of 77 students: 47 from the IEP and 30 from the SCE with 32 females and 39 males. Six participants did not fill in the demographics section. Their age varied from 16 to 46 as the sample consisted of undergraduates, graduates and adults. They attended different schools and studied in different languages. Forty of the participants had studied in governmental schools, 24 in language schools and four in international and private schools. The dominant language of education was Arabic with 44 participants indicating this, followed by 21 studying in English and two in French. Ten participants did not provide information on the schools they attended nor the language of instruction.

3.2 Instruments

3.2.1 Classroom Observations

Five teachers were chosen from different programs at AUC and in the SCE to enable the researcher to observe the effect that FLA might have on the different language learning skills. The participants taught different English courses including study skills, general English, and conversation courses. Each classroom observation was followed by an interview with the teacher to follow up on what happened in class and to clarify any points that were not clear to the researcher. The classes were audio-recorded and an observation protocol was followed to highlight some information that was needed in the interview stage (For the observation protocol see Appendix C). The observation protocol consists of three sections. The first includes information about the class organization, the number of students and other demographic data. The second section includes a table focusing on the activities used in class and the visual and auditory cues of anxiety that could be observed by the researcher. These categories are adapted

from Gregersen's (2009) study on the visual and auditory cues used to detect anxiety. The third part includes several questions to better explore the teacher's attitude towards FLA, the different types of feedback he/she offers and whether the teacher believes that they can increase or decrease anxiety levels. A coding scheme was designed and divided into different categories to facilitate the analysis of this section. (For the Coding Scheme, see Appendix D)

3.2.2 Modified Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986) is a widely-used scale designed to measure the levels of anxiety in the foreign language classrooms (El Khafiafi, 2005; Gregersen, 2007; Mak, 2011; Matsuda & Gobel, 2004; Park & French, 2013; Sila, 2010; Tallon, 2009). Even though the FLCAS is widely used and accepted, there were different opinions that did not view it as appropriate to measure FLA because one of its components, test anxiety, is not specific for FLA. Because of such critiques, Horwitz (2010, p.158) (as cited in Tran, 2012, p.72) revised her description of the scale stating that it is related to all the variables mentioned earlier but not composed of them. The scale consists of 33 items using a five-point Likert scale that ranges from strongly agree to strongly disagree and investigates three main themes: communication apprehension, test anxiety and fear of negative evaluation. According to Aida (1994) and Rodríguez and Abreu (2003) as cited in Trang (2012, p.72), the FLCAS developed by Horwitz et al. (1986) measures mainly speaking anxiety. The scale was therefore modified to suit this study, which attempted to study more than speaking anxiety. (For the modified FLCAS, see Appendix E) The scale was translated into Arabic, the native language of the participants, and the translated version was provided to the participants in the different language programs at AUC. (For the Arabic translation of the modified Foreign Language Anxiety Scale, see Appendix F) The modified Arabic FLCAS was

administered after the classroom observations.

3.2.3 Teachers' Survey

A survey designed by the researcher was administered to 49 teachers and it focuses on understanding how teachers perceive Foreign Language Anxiety and how they deal with it when it arises in class. (For the teacher survey, see Appendix D) It also explores the types of activities that teachers use and whether they think they cause anxiety or not and which of them increases or decreases anxiety levels. The survey also investigates the effect of different skills and sub-skills on FLA levels, teachers' awareness of their potential influence on FLA and the effects of different feedback strategies they use on FLA levels.

3.2.4 Interviews

The final stage, after administering the teacher survey, was interviews with five teachers. Five teachers were interviewed after filling in the teachers' survey and the data yielded from these interviews were elaborated on during the teachers' interviews. The interviews were one-on-one and semi-structured and the duration for each interview was from 30-45 minutes. The semi-structured format was chosen so as not to confine the researcher by a number of questions and to have the chance to explore any new and interesting points that might come up during the interview. This design gave the teachers more space to discuss their ideas that are related to FLA. Using the information that the selected teachers provided in the survey and the information from the classroom observations, the teachers were asked a number of questions to get an in-depth view of the issue. (For the teachers' interview questions, see Appendix A) Teachers were asked to provide detailed answers to the different questions related to their awareness and understanding of FLA and the effects teachers believe they have on it. They were also asked

about the different variables that could affect FLA levels, i.e. gender, feedback strategies, and different activities used in class. The researcher referred to the teachers' answers provided in the survey and asked them to elaborate on those answers and give their reasons for each of them. In addition, teachers were asked to provide examples to clarify their answers.

3.3. Data Analysis

3.3.1 Data Reliability and Validity Measures

According to Perry (2010), the reliability of data from any study is based on its consistency and stability, i.e. if the measures were replicated, they would yield the same results. In addition, to make sure that an instrument is valid, this instrument needs to extract the information needed for answering the intended research questions (Perry, 2011, P. 151-152). To ensure the reliability and validity of the data in this study, four instruments were used: interviews with teachers, teacher survey, classroom observations and the modified FLCAS. The FLCAS developed by Horwitz, Horwitz and Cope (1986) has been used for many years by different researchers investigating FLA and it has proven to be reliable in most, if not all, those studies. Because the items in the scale mainly focus on speaking, the scale has been modified for the purpose of this study and extra items were added to investigate other skills, feedback strategies and activities. Most of these items were adapted from the previous literature on the same topic and details of these items are provided in the appendices. An explanation of the scale and an Arabic version were provided to the students to make sure that they understood the questions and that they did not choose any answer haphazardly. The researcher administered the FLCAS after class time and in the presence of the class teacher who introduced the researcher and explained the purpose of her presence in class. This aimed to provide a comfortable environment for the

students, as they might have felt shy or worried because of the presence of the researcher. Another important point is that it was made clear to the students that answering the questions will not affect their course work or final grades. Before administering the instruments, a pilot study was conducted to identify any items that were too vague or included difficult vocabulary. During the piloting stage, some teachers indicated that some of the students faced some difficulties because the scale was in English and to solve this issue the scale was translated into Arabic.

The classroom observations, the student questionnaire, the teacher survey and the interviews were used in order to make sure that the results from one instrument would shed more light on the results of the following instrument. To ensure the reliability of the teacher survey, it was piloted to a group of teachers similar to that of the sample of the study. The results of the pilot study indicated that some questions needed to be modified, and more details were added to some of them for clarification.

As for the final step, the interviews, a pilot study was performed with some teachers and they were asked for their input. The participants mentioned that some of the questions needed modifications and as a result, some questions were deleted because they were redundant. The teachers were chosen based on their willingness to participate in the study and they were informed that there would be no consequences if they decided not to complete the interview for any reason. The interviews were audio-recorded and the conversations were transcribed.

3.4 Data Analysis Techniques

The collection of the data was conducted over a period of four weeks starting on February 7, 2015 and ending on March 9, 2015. Classroom observations were conducted first

and then followed by the student questionnaire. Teachers were asked to fill in the online teacher survey and then they were invited for an interview with the researcher. The data collected was divided into two sections. The first section included the modified FLCAS and the teachers' survey and they were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS). The data from the modified FLCAS was organized in an Excel sheet and it was statistically analyzed to determine the mean and standard deviation. The analysis was used to determine the average percentage of students' anxiety level and the most common causes that triggered anxiety: specific skill, affective anxieties, or different classroom activities. The teachers' survey was analyzed in the same way to determine teachers' views of the most anxiety-provoking skills, i.e., sub-skills or activities. The second section covered the observation protocol and the teachers' interviews and it was analyzed qualitatively using a coding scheme consisting of six main categories with each divided into several sub-categories (For the Coding Scheme, see Appendix D). The final category, cues of anxiety, was adapted from Gregersen (2009) and was divided into visual and auditory cues of anxiety. The classroom observations were audio-recorded and coded using the previously mentioned coding scheme. The interviews were audio-recorded as well, transcribed and coded to ascertain teachers' attitudes towards anxious students, skill-specific anxiety, affective anxieties, feedback strategies and activity type. These categories assisted in identifying the information needed to answer the research questions.

3.5 Ethical issues

This research involved human participants and to ensure that their privacy several measures were taken. First, an IRB (Institutional Review Board) approval was obtained to protect the rights and anonymity of the participants. After acquiring the IRB approval a consent form was given to the teacher participants prior to conducting the interviews and all the details

were discussed with them. Teacher participants had the chance to discuss any information that they found confusing or ambiguous and they were informed that there would be no consequences if they decided not to continue with the interview for any reason. Permission to audio record the classroom observations was obtained from the teachers and the students. In addition, participants were given aliases to ensure the privacy of their personal information. The researcher assured the participants, teachers and students that refusing to participate or continuing with any of the steps would not bear any negative consequences whether for the students' final grades in the courses or the teachers' evaluation.

Chapter Four Results

In this study, three research questions were investigated, i.e. the effects of teachers, the activities they use and students' sex on the levels of Foreign Language Anxiety in ESL classrooms. In order to answer these questions a variety of quantitative and qualitative instruments were used which included a teacher survey, a student questionnaire, classroom observations and interviews with teachers. Quantitative and qualitative results were integrated to answer the research questions.

4.1 What are Teachers' Perceptions of Their Potential Influence on Foreign Language Anxiety (FLA)?

This question investigated teachers' understanding and awareness of Foreign Language Anxiety and the different variables affecting its levels in the ESL classrooms. It also provided different suggestions on how to reduce FLA in the language classrooms.

4.1.1 Awareness of FLA in the ESL Classroom

Previous studies have highlighted the fact that some teachers are not aware of FLA, while others are aware of it but do not give it much attention and choose to ignore it (Capan & Karaca, 2013; Tran, Baldauf & Moni, 2013). Different researchers (Jafarigohar, 2012; Satio et al., 1999; Tallon, 2009) have emphasized the importance of teachers' awareness of FLA and their readiness to handle this issue when noticed in class. The findings of this study have shown that some teachers are aware, at least to some extent, of FLA and they provided several definitions indicating that FLA is related to the different skills and the FL learning environment and that even some teachers deal with this issue. One of the survey teacher participants defined FLA as being "anxious while learning a foreign language, anxious to speak it and use it, because you're

afraid of making mistakes." Another participant defined it as "worry behind learning and teaching the language".

Prior to asking teachers about the specific skills that induced anxiety, they were asked about how frequently they noticed FLA in their classroom. Figure. 1 illustrates the frequency and percentage of their answers.
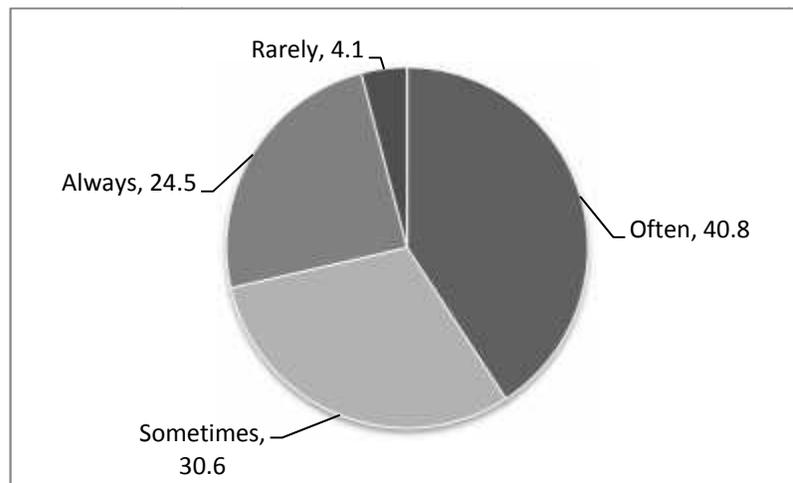
Figure 1. Frequency of Teachers Noticing Anxiety in Class.

The results have shown that over 40% of the participants often notice FLA in their classroom and less than 31% sometimes notice this issue. More than 24% expressed that they always notice FLA in class, while less that 5% rarely notice it. This shows that the majority of the survey participants notice this phenomenon in their classrooms.

When asked about teachers' awareness of FLA in the classroom most of the interview teacher participants explained that not all teachers are aware of this issue because of different reasons such as the difficultly of detecting FLA for teachers in general and for novice teachers in specific. In addition, they mentioned that even when teachers notice FLA they do not necessarily relate it to the foreign language but to different reasons such as students' character, sex or cultural reasons. One of the teachers mentioned that in the ELI at the AUC teachers are aware of

FLA, but he stated, "I'm not very convinced that other native English speakers in this university are aware of it. [...] when they come in, English native speakers are not aware of it. Uhm but maybe after some time they do become aware of it and maybe become more sensitive." Another teacher indicated that teachers are aware of general anxiety but not FLA and she said "[...] may be the majority of teachers realize that their students are anxious but they don't know there is such a thing as FLA." One of the interesting points that Randa, one of the teachers, mentioned was " I think they're aware, but not necessarily give it much attention or give students who suffer from it extra attention." She explained that this, in some cases, can be due to the large number of students or to the fact that the teachers might believe that this is not their responsibility but "the responsibility of the counseling center".

4.1.2 Foreign Language Anxiety and the Four Skills

Previous research extensively investigated the relation between Foreign Language Anxiety and the four skills and the results of the previous studies have shown that speaking is the most anxiety-provoking among the four skills. The majority of the teacher participants in the survey mentioned that FLA is anxiety about speaking in a foreign language. Some of the teacher participants in the interviews expressed similar ideas. Andrew, Nadine and Sally mentioned that speaking is the most anxiety-provoking, while the other two participants explained that FLA is not related to a specific skill, but depends on the learners themselves. Andrew indicated that he related FLA to speaking, because he had personal experience with FLA while studying Arabic as a second language and specifically while speaking with native speakers.

Figure 2 presents the results teachers provided in the survey in response to the relation between anxiety and different language skills and the skill they believe is the most anxiety-provoking.
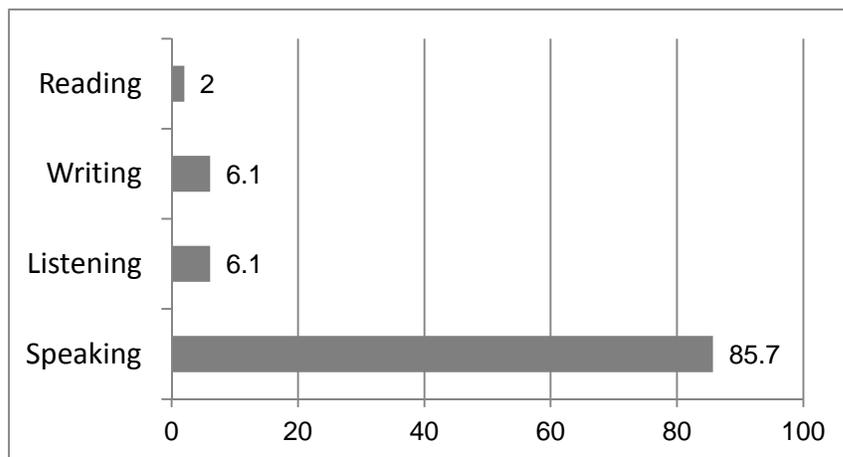
Figure 2. Teacher Responses on the Most Anxiety-provoking Skill.

Over 85% of the survey teacher participants and three of the teacher interviewees viewed speaking as the most anxiety-provoking between the four skills. Less than 15% of the teacher participants viewed other skills such as reading, writing and listening to be the most anxiety-provoking. These results conform with previous research done by Horwitz et al. (1986), Price (1991) and Young (1990) (as cited in Zhang & Zhong, 2012, p. 30).

The analysis of the teachers' survey has shown that teachers viewed some of the sub-skills to be more anxiety-provoking for students than others. Over 71% of the teachers surveyed indicated that summarizing is the most anxiety-provoking reading sub-skill and over 69% believed that expressing ideas is the most anxiety-provoking writing sub-skill. Presenting was the most anxiety-provoking speaking sub-skill with a percentage of over 59% and over 61% indicated that recognizing connected speech is the most anxiety-provoking listening sub-skill.

Figure 3 presents the responses provided by the teacher participants with respect to the most anxiety-provoking sub-skills.
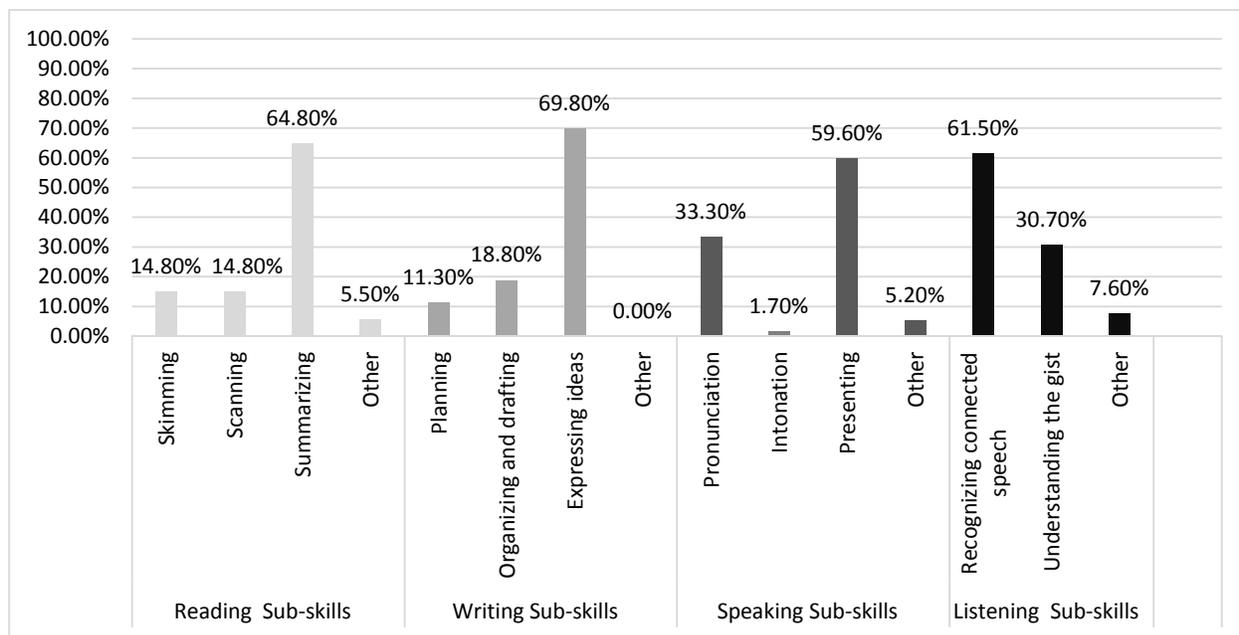
Figure 3. Teacher Responses on the Most Anxiety-provoking Sub-skills

Summarizing was selected as the most anxiety-provoking reading sub-skill and when Sally, one of the teacher participants, was asked about the reason for this, she mentioned several reasons. She attributed this to the fact that Egyptian students, especially the ones who attended governmental schools, did not learn how to summarize. She explained that she usually teaches her students how to summarize and sometimes she uses Word Cloud, which is a program in which a text is inserted and it generates a page with the key words. Nadine, on the other hand, mentioned that scanning is the most anxiety-provoking as it requires students to work fast and she said, "[...] this is such a quick activity and they have to be very fast and it might be stressful for students who have anxiety in general and FLA in specific."

Expressing ideas was the most anxiety-provoking writing sub-skill, but both Nadine and Sally highlighted that planning, brainstorming and outlining is more anxiety-provoking. They

mentioned that some students did not learn how to do this before joining college and as Nadine mentioned, "When you are faced with this blank piece of paper and you have absolutely nothing written on it, this is, this is stressful." They both highlighted that teaching students writing techniques and giving them the tools alleviates this type of anxiety.

Presenting was the most anxiety speaking sub-skill, but all the interview participants referred this to anxiety about public speaking and not FLA. Recognizing connected speech was the most anxiety-provoking listening sub-skill and Sally mentioned that this is due to the fact that students tend to "get stuck" on the words they do not know as they believe they need to understand every single word.

4.1.3 Foreign Language Anxiety and Visual and Auditory Cues

Gregersen (2009) investigated different visual and auditory cues that can facilitate detecting Foreign Language Anxiety. These cues include body movement, posture, gaze, pitch and volume. Some of the visual cues that the participants mentioned in this study were pacing, gazing at the teachers, avoiding eye contact, blushing, body movement, shaking, sweating and pretending to take notes to avoid speaking. On the other hand, stuttering and not being able to respond were some of the auditory cues that some of the teacher participants mentioned.

Nadine, one of the teacher participants stated " [...] students who feel anxious as they're speaking or presenting don't make any eye contact with you, they blush ahh maybe they start pacing as they're standing; they go back and forth, body movement, some of them start to stutter, perhaps". Another teacher mentioned that one of the signs of language anxiety that he noticed is students "jumping to attention and not quite knowing what to say and maybe even walking around a little bit." Sahar, a teacher in the SCE, said that some of her students who exhibited

signs of anxiety chose to read from a piece of paper or write on the board in order to avoid eye contact. These signs were similar to what another teacher mentioned about the students pretending to take notes to avoid speaking. Sweating and shaking were two of the visual signs that one of the teacher participants mentioned, but she noted that they were related to general anxiety about public speaking and not language anxiety.

During the classroom observations some of the students exhibited different visual and auditory cues that could indicate having FLA and one of the students' in Sally's class kept biting on the pen, avoided making eye contact with the teacher and repeatedly touched his face and put his hands together. This student was silent for most of the session and only spoke when the teacher directed questions to him. He also kept looking at the ceiling and took notes while the teacher was asking questions. When asked about this specific student Sally mentioned that he is very shy and that she previously discussed with him the importance of his participation in class. Two sessions after the first observation, the student showed signs of improvement, even though he continued touching his face, biting the pen and putting his thumb in his mouth. However, he volunteered to answer questions and his eye contact slightly improved. He started making eye contact with his peers and teacher, but he still seemed distracted during the session. He seemed more relaxed when he was speaking with his peers in Arabic, which suggests that he might suffer from FLA. These results are inconclusive as more observations are needed to better analyze the anxiety level of the student and an interview would have shed some light on his situation, but he indicated in the questionnaire that he is not willing to have an interview. Detecting FLA in general and anxiety cues in specific was challenging, as the visual and auditory cues could be misleading. This happened while observing Nadine's class, as one of the students had similar visual cues to the student in Sally's class, i.e., touching his face, biting the pen and not

participating. During the interview, she explained that this student does not have anxiety issues and that he is a repeater and he simply does not want to exert effort in class, so his reactions are related to boredom and not FLA.

4.1.4 Anxiety and Four Skills

4.1.4.1 Different Types of Anxiety

Different types of anxiety were divided into two main categories including skill-specific anxiety, i.e. reading, writing, listening and speaking anxiety, and affective anxiety including fear of negative evaluation, somatic, cognitive and test anxiety. Somatic anxiety was presented in the questionnaire by item 1: "I feel my heart pounding when I write English compositions under a limited time frame." Item 16 represented cognitive anxiety: "I am afraid that my English teacher is ready to correct every mistake I make." Students were asked to respond to different statements on a four-point Likert scale ranging from 1 Strongly Disagree (SD), 2 Disagree (D), 3 Agree (A) to 4 Strongly Agree (SA) and the mean and standard deviation were calculated for each type of anxiety. Table 1 illustrates the mean out of four and the standard deviation for anxiety and the four skills.

Table 1

Mean and Standard Deviation of Student answers for the Four Skills

	Listening	Writing	Reading	Speaking
Number	73	74	75	75
Mean	2.50	2.31	2.14	2.33
Std. Dev.	.72	.84	.76	.77

Students expressed that listening caused them the highest level of anxiety followed by speaking then writing anxiety. Reading caused the lowest level of anxiety for students among the four skills.

The frequency of the students' answers for Strongly Disagree and Disagree were combined and compared to the frequency for Strongly Agree and Agree. Figure 4 illustrates the results and the percentage for each skill.
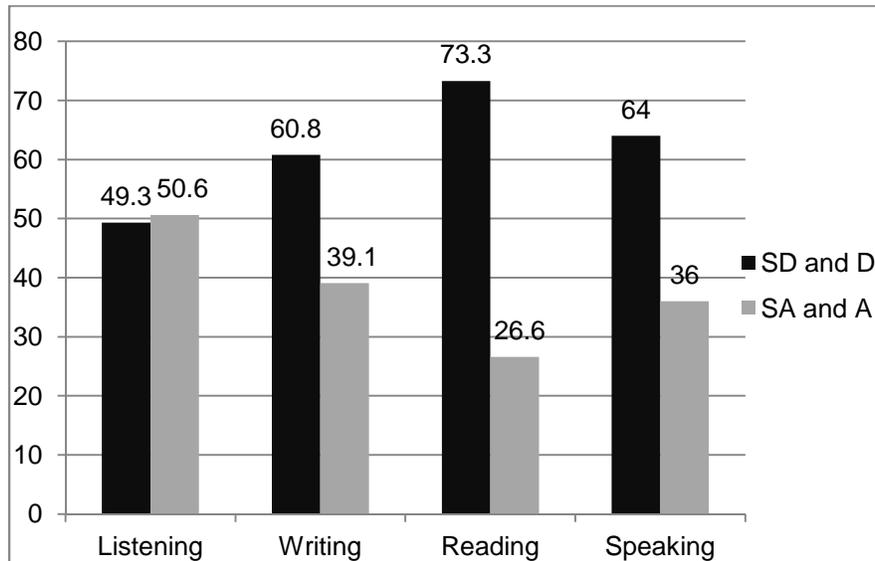
Figure 4. Frequency of Student Agreement and Disagreement with FLA and the Four Skills

The mean for listening anxiety is 2.5 and the standard deviation is 0.7. This means that the students have high levels of listening anxiety. Over 50% of the students agreed to having listening anxiety while 49.3 % indicated that they had no listening anxiety. The frequencies are close to one another showing that almost half the sample agrees to having listening anxiety issues, while the other half does not have anxiety while using this skill.

For writing anxiety, the mean is 2.3 and the standard deviation is 0.8, which implies that part of the sample has high levels of writing anxiety. When comparing the frequencies of the answers provided by the students, it shows that over 60% stated they had no writing anxiety and a little over 39% agreed to having writing anxiety. This means that only 39% of the sample suffers from writing anxiety.

Reading anxiety has a mean of 2.1 and standard deviation of 0.7, which implies that the students have lower levels of reading anxiety compared to listening and writing. Over 73% of the students stated that they do not suffer from reading anxiety while less than 27% agreed to having this type of anxiety.

Speaking anxiety has a mean of 2.3 and a 0.7 standard deviation. In addition, 64% of the students did not experience speaking anxiety while 36% suffered from it.

The overall results show that listening is the skill that causes the highest level of anxiety while reading causes the lowest level of anxiety. These results contradict the findings of previous studies reported in the literature, as speaking is not the most anxiety-provoking skill for this sample of Egyptian students.

The second category is composed of affective anxieties: fear of negative evaluation, test anxiety somatic anxiety and cognitive anxiety. These categories were analyzed and the mean and standard deviation were calculated to determine if they provoke any anxiety for the students. Table 2 illustrates the data related to these four sub-categories of anxiety.

Table 2

Analysis of Affective Anxieties Reported by Students

	Fear of negative evaluation	Test Anxiety	Somatic Anxiety	Cognitive Anxiety
Number	74	75	73	72
Mean	2.27	2.00	2.61	1.87
Std. Dev.	.72	.59	.84	.76

Among the affective anxieties, somatic anxiety caused the highest level of anxiety followed by fear of negative evaluation. Students expressed high level of test anxiety as well, but

it was lower than somatic anxiety and fear of negative evaluation. Cognitive anxiety caused the lowest level of anxiety under this category.

The frequency of the student answers for Strongly Disagree (SD) and Disagree (D) and Strongly Agree (SA) and Agree (A) were combined and the percentage for each was calculated. Figure 5 illustrates the frequencies, percentages and total number of participants.
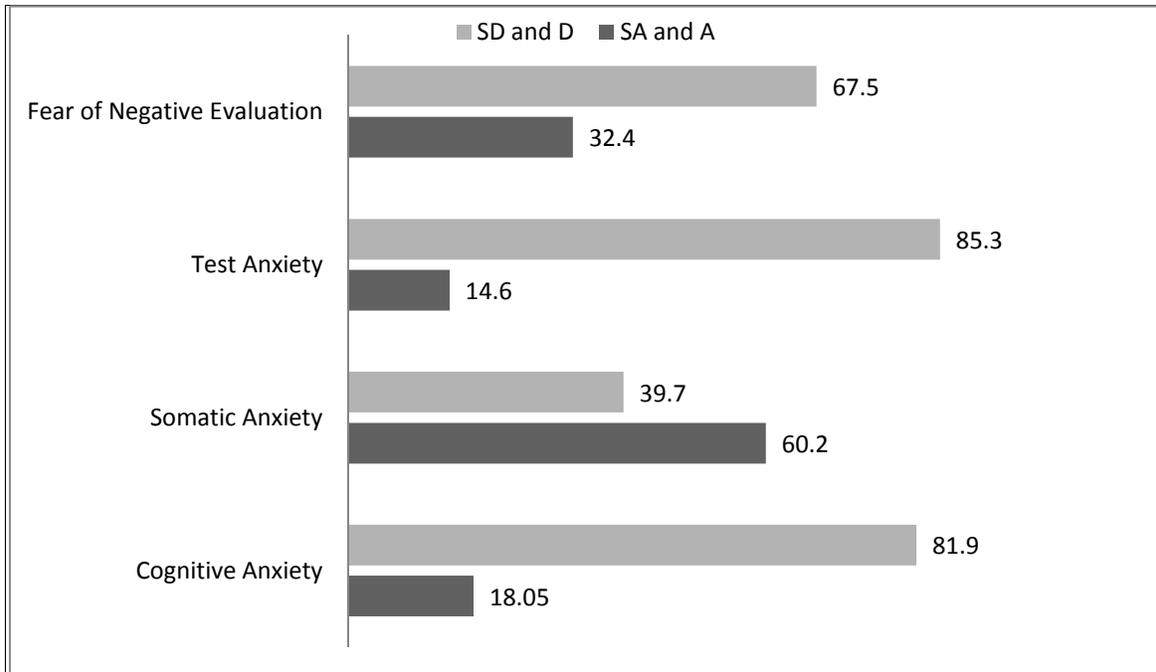
Figure 5. Frequency of Student Agreement and Disagreement with Affective Anxieties

Fear of negative evaluation had a mean of 2.2 and a standard deviation of 0.7. Over 67% of the students did not have this type of anxiety while less than 33% stated that they have it. This means that the majority of the students do not suffer from this type of anxiety. Students responded to different statements on test anxiety and the mean for these responses was 2 and the standard deviation was 0.5. The results showed that over 85% of the students had no test anxiety while fewer than 15% of the students stated that they have test anxiety. This means that students in this sample have low levels of test anxiety.

Somatic anxiety, which is a type of anxiety that is manifested through body symptoms such as heart pounding, caused the highest level of anxiety for the students compared to the other anxieties under this category. It had a mean of 2.6 and standard deviation of 0.8. Over 60% of the students agreed to having somatic anxiety, while less than 40% expressed not having this type of anxiety. Cognitive anxiety, which is a type of anxiety that is induced by the students' mental worry or tension in the classroom, had the lowest mean, i.e. (1.8) in this category and a standard deviation of 0.7. Over 81% of students expressed disagreement with having this type of anxiety and less than 19% stated having anxiety about having every mistake corrected by their teachers. This means that only a small number of students suffer from cognitive anxiety.

4.1.4.2 Facilitative and Debilitating Anxiety

Several researchers such as Negari and Rezaabadi (2012), Park and French (2013) and Tran, Baldauf and Moni (2013) discussed the concepts of facilitative and debilitative anxiety and the positive and negative effects that FLA might have on ESL students. Three of the teacher participants in the interviews viewed anxiety to have both positive and negative effects, while the other two mainly viewed anxiety to have negative effects on students in the ESL classrooms. Participants highlighted that FLA can have positive effects on students as it can motivate them and push them to work harder. Sally shared an example of one of her students who had FLA but it positively affected her as she chose to learn the language to help her children. Her language anxiety was coupled with intrinsic motivation and as a result, she was motivated and performed better in class. This result conforms to Gkonou's (2012) findings, which highlight the effect of intrinsic and extrinsic motivation on FLA.

Anxiety becomes negative, however, when it impedes students' development and participation in class. Randa and Nadine viewed anxiety to mainly have negative effects on students in this specific context and one of them explained that anxiety "affects them [students] in a very negative way and it might also impede their development at that point if it's a very severe case." Park and French (2013) highlighted the importance of teachers' role in dealing with debilitative anxiety and they explained that providing a friendly learning environment could alleviate anxiety levels.

4.1.4.3 Teachers' Effects on FLA Levels

When teacher participants were asked about teachers' possible effect on FLA anxiety levels, they mentioned that teachers could affect students' anxiety levels based on their attitude, rapport and feedback strategies. They indicated that teachers could alleviate anxiety by providing students with a friendly and supportive learning environment where mistakes are tolerated and considered part of learning the foreign language. Teacher participants highlighted that being aggressive and unfriendly with students would increase FLA levels in the classroom. Andrew mentioned that he frequently uses the term "Teachable moment" with his students when they make mistakes to highlight that mistakes are a way of learning and that students should not be ashamed or embarrassed from making mistakes. Nadine referred to this point as well and she added " I think by showing them that we're not there to judge them we can alleviate some of this anxiety." Randa and Sally mentioned that feedback is one of the things that can raise students' anxiety levels if the teacher uses a sarcastic tone or if s/he over-corrects the students and Randa mentioned that teachers "[...] should let few mistakes pass and just focus on the main things."

4.1.4.4 Teachers Suffering from FLA

Several studies have been conducted to investigate teachers' anxiety in general and Foreign Language Anxiety in specific. Different researchers underscored the notion that not only students face anxiety issues but also teachers. Different studies were conducted on teachers with FLA and they discussed how teachers fear using the language, which negatively affects their students. Researchers mentioned that recognizing FLA and dealing with it is the first step. Getting advice from more experienced teachers and practicing the language more should reduce teachers' FLA levels (Bekleyen, 2009; Capan & Karaca, 2013; Horwitz, 1996).

During the interviews, teachers were asked about the possibility of ESL teachers suffering from anxiety and some of them were surprised at this question, as they believed that it is not possible for FL teachers to suffer from anxiety. Nadine mentioned that FL teachers could not possibly suffer from anxiety as"[...] it would be very hard for someone who struggles with learning a language to become a language teacher unless they are very very special". Randa expressed a similar opinion, but when she was asked again about having met a teacher who suffers from FLA she mentioned one of her colleagues in the United States who refused to speak in English with foreigners even though she was an experienced English teacher. Andrew mentioned a related point and he explained that it is not necessarily about facing FLA issues inside the classroom, but when speaking with natives or with a teacher with a higher proficiency level.

The other two participants explained that teachers could have FLA issues if they have a student who does not speak their L1 and they feel obliged to speak English during the whole class period without translating. Sahar mentioned that this could be anxiety-provoking as the

teacher might have to"[...] stick to the second language all the time without translating anything and sometimes she can't find the proper words". On the other hand, Sally mentioned that teachers might face this issue while taking standardized tests but not in the classroom, as FLA would disappear once they start teaching.

4.2 What Activities Do Teachers Use to Deal with FLA?

As shown in Figure 1, some teachers expressed awareness of the presence of FLA in the ESL classrooms and this question aimed to investigate the effects that teachers believe some activities might have on FLA anxiety levels.

Teachers mentioned that among the different activities utilized in the classroom, group activities are the least anxiety-provoking followed by pair and individual activities. The findings are illustrated in Figure 6.
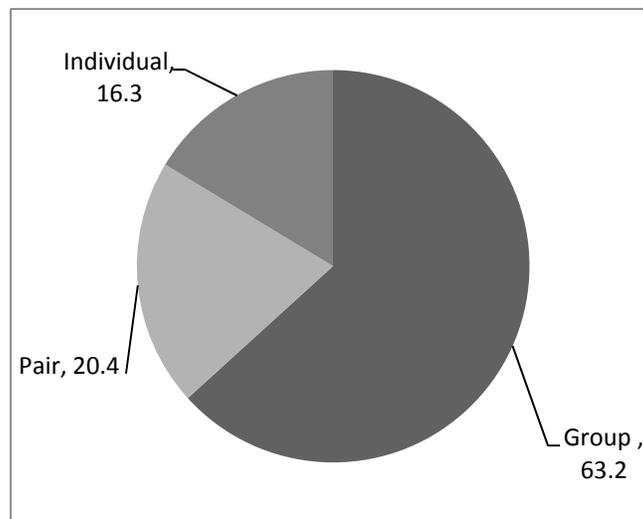
Figure 6. Teacher Responses on the Least Anxiety-provoking Activities.

When teachers were asked to choose the different activities that they believe help in alleviating anxiety they mentioned using group discussions, roles plays, group and pair work and crosswords. The activities that were dominant and most frequent were group discussions and

role- plays. Text analysis software was used to count the frequency of the activities listed by the participants and the results are presented in Figure 7.

Figure 7. Frequency with Which an Activity was Mentioned as Being Useful in Reducing FLA in Teacher Survey.

While conducting the interviews, the teacher participants expressed similar opinions explaining how group discussions, competitions and other group activities are relaxing to students. They indicated that individual activities could be anxiety-provoking as students might feel on the spot and that is why the teachers suggested giving the students the chance to prepare their answers with their classmates to, as Randa mentioned, "lower the affective filter". One of the teachers mentioned, "[...] it's less threatening to speak to your peers especially where it's a group work where one task is involved and they have to complete something together." Looking at the activities from another perspective, Andrew mentioned that group work causes higher levels of anxiety as it could be overwhelming for some students. He added that individual activities are more relaxing as students work on their own and at their own pace. The teachers

also indicated that at some point anxiety could stem not from the activity itself but from how the teacher approaches it. Sally mentioned that sometimes if the teacher is very strict and serious this can lead to having a "demotivating atmosphere" which raises students' anxiety and lowers their interest in participating in class. Randa also mentioned the role peers play in this issue and that sometimes if the students are not friends this can lead to higher levels of anxiety. She also suggested administering a survey on the very first day of class on activity preference so that she is aware of the activities they are more comfortable with. It is important to note that she mentioned that giving them the survey was not a complete success and she noted that" [...] very few of them are honest with themselves and they say I prefer to work by myself."

The student participants were presented with different statements related to their activity preference i.e., group, pair or individual activities. The responses were analyzed and the mean and standard deviation for each item related to activity preference were calculated and are presented in Table 3.

Table 3

Student Activity Preference

	N	Mean	Std. Deviation
Item 2 I am more comfortable working individually.	74	2.81	.90
Item 29 I prefer to work in pairs.	74	2.77	.85
Item 48 I prefer to work in groups.	72	2.76	.79

The mean for all three items is very close, i.e. 2.8, 2.77 and 2.76 and the standard deviation is close as well, i.e. 0.9, 0.8 and 0.7. In addition to the mean and standard deviation, the

percentage and frequency of students' answers for agreement and disagreement were calculated

and are presented in Figure 8.
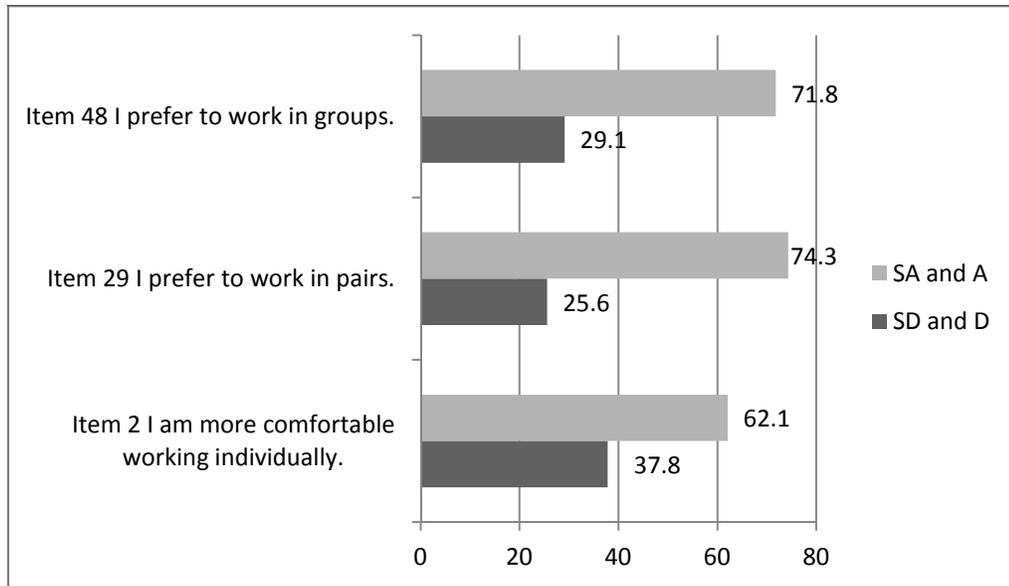
Figure 8. Frequency of Agreement and Disagreement With Different Activities in Terms of Reducing FLA

As can be seen in Figure 8, over 62% of the students preferred individual work while less

than 38% expressed a dispreference for working individually. Over 74% showed preference for

pair work compared to less than 20% were not in favor of this type of activities. Over 71%

expressed their preference for working in groups compared to less than 30% showing their

dispreference for this type of activity. The results show a preference for pair and group work

over individual work.

4.3 Are there differences between how males and females experience FLA in the language classroom?

This question explored the relationship between sex and FLA. Students' sex was

compared to anxiety caused by the different skills and affective anxieties to investigate if anxiety

levels differed based on sex. Sex was first compared to anxiety caused by the four skills and the

results are presented in Figure 9. The student participants who responded by Strongly Agree

(SA) and Agree (A) were combined and divided by the total number of responses by each sex.

The percentages were then calculated and compared between males and females.
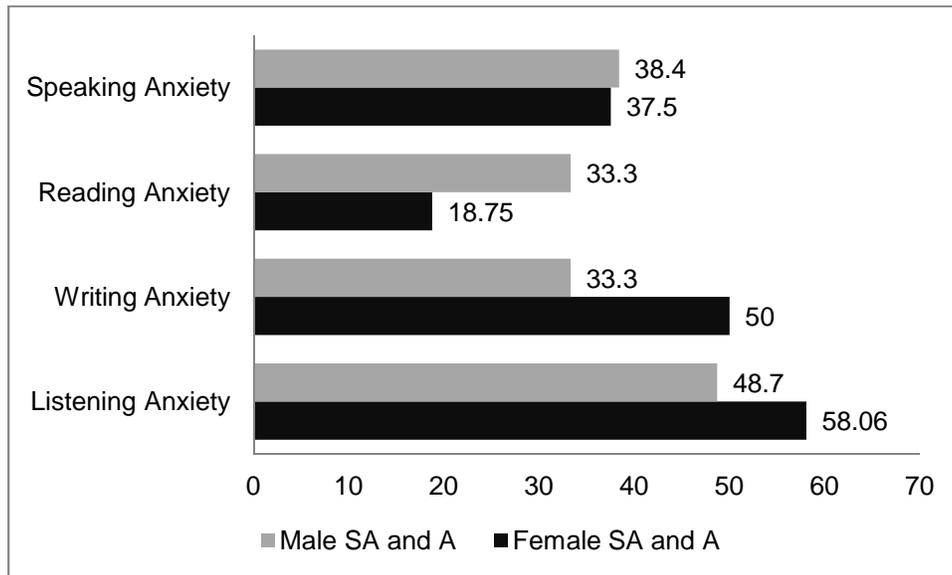
Figure 9. Percentage of Student Agreement and Disagreement to Having Anxiety
While Using Different skills Compared to Sex.

Over 58% of the females agreed to having listening anxiety while less than 49% of the

males agreed to having this type of anxiety. When compared with writing anxiety, 50% of the

females agreed to having writing anxiety compared to a 33.3% by males. Less than 19% of the

females expressed having reading anxiety, while over 33% of the males expressed having this

type of anxiety. Over 37% of the female participants expressed having speaking anxiety

compared to 38.4% of the males. The results show that females had higher anxiety levels than

males in listening and writing. On the other hand, males had higher levels of reading and

speaking anxiety than females, however, the percentages of speaking anxiety were close when

comparing males and females. Male Egyptian students have shown to have high levels of reading

and speaking anxiety, while Egyptian females have expressed high levels of listening and writing

anxiety. These results contradict findings by different researchers who suggested that females

have higher levels of speaking anxiety than males (Abu Rabia, 2004; Ozturk & Gurbuz, 2012; Park & French, 2013; Sa lamel & Kayao lu, 2013). One of the teacher participants mentioned that both male and female students, in her conversation class, showed high levels of speaking anxiety and she attributed this to culture "[...] girls don't like to make mistakes in front of boys and vice versa." In addition, she explained that FLA is related to sex and that it manifests in mixed classes in which students are not familiar with one another. She noted that FL speaking anxiety levels reduce once students spend more time together.

Sex was compared to the second category of anxiety, which includes fear of negative evaluation, test anxiety, somatic and cognitive anxieties. The frequency of Strongly Agree and Agree were calculated for each sub-category of anxiety and were compared to sex. Figure 10 illustrates the results.
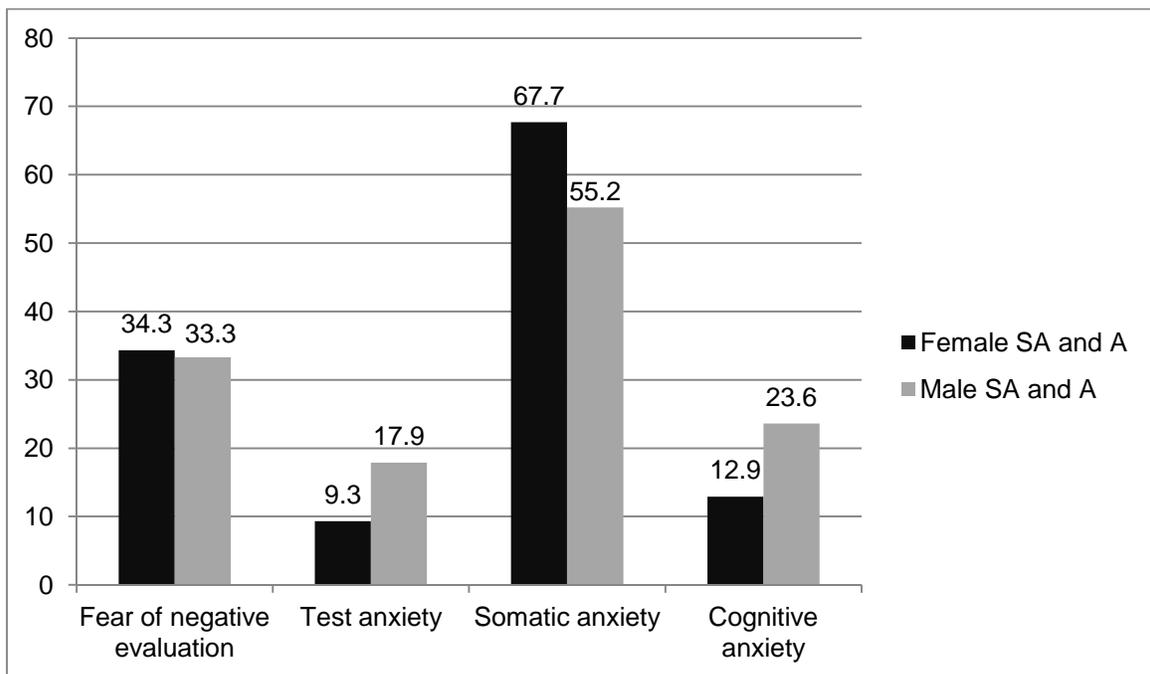
Figure 10. Frequency of Student Agreement and Disagreement with Affective Anxieties Compared to Sex

Over 34% of the female participants and over 33% of the males expressed having fear of negative evaluation. This means that females had slightly higher levels of fear of negative evaluation than males. Only 9.3% of the females expressed having test anxiety compared to 17.9% by the males. This means that males have higher levels of test anxiety. Over 67% of the females expressed agreement with having somatic anxiety and less than 56% expressed by male participants. Females showed higher levels of somatic anxiety. Less than 13% of the females expressed having cognitive anxiety issues compared to a 23.6% expressed by males, which means that males have higher levels of cognitive anxiety.

When analyzing the interview data, the results have shown that four of the interview teacher participants mentioned that either FLA is not related to sex or that they do not know if it affects FLA levels. These findings contradict the results in the student questionnaire showing that teachers are not aware that sex plays a role in relation to FLA. One of the teachers said that he is not aware if "[...] a woman ever like be anxious about a male's English vice versa, I'm not really sure if that matters [...]". Another teacher mentioned that it depends on the students' character and not his/her sex, as some males are shy while others are not and this applies to female students as well. Another teacher, when asked whether she believes that sex affects FLA, she clearly said, "No, I don't think so." Only one of the teachers believed that FLA is related to sex and she mentioned that this issue arises when a class is mixed and when the students are not acquainted with one another.

Chapter Five Discussion

5.1 Summary

The aim of this study was to investigate teachers' perceptions of Foreign Language anxiety and the different variables that affect it in the Egyptian ESL classroom. These variables included the four skills, i.e. reading, writing, listening and speaking, sex, affective anxieties, i.e. test anxiety, cognitive anxiety, fear of negative evaluation and somatic anxiety and activities.

The results have shown that some teachers are aware of the presence of the FLA phenomenon and that they often notice this issue in their ESL classroom. Other teachers, however, believe that teachers are not aware of FLA and that they do not relate anxiety to second language learning. They added that even if they are aware of FLA, they choose to ignore, as they believe it is not their responsibility. Teachers also indicated that speaking is the most anxiety-provoking skill for students, which contradicted the students' perceptions, as they viewed writing as the most anxiety-provoking, followed by speaking. Different sub-skills were analyzed and the results have shown that teachers viewed some of the sub-skills to cause higher levels of anxiety for students than others. In addition to skill-specific anxiety, another category of anxiety, affective anxieties, was investigated. The findings have shown that students suffer from high levels of somatic anxiety and lower levels of cognitive anxiety.

Sex was compared to the two categories of anxiety, skill-specific and affective anxieties, and the results have shown that female Egyptian students showed higher levels of listening and writing anxiety while males had higher levels of reading and speaking anxiety. When compared to affective anxieties, females expressed higher levels of fear of negative evaluation and somatic anxiety. Males, on the other hand, showed higher levels of test anxiety and cognitive anxiety.

The findings have shown that teachers are not aware of the relation between sex and FLA and that they believe the two variables are not related. In most Egyptian governmental schools, students are separated by sex when they transfer from primary school to middle and high school. This could be one of the reasons for male and female students to have high levels of anxiety when they are in mixed classes. Different activities used by teachers were investigated and the findings have shown a preference for group and pair work over individual work expressed by both teachers and students.

5.2 Discussion of the Results

5.2.1 What are teachers' perceptions of their potential influence on FLA?

This question aimed to investigate how teachers perceive Foreign Language Anxiety and their potential influence on the students' anxiety levels. It also investigated teachers' awareness of FLA and the different ways to deal with it in the ESL classrooms.

5.2.1.1 Foreign Language Anxiety and Teachers' awareness

Teachers explained that FLA is a feeling of nervousness and worry about learning the foreign language and fear of making mistakes. The teacher participants also mentioned that this feeling is related to being in the FL classroom environment, which can be anxiety-provoking for some students. They also mentioned that the anxiety stems from worrying about ridiculing oneself in front of others especially native speakers. In the survey, some of the teachers expressed that this feeling is not only related to learning the language but teaching the language as well. Teachers also mentioned that they often notice this issue with their students which suggests awareness of the presence of this phenomenon in their classrooms. On the other hand, when the teachers were interviewed and asked about teachers' awareness of FLA in the

classroom most of them explained that not all teachers are aware of this issue because of different reasons such as the difficultly of detecting FLA for teachers in general and for novice teachers in specific. In addition, they mentioned that even when teachers notice anxiety they do not necessarily relate it to the foreign language but to different reasons such as students' character, sex or cultural reasons. One of the participants mentioned that sometimes teachers are aware of FLA, but choose to ignore it and not deal with it as they believe it is not their responsibility. This point of view was reflected in the research conducted by Tran, Baldauf and Moni (2013) but it was related to different reasons. The researchers mentioned that teachers did not view FLA as a serious issue and that is why they did not try to adapt their teaching style to accommodate the anxious students.

When teachers were asked about their view of FLA and if they consider it to have positive or negative effects on students, some of them viewed it as both positive and negative as, in some cases, it can motivate students to work harder or demotivate them and impede their production. On the other hand, two of the teachers believed FLA has negative effects on students in the ESL context.

5.2.1.2 Visual and Auditory Cues of Anxiety

During the interviews, the teacher participants mentioned several visual and auditory cues that some anxious students might exhibit such as pacing, moving back and forth, blushing and stuttering. In addition, while conducting the classroom observations, some of the students exhibited different visual and auditory cues such biting on the pen, avoiding eye contact with the teacher and repeatedly touching their faces and putting their hands together. Some of these cues

conform to the visual and auditory cues presented by Gregersen (2009) who explained the usefulness of visual and auditory cues in detecting students with FLA issues.

5.2.1.3 Anxiety and the Four Skills

Teacher participants in both the survey and interviews related FLA to different skills, but the majority related it to speaking. The teacher participants believed that speaking is the most anxiety-provoking among all four skills. Students, on the other hand, expressed anxiety with all four skills.

The teachers' survey and interview showed that teachers viewed some of the sub-skills to be more anxiety-provoking for students than others. Summarizing was selected as the most anxiety-provoking reading sub-skill and expressing ideas was the most anxiety-provoking writing sub-skill. Presenting was the most anxiety speaking sub-skill and recognizing connected speech was the most anxiety-provoking listening sub-skill. Teachers attributed anxiety about different sub-skills to several reasons such as students' lack of knowledge of some of these sub-skills, as they were not exposed to them when they attended school, and, sometimes, students were given limited time to finish specific tasks which increased their anxiety levels.

5.2.1.4 Teachers and FLA

Teachers were asked about their possible effect on FLA in classroom and they mentioned that they could increase or decrease FLA levels depending on their rapport with the students and the feedback strategies they use. Being supportive and friendly with the students would lead to decreasing anxiety level, while being aggressive or using public negative feedback would lead to increasing FLA levels. Teachers suggested offering students with a non-threatening and safe learning environment in which students do not feel judged by their teachers or their peers.

Looking at anxiety form a different perspective, teachers were asked about the possibility of ESL teachers to suffer from FLA and some of them mentioned that it is highly unlikely for teachers to have FLA, as it is difficult for someone who has language anxiety to be able to teach the language. Other teachers mentioned that some teachers could have FLA when they speak with native speakers or with another teacher who has a higher proficiency level. In addition, taking standardized tests or feeling that they have to use the FL all the time in class without translating any word to the L1 could cause them to have FLA issues. This point highlights the necessity of familiarizing not only students but also teachers with the concept of FLA and showing them how to deal with it. This issue could negatively affect the learning and teaching environment, which necessitates exploring different solutions to deal with it.

5.2.2 What Activities Do Teachers Use to Deal with FLA?

This question investigated the different activities teachers believe could cause anxiety and the ones that could alleviate anxiety levels. The results from the teachers' survey have shown an inclination towards using group and pair activities and group discussion as a large number of the teachers viewed group work to be more relaxing and less stressful for students. Some the activities that teachers mentioned were group discussions, debates, role plays and games and they explained that these kinds of activities reduces students' anxiety about being on the spot.

Similar to the teachers, the students expressed a preference for group and pair activities over individual activities. The findings of this study and previous research highlight the benefits of using creative and enjoyable group and pair activities in order to lower anxiety levels such as using group reading activities, creative drama and collaborative activities (Foss & Reitzel, 1988; Park & French, 2013; Sa lamel & Kayao lu, 2013; Zhoa et al., 2013).

5.2.3 Are there differences between how males and females experience FLA in the language classroom?

Researchers have investigated how sex affects FLA and the results have shown that females have higher levels of anxiety than males (Abu Rabia, 2004; Ozturk & Gurbuz, 2012; Park & French, 2013; Sa lamel & Kayao lu, 2013 Rodríguez, Delgado & Colón, 2009). The results of the present study highlights that both males and females are prone to FLA. Egyptian females were found to have higher levels of listening and writing anxiety and Egyptian males have higher levels of reading and speaking anxiety. When compared to the different affective anxieties females have shown to be more anxious about being negatively evaluated and have high levels of somatic anxiety. Males have manifested higher levels of somatic and test anxiety.

Four of the interview teacher participants expressed that anxiety is not related to a specific sex and the only participant who related anxiety to sex highlighted that it is related to unfamiliarity with the male or female classmates. Many Egyptian students who attended governmental schools were segregated by sex when they joined middle and high school and this could be the reason for females and males feeling anxious, as for some of them attending mixed-sex classes is a new experience. During the classroom observations, this was observed as most of the students tended to cluster in single-sex groups during the activities. The findings have shown that teachers are not aware that sex is one of the variables that affect FLA and this highlights the importance of teachers' awareness of FLA and how both males and females are affected by it. This awareness needs to be followed by different steps to deal with FLA such as providing teachers with workshops or training session about FLA and its effects on the language learners and teachers. While conducting the interviews, one of the teachers explained that it would be

beneficial to talk to new faculty during orientations about FLA to draw their attention to some of the issues that they might not be aware of, and which they might face in the classroom.

5.2.4 Suggestions to Deal with Anxiety

During the interviews, teacher participants provided different suggestions for dealing with Foreign Language Anxiety and decreasing its levels in the FL classrooms. They mentioned the importance of a supportive teacher who motivates students and tolerates their mistakes. The participants also highlighted the benefits of an open, friendly and non-judgmental learning environment in which both the teacher and students are learning. In addition, paying more attention to students with anxiety issues and trying to motivate them.

Sahar and Randa mentioned that showing genuine interest in the students and offering them support could lower anxiety levels. Sahar suggested asking the anxious students about information related to specific areas or topics, which they have a lot of information about, as this can give them self-confidence and alleviate their anxiety. On the other hand, Andrew highlighted the role of teachers' support for other teachers as they can provide novice teachers with advice on how to deal with several issues in the classroom such as FLA. Horwitz (1996) and Kurt and Atay (2007) highlighted this point and emphasized the importance of teachers' support and the need to provide novice teachers with workshops on how to handle similar situations.

Sally mentioned that setting realistic expectations is one of the important points that can lower anxiety levels as students, from the beginning of the course, would have general expectations about their proficiency level by the end of the course. She also mentioned that using games and incentives in class such as bonus points could motivate students and consequently alleviate their anxiety. Another important suggestion to lower specific skills anxiety was

providing students with the tools and strategies, which aid students in accomplishing the activities and assignments required from them. Sally also noted that discussing FLA with students could help in lowering their anxiety levels. She mentioned that she asks her students about the different skills or activities that cause them anxiety, so that she can be aware of the different activities that she can use with these students. Avoiding sarcastic and negative feedback was one of the points that the teachers mentioned as well. They pointed that providing feedback should not be in public and if provided in public it should be general and not targeting a specific student. Also using both positive and negative feedback, which is delivered in a friendly manner, is less threatening to students' ego and self-confidence. Some of these suggestions conform to what was highlighted in the previous literature by several researchers (Atasheneh & Izadi, 2012; Horwitz & Cope, 1986; Horwitz, 1996; Liu & Jackson, 2008; Park & French, 2013; Wu's, 2010).

5.2.5 Implications of the Study

This study highlighted the importance of teachers' awareness of FLA and the different variables such as sex and activities that could affect its levels in the ESL classroom. This suggests that increasing teachers' awareness of FLA could help alleviate FLA for students. (Bekleyen, 2009; Capan & Karaca, 2013; Tran, Baldauf & Moni, 2013) In addition, awareness of the different activities and feedback strategies that affect anxiety could improve the learning environment and render it more relaxing for the students. Different educational institutions should consider offering teachers, especially novice teachers, workshops and training sessions on the different issues they could face in class and among which is FLA (Gregersen, 2007). More experienced teachers should also aid novice teachers with these issues as the findings of this study and previous research have shown the importance of peer feedback.

The findings have also shown the importance of providing students with friendly and non-judgmental learning environments, which underscores the importance of teachers' support and motivation to students (Atasheneh & Izadi, 2012; Ay, 2010; Capan & Karaca, 2013; Elkhafiafi, 2005). The study have also highlighted that students face FLA with all four skills and not only speaking and that there are other types of anxiety, affective anxieties, which students suffer from. This also highlights how culture could affect students' reactions to doing different skills as the results of this study differ from the results from previous studies on FLA and different skills. This should increase teachers' awareness of the different variables related to FLA and draw their attention to focusing on all four skills. In addition, teachers should teach students different strategies related to different skills and provide them with fun and engaging activities (Elkhafaifi, 2005; Satio et al., 1999).

The results have underlined teachers' role in alleviating FLA and the different steps they could take to deal with it. Teachers should provide the students with a friendly and motivating learning environment in which mistakes are considered part of the learning process (Gregersen & Horwitz, 2002; Sa lamel & Kayao lu, 2013). They should also show genuine interest in students' opinion and give extra attention to students who suffer from anxiety. In addition, teachers should use a variety of activities and adapt them to suit students' different learning styles. Awareness of facilitative and debilitative anxiety should motivate teachers to make use of the positive side of FLA and reduce the negative side. Discussing this issue with the students could also be beneficial.

The findings of this study and previous research have highlighted the benefits of different auditory and visual cues that could aid in spotting students with FLA issues (Gregersen, 2007;

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Gregersen, 2009). Teachers should familiarize themselves with these cues as they could facilitate recognizing students who have FLA and consequently helping them deal with it.

5.2.6 Limitations of the Study

The main limitation of this study is lack of generalizability and one of the reasons for this was the small sample size, as the sample included 77 students and 49 teachers. In addition, the number of the interview teacher participants was small and it would have been beneficial to interview more than five teachers. The time for conducting the study was limited and having more time would have provided a chance to observe more classes. It would have been useful to interview not only teachers but also students to get a better understanding of their view of FLA and compare their view to that of the teachers. Finally, the student questionnaire included items related only to the four main skills and it would have been beneficial to include more items on the different sub-skills and the levels of anxiety they cause for students. This could have aided in clarifying any possible relationship between these sub-skills and sex. It was not possible to generalize the findings of this study due to these limitations; this does not deny the importance of this study as it is the first, to the researcher's knowledge, to investigate Foreign Language Anxiety in Egypt. Teachers' awareness of FLA and the related variables mentioned in this study, i.e. different skills, affective anxieties, sex and activities is an important issue, as their acknowledgement and awareness of the presence of FLA can lead to improving the learning environment by creating a relaxing and less threatening atmosphere. One of the most important variables related to FLA in this study was sex and teachers have shown a lack of knowledge of the relation between these two variables. Female and male Egyptian students exhibited different reactions to different language skills and they showed high anxiety levels in all four skills and not only speaking, which contradicts what the majority of teachers mentioned about speaking

being the most anxiety-provoking skill. In addition, sex has been shown to have an effect on the different affective anxieties discussed in this study, i.e., cognitive, somatic, test anxiety and fear of negative evaluation.

5.2.7 Recommendations for Further Research

This study has highlighted the importance of teachers' awareness of Foreign Language Anxiety and the effects of sex and different activities on it. The present study, however, had some limitations and a replication of the study with a bigger sample would help in yielding results that are more generalizable. The classroom observations were also limited and more data on auditory and visual cues and different variables related to FLA is needed. Conducting a longitudinal study would be beneficial, because observing students over a semester or a year might show that anxiety lessens, or increases with the approach of high stakes exams. The present study included only interviews with teachers and complementing the data from these interviews with data from students' interviews would provide more information on FLA from different perspectives. Future research could also include a more diverse sample from different classes in different universities and possibly comparing FLA levels at the American University in Cairo to other private or governmental universities in Egypt. In addition, a further comparison could be drawn between teachers from different backgrounds and/or different countries, as well as with students from different cultural and educational backgrounds and how they view FLA and the different variables related to it.

This study and previous research highlighted the possible benefits from providing teachers with training and workshops on FLA and the different cues to detect it. This could be applied in the Egyptian context and on Egyptian teachers in order to compare and/or contrast

results with previous research. Different visual and auditory cues could be investigated to test their effectiveness in detecting FLA. Further investigation of the different activities used in class and their effect on FLA is also needed.

5.2.8 Conclusion

This study investigated Foreign Language Anxiety and teachers' awareness of this phenomenon. It also explored the effects different activities might have on FLA anxiety levels and the relationship between sex and FLA. Teachers from different backgrounds, teaching experience and teaching different courses were included in the sample. In addition, Egyptian students from different ages and studying in different fields participated in the study. A combination of both quantitative and qualitative instruments was used to investigate the research questions including interviews with teachers, a students' questionnaire, a teachers' survey and classroom observations.

The findings have highlighted the importance of teachers' awareness of the presence of FLA in the ESL classrooms in order to be able to deal with it and help learners who suffer from this issue. Teachers exhibited awareness of FLA, at least to some extent, and its effects on the learning and teaching environment. They were, however, not aware of some of the variables that affect FLA such as sex. The study has also highlighted the effects of different activities on FLA and the importance of teachers' awareness of these activities and preferences. Awareness of these points can help teachers design lesson plans that include a variety of activities that are relaxing for the students and do not cause anxiety for them. In addition, the findings have shown that students exhibited different levels of anxiety based on their sex and that teachers were not aware of the effects sex has on FLA. These results have also included different suggestions by the

teachers and which are supported by previous research on how to better handle FLA such as

providing students with a friendly and motivating learning environment and using a variety of

activities.

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Appendix A

Interview Questions for Teachers

1) Are you familiar with the term foreign language anxiety/FLA?

2) Do you believe FL teachers are aware of FLA?

3) Did you notice this issue in class?

4) If yes, how often?

5) How do you view foreign language anxiety? Does it have a positive or negative effect on the students and the learning environment?

6) What are the causes of FLA? Which causes do you usually notice in class?

7) Do you believe teachers affect students' anxiety level (increase or decrease)? If yes, how?

8) Which strategies or activities do you believe can cause anxiety for students and why?

9) What types of activities can alleviate anxiety?

10) Have you considered discussing the issue with the students? Why/why not?

11) What sign might you have noticed on students with anxiety, auditory and/or visual signs?

12) Do you think students are aware of anxiety?

13) Has any student reached out to you regarding anxiety issues? If yes, tell me about the situation and what caused the student anxiety? How did you deal with it?

14) Which skill do you be believe is more likely to cause anxiety in class, reading, speaking etc.? Why?

15) What types of feedback do you usually use in class?

16) Does feedback cause anxiety? If yes what type of feedback?

17) How do you usually deal with anxiety in your class? do you recall any situation that you dealt with recently and/or was new or shocking to you?

18) Have you ever had a personal experience with foreign language anxiety? If yes, tell me about the situation that made you anxious? How old were you?

19) How did you deal with it?

20) Have you ever experienced FLA as a teacher? If yes, tell me more about it? How did you deal with it? Do you still suffer from FLA as a teacher?

21) Do you know any teachers who suffer from FLA? If yes, what do you think are the reason for their anxiety?

22) Do you still face FLA issues with students?

23) How do you think teachers can deal with FLA?

24) Do you believe age, gender and proficiency level affect students' FLA level? If yes, how?

25) In your classes, which gender usually shows higher levels of anxiety?

26) Which do you believe might suffer from higher levels of anxiety young or older students?

27) Based on your experience, students at which proficiency level might suffer from higher levels of anxiety? Why?

28) Do you believe the teaching methodologies used in class affect anxiety levels? If yes, how?

29) Which teaching methodologies do you usually use in class, CLT, Suggestopedia, etc? How do students feel about them; are they comfortable with them? Do they make them anxious? If yes, which methodology? Why?

30) How do you usually deal with students with anxiety? Do you recall any situation in which you noticed anxiety and you chose not to deal with it? If yes, why?

31) Have you ever considered talking to your students about anxiety? Why/ why not?

32) Which skill do you believe is more anxiety-provoking for the students, reading, writing, etc.? Why?

33) Do you believe feedback can cause anxiety? If yes, which types of feedback?

34) Do you recall any situation in which you gave feedback to a student and he/she showed signs of anxiety?

35) How can teachers alleviate anxiety levels in the foreign language classroom?

<center>**Appendix B**</center>

<center>**Foreign Language Anxiety Teacher Survey**</center>

<center>**Part One: Bio Data**</center>

The American University in Cairo

Name:

Department:

Age:

Years of experience:

Native language:

Would you be willing to participate in an interview? Yes/No

If yes, email --- **Phone number:** -----------------------------

Required questions are marked by an asterisk (*)

1)   What does foreign language anxiety mean? *

2)   How often do you notice this issue in your students? *
- Always
- Often
- Sometimes
- Rarely
- Never

3)   Which skill do you think is more anxiety-provoking? * *Check all that apply.*
- Reading
- Writing
- Listening
- Speaking

4) Which sub-skill is more anxiety-provoking?
 Reading:
- Skimming
- Scanning
- Summarizing

Writing:
- Planning (Brain storming, outlining etc.)
- Organizing and drafting
- Expressing ideas

Speaking:
- Pronunciation
- Intonation
- Presenting

Listening:
- Recognizing connected speech
- Understanding the gist

5) Which activities are more relaxing/ less anxiety-provoking for students? *
- Individual
- Pair
- Group

6) What activities do you use to alleviate anxiety in class? *

7) What types of feedback do you use with students? *
- Explicit
- Implicit

8) Choose all types of feedback you use. *
Check all that apply.
- Recasts
- Peer feedback
- Explicit feedback
- Implicit feedback
- Written feedback
- Individual conference feedback
- Other

9) Could feedback cause anxiety? *
- Yes
- No

If yes, specify which type and give your reasons.

Appendix C

Classroom Observation Protocol

American University in Cairo   Date of observation:

Department: SCE/IEP   Branch: Other

Teacher:

Room:

Duration:

Observer:

Number of students:

Seating:

Activity	Teacher/ student centered	Type of interaction/activities			Visual cues Of anxiety		Auditory Cues of anxiety		
		Individual	Pair	Group	Kinesics Body mov., gesture, posture, etc.	Facial Expression, gaze, etc.	Pitch	Volume	Rate

Questions	Answer	Notes
1. Were there any students that showed high levels of anxiety?		
2. During which activity did that happen?		
3. What type of feedback did the teacher provide?		
4. Did the feedback cause anxiety/if noticeable?		
5. Which activities were more relaxing to students?		
6. Which activities caused high levels of anxiety?		
7. Did the teacher notice when some students exhibited anxiety?		
8. What was the teacher's attitude towards students who exhibited anxiety? How did he deal with it?		

Seating Arrangement:

Appendix D

Coding Scheme for Observations of FLA

Category	Code
Activity preference/ Anxiety	
Individual	Indv.
Pair	Pr.
Group	Gr.
Anxiety caused by teacher	
Teacher's attitude VS anxious students	T Att.
Unnoticed	UN
Noticed	
✓ Ignored	IG
✓ Dealt with	DW
Specific skill anxiety	
Speaking anxiety (communication apprehension)	Sp Anx.
Reading anxiety	R Anx.
Writing anxiety	W Anx.
Listening anxiety	L Anx.
Affective anxieties	Aff. Anx.
Somatic anxiety	Som. Anx.
Cognitive anxiety	Cogn. Anx.
Fear of negative evaluation	Neg. Eval.
Test anxiety	Test Anx.
Feedback preference	Feed. Pref.
Cues of anxiety	Cues Anx.
Visual (Nonverbal) cues	Vis. Cues
Body Movement	Body Mov.
Gesture	Gest.
Posture	Post
Facial expression	Facial exp.
Eye contact	Eye Cont.
Auditory cues	Audio Cues
Pitch	Pitch
Volume	Vol.
Rate	Rate

Part One: Student Bio Data

Name:

Gender: Male/ Female

Age:

Course of study:

High school attended: Governmental/ Language

Language of instruction in high school: Arabic/ English

Would you be willing to participate in an interview? Yes/ No

If yes: Email: **Cell phone number:**

Statements from 1-50 refer to how you feel about learning English. For each statement, please indicate whether you Strongly Agree; Agree, Disagree or Strongly Disagree. Please give your first reaction to each statement and mark an answer for every statement. Please provide a response to all the statements**.**

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel my heart pounding when I write English compositions under a limited time frame.				
2	I am more comfortable working individually.				
3	I get frustrated when I am asked to read with classmates in English in a short period of time.				
4	It would not bother me at all to take more English classes.				
5	I get scared when I know that I am going to be called on in English class.				
6	I become anxious when I should read in English outside of this course for homework.				
7	I do not mind being corrected by my peers				
8	I am usually at ease during tests in my English class.				
9	In English class, I can get so nervous I forget things I know.				
10	I feel more tense and nervous in my English class than in my other classes.				

		Strongly Agree	Agree	Disagree	Strongly Disagree
11	During English class, I find myself thinking about things that have nothing to do with the course.				
12	The more I study for an English test, the more confused I get.				
13	I get nervous and confused when I am speaking in my English class.				
14	English class moves so quickly I worry about getting left behind.				
15	I often feel like not going to my English class.				
16	I am afraid that my English teacher is ready to correct every mistake I make.				
17	I always feel that the other students speak English better than I do.				
18	I do not understand why some people get so upset over English classes.				
19	I never feel quite sure of myself when I am speaking in my English class.				
20	When I am on my way to English class, I feel very sure and relaxed.				
21	I worry about the consequences of failing my English class.				
22	Even if I am well prepared for English class, I feel anxious about it.				
23	I start to panic when I have to speak without preparation in English class.				
24	I do not feel pressure to prepare very well for English class.				
25	Generally speaking, I become anxious when I have to read English in class.				
26	I am not nervous speaking English with native speakers.				
27	My mind often goes blank when I start to work on an English composition.				
28	I usually feel comfortable around native speakers of English.				
29	I prefer to work in pairs.				
30	I get upset when I do not understand what the teacher is correcting.				
31	I get nervous when my teacher corrects me in front of my peers.				
32	I get nervous when I do not understand every word the English teacher says.				

		Strongly Agree	Agree	Disagree	Strongly Disagree
33	I get nervous when the English teacher asks questions which I have not prepared in advance.				
34	I feel overwhelmed by the number of rules you have to learn to speak English.				
35	I get nervous if a listening passage is read only once during English listening tests.				
36	I feel very self-conscious about speaking English in front of other students.				
37	While writing in English, I am not nervous at all.				
38	It embarrasses me to volunteer answers in my English class.				
39	I do not worry about making mistakes in English class.				
40	I feel uncomfortable in class when listening to English without the written text.				
41	It frightens me when I do not understand what the teacher is saying in English.				
42	When listening to English, I tend to get stuck on one or two unknown words.				
43	I keep thinking that the other students are better at languages than I am.				
44	I prefer written feedback.				
45	I feel confident when I speak in English class.				
46	I feel confident when I am listening in English.				
47	I become anxious when I have to answer questions orally in class about what I have read in English.				
48	I prefer to work in groups.				
49	I become anxious when I have to read in English out loud in class.				
50	I get nervous when I write English compositions under time pressure.				

Footnotes

[1]Di Loreto, S., & McDonough, K. (2013). The relationship between instructor feedback and ESL student anxiety. *TESL Canada Journal*, *31*(1), 20-41.

Yaikhong, K., & Usaha, S. (2012). A measure of EFL public speaking class anxiety: scale development and preliminary validation and reliability. *English Language Teaching*, *5*(12), 23-35.

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Appendix F

Arabic Translation of the Modified English Foreign Language Classroom Anxiety Scale

البيانات الشخصية :

:

: /

:

/مدرسة حكومية :المدرسة الثانوية التى درست بها

اللغة التى درست بها فى المدرسة الثانوية: العربية/ الإنجليزية

هل ترغب فى المشاركة فى مقابلة ؟   /

إذا كانت إجابتك نعم الإيميل:-------------------------   :--------------------------------

1-50 يعبروا عن مشاعرك تجاة تعلم اللغة الإنجليزية. يرجى تحديد لكل عبارة سواء أوافق بشدة أو أوافق أو لا برجاء تحديد رد فعلك الأول و الإجابة على كل عبارة. يرجى الإجابة على جميع العبارات.

					أشعر بخفقان شديد فى قلبي عندما يكون لدي وقت محدود لكتابة موضوع إنشائي باللغة الإنجليزية.	1
					.	2
					أشعر بالضيق عندما يطلب منى القراءة باللغة الإنجليزية مع زملائى فى وقت قصير.	3
					لن اشعر بالضيق من أخذ دورات أكثر فى اللغة الإنجليزية.	4
					أشعر بالفزع عندما أعرف أن مدرس اللغة الاإنجليزية سينادى على إسمى أثناء .	5
					عندما يتحتم علي قراءة موضوعات إضافية لإتمام واجبي المدرسي .	6
					لا أمانع ان يقوم زملائى بتقيمى.	7
					دائما ما أكون هادئا خلال إمتحانات اللغة الإنجليزية.	8
					فى صف اللغة الإنجليزية أشعر بتوتر شديد لدرجة أنى أنسى بعض المعلومات التى أعرفها.	9
					أشعر بالقلق و التوتر فى صف اللغة الإنجليزية أكثر من أى صف آخر.	10
					خلال صف اللغة الإنجليزية أجد نفسى افكر فى أشياء ليس لها علاقة بالدرس.	11
					كلما ذاكرت أكثر استعدادا لامتحان اللغة الإنجليزية شعرت بالارتباك.	12
					بالثقة فى نفسى مطلقا عندما أتحدث فى صف اللغة الإنجليزية.	13
					صف اللغة الإنجليزية سريع و أشعر بالقلق من عدم القدرة على مجاراته.	14
					غالبا ما أشعر بعدم الرغبة فى الذهاب لصف اللغة الإنجليزية.	15

						#
					معلم اللغة الإنجليزية سيظهر لي كل الأخطاء التي أقع فيها.	16
					أشعر دائما بأن الطلاب الآخرين يتحدثون اللغة الإنجليزية أفضل مني.	17
					لا افهم لماذا يشعر البعض بالإنزعاج من حصص اللغة الإنجليزية.	18
					الإنجليزية.	19
					فى طريقى إلى صف اللغة الإنجليزية أشعر بالاطمئنان و الراحة.	20
					أخاف من عواقب الرسوب فى مادة اللغة الإنجليزية.	21
					أشعر بالقلق من درس اللغة الإنجليزية حتى عندما أكون مستعد له جيدًا.	22
					أشعر بالذعر عندما يتوجب عليَّ الحديث فى صف اللغة الإنجليزية دون تحضير .	23
					لا يمثل التحضير الجيد لدرس اللغة الإنجليزية مصدرًا للتوتر بالنسبة لي.	24
					بشكل عام أصبح قلقا عندمايتوجب علي أن أقرأ باللغة الإنجليزية داخل الصف.	25
					لا أشعر بالقلق عندما اتحدث مع متحدثين من أبناء اللغة الإنجليزية.	26
					يتحول عقلي إلى صفحة بيضاء عندما أبدأ في العمل على كتابة موضوع إنشائي باللغة الإنجليزية.	27
					عادة ما أشعر بالارتياح عندما أكون مع متحدثين من أبناء اللغة الإنجليزية	28
					افضل العمل مع زميل آخر.	29
					اشعر بالضيق عندما لا أفهم ما يحاول المدرس تصحيحه.	30
					أشعر بالتوتر عندما يقوم المدرس بتصحيح خطئي أمام زملائى .	31
					أشعر بالتوتر عندما لا أفهم كل كلمة يقولها مدرس اللغة الإنجليزية.	32
					أشعر بالتوتر عندما يسألنى مدرس اللغة الإنجليزية عن أسئلة لم أقم بالتحضير لها .	33
					/ بالارتباك من عدد القواعد التي يجب تعلمها لتحدث اللغة الإنجليزية	34
					الإنجليزية.	35
					أشعر بعدم الثقة عند التحدث باللغة الإنجليزية أمام الطلبة الآخرين	36
					لا أشعر بالتوتر مطلقا عندما أكتب باللغة الإنجليزية.	37
					أشعر بالإحراج من التطوع للإجابة فى صف اللغة الإنجليزية.	38
					لا أخاف من ارتكاب الاخطاء فى صف اللغة الإنجليزية.	39
					أشعر بعدم الراحة فى الصف عندما أستمع إلى اللغة الإنجليزية بدون النص .	40
					أشعر بالخوف عندما لا أفهم ما يقوله المدرس باللغة الإنجليزية.	41
					عندما استمع إلى اللغة الإنجليزية أتوقف عند كلمة أو اثنين لا أعرفهم.	42
					أفكر دائما في أن الطلاب الآخرين أفضل مني فى اللغات.	43
					أفضل أن يتم تقيمى كتابيا.	44
					أشعر بالثقة عندما أتحدث فى صف اللغة الإنجليزية.	45
					أشعر بالثقة عندما استمع إلى اللغة الإنجليزية.	46
					عندما يتوجب على الإجابة شفويا على أسئلة عما قرأت بـ الإنجليزية.	47

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				أشعر بالقلق عندما يتوجب على القراءة بصوت عالى فى الصف.	49
				أشعر بالتوتر عندما يكون لدى وقت محدود لكتابة مقالة باللغة الإنجليزية.	50