

ADDIS ABABA UNIVERSITY  
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION  
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

A STUDY ON THE PREVALENCE OF ENGLISH LANGUAGE  
CLASSROOM ANXIETY: WITH A PARTICULAR REFERANCE TO  
GRADE 9 AT AMAN SECONDARY SCHOOL, IN BENCH MAJI

BY  
GETINET BIRHANU YADESSA

JUNE, 2014

A STUDY ON THE PREVALENCE OF ENGLISH LANGUAGE  
CLASSROOM ANXIETY: WITH A PARTICULAR REFERENCE TO  
GRADE 9(NINE) AT AMAN SECONDARY SCHOOL, IN BENCH MAJI  
ZONE

BY

GETENET BIRHANU YADESSA

A Thesis Presented to the Department of Foreign Language  
and Literature

(Graduate Program)

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

June, 2014

ADDIS ABABA UNIVERSITY  
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,  
JOURNALISM AND COMMUNICATION  
DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

A STUDY ON THE PREVALENCE OF ENGLISH LANGUAGE  
CLASSROOM ANXIETY: WITH A PARTICULAR REFERENCE TO  
GRADE 9 AT AMAN SECONDARY SCHOOL, IN BENCH MAJI

BY  
GETINET BIRHANU YADESSA

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 sources of material used for this thesis have been duly acknowledged.

Name: Getenet Birhanu

Signature:

Place: Addis Ababa University  
Addis Ababa, Ethiopia

## **Acknowledgment**

I would like to express my gratitude to my advisor DR. Girma Gezahagn for his valuable assistance in providing me with his professional advice and comment throughout the study.

I am grateful to Ato Mesfin Geremew and Ato kedir Ahmed who helped me in computing the statistical work in SPSS by sharing their valuable time.

My special thanks go to Prof. Elaine K. Hurwitz, University of Texas, Austin, for the guidance I received from her throughout the study and for granting me permission to use the FLCAS.

I would also wish to express my gratitude and appreciation to Prof. Yukie Adia, University of Texas, Austin, for the advice I received from her and sending me valuable publications , which, I have entirely used as a source of material for the successful accomplishment of this study free of charge.

Above all I would like to thank God for all.

## List of tables

pages

Table . 1. General foreign language anxiety situation of respondents.....	
Table .2. Levels of anxiety with in Variables.....	
Table 3. The correlation of anxiety with a achievement .....	
Table .4. Foreign Language anxiety and gender .....	
Table 5. Significance of comparison of male and female anxiety.....	
Table .6 Variation of achievement according to anxiety.....	
Table 7. achievement difference between males and females .....	

# Abstract

*The main objective of this study was to investigate the prevalence of foreign language/ second language classroom anxiety at grade 9 (nine) secondary school students. To this end, a total of 142 grade 9 (nine) students were selected from Aman secondary school. Data collection for this study relied on self-report questionnaire (FLCAS- developed by Horwitz et al 1986), student's first semester final exam and semi- structured interviews for teachers. Thus, FLCAS Amharic version was coded and administered to students in order to measure the level of foreign language classroom anxiety. The students first semester English final examination result was used to determine the relationship between English language classroom anxiety and English achievement test result. Finally an interview was conducted with three grade 9 (nine) teachers in order to check students general situation in the classroom and to find out solutions to reduce the level of anxiety from those who have a direct contact with the learners. Descriptive statistic to determine anxiety level, t- test to find out significance difference between males and females anxiety level and achievement and Pearson's correlation coefficient to determine relationship between anxiety and achievement test result were used to test the research problem. The finding of this study shows that: 1) most of the students found to be anxious since above half of the students scored FLCAS above mean value 3.00 (three). 2) with respect to gender no significant difference is observed between males and females on their foreign language classroom anxiety level except fear of negative evaluation because the t-value of fear of negative evaluation indicated that there is a significant difference 3) the study indicated that there was a significant negative relationship between students English language classroom anxiety and English achievement test result at the significant level of near to 0.001. 4) This study also investigated that males' achievement test result was a little bit higher than that of females, no significance difference was found on their achievement. Finally, the finding of this study depicted that anxiety is prevalent at a higher degree among the subjects of the study and had negative correlations with their English language achievement test result.*

# CHAPTER ONE

## I. INTRODUCTION

### 1.1.BACKGROWND OF THE STUDY

Since English language is used worldwide everybody wants to know it for his/her personal feelings---for academic purpose, social affairs, job opportunities in nongovernmental organizations (NGO) and many other reasons. But there are affective factors that impede to do so. One of these factors is English language class room anxiety. When the researcher was a teacher at high school for three years most of the learners express their fears and a feeling of uneasiness against learning English at EFL/ESL classroom. As Berhanu, (2009) stated English language is more of a foreign language than a second language in Ethiopia. This is mainly because English is so infrequently used in daily life outside the classroom and students do not have the opportunity to learn the language informally. Therefore, as the researcher observed from his teaching experience learners faced problems in the acquisition, retention and production of the language. They also have difficulty on concentrating, become forgetful, sweat, and have palpitations. In addition they exhibit avoidance behavior such as missing class and postponing home work.

In Ethiopian context there are some local studies conducted on foreign language classroom at preparatory and college level. Negassi, (2009) conducted his research on English language classroom anxiety. In his finding there is a strong negative relationship between foreign language classroom anxiety and English language achievement. Melkamu, (2008) also studied on preparatory school students' English learning anxiety and English achievement; there was a significant negative relationship between English classroom anxiety and English achievement test result. According to his finding most of the students were found to be anxious. Abate, (1996) also conducted a research on English classroom anxiety. His finding showed that anxiety scores were negatively and significantly associated with their language performance.

In addition to these local research works there are many scholars who gave emphasis for anxiety. Macintyre and Gardner (1991a) in (Awar.et.al, 2010) indicates anxiety ultimately affects anxious students grade as compared to their more relaxed peers. This was also what the researcher understood from his experience. According to Krashen (1981) anxiety makes the

individual unreceptive to language input, thus the learners fails to “take in” the available target language message and language acquisition does not progress. As he added the anxious students also inhibited when attempting to utilize any second language fluency he or she has managed to acquire. In their well known articles Horwitz et al, (1986) defined FLA as” a distinct complex construct of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning process. And they suggested that foreign language anxiety should be viewed as a situation-specific anxiety arising from the uniqueness of the formal learning of a foreign language, not just a case of general classroom anxiety being transferred to foreign language learning. As to Horwitz et al, (1986) no other fields of study implicate self concept and self expression to the same degree as foreign language study. This feature makes the anxiety caused by foreign language learning distinctive from other academic anxiety.

According to Macintyre and Gardner,(1994) foreign language classroom anxiety also defined as “the feeling of tension and apprehension specifically associated with second language context, including, speaking, listening and learning. According to them much research has found that foreign language anxiety produces negative experiences (Foss and Retizel, 1998, Luca, 1984; Mccay, 1979, Powell, 1991, Price 1991). For many students a language class can be the most anxiety-provoking course in their program of study (Campbell and Ortiz, 1991, Horwitz et al, 1986, Macintyre & Gardner, 1991b). Therefore, the prevalence of Foreign Language classroom anxiety inspired researchers to study it with regard to different variables such as gender, age, educational level and place of residence.

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

Second language researchers and theorists have long been aware that anxiety is often associated with language learning. From these researchers Horwitz et al (1986) in their study of foreign language class room anxiety they developed and administered foreign language classroom anxiety scale to their subjects and found that the level of the students’ anxiety and their language achievement were negatively correlated.

As yu-ching & Wu (2004) cited the previous studies which applied the FLCAS to examine learners foreign language anxiety at college and high school level by Adia (1994), Liao (1999),

and Chang (1999) obtained the same mean 96.7, 97.79, and 97.78 respectively and this shows that students foreign language anxiety and their language achievement were negatively correlated and proved by different researchers work. Yu-ching &wu (2004) in their studies of elementary students they obtained the same mean as the above one. This finding indicated that foreign language anxiety of elementary students in Taiwan reached the same extent as that at different school levels.

There are also few local researches conducted at college and preparatory level. 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

Melkamu, (2008) also investigated students' English learning anxiety and English achievement in grade 11 students at Dembecha preparatory school. He used FLCAS and first semester English final examination result. His findings indicated that most of the students experienced language learning anxiety especially of communication apprehension and fear of negative evaluation and anxiety was debilitating for their achievement.

Similar research conducted by Negassi, (2009) was on English language classroom anxiety among grade 11 high and low achievers at Shire preparatory School. This study was focused on the level of English language classroom anxiety of grade 11 high and low achievers. His findings indicated that low achievers were nervous to speak English due to lack of Knowledge of grammar, vocabulary, and teachers frequent error correction and generally they are concerned about their mistakes more than their high-achievers counterparts do. All the aforementioned researchers decided that EFL/ESL and class room anxiety have a negative correlation and all of these study were on higher institution and preparatory level. Therefore, there was no any research conducted on secondary school level on foreign language class room anxiety. Thus, this study will fill this gap. It focuses on the prevalence of English language classroom anxiety at grade 9(nine).

### **1.3. Research Question**

1. What is the degree of prevalence of anxiety among students?
2. What is the effect of anxiety on students' achievement of learning foreign or second language?
3. What are the causes of EFL classroom anxiety?
4. Who are mainly affected by EFL classroom anxiety, female or male students?

Generally, this study was focused on the following objectives:

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

##### **1.3.1 General objective:**

The main objective of the study is to find out the prevalence of foreign /English language classroom anxiety at secondary school students.

##### **1.3.1.1 Specific objectives:**

1. To identify whether gender differences play a crucial role in determining the level of anxiety among male and female students
2. To identify the causes of anxiety problem in English as a foreign language (EFL) classroom
3. To examine to what extent anxiety affects student's language learning achievement.

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

As mentioned earlier, anxiety is a major factor that affects second / foreign language learning. Given the large number of foreign/ second language learners in the world, this important issue needs further exploration with various groups of learners in different contexts. Therefore, other researchers may use this study as a means to make further and an in-depth study. In addition understanding of its prevalence and investigation into how to reduce language anxiety will improve learner's performance and increase learning satisfaction.

Moreover, this study serves as a guide for language teachers in terms of helping them to increase their understanding of language learning from the perspectives of the learners.

This study also provides insight into how educators can develop appropriate intervention to decrease language anxiety among second/ foreign language learners. In addition by understanding the cause and effect of language anxiety and their relationship to language achievement, strategies and interventions to boost the self-confidence of learners and lower their language anxiety can prove beneficial to all stakeholders.

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

Language teaching and learning is a wide area of study in the ESL/EFL. This study was conducted on the prevalence of anxiety in foreign language class room and in the involvement of the students and teachers in EFL/ESL. It is delimited in a Secondary school Bench Maji zone Aman town (Aman secondary school).

### **1.6. Limitation of the study**

The first limitation lies in the use of self-report instrument, because respondents might be reluctant or unable to provide honest responses regarding their own emotional states. Secondly, due to 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.

### **1.7. ACRONYMS**

- CA – communication apprehension
- FLC- Foreign language classroom
- FLA- Foreign language anxiety
- EFL- English as a foreign language
- ESL- English as a second language
- FLCAS- Foreign language classroom anxiety scale

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATUR

#### 2.1. Definition of Language Anxiety

Anxiety is part of the human condition and it has a broad definition. Anxiety in general can be defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al, 1986). Ehrman(1996) cited in Negassi (2009) states ,Anxiety is often linked to fear that one will fail in some way: on an assignment, speaking in class, on test, in the final grade , in completion, maintaining one’s position in community, in interaction with native speakers, or on jobs. According to Negassi (2009) she asserts that anxiety is sometimes located to only one kind of activity and in some cases it is aroused by the entire learning situation.

Language anxiety also defined as “the feeling of tension and apprehension specifically associated with second language /foreign language contexts, including, speaking, listening and learning (MaCintyre & Gardener (1994) as cited in Sae Mee Park, ( 2009) .Accordingly, FL anxiety has identified as one of the major obstacles to acquisition and to fluent production of foreign language (Dewaele,Petrides,& Furnham,2008) in Sea Mee Park,(2009).

As Heskin et al ,(2003) cited in Yahya,M (2013) anxiety is a feeling of uneasiness, aggravation, self-doubt, lack of confidence, or fear; intricately entwined with self-esteem issues and natural”ego-preserving” worries. Onwuegbuzie et al (2000) in Yahya,M (2013) on the other hand, argue that second language anxiety is best described as, “a form of situation- specific anxiety. That is, it is neither a trait anxiety, which generally refers to a person’s tendency to be anxious, nor a state anxiety, which is experienced at a state anxiety, which is experienced at a particular moment in time, for example, having to speak in a foreign language in front of classmates”

Anxiety is also defined in behavioral terms by different Scholars. Sarason(1980) in Mohammad ,et al (2012) defined anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited. In similar way, May (1977) in Mohammad et al (2012) viewed anxiety as a maladjustment behavior. Benjamin (1987) in Mohammad,et al (2012)also noted that anxiety can interface with attention, learning and testing. Anxiety can also interface

with learning in that anxious students are more easily distracted by irrelevant or incidental aspects of the task at hand, having trouble in focusing on significant details.

Based on the aforementioned concepts we can understand that anxiety is a state of uneasiness, fear and apprehension that occurred from the learners' negative impression towards the situation. In general anxiety has been viewed as a major negative factor that impedes language learning process.

## **2.2.Foreign Language Anxiety**

### **2.2.1. Communication Apprehension**

Communication apprehension (CA) was originally defined by McCroskey (1977, cited in Aida, 1994) as “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons” According to McCroskey (1984, cited in Wang, 2005) the typical behavior patterns of communicatively apprehensive people are communication avoidance, communication withdrawal, and communication disruption. According to Horwitz et al (1986) there are three manifestations of communication apprehension in speaking:

- a) In pairs or group (oral communication anxiety)
- b) In a class or in public (stage fright)
- c) In listening to a spoken message (receiver anxiety)

The causes of CA may be triggered by situational setting (for example, public speaking) and the individual's personality traits (shyness, quietness and reticence). Communication apprehension also plays an important role in English foreign language (EFL) learning because it can be positive or negative according to the level of apprehension felt by the learner. A certain degree of CA is inevitable although it varies from person to person. A high level of CA may hinder learning of a foreign language. Researchers have classified the factors that lead to CA inside the EFL classroom in to three categories:

- a) Psychological factors which include emotion, self-esteem, anxiety, attitude, fear and motivation.
- b) Instructional factors which include goals, teacher, method, text, time, intensity and means of evaluation

- c) Socio- cultural factors which include acculturation, social distance, culturally accepted thought.

People whose typical communication apprehension is highly tend to encounter even greater difficulty communicating in a foreign language class where they have little control of the communicative situation. Of course, there are students who do not show any significant CA while speaking in their native language, but who get nervous when they are supposed to speak in a foreign language.

Communication apprehension appears when there is a disparity between learner's mature thoughts and their immature foreign language proficiency (Horwitz et al, 1986). The inability to express oneself fully or to understand others not only lead to frustration and apprehension in typical apprehensive communicators but also make many otherwise active people become silent in foreign language class (Horwitz et al, 1986).

### **2.2.2. Test Anxiety**

According to Horwitz et al (1986), the second component, test anxiety, refers to “ a type of performance anxiety stemming from a fear of failure”, Sarason (1984, as cited in Aida, 1994) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation”. It has been speculated that test anxiety may be caused by deficits in students' learning or study skills. Also, suggestions have been made that test anxiety occurs when students who have performed poorly in the past develop negative, irrelevant thought during evaluation situations. Test anxiety is relevant to foreign language anxiety because performance evaluation, be it written or oral is ongoing feature of most foreign language classes. According to Horwitz et al, (1986), test -anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Thus, they may become too worried and start thinking that they will never be able to pronounce a word correctly or give a good presentation. This makes them distracted and anxious during class, which interferes even more with their performance.

### **2.2.3. Fear of Negative Evaluation**

The third performance anxiety related to foreign language learning, fear of negative evaluation, is defined as “apprehension about others” evaluations, avoidance of evaluative situations, and the expectations that others would evaluate one negatively” (Watson & Friend,1969). Although similar to test anxiety to some extent, fear of negative evaluation is broader in scope in that it applies to any social and /or evaluative situation in which an individual worries about the possibility of being unfavorably evaluated by others. It may occur in any social, evaluative, situation such as interviewing for a job or speaking in second/foreign language class ( Horwitz et al 1986). What distinguishes foreign language learning from other academic subjects is that language learners are continually evaluated by the teacher and may also feel they are subject to the evaluation of their peers (Horwitz et al, 1986). Unfortunately, learners who are highly concerned about the impressions others are forming of them tend to behave in ways that minimize the possibility of negative evaluation (Gregersen & Horwitz, 2002). In foreign language classrooms students with a fear of negative evaluation tend to “sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills” or even” cutting class to avoid anxiety situations (Adia, 1994).

These three aspects, communication apprehension, test anxiety, and fear of negative evaluation are always involved in a language classroom. They do not necessarily occur all at the same time, although it is possible. Their occurrence depends on the lessons or objectives of each class. The first aspect may be present especially in a speaking class during student to student or teacher to student conversation. Test anxiety stems from a fear of having a speaking test and can be triggered through either of the two mentioned conversations. The last aspect, fear of negative evaluation, takes place when a student knows he/she is going to be evaluated so he/she might not feel confident and then a negative feeling may occur.

## **2.3. Types of Anxiety.**

### **2.3.1. 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 & Gardner, 1991) Johansson and Grabowski, 1993) as cited in Melkamu,(2008).

### **2.2.4. State Anxiety**

State anxiety is apprehension experienced at a particular moment in time, for example prior to taking an exam. This anxiety can be provoked in the confrontation of the perceived threat (MacIntyre & Gardner, 1991b) cited in Chan & Wu( 2004) .However, it is temporary and altered in time.

### **2.2.5. Situation – specific anxiety**

Situation- specific anxiety refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991a) cited in Muhammad, T (2007). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480). As Horwitz et al, (1986) foreign language classroom anxiety which is totally different from other types of anxiety is situation –specific anxiety.

## **2.3. Source of Language Anxiety**

In a view of the general negative impact of anxiety on second language learning, it is important to examine the possible causes of language anxiety so that a wider range of insights can be gained for effective teaching and learning. A close review of the literature on language anxiety enables us to categorize it as learner- induced, classroom- related, skill- specific, and some society- imposed depending on different contexts.

### **2.4.1. Learner- Induced Anxiety**

It may result from learners' erroneous beliefs, unrealistic high standards, poor language abilities, self-perceived incompetence, inclined competitive nature and dispositional fear of negative evaluation.

Learners' unrealistic or erroneous belief about language learning is mainly responsible for the cause of anxiety. For example, Horwitz et al,(1986) studying the varying beliefs of beginning university foreign language students about language learning. Results indicated that students showed great concern over the accuracy of their utterance. Hence, Students tend to view that the target language should not be attempted unless correction is intervened and that they should not guess the meaning of an unknown word (Horwitz, Horwitz,& cope 1986) furthermore some learners underestimate the difficulty of the Language learning task and believe that two years or less is sufficient for them to become proficient in another language (Horwitz,1988). A belief such as this may lead to their frustration and anxiety once their expectations about language learning clash the outcomes in reality. Moreover some students even think they lack the aptitude or gift to learn a new language (Price,1991) cited in Zang,R& Zhong,J (2012).

In addition to unrealistic belief, learners may feel nervous if they fail to achieve the standards of their expectations. For example Kitano,(2001) states that students are often exposed to the expert language of native speakers from tapes, videos, and instructors'. They therefore set their standards.

On the other hand, it is not always the fact that anxious people caused by poor language ability actually have deficient language proficiency or inferior language capacity than their more self-assured counterparts.(Horwitz et al 1986; Daly, 1991) often times., it is the language learners that tend to underrate their competency in target language production. Researchers (Horwitz, 2001; Horwitz et al, 1986) have contended that foreign language anxiety mainly stems from students low self- valuation of competence or individuals self- concept being challenged or threatened in communication. Price 91991), claim that anxious learners tend to believe that their language abilities were less proficient than those of their classmates. For some students the tendency of forming low self- perception of competence is caused when language learners

compare themselves to others or are negatively evaluated by their peers or teachers. Thus many researchers contend that competitiveness (Bailey,1983; young,1991) and fear of negative evaluation (Horwitz et al,1986; kitano,2001; Gregerson,2002; Young 1991) were two of the primary causes of anxiety.

In short, such learners' erroneous beliefs, unrealistic high standard, poor language abilities, self-perceived incompetence, inclined competitive nature and dispositional fear of negative evaluation are conducive for the development of language anxiety.

### **2.3.1. Class Room Related Anxiety**

Many potential sources of language anxiety are attributed to learners themselves, no one would deny that variables in the classroom are also the possible causes of language anxiety. Classroom - induced anxiety is mainly related to such variables as instructor aspects, peers, or classroom practices. As Zhan, R& Zhong,J,(2012) four instructor factors may be related to language anxiety--- instructors' beliefs about language, the manner of error correction, the level of perceived support and the teaching style. Instructors' beliefs about language teaching have been identified as a source of anxiety (Young, 1991) language anxiety in the learners is probably caused when instructors consider their role as a constant error- corrector and "drill sergeant" rather than a "facilitator" , when they do not promote group work for fear of losing control of the class, and when they believe teachers should be responsible for most of the talking and teaching. (Young, 1991). However, the more the teacher talk, the less the student participation, resulting in more silence that will force the teacher to talk more and gradually show more impatience (Tsui, 1996)cited in Zang.R& Zhong.J(2012). Students thus will feel apprehensive under such a tense condition.

In addition the stringent manner of error correction on the part of the instructor will likely lead to what young ,(1991) called "inducing anxiety". Nevertheless some students expecting to have their errors corrected and would feel uneasy if the instructor let error go unnoticed or uncorrected (Young,1990: Koch & Terrell,1991). Thus, it is the instructor's manner of error correction that matters not the error correction itself.

Furthermore, anxiety is also related to teacher's teaching styles according to the five -year's ongoing study by Oxford (1999) as cited in Zang.R&Zhong. (2012). some frequently appearing

style conflicts as source of anxiety in language classroom. For example, students whose learning preference is not particular-oriented will feel stressful when their teachers insist on precise details. Accordingly, foreign language anxiety can be aggravated when there is “a clash between the style of a particular language learner and the style of a given language” (Oxford, 1999) in Zhang, R & Zhang, J(2012)

A further point to be noted is that as Gregersen ,(2003) cited in Zhang, R & Zhang, J(2012) learners fear of being laughed at by peers or conversational partners’ when speaking the target language where as not even a single non-anxious learner did. Another possibility of anxiety is generated by classroom practice, such as the types and nature of the task, the target language use as well as the classroom climate. In Price study (1991) cited Zhang, R & Zhang, J(2012) learners felt that having to speak the target language in front of the class is the greatest source of anxiety. Additionally, students are afraid of being “spotlighted” to answer questions in the target language (young, 1990) in Zhang, R & Zhang, J(2012).

### **2.3.2. Skill -Specific Anxiety**

Research has consistently shown that speaking in the foreign language is the most anxiety – provoking experience for many students (price1991; Young 1990) cited in Zhang, R & Zhang, J(2012) even those who never experience stress in all other fields of language learning (Horwitz et al, 1986). As Hilleson,(1996) some learners felt uncomfortable in that their ability to make small talk or oral production was denied as a result of their poor vocabulary of the target language. Besides the poor vocabulary of the target language, the overwhelming number of rules required to speak language may make learners nervous one degree or another (Macintyre, 1995). What is more, unprepared free speech is mentioned as contributing to heightened language anxiety (Horwitz et al, 1986)

Although speaking is the skill identified as the most anxiety- generating in the literature of language anxiety, Krashen at a personal interview (young,1992) cited in Zhang, R & Zhang, J(2012) emphasized that listening comprehension is also greatly anxiety ridding “ if it is incomprehensible”. In addition as Saito et al, (1999) cited Zhang, R & Zhang, J(2012) reading is may be associated with language anxiety. They said readers’ language anxiety is aroused because of the unfamiliar culturally related content or its high level of difficulty. Furthermore, readers’

are afflicted with recurrent frustrations when they are incapable of comprehending every word and idea in a text (Lee, 1999) cited Zhang, R & Zhang, J(2012). Moreover, proceed through the text without the adequate assistance by others.

Reading apart, anxiety may also occur if learners are requested to write the target language, Leki (1999) enumerates the possible sources of writing anxiety. For example, students may be anxious about their writing because their linguistic capability in the target language is not competent enough to deal with the idea they intend to express.

The skill- specific anxiety sometimes correlated with test-taking. If a student studies diligently before test and only finds that s/he fails owing to an unfamiliar test format that is never utilized in class, they may feel uncomfortable (young, 1991). It is also possible that students may react uneasily because they are tested in a way which does not actually reflect how classroom practices are carried out (young, 1999). Simply put, students taught with a communicative approach may be overwhelmed when they are really given a test mainly based on grammatical aspects, this may bring about tension and frustration to students (young1999) cited in Zhang, R & Zhang, J(2012) .

#### **2.4.3 Society- imposed Anxiety**

Society- imposed anxiety here refers to language anxiety caused by the society that embraces identity formation, cultural connotation, and parental intervention. Anxieties related to identity formation center primarily on the process labeled Lambert (1974, cited in Ellis 1994) as where members of a minority group learn the dominant language as L2 (second language) and are more likely to experience some loss of ethnic identity and attrition of L1 (first language) skills. Simply put, those who see the acquisition of English as threatening process are more likely to be stressful.

In addition to identity formation, cultural differences should be taken in to account when addressing the issue of language anxiety (Horwitz, 2001). Some learners may bring their own cultural values or habits with them into the language classroom. Therefore, students' involuntarily answering questions in class sometimes could be attributed to the lack of confidence, but it could also be as a result of different socio-cultural values. Additionally Allen (2003), stated that cultural differences were one of the key sources of their language anxiety.

On the other hand, parents' great expectation was found to be an important source of language anxiety (Liho, 1999 cited in Zang.R &Zhong.J, 2012). According to them students felt anxious because their parents expected them to study English as well as other high achievers or believed that mastering English is the only route for their children to communicate.

#### **2.4.4. 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; Pappamihel, 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) cited in Melkamu (2008) reported that female students were more likely to be much apprehensive than male learners. Cheng (2002) in Melkamu (2008), 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) cited in Melkamu (2008) 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 as cited in . 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).

## **2.6. 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) cited in Melkamu, (2008). 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) cited in Melkamu, (2008). 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) cited in Melkamu, (2008). In foreign language classroom anxiety and achievement, performance relationships: Batumlu and Erden (2007); Casado and Dereshiwsy (2001), Chen and Wu (2004); Zhao Na (2007); Abate Kassahun (1996) and others used FLCAS cited in Melkamu, (2008)

## **2.7. Causes of language learning anxiety from the learners perspectives and the teachers perspectives**

### **2.7.1 Language learning anxiety from the learner's perspectives**

According to Mohammed, J, (2011) study learners mentioned different causes for their being anxious during their foreign language classes. Language learning anxiety as emanating from several sources such as: the behavior of the teacher and his/her negative evaluation, peers' negative judgments and fear of being laughed at by other students and finally lack of preparation. It goes without saying that if individuals are not prepared enough for what they are supposed to do, they feel anxious, which will in turn affects performance. Marwon,A (2007) cited in Mohammed J,(2011) in his study concluded that one of the major causes of anxiety is learner's lack of preparation. As Pappamihel,N,E ( 2007 ) cited in Mohammed J,(2011) found that fear of negative evaluation and fear of failing the class were the primary causes of learning anxiety.

In mohammed (2011) the learners themselves explain their point this way:

“The teacher has an important role in making the class environment anxious or comfortable, if the teacher is very serious and bad tempered and impatient, it creates anxiety in the classroom, makes us anxious and we always feel anxious in such environment, but if we know the teacher is friendly, patient and has good behavior and also know the teacher knows his job and knows what to, we feel comfortable and can trust that teacher and we don't feel anxious”

The other point learners remark that “if they see that other students are better than them in their English, it makes them anxious and they think if they say something in class in front of their classmate they laugh at their mistakes.” It seems that they are of losing their face in front of their classmate.

As Liu, M (2006) cited in Mohammed J,(2011) learners believed that speaking activity is the most anxiety – provoking activity and that it makes them really anxious. However, in line with Young,D,J (1991) study in which it was argued that one major causes of anxiety is the type of activity implemented in the classroom.

Another noteworthy cause of anxiety that learners believe to be really disturbing for them is the test the teacher gives. The cause of such anxiety is that learners are afraid of not being able to attain an acceptable score on the test, which will ruin their reputation in the class. Finally, they conclude that classroom environment also has its own impact for learners feeling of anxiety.

### **2.7. 2. Language learning anxiety from the teacher's perspectives.**

According to Kota (2005) cited in Mohammed,(2011) study teachers gave him different response about their students feeling of anxiety. They said when students feel anxiety in classroom activities; they cannot perform their full capacity, which eventually leads to lowering their intrinsic motivation to learn more.

One of the teachers pointed out his idea by saying: “if students become emotionally or imbalanced, they not tap their potential ability to the fullest level, and their perception of failure to do so might make them more anxious about their own ability and lead to lowering their self – esteem. The other teacher added that “anxiety may or may not influence the studies L2 learning, but it all depends on many different factors, such as the level of anxiety, personality of the students, cultural background, etc.

As they explained about the sign they observed in the class when students felt anxiety. Most of the learners playing with their hair, avoiding eye-contact with their teacher, sweated palms, blushed faces, nervous facial expressions, trembling are the major signs of anxiety in the classroom. The teachers asked by Mohammed (2011) about the technique to reduce the level of anxiety, they mentioned two important points:

1. Creating a comfortable classroom environment

Those teachers believed that to make the classroom more attractive there should be a lot of activities so that students can relax such as games or songs, letting students laugh by telling joke and playing some background music can make the classroom more comfortable for the teaching learning process.

2. Instructional procedures.

The other important point that needs to be taken in to consideration is instructional procedures. These instructional procedures might include use of display questions (open-ended than of referential questions), encouraging group works, setting different

expectations for different students (asking different questions according to their proficiency levels and more use of recasting for error-correction rather than direct error-correction.

As they conclude “The classroom should be student- centered rather than teacher- centered, and otherwise the student would remain totally dependent for their own development as learners, which naturally diminished their further chances of self-directed learning and growth in the long run”

## **2.9. Reducing foreign language classroom anxiety**

Classroom practitioners and researchers suggested various ways to reduce anxiety in EFL/ESL classroom. Young (1991) 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.

Foss and Reitzel (1998) reported that when anxious students have to speak before the class, it is helpful if they first practice intensively in a small group. Chan and Wu (2004), also suggested 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 fear 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 effective needs of the learner. To decrease test anxieties, instructors and language program as a whole must develop and oversee the construction of fair test 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 Dereshiwsy, 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.

## **. 2.10. Historical overview of language anxiety research**

Many significant researches were conducted on foreign language classroom anxiety in by different researchers including Ethiopia. Among them Horwitz, et al.(1986) were the first researcher to treat foreign language classroom anxiety as a separate and distinct phenomenon particular to the language learning context as cited in Negassi (1996). Their theory evolved from clinical data and anecdotal evidence obtained from students focus groups and led to the development of the foreign language anxiety scale (FLCAS) which is a self – report instrument designed to measure language anxiety levels in the classroom. In Negassi (2009) Sparks and Ganschow (1991) believe that anxiety is a minor inconvenience for a language student. They argue that studying anxiety does not add much to our understanding of language achievement as they view language anxiety as ‘..... un unfortunate by-product of difficult rooted, in native language coding.’ Researchers such as Horwitz et al. (1986), on the other hand, believe that

language anxiety may be the key to understanding the entire affective reaction to language learning. They estimate that at least one-third of the students enrolled in foreign language course experience some type of debilitating levels of language anxiety. There has been an increase in evidence to validate the existence of language anxiety as a form of anxiety specifically related to the context of language classroom. MacIntyre and Gardner (in Young 1999) employed factor analysis to investigate the relationship between twenty-three different anxiety scales. They identified three clusters of anxiety: general anxiety, state anxiety and language anxiety. The procedure used specified there could be no correlation among the anxiety factors; therefore, it is possible to separate language anxiety from other forms of anxiety. MacIntyre (2007) argues that foreign and second language anxiety is negatively correlated with language anxiety which he defines as '...the worry and negative emotional reaction aroused when learning or using a foreign or second language.' In general, the recent literature upholds the theory of anxiety which is not general but instead specific to the language acquisition context and related to foreign or second language achievement (Gardner in Young 1999).

Several researchers have attempted to discover the origins of language anxiety. Prince (in Young 1999), for example, discovered that her students feel anxious about speaking the target language in front of their peers, feared being laughed at by others, experienced difficulty understanding different accents and were very anxious about making pronunciation errors. Kitano (2001), in his 'anxiety in the college Japanese language classroom' found out two sources of anxiety in foreign language learning. These were student's fear of negative evaluation and his/her self-perceived speaking ability. Young (1991) also offers an extensive list of the potential sources of language anxiety arising from the students, the instructor and the teaching methodology used. MacIntyre and Noles (in Young 1999) found evidence that students self-perceptions of their proficiency may be affected by language anxiety. Students with high levels of language anxiety underestimate their ability to speak, comprehend and write in the target language. Language anxiety, therefore, affects the way in which these students perform and the way they perceive their performance.

According to different researchers' suggestion indicated that findings of language anxiety can influence the communication strategies that students use in language class. Kleinmann (in Horwitz et al., 1986) indicated that learners experienced high levels of debilitating anxiety

attempted different types of grammatical constructions than their less- anxious counterparts did. Sterinberg and Horwitz ( in Horwitz et al, 1986) also discovered that students with high anxiety levels used less interpretative and more concrete message than those students who do not experience language anxiety. Highly anxious students, therefore, tend to avoid attempting difficult or personal message in the target language (Horwitz et al., 1986). Gregersen and Horwitz (200) looked at the relationship between foreign language anxiety and perfectionism. They found that anxious language learners and perfectionist have a number of characteristics in common such as higher standard for their English performance, a greater tendency towards procrastination, more worry over the opinions of others, and a higher level of concern over their errors. They asserted that these characteristics have the potential for making language learning unpleasant as well as less for them than for other students

In our context (Ethiopian FLC context), in a study of English language classroom anxiety at grade 11 high and low achievers Negassi, (2009) identified that the most serious potential sources of English language classroom anxiety is found to be ‘ to speak in front of others. Students foreign language classroom anxiety and their English language achievement has a strong negative relationship of  $r = -.87$ .  $p = < 0.01$ . His finding showed that low- achiever students were most anxious than their high achiever counter parts.

Melkamu ,(2008) also conducted a research on grade 11 students English language anxiety and English achievement. He found that most of the students were found to be anxious. His study also showed that there was a significant negative relationship between students English classroom anxiety and English achievement test result. He also investigated that there was achievement test result variation among the subject of the study with respect to their anxiety level.

Abate Kassahun,(1996) also studied on English language classroom anxiety and students performance at first year college students . He concluded that anxiety scores were negatively and significantly associated with their language performance. His findings also showed that low- anxious students performed relatively better than that of their higher- anxious counter parts. As we can see from the aforementioned researchers finding anxiety is prevalent among their subject of the study and had negative correlations with their English language achievement test result.

## **CHAPTER THREE**

### **3. METHODOLOGY OF THE STUDY**

#### **3.1. Research Method**

The main goal of this study is to find out the prevalence of English language classroom anxiety. To achieve this goal the researcher decided to use descriptive research method because it examines a phenomenon that is occurring at specific place(s) and time. It also describes, explains and interprets condition of the present i.e. “what is”.

#### **3.2. Research setting**

Aman secondary high school in Bench Maji zone, South Nation National 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 and the researcher's familiarity with this school. Therefore, the researcher selected the aforementioned School by purposive sampling method.

#### **3.3. Source of data**

The primary source of data for this research was the sample of grade 9 students who were registered for the academic year 2006 E.C. There were 8 (eight) sections of grade 9 (nine) students each section consists of 70 students and a total of 560 grade 9(nine) 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 and grade 9 (nine) English language teachers were the other sources of data.

#### **3.4Subject of the study**

The subject of the study were 142 grade 9 (nine) students of Aman secondary high school. Among these 68 were females and 74 were males. The researcher randomly selected a quarter from a total of 560 grade 9 (nine) students. From the selected 142 students only 122 students returned the questionnaire 64 females and 58 males.

### **3.5. Instruments.**

Three instruments were used for this study. They were FLCAS questionnaires assessing students' anxiety level, interview questions for teachers and students first semester English final examination result (achievement test result).

The questionnaire consisted of two parts. The first part is aimed to collect personal information of the participants, that is, gender. The other was foreign language classroom anxiety scale (FLCAS) that was designed by Horwitz, Horwitz and cope (1986). The FLCAS is a likert scale. This scale has a total of 33 items in its 4 (four) different parts of which 8 (eight) items for communication apprehension (1,9,14,18,24, 27, 29 and 32 ) ; 9 items for fear of negative evaluation (3,7,13,15,20,23,25,31,and 33); 5 (five) items for test anxiety (2,8,10,19,21). The next 11 (eleven) items (4, 5,6,11,12,16,17,22,26,28 and 30), grouped as anxiety of English classes. For each item there are five different scales, respondents were expected to give their response with an answer like strongly agree (5pts), agree (4pts), undecided (3pts), disagree (2pts) and strongly disagree (1pts). However, 9 (nine) items were to be score reversed \_\_\_\_ 2,5,8,11,14,18,22,28 and 32. According to Horwitz et.al (1986) the theoretical score of this rang was from 33 to 165. For this study the score range from 61 to 125. As stated in Horwitz et.al (1986) the higher the total anxiety score were, the more anxious the students was.

To determine the correlation between students' anxiety level and their achievement the researcher used the students' first semester English final examination result. Finally, an interviews were conducted with 3 (three) grade 9 (nine) English language teachers.

### **3.6. Data collection**

The data for the study was collected by using students' document, teachers' interview and FLCAS questionnaire. Before the administration of the questionnaire, students were given a code with respect to their name in the mark sheet. Then the questionnaire was administered to 142 grade 9 students. It was collected the next day after each subject had responded to each item as instructed. A total of 122 copies were collected (58 from male and 64 from females).

An interview was conducted with 3 (three) grade nine English language teachers. Finally students' first semester final examination result was collected from their documents. Then the collected data was tabulated and computed using SPSS (statistical package for social science) version 16.0

### **3.7. Data analysis method**

The collected data through questionnaire and students document was analyzed using SPSS 16.0. The researcher employed descriptive analysis to compute the mean and standard deviation to see the general situation of Aman Secondary school. Then T-test and parsons product moment correlation coefficient was used to see whether there were any significant differences in English learning anxiety between male and female students and to analyze the correlation between English learning classroom anxiety and English learning achievement. After that the interviews were analyzed. Finally, the data were interpreted, analyzed, and discussed. Based on the results conclusions and recommendations were made.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

The collected data was tabulated and discussed in the following ways. As mentioned in chapter three the researcher used FLCAS to gather information from the subjects of the study. Then he calculated the mean value of the respondents in the FLCAS to identify the anxiety levels of the students as Horwiz et.al (1986) suggested. The researcher tried to use T-test to see whether there is any significant value between male and female respondents. In addition Parson's correlation coefficient was used to see the correlation between the students' classroom achievement and foreign language classroom anxiety. Finally an interview from the teachers was discussed.

#### 4.1. General foreign language anxiety situation of respondents.

Table 1 general foreign language anxiety situation of respondents

Students with anxiety level < 3 and >3	Sex		Total
	Male	Female	
Students with anxiety level < 3	34	18	52
	27.86%	14.77%	42.62%
Students with anxiety level > 3	30	40	70
	24.58%	32.79%	57.38%
Total	58	64	122
	47.56%	52.44%	100%

According to Horwitz et al,(1986) in foreign language classroom anxiety scale(FLCAS) result students whose score is around 3.00( three) should be considered as slightly anxious, while students with average score below 3.00 (three) are probably not very anxious but students whose score is 3.00(three) and above are fairly anxious. Based on this measurement table 1(one) above indicates that 18 female students (14.77%) scored anxiety level below the standard mean value 3.00. This indicates that 18 female students are slightly

anxious as compared to the other members of the target population. Likewise, 34 male students (27.86%) scored below the mean value 3.00 (three). This result also refer that 34 male students from the target population are slightly exposed for foreign language classroom anxiety. From the total of 122 students 52students (42.62%) scored less than 3.00(three). As it is mentioned above the mean value less than 3.00(three) refers weak anxiety situation. Therefore, 52 of the total 122 students are slightly exposed to foreign language classroom anxiety. On the contrary, 40 female students (32.79%) scored the mean value above 3.00(three). As it was described above this result shows that 40 female students are highly exposed to foreign language classroom anxiety as compared to the above 14 female students and 34 male students. In addition 30 male students (24.58) also scored above mean value 3.00 (three). These male students are also exposed to a high degree of foreign language anxiety as those 40 female students who took part in the study.

Generally this result indicated that 70 students (57.38%) of the total of 122 students are seriously exposed to foreign language classroom anxiety. Based on this finding anxiety is prevailed or disseminated at a higher degree in foreign language classroom at Aman secondary school grade 9 (nine) students.

#### 4..2 Level of anxiety with in variables.

Table 2 levels of anxiety with in variables

Anxiety variables	No of items	Mean	Standard deviation
Communication apprehension	8	25.0082	4.05234
		3.12	0.5065425
Test anxiety	5	14.4508	2.99063
		2.89	0.598126
Fear of negative evaluation	9	25.1803	5.14905
		2.79	0.5798
General anxiety of English class	11	32.0656	5.21875
		2.91	0.47443

As table 2 depicts that the anxiety level of each variable is 3.12 for communication apprehension, 2.89 for test anxiety, 2.79 fear of negative evaluation, and 2.91 for general anxiety of English class respectively. Horwitz et al, (1986) suggested that the mean value of FLCAS result can infer us about the above anxiety variables. If the mean value for each anxiety level is below 3.00 (three) students are not exposed for a serious anxiety level but if the mean value is 3.00 (three) and above students are highly anxious for the indicated variables (Horwitz et al, 1986). Accordingly, these mean values indicated that the subjects of this study found to be anxious to different degree. As it indicated the subjects are less anxious for fear of negative evaluation as the mean value of fear of negative evaluation is (2.79) as compared to the other variables and they are more seriously anxious for the variable communication apprehension at the mean value (3.12) and general anxiety of English class at the mean value(2.91). They are also slightly anxious for the variable test anxiety. According to different scholars – Horwitz et.al (1986) students scored mean value around three should be considered slightly anxious, while students with average below 3.00 are probably anxious; students whose average near 3.00 and above are fairly anxious. But Zhao Na (2007) stated that students with average anxiety level 3.00 are considered as seriously suffering from anxiety. According to Zhao's specification grade 9 (nine) students of Aman high school are seriously suffering from anxiety as the mean value above shown. In addition MacCintyre and Garden (1993), Chan & Wu (2004), Headg(2000) stated that speaking is anxiety provoking in foreign language activities and most students are particularly anxious when they have to speak a foreign language in front of their class. Moreover, they stated that communication apprehension emerge due to negative experience in speaking, that is , teachers feedback, their participation in the classroom and their peer's comments. Based on the evidence from these scholars and the mean value of the subjects of this study for communication apprehension (3.12) indicated that Grade ((nine) of Aman secondary school students are seriously anxious for speaking activity in foreign language classroom than the other variables.

The above table also shows that students are anxious in all aspects of anxiety variables to different degree. This might happen, for example, according to Amare (2011) because of lack of confidence, inadequate knowledge on the issues they discussed on, poor teachers approach and

malrearing practice in their families and exaggerating the audiences. Chan and Wu (2004) also suggested that poor performance in the previous tests, unpleasant test experience from their language class or other class leads students to develop a negative attitude to the present English test. Fear of negative evaluation also happens due to peer evaluation, family back ground and teachers' feedback. According to the researchers point of view what Chan & Wu mentioned about fear of negative evaluation is common in Ethiopia. Most of the time school age children do not have the right to talk freely with in the family and also with their teachers. This practice might have their own negative implication on their confidence to speak in front of others. Finally, this study referred that Grade 9(nine) students of Aman high school had the feeling of anxiety in their foreign language classroom. And they experienced more communication apprehension and general English language classroom anxiety as compared to the others. The result indicated that students of Aman Secondary School have lack of opportunities to develop their speaking skill inside and outside the classroom and they were not free inside English language classroom as the above result shown.

#### 4.3. The relationship between anxiety and achievement

Table 3. The correlation of anxiety with achievement

Anxiety variables	Correlation coefficient	P-value (< 0.01)
Communication Apprehension	-0.514	0.001
Test anxiety	-0.527	0.001
Fear of negative evaluation	-0.651	0.001
General anxiety of English classes	-0.638	0.001
Over all anxiety	-0.752	000

\*\*Correlation is significant at the 0.01 level (2-tailed)

The result of the correlation analysis in table 3 showed that English language classroom anxiety and English language achievement were negatively correlated. The correlation coefficient of

each specific kind of anxiety variable is presented as: for communication apprehension (-0.514,  $p=0.001<0.01$ ), for fear of test anxiety (-0.527,  $p=0.001<0.01$ ), for fear of negative evaluation (-0.651,  $p=0.001<0.01$ ), for general anxiety of English cases (-0.638,  $p=0.001<0.01$ ). The values of this correlation coefficient indicated that English learning anxiety and achievement were negatively correlated and have significance, as the  $p$ -value indicated that all anxiety variables have  $p$ -value less than the given point value that is  $<0.01$ . The overall English classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement (-0.752,  $p=0.000<0.01$ ). 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 9 (nine) students. This finding is supported by studies in this concern: Negassi Abay, (2009) stated that language achievement is negatively correlated with communication apprehension, fear of negative evaluation, and test anxiety. The correlation coefficients are -0.77, -0.59 and -0.73 respectively. According to him this is to mean that student' achievement decreases when their level of anxiety in each component increases. The other researcher Abate Kassahun, (1996) on his local study found that anxiety had a debilitating effect on students' performance and the correlation values were negative. Other local research by Melkamu (2007) also had the same finding with the above two. According to him English language learning and achievement were negatively correlated and have significance except test anxiety that indicated negative no significant correlation (0.156,  $p=0.78<0.01$ ). The other variables in his study showed that there was significant and negative correlation between English learning anxiety and English achievement. Other researchers like Riffat et al, (2010) stated that foreign language anxiety negatively influence students' achievement which means that language anxiety has debilitating effects on learners achievements/scores.

#### 4.4 Foreign language anxiety and gender

Table 4. Foreign language anxiety and gender

Anxiety variable	No items	sex	Mean	Standard deviation
Communication apprehension	8	Male	25.1207	3.57416
			3.14	0.4467
		Female	26..9062	4.46759
			3.36	0.5584
Test anxiety	5	Male	14.3966	3.08329
			2.87	0.6166
		Female	16.5000	2.92770
			3.3	0.5855
Fear of negative evaluation	9	Male	26.12759	3.99031
			2.90	0.4433
		Female	27.099	5.86590
			3.01	0.6551
General English classroom anxiety	11	Male	32.4655	4.66121
			2.95	0.4237
		female	34.7031	5.68953
			3.15	0.5172
Over all anxiety	33	Male	97.81032	15.308971
			2.96	0.4639
		Female	105.2083	18.95102
			3.18	0.57427

As we have seen before according to Horwitz et al (19986) the mean score of FLCAS has its own meaning --- mean value 3.00 (three) and above indicates at high level of anxiety and below 3.00(three) refers slightly anxious subject. Therefore, table three above about foreign language and gender yield different mean value in each foreign language variables to both sex. For communication apprehension male students scored 3.14 and female students scored 3.36. This result refers that females are highly anxious to communication apprehension as compared to males. But according to Horwitz et al (1986) male are also highly anxious for communication apprehension because their mean value is above 3.00 (three). However, the degree between female and male for communication apprehension is quite different. Females are highly anxious than male as we compare their mean value. When we come to test anxiety male students scored 2.87 and female students scored 3.3. As we have seen above mean value of less than 3.00 (three) shows slight degree of anxiety due to this male students are slightly anxious to test anxiety. Unlike this female students are highly anxious to test anxiety since their score of mean value is 3.3. As Horwitz et al (1986) the mean value above 3.00 indicates a serious degree of anxiety. Therefore, females are highly anxious to test anxiety. The third variables fear of negative evaluation result indicates that male students scored 2.90 and females scored 3.01 as we can see from this result males scored near to 3.00(three) there for they are anxious for fear of negative evaluation like female one. In the general English classroom anxiety male scored 2.95 and female scored 3.15. These mean values indicated that male students scored around three which means they are seriously anxious for general English language classroom anxiety like female students. When we see the overall anxiety result of male scored 2.96 and females scored 3.18. This result referred that both male and female students are anxious to foreign language classroom anxiety to different degree.

Generally, as the mean value of each variables and the overall anxiety indicated that female students scored above the mean value 3.00 (three) as to Horwitz et al (1986) students whose scored 3.00 (three) and above at FLCAS are highly anxious as compared to their counterparts who scored less than three. Therefore, female students at Aman secondary school are highly anxious than males in 2006 academic setting. However, the result of the t-test (table6 below) indicated that there were no significant differences between males and females when we observed the values of anxiety variables, except that of fear of negative evaluation ( $-0.275, P=0.011 < 0.05$ ). As the researcher believed from this result is female students have

different problems that might impair their activity in the English language classroom. Most of the times specifically in the rural area of Ethiopia females have no equal right as compared to male. They are expected to do the house hold tasks than male. And they are not free to spend time with their peers. Therefore, females' couldn't develop their confidence to talk freely in front of the people.

As mentioned in chapter two of this study some research investigation Dalkuli, (2001),Pappamhiel (2001), and Elkhafifi (2005) revealed that female students often have higher levels of anxiety than male in academic settings. On the other hand, Batumulu & Erden (2007) found that no significant difference was seen between anxiety level of male and female students. But Zhoa. Na (2007) a study conducted in China high school, males were found to be more anxious in English classes than females.

**.4.5. Significance of comparison of male and female anxiety.**

Table 5. Significance of comparison of male and female anxiety

Anxiety variable	T-value	Significance of t-value (p<0.05)
Communication apprehension	-0.291	0.3845
Test anxiety	0.190	0.425
Fear of negative evaluation	-0.275	0.011
General English classroom	-0.813	0.209

Table 5above. the t-test indicates that there was no significant value when we see the total t-value of communication apprehension, test anxiety, fear of negative evaluation and general English language classroom anxiety (-0.291,p=0.384> 0.05;0.192,p=0.425>0.05;-

0.275,  $p=0.011 < 0.05$ ;  $-0.813, p=0.209 > 0.05$ ) respectively. But the significant difference lies on fear of negative evaluation. The t- value of fear of negative evaluation indicated that there is a significant difference ( $-0.275, p=0.011 < 0.05$ ) for the rest of the anxiety variables the subjects do not show any significant difference.

As we observed on table 4 (four) above anxiety of females was greater than males ( $M= 97.8032$ , for males;  $M= 105.2053$ , for females), when we see this mean value there seem difference between male and females in the feeling of anxiety but as we proved in table 5 (five) the t-value indicated that there was no any significant value between female and male students except on fear of negative evaluation. Therefore, no significant difference was seen between male and female students of Aman secondary school. This finding can be supported by difference researchers' evidence. Zhao Na (2007) investigated that, though Males seen more anxious than Females, when tested by t- test no significant difference was observed. Even though the result was not the same, it supports the finding of this study. In addition Chang (2002) cited in Wilson (2006), Ownegbuzie et al. (1999) looked in to possible relationship between anxiety and gender in their participants, but found no statistically significant correlation

**Table 6. Variation of achievement according to anxiety**

Level >3.00; achievement < 35	Level < 3.00; achievement > 35	Level <3.00; achievement < 35	Level >3.00; achievement >35
1	52		69

As the above table revealed anxiety and students achievement in negatively correlated. As we can observed from the table above the students scored mean value greater than ( $> 3.00$ ) who scored above 35 in their achievement test is 69 from the total of 122 subjects of the study, in line with this students who scored mean value less than ( $< 3.00$ ) and their achievement test result is  $> 35$  were 52 from the total of 122 of the subjects of the study. According to Batumulu & Erden (2007) as cited in Melkamu,(2008) students with average mark of achievement test between 0 (zero) and 35 were considered as unsuccessful, students an average achievement test between 36 and 60 were considered as successful. Based on this, the above result showed that when the

student's level of anxiety mean value increased their achievement result decreased on the contrary when their level of anxiety decreased their achievement result increased .this correlation showed that there is a negative correlation between student's level of anxiety and their achievement result.

Numerous studies on the field of foreign language anxiety have been conducted to prove that foreign language anxiety has an impact on students' achievement or performance. In Horwitz et.al (1986) significant negative correlation was found between foreign language anxiety and English language achievement of students who were learning the Spanish or French language. They expressed that students who experience higher levels of foreign language anxiety receives lower grades in comparing with their counterparts. Similarly, Phillips (1992) found that a significant negative correlation between FLCAS and the variables he used in his study. In addition Gardener et.al (1997) in their study significant negative relationship was recognized in language anxiety and objectives measures. Besides foreign language anxiety was ranked as the highest negative correlation with achievement among the other affective variables. As Murad M.et al (2013) stated seller (1999), Willson(2006), Batumul & Erden (2007), Dalkilic(2001), Park & Lee (2000) found significant negative relationship with FLCAS and students language achievement. Moreover, local researches Negassi (2009), Melkamu (2008) and Abate (1996) in their respective studies conclude that foreign language classroom anxiety and language performance or achievements are negatively correlated.

#### 4.6. Achievement difference between males and females

Table 7.. Achievement difference between males and females

Sex	Mean	Standard deviation	t- value	Significance value(p< 0.05)
Male	58.5000	12.23807	1.630	0.106
Female	54.8103	12.75657		

As shown in table 7, the mean scores of achievement test result for males and females are 58.5000 and 54.8103 respectively. The value of t – test also indicated (1.630,  $p= 0.106 > 0.05$ ). The mean score of achievement indicated that females were lower than male. However, no significant difference was found between them since the significance value indicated  $0.106 > 0.05$ .

This finding agreed with the finding of Dewaele (2002) cited in Wilson (2006) that indicated females were more anxious than male and scored lower achievement in their language class. This finding also supports the finding of Melkamu (2008) in his study the mean score of achievement test result for male and females were 35.2286 and 34.2083 respectively. The value of t-test also indicated ( $0.478, p=0.634 > 0.05$ ) in his conclusion no significance difference was observed in achievement between male and female students. However, Zhao Na, (2007) investigated that female students usually score higher than male students in English exam in China. According to him females are more confident in their ability to learn new language.

According to this study no significant difference was observed between male and female achievement result since p value is greater than the stated point  $< 0.05$ .

## **4.2. Data from the teachers' interview**

4.2.1. For the questions raised to know whether students in the classroom shows signs of anxiety all of the teachers replied 'yes'. But the degree of their students' anxiety was different. They said, they could observe such situations among students when they are asked to participate, to do some activities or to speak in the classroom. This response supports the finding of the FLCAS administered to Aman high school students. Because the FLCAS result indicated that 57.37% of the total 122 respondents scored FLCAS mean value 3.00 and above 3.00. As we discussed in the previous chapter this mean value shows students are exposed for a serious feeling of anxiety.

### **4.2.1.1 Signs of anxiety observed in the classroom**

When the teachers were asked about the signs they observed in the classroom, they mentioned the following points:

- Students were not willing to communicate with their peers as well with their teachers themselves.
- Students did not have concentration in their classroom during the lesson on progress.
- Students were very shy; some of them even covered their face with their hands when they asked to do some activities.
- They were not confident to see their teacher's face.
- Some of them felt frustration during evaluation
- Some of them felt discomfort --- sweating on their face, their face become pale, they sometimes shivered.
- During speaking activity they couldn't speak they stutter

Generally, they were not involved freely in any activity like talking with their peers or teachers.

What we understood from the teachers' response here is students exposed to anxiety for all of the anxiety variables mentioned in FLCAS in different degrees because the teachers stressed on students lack of confidence in communication. This implies that they were highly anxious on communication apprehension. The mean value of communication apprehension in FLCAS was (3.12). This was higher than the others mentioned variables. The other point that the teachers stressed on is evaluation. In the administered FLCAS result it yield (2.89) mean value this shows that students were anxious too for evaluation. The same is true for other variables in different degree. Generally the response of the interview supported what those variables yield in FLCAS result.

#### **4.3. Reasons of students feeling of anxiety**

There are many reasons for students feeling of anxiety, said the teachers. And they tried to explain in different ways as they understood. All of them agreed that students do not have exposure outside the classroom to develop their language competence. They also mentioned that student's personal case, for example, most of the students were afraid to speak in front of people. This was because of lack of language competence. They also said students were afraid of their

classmate. They perceived that when they make a mistake their peers laughed at them. Due to this they didn't want to speak. The other reasons mentioned by the teachers was background problem related with their family. One of the teachers gave us his personal experience

*He said, (... I didn't have the right to talk to my father and my elders when I was a school age boy and it brought still problems in my life. I'm still shy some times in large forum I 'm not confident enough because of the problems I faced during my childhood.)* This is what the others agreed up on.

The other reason they mentioned was students were afraid to show their works for the teachers. They were afraid of evaluation or comment. During classroom evaluation they brought different reasons in order not to take the activities.

#### **4.4. Who are most anxious in the classroom in terms of sex?**

All of the teachers involved in this interview agreed that female students were mostly anxious in the classroom than male students. This feeling might have its own reasons, they said. According to the teachers most of the times in our community even in the family females are dominated.

One of the teachers said, *(female students do not have a chance to express their idea freely at home. They are socially dominated by male and they are afraid of standing and talking in front of others)*

Generally the teachers' interview result and the result of the administered FLCAS result indicated the same result in terms of sex. FLCAS's result showed that females were anxious than male but there was no significant value when checked by t-test.

#### **4.5. Measures should be taken to make students less anxious.**

They said as a language teacher it might be a challenge to give immediate solution. To make everybody relaxed and participant but as a teacher it is expected to create comfortable classroom situation. This includes:

- Let students free
- Have friendly approach in order to avoid students fear to talk with us.

- Avoid interference while they are speaking or expressing their ideas.
- Give them responsibility
- Since we are implementing active learning, we should give them ample time to use the target language.
- Creating awareness about the nature of language class. ( telling them as it needs strong practice, free feeling, free activities etc)
- Creating attractive classroom situation.

One of the teachers said that, (... *the teacher needs to be an artist, well organized; sometimes it is necessary to be joker, create laughter*)

They also come on an agreement that it is necessary to create competition among students and give them recognition and acknowledgment. Appreciate more and give reward in front of the class during this moment anxious students develop a feeling to be like the others.

## **Chapter 5**

### **Summary, Conclusion and Recommendation**

#### **5.1. Summary**

The main reason the researcher was interested in the title “The prevalence of foreign language or second language classroom anxiety” was his personal experience when he was taught in some high schools. He observed many problems as he mentioned them in chapter one and decided to know the degree of the problem including the difference among females and males, the sources of the problem and its effect on students achievement. To answer his question he set the following main objective for his study. The main objective of this study is “study the prevalence of English language classroom anxiety among grade 9 (nine) students with a particular reference to Aman secondary school. The following research questions were raised to address the above main objective. These were:

1. What is the degree of prevalence of anxiety among students?

2. What is the effect of anxiety on students' achievement of learning English language?
3. What are the causes of EFL classroom anxiety?
4. Who are mainly affected by EFL classroom anxiety, female or male students?

The review of literature includes basic theoretical information on foreign/ second language classroom anxiety--- definition of foreign language classroom anxiety, types of anxiety, gender and foreign language classroom anxiety, measurements of foreign language classroom anxiety, causes of language learning anxiety from the learners perspectives and students perspectives, reducing foreign language classroom anxiety and historical overview of language anxiety researches were reviewed.

The study was employed a descriptive type of research method. The researcher has used three types of instrument to collect the data. Students document, FLCAS questionnaire and teachers interview. Thus, the information obtained through foreign language classroom anxiety scale and students' document had been analyzed using descriptive statistic, t- test and Person's moment correlation coefficient and the data gathered from teachers interview was analyzed qualitatively using words. Generally the result of the study is summarized below.

√. The result of the study showed that 57.37% of the subjects of the study were found to be anxious, since their anxiety level was about the mean score 3.00 and above but 42.63% were considered not to be anxious as their anxiety level was below the mean score 3.00. Each anxiety variable indicated that the anxiety score is 3.12 for communication apprehension, 2.89 for test anxiety, 2.79 for fear of negative evaluation and 2.91 for general anxiety English classes. As we understood from the mean value of each specified kind of anxiety variable students were found to be more anxious in communication apprehension and general anxiety of English classes. Though, they were anxious in all aspects of anxiety variables in different degree.

√. During the comparison of female and male students anxiety level females are anxious than male as the result of the mean value proved. When we see the result of each anxiety variable among female and male communication apprehension (M= 3.14, F=3.36), test anxiety (M=2.87, F=3.3), fear of negative evolution (M= 2.9, F= 3.01) and general English classroom anxiety (M= 2.95, F=3.15). However, when we see their difference based on the t- test there was no

significant difference observed except for fear of negative evaluation. That was significant at (-0.275,  $P=0.011<0.05$ ). Generally no significant difference was observed across gender related with the other anxiety variables.

√. When we observed the correlation of anxiety and achievement as the result of the correlation analysis showed that English language classroom anxiety and English language achievement result were negatively correlated. Generally English language anxiety and English language achievement were negatively correlated and significant at (-0.752,  $P=0.001<0.01$ )

√. In achievement aspect as the t- value proved that there was no difference found between males and females. Their achievement test score was  $M=58.50$  and females achievement test score was  $F=54.8103$ . But the value of the t-test indicated that (1.603,  $P=0.106>0.05$ ). There was no significant difference among them because  $P=0.106$  is greater than the p- value 0.05.

√. As the teachers indicated during an interview lack of willingness in communication, shyness, lack of confident feeling of frustration during evaluation, unable to speak in front of their peers and others were the major signs of foreign language classroom anxiety they observed while they taught. According to these teachers lack of exposure to English language outside the classroom, afraid of their classmate and background problems are the major reasons of students feeling of anxiety during English language classroom. As they said females were anxious than male because of their back ground in their family and the society. The teachers said that females are dominated by male; this has its own negative impact on their classroom activity. Finally, they suggested that difference majors should be taken. These are having friendly approach with students, avoid interference during classroom activity, and give responsibility for the students and creating comfortable classroom situation.

## **5.2. Conclusions**

Based on the findings of the study obtained, the following conclusions have been made.

√. The results of the study indicated that 57.37% 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. This result showed that English language classroom anxiety prevalent at a high level

among students because around 58% of the students scored above 3.00. Based on the above mean value anxiety is at a debilitating level and it affects students' language achievement.

√. The mean score of the anxiety variables indicated that around 3.00 and above 3.00. This means that anxiety prevalent at debilitating levels and plays its role on English language learning of the subjects of the study. Therefore, most of the students experienced language learning anxiety, especially of communication apprehension and general anxiety of English class.

√. In terms of the difference between female and male, females were anxious than male. However, their anxiety difference was not significant. Therefore, the researcher concludes that no significance difference was observed between male and female students. However, there is a significant difference for fear of negative evaluation. But no difference was observed as a whole among the students.

√. Based on the result found the correlation of English language classroom anxiety and English language achievement was negatively correlated. Therefore, anxiety was debilitating in language learning in all anxiety variables.

√. As the t- test result depicted there was no difference found between males and females. However, average result on their achievement test indicated that females result was a little bit less than male.

√. Based on the descriptive statistic results and the teachers' response of the interview the researchers conclude that the following points are the major reasons of anxiety in the English language classroom. There are fear of talking in front of peers, fear of evaluation, lack of confidence during communication; general classroom anxiety and students back ground problems were identified as the reasons of students' anxiety during foreign/ second language class.

### **5.3. Recommendation**

According to the results of this study around 58% of the 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 made:

- Teachers should create comfortable classroom situation or stress- free language learning environment in which students can learn confidently.
- Since teachers have an important role in making the classroom environment anxious or comfortable, they should have a friendly approach, patient, has good behavior and know his / her job well.
- Teachers should avoid criticism and negative evaluation in front of the classroom.
- Teachers should avoid interference during classroom activity
- Teachers should take their students capacity and the points raised in the classroom in to consideration while they are preparing test.
- Teachers should include running pair / group activity in order to create smooth relationship among students.
- Teachers should give acknowledgment and encouragement for every activity of the learners.
- Teachers should not take their students feeling of anxiety as extraordinary habit. Therefore, they take it as a normal and contribute their effort to reduce it.
- Students should prepare themselves before attending the lesson.
- Parents should avoid unfair expectation from their children.
- Parents should give equal treatment for both girls and boys. In addition they should give them time for discussion with their children in order to develop their self confidence.



# Appendix A

## References

Abate. K. (1996). 'English Language Classroom Anxiety, Performance on Classroom Tasks and Tests: A Study of Some Ethiopian Civil Service College 1st 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.

<http://www.jstor.org/stable/329005>

Amare Shimelash ,(2011), Foreign Language classroom anxiety and students achievement (Unpublished)

Awan, R, et al (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement Journal of college teaching and learning, Vol.7

Berhanu Bogale, (2009). Language determination in Ethiopia: What medium of instruction? Proceedings of the 16<sup>th</sup> international conference of Ethiopia studies

<http://portal.sut.ntnu.no/sites/ices16/proceedings/volume%204Berahanu%20Bogale%20-%20language%20>

Brown, H.D. (1994). Principles of Language Learning and Teaching (3rd ed). Englewood Cliffs, NJ: Prentice Hall Regents.

Cubuku ,F (2007). Foreign language anxiety. Iranian Journal of language Studies, 1(2), 133- 142.

Dalkuli, N. (2001). An Investigation in to the Role of Anxiety in Second Language learning. <http://www.sayalbilimer.cukurovamo/p/articles/mi-MORCR/is-4> (accessed 25.02.2008)

Ellis, R (2008). The study of second language acquisition (2<sup>nd</sup> ed) oxford: Oxford University Press.

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)

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,(2001) language anxiety and achievement. Annual Review of Applied Linguistics.21.112-126

Horwitz.E.K(2010) Foreign and second language. Language Teaching, 43, pp154-167  
[dio:10.1017/s026/44480999036x](https://doi.org/10.1017/s026/44480999036x)

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.

Melkamu F (2008). 'A study of high school students English learning anxiety and English achievement: with particular reference to grade 11 at Dembecha preparatory school West Gojam' :AAU (MA Thesis, unpublished)

Mohammad,J,R(2011). 'Language learning Anxiety From EFL Learners Perspective's'; Middle-East Journal of Scientific Research 7(6):907-914

Na,Zhao (2007). 'A study of high school students English learning anxiety; Asian EFL journal: English Language Teaching Article, Volum 9, Issue  
<http://www.asian-efl-journal.com/sept-2007-zn.php>.  
(Accessed on 5/11/2007)

Negassi A(2009). English language classroom anxiety: The case of grade 11 high and low achievers at Shire preparatory school. AAU (MA Thesis unpublished)

Onwlllegbuzie, et.al (1999) 'Factors Associated with Foreign Language Anxiety', Applied Sociolinguistics, 20(1):219-239  
[http://journals.cambridge.org/download.phpfile?\(accessed 14/5.2008\)](http://journals.cambridge.org/download.phpfile?(accessed%2014/5/2008))

Pappamihel.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://bri.asu.edu/v2512/pdf/ar3.pdf>

Park,S,M (2009). The effects of speaking anxiety on foreign language learning.

Philips, E,M.(1992). 'The effect of language anxiety on students performance and attitude; Modern Language Journal, 76(1):14-26

Stephen,D.K(1981). Second language acquisition and second language learning. London.

Tanveer,M (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts a communication in the target language. University of Glassgou

Wilson, J.T.S (2006). 'Anxiety in learning English as a foreign language: It's Association with students variables, with over all proficiencies and with performance on Oral Test; <http://hera.ugr.es/tesisugr/16235290.pdf>. (accessed 22/3/2005)

Woodrow, L (2006), Anxiety and speaking as a second language : SAGE Publication London vol, 37(3) 308-328

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)

Zhang, R & Zhang , J (2012). The hindrance of Doubt: Causes of language anxiety, International Journal of English linguistics, 37(3) 308-328.

## Appendix A

Descriptive statistic of students' first semester final English result and score on FLCAS

Students code	Sex	Scores on FLCAS	First semester final result	Students code	sex	Scores on FLCAS	First semester final result
01	F	118	45	62	F	96	63
02	F	96	59	63	M	113	48
03	F	100	49	64	F	92	69
04	M	89	62	65	F	117	43
05	F	73	68	66	M	119	48
06	F	92	74	67	F	103	50
07	M	100	50	68	M	105	50
08	F	73	72	69	M	98	70
09	F	112	48	70	F	106	50
10	F	83	72	71	M	95	72
11	M	113	50	72	F	96	60
12	M	108	38	73	F	116	44
13	M	89	66	74	F	98	55
14	M	113	49	75	M	101	40
15	F	121	49	76	F	85	69
16	F	92	60	77	M	76	80
17	F	106	50	78	F	78	70
18	M	99	52	79	M	113	49
19	F	78	64	80	F	104	49
20	M	84	59	81	M	109	46
21	F	115	44	82	F	110	36
22	F	84	66	83	M	88	70
23	M	101	48	84	F	102	48
24	M	93	63	85	M	113	48
25	M	90	78	86	M	122	40
26	M	96	62	87	F	104	49
27	F	114	48	88	F	125	41
28	F	111	49	89	F	97	60
29	F	111	50	90	M	106	47
30	F	97	58	91	F	113	47
31	M	101	51	92	M	101	50
				93	M	79	84

32	M	77	73		94	M	105	49
33	F	79	69		95	F	82	79
34	M	102	50		96	F	98	60
35	F	120	51		97	F	89	68
36	F	89	68		98	M	115	48
37	F	97	72		99	F	80	74
38	F	103	33		100	F	83	77
39	M	104	42		101	M	99	50
40	F	110	49		102	M	116	49
41	M	103	50		103	F	108	49
42	M	99	50		104	M	93	63
43	F	94	62		105	F	105	50
44	F	98	64		106	F	85	79
45	M	104	40		107	F	113	46
46	M	110	48		108	F	75	77
47	M	115	39		109	F	86	66
48	F	101	50		110	M	103	49
49	F	98	79		111	M	103	49
50	M	89	77		112	M	78	73
51	M	104	51		113	M	113	48
52	F	116	46		114	M	113	48
53	M	102	52		115	M	111	46
54	M	91	75		116	M	105	50
55	M	111	47		117	F	86	73
56	F	112	49		118	F	61	90
57	M	102	50		119	M	87	86
58	F	119	49		120	M	98	70
59	F	97	64		121	F	117	43
60	M	85	78		122	M	107	47
61	M	109	42					

Appendix B

**Addis Ababa University**

**College of Humanities, Language studies,  
Journalism and Communication**

**Department of Foreign language and Literature (TEFL)**

Dear student,

This questionnaire is prepared to investigate the degree of prevalence of anxiety in English language classroom. Please read each item and put a tick (√) in the appropriate box.

Part I:

Sex: \_\_\_\_\_

Grade: \_\_\_\_\_

Code: \_\_\_\_\_

Part II:

**Instruction:** This questionnaire is composed of statements concerning your feelings about foreign language anxiety. Please read the statements carefully and indicated your opinion using a tick (√) in the space provided.

No	Questions	SA	A	UD	SD	D
1	I never quite sure of myself when I am speaking in my work language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in the foreign language.					
5	It wouldn't bother me at all to take more foreign language class.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am					
8	I am usually at ease during test in my language class.					
9	I start to panic when I have to speak without preparation in language class					
10	I worry about the consequence					
11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class					
14	I would not be nervous speaking the foreign language with native speakers					
15	I get upset when I don't understand what the teacher is correcting					
16	Even if I am well prepared for language class, I feel					

	anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in foreign language class					
19	I'm afraid that my language teacher is ready to correct every mistake.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more confused I get.					
22	I don't feel pressure to prepare very well for language class.					
23	I always feel that the other students speak the foreign language in front of other students.					
24	I feel very self-conscious about speaking the foreign language in front of the other students.					
25	Language class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my other classes.					
27	I get nervous and confused when I am speaking in my language class.					
28	When I'm on my way to language class, I feel very sure and relaxed.					
29	I get nervous when I don't understand every word the language teacher say					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31	I 'm afraid that the other students will laugh at me when I speak the foreign language.					

32	I would probably feel comfortable around native speakers of the foreign language					
33	I get nervous when the language teacher asks questions I haven't prepared in advance.					

**Appendix C**

በአዲስ አበባ ዩኒቨርሲቲ

የሐዩሜቱስ፣ የቋንቋች ጥናት፣ የግንኙነት እና የጋዜጠኝነት ትምህርት ኮሌጅ

የወጭ ቋንቋዎችና ስነ ጽሑፍ ት/ት ክፍል

/የደህረ ምረቃ ሚና ግብር/

ወድ ተማሪ

የዚህ መጠይቅ ዋና አላማ የፃኛ ክፍል ተማሪዎች በአንግሊዝኛ ቋንቋ ክፍለ ጊዜያት የሚያጋጥሟቸውን የጭቀት ወይም የሚበሻ መጠን ለይቶ ለማወጣት እና ጠቃሚ መፍትሄዎችን ለማመልከት ነው። ይህንን መጠይቅ ለመላት ትብብር ማድረግ/ሽ/ ለሚከተሉት ጥናት በጣም አስፈላጊ መሆኑን እየገለፅኩ እያንዳዳኝ ጥያቄ በቅንነት አንድትሙል/ሽ/ በታላቅ አክብሮት እጠይቃለሁ። የምትሰጠው/ጩ/ ሚጃ በሚከተሉት አንደኛዎቹ አረጋግጣለሁ።

ስለትብብርህ/ሽ/ በቅድሚያ አመክባለሁ።

የታ \_\_\_\_\_

ክፍል \_\_\_\_\_

መለያ/ኮድ/ \_\_\_\_\_

መሠያ፡- ይህ መጠይቅ የተዘጋጀው ተማሪዎች በአንግሊዝኛ ቋንቋ ትምህርት ክፍለ ጊዜ የሚያጋጥሟቸውን ማጠናቀቅና ሚበሻ ለመደርደርና መፍትሄ ለመጠየቅ ነው። ስለሆነም ጥያቄዎቹን በጥንቃቄ አንብቦ/ሽ/ የሚከተለው ምልክት (✓) በተገቢው ቦታ አስገብቻለሁ/ጩ/።

ማሳሰቢያ፡- መጠይቁን ለመላት የሚከተሉትን የደረጃ ገላጮች ተጠቅም/ሜ፡

- 1. በጣም አልሰማምም
- 2. አልሰማምም
- 3. አስማምለሁ
- 4. እስማምለሁ
- 5. በጣም እስማምለሁ

3. ሃሳብ አልስጥም

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1.	እንግሊዘኛ ቋንቋ በምናገርበት ጊዜ ፍፁም ትክክለኛት አይሰማኝም፡፡					
2.	እንግሊዘኛ በምገርበት ጊዜ መሳሳት አያስጨቅኝም፡፡					
3.	በእንግሊዘኛ እንድናገር መሳሪያ አንደሚጠይቁኝ ሳስብ በፍርሃት መንቀጥቀጥ እጅምራለሁ፡፡					
4.	መሳሪያ በእንግሊዘኛ የሚገኙት የሚገባኝ ከሆነ ፍርሃት ይሰጥኛል፡፡					
5.	ረጅም ሰዓት እንግሊዘኛ መጽሐፍ ምንም አያስጨቅኝም					
6.	በእንግሊዘኛ ቋንቋ ክፍለ ጊዜያት ትምህርቱን ሰለማይመለከቱ ነገሮች አስባለሁ፡፡					
7.	በእንግሊዘኛ ክፍለ ጊዜ ሌሎች ተሳታፊዎች ከእኔ በእንግሊዘኛ ቋንቋ እንደሚገኙ አዘውትራ አስባለሁ፡፡					
8.	የእንግሊዘኛ ፈተና በምረታንበት ጊዜ በአብዛኛው አልረበሽም፡፡					
9.	ሳልዘጋጅ እንግሊዘኛ እንድናገር በምደረግበት ጊዜ ከቁጥጥሬ ወጪ የሆነ ፍርሃት ይጀምረኛል/ይሰጥኛል/፡፡					
10.	በእንግሊዘኛ ክፍለ ጊዜ ትምህርቱ አልገባኝ በሚሉት የሚመጣውን ወጠታ ሳስብ ያስጨቅኛል፡፡					
11.	ሰዎች በእንግሊዘኛ ክፍለ ጊዜ ለምን እንደሚጨቁ አይገባኝም፡፡					
12.	በእንግሊዘኛ ክፍለ ጊዜ የማወቀው ነገር ሲጠፋኝ በጣም እበሳጫለሁ፡፡					
13.	በእንግሊዘኛ ክፍለ ጊዜ በራሴ ፍቃድ እጅ አወጥቶ መልስ ለመስጠት እፈራለሁ፡፡					

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
14.	በእንግሊዘኛ ከቋንቋው ተናጋሪዎች ጋር ብክጋገር ፍርሃት አይሰማኝም፡፡					
15.	የእንግሊዘኛ መሳሪያ ስህተቱን ሲያሰተካክሉ አልገባኝ ካለ እረበሻለሁ፡፡					
16.	በእንግሊዘኛ ክፍለ ጊዜ ብዙጋጅም ክፍል ስገባ ፍርሃት መስማቱ አይቀርም፡፡					
17.	ብዙውን ጊዜ የእንግሊዘኛ ክፍለ ጊዜን ባልከታተል ደስ ይለኛል፡፡					
18.	በእንግሊዘኛ ክፍለ ጊዜ በእንግሊዘኛ በምናገርበት ጊዜ በራስ የመተማመን ስሜት ይሰጥኛል፡፡					
19.	የእንግሊዘኛ መሳሪያ የመሳሰሉትን ስህተቶች ሁሉ ያርመኛል በሚሉት ፍርሃት ይሰጥኛል፡፡					
20.	በእንግሊዘኛ ትምህርት ክፍለ ጊዜ ተነስቼ እንድናገር ስጠቁኝ ክፍርሃቴ የተነሳ የልብ ምቹ ይጨምራል፡፡					

21.	ለእንግሊዘኛ ፈተና ብዩ ብዙ ባጠፍሁ ቁጥር በጣም እደናገራለሁ፡፡					
22.	በእንግሊዘኛ ክፍለ ጊዜ በደንብ ተዘጋጅቶ የመቅረብ ግፊት ወይም ስሜት ይለኝም፡፡					
23.	ሁልጊዜ የክፍል ጓደኞቼ ከኔ የተሻለ የእንግሊዘኛ ቋንቋ የመናገር ችሎታ አላቸው የሚለው ስሜት ይሰማኛል፡፡					
24.	በተማሪዎች ፊት እንግሊዘኛን ስናገር ላለመሳሳት በጣም እጠነቀቃለሁ፡፡					
25.	በእንግሊዘኛ ክፍለ ጊዜ የትምህርት አሰጣጡ ሲፈጥን ወደ ኋላ የቀረሁ እየመለስኝ እጨቃለሁ፡፡					
26.	ከሌሎች ትምህርቶች ክፍለ ጊዜ የልቅ እንግሊዘኛ ክፍለ ጊዜ ወጥረትና የመረበሽ ስሜት ይሰማኛል፡፡					
27.	በእንግሊዘኛ ክፍል ወስጥ በእንግሊዘኛ በመናገርበት ጊዜ የመረበሽና የመደናገር ስሜት ይታይብኛል፡፡					
28.	የእንግሊዘኛ ክፍለ ጊዜ በማድረስበት ወቅት በራስ የመተማመንና የመዘናናት ስሜት ይሰማኛል፡፡					
29.	መምህሩ የሚናገሩት እያንዳንዱ ቃል የማይገባኝ ከሆነ የመረበሽ ስሜት ይታይብኛል፡፡					
30.	እንግሊዘኛን ለመናገር መጠናት ያለባቸውን የእንግሊዘኛ ህጎች ባሰብኩ ጊዜ የአዕምሮ ጭንቀት ይሰማኛል፡፡					
31.	እንግሊዘኛን ለመናገር በማሳለፍ ጊዜ ሌሎች ተማሪዎች ይስቁብኛል የሚል ፍራቻ ያድርብኛል፡፡					
32.	የአፍ መፍቻ ቋንቋቸው እንግሊዘኛ የሆነ ተናጋሪዎች አጠገቤ ካሉ እጩይታ ሊሰማኝ ይቻላል፡፡					
33.	መምህሩ ቀደም ብሎ ያልተዘጋጀሁበትን ጥያቄ በሚጠይቁኝ ጊዜ የመረበሽ ስሜት ይታይብኛል፡፡					

**Appendix D**

**Transcription of an interview**

**An interview response from teacher A**

Q1. Do your students manifest signs of anxiety in English classes?

Yes.

Q2. If your answer is yes what are the signs that you observed in the classroom?

- They are not willing to communicate
- Feel frustration during evaluation
- they lose their concentration in the classroom.
- un able to express their idea freely

Q3 .what is the majors should be taken to make students less anxious?

- I approach friendly with my students
- I create attractive classroom situations
- I encourage students to express their ideas without fear of making mistake
- I don't interfere while they are speaking or expressing their feeling.
- Since we are using active learning strategy, I give more time to students to use the target language for discussion.

Q4. What do you think are the main reasons for students felling anxiety?

Since English is a foreign language most of the students do not have exposure to communicate with the language in the real life situation, they can't use it easily in the classroom.

Q5. Among your students who seem more anxious in terms of sex.

Female students are more anxious than male. Because female students do not have chance to express their idea freely even at home. They are also socially dominated by male and they are afraid of standing and taking in front of people.

### **An interview response from Teacher B**

Q1. Do your students manifest feeling of anxiety in English classes?

Beside the fact that the degree of anxiety is different you could observe such situation in our students when you are asked them to participate, to do some activities, or to speak the target language. The sources may be different you could observe some signs.

If it appears on your students what are the signs?

Some of them are being reluctant, they are shy, they don't speak, even they are not confident to face you that is one sign. The other one when you ask them to speak the language or to participate they are not confident and volunteer. Some others might cover their face and refuse to speak. Some others respond verbally "I do not know this"

Q2. What are the main reasons of students feeling of anxiety?

In my point of view their personal case, for example, some students are afraid to speak in front of people, which might be the case, lack of language competence, when you asked them they are afraid to respond because they might perceive that they do not have necessary linguistic competence to respond. The other reason is fear of their classmate. Some people are afraid of speaking in front of people because they might perceive that when they make mistake others might laugh so that they don't want to speak. In addition lack of exposure or experience to speak with people outside the classroom or in the community might be the main reason.

Q3. What measure should be taken to make students less anxious?

To make everybody relaxed and participant as a teacher I should create comfortable classroom situation to make students free or creating free environment, have friendly approach, give them responsibility, give them awareness about language class--- not like other subjects class, needs their effort, needs practice, free feeling etc. in addition the teacher need to be an artist, well organized, sometimes necessary to be a joker, create laughter and create competition among the students and for active participants give recognition , acknowledgment, praise in front of their classmate. This might goes to anxious students. They may want to be appreciated like their peers.

Q4.who is the most anxious students in your classroom in terms of sex?

Female students are more anxious than male students. Most of the time in our community or in families females are dominated by male in the family priority is given for males than females.

What was expected from females is doing the house hold activities in most rural areas of Ethiopia. Generally back ground problem takes the major points for females' anxiety.

### **An interview response from teacher C**

Q1. Do your students manifest feeling of anxiety in English classes? If your answer is yes what are the signs?

Yes they have some feelings while they are learning English I observed different feelings. For example they avoid eye contact with the teacher, they don't want to take part in different activities, they are very silent, their face become pale, sometimes you could see sweat on their face .generally they are restless.

Q2. What are the main reasons of students feeling of anxiety?

As I feel most of the time they couldn't give attention for their education since it is a cash crop area everybody runs to make business even these young students. In addition to this they don't have any opportunity to communicate in English language outside the classroom and around the community. Moreover this language is a foreign language they don't have any exposure before they come to school. The other major reason is their raring practice. In our community children have no right to talk with their elders and their neighbors' even in the families. This might have a negative impact in their school age. For example, let me tell you my own practice, "When I was a child I couldn't have the right to talk freely with my father and my elder brothers. When I tried to say a word they shout at me. This brought a problem in my later life. Still I am very shy person I couldn't speak freely in front of a large forum ". Therefore, back ground problem has its own negative impact for the current students personality.

Q4. What measures should be taken to make students less anxious?

Here I want to say teachers and students families should take equal responsibility. As a teacher I should make the classroom more attractive, make them free, not interfere while they are doing some activities, have positive approach, give them responsibility.

On the other hand parents should give equal right for their children, not prevent their children while they are expressing their ideas or feelings at home. The parents should develop discussion

around the table with their children about different issues giving priority for their education. While they are doing this child develop self confidence to speak in front of the other people.

Q4. Who is more anxious in you r class room in terms of sex?

In my classroom females are more anxious than their male classmate. It might be emerged from their back ground problem. Most of the time in the rural part of our country females is dominated by males influence. They have no equal right in different aspects. This might have a negative impact in their school life.

#### **Appendix E**

**Permission to use FLCAS from Prof. Horwitz, Elaine K**

**From: Horwitz, Elaine K**

**Date: Dec24, 2013 at 7:19 AM**

[horwitze@austin.utexas.edu](mailto:horwitze@austin.utexas.edu)

**TO: Getenet Birhanu**

[getinetbirhanu@gmail.com](mailto:getinetbirhanu@gmail.com)

It is nice to meet you, and I appreciate your interest in my work. Subject to the usual requirements for acknowledgement, I am pleased to grant you permission to use the foreign language classroom anxiety scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*, 2nd edition, Pearson, 2013.

Best wishes,

Elaine Horwitz