The Effects of Foreign Language Anxiety on Pupils at Secondary School

Doğan KURTOĞLU[1]

Osman SABUNCUOĞLU[2]

Abstract

Foreign language classroom anxiety is an important barrier to successful language learning, so communication apprehension can impede student achievement in language learning negatively. This article aims to explore the impacts of foreign language classroom anxiety on pupils at a secondary school in Istanbul. A questionnaire in which 100 respondents participated was conducted with a view to identifying their perceptions of foreign language classroom anxiety experienced. In the light of the findings discovered, nearly fifty percent of learners feel that foreign language classroom anxiety has a negative effect on their oral performance. Unwillingness to communicate in English is a common issue most respondents have raised. Many pupils experience a considerable amount of skills-based anxiety, so they cannot understand and use language. Foreign language classroom anxiety plays a key role in producing unsatisfactory learning outcomes. Foreign language classroom anxiety should be minimised so that learners can feel emotionally safe. Teachers

should also create a positive and supportive learning environment and reduce pupils' affective filter. Teachers can develop effective teaching strategies to help learners overcome foreign language classroom anxiety.

Key Words: *Anxiety, foreign language anxiety, barrier, overcome, strategy*

Yabancı Dil Kaygısının Ortaokul Öğrencileri Üzerindeki Etkileri

Öz

Yabancı dil sınıf kaygısı başarılı dil öğreniminin önünde önemli bir engeldir, bundan dolayı iletişim korkusu dil öğreniminde öğrenci başarısını negatif olarak etkilemektedir. Bu makale yabancı dil sınıf kaygısının İstanbul'da bulunan bir ortaokul öğrencileri üzerindeki etkilerini araştırmayı amaçlamaktadır. Bu tezin araştırma metodu olarak öğrencinin yabancı dil sınıf kaygısına karşı tutumunu belirlemek amacıyla 100 öğrencinin katıldığı bir anket uygulandı. Elde edilen bulgular ışığında, ankete katılan öğrencilerin yaklaşık olarak yüzde ellisi yabancı dil sınıf kaygısının sözel becerileri üzerinde negatif bir etkisi olduğunu düşünmektedir. Çoğu öğrenci dilin dört becerisi ile ilgili dil kaygısı yaşamaktadır, bundan dolayı yabancı dil sınıf kaygısı dil öğrenmede tatmin edici olmayan kazanımların üretiminde önemli bir rol oynamaktadır. Yabancı dil sınıf kaygısı öğrencilerin kendilerini duygusal açıdan güvende hissedebilmesi için azaltılmalıdır. Öğretmenler, öğrencilerin yabancı dil sınıf kaygısını yenebilmelerine yardımcı olmalıdır. Ayrıca, dil öğreniminde başarılı olabilmeleri için öğrenciler dilin nasıl öğrenileceğini ve yabancı dil sınıf kaygısını nasıl yenebileceği üzerine çeşitli öğrenme stratejileri geliştirmelidir.

Anahtar Kelimeler: *Kaygı, yabancı dil kaygısı, engel, yenmek, strateji*

1. INTRODUCTION

There are some individual differences influencing language learning. Therefore, some learners are more successful than others. These factors can be categorised as personality, cognitive, affective and socio-cultural. Of all these issues, anxiety is a very important affective or emotional problem learners face in process of language learning. Foreign language anxiety (FLA) is something like a mental barrier to foreign language learning. FLA in the language classroom can be inevitable. However, the level of affective or emotional factors like FLA can be very effective for the language achievement of learners.

Foreign language anxiety has been a major area of interest since the mid-1980s. Much has been written about FLA. However, learner voices have been absent from research and little is known about the effects of FLA on pupils. This is a significant gap given the influence that FLA has on young learners. This study has addressed this gap by examining if pupils experience anxiety and to what extent they experience it.

There is a close relationship between foreign language learning and FLA. Do language teachers consider the role of FLA in language learning? Many successful learners who succeed in foreign language learning experience a lower level of FLA than those who fail to learn English. They usually have problems with meaning-focused input, meaning focused output and fluency development because of the level of FLA. Willingness or unwillingness to communicate is a common issue to raise because of the high or low level of FLA.

Affective filter plays a major role in language learning. For example, motivation and self-confidence go hand in hand with anxiety. A high level of affective filter involving FLA can impede language learning whereas a high level of self-confidence and motivation can help learners succeed in language learning.

Foreign language anxiety (FLA) has been a matter of considerable interest in language education setting for educators since it is a major obstacle to

foreign language learning that learners need to overcome (Wu, 2010 & Zheng, 2008). Horwitz (2001) asserts that one-third of all foreign language learners experience some level of language anxiety. Therefore, foreign language anxiety has been a topic of much interest and research in recent years (Ellis, 2008), especially the 1980s witnessed the breakthrough in the studies on foreign language learning anxiety (Wang, 2014). In spite of few studies on FLA, there is not much research into foreign language anxiety pupils experience. As a result, this research can contribute to English language teaching, especially the role of affect in language learning.

Some learners cannot handle FLA, so this can influence their production negatively. When they do not overcome their anxiety, they cannot produce or use language. For instance, FLA may influence listening and speaking skills directly. Students with a high level of anxiety fear or worry are unable to succeed in listening and speaking skills. In addition to oral mode involving listening and speaking, many learners have problems with written mode including reading and writing. Learners have problems understanding and using language due to FLA.

This research aims to explore learners' perceptions of foreign language anxiety they experience. This can benefit EFL instructors in many respects. They need to consider individual differences in a heterogeneous classroom, especially FLA as it is a very important barrier to language learning. Many learners of all ages can be badly affected by anxiety they experience, so this may have a negative influence on the language improvement of young learners. This research is worth investigating because it can help teachers to respond to their learners.

Instructors and researchers can also benefit from this type of study based on pupils' perceptions and attitudes towards foreign language anxiety. This type of numerical research is important to them because they can get a chance to analyse and evaluate the figures they have reached. To what extent does FLA influence foreign language learning? Does it impede or support language learning?

This study aims to examine research questions related to foreign language classroom anxiety:

- Do pupils experience foreign language anxiety in the classroom?

- What are the effects of communication apprehension?

- What are the effects of the negative evaluation of their friends?

- How does FLA influence EFL students?

2. LITERATURE REVIEW

2.1 Role of Affective Factors in Language Learning

Affect refers to a number of emotional factors which can influence language learning and language use. These involve basic personality traits like shyness and long-term factors like learners' attitudes towards language learning in addition to fluctuating states like anxiety, boredom, enthusiasm and self-confidence. Emotions are a characteristic of language classes. While learners in some classes experience a feeling of positive interest and enthusiasm for language learning, others feel uninterested and bored in some other classes.

Researchers and educators are involved in how affective factors influence language learning because language learning is mainly a social activity which involves interacting with others. Learners' feelings play an important role in communication and interaction. Learning a foreign language arouses feelings some of which can be barriers to successful language learning.

2.2 Definitions of Anxiety

Anxiety can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioural symptoms. It is an adaptive reaction which mobilizes the organism and helps it defend or avoid an anxiety stimulus. The stimulus can be a previous external or internal antecedent. It can be rather complicated to state the definite causes

of anxiety as it is influenced by many factors – biological, psychological or social (Doubek & Anders, 2013).

Although many learners experience feelings of anxiousness, researchers approach anxiety more comprehensively. Spielberger (1983, p. 482) defines anxiety as "an unpleasant emotional state related to the feelings of tension, apprehension, nervousness and worry." Likewise, Scovel (1991, p. 18) states "Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object."

2.3 Definitions of Foreign Language Anxiety

When anxiety is related to learning a foreign language, it is termed as "second/foreign language anxiety" related to the negative emotional reactions of the learners towards foreign language acquisition (Horwitz, 2001). FLA is generally viewed as a complex and multi-dimensional phenomenon of self-perceptions, beliefs, feelings and behaviours related to foreign language learning (Horwitz, Horwitz, & Cope, 1986).

FLA plays a major affective role in foreign language learning. According to Horwitz (2001), FLA is related to learners' negative emotional reactions to foreign language learning (FLL). As a result, FLA is a significant factor influencing a learner's level of success in FLL (Dordinejad &Ahmadabad, 2014).

Researchers usually associate FLA with negative feelings or emotions. For example, MacIntyre and Gardner (1994) think FLA involves a number of feelings, such as tension, nervousness, worry and apprehension, which can influence student achievement negatively. As a result, FLA can be defined as "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1999, p. 27).

2.4 Classification of Foreign Language Anxiety

The term general, anxiety is used with those who are generally anxious in various situations (Horwitz, Horwitz, & Cope, 1986). The research on anxiety suggests that anxiety can be experienced at various levels (Oxford,

1990). At the deepest or global level trait anxiety is described as a general trait of a person who is anxious. Trait anxiety is a more permanent predisposition to be anxious. Some people are generally anxious about many things. Trait anxiety is a stable personality characteristic (Scovel, 1978).

At a more momentary or situational level, state anxiety is experienced in relation to some particular event or act. State anxiety is a kind of anxiety involving feelings that can change from moment to moment and is connected with an event which is temporary and context-specific. State anxiety is a temporary response to a particular stimulus (Spielberger, 1983). It is important in a classroom for a teacher to try to identify whether a student's anxiety stems from a more global trait or from a particular situation at the moment.

Specific anxiety is used to talk about a specific situation like using a foreign language. According to MacIntyre (1999), FLA is a situation specific anxiety which is related to foreign language learning setting and which is felt when learners must use a foreign language. When anxiety is limited just to a specific situation, such as using a foreign language, the term specific anxiety is used.

According to Horwitz, Horwitz and Cope (1986), foreign language education is a complex process, which involves learners' self-perceptions, beliefs, and behaviours particular to environments of foreign language learning. Individuals who do not have difficulty expressing themselves and comprehending others in their native language have difficulty doing the same in a foreign language, and they perceive all kinds of acts to be performed in a foreign language as a threat to their self-perception. Language anxiety ranks high among factors influencing language learning, whatever the learning setting is (Oxford, 1999), and it has become central to any examination of factors contributing to the learning process and learner achievement (Horwitz, 2001).

Most of these studies conclude that FLA can be distinguished from other kinds of anxiety and that it can have a negative effect on the language learning process (MacIntyre & Gardner, 1991).

2.5 Causes of Foreign Language Anxiety

There is a long list of potential sources of FLA, including harsh error correction (Gregersen, 2003; Young, 1991), self-presentation concerns (Cohen & Norst, 1989), competitiveness among learners (Bailey, 1983), incompatibility between teacher and student (Gregersen & MacIntyre, 2014), personality traits such as neuroticism (Dewaele, 2007kr), perfectionism (Gregersen & Horwitz, 2002), tolerance of ambiguity in the second language (Dewaele & Shan, 2013) and many other factors (Horwitz, 2001). Indeed, language learning is a process that is particularly prone to anxiety-arousal, in part because error correction is both an indispensable part of learning and a key source of anxiety (Gregersen, 2003).

To begin with, when teachers correct learners' errors immediately, this can cause learners to be anxious about using or producing language. Gregersen (2003) states that harsh error correction can cause a lot of foreign language anxiety. For example, when learners make accuracy-based errors, instructors can correct them immediately. Secondly, learner "self" or "own" can cause FLA. FLA is considered more of a psychological (identity-based) construct than a linguistic (competence-based) construct (Alrabai, 2015), and it most likely stems from the learner's perception of "self" (Scovel, 1991). Some learners are also concerned about speaking in front of classmates. Speaking in public is a really important skill learners need to learn. However, it can make learners feel anxious about talking about their feelings. For example, if they are usually anxious about giving presentations or talks about a current issue, they will fail to do them successfully. Cohen and Forst (1989) point out that self-presentation is a significant kind of anxiety learners can experience. The anxiety they experience will influence their presentation skills negatively. Learners` self-expression is limited by their imperfect command of a foreign

language. Inability to present oneself according to one`s self-image can set a learner into the cycle of negative self-evaluation as language and the self are intimately bound. Probably no other field of study implicates such a disparity between the "true self" and the "limited self" as foreign language learning (Horwitz, Horwitz & Cope, 1986).

In addition, some young learners describe themselves as perfectionists. For this reason, the need to achieve their academic goals motivates them to reach their goals. However, a sense of perfectionism makes learners feel anxious about being successful because there is too much burden on their shoulders. This can make them feel anxious about producing language. According to Dewaele and Shan (2013), there is a close relationship between anxiety and perfectionism.

Furthermore, foreign language classroom anxiety occurs if learners have had bad learning experiences. A good example of this is some learners cannot make any progress in English and have to repeat the same level a lot of times. This makes them feel anxious and pessimistic about the chances of language learning. As a result, learners can adopt a negative attitude towards it.

FLA also occurs when there is no good rapport between students and the teacher. For example, if the teacher cannot build good rapport, learners will not probably trust their teacher. This will influence their learning pace negatively. If the teacher and learners can build a good relationship, they will be self-confident and use language to communicate successfully. For this reason, the teacher's interpersonal skills will play an important role in the learning environment. If the teacher treats students as individuals, they will be willing to communicate in a foreign language.

The main source of FLA is that FLA can be influenced by the teacher's attitude towards professionalism. If the teacher can act professionally, the students in the class will act accordingly. For example, if the teacher makes them feel happy and relaxed or considers his work to be important, they will also develop a good attitude towards one another. The teacher should

also put learners responsible for the learning process from the very beginning and minimise the tension.

An additional source of FLA is that FLA can be caused by the learner's insufficient knowledge of language or poor language command (Sparks and Ganschow, 1991). They view FLA as a natural result of difficulty and poor achievement in foreign language learning. To put it another way, when learners have problems with the foreign language, they tend to be anxious about using or producing language because they are not capable of using English.

The input or exposure to the target language learners get can also be a real cause of FLA. Many learners experience a high level of anxiety due to limited exposure to English especially in non-English speaking countries like Turkey. Language learners face serious problems with the development of their communicative competence when they are required to speak. They need receptive skills to produce language.

Most of the foreign language learners report strong speaking anxiety and indicate their inadequate speaking ability as the strongest barrier in foreign language communication (Bilá, 2013). For example, they may be afraid of being ridiculed. Speaking in a foreign language is often viewed as a "threat to peoples' self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals" (Horwitz, Horwitz, & Cope, 1986).

Learners also face some external problems with the language in a social setting, which can cause FLA (Scovel, 1991) because of the concerns about extrinsic or integrative motivation. To integrate into a new place, immigrants need to learn the language, which can cause them to suffer from foreign language anxiety in a situation, such as when they have to take part in a job interview.

Moreover, some ethnic or cultural issues can cause the learner to experience anxiety in the classroom. Some learners doing language courses in a foreign country can be teased or ridiculed because of their

poor accent or pronunciation. This is a very common problem facing young people who want to study in a multicultural school in an English-speaking country.

Furthermore, social status of the speaker and the interlocutor, a sense of power relations between them, and gender can also be important factors in causing foreign language anxiety for foreign language speakers. For instance, in a classroom in which a diversity of learners study English for a variety of purposes, learners with a low social status or a low income can experience foreign language anxiety. The social context, culture, social status, the sense of foreignness of the language learners have also been found to affect foreign language anxiety. For the subjects of this study, social factors are more important than linguistic factors in causing language anxiety.

Additionally, gender is said to be a cause of anxiety. For example, Kitano (2001) has found a relationship between gender and FLA – male learners, who perceive themselves as less competent in a foreign language, suffer from FLA more than female learners. According to Kitano (2001), female learners report more fun in their foreign language class than male learners. On the other hand, they have experienced higher FLA than their male peers.

In addition to this, FLA can be affected by parental pressure. A striking example of this is parents sometimes force their kids to learn English successfully, so they spend a lot of money on the language courses their kids take. Kids need to do their best in order to make their parents feel satisfied with their academic achievement. When parents put a lot of pressure on kids, they will be made to succeed in the learning process.

Finally, a competitive learning environment can cause foreign language classroom anxiety. For instance, ambitious learners who aim to be the first in the classroom can experience foreign language anxiety. In order to give a very good speaking performance they will monitor themselves too much, which can cause them to make many types of errors. FLA can occur if students compete with one another, so no satisfactory learning takes place.

Because there is always a very competitive setting, slow learners can get behind high achievers. For instance, if they feel under pressure, they will not participate in classroom activities involving social interaction. They find it too difficult to learn English in a competitive learning environment where students do not behave in a friendly way. A study carried out by Bailey (1983) proves that a competitive learning environment can maximize anxiety and therefore, can harm student achievement.

2.6 Factors of Foreign Language Anxiety

Attempting to understand the overall process of foreign language learning, researchers have investigated the relationship between language learning and different lingual (related to the language system) and extra-lingual (related to the language learning process) variables (Kráľová, 2009).

Several studies have concluded that the typological distance between languages (as one of the intra-lingual factors) increases FLA, for example, Japanese (Kitano, 2001). Sparks, Ganschow and Javorsky (2000) state that learners with poor first language skills are naturally anxious about learning a foreign language.

Nevertheless, FLA is considered more of a psychological (identity-based) construct than a linguistic (competence-based) construct (Alrabai, 2015), and it most likely stems from the learner's perception of "self" (Scovel, 1991), where self-perceptions, perceptions of others, perceptions about foreign language learning and performance play important roles (Yon Yim, 2014).

The extra-lingual factors are thus believed to affect FLA more intensively than the lingual factors. Numerous studies trying to identify the learning-related variables of FLA most frequently recognize the categories of personal (intra-personal and inter-personal) according to Bailey (1983).

The intra-personal determinants of FLA result from the learners' personal characteristics, their beliefs and attitudes within foreign language learning, while the inter-personal ones are bound to the inter-personal interactions (learner-teacher or learner-learner) during the learning process.

From the temporal perspective, the static and the dynamic variables affecting FLA can be further distinguished within the extra-lingual factors. The static factors involve rather stable characteristics (gender, nationality, native language, type of personality, etc.) and the dynamic factors (such as language proficiency, motivation, and stay in a foreign language country) can change over time.

Horwitz, Horwitz and Cope (1986) point out that FLA mostly shows up in its strongest form in testing situations. Learners commonly report various kinds of evaluative situations in which their knowledge and performance of foreign language is monitored by people around them as the most stressful situations contributing to FLA. They are afraid of making mistakes and as a result, they get corrected by the teacher in front of their classmates.

Three related situation-specific performance anxieties have been identified by Horwitz, Horwitz & Cope (1986): 1. communication apprehension, 2. test anxiety, 3. fear of negative evaluation.

Communication apprehension (CA) is defined as the anxiety to communicate with people, including both the production apprehension (talking in front of others or in groups) and the reception apprehension (receiving and responding spoken message). Despite the fact that communication apprehension leads to fear of speaking, it also causes the fear of not being able to understand the others' speech.

Fear of negative evaluation (FNE) arises from a learner's need to make a positive impression on others. FNE is explained as the learners' expectation to be evaluated negatively by others in any kind of situation (Wörde, 2003). This makes learners feel anxious about the language they will choose, the message they put across and the effect they will have on their classmates. Fear of negative evaluation is closely related to communication apprehension (MacIntyre & Gardner, 1991). Additionally, especially "students whose personalities tend to fear negative evaluation seem to be strong candidates for experiencing anxiety in foreign language classrooms" (Kitano, 2001).

Test anxiety (TA) arises out of the fear of failing to perform. It can be explained through the high demands that learners put on themselves to be perfect masters of the foreign language.

These three components will provide a basis to understand the sources of anxiety. MacIntyre and Gardner (1991) have found that communication apprehension and fear of social evaluation are the main factors in foreign language anxiety, while test anxiety is just a general problem, and it is independent from the foreign language anxiety.

These three types of anxiety and the degree of foreign language anxiety are worthy of consideration, and the categorization of anxieties are helpful in describing foreign language anxiety.

As can be seen in Table 2.1, there is a summary of three types of anxiety.

Table 2.1. FLA components according to Horwitz et al (1986: 125-132).

FLA Component	Involvement in General	Influence on FL setting
Communication apprehension	Discomfort when communicating with people	Difficulty when speaking in the FL in the classroom
Test Anxiety	Uneasiness to face tests that may lead to students making errors although they know the answer	Apprehension to face FL tests (in a CLIL setting or tests in a FL)
Fear of Negative	Apprehension about being evaluated in any social situation Avoidance of any evaluative situation Expectation of negative evaluation	Discomfort in being evaluated by peers & teachers

According to Horwitz, Horwitz and Cope (1986), foreign language education is a complex process, which involves learners' self-perceptions, beliefs, and behaviours particular to environments of foreign language learning. Individuals who do not have difficulty expressing themselves and comprehending others in their native language have difficulty doing the same in a foreign language, and they perceive all kinds of acts to be performed in a foreign language as a threat to their self-perception. Language anxiety ranks high among factors influencing language learning, whatever the learning setting is (Oxford, 1999), and it has become central

to any examination of factors contributing to the learning process and learner achievement.

Most of these studies conclude that foreign language anxiety can be distinguished from other kinds of anxiety and that it can have a negative effect on the language learning process (MacIntyre & Gardner, 1991).

However, Aida (1994) in his factor analytic study argues that a number of scholars misinterpret the communication apprehension, test anxiety and fear of negative evaluation as the underlying subcomponents of FLA while Horwitz, Horwitz, & Cope (1986) have suggested them as analogies to FLA.

Young (1990) has listed six potential factors of FLA – personal and inter-personal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing.

Aida (1994) identifies four factors causing anxiety within a foreign language classroom environment: speech anxiety and fear of negative evaluation, fear of failing, comfortableness in speaking and negative attitudes towards the class.

In exploring the causes of FLA, Horwitz (2001) emphasizes considering learners' emotional reactions to language learning. In order to identify adult students' beliefs about language learning, Horwitz (2001) creates an instrument called the beliefs about language learning inventory (BALLI).

Several studies support Horwitz (2001) in emphasizing the important role of learners' beliefs in foreign language learning. For example, Peacock (2001) conducts a longitudinal study on learner beliefs and administers the questionnaire beliefs about language learning inventory (BALLI) to measure foreign language learners' beliefs.

The studies conclude that some beliefs stem from unrealistic conceptions about language learning, for example learners' great concern about speaking with a native-like accent or their belief that language learning is just memorization and translation. The clash of learners' beliefs and reality

is often one of the potential sources of anxiety. Bailey (1983) is the first to examine FLA from the learners' point of view and he claims that the competitive nature can lead to anxiety because students tend to compare themselves or idealize their self-images. Moreover, low-esteem causes worry and fear of the negative responses or evaluation from the classmates.

MacIntyre, Clément, Dörney and Noels (1998) suggest a close correspondence between FLA and self-evaluation and consider them as a single construct-self-confidence. Self-confidence is seen as a key variable of foreign language performance in several other studies (e.g., Matsuda, & Goebel, 2004).

Gardner and MacIntyre (1993) report a significant relationship between learners' foreign language self-rating and their level of FLA. It appears that anxious learners often underestimate their actual language proficiency. Onwuegbuzie, Bailey and Daley (1999) have confirmed that highly anxious learners have negative perception of both their scholastic competence and their self-worth.

Horwitz, Horwitz and Cope (1986) also state that over-studying is an FLA related phenomenon. Although students devote a lot of time to studying, they still do poorly in tests or oral exams. They become even more frustrated when they realize they make the same mistakes repeatedly as FLA has a cyclical nature (As learners experience more failure, their FLA level may increase even more).

Ohata (2005) indicates that the teacher's perception plays an important role in students' FLA as the teacher is the person in the classroom who can regulate the atmosphere, search for the signs of anxiety and help students overcome it. The classroom that follows traditional learning styles, its strictness and formality is described as the major source of stress.

As teachers and learners constantly interact, the emotions of one group cannot be considered separately from the emotions of the other group. Morton, Vesco, Williams and Awender (1997) study the correlation of student-teachers' FLA and conclude that their demographic, experiential

and dispositional variables may contribute to FLA. They think that psychological disposition is the strongest predictor.

Perhaps one of the most interesting findings of the research on FLA which has differed according to the level of instruction is that advanced learners and learners who have lived or stayed in a foreign language country are more susceptible of FLA (Saito & Samimy, 1996). On the contrary, Matsuda and Gobel (2004) have concluded that learners with experience in a foreign language country are less anxious about speaking the foreign language.

Kráľová (2011) has examined the correlation of several personality characteristics and the level of foreign language pronunciation of learners applying the sixteen personality factor questionnaire (16PF) (Cattell, 1997). She has detected a significant positive relationship in sensitivity, perfectionism and openness to change and significant negative proportion in vigilance, tough-mindedness and anxiety.

Kitano (2001) finds a relationship between gender and FLA – male learners, who have perceived themselves as less competent in a foreign language, suffer from FLA more than female learners. Dewaele and MacIntyre, (2014) have revealed that female learners have reported more fun in their foreign language class than male learners. On the other hand, they experience higher FLA than their male peers.

Cultural and social environment where learning takes place may influence the learners' level of anxiety. Other causes of anxiety may be learners' own concerns about their ethnicity, foreignness, social status, relations within the class or gender (Hashemi & Abbasi, 2013). Clement (1986) adds another perspective to the psychosocial dimension of foreign language learning. He argues that some foreign language learners in a multi-cultural setting can suffer from an emotional dilemma between the need to learn a foreign language and weakening their ethnic identity more than learners learning a foreign language in their native language and cultural setting. Learning can thus be a threat not only for learners' self-identity but also for their cultural or social identity.

Furthermore, Al-Saraj (2011) explains why Saudi Arabian culture creates a social and cultural setting for examining FLA. The education system in Saudi Arabia is free for all levels, where male and female students are separated, typically attending segregated schools. The combination of factors such as the importance of learning English, the educational system and conservative culture create an environment for FLA.

Social status of interlocutors can considerably influence the level of FLA, especially when communicating with someone who has a better command of foreign language. Unequal language competencies are often seen as very stressful.

Moreover, English plays an important role in the global market as it is a communication language of business, education, science and technology and an effective oral communication is seen as a socially valued skill. This fact might, on the one hand, serve as a motivator for learners, but on the other hand, it might be perceived by learners as pressure. Consequently, it might negatively contribute to FLA.

Nevertheless, the factors involved in FLA as its inhibitors or activators are numerous and the list of potential sources of FLA can be rather long. However, Horwitz (2016) has added that the components of FLA are likely to vary in different learner populations depending on their culture and proficiency.

2.7 Effects of Foreign Language Anxiety

FLA has the same clinical picture and symptoms as any other type of anxiety (Horwitz, 1986) – sweating, palpitations, trembling, apprehension, worry, fear, threat, difficult concentration, forgetfulness, freezing, going blank, and avoidance behaviour (Horwitz, Horwitz, & Cope, 1986).

In the research conducted by Hashemi and Abbasi (2013) the participants describe their own signs of FLA such as perspiration, headaches, tension and pain in any part of the body, abnormal verbal behaviour, such as staggered voice, either too fast or too slow speed of speech, rubbing the palms, squirming, fidgeting, playing with hair or clothes, touching objects,

stuttering or stammering, poor performance, less interpretativeness, less eye contact because of reading from the paper or screen while giving presentations, etc.

Language learning is a cognitive activity that relies on encoding, storage and retrieval processes and FLA can interfere with each of these by causing a divided attention situation (MacIntyre, 1995). MacIntyre & Gardner (1994) emphasize the negative effects of anxiety in foreign language learning, saying that anxious people divide their attention between task-related cognition and self-related or emotion-related cognition, making cognitive performance less efficient on all three stages of cognitive processing: input, processing (mental planning) and output.

The "socio-affective filter" constructed by Dulay and Burt (1977) is considered to be a source of the well-known Krashen`s (1981) Affective Filter Hypothesis. An affective filter makes learner unreceptive to foreign language input.

Various consequences of FLA may appear at any phase of learning. At the input stage, learners might pretend to be sick, hide in the last rows, or miss the classes to alleviate their anxiety. During the processing stage, some of them tend to give up, procrastinate, or avoid studying which in the output stage results in freezing-up or memory lapses.

Students often claim that they know and understand the given foreign language phenomenon, but they tend to "forget" it when it comes to test or oral exercise, when many foreign language points must be recalled at the same time. Making persistent errors in morphology, syntax or spelling due to nervousness is very common (Horwitz, Horwitz & Cope, 1986).

According to the above-mentioned research, anxiety, which is present among learners of foreign languages, negatively influences their acquisition and further performance in a foreign language. Learners are very individual and therefore, the signs may differ in their manifestation or severity. To put it another way, some learners may completely forget what they have learnt and they will be unable to perform in any way (oral

or written) and some learners will need only a small hint, help or motivation to be able to perform with imperceptible signs of anxiety.

It has been suggested that some little anxiety may improve performance (Scovel, 1978). Likewise, Smith & Sarason, (1982) describe a curvilinear relationship between FLA and foreign language performance as a function of task difficulty.

2.8 Debilitative and Facilitative Anxiety

Researchers make a distinction between facilitative and debilitative foreign language anxiety. Facilitative anxiety can be helpful and keep the learner alert. However, debilitative anxiety can be harmful and a kind of tension that hinders learning (Oxford 1999).

Debilitative anxiety can produce unsatisfactory or poor learning outcomes. For instance, the learner who will speak in class or talk to foreigners can be too anxious or shy as fear discourages him or her from thinking clearly. However, numerous studies have suggested the benefit of facilitative anxiety in learning foreign languages (Spielman & Radnofsky, 2001). Facilitative anxiety can be beneficial for the learner. Facilitative anxiety is one of the keys to success because there is a close relationship between competitiveness and anxiety in foreign language learning according to a study carried out by Bailey (1983).

More recently, Spielman and Radnofsky (2001) have identified the tension as a more neutral concept to describe the possibility of both beneficial and detrimental effects in learning a foreign language. Although facilitative anxiety can be beneficial, debilitative anxiety can be detrimental. FLA is generally viewed as a negative factor which should be avoided at all costs. However, a little nervous tension is a good thing. It has been suggested that some little anxiety may improve performance.

2.9 Skills-Based Foreign Language Anxiety

Many studies on the role of FLA in language skills have been carried out so far. The research has focused on language skills, such as reading (e.g.,

Sellers, 2000), listening (e.g., Zhai, 2015), writing (e.g., Hilleson, 1996) and speaking (e.g., Woodrow, 2006).

Until the Hilleson's (1996) study on reading and writing anxieties, researchers associate FLA mostly with speaking and listening as the skills most affected by anxiety. This has anticipated the research on skill-specific anxieties and most studies have provided evidence for the existence of skill-specific FLA.

Foreign language anxiety and language-skill-specific anxiety are widely used to describe the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts, including listening, speaking, reading, and writing. Foreign language classroom anxiety (FLCA) is related to foreign language anxiety and language-skill-specific anxiety, and fairly recently identified as distinguished from other forms of anxiety. FLCA is a more general type of anxiety in learning a foreign language with a strong speaking anxiety element; and low self-confidence is identified as an important component of its construct.

Cheng (2002) proposes the results of research over the period since 1970 suggest that writing apprehension has a negative impact on:

- the quality of the message encoded,
- the individual's writing behaviour,
- writing performance and
- willingness to write or take writing courses

Among the four skills, speaking is most associated with foreign language anxiety. For example, Cheng (2002) says that there is a high correlation between classroom anxiety and speaking performance. He adds what is considered to be classroom anxiety is in fact classroom anxiety.

Negative correlation has been observed between sustained attention levels during conversation tasks and levels of FLA in classroom condition (Chang, Fang, Yang, Luo, Chew & Chen, 2017). Interestingly, the researchers have found a positive correlation between the attention levels

and states of FLA in the real-world situated condition. MacIntyre, Clément, Dörney and Noels (1998) conceptualize and offer a model of the Willingness to Communicate (WTC) in a foreign language as an alternative concept to FLA explaining the influence of FLA on foreign language oral production. MacIntyre (2007) suggests that FLA and WTC should be viewed as state, situation-specific, and trait characteristics and he formulates the essential question of the WTC model and the critical decision for foreign language learning: "Does a learner choose to communicate when the opportunity arises?" (p. 567).

Listening anxiety is also as harmful as speaking anxiety. Before learners decide what they are going to say, they need to understand what has been said. Cheng (2002) suggests that listening anxiety stems from the learner's false impression that they need to understand every word that is said. Therefore, learners experience listening anxiety to be able to understand what others say.

Dixson (1991) has found out that while listening, anxious students have difficulty comprehending the content of the target language. Zhai (2015) states a significant negative correlation between FLA and listening comprehension and puts forward some useful suggestions to enhance listening proficiency of foreign language learners.

Reading anxiety is an anxiety that learners experience while they are reading in their new target language (Zhou, 2017). This can be caused by unfamiliar scripts and writing systems, or cultural material (Saito, Horwitz & Garza, 1999). For example, the Chinese script might cause difficulties for an English-speaking student because the two languages do not share a common writing system. Reading anxiety can also be a result of learners' unrealistic expectations that they should be able to understand everything they read in the target language.

Reading anxiety can result in physical and cognitive reactions. Physical reactions may include the release of adrenaline and symptoms such as sweating, feeling shaky, a pounding heart, rapid breathing and stomachache (Jalongo & Hirsh, 2010). Cognitive reactions may include an

overwhelming sense of dread, low self-esteem, feelings of helplessness and expectations of public humiliation (Jalongo & Hirsh, 2010).

Sellers (2000) investigates the relationship between anxiety and reading and concludes that anxious students do not understand the tasks correctly and tend to recall less passage content while reading than their less anxious friends. Saito, Horwitz and Garza (1999) reveal that reading anxiety increases with learners' perception of the difficulty of reading.

Pae (2013) indicates significant intra-relations and independent inter-relations of FLA types related to all four language skills with general FLA. In general, learners feel more comfortable about receptive skills than about the productive skills (Kim & Kim, 2004).

Many researchers have created and used a variety of skill-specific instruments to measure FLA like second language speaking anxiety scale (SLSAS) (Woodrow, 2006); speaking anxiety scale (Pae, 2013); foreign language listening anxiety scale (FLLAS) designed by Kim (2000); foreign language reading anxiety scale (FLRAS) developed by Saito, Horwitz, & Garza (1999) and writing anxiety scale by Daly, & Miller (1975).

Woodrow's (2006) results indicate that FLA is the most crucial predictor of foreign language oral performance. As regards speaking, more anxious students produce less personal and interpretive speech (Steinberg, & Horwitz, 1986); smaller continuous speech and make longer mid-clause pauses (Djigunovic, 2006). Gregesen and Horwitz (2002) report different reactions in foreign language oral communication between anxious learners who try to avoid making mistakes and non-anxious learners who continue to speak despite mistakes.

2.10 Foreign Language Anxiety Coping Strategies

Considerable attention has been paid to strategies to alleviate the anxiety of people in various situations and contexts for many years. Within foreign language learning numerous FLA coping (reducing or management) strategies have been discussed. Horwitz (1990) suggests a three-strategy

approach as the most effective treatment including: systematic desensitization – learning how to relax in the presence of anxiety stimuli; cognitive modification – changing learners' own cognitive appraisals and managing their self-evaluation; and skills training.

When verifying ways of reducing FLA, earlier studies focus on two primary strategies – skills development and behavioural therapy. The combination of these two strands was considered to be the best therapeutic approach (Daly, 1991). Many learners of foreign languages assume that the most effective "remedies" in relieving their FLA are intellectual (more intensive foreign language practice) and emotional (something which can reduce their psychological inhibitions regarding communication in a foreign language) (MacIntyre, 1995).

Foss and Reitzel (1991) present a relational model for coping with FLA including several treatment strategies for five components of foreign language competence – motivation, knowledge, skills, criteria outcomes and context.

Young's (1986) finding that ability level has been an important variable in anxiety examination is a significant contribution to FLA research. There is a lot of evidence that FLA decreases as foreign language proficiency increases (Kráľová, 2016).

Researchers have already verified strategies of various kinds (e.g., Nagahashi (2007), where the remediation of FLA has focused mainly on three approaches – cognitive, affective and behavioural (Kondo & Ying-Ling, 2004) according to the modality emphasized. Studies that verify the cognitive approach have focused on changing learners' own cognitive appraisals. The cognitive modification method is recommended for teaching learners more realistic self-evaluation (Mejías, Applebaum, Applebaum, & Trotter, 1991). Researchers have examined the effectiveness of cooperative learning techniques (Nagahashi, 2007), traditional vs. modern teaching techniques (Hismanoglu, & Hismanoglu, 2010), summative vs. formative evaluation (Hashemi, & Abbasi 2013) as well as oral corrective feedback (Lee, 2016).

The affective approach focuses on reducing the negativity of the foreign language experience and includes therapies such as systematic desensitization (Mejías, Applebaum, Applebaum, & Trotter, 1991), biofeedback (Walton, 1981), support groups (Foss, & Reitzel, 1991), relaxation (Ratanasiripong, Sverduk, Hayashino, & Prince, 2010), meditation (Oxford, 2015), an engagement program (Ismail, 2016), doodling (Siag-to-Wakat, 2016) and recall techniques (Cinkara, 2016).

The behavioural approach supposes that FLA occurs as a result of poor language skills, prompting the attempt to train learners in skills, applying different methods and techniques, e.g., computerized pronunciation practice (Shams, 2005), explicit instruction and self-analysis in the acquisition of foreign language pronunciation (Lord, 2005) and teaching speaking in a virtual environment (Grant, Huang, & Pasfield-Neofitou, 2014). FLA reducing strategies can also be classified according to whether they refer to either internal or external parts of the education process. Within the internal elements of the education process – a teacher and a learner, two types of FLA reducing strategies can be distinguished.

Teaching strategies are applied by foreign language teachers to help their students learn a foreign language more effectively (Horváthová, 2013). Learning strategies are applied by foreign language learners consciously or subconsciously and they usually develop from their learning styles (Oxford, 1990).

Today, strategies external to the education process are intensively applied in line with the post-communicative approach in foreign language pedagogy integrating affective, cognitive and behavioural modalities of learning. Such intervention strategies are often led by psychologists in close cooperation with foreign language teachers.

2.11 Teaching Strategies

Several researchers have made useful suggestions for teachers on how to help learners diminish their FLA in the classroom (e.g., Horwitz, Horwitz,

& Cope, 1986; Horwitz, 1990; Young, 1990; Hashemi, & Abbasi, 2013; Onwuegbuzie, Bailey, & Daley, 1999).

Horwitz and Young (1991) offer both theoretical and practical perspectives on FLA and practical advice to minimise decrease FLA in language instruction. Young (1990) has also offered some advice for teachers to decrease learners' FLA:

- using an anxiety graph to pinpoint the highest level of anxiety of a given interaction.

- providing supplemental instruction or a support group.

- using more pair and group work.

- playing language games with an emphasis on problem-solving.

- using role-playing.

Moreover, Hashemi and Abbasi (2013) make some helpful recommendations for teachers to alleviate their students' anxiety: scan for the signs of anxiety by students and apply quick strategies to help them overcome the destructive feelings.

- create a student-friendly and learning-supportive environment in the class.

- create friendship and cooperation among students.

- put more emphasis on formative assessment and constructive feedback rather than summative assessment.

- A communicative approach should be adopted so that students get more chances to practise their speaking skills.

- encourage students not to be afraid of making mistakes.

- do not correct student's each mistake.

- make students feel successful and satisfied when using a foreign language.

- choose activities and tasks that do not cause instant frustration.

- initiate discussion about how the students feel, for instance, when giving presentations, and help them overcome their worries.

- search for more training courses on general psychology including language anxiety and learning differences.

Various approaches, methods and techniques have already been proved to make foreign language learning more effective. They have mostly followed efforts which aim to:

- make the classroom environment a more friendly place where learners can make mistakes – the Constructivist Theory of Learning (Vygotsky, 1978),

- succeed even with imperfect foreign language competence – the Communicative Approach (Nunan, 1991),

- feel safe with a pretended identity in role-play activities – Suggestopedia (Lozanov, 1979),

- let foreign language communication emerge spontaneously – the Natural Approach (Krashen & Terrell, 1983),

- talk about one's state of learning – Counselling-Learning,

- use interaction as a vehicle for learning – Community Language Learning (Curran, 1976),

- coordinate language learning with physical movement – Total Physical Response (Asher, 1977).

Nagahashi (2007) has examined the effectiveness of cooperative learning techniques where the group has a common learning goal and members can learn from each other. Cooperative learning proved to be effective in reducing FLA by providing a non-threatening and supportive environment where learners feel less intimidated working with equal partners.

Crookall and Oxford (1991) discuss several classroom activities that can be used with learners and teachers to deal with FLA (e.g., agony columns, ghost avengers, mistakes panels, anxious photos, reversed accents and trigger pictures).

Grant, Huang, & Pasfield-Neofitou (2014) consider virtual environments (chats and computer games) to be more effective FLA reducing strategies than those which take place in real world communication. Here, interlocutors communicate through their virtual identities and thus, protect their language egos. Learners report greater engagement in learning in a virtual environment and find it less FLA-inducing in terms of foreign language use (due to anonymity, not having to perform in front of others, conversations evolving in slow motion, and so on).

A video-stimulated recall technique is employed to assist learners in reflecting upon the symptoms and causes of FLA during speaking and it has been proven to be an effective reflective tool (Cinkara, 2016). Doodling is explored as a non-verbal tool in surfacing FLA experiences of foreign language learners (Siagto-Wakat, 2016). It appears to be a helpful technique in enabling learners to express their classroom experiences. This can help foreign language teachers realize the impact of FLA on their learners.

Beyond any doubt, a teacher plays one of the most important roles in increasing or alleviating the anxiety of foreign language learners. In research carried out by Al- Saraj (2011), the majority of participants point out that their teachers' characteristics and personalities are the major cause of their anxiety.

Teachers who provide incomprehensible explanations, over-correct students, demonstrate visible favouritism, become authoritarian, embarrass and humiliate students usually create a stressful environment in class and thus, contribute strongly to increasing anxiety (Tanveer, 2007).

Learners appreciate it when their teachers are friendly, patient, and helpful, as well as when they smile and care (Young, 1990). Therefore, it is

important that teachers pay attention to signals of anxiety radiating from their students and respond sensitively to these feelings in order for students to most benefit from the education process.

Price (1991) explains that students need to feel their teacher's support, encouragement and patience with their errors, without the teacher being excessively critical. As learners seem to be sensitive and defensive to corrections in foreign language production viewing every correction as a failure, the selection of error correction techniques should be very empathic.

Horwitz, Horwitz & Cope (1986) recommend that teachers select error correction techniques and base them on instructional philosophy to reduce defensive reactions in students. For both teachers and learners, it is essential to realize that errors are an inevitable part of foreign language learning.

Learners report less FLA when foreign language teachers have attitude that mistakes are no big deal, their manner of correction is not harsh, when learners can volunteer answers and are not called on to provide responses (Young, 1990).

Summative and constructive feedback on errors is recommended rather than interrupting and correcting learners during their communication. For example, Lee (2016) examines the oral corrective feedback and changes in foreign language students' anxiety levels and the study has highlighted the potential affective risks of oral pronunciation corrections.

2.12 Learning Strategies

It may also be helpful for foreign language learners to find their own strategies to overcome anxiety in stressful situations. Many students like to have some rituals before big exams or they keep talismans close. Hauckand Hurd (2005) have collected a few strategies for learners to deal with FLA:

- Use positive self-talk (e.g. I can do it; it doesn't matter if I make mistakes; others make mistakes).

- Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.

- Imagine that when I am speaking in front of others, it is just a friendly informal chat.

- Tell myself when I speak that it won't take long.

- Give myself a reward or treat when I do well.

- Be aware of physical signs of stress that might affect my language learning.

- Write down my feelings in a day or notebook.

- Share my worries with other students.

- Let my tutor know that I am anxious.

- Use relaxation techniques, e.g. deep breathing, consciously speaking more slowly, etc.

The most employed model of language learning strategies is the Strategy Inventory for Language Learning (Oxford, 1990) in which language learning strategies fall into six categories:

- memory – storing and retrieval of information;

- cognitive – manipulation or transformation of the foreign language;

- meta-cognitive – relate to learners' cognition;

- compensation – compensation or production in spite of limitations in knowledge of the foreign language;

- affective – regulation of feelings and attitudes;

- social – involve communication with other people.

Lu & Liu (2011) explore cognitive and meta-cognitive language learning strategies in relation to FLA among Chinese university students of English. They conclude that less anxious language learners tend to choose more language learning strategies that are more appropriate to a given task.

Kondo & Ying-Ling (2004) develop a typology of strategies that learners use to cope with FLA in five categories:

- preparation (e.g., studying hard, getting to use a foreign language, concentrating in class);

- relaxation (e.g., taking deep breaths, drawing to calm down);

- positive thinking (e.g., imagining one's good performance in a foreign language, thinking of something pleasant, trying not to take it too seriously);

- peer seeking (e.g., asking other learners for advice, talking with friends in their proximity);

- resignation (e.g., accepting the situation, giving up on studying).

Paradowski, Dmowska, and Czasak (2015) have studied coping strategies that foreign language learners employ to overcome speaking anxiety. They consider learner-centred humanistic techniques emphasizing positive atmosphere crucial in this context.

Two types of awareness are distinguished within humanistic techniques (Bowen, 2004) experiential awareness (helping learners get rid of unrealistic expectations about the foreign language learning process) and group awareness (helping learners create a sense of common objective and collective success in foreign language learning).

3. METHODOLOGY

3.1 Research Design

The current research aimed to investigate the effects of foreign language classroom anxiety on pupils at a secondary school in İstanbul. A questionnaire, which is a quantitative data collection method, was used to

identify pupils' perceptions of FLA. A Likert-scale including five scales was used: strongly agree, agree, undecided, disagree and strongly disagree.

3.2 Setting

This research was carried out at a public secondary school in Sefakoy, İstanbul and as part of K-12 schooling, 5th-8th grade pupils go to secondary schools. English at secondary schools is a mandatory subject they all have to take. They have got English four hours a week and they usually use the course books published by Ministry of Education. They follow a grammatical syllabus, so the course is organised around grammar and vocabulary.

3.3 Participants

The respondents who participated in this research were 100 pupils from 5th grade to 8th grade at a secondary school. As can be seen in Table 1, 33 percent of respondents were male pupils while 67 percent were female pupils.

Table 1. Demographic information of the participants

		F	**%**
Gender	Male	33	33
	Female	67	67
Total		100	100%

3.4 Data Collection Instrument

The essential data for this research were gathered via a questionnaire developed by Horwitz et al, 1986). The questionnaire was entitled: Foreign Language Classroom Anxiety Scale. In the questionnaire, pupils state their perceptions of foreign language anxiety and attitudes towards willingness to communicate.

The questionnaire is only made up of two parts. The first part is dedicated to demographic information about the participants while the second part of the questionnaire deals with learners' attitudes and perceptions of foreign language classroom anxiety. Excluding the demographic information, there are 33 items in total in the questionnaire.

3.5 Data Analysis Procedure

When the researcher distributed and collected the necessary data using the questionnaire, the questionnaire data were analysed statistically using Statistical Package for Social Sciences (SPSS) version 17.

4.   FINDINGS AND RESULTS

4.1 Questionnaire

A questionnaire in which 100 respondents were asked about their perceptions of foreign language anxiety was conducted and the findings of the questionnaire were analysed. The results are as follows in Table 4.1.

Table 4.1. Pupils' perceptions of foreign language anxiety at a state secondary school

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I never feel quite sure of myself when I am speaking in my foreign language class.	22	22	31	31	16	16	22	22	9	9	100	100
2. I don't worry about making mistakes in language class.	33	33	23	23	16	16	16	16	12	12	100	100
3. I tremble when I know	38	39,6	14	14,6	15	15,6	17	17,7	12	12,5	96	100

that I'm going to be called on in language class.											
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	32	32,3	13	13,1	23	23,2	20	20,2	11	11,1	99	100
5. It wouldn't bother me at all to take more foreign language classes.	22	22	14	14	20	20	24	24	20	20	100	100
6. During language class, I find myself thinking about things that have nothing to do with the course.	27	27,3	25	25,3	19	19,2	21	21,2	7	7,1	99	100
7. I keep thinking that the other students are better at languages than I am.	20	20	24	24	19	19	22	22	15	15	100	100
8. I am usually at ease during tests in my language class.	17	17	21	21	24	24	21	21	17	17	100	100
9. I start to panic when I have to speak without preparation in language class.	11	11	22	22	24	24	28	28	15	15	100	100
10. I worry about the consequences of failing my foreign language class.	18	18,2	16	16,2	22	22,2	29	29,3	14	14,1	99	100

11. I don't understand why some people get so upset over foreign language classes.	13	13	18	18	19	19	27	27	23	23	100	100
12. In language class, I can get so nervous I forget things I know.	9	9	19	19	22	22	27	27	23	23	100	100
13. It embarrasses me to volunteer answers in my language class.	41	41,4	18	18,2	18	18,2	12	12,1	10	10,1	99	100
14. I would not be nervous speaking the foreign language with native speakers.	18	18	19	19	21	21	31	31	11	11	100	100
15. I get upset when I don't understand what the teacher is correcting.	13	13,4	16	16,5	31	32	22	22,7	15	15,5	97	100
16. Even if I am well prepared for language class, I feel anxious about it.	20	20,2	17	17,2	23	23,2	21	21,2	18	18,2	99	100
17. I often feel like not going to my language class.	25	25,3	21	21,2	26	26,3	19	19,2	8	8,1	99	100
18. I feel confident when I speak in foreign language class.	22	22	7	7	21	21	31	31	20	20	100	100
19. I am afraid that my language	25	25,5	20	20,4	21	21,4	22	22,4	10	10,2	98	100

teacher is ready to correct every mistake I make.												
20. I can feel my heart pounding when I'm going to be called on in language class.	18	18	26	26	15	15	16	16	25	25	100	100
21. The more I study for a language test, the more confused I get.	22	22	19	19	23	23	13	13	23	23	100	100
22. I don't feel pressure to prepare very well for language class.	19	19,2	14	14,1	13	13,1	28	28,3	25	25,3	99	100
23. I always feel that the other students speak the foreign language better than I do.	25	25	22	22	20	20	15	15	18	18	100	100
24. I feel very self-conscious about speaking the foreign language in front of other students	26	26	23	23	27	27	12	12	12	12	100	100
25. Language class moves so quickly I worry about getting left behind.	15	15	21	21	30	30	21	21	13	13	100	100
26. I feel more tense and nervous in my language class than in my other classes.	31	31	22	22	21	21	15	15	11	11	100	100
27. I get nervous and confused	25	25	23	23	16	16	18	18	18	18	100	100

when I am speaking in my language class.												
28. When I'm on my way to language class, I feel very sure and relaxed.	14	14,3	12	12,2	26	26,5	20	20,4	26	26,5	98	100
29. I get nervous when I don't understand every word the language teacher says**.**	19	19,2	24	24,2	24	24,2	16	16,2	16	16,2	99	100
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	17	175	26	26,8	27	27,8	8	8,2	19	19,6	97	100
31. I am afraid that the other students will laugh at me when I speak the foreign language.	17	17,3	21	21,4	23	23,5	18	18,4	19	19,4	98	100
32. I would probably feel comfortable around native speakers of the foreign language.	17	17	15	15	29	29	25	25	14	14	100	100
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	18	18	16	16	32	32	15	15	19	19	100	100

4.1.1 Questions 1-5: Firstly**, o**ver half the respondents claim that they never feel sure of themselves when they speak English in class. However, nearly one-third of participants disagree with them. Secondly, over 50% of the pupils who participated in this research feel that they do not worry about making mistakes. However, 28% of the pupils still seem to concern about making mistakes. Thirdly, over 54% of the learners have said that they shake with fear when they participate in activities. On the other hand, one-third of the respondents disagree with them. Fourthly, 46% of the respondents say that they feel frightened if they do not understand their teacher. Yet, around 30% of them say that they can understand their teacher. Finally, 44% of the pupils would like to take more English classes. One-third of the pupils hope to learn more English.

4.1.2 Questions 6-10: Firstly, around 50% of the pupils feel that the teacher cannot relate teaching to learners' lives or they cannot personalise knowledge. However, a small number of pupils are satisfied with opportunities given from everyday life. Secondly, 46% of the respondents state that they find their peers' language achievement better than themselves. Yet, 37% of the pupils think that they do as well as their peers. Thirdly, 38% of the learners feel that they experience test anxiety. Similarly, 38% of them feel relaxed on the day they take an exam. Fourthly, although 33% of the learners think that they begin to panic when they have to speak without making any preparations, 43% of the learners do not panic when they start to speak. Finally, although 35% of the learners think that they will fail English, 43% of the pupils do not feel worried about failing English.

4.1.3 Questions 11-15

Firstly, 50% of the learners can understand why many learners have problems with English. Secondly, 50% of them point out that they do not feel nervous when they want to express their feelings. Nevertheless, 28% of them still feel nervous. Thirdly, nearly 60% of the pupils do not volunteer to answer the questions although 22% of them are not embarrassed in an interaction between the teacher and pupils. Fourthly,

44% of the pupils think that they will feel nervous communicating with native speakers in a foreign language whereas 37% of them disagree with their peers. Finally, approximately 38% of the pupils do not think it is a bad idea for the teacher to correct their errors. However, 30% of them do not like being corrected.

4.1.4 Questions 16-20

Firstly, 38% of the pupils who participated in the questionnaire say that they experience anxiety although they spend a lot of time getting ready for the class. Secondly, nearly 47% of the kids claim that they do not want to take English courses. However, about 27% of them are keen on going to language classes. Thirdly, approximately 50% of the pupils who were asked about their confidence say that they do not feel confident when they communicate in English. However, one-fourth of the learners feel confident when they speak with peers in English. Fourthly, 46% of the learners feel that the teacher always corrects their errors immediately although 33% of them do not agree with their friends. Finally, 44% of the pupils experience physical anxiety when they do oral activities in class. On the other hand, 41% of the pupils do not feel anxious about participating in oral activities.

4.1.5 Questions 21-25

Firstly, 41% of the pupils do not succeed in the English tests they take although they study hard for them. However, 36% of them have no test anxiety. Secondly, nearly 33% of the pupils say that they study under pressure. However, a large number of pupils do not complain about their situation. Thirdly, 47% of the pupils state that their classmates are better at English than they are. Fourthly, 49% of the pupils claim that they are self-conscious about speaking in a foreign language in front of people while 24% of them disagree with them. Finally, 36% of the pupils who participated in this questionnaire state that they worry about getting behind their classmates whereas 34% of them do not care about it.

4.1.6 Question 26-30

Firstly, 53% of the learners who participated in this research say that they feel tense and nervous in the classroom. In contrast, 26% of the pupils do not agree with the other respondents. Secondly, 48% of the pupils say that they feel nervous and confused when they speak English. However, 36% of them do not think they experience a high level of anxiety. Thirdly, 47% of the pupils who were asked about their view of the language course say that they do not feel relaxed and sure about their success. However, 27% of them approach language learning positively. Fourthly, 44% of the pupils get nervous when they cannot understand what their English teacher says while 33% of them do not have difficulty understanding their teacher and they do not feel anxious when they cannot communicate with their teacher who uses English. Finally, 44% of the pupils who participated in the study say that it is difficult to speak English accurately because of its rules.

4.1.7 Question 31-33

Firstly, 38% of the pupils who were asked about their view of their friends' attitudes feel that the other pupils will laugh at them if they speak English in the class. On the other hand, 38% of the learners disagree with them. Secondly, 39% of the pupils who participated in the research claim that they feel uncomfortable communicating with native speakers in English although 32% of them state that they feel comfortable using English. Finally, 34% of the pupils who participated in the questionnaire argue that they get nervous when they answer the questions the teacher asks. On the other hand, 34% of the pupils state that they do not feel nervous when they interact with their teacher.

5. DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter is allotted to the discussions of the research questions and conclusions of the research.

5.1.1   Do pupils experience foreign language classroom anxiety?

The data collected over the course of this research showed that nearly fifty percent of learners experience foreign language classroom anxiety. This supports one of Horwitz's research findings about foreign language classroom anxiety (Horwitz, 1986). When students experience a high level of anxiety, they are unable to express their feelings in a foreign language. They cannot communicate or interact with their teacher in the classroom, either. They are afraid of speaking English in class because their foreign language anxiety level is very high. When a high level of anxiety occurs, it can hinder foreign language learning. Students can lose their confidence in themselves, so they are not willing to communicate. They do not want to participate in oral activities, so they cannot develop oral skills. Their oral performance can be poor. The mistakes or errors will make them feel unconfident, so the teacher should avoid correcting immediately.

5.1.2 What are the effects of communication apprehension on pupils?

Many people want to study languages for communication, which is the main goal of language learning. When students experience a high level of anxiety, they are unable to communicate in a foreign language. They are unwilling to communicate with others, so they fail to develop communication skills. Willingness to communicate (WTC) is a common problem facing many learners. Language learning is a social and interactive process, so learners without communication apprehension or fear can succeed in communicating in a foreign language. They cannot learn from one another, socialise and interact both inside and outside of classroom. Pupils have a negative attitude towards foreign language because their view of self, peers and the teacher is negative.

5.1.3   What are the effects of the negative evaluation of their classmates?

Pupils who have no confidence in themselves are badly affected by their classmates' feelings and behaviours in the class. When they want to participate in the oral activities, they usually think that their classmates

will make fun of them or tease or ridicule them. This will make them receive passive roles in the class and keep low profiles. When they do not volunteer to participate in oral activities, they will not make much progress in English. For this reason, peer pressure can influence student achievement negatively. Pupils do not like to be judged by their classmates. The teacher should create a positive and supportive learning environment and also help students build good rapport.

5.1.4   How does FLA influence EFL students?

Learners cannot receive enough input or exposure to the target language, so they are unable to produce or use language. They experience listening and speaking anxiety most because they cannot communicate if they do not understand what has been said. Listening anxiety is as important as speaking anxiety. They are unwilling to communicate in class because they do not like to be corrected immediately. They do not want to study in a tense learning environment where learners do not feel emotionally safe. They also experience writing anxiety because they are not good at productive skills. They find it difficult to express their feelings in a written mode, which requires them to communicate meaning.

5.2   Conclusions

There are many conclusions to draw from this study. Firstly, a high level of FLA is a barrier to language learning. There must be a stress-free learning environment where learners feel comfortable using language. For acquisition to take place, the level of anxiety must be low. Affective filter should be minimised as a high level of anxiety can hinder language learning. Secondly, willingness to communicate (WTC) is very low, so pupils are not good at producing language. Some of them have no purpose for using language or communicating in classroom because of their low level of motivation. If students have a purpose for learning, they will get motivated to achieve their goals.   Thirdly, their listening anxiety is very high, so they can have difficulty understanding language. This can affect their communication, which is a two-way process. This process involves encoding and decoding. L2 needs to be used in classroom and the teacher

can act as a good input provider. The teacher should also pay attention to listening, which is based on understanding the language. Students need to get exposed to authentic language to be able to overcome their listening anxiety. Fourthly, their level of confidence is low, so they cannot communicate in English confidently. Pupils have no opportunities to develop their fluency. To be able to speak fluently they need to be confident. Confidence and fluency go hand in hand. Finally, pupils are afraid of participating in the activity as they think their peers will make fun of them. The quality of the relationship is very good. The relationship among pupils must be positive and respectful. This can influence their participation and engagement in learning. If there is a positive learning environment based on respect and trust, they will produce good learning outcomes. A good example of this is when they make errors, they think that their classmates will laugh at or make fun of each other. They should avoid criticizing and judging each other.

5.3 Implications

This study has many implications for teachers. Teachers should consider affect related to learner feelings or emotions to be very important. Therefore, they should be encouraged to create and establish a supportive and positive learning environment in which learners can feel emotionally safe. In a safe environment, learners can produce and use English comfortably. However, in a negative, tense and stressful environment learners do not like to learn English because the teacher cannot build good rapport with students. Foreign language classroom anxiety should be minimised because foreign language anxiety is a barrier to language learning. Teachers should be constructive and should avoid correcting their errors immediately. Learners with a high level of anxiety should be encouraged to study in a pair or in a group in order to help them overcome anxiety. Indeed, pair or group work would be best to minimise foreign language anxiety. Learners should not evaluate or judge each other; they should be supportive. Learners need to get exposed to meaning-focused input

to overcome listening and reading anxiety and meaning-focused output to get over speaking and writing anxiety. Pupils need to be fluent in four skills: listening and reading, speaking and writing. To help learners succeed in learning languages, the teacher should provide pupils with opportunities to understand and use language. When designing a well-balanced language course, the teacher should include meaning-focused input and meaning-focused output activities in course planning or lesson planning. The more exposure the better. They need to get authentic input and produce authentic output to overcome a high affective filter, which is a barrier to language learning. The teacher should encourage learners' willingness to communicate in English by providing them with a positive and supportive learning environment.

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