

**ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE  
(GRADUATE PROGRAMME)**

**A STUDY OF HIGH SCHOOL STUDENTS ENGLISH LEARNING ANXIETY  
AND ENGLISH ACHIEVEMENT: WITH PARTICULAR REFERENCE TO  
GRADE 11 AT DEMBECHA PREPARATORY SCHOOL, IN WEST GOJJAM**

**BY**

**MELKAMU FIREW WORKU**

**JUNE, 2008**

**A STUDY OF HIGH SCHOOL STUDENTS ENGLISH LEARNING ANXIETY  
AND ENGLISH ACHIEVEMENT: WITH PARTICULAR REFERENCE TO  
GRADE 11 AT DEMBECHA PREPARATORY SCHOOL, IN WEST GOJJAM**

By

Melkamu Firew Worku

**A Thesis Presented to the Department of Foreign Languages  
and Literature  
(Graduate Programme)**

**In Partial Fulfillment of the Requirements for the Degree of Master  
of Arts in Teaching English as a Foreign Language (TEFL)**

**June, 2008**

**ADDIS ABABA UNIVERSITY**  
**INSTITUTE OF LANGUAGE STUDIES**  
**DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE**

**A STUDY OF HIGH SCHOOL STUDENTS ENGLISH LEARNING ANXIETY  
AND ENGLISH ACHIEVEMENT: WITH PARTICULAR REFERENCE TO  
GRADE 11 AT DEMBECHA PREPARATORY SCHOOL, IN WEST GOJJAM**

**BY**

**MELKAMU FIREW**

**APPROVED BY BOARD OF EXAMINERS**

\_\_\_\_\_

Advisor

\_\_\_\_\_

Signature

\_\_\_\_\_

Examiner

\_\_\_\_\_

Signature

\_\_\_\_\_

Examiner

\_\_\_\_\_

Signature

## Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and all the sources of material used for the thesis have been duly acknowledged.

Name Melkamu Firew

Signature: \_\_\_\_\_

Place: Addis Ababa University

Date of submission: June 10, 2008

## **Acknowledgements**

I would like to express my deepest gratitude to my advisor Ato Amanuel Gebru for his genuine and valuable assistance in providing me with professional advice and constructive criticism and comment throughout the study.

I am grateful to Ato Abdurhaman Seid who helped me in computing the statistical work in SPSS by sharing his valuable time.

I wish to extend my deepest gratitude to all my friends and relatives who in one way or another contribute to the completion of this paper. Special thanks go to Tafere Melaku, Taye Alamirew, Askalemariam Adamu, Minwagaw Temesgen, Mulat Degnew and Ahimed Seid for their cooperativeness

Words cannot express my feelings about the patience, encouragement and cooperation of my wife Demek Yitayew who has sacrificed her interest and comfort in shouldering the burden and challenge of taking care of our child Abraham. Finally I would like to thank w/t Nibret Hailu for typing this paper neatly.

Above all I would like to thank God for helping me in all my endeavors.

## Table of Contents

	<b>Page</b>
Acknowledgements .....	i
Table of contents.....	ii
List of tables.....	iv
Abstract.....	v
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem .....	2
1.3. Objective of the Study .....	4
1.4. Significance of the Study .....	5
1.5. Delimitation of the study .....	7
1.6. Limitation of the Study.....	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.1. Types of Foreign Language Anxiety .....	8
2.1.1. General Anxiety.....	9
2.1.1.1. Trait Anxiety.....	9
2.1.1.2. State Anxiety .....	9
2.1.1.3. Situation Specific Anxiety.....	10
2.1.2. Foreign Language Anxiety.....	10
2.1.2.1. Communication Apprehension.....	10
2.1.2.2. Test- Anxiety.....	11
2.1.2.3. Fear of Negative Evaluation.....	12
2.2. Sources of Foreign Language Anxiety.....	14
2.3. Foreign Language Anxiety and other Related Factors.....	16
2.4. Gender and Foreign Language Anxiety .....	19
2.5. Measurement of Foreign Language Classroom Anxiety.....	20

2.6. The Relationship between Foreign Language Classroom Anxiety and Language Achievement .....	22
2.7. English language Anxiety Sources in the Ethiopian Context .....	25
2.8. Reducing Foreign Language Classroom Anxiety .....	25
 CHAPTER THREE: METHODOLOGY OF THE STUDY .....	 28
3.1. Research Setting .....	28
3.2. Source of data .....	28
3.3. Subjects of the Study .....	28
3.4. Instruments .....	29
3.5. Data Collection .....	30
3.6. Data Analysis Method .....	30
 CHAPTER FOUR: RESULTS AND DISCUSSION.....	 31
4.1. The general situation of grade 11 students' anxiety in English classrooms .....	31
4.2. Foreign Language Anxiety and Gender .....	34
4.3. The Relationship between Anxiety and achievement.....	36
4.4. The Variation of Achievement According to Anxiety .....	39
4.5. Achievement difference between males and females .....	40
 CHAPTER FIVE:SUMMARY,CONCLUSIONS AND RECOMMENDATIONS.....	 42
5.1. Summary .....	42
5.2. Conclusions .....	44
5.3. Recommendations .....	45
 References .....	 47
Appendix A-----	53
Appendix B-----	55
Appendix C-----	59
Appendix D-----	63

## List of tables

	Page
Table 1: General anxiety situation of respondents.....	31
Table 2: Levels of anxiety within anxiety variables.....	32
Table 3: Males and females English classroom anxiety level.....	34
Table 4: Comparison of males and females anxiety level.....	35
Table 5: The correlation of anxiety with achievement.....	36
Table 6: Achievement and anxiety levels.....	39
Table 7: Achievement difference between males and females.....	40

## **ABSTRACT**

*This study was designed to investigate the relationship between English language learning classroom anxiety and students' English achievement test result. For this purpose 129 grade 11(eleven) students were randomly selected from Dembecha preparatory and secondary school. A self reporting questionnaire i.e foreign language classroom anxiety scale (FLCAS), developed by Horwitz, Horwitz and Cope (1986), consisted of 33 items, was administered to measure the students' foreign language classroom anxiety level. The students' first semester English final examination result was used to determine the relationship between English classroom anxiety and English achievement test result .Descriptive statistics to determine anxiety level,t-test to find out significance difference between males and females anxiety level and achievement and Pearson's Moment Correlation Coefficient to determine relationship between anxiety and achievement test result were used to test the research problems.*

*The result of the data analysis indicated that most of the students were found to be anxious. With respect to gender no significance difference was observed between males and females on their foreign language classroom anxiety level. The study further showed that there was a significant negative relationship between students' English language classroom anxiety and English achievement test result at the significance level of 0.001.The study also investigated that there was achievement test result variation among the subjects of the study with respect to their anxiety level. Finally it was found that though males' achievement test result was a little bit higher than that of females, no significant difference was found on achievement between them. The findings of this study depicted that anxiety is prevalent among the subjects of the study and had negative correlations with their English language achievement test result.*

*And the study made recommendations aimed at reducing classroom English language learning anxiety.*

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1. Background of the Study**

Research findings (Aida, 1994; Horwitz, 1986; MacIntyre and Gardner, 1994) had consistently revealed that anxiety can impede foreign language production and achievement. It has been observed that students in English classroom experience anxiety that results in stuttering and feelings of uneasiness. Anxiety, according to Macintyre and Gardner (1994), can be defined as the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening and language learning as a whole. Students of all levels of academic achievement and intellectual abilities are believed to be affected by anxiety in language learning. This anxiety occurs in varying degrees and is characterized by emotional feelings and worry, fear and apprehension (Cubuku, 2008-online).According to McDonald (2001), cited in Cubuku (2008), anxiety can be exhibited differently by individuals. As students progress, abundant pressures and different anxiety levels might affect their language achievement.

Language researchers have identified a number of learner factors which are thought to have a considerable influence on language learning. Anxiety has been regarded as one of the most important affective factors that influence second language learning. Studies by different scholars, (e.g.Scovel, 1978; Horwitz, et al.1986; Macintyre and Gardner, 1994), especially in Western countries, have been conducted to investigate the relationship between foreign language classroom anxiety and achievement in the learning of foreign

language at different environment. On one side Chastain (1975) found positive relationship between language anxiety and second language achievement. On the other hand, there was a study by Horwitz, et al. (1986) and Macintyre and Gardner (1994) which indicated that foreign language anxiety is responsible for students' negative emotional reaction to language learning. More recently, Batumlu and Erden (2007) and Cubuku (2007) have conducted research on this context to see classroom language anxiety and language achievement correlations and found that anxiety and achievement were correlated negatively. To measure the foreign language classroom anxiety levels, many of the researchers used the foreign language classroom anxiety scale-hereafter FLCAS which was designed by Horwitz,Horwitz and Cope(1986).The FLCAS, as confirmed by (Aida,1994;Horwitz,1986 and Rodriguez and Abreu 2003), was found to be highly reliable instrument to measure anxiety level of students.

Foreign language classroom anxiety is totally different from other types of anxieties (Horwitz et al., 1986).Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Since foreign language anxiety not only affects students' attitude and language learning but also is considered to have more debilitating effects than facilitating effects, an investigation and detailed analysis of foreign language anxiety is necessary and significant

## **1.2. Statement of the Problem**

Anxiety is a kind of trouble feeling in the mind .It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz,et al. ,1986).It is said to be one of the affective factors which affect the process of learning .In this regard (Scovel, 1978; Horwitz et al., 1986; Macintyre and Gardner, 1994; Young, 1991 and Aida,1994) claim that language courses are anxiety provoking by nature.

Horwitz et al.(1986),in their study of foreign language classroom anxiety ,developed a foreign language classroom anxiety scale (FLCAS) and administered it to the subjects of the study and found that the levels of the students' anxiety and their language achievement were negatively correlated. Similarly, Aida (1994) and Macintyre and Gardner (1994) arrived at a conclusion that classroom language learning anxiety and achievement have negative relationship. Batumlu and Erden (2007) and Cubuku (2007) reached conclusion similar to the aforementioned ones.

Abate (1996), investigated the extent and direction of the relationship between English language anxiety and learners' English language performance in first year students of the Ethiopian Civil Service College. He used FLCAS, a mid semester test and scales for assessing speaking and writing skills. His findings indicated that most of the students were highly anxious in different kinds of language performance activities such as speaking and writing. And the learners' anxiety scores were negatively and significantly associated with their language performance.

Similarly, research conducted by Melesse (2007) was on language writing test anxiety with particular reference to Admas and St.Mary's private university colleges' students taking Sophomore English course. The main objective of the study was to know the major factors which cause students to be in a state of anxiety when they take writing tests. His findings indicated that the large majority of the subjects of the study were found to be poor in their writing because of their poor backgrounds of writing activities before they joined university colleges. As a result, their level of anxiety was high when taking the writing tests.

Local studies focused on colleges. For this reason, we cannot find enough studies on foreign language classroom anxiety on secondary schools. We only find a study similar to this study which was conducted at a high school in

Addis Ababa by Ayneabeba Andualem (1993) that investigated whether learners' cultural and educational perception had a bearing on what happened in the classroom. According to his finding, both teachers and students appreciated more interactive learning, though there was a conflict between how they enjoyed learning and how they felt they ought to learn. Therefore, students' expectation and experience of the learning situation might be expected to cause anxiety. And those studies may not reflect the real situations of high school English language teaching. Therefore, the researcher was interested to check what happens in high schools concerning the topic English language classroom anxiety.

As in any foreign language context, Dembecha Preparatory School grade eleven students may be expected to experience anxiety in English classes due to the fact that English is a foreign language to them and for other reasons such as the classroom conditions, the school situation and the personalities of teachers and students themselves. It is clear that many factors may contribute to language classroom anxiety. However, this study focuses on specific foreign language classroom anxiety. It is important to investigate if differences in students' achievement in English can in any way be attributed to their experiencing different levels of anxiety as they learn and use the language - English.

High school students, who are still at a comparatively low level of English proficiency, may easily experience a feeling of uneasy suspense and anxiety (Rachman, 1998) cited in Zhao Na (2007).

Hence, the study tried to find out whether English learning anxiety and students' English achievement test result had correlations or not on Dembecha Preparatory School grade 11 students.

### **1.3. Objective of the Study**

The purpose of this study was to examine the relationship between foreign language classroom anxiety and achievement of grade 11 (eleven) students at Dembecha Preparatory and Secondary School, West Gojjam, Amhara Region. Therefore, the study focused on finding out:

1. The general situation of grade 11 students' foreign language anxiety level.
2. A comparison of male and female students' foreign language anxiety level and achievement.
3. To what extent English language anxiety correlates with students' English achievement.
4. The extent to which English language achievement varies according to level of anxiety.

To meet the objectives of the study the following research questions were formulated.

1. What is the general situation of grade 11 students' foreign language anxiety level?
2. Who are more anxious in English classrooms, males or females?
3. What is the relationship between students' English learning anxiety and English achievement?
4. Does students' achievement vary according to their anxiety level?
5. Is there achievement difference between males and females?

#### **1.4. Significance of the Study**

As stated above, the purpose of this study was to examine the relationship between foreign language classroom anxiety and achievement of grade 11 students. Moreover, as stated in the statement of the problem, little has been done to study foreign language classroom anxiety and its impact on students' achievement in secondary schools in Ethiopia as an affective factor. The probable findings which have been obtained from this study may have certain areas of significance.

Investigating the relationship between foreign language classroom anxiety and achievement is expected to shed some light on whether or not anxiety should be taken into consideration while teaching English in high schools of Ethiopia. For example, if learners' achievement in English differs according to their level of anxiety, this may suggest that teachers and other concerned bodies need to think of ways of reducing anxiety students experience when learning English in the classroom.

The study is also expected to show which type of anxiety, i.e. facilitative or debilitating; the students are experiencing while learning and using English. If the anxiety is debilitating, it may harm successful students to be anxious and leads to the less successful condition. So, identifying the type of anxiety may help to be considerate in the classroom for teachers.

Moreover, the English teachers and students of Dembecha Preparatory and Secondary School may get supportive feedback from the results of the study. Therefore, teachers may be informed about the occurrence of classroom anxieties in English classes. Even the result may help students to be conscious of classroom anxieties and find ways how to escape the debilitating effects of anxiety.

Furthermore, the findings of the study may help to provide a considerable attention to the effects of anxiety in the language learning classroom. And it may help to apply various methods, techniques, and approaches that attempt to alleviate anxiety and stress to facilitate language learning.

Finally, this study may open a way for further investigation for those who might be interested in this area.

### **1.5. Delimitation of the Study**

The study focused on the relationship between foreign language classroom anxiety and achievement at Dembecha Preparatory and Secondary School in grade 11. In order to manage the study very carefully, it was delimited to grade 11 students of the above mentioned school.

### **1.6. Limitation of the Study**

Due to time and financial constraints this study was limited to only one school. It would have generated more generalized information if it had included wider area samples of different schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The literature to be reviewed comes mainly from studies that included anxiety as a primary factor in language learning and studies that focused directly on the role of anxiety in language learning. The literature review is organized into the following topics. Types of foreign language anxiety, sources of foreign language anxiety, Foreign language anxiety in relation to other anxieties, the relationship between foreign language anxiety and achievement, Gender and language anxiety, possible sources of language anxiety, measurement of foreign language anxiety, reducing foreign language anxiety.

#### **2.1. Types of Foreign Language Anxiety**

Anxiety has been studied by psychologists and educators from many perspectives, resulting in a voluminous body of literature documenting its influence on cognitive, affective and behavioral functioning (Macintyre and Gardner, 1991). Once in a while everyone feels nervous for reasons he/she cannot explain (Fedorko, 1986).

Morris, Davis and Hutchings (1981) and Libert and Morris (1967), in Jonassen and Grabowski (1993), wrote conceptualizing anxiety as two elements, worry and emotionality. Worry is associated with the cognitive component and emotionality with disagreeable sensations that one usually experiences for short duration. Foreign language classroom anxiety has recently been identified as distinguished from other forms of anxiety (Horwitz, Horwitz and Cope, 1986). Anxiety which is experienced by almost one -half of the student in a foreign or second language classroom can be seen from general anxiety and foreign language classroom anxiety perspectives.

### **2.1.1. General Anxiety**

Morris, Davis and Hutchings (1981) regarded general anxiety as worry and emotionality. Jonassen and Grabowski (1993); Brown (1994); Oxford (1999); Chen and WU (2004); Horwitz, Horwitz and Cope; (1986) saw that anxiety constitutes trait anxiety, state anxiety and situation-specific anxiety. These anxiety types are considered as general anxieties and will be discussed briefly as follows.

#### **2.1.1.1. Trait Anxiety**

Trait anxiety has been defined as a likelihood of an individual becoming anxious in any situation (Brown, 1994). A tendency to be anxious is a permanent personality characteristic. Therefore, an individual with high trait anxiety would probably become apprehensive in many different kinds of situations (Macintyre and Gardner, 1991). The trait anxiety perspective has been productive in reporting effects of generalized anxiety and it has been applicable across situations (Macintyre and Gardner, 1991; Jonassen and Grabowski, 1993).

#### **2.1.1.2. State Anxiety**

Spielberger (1983), in Chen and WU (2004), defined state anxiety as unpleasant temporary emotional state or condition, activated by the individuals' nervous system, such as the apprehension experiences before taking a test. Young (1990), in Cubuku (2007), noted that the negative effects of anxiety, such as diminished cognitive performance, are generally associated with state anxiety. It depends on an event or combination of events experienced at the time. It represents a transient emotional mood or condition (Jonassen and Grabowski, 1993). According to them state anxiety is determined by the interaction of trait anxiety and the situational threat perceived, and so is responsive to situational

factors. An individual who generally responds to any number of situations with low anxiety may react with high anxiety if there are multiple anxiety-causing conditions present.

### **2.1.1.3. Situation-Specific Anxiety**

This describes anxiety that occurs constantly over time in a given situation. Taking tests, for example, might cause situation-specific anxiety in some students, whereas for others, it may be giving an oral report that causes anxiety (Jonassen and Grabowski, 1993). Foreign language classroom anxiety which is totally different from other types of anxieties belongs to situation specific anxiety (Horwitz, et al., 1986).

### **2.1.2. Foreign Language Anxiety**

Foreign language anxiety is a special kind of anxiety related to foreign language classes. It can be considered as a kind of ‘situation-specific anxiety’ just like ‘stage anxiety’, ‘maths anxiety’ and ‘test anxiety’ (Batumlu and Erden, 2007). Horwitz, Horwitz and Cope (1986) were the first to approach foreign language anxiety as a separate phenomenon specific to foreign language experience and they outlined the theoretical framework of foreign language anxiety. They argue that although general anxiety plays an important role in the development of foreign language anxiety, foreign language anxiety is different from all kinds of anxiety because it is a distinct complex of self perceptions, feelings and behaviors related to classroom language learning process (Batumlu and Erden, 2007). Horwitz, Horwitz and Cope (1986) argue that foreign language anxiety can be related to three different forms of anxieties which are related to academic and social evaluation situations: Communication apprehension, fear of negative evaluation and test anxiety.

#### **2.1.2.1. Communication Apprehension**

Communication apprehension is a type of shyness characterized by fear of speaking and anxiety about communicating with people. Difficulties in speaking in public, listening or learning a spoken message are all

manifestations of communication apprehension (Batmlu and Erden, 2007). Communication apprehension in foreign language learning is derived from the personal knowledge that one will almost certainly have difficulty of understanding others and making oneself understood; that is why many talkative people are silent in the class (Horwitz, horwitz and Cope, 1986; Cubuku 2007).

In a foreign language context, it is different from other contexts. Oral communication consists of two components: speaking and listening. Speaking is anxiety provoking in foreign language activities (Macintyre and Gardner, 1993). Chan and WU (2004) found out that most students are particularly anxious when they have to speak a foreign language in front of their class. As to listening, it is a problem for language learners, too. Foreign language learners usually have difficulty in understanding others. Because of lack of control of oral communication, communication apprehension emerges (Macintyre and Gardner, 1991). They looked in more detail at anxiety in the classroom. Hedge (2000), stated that the greatest anxiety seems to relate to negative experiences in speaking activities. This would confirm the experience of many teachers. But the suggestion that arises from such studies, that classroom language anxiety is a response learned through early experiences and that it can increase until the whole process of learning is badly affected. It implies that the teachers have both the power and the responsibility to counter the development of anxiety by building self-confidence through positive feedback and promoting self-perception of developing proficiency.

#### **2.1.2.2. Test- Anxiety**

Test anxiety refers to a type of performance anxiety stemming from a fear of failure in a test (Brown, 1994). Test anxious students, according to Cubuku (2007:135),

Often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as “unpleasant feeling or emotional state that has physiological

and behavioral concomitants and that is experienced in formal testing or other evaluative situations. High anxious students are overly concerned with parent or teachers evaluations and have difficulty of attending to relevant task information and they are easily distracted by incidental stimuli, being overly preoccupied with the possibility of failure.

Test anxiety occurs when students have poor performance in the previous tests. They develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These students might have an unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously (Chan and Wu, 2004). According to Horwitz, Horwitz and Cope (1986), test anxious students have false beliefs in language learning. These students habitually put impractical demands on themselves and feel that anything less than perfect test performance is a failure. Young (1991) claims that test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand, learners experience more language anxiety in highly evaluative situations. Consistent evaluations by the instructor in the foreign language classrooms are rather commonplace, and even the brightest and most prepared students often make errors (Horwitz, Horwitz and Cope, 1986). So, test anxious learners will doubtlessly suffer from stress and anxiety frequently. Generally, test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations .And if it is high it results in failure in exams.

### **2.1.2.3. Fear of Negative Evaluation**

Fear of negative evaluation is avoidance of evaluative situations and expectation that others will evaluate them negatively. Learners may be sensitive to evaluation of their peers (Cubuku, 2007). Chan and Wu (2004) explained fear of negative evaluation as apprehension about others evaluation, distress over their negative evaluations, and the expectations that others would evaluate one self regularly. Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test taking situations (Spolsky,

1989). In addition to situations of tests, it may take place in any social, evaluative situations such as interviewing for a job or speaking in foreign language class. Macintyre and Gardner (1991) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression (Chan and Wu, 2004).

In a foreign language context, fear of negative evaluation derives mainly from both teachers and the students peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluation of their peers (Worde, 2003). Students with fear of negative evaluation might adopt the action of avoidance (Chan and Wu, 2004; Spolsky, 1989 and Casado and Dereshiwsky, 2001). In Aida's (1994) opinion, students with fear of negative evaluation might sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills. In extreme cases, students may think of cutting class to avoid anxiety situations, causing them to be left behind (Wilson, 2006).

These three components are considered to have hampering effects on second language learning. They are debilitating factors rather than facilitative. Besides, they overlap and are closely related to each other (Horwitz, Horwitz and Cope, 1986).

FLCAS was developed by taking these components of language anxiety identified by Horwitz, Horwitz and Cope (1986). These researchers, however, did not seem entirely content with their analysis, stating that foreign language anxiety should be seen as more than the sum of these parts. Similarly, Spolsky (1989) argues that rather than simply containing elements of the three, foreign language anxiety is also influenced by the threat to a person's self concept in being forced to communicate with less proficiency in the target language than

he/she has in the first. Though Horwitz, Horwitz and Cope (1986) believed test anxiety to be one of the components of foreign language anxiety, Aida (1994) did not consider it as one of the factors contributing to it. However, she identified a similar factor - fear of failing- as one subsumed under foreign language anxiety. In general due to the different sources of language anxiety the fact that such learner factors are so interrelated, different components of language anxiety have been identified and there is clearly some overlap. Since FLCAS has proved to be reliable measure of anxiety specific to language classroom by different researches, it was used, in this research, to mean the type of anxiety the instrument can measure (Chan and Wu, 2004).

## **2.2. Sources of Foreign Language Anxiety**

The major concern of the earlier studies was the cause of language anxiety. As early as 1983, Baily, cited in Skehan (1989) through the analysis of the diaries of 11 learners, had found that competitiveness can lead to anxiety. Besides, Baily found that tests and learners' perceived relationship with their teachers also contributed to learners' anxiety. These three aspects that Baily identified were supported in subsequent studies, especially in Young's study. Young (1991) identified the following possible sources of language anxiety personal and internal personal beliefs, learner beliefs about language learning, instructor belief about language teaching, instructor- learner interactions, classroom procedures and language tests.

Regarding personal and interpersonal anxieties, Young (1991) indicates that these may involve, low self-esteem and competitiveness or be experienced by those who consider themselves as having poor language ability. Expressions such as audience anxiety, speech anxiety and communication apprehension are typically used when people experience social anxiety while performing or speaking before others. As regards students' beliefs, anxiety is reported to be aroused through a variety of sources. For example, learners' may believe that they must speak with perfect accuracy or accent (Horwitz, 1988), or that they

do not have the aptitude need to able to learn a foreign language.

As far as instructors' belief about language teaching is concerned, Young (1991) states that anxiety may be evoked if instructors believe that an authoritarian manner is conducive to students' performance, if they consider that all students' mistakes should be corrected, and if they think their role is more like a drill sergeant's than a facilitator. Concerning the relationships between teacher and language learner, Young (1991) gives several suggestions as to how language anxiety may be aroused. She maintains that severe error correction on the part of the teacher may cause anxiety. Classroom procedures also evoke anxiety in some language students. Young maintains that speaking in front of other students in the classroom is a particularly anxiety- provoking activity. She refers to studies such as Koch and Terrell's (1991), in which the majority of students learning a foreign language through the Natural Approach said that they experienced most anxiety when doing oral presentation in front of the class. Considering language testing, Young (1991) sees testing as source of anxiety, and students feel anxious in evaluative situations. Von Worde (2003) also describes similar possible sources of anxiety as suggested in interviews with students of French, German and Spanish. The major sources of anxiety were non- comprehension, when students could not understand what the teacher said, they feel nervous; in speaking activities, in oral practices students were worried about the opinions of peers and the instructor; pedagogical and instructional practices, error correction and native speaker, were stated by Von Worde as sources of anxiety. Richard- Amato (1988) also included not providing a silent period and giving direct corrections to the list of cases increased anxiety.

In this respect, Horwitz, Horwitz and Cope (1986) argue that foreign language anxiety shows up not only due to factors mentioned above. For example, the fact that learners are seated in a classroom and the fact that the subject being

learned is a foreign language (i.e. English) are recognized as source of anxiety. Besides these, one's general anxiety level, motivation and prior performance may also determine the degree of foreign language anxiety experienced by learners. In conclusion, Spolsky (1989) stated that some learners, typically with low initial proficiency, low motivation and high general anxiety, develop level of anxiety in learning and using a second language that interfere with learning.

### **2.3. Foreign Language Anxiety and other Related Factors**

Language anxiety may be viewed as a shyness or composite of other types of anxiety. It is a complex psychological construct and the problem with affective variables is closely interrelated and is difficult to speak about one without discussing others. It has been investigated as part of a broader construct by different researchers.

Wenden (1991) discusses the term 'anxiety' by relating it to a person's negative self- image. She argues that when learners see themselves as successful as other learners, their learning is enhanced, but if they perceive themselves as unsuccessful, anxiety arises. In other words, they develop a negative self image about their role and capabilities when learning language, instead of considering themselves as having a crucial role to play in the learning process. Ely (1986) found a variable called language classroom discomfort which is concerned with the degree of anxiety, self consciousness, or embarrassment felt when speaking the second or foreign language in the classroom. Though fewer in number, the items he developed and employed to measure language class discomfort are similar to the FLCAS 33 items by Horwitz, Horwitz and Cope (1986). Ely's argument is that this variable leads to a reduction of willingness to take risk in class, there by resulting in a decrease in class participation, which is seen as one of the antecedents of achievement, Brown (1994), citing Beehe (1983), states that risk taking is important factor both in classroom and natural setting (153):

*In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by one self. Outside the classroom, individuals learning a second language face other negative consequences if they make mistakes. They fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have failed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get close to other human beings. Perhaps worst of all, they fear a loss of identity.*

Gardner and Macintyre (1993), Clement, et al., (1994), Gardner (1985, 1988) and Baungardner et al., (1986) considered language anxiety as one of the variables encompassed by the supporting construct 'self-confidence'. Dulay et al (1982) also indicated that one of the characteristics of self-confident learners is that they have low anxiety levels and they related this to successful learning. They explained that anxiety is related to suspecting one's capabilities or self doubt in what one does, where as self- confidence is related to firm belief of ones capabilities. Similarly Cubukcu (2007) found that a student does poorly in foreign language learning and consequently feels anxious or he might do well in the class and feel with little or no anxiety. In other words we can see that self confidence is important factor in foreign language learning.

Using diary studies of language learners, Baily (1983) Cited in Oxford (1999) asserted that competitiveness can lead to language anxiety. This happens when language learners compare themselves to others or to an idealized self-image, which they can rarely attain. If they think that they are less capable and more anxious than others, they are bound to remain anxious, which may have a negative effect on their performance. According to Baily, anxiety is particularly important because of the related trait of competitiveness which is often the driving force for worry (Skehan 1989). As Brown (1994), Puts it, facilitative anxiety, which is one of the keys to success is closely related to

competitiveness.

In addition to Risk-taking and competitiveness, Oxford (1999) states self-esteem and tolerance of ambiguity as correlates of language anxiety. Self-esteem is a self judgment of worth or value, based on feelings of efficacy, a sense of interacting effectively with one's own environment. Self-esteem is vulnerable when the learner perceives himself or herself as very competent in the native language. Horwitz, Horwitz, and Cope (1986) noted that foreign language learning can cause a threat to self-esteem by depriving learners of their normal means of communication, their freedom to make errors, and their ability to behave like normal people. Among highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem, resulting in better performance. Concerning tolerance of ambiguity, Oxford (1999), states that tolerance of ambiguity is the acceptance of confusing situations. Foreign language learning has a great deal of ambiguity about meanings, referents and pronunciation, and this can often raise language anxiety. Therefore, a degree of ambiguity-tolerance is essential for language learners. Students who are able to tolerate moderate levels of confusion are likely to persist longer in language learning than students who are overly frightened by the ambiguities inherent in learning a new language. Generally risk-taking, competitiveness, self-esteem and ambiguity tolerance are important factors or correlates of anxiety.

Gardner and Macintyre (1993) suggest that motivation to learn a language is likely to lessen due to high levels of anxiety since experience is found to be painful, while high levels of motivation result in low levels of anxiety since the student perceives the experience of motivation positively and tends to be successful- both of which decrease anxiety. Davidoff (1987) suggests that highly anxious subjects find it hard to pay attention. He explained that anxious students' attention is divided between task relevant and task- irrelevant

information. Further Davidoff explains that when they should be attending, anxious learners focus on irrelevancies such as feelings of inadequacy, the performance of others, headaches, stomachaches and failure. Worry is also attention demanding and diverts attention from task- relevant stimuli and results in lowered task performance.

After thoroughly examining different studies on anxiety, Gardner and Macintyre (1993) conclude that anxiety levels decline as experience and proficiency increases.

#### **2.4. Gender and Foreign Language Anxiety**

Possible differences between female and male participants as regards anxiety levels and achievement have been examined in some language anxiety studies. Some research investigations of (Dalkuli, 2001; Pappamihiel, 2001 and Elkhafaifi, 2005) have suggested female students often have higher levels of anxiety than males in academic settings. In the field of language learning, Von Worde (2003) reported that female students were more likely to be much apprehensive than male learners. Cheng (2002), who investigated English writing anxiety in Taiwanese learners, discovered that females were significantly more anxious than males.

In another research, according to Aida (1994), however, no statistically associations between language anxiety in learning Japanese and gender were observed, although mean FLCAS scores were slightly lower for females; males scoring an average of 97.4 on the FLCAS, and females scoring 95.6. Similarly Batumlu and Erden (2007) found that no significant difference was seen between anxiety levels of males and females. Onwuegbuzie et al. (1999), who also looked into possible relationships between anxiety and gender in their participants, found no statistically significant correlations.

Elkhafaifi (2005) found that females and males exhibited different levels of

anxiety depending on the kind of anxiety experienced: female students presented significantly higher levels of general Arabic language anxiety levels than males (mean score for females was 90.05, as against that for males 81.68), but not statistically significant differences were seen between the sexes in Arabic listening anxiety (M=53.62 for females, as M= 47.83 for males).

In the secondary school setting, Pappamihel (2001) encountered differences in anxiety between Mexican females and males in education in the United States as they moved from the English-as- a second language classroom to the mainstream classroom, females experienced significantly more anxiety in the main stream situation. The purpose of Pappamihel's (2001) investigation was to examine language anxiety in Mexican adolescent girls, extending other studies that had reported that females more than males suffer from worry and anxiety in various academic stage. However, in study conducted in Chinese high Schools, males were found to be more anxious in English classes than females (Zhao Na, 2007).

## **2.5. Measurement of Foreign Language Classroom Anxiety**

Importantly for subsequent research, Horwitz, Horwitz and Cope, (1986) developed the Foreign Language Classroom Anxiety scale (FLCAS), which contains 33 items to be answered on a 5- point Likert- type scale, from 'strongly agree' to 'strongly disagree'. FLCAS has been shown to have an internal reliability of 0.93 and test- retest reliability over eight weeks period was  $r= 0.83$ ,  $P=0.001$  (Horwitz, 1986). Horwitz, Horwitz and Cope (1986) claimed that from the results of their study, conducted with 75 university students of Spanish i.e. beginner level students with debilitating anxiety in foreign language classroom setting can be identified and that they share a number of characteristics in common. Results arising from the administration of the FLCAS indicated that almost half the students were anxious about speaking and over a third were worried when they could not understand everything the teacher said. Almost two-fifth were sure that other students were more proficient language learners

than they were, and well over half were concerned that they could not keep up with the pace of the language lesson. Over two thirds of students indicated they felt uneasy about making mistakes, and a tenth of the participants feared being ridiculed by other students when they spoke in the target language (Von Worde, 1998).

Since the construct of foreign language classroom Anxiety was identified and FLCAS was developed by Horwitz, Horwitz and Cope (1986), the FLCAS has been constantly employed by investigators in numerous researches, Horwitz, Horwitz and Cope's (1986) original study involved English learners of Spanish in their first year at university. In other studies, language and its relationships to performance and achievement have been explored: for example, in the investigation of the stability of language anxiety in learners who were studying two languages, French and English, simultaneously (Rodriguez and Abreu, 2003). Much research into anxiety and the four skills has used FLCAS: in Listening (Elkhafaiti, 2005), in speaking test situation (Phillips, 1992); in reading in the foreign language (Saito, Horwitz and Garza, 1999). In foreign language classroom anxiety and achievement, performance relationships: Batumlu and Erden (2007); Casado and Dereshiwsky (2001), Chen and Wu (2004); Zhao Na (2007); Abate Kassahun (1996) and others used FLCAS for their research purposes.

Many researchers have used the FLCAS in its original form for students of a variety of target languages (Aids, 1994, Elkhafaifi, 2005, Saito, et al., 1999 and Abate Kasshun, 1996). Others used it translated into the mother tongue (Chan and Wu, 2004; Zhao Na, 2007; Pappamihicl, 2001). As the FLCAS has been employed so widely in language anxiety studies, in its original form, or translated, or adapted, for this study translation is needed due to the proficiency level of secondary school students in Ethiopian context. As it is mentioned earlier, its reliability is tested to use it in its original form or adapting it. For this study, the researcher decided to use the FLCAS translating

it into Amharic.

## **2.6. The Relationship between Foreign Language Classroom Anxiety and Language Achievement**

Research on foreign language anxiety in relation to achievement has generally focused on the larger context of motivation and attitude, limiting the specific role of anxiety. However, since the 1980s, foreign language anxiety research has increasingly been directed at examining the specific anxiety construct, the relationship between anxiety and learner variables, the relationship between anxiety and achievement, and the effects of anxiety on foreign language learner (Horwitz, 1986; Horwitz, Horwitz and Cope, 1986; Macintyre and Gardner; 1991; Young, 1991 and 1992). Over the past few years, foreign language educators have found that anxiety plays a role in success or failure in foreign language (Ganschow, et al., 1994). Similarly researchers indicate that high level of anxiety can interfere with foreign language performance and achievement (Larsen- Freeman and Long, 1991; Dulay et al., 1982; Brown, 1994 and Skehan, 1989).

Actually, anxiety can be either facilitating or debilitating. Facilitating anxiety motivates the learner to adopt an approach, attitude, and is willing to confront the new learning task (Spolsky, 1989). On the other hand, debilitating anxiety motivates the learner to assume an avoidance attitude and therefore tends to escape from the new learning task (Scovel, 1978). The factor of task difficulty affects the learner to develop a facilitating or debilitating anxiety. The aforementioned researchers agree that anxiety does not necessarily have a negative impact on language learning that a certain amount of it is helpful. That is, anxiety has a facilitating and debilitating effect on language learning and achievement. According to Spolsky (1989), although anxious learners try harder to be successful, anxiety plays its debilitating role on their performance

and achievement. Many studies show that a lowered anxiety level tends to be more related with achievement (Batumlu and Erden, 2007). When the relationship between the learners' foreign language classroom anxiety and their English achievement was investigated, it was found that there was a significantly negative relationship between learners' foreign language anxiety level and their English achievement at the significance level of  $r = -0.45$ . They also state that the lower the foreign language anxiety, the higher is the achievement. That is anxiety plays an important role on learners' language achievement negatively or positively.

In a similar study Remzi, (1997) found that there was a significant moderate negative relationship between students' language anxiety level and their achievement in learning English as a foreign language; a significant moderate negative relationship between their language anxiety level and their achievement in English reading comprehension; and a significant moderate negative relationship between students' language anxiety levels and their oral English proficiency. Similarly Dalkuli (2001), indicated that there was a negative relationship between anxiety and students' achievement in English. According to Skehan (1989), most studies suggest that there exists a negative correlation of about  $-0.30$  between anxiety and language learning. However, other studies suggest that the degree and direction of relationship between anxiety achievements is different from what Skehan Claims it to be. According to Gardner and Macintyre (1993), language researchers were seen to conclude that lower anxiety levels are associated with successful language acquisitions but the correlation studies do not state it consistent. For example, Chastain (1975) reported a significant correlation ( $r = -0.48$ ) between test anxiety and success in French but low and positive correlation ( $r = 0.21$ ;  $r = 0.37$ ) between test anxiety and achievement in Spanish and German respectively. In another study, Scovel (1978) reported that many of the earlier studies on anxiety in foreign language learning were pointed to be mixed and none conforming results. And he suggested that it might be profitable to explore further two fold

approaches of debilitating and facilitating anxiety. He thought it might provide an attractive path down which future research on effects of anxiety on foreign language acquisition might proceed.

To explain the negative correlations between language classroom anxiety and second language achievement, Macintyre and Gardner (1991) point out that as experience and proficiency increase, anxiety declines in a fairly consistent manner. On the contrary, foreign language anxiety develops if the students following experiences with the foreign language are not positive. Poor language performance in turn reinforces foreign language anxiety. Consequently, anxiety, if it is high, results in failure and low achievement. Negative correlation indicates a mismatch between high measures of anxiety and higher language achievement. In other words less anxious students tend to perform better than highly anxious ones. Hence, we are tempted to accept the possibility that high and low achievers may be disguised by the degree of anxiety they experience (Dulay et al, 1982). According to Gardner (1985), there doesn't appear to be much justification for concluding that in general anxious learners are less successful than non-anxious ones in learning a foreign language.

In his study Abate Kassahun (1996) investigated that English language classroom anxiety found to be negatively correlated with students' test, speaking and writing performances. The correlation coefficient was -0.26 for test anxiety, -0.23 for speaking anxiety, and -0.2 for writing anxiety. His finding indicates that debilitating anxiety was responsible for students' low achievement. Similarly, Melese Metiku (2007) found that students' writing test result was poor due to the anxiety they experienced during the test.

In general, from the above mentioned results studies, classroom anxiety and achievement are mainly related negatively. If students suffer from anxiety, their performance in classroom practices will be poor and leads them to failure.

## **2.7. English language Anxiety Sources in the Ethiopian Context**

Young (1991) noted that language anxiety may have many sources; some are associated with the learner, including low self-esteem and specious beliefs regarding the learning of language, and some with the teacher. Regarding the sources of English language classroom anxiety in the Ethiopian context, it is possible to mention some of them which are frequently observed. For instance, Abate (1996) who conducted a research for his MA Thesis could identify some of the potential sources of anxiety his subjects face. These were: students' poor background which goes with their past experience, students' negative expectation on their speaking proficiency, in their writing and their low self-esteem about the language.

Moreover, the low standard of English language students have may lead them to be anxious, particularly in speaking and taking tests. According to Hailemichael (1990), many AAU English teachers complained that many students experienced English language problems particularly in writing and speaking, and the students themselves admitted that their English language ability was insufficient. Therefore, these sources are expected to cause classroom foreign language anxiety since language anxiety is to develop as a result of repeated negative experiences with the language. To put it in a nutshell the sources of anxiety in the Ethiopia context are poor background of English in the past and negative expectation of students of their English ability.

## **2.8. Reducing Foreign Language Classroom Anxiety**

Various ways have been used by classroom practitioners and suggested by researchers to reduce anxiety are discussed briefly in this part of the literature. Creating a low-stress language learning environment is believed to facilitate

learning a foreign or second language by allowing students to concentrate on communication rather than being distracted by worry and fear of negative evaluation (Young, 1991).

Foss and Reitzel (1988) reported that when anxious students have to speak before the class, it is helpful if they first practice intensively in a small group. This is similar with the view of Chan and Wu (2004), which is that anxiety, may hinder input, processing and output. Therefore, anxious students should be given opportunity to review material in order to compensate for this division of cognitive process. Foss and Reitzel (1988) also suggested that students should create a list of fears or beliefs about speaking in another language that would be written on the blackboard. By writing these beliefs on the blackboard students may become aware that these fears were either irrational or, at least were shared by other students. Merely knowing that they were not alone in their fears or beliefs might help to reduce some amount of anxiety for these students. This way of reducing anxiety can be seen from learners' beliefs about classroom anxiety.

According to Young (1991), to help reduce personal and interpersonal anxieties, learners may need to participate in some form of supplemental instruction or a support group work with a tutor, join a language club, do relaxation exercises and practice self- talk. Regarding anxiety based on learners' beliefs (Horwitz, 1986) suggest that instructors should discuss with their students for reasonable comment, for successful language learning and the value of some language activity. To decrease anxieties related to instructor beliefs, instructors need to be sensitized to their new role as language teachers in learner centered language environment (Young, 1991). To reduce anxieties based on instructor learner interactions, she suggested that instructors need to assess their error correction approach as well as their attitude towards learners. To reduce anxieties associated with classroom procedures, instructors can do more pair work, play more games, and tailor their activities to the affective needs of the learner. To decrease test anxieties, instructors and language program as a

whole must develop and oversee the construction of fair tests that accurately reflect in- classroom instruction (Young, 1991).

Reducing stress by changing the context of foreign language learning is the more important and considerably more difficult task. As long as foreign language learning takes place in a formal school setting where evaluation is inextricably tied to performance, anxiety is likely to continue to flourish (Foss and Reitzel, 1988). To reduce foreign language classroom anxiety; researchers (Foss and Reitzel, 1988; Jonasson and Grabowski, 1993; Oxford, 1999; Zhao Na, 2007, Casado and Dereshiwsky, 2001; Young, 1991, Tudor, 1996, Gregersen and Horwitz, 2002) suggest the following ways or reducing anxiety in language classroom: Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem, , reduce the competition present in the classroom, providing students with positive reinforcement and creating a relaxed classroom environment, conducting classroom activities in groups and teachers should avoid negative evaluation of students in classroom and comment on students' behaviors with more encouragement.

Therefore, efforts must be made to find ways of assisting students to feel more secure in their foreign language classroom, in order to maximize the language learning experience.

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.1. Research Setting**

Dembecha Preparatory and Secondary School in West Gojjam, Amhara Region was selected for the study. The reason for selecting this school was that there hasn't been any significant research work conducted in the school in general and the present kind of research in particular. Therefore, the researcher selected the above mentioned school by purposive sampling method.

#### **3.2. Source of data**

The primary source of data for this research was the sample of grade 11 students who were registered for the academic year 2000 E.C. There were 9 grade 11 sections. Each section consists of 75 students. And a total of 675 students were attending in the school. It was from these students the subjects of the study were selected. In addition the first semester English final examination was taken as the source of data.

#### **3.3. Subjects of the Study**

The subjects of the study were 145 grade 11 students of Dembecha Preparatory and Secondary School. Among these, 34 were females and 111 were males from both natural science and social science classes. In the school there were 9 sections (4 social science and 5 natural science classes). The investigator randomly selected one section from each category (one section from natural science and one section from social science). The total number of students selected from the two sections were 145 (34 females and 111 males) students. From these students only 129 students returned the questionnaire (24 females and 105 males).

### **3.4. Instruments**

Two instruments were used for this study. They were a FLCAS questionnaire assessing students' anxiety level and their first semester English final examination result (achievement test result).

The questionnaire consisted of two parts. One was intended to collect personal information of the participants, that is, gender. The other was the Amharic version of foreign language classroom anxiety scale (FLCAS) that was designed by Horwitz, Horwitz and Cope (1986). The FLCAS is a likert scale. It consists of 33 items, of which 8 items were for communication apprehension (1,9,14,18,24,27,29,32); 9 items for fear of negative evaluation (3,7,13,15,20,23,25,31 and 33); 5 items for test anxiety (2,8,10,19,21). As for the remaining 11 items (4, 5,6,11,12,16,17,22,26,28 and 30), they were put in a group which was named anxiety of English classes. For each item respondents were required to respond with an answer like strongly agree (5 pts), agree (4pts), undecided (3pts), disagree (2pts) and strongly disagree (1pt). However, items 2, 5, 8, 11, 14,18,22,28 and 32 were to be score reversed. The theoretical score range of this scale was from 33 to 165. For this study the score range was from 57 to 139. The higher the total anxiety scores were, the more anxious the student was.

The academic advisor and a psychology lecturer examined the quality of the instrument and it was piloted. A pilot test was administered to 20 respondents who were not the target population of the study. The purpose of this test was to check the appropriateness of the instrument and to make the necessary corrections based on the feedback from the respondents. Important corrections were made. Internal consistency of the test was also computed. Accordingly, the FLCAS was found to be reliable having a coefficient Alpha Cronbach of 0.88.

The students' first semester English final examination result was used to determine the correlation between students' anxiety level and their achievement.

### **3.5. Data Collection**

The data for the study was collected by using FLCAS questionnaire and students' document. Before the administration of the questionnaire, each student was given a code with respect to their name in the mark compiling sheet and the subjects were advised to complete the questionnaire genuinely. Then the FLCAS was administered to 72 natural science and 73 social science students. 68 copies were collected back from 72 natural science students and 61 from 73 social science students. A total of 129 copies were collected (24 from females and 105 from males). The students' first semester final examination result was collected from their document. After that the collected data was tabulated and computed using SPSS (Statistical Package for Social Science) 12.00

### **3.6. Data Analysis Method**

To analyze the data gathered through questionnaire and students' document, SPSS 12.00 was employed. Firstly, descriptive analysis was used to compute the means and standard deviations for each item and each kind of anxiety to see the general situation of Dembecha preparatory school grade 11 (eleven) students' anxiety level in English classrooms. Secondly t- test was employed to see if there were any significant differences in English learning anxiety between male and female students and their achievement difference. Then Pearson's product moment correlation coefficient was used to analyze the correlation between English learning classroom anxiety and English learning achievement. After that the data were interpreted, analyzed, discussion was given. And then conclusions and recommendations were provided.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

Foreign language anxiety as a whole is a complex issue not just an isolated part of language learning. Using a combination of complete data sources for the results and discussions helps to assemble a more comprehensive and complete picture of the topic. Therefore, in order to address the specific objectives stated in the first chapter, the data collected from all the subjects of the study were analyzed by making use of mean and standard deviation; t-tests and correlation coefficients. Therefore, in each section discussion follows the presentation of the results of the data. Firstly, the general anxiety situation of students will be presented and discussed. Then, the comparison of males and females anxiety level and its significance will be discussed based on each kind of anxiety variable. At last, the correlation of English learning anxiety and achievement will be presented.

#### 4.1. The general situation of grade 11 students' anxiety in English classrooms

**Table 1: General anxiety situation of respondents**

Students with anxiety levels <3.00 and >3.00		Sex		Total
		Male	Female	
Students with anxiety level <3.00	Count	37	7	44
	%Within group	84.1%	15.9%	100%
	%Within sex	35.2%	29.2%	34.1%
Students with anxiety level >3.00	Count	68	17	85
	%Within group	80%	20%	100%
	%Within sex	64.8%	70.8%	65.9%
Total	Count	105	24	129
	%Within group	81.4%	18.6%	100%

Table 1 shows that in terms of group anxiety statistics, 37 male students (35.2%) scored anxiety level below the mean score 3.00 and 7 female students

(29.2%) scored anxiety level below 3.00. Those students who scored anxiety level above mean score 3.00 were 68 males (64.8%) and 17 females (70.8%). From the total of 129 subjects 85 students (65.9%) scored anxiety level 3.00 and above 3.00. This result shows us that Dembecha preparatory school grade 11 students are mostly anxious in English classrooms.

**Table 2: Levels of anxiety within variables**

Anxiety variables	No. of items	Mean	Standard deviation
Communication Apprehension	8	26.5891	4.62455
		3.32	0.5780
Test anxiety	5	15.8062	3.61654
		3.16	0.7233
Fear of negative evaluation	9	31.1240	6.71171
		3.46	0.7457
General Anxiety of English Classes	11	33.7829	6.03500
		3.07	0.5486

As shown in table 2, the mean score anxiety level for the language learning anxiety variables communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were 3.32, 3.16, 3.46 and 3.07 respectively. This result indicated that since the anxiety level of each kind of language learning anxiety variables is above the mean score 3.00, the subjects of this study were found to be anxious. Although all the anxiety variables scores were above the mean score 3.00, the subjects' communication apprehension and fear of negative evaluation anxiety variables can indicate the seriousness of the anxiety. Even it is stronger for fear of negative evaluation. This result supports findings investigated by different researchers. For example, according to Horwitz, et al (1986), students with average around 3.00 should be considered slightly anxious, while students with average below 3.00 are probably not anxious; students whose average nears 4 and above are probably fairly anxious. Zhao Na (2007) stated that students with average anxiety level 3 are considered as seriously suffering from anxiety.

In addition Macintyre and Gardner (1993) stated that speaking is anxiety provoking in foreign language activities. Chan and Wu (2004) also found that most students are particularly anxious when they have to speak a foreign language in front of their class. Moreover, Hedge (2000) and Macintyre and Gardner (1991) stated that communication apprehension and fear of negative evaluation emerge due to negative experience in speaking, that is, of teachers' feedback, their participation in the classroom and their peers' comments.

The result in table 2 indicates that students are anxious in all aspects of anxiety variable. This might happen, for example, according to Chan and Wu (2004), because of poor performance in the previous tests, unpleasant test experience from either language class or other classes, lead students to transplant the unhappy image to the present English test unconsciously. Fear of negative evaluation also happens due to peer evaluation, family background and teachers' feedback. Those students, who were grown being evaluated by their family members when they speak, sit silent in class room for fear of evaluation. According to Zhao Na (2007), the existence of anxiety should firstly be attributed to the students' English proficiency and achievement which might not be enough to allow them to communicate with others freely, to express themselves adequately in class and answers teacher questions properly push to fear of negative evaluation, test anxiety, speaking anxiety and other classroom anxieties. Baily (1983), cited in Skehan (1989) and Young (1991) stated that competitiveness, personal and interpersonal beliefs, learners beliefs about language learning, teachers beliefs about language teaching and teacher learner interactions may lead to language learning anxiety.

This study indicated grade 11 students indeed had the feeling of anxiety in their English classes. And they experienced more fear of negative evaluation and communication apprehension. In Ethiopia, students have seldom opportunities to communicate with English in or outside the classrooms, for mother tongue dominance in the area. From the researchers' experience it was

noted that most English teachers in Ethiopia mostly emphasize grammar activities, while paying less attention to the four macro skills, especially to speaking. The existence of anxiety in English classrooms can be also ascribed to classroom atmospheres (Zhao Na, 2007). In most Ethiopian schools, teachers play the role of controller and manager of the classroom practice. Due to this students may feel nervous and anxious. As a result, students may lack a free, relaxed environment for English learning and in testing situations.

## 4.2. Foreign Language Anxiety and Gender

**Table 3: Males and Females English Classroom Anxiety**

<b>Anxiety Variables</b>	<b>No Items</b>	<b>Sex</b>	<b>Mean</b>	<b>Standard deviation</b>
Communication Apprehension	8	Male	26.1524	4.58841
			3.26	0.5735
		Female	28.5000	4.37384
			3.56	0.5467
Test Anxiety	5	Male	15.733	3.71915
			3.15	0.7438
		Female	16.1250	3.18027
			3.22	0.6360
Fear of negative evaluation	9	Male	30.9429	6.84278
			3.44	0.7603
		Female	31.9167	6.17792
			3.55	0.6864
General English classroom anxieties	11	Male	33.8286	6.29477
			3.07	0.5722
		Female	33.5833	4.84469
			3.05	0.4404
Overall anxiety level	33	Male	106.6571	17.47186
			3.232	0.5294
		Female	110.1250	14.05676

			3.337	0.4259
--	--	--	-------	--------

Table 3 shows that in terms of either general classroom anxiety, or each specific kind of anxiety, females' mean scores are a little bit higher than that of males' which may indicate females may experience more anxiety than males. However, the result of the t- test (table 4 below) indicated that there were no significant differences between males and females when we observe the values of anxiety variables, except that of communication apprehension (-2.280,  $p=0.024<0.05$ ) which was significant.

**Table 4: Significance of Comparison of males and females anxiety**

Anxiety variables	t- value	Significance of t- value ( $p < 0.05$ )
Communication Apprehension	-2.280	0.024
Test Anxiety	-0.477	0.634
Fear of negative evaluation	-0.640	0.523
General English classroom Anxiety	-0.179	0.858
Total	-0.907	0.366

The result of the t-test indicated that there is no significant difference between males and females when we see the total significant value ( $t=-0.907$ ,  $P=0.366>0.05$ ) of anxiety variables. It was noted that the t- test value of communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were (-2.280,  $P=0.024<0.05$ ); (-0.477,  $P=0.634>0.05$ ); (-0.640,  $P=0.523>0.05$ ) and (0.179,  $P=0.858>0.05$ ) respectively.

The significant difference between males and females for communication apprehension indicated that there is a significant difference (-2.280,  $P=0.024<0.05$ ). For the rest of the anxiety variables the students do not show any significant differences. Though the magnitude of anxiety of females was greater than males ( $M=110.1250$ , for females; and  $M=106.6571$ , for males), no

significant difference is seen between males and females of Dembecha preparatory school, grade 11 students.

Though the magnitude of anxiety levels differ a little bit, no significant difference can be observed. This idea can be supported by evidence. Having considered these little magnitude differences, Zhao Na (2007) investigated that, though males seem more anxious than females, when tested by t- test no significant difference was observed. Though the result was not the same, it supports the finding of this study. Of course, possible differences between female and male participants as regards anxiety levels have been examined in some language learning studies. Wilson (2006) suggested that female students often have higher levels of anxiety than males in academic settings and have low achievement. Moreover, Cheng (2002) cited in Wilson (2006), investigated that females were significantly more anxious than males (M=85.67 for females, and M= 77.41 for males). However, the findings of this study indicated that there is no significant gender difference in levels of anxiety. This finding can also be supported by the findings of Onwuegbuzie et al. (1999), who also looked into possible relationships between anxiety and gender in their participants, but found no statistically significant correlation. Although in the present study there was no statistically significant difference between males and females' anxiety levels, the fact that females exhibited some what higher levels of anxiety is noteworthy. This might be at least partially accounted for the students differing levels anxiety in language learning and achievement.

### **4.3. The Relationship between Anxiety and achievement**

**Table 5: The correlation of Anxiety with Achievement**

Anxiety variables	Correlation coefficients	P-value (<0.01)
Communication Apprehension	-0.241**	0.006
Test Anxiety	-0.156	0.78
Fear of negative evaluation	-0.267**	0.002
General anxiety of English classes	-0.260**	0.003
Over all anxiety/total	-0.298**	0.001

\*\*correlation is significant at the 0, 01 level (2-tailed).

The results of the correlation analysis (table 5) showed that English learning anxiety and English achievement were negatively correlated. The correlation coefficient of each specific kind of anxiety variable is presented as: for communication apprehension (-0.241,  $P=0.006<0.01$ ), for test anxiety (-0.156,  $P=0.78>0.01$ ), for fear of negative evaluation (-0.267,  $P=0.002<0.01$ ) and for general anxiety of English classroom was (-0.260,  $P=0.003<0.01$ ). The values of this correlation coefficient show us that English learning anxiety and achievement were negatively correlated and have significance, but not significant except test anxiety that indicated negative no significant correlation (-0.156,  $P=0.78>0.01$ ). The significance of the anxiety variables communication apprehension, fear of negative evaluation and general anxiety of English classroom showed that there was significant and negative correlation between English learning anxiety and English achievement.

The correlation of the over all English classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement (-0.298,  $P=0.001<0.01$ ). The value of this correlation also indicated that anxiety has a negative impact on achievement. This is because, statistically, if the correlation is negative and the significant value is less than the given point value, anxiety has a debilitating effect on students' achievement. This study investigated that anxiety has a debilitating effect on grade 11 student. This finding is supported by studies on this concern. For example, Abate Kessahun (1996) on his local study found that anxiety had a debilitating effect on student performance and the correlation values were negative. Similarly, another local study by Melesse Metiku (2007), states that students' test result was poor due to the anxiety they experienced during the test. In both studies students' poor background in learning English was responsible for the quality of the students' task and performance. Similarly, the subjects of this study might experience poor background in English classrooms to accomplish

tasks and activities.

The result obtained in this study supports previous studies, similar to the aforementioned ones, in ascertaining a weak and negative relationship between language anxiety and achievement. Most studies report rather weak and negative correlations of about -0.30 between anxiety and learning (Skehan, 1989). Similarly, Macintyre and Gardner (1994) reported significant correlation between language anxiety and performance in courses and proficiency test. However, it should be noted that both negative and positive correlations less than and greater than the one obtained here have been reported by (Chastain 1975, Horwitz, 1986).

The fact that the anxiety variables are negatively correlated shows that debilitating anxiety appeared in learners. According to Gardner (1985) and Larsen- Freeman and Long (1991) negative correlation indicate the fact that anxiety impairs performance.

As correlation implies prediction, knowledge of levels of anxiety learners attribute to experience in the English class can help in predicting their performance in the final examination. In other words, we can, to some extent predict whether one of the subjects will achieve high or low achievement in English exams by taking it into consideration on his or her anxiety score.

Hence, the present result shows that high anxious learners tend to perform relatively and significantly less successfully in the final exams than students experiencing lower anxiety levels.

This finding shows the negative correlation of anxiety and achievement is similar to that of reported by Abate (1996), Batmlu and Erden (2007) and Dalkuli (2001).

#### 4.4. The Variation of Achievement According to Anxiety

**Table 6: Achievement and Anxiety Levels**

<b>Level &gt; 3.00; Achievement &lt;35</b>	<b>Level &lt; 3.00; Achievement &gt;35</b>	<b>Level &lt; 3.00; Achievement &lt;35</b>	<b>Level greater &gt; 3.00 Achievement &gt; 35</b>
51 students	23 students	21 students	34 students

The correlation of anxiety and achievement of the study showed that they were correlated negatively. This implied that as anxiety level of students' increase, their achievement result decreases. This was confirmed by the analysis of correlation. However, when we separately investigate the anxiety level and achievement, some variations were observed. Students with an average mark of achievement test between 0 (zero) and 35 were considered unsuccessful, students with an average between 36 and 60 were considered successful; this Category was based on Batumlu and Erden (2007), grouping of successful and unsuccessful students.

Therefore, students who were anxious and their achievement < 35 (58%) were 51. Those students whose anxiety level > 3.00 and their achievement > 35 were 34. And students whose average anxiety scores less than 3.00 and their achievement > 35 were 23. For the rest 21 students their anxiety level and achievement was below the mean score 3.00 and achievement test result was <35. If the level of anxiety was low, the achievement was expected to be higher. But there is a variation of achievement and anxiety. Similarly, for those students whose anxiety level >3.00, their achievement was expected to be low. However, their achievement was high instead of being low. This shows variation of achievement and anxiety. This achievement variation, according to Sparks

and Ganschow's (1995) argument was that rather than the effect of affective variables, language ability differences were the problems of most poor foreign language learners. And they also argued that if foreign language learners attribute lack of success in foreign language learning simply to motivation or high level of anxiety then their anxiety level may be high, being their achievement result was high. That is, though, their anxiety level is high, due to hard work, they would be successful.

Thus, from the result we can deduce that there was achievement variation. As mentioned earlier, the variation could be because of poor language learning for low achievers; and for high achieves anxiety level increment might be due to motivation problem, and high achievement might result from hard work.

#### **4.5. Achievement difference between males and females**

**Table 7: Achievement difference between males and females**

<b>Sex</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>T-value</b>	<b>Significance value (P&lt;0.05)</b>
Male	35.2286	9.06627	0.478	0.634
Female	34.2083	10.94643		

As shown in table 7, the mean scores of achievement test result for males and females are 35.2286 and 34.2083 respectively. The value of the t- test also indicated (0.478, P=0.634 >0.05). The mean score of achievement indicated that females were a little bit lower than males. However, no significant difference was found between them since the significance value indicated 0.634>0.05.

This finding does not agree with the findings of Dewaele (2002) cited in Wilson (2006) that indicated females were more anxious than males and scored lower achievements in their language class. However, Zhao Na (2007) investigated that female students usually score higher than male students in English exams in China. Therefore, it is not difficult to imagine that females are more confident

in their abilities to learn new language according to Zhao Na.

According to the result of this study no significant achievement difference was observed between male and female grade 11 students of Dembecha Preparatory School. This might be the case that grade 10 General Secondary Education Leaving Certificate Examination may have selected fairly intelligent students in both sexes and no difference was found. So it is possible to say that Dembecha Preparatory School grade 11 students did not show achievement difference between them with respect to gender.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. Summary**

The main objective of this study was to investigate the relationship between English learning classroom anxiety and English achievement test result among grade eleven (11) students with particular reference to Dembecha preparatory and secondary school. So as to address the above major objective, the following basic research questions were raised.

1. What is the general situation of grade 11 (eleven) students' English language anxiety level?
2. Who are more anxious in English classrooms? Males or Females?
3. What is the relationship between students' English learning classroom anxiety and English achievement test result?
4. Does students' achievement test result vary according to their classroom anxiety level?
5. Is there achievement test result difference between males and females?

For the theoretical bases of related literature on foreign language classroom anxiety and achievement, types of foreign language anxiety, sources of foreign language anxiety, foreign language anxiety and other related factors, gender and foreign language anxiety, measurement of foreign language classroom anxiety and language achievement, the relationship between foreign language classroom anxiety and language achievement, sources of anxiety in Ethiopian context and ways of reducing anxiety were reviewed.

To carry out the intended study, descriptive survey research method was used. This method had helped the researcher to get first hand information. The researcher has used two types of instruments to collect the data. FLCAS

questionnaire and document were used as instrument of data collection. Thus, the information obtained through foreign language classroom anxiety scale (FLCAS) and students' document had been analyzed using descriptive statistics, t- test and Pearson's Moment Correlation Coefficient. Hence, the result of the study is summarized below.

- 5.1.1. The result of the study revealed that 65.9% of the subjects of the study were found to be anxious, since their anxiety level was above the mean score 3.00. However, 34.1% were considered not to be anxious as their anxiety level was below the mean score 3.00.
- 5.1.2. Each specific kind of anxiety variable indicated the anxiety score between 3.16 and 3.46. That is, 3.32 for communication apprehension, 3.16 for test anxiety, 3.46 for fear of negative evaluation and 3.07 for general anxiety of English classes. Students were found to be more anxious in communication apprehension and fear or negative evaluation, though they were anxious in all aspects of anxiety variables.
- 5.1.3. Concerning the comparison of males and females, the result indicated that females' anxiety level was a little bit higher than males (3.232 for males and 3.33, for females). When we see each specific kind of anxiety separately, for communication apprehension (M=3.26 F=3.56), for test anxiety (M=3.15 F=3.22), for fear or negative evaluation (M=3.44 F= 3.55) and for anxiety of English classes (M= 3.07 F= 3.05) anxiety levels were obtained. However, the significant value of the t-test showed that no significant difference was found between them, except for the communication apprehension that was significant at (t=-2.280, p=0.024<0.05). Generally no significant difference was observed across gender (t = -0.907, P=0.336>0.05).
- 5.1.4. The result of the correlation coefficient showed that anxiety and achievement were negatively correlated for all anxiety types. And the negative correlation, for communication apprehension, fear of negative

evaluation and general anxiety of English classes were significant except for test anxiety ( $t=0.156$ ,  $P=0.78>0.01$ ). Generally, language learning anxiety and English achievement test result were negatively correlated and significant ( $-0.298^{**}$ ,  $p=0.001<0.01$ ).

5.1.5. When we see the variation of achievement and anxiety level, the achievement of 55 students varied. That is, those (21) students, whose anxiety level less than the mean score 3.00 scored on their achievement test below 35 (58%), 34 students achievement was higher than 35 (58%) although their anxiety level was above the mean score 3.00.

5.1.6. No achievement difference was found between males and females. Males' achievement test score mean was 35.2286 (60%) and that of females was 34.2083(60%). The value of the t- test indicated that there was no significant difference between males and females on achievement test result ( $t= 0.478$ ,  $P=0.634>0.05$ ).

## **5.2. Conclusions**

On the basis of the findings of the study obtained, the following conclusions have been made.

5.2.1. The result of the study indicated that 65.9% of the subjects of the study were found to be anxious, since their English language classroom anxiety level was higher than the mean score 3.00.

5.2.2. The mean score of the anxiety variables for all the subjects of the study was above the mean score 3.00. From this finding it can be deduced that debilitating anxiety plays its role on English language learning of the subjects of the study. Most of the students experienced language learning anxiety, especially of communication apprehension and fear of negative evaluation.

5.2.3. With respect to males' and females' anxiety level, females were found to be a little bit anxious than males. However, their anxiety difference was not significant. Therefore, the research could conclude that there

was no significant anxiety level difference between male and female students. However, there is a significant difference for communication apprehension though no difference was seen as a whole among them.

- 5.2.4. The result of the correlation coefficient indicated that English language classroom anxiety and English achievement were negatively correlated. So, anxiety was a debilitating in language learning, especially anxiety of speaking, fear of negative evaluation and English classes.
- 5.2.5. For some of the students their achievement and anxiety level do not correlate. This might be for some of the students over confidence, and for those with higher level of anxiety, anxiety might have forced them to work harder and to be successful on their result of the achievement test.
- 5.2.6. Though females' average result on their achievement test was a little bit less than that of males, no significant achievement difference was seen. This might be the case that the Ethiopian General Secondary Education leaving certificate examination has filtered them to promote to the next grade, i.e. grade 11.

Finally, to put it in a nutshell, Dembecha Preparatory and Secondary School grade 11 students were found to be anxious. No significant anxiety and achievement test result difference was seen across gender and anxiety was debilitating for their achievement

### **5.3. Recommendations**

The results of this study suggest that certain students are at risk of having debilitating levels of foreign language classroom anxiety. Based on the findings of this study and the conclusions drawn, the following recommendations were given.

- 5.3.1. English teachers should acknowledge anxiety feelings as legitimate and attempt to lessen students' feelings of inadequacy, confusion

and failure by providing positive experiences and feedback to counteract anxiety.

- 5.3.2. Teachers should build student confidence and self- esteem in their English language ability via encouragement, re-assurance, positive reinforcement and empathy.
- 5.3.3. Teachers should correct students' errors made in English classrooms as wisely as possible since unwise correction of teachers makes learners anxious and frightened.
- 5.3.4. To reduce students' classroom anxiety problems teachers should remind students not to feel worry about their mistakes because it is through making errors that one can improve his/her language proficiency.
- 5.3.5. Teachers should openly discuss foreign language classroom anxiety with students and encourage them to seek help when they need.
- 5.3.6. Teachers should also remember to avoid assuming that students who have high levels of achievement are not experiencing anxieties in English classes
- 5.3.7. Students should also be given information about how to direct their attention away from self- centered worries when they are reading, listening, speaking and taking tests in English language.
- 5.3.8. Teachers should create positive environment in the classroom and exam halls not to disturb sensitive students.
- 5.3.9. Teachers should try to provide a friendly atmosphere in the class.
- 5.3.10. Teachers should avoid negative evaluation of students in classroom and comment on students' behaviors with more encouragement.
- 5.3.11. English teachers, together with the school, should take some measure to relax students' attention on exams, such as eliminating the ranking students by their test scores.
- 5.3.12. Finally, more research is needed to support the findings and to investigate more about high school students' anxiety in English classroom as the study was only conducted in one school.

## References

- Abate Kessahun. (1996). 'English Language Classroom Anxiety, Performance on Classroom Tasks and Tests: A Study of Some Ethiopian Civil Service College 1<sup>st</sup> year Students'. Addis Ababa: AAU (MA Thesis, unpublished).
- Aida, Y. (1994). 'Examination of Horwitz, Horwitz and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese'. **Modern Language Journal**. 72(2): 155-168.
- Ayneabeba Andualem (1993). 'The Effects of Teachers' and Learners' Educational expectations on Innovating within the Language Learning Process'. Unpublished MA Thesis, Addis Ababa University.
- Batumlu, D.Z., and Erden, M (2007). 'The Relationship Between Foreign Language Anxiety and English Achievement of Yildiz Technical University School of Foreign Languages Preparatory Students'. **Journal of Theory and Practice in Education**. 3(1): 24-38).  
<http://eku.comu.edu.tr/index/3/1/dzbatumlu-merden.pdf>.
- Baumgardner, A.H., Heppner, PP. and Arkin, R.M. (1986). 'Role of Casual Attribution in Personal Problem Solving'. **Journal of Personality and Social Psychology**, 50(3): 636-643.
- Brown, H.D. (1994). **Principles of Language Learning and Teaching** (3<sup>rd</sup> ed). Englewood Cliffs, NJ: Prentice Hall Regents.
- Casado, M.A., and Dereshiwsy, M. (2001). 'Foreign Language Anxiety of University Students'. **College Student Journal**,  
<http://www.findarticles.com/p/>.(accessed18/5/3007\_
- Chastain, R (1975). 'Affective and Ability Factors in Second Language Acquisition'.**Language Learning**, 25(1):153-161.
- Clement, K., Dornyei, Z., and Noles, K.A. (1994). 'Motivation, Self- Confidence, and Group Cohesion in the Foreign Language Classroom'. **Language Learning**, 44 (3) 417-448.

- Cubuku, F. (2007). 'Foreign Language Anxiety'. **Iranian Journal of Language Studies**, Vol 1(2) pp 133-142.  
<http://ijols.znu.ac/volumes1issue2/cubuku1.pdf>.
- \_\_\_\_\_ (2008). 'A Study on the Correlation between Self-Efficacy and Foreign Language Anxiety'. **Journal of Theory and Practice in Education**, 4(1):148-158. <http://eku.com.edu.tr/index/4/1/fcubuku-pdf> (accessed 21-03-2008).
- Davidoff, L.L, (1987). **Introduction to Psychology**, New York: OUP.
- Dalkuli, N. (2001). **An Investigation into the Role of Anxiety in Second Language Learning**.  
<http://www.sayalbilimer.cukurovaom/p/articles/mi-MORCR/is-4>  
 (accessed 25.02.2008).
- Dulay, H. , Burt, M., and Krashen, S. (1982). **Language Two**. Oxford: OUP.
- Elkhafaifi, H. (2005). 'Listening Comprehension and Anxiety in the Arabic Language Classroom'. **Modern Language Journal**, Vol.89 (2):206-221, <http://www.blackwell-synergy.com/doi/abs/10.1111/j.1540-4781.2005.00275.x> (accessed 12/02/2008)
- Ely, C.M. (1986). 'An Analysis of Discomfort, Risk Taking, Sociably and Motivation in L2 classroom'. **Language Learning**, 36(1), 1-24.
- Fedorko, L (1986) (editor). **Understanding Psychology** (4<sup>th</sup> edition). California: Glencoe/ McGraw-Hill.
- Foss, K.A. Reitzel, A.C. (1988). 'A Relational Model for Managing Second Language Anxiety'. **TESOL Quarterly**, 22:3 (437-454).
- Ganschow, L. et al. (1994). 'Differences and Language Performance among High, Average and Low- Anxious College Foreign Language Learners'. **Modern Language Journal**, 78(1): 41-55.
- Gardner, R.C. (1985). 'The Socio- Educational Model of Second Language Learning: Assumptions. Findings and Issues'. **Language Learning**, 38 (1): 101-126.

- Gardner, R.C. (1988). **Social Psychology and Second Language Learning: The Role of Attitudes and Motivation**. London: Edward Arnold Publishers Ltd.
- Gardner, R.C. and MacIntyre P.D. (1993). 'A Student Contributions to Second Language Learning. Part II: Affective Variables'. **Language Teaching**, 26. 1-11.
- Gregersen, T. and Horwitz, E.K. (Winter, 2002). 'Language Learning and Perfectionism: Anxious and Non- Anxious Language Learners: Reactions to their own oral Performance'. **The Modern Language Journal**, Vol. 86. No.4:562-570. <http://www.jstor.org> accessed Mon March 07-03/2008.
- Hailemicheel Abera (1990). 'Helping University Students improve their Academic Performance: The Role and Importance of Study Skills': Paper Presented at ILS Annual Seminar, Addis Ababa: AAU.
- Hedge, T. (2000). **Teaching and Learning in the Language Classroom**. Oxford: OUP.
- Horwitz, E.K, Horwitz, M.B, and Cope, J. (1986) 'Foreign Language Classroom Anxiety'. **Modern Language Journal**, 70(2), 125-132.
- Horwitz, E.K. (1986). 'Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale'. **TESOL Quarterly** 20(3):559-562.
- Horwitz, E.K. (1988). 'The Beliefs about Language learning of Beginning University Students'. **The Modern Language Journal**, 72 ( 3 ): 283-294.
- Jonassen, D.H: and Grabowski, B.L. (1993). **Hand book of Individual Difference, Learning and instruction**. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Larsen-Freeman, D. and Long, M. H. (1991). **An Introduction to Second Language Acquisition Research**. London: Longman.
- MacIntyre, P.D., and Gardner, R.C. (1994). 'The Subtle effects of Language Anxiety on Cognitive Processing in the Second Language'. **Language Learning**, 44 (2): 285-305.

- Macintyre, P.D. and Gardner R.C. (1991). 'Methods and Results in the Study of Anxiety and Language Learning: A Review of Literature'. **Language Learning**, 41, 85-117.
- Melesse Mitiku (2007) 'An Assessment of English Language Writing Test Anxiety: The case of Two Private University College Students Taking Sophomore English Writing Course'. Addis Ababa: AAU. (MA Thesis unpublished).
- Morris, D. and Hutchings (1981). 'Cognitive and Emotional Components of Anxiety'. **Journal of Educational Psychology**, 73:4, 541-55.
- Na, Zhao (2007). 'A Study of High School Students' English Learning Anxiety'. **Asian EFL Journal: English Language Teaching Article**, Volume 9, Issue 3. [Http://www.asian-efl-journal.com/Sept-2007-zn.php](http://www.asian-efl-journal.com/Sept-2007-zn.php).  
(Accessed on 5/11/2007)
- Onwuegbuzie, et al. (1999). 'Factors Associated with Foreign Language Anxiety'. **Applied Sociolinguistics**, 20(1): 219-239.  
<http://journals.cambridge.org/download.phpfile?accessed14/5/2008>.
- Oxford, R. (1999). 'Anxiety and the Language Learner: New Insights', Jone Arnold (Ed.). **Affect in Language Learning**, Cambridge: Cambridge University Press.
- Pappamihiel, N.E. (2001). 'Moving from the ESL Classroom into the Mainstream: An Investigation of English Language Anxiety in Mexican Girls'. **Bilingual Research Journal**, Volume 25. No. 1 and 2.  
<http://brj.asu.edu/v2512/pdf/ar3.pdf>.
- Philips, E.M. (1992). 'The Effect of Language Anxiety on Students' performances and Attitudes'. **Modern Language Journal**, 76(1):14-26.
- Remzi, G. (1997). 'An Analysis of the Relationship between Learners Foreign Language Classroom Anxiety and Achievement in Learning English as a Foreign Language in the Freshman Class at the University of Gaziantep'. MA. Thesis, DELT.

<http://sbe.gantep.edu.tr>.( accessed 11/4/2007)

- Richard- Amato, P.A. (1988). **Making it Happen: Interaction in the Second Language Classroom**. New York: Longman Inc.
- Rodriguez, M. and Abreu,O. (2003). 'The Stability of General Foreign Language Classroom Anxiety Across English and French'. **The Modern Language Journal**: Vol. 87, No.3: 365-374. <http://www.jstor.org> (accessed Mon March07/03/2008).
- Saito, Y., Horwitz, E.K. and Garza, T.J. (1999). 'Foreign Language Reading Anxiety'. **The Modern Language Journal**, 83(2):202-220.
- Scovel, T. (1978). 'The Effect of Affect in Foreign Language Learning: A Review of the Anxiety Research'. **Language Learning**, 28(1): 129-142.
- Skehan, P. (1989). **Individual Differences in Second Language Learning**. London: Edward Arnold.
- Sparks, R.L. and Ganschow, L, (1995). 'A Strong Inference Approach to Casual Factors in Foreign Language Learning: A Response to Macintyre'. **The Modern Language Journal**, 79, 235-244. <http://jstor.org>.
- Spolsky, B. (1989). **Conditions for Second Language Learning**. Oxford: Oxford University Press.
- Tudor, Ian (1996). **Learner- Centeredness as Language Education**. Cambridge: CUP.
- Wenden, A. (1991). **Learner Strategies for Learner Autonomy**. New York: Prentice- Hall International.
- Wilson, J.T.S. (2006). 'Anxiety in Learning English as a Foreign Language: Its Association with Student Variables, With Overall Proficiency, And with Performance on Oral Test'. <http://hera.ugr.es/tesisugr/16235290.pdf>. (Accessed 22/3/2008)
- Worde. R.V. (1998). 'An Investigation of Students Perspectives on Foreign Language Anxiety'.  
<http://www.eric.ed.gov/ERICwebportal/recordDetail>.(accessed 22/3/2008)

- \_\_\_\_\_ (2003). 'Students Perspectives on Foreign Language Anxiety'. *Inquiry* 8. Volume 8. No.1.  
<http://www.vccaedu.org/inquiry/inquiry-spring2003/1-81-worde.htm/>.(accessed22-01-2008).
- WU, Guo-Cheng and Chan, D. Y .Ching (2004). 'A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei Country'. **Journal of National Taipei Teachers College**, Vol. 17(2): (287-320/ [e-learning.ntue.edu.tw/public/journal/vol. 17-2/A-12-128.doc](http://e-learning.ntue.edu.tw/public/journal/vol.17-2/A-12-128.doc). (accessed on 14/11/2007)
- Young,D.J. (19991). 'Creating a Low- Anxiety Classroom Environment: What does Language Anxiety Research Suggest?' **The Modern Language Journal**, 75, 426-435.
- Young,D.J. (1992). 'Language Anxiety from the Foreign Language Specialist Perspective: Interview with Krashen, Omeggio, Hadley, Terrell, and Rardin'. **Foreign Language Annals**, 25, 157-172.

## Appendix A

### Details of data gathered

code	sex	X	Y
01	M	88	40
02	M	107	36
03	F	109	42
04	M	115	28
05	M	97	48
06	F	121	30
07	M	127	26
08	M	114	44
09	M	81	44
10	M	104	40
11	F	94	34
12	M	105	28
13	M	99	38
14	M	131	24
15	M	80	36
16	M	85	44
17	M	111	50
18	F	96	52
19	M	122	40
20	M	65	58
21	F	95	58
22	F	102	42
23	M	131	45
24	M	99	32
25	M	89	24
26	M	129	40
27	M	118	28
28	M	122	40
29	M	98	42
30	M	95	34
31	M	104	36
32	M	118	47
33	M	115	34

34	M	124	46
35	F	123	49
36	M	87	34
37	M	74	53
38	M	105	32
39	M	89	36
40	M	100	36
41	M	95	24
42	M	87	34
43	M	121	38
44	M	107	28
45	M	82	55
46	F	139	22
47	M	113	38
48	M	125	36
49	M	115	36
50	M	85	42
51	M	112	42
52	M	67	28
53	M	108	32
54	M	110	42
55	M	57	40
56	M	84	47
57	M	107	36
58	M	96	22
59	M	75	34
60	M	95	48
61	M	81	58
62	F	125	52
63	F	96	38
64	F	88	30
65	F	97	46
66	M	117	42

67	M	125	36
68	M	105	30
69	F	125	24
70	M	106	29
71	M	116	34
72	F	106	18
73	M	88	40
74	M	113	24
75	M	133	40
76	F	85	36
77	M	122	22
78	M	98	26
79	M	121	28
80	M	96	37
81	M	104	32
82	M	97	56
83	M	73	26
84	M	83	26
85	F	96	28
86	M	134	20
87	M	116	30
88	M	116	24
89	F	88	32
90	F	105	30
91	M	132	36
92	M	125	30
93	M	128	24
94	M	109	48
95	M	107	30
96	M	88	46
97	F	122	20
98	M	106	46
99	M	99	31

100	F	103	30
101	M	109	22
102	M	117	30
103	M	121	30
104	M	91	24
105	F	123	38
106	M	105	28
107	F	112	30
108	M	128	28
109	M	121	18
110	M	115	45
111	M	120	28
112	M	127	32
113	M	118	47
114	M	116	30
115	M	127	18
116	M	117	38
117	M	113	46
118	M	118	28
119	F	116	30
120	M	135	38
121	M	110	22
122	M	88	42
123	M	132	38
124	M	126	31
125	F	126	24
126	F	125	28
127	M	118	28
128	M	133	22
129	M	118	30

Code: students' code number  
X: Anxiety level of students  
Y: Achievement test result

**Appendix B**  
**English FLCAS**

**Addis Ababa University**  
**Institute of Language Studies**  
**Department of Foreign Languages and literature**  
**(Graduate Program)**

**Questionnaire to be completed by Students**

**Dear Student,**

Currently, I am conducting a postgraduate (MA) research in TEFL under the title: 'High School Students English Learning Anxiety and English Achievement.' The objective of this questionnaire is to gather information and to examine the degree of English learning classroom Anxiety you may experience. Please read each statement below very carefully and indicate your true feelings in English classroom. Since the success of the study highly depends on your honesty in rating these items, you are kindly requested to respond accordingly.

Your co-operation will be greatly appreciated!

Thank you in advance

Code \_\_\_\_\_

Sex \_\_\_\_\_

Grade \_\_\_\_\_

**Instruction:-**

The following items are helpful to indicate the anxiety level students have in the English class. Select and circle the item that best describes your reaction.

**N.B.** To answer each item use the following ranking key

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

10. I worry about the consequences of failing my English class.

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

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

1      2      3      4      5

18. I feel confident when I speak in English class.

1      2      3      4      5

19. I am afraid that my English teacher will correct every mistake I make.

1      2      3      4      5

20. I can feel my heart pounding when I'm going to be asked to speak in English class.

1      2      3      4      5

21. The more I study for an English test, the more confused I get.  
1 2 3 4 5
22. I don't feel pressure to prepare very well for English class.  
1 2 3 4 5
23. I always feel that the other students speak English better than I do.  
1 2 3 4 5
24. I feel very self-conscious about speaking English in front of other students.  
1 2 3 4 5
25. English class moves so quickly that I worry about getting left behind.  
1 2 3 4 5
26. I feel more tense and nervous in my English class than in my other classes.  
1 2 3 4 5
27. I get nervous and confused when I am speaking in my English class.  
1 2 3 4 5
28. When I'm on my way to English class, I feel confident and relaxed.  
1 2 3 4 5
29. I get nervous when I don't understand every word the English teacher says.  
1 2 3 4 5
30. I feel overwhelmed by the number of rules I have to learn to speak English.  
1 2 3 4 5
31. I am afraid that the other students will laugh at me when I speak English.  
1 2 3 4 5
32. I would probably feel comfortable around native speakers of English.  
1 2 3 4 5
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.

### Appendix C

#### FLCAS AMHARIC VERSION

በአዲስ አበባ ዩኒቨርሲቲ

የቋንቋዎች ጥናት ተቋም

የውጭ ቋንቋዎችና ስነ-ጽሑፍ ትምህርት ክፍል

/የድህረ ምረቃ መርሃ ግብር/

#### ውድ ተማሪ

በአሁኑ ሰዓት የድህረ ምረቃ /ኤም.ኤ/ የመመረቂያ ጥናት በማካሄድ ላይ እገኛለሁ። የዚህ መጠይቅ ዋና አላማም የ11ኛ ክፍለ ተማሪዎች በእንግሊዝኛ ቋንቋ ክፍለ ጊዜያት የሚያጋጥሟቸውን የጭንቀት ወይም የመረበሽ መጠን ለይቶ ለማውጣት እና ጠቃሚ መፍትሄዎችን ለማመልከት ነው። ይህንን መጠይቅ ለመሙላት ትብብር ማድረግህ/ሽ ለሚካሄደው ጥናት በጣም አስፈላጊ መሆኑን እየገለጸኩ እያንዳንዱን ጥያቄ በቅንነት እንድትመልስ/ሽ/ በታላቅ አክብሮት እጠይቃለሁ።

የምትሰጠው/ጨው/ መረጃ በምስጢር እንደሚያዝ ለመጠቀም እወዳለሁ።

ስለትብብርህ/ሽ/ በቅድሚያ አመሰግናለሁ።

ኮድ \_\_\_\_\_

ፆታ \_\_\_\_\_

ክፍል \_\_\_\_\_

**መመሪያ:-**

የሚከተሉት ጥያቄዎች የተማሪዎችን የክፍል ላይ የመረጠሽ መጠን ለማመልከት ጠቃሚ ናቸው። ስለዚህም እያንዳንዱ ጥያቄ በጥንቃቄ በማንበብ ከተሰጡት አምስት አማራጮች ማለትም 1, 2, 3, 4, እና 5 መካከል ትክክለኛ ስሜት/ህን/ሽን/ የሚያንፀባርቀውን ምላሽ መልስ ስጥ/ስጭ/።

**ማሳሰቢያ:-**

መጠይቁን ለመሙላት የሚከተሉትን የደረጃ ገላጭ ቁልፎች ተጠቀም/ሚ/

- 1. በጣም አልስማማም
- 4. አልስማማም
- 5. ሃሳብ አልሰጥም
- 6. እስማማለሁ
- 7. በጣም እስማማለሁ

**ተ.ቁ**

**ጥያቄዎች**

- 1 እንግሊዝኛ ቋንቋ በምናገርበት ጊዜ ፍፁም ትክክለኛነት አይሰማኝም።
 

1	2	3	4	5
---	---	---	---	---
- 2 እንግሊዝኛ በምናገርበት ጊዜ መሳሳት አያስጨንቀኝም።
 

1	2	3	4	5
---	---	---	---	---
- 3 በእንግሊዝኛ እንድናገር መምህሩ እንደሚጠይቁኝ ሳስብ በፍርሃት መንቀጥቀጥ እጅምራለሁ።
 

1	2	3	4	5
---	---	---	---	---
- 4 መምህሩ በእንግሊዝኛ የሚናገሩት የማይገባኝ ከሆነ ፍርሃት ይሰማኛል።
 

1	2	3	4	5
---	---	---	---	---
- 5 ረጅም ሰአት እንግሊዝኛ መማር ምንም አያስጨንቀኝም።
 

1	2	3	4	5
---	---	---	---	---
- 6 በእንግሊዝኛ ቋንቋ ክፈለ ጊዜያት ትምህርቱን ስለማይመለከቱ ነገሮች አስባለሁ።
 

1	2	3	4	5
---	---	---	---	---
- 7 በእንግሊዝኛ ክፍለ ጊዜ ሌሎች ተማሪዎች ከእኔ በእንግሊዝኛ ቋንቋ እንደሚሻሉ አዘውትራ አስባለሁ።
 

1	2	3	4	5
---	---	---	---	---
- 8 የእንግሊዝኛ ፈተና በምፈተንበት ጊዜ በአብዛኛው አልረጠሽም/አልጨነቅም።
 

1	2	3	4	5
---	---	---	---	---

- 9 ሳልዘጋጅ እንግሊዘኛ እንድናገር በምደረግበት ጊዜ ልቆጣጠረው የማልችለው ፈርሃት ይጀምረኛል /ይሰማኛል/:: 1 2 3 4 5
- 10 በእንግሊዘኛ ክፍለ ጊዜ ትምህርቱ አልገባኝ በማለቱ የሚመጣውን ውጤት ሳስብ ያስጨንቀኛል:: 1 2 3 4 5
- 11 ሰዎች በእንግሊዘኛ ክፍለ ጊዜ ለምን እንደሚጨነቁ አይገባኝም:: 1 2 3 4 5
- 12 በእንግሊዘኛ ክፍለ ጊዜ የማውቀው ነገር ሲጠፋኝ በጣም እበሳጫለሁ:: 1 2 3 4 5
- 13 በእንግሊዘኛ ክፍለ ጊዜ በራሴ ፈቃድ እጅ አውጥቶ መልስ ለማናገር አፍራለሁ:: 1 2 3 4 5
- 14 እንግሊዘኛን ከቋንቋው ተናጋሪዎች ጋር ብነጋገር ፍርሃት አይሰማኝም:: 1 2 3 4 5
- 15 የእንግሊዘኛ መምህሩ ስህተቱን ሲያስተካክሉኝ አልገባኝ ካለ እረበሻለሁ:: 1 2 3 4 5
- 16 በእንግሊዘኛ ክፍለ ጊዜ በደንብ ተዘጋጅቼ እንኳን ክፍል ብገባ ፍርሃት መሰማቱ አይቀርም:: 1 2 3 4 5
- 17 ብዙውን ጊዜ የእንግሊዘኛ ክፍለ ጊዜን ባልከታተል ደስ ይለኛል:: 1 2 3 4 5
- 18 በእንግሊዘኛ ክፍለ ጊዜ በእንግሊዘኛ በምናገርበት ጊዜ በራስ የመተማመን ስሜት ይሰማኛል 1 2 3 4 5
- 19 የእንግሊዘኛ መምህራ የምሰራቸውን ስህተቶች ሁሉ ያርመኛል በማለት ፍርሃት ይሰማኛል:: 1 2 3 4 5
- 20 በእንግሊዘኛ ክፍለ ጊዜ ተነስቼ እንደናገር ስጠየቅ ከፍርሃቴ የተነሳ የልብ ምቹ ይጨምራል:: 1 2 3 4 5
- 21 ለእንግሊዘኛ ፈተና ብዩ ብዙ ባጠናሁ ቁጥር በጣም እደናገራለሁ:: 1 2 3 4 5
- 22 በእንግሊዘኛ ክፍለ ጊዜ በደንብ ተዘጋጅቶ የመቅረብ ግፊት ወይም ስሜት የለኝም:: 1 2 3 4 5
- 23 ሁልጊዜ የክፍል ጓደኞቼ ከእኔ በተሻለ እንግሊዘኛን ይናገራሉ የሚለው ስሜት ይሰማኛል:: 1 2 3 4 5
- 24 እንግሊዘኛ በተማሪዎች ፊት ስናገር ላለመሳሳት በጣም እጠነቀቃለሁ:: 1 2 3 4 5
- 25 በእንግሊዘኛ ክፍለ ጊዜ የትምህርቱ አሰጣጥ ሲፈጥን ወደ ኋላ የመቅረት ስሜት ያስጨንቀኛል::

- 1 2 3 4 5
- 26 ከሌሎች ትምህርቶች ክፍለ ጊዜያት ይልቅ በእንግሊዝኛ ክፍለ ጊዜ ውጥረትና የመረጠሽ ስሜት ይሰማኛል።
- 1 2 3 4 5
- 27 በእንግሊዝኛ ክፍል ውስጥ በእንግሊዝኛ በምናገርበት ጊዜ የመረጠሽና የመደናገር ስሜት ይታይብኛል።
- 1 2 3 4 5
- 28 የእንግሊዝኛ ክፍለ ጊዜ በሚደርስበት ጊዜ በራስ የመተማመንና የመዝናናት ስሜት ይሰማኛል።
- 1 2 3 4 5
- 29 መምህሩ የሚናገሩት እያንዳንዱ ቃል የማይገባኝ ከሆነ የመረጠሽ ስሜት ይታይብኛል።
- 1 2 3 4 5
- 30 እንግሊዝኛን ለመናገር መጠናት ያለባቸውን የእንግሊዝኛ ህጎች ባሰብኩ ጊዜ የአዕምሮ ጭንቀት ይሰማኛል።
- : 1 2 3 4 5
- 31 እንግሊዝኛ ለመናገር በማስብበት ጊዜ ሌሎች ተማሪዎች ይስቁብኛል የሚል ፍራቻ ያደርበኛል።
- 1 2 3 4 5
- 32 የአፍ መፍቻ ቋንቋቸው እንግሊዝኛ የሆነ ተናጋሪዎች አጠገቤ ካሉ እፎይታ ሊሰማኝ ይችላል።
- 1 2 3 4 5
- 33 መምህሩ ቀደም ብሎ ያልተዘጋጀሁበትን ጥያቄ በሚጠይቁኝ ጊዜ የመረጠሽ ስሜት ይታይብኛል።
- 1 2 3 4 5

## **Appendix D**

### Foreign Language Classroom Anxiety Scale (FLCAS) Scoring key

1. The alternatives of items 2, 5, 8, 11, 14, 18, 22, 28, and 32 have score weights as follows,

5. Strongly disagree
4. Disagree
3. Undecided
2. Agree
1. Strongly agree

2. The remaining 24 items scored as follows

1. Strongly disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly agree

The anxiety score of each subject is found out by summing up the item weights of all 33 items .The range scores should be between 33-165 which is the expected range .However, the highest and the lowest scores for this study were 57 and 139, respectively, not 33 and 165.

