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**The Impact of Anxiety on Foreign Language
Learners: Case of Third Year Pupils at Bekkay
Abdellah Secondary School- Tounane**

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requirements for the degree of **Master in Language Studies**

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DECLARATION OF ORIGINALITY

I hereby declare and verify that the Master's dissertation titled "The Impact of Anxiety on Foreign Language Learners " is completely original and represents my own work.

The content presented in this dissertation has not been previously submitted or published, either in its entirety or in part, for the fulfillment of any other academic degree or diploma from any university or institution. Unless explicitly acknowledged, quoted, or referenced, I affirm that this work is the outcome of my own independent research.

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Dedication

To my dear family members who mean the world to me.

To my wonderful mother, thank you for always supporting me, taking care of me, and praying for me. I hope Allah keeps you safe and grants you a long life filled with happiness.

To my father, I hope this work makes you proud. May Allah protect you and bless you with a long life.

I also want to thank my amazing older sister Soumia and my best friend Nadjet. You both have been my biggest motivators and have believed in me every step of the way.

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To all of my family, this humble work is dedicated to you!

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Abstract

This research work centers on foreign language anxiety and its influence on language learners, specifically focusing on third-year pupils in Secondary School. The primary objective of this study is to examine the challenges and difficulties that pupils encounter when they experience anxiety in relation to learning a foreign language. By investigating this issue, the research work aims at gaining a deeper understanding of how anxiety can impact students' language learning journey and explore the factors that contribute to this problem. Ultimately, the goal is to identify potential strategies that can help learners to overcome their anxiety and enhance their language learning experience. To achieve these objectives, a mixed-methods approach was employed, utilizing three primary data collection instruments: a pupils' questionnaire to assess participants' awareness and their personal experience with foreign language anxiety. An interview was conducted with their teacher of English to gain insights from teachers' perspectives, and four sessions of classroom observation to ensure the validity and accuracy of the findings. The research population consisted of third-year students from Letters and foreign languages branch in a Secondary school named Bekkay Abdellah (Tounane). A sample of 34 students was selected to complete the questionnaire, providing valuable data for analysis and interpretation. The gathered data for this study were carefully analyzed quantitatively and qualitatively. The findings revealed a range of complex and varied symptoms associated with pupils' anxiety, shedding light on the problem and its underlying causes. The results confirmed that a significant number of language learners experience anxiety, which has a negative impact on their ability to learn a foreign language. The research findings also identified several factors that contribute to this issue, such as difficulties with grammar rules, incorrect pronunciation, and low self-confidence. In addition, the study highlighted various strategies that can help learners overcome language anxiety, including immersive communication, creating an interactive classroom environment and offering nonjudgmental feedback.

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General Introduction

Learning a new language is an exciting adventure filled with opportunities, but it can also come with its own set of challenges and difficulties. One significant challenge that many language learners encounter is anxiety. Anxiety has emerged as a prominent and significant topic that has garnered considerable attention from psychologists. There are various forms of anxiety and one particular type that has garnered significant research interest is foreign language anxiety. Distinct from other forms of anxiety, foreign language anxiety is a multifaceted and distinctive disorder within the realm of language learning.

Anxiety can have a negative impact on the language-learning process, creating barriers and challenges for learners. It encompasses complex emotions and manifests as a sense of fear and apprehension when attempting to communicate or perform in a foreign language. Consequently, it impacts students' academic performance, classroom engagement, and even their interactions in real-world situations requiring the use of foreign languages. Teachers have the potential to contribute positively by addressing anxiety and influencing learners' experiences.

This research work seeks to delve into the impact of anxiety on the foreign language learning process and shed light on the underlying causes of this pervasive problem. Its primary objective is to increase awareness about this unique disorder as many learners may be unaware of the concept of anxiety and its implications on their language-learning journey. The study aims at exploring the extent to which anxiety can adversely affect students' performance in a foreign language. Furthermore, it attempts to uncover the factors that contribute to experiencing foreign language anxiety by employing questionnaires to assess their backgrounds and opinions as well as observing their behaviours.

By undertaking this research, the ultimate aim is to identify solutions and strategies to create a more conducive learning environment for pupils to effectively acquire a foreign language. Additionally, raising learners' awareness of the factors that may trigger such anxiety disorders is essential. Through the findings of this study, significant recommendations can be proposed, providing students with the necessary tools to navigate their language learning process with greater ease. By implementing these strategies, students can enjoy an improved learning environment and be more aware of the factors that contribute to their anxiety, leading

to enhanced language learning outcomes. Consequently, the research work attempts to answer the following questions:

1. How does anxiety affect the process of foreign language learning?
2. What are the factors that cause anxiety in foreign language learning?
3. How can foreign language learners succeed to overcome their issue of anxiety?

The above-mentioned questions led to the formulation of three hypotheses:

1. Anxiety in foreign language learning may cause a lack of self-confidence, and the students would not be able to improve their language skills.
2. Students may have pronunciation issues, a lack of vocabulary and mastery of grammar rules.
3. The students should practise the language everywhere and must believe that making mistakes is a part of learning, and not be afraid of being judged by other people when using the language.

To fulfill the predetermined objectives, the researcher has devised an exploratory case study focusing on third-year pupils in a foreign language classroom at Bekkay Abdellah School at Tounane. Both qualitative and quantitative data are gathered through a range of instruments. These include a questionnaire administered to the pupils, an observation for the pupils' attitude and behavior, and an interview conducted with the teacher. The collected data will be subjected to a mixed-methods analysis, combining qualitative and quantitative approaches.

This work consists of two chapters. The first chapter serves as a comprehensive literature review, drawing upon previous investigations and scholarly discourse on the topic. It aims at providing a clear and detailed overview of the issue, establishing its theoretical foundation and contextualizing it within the field of foreign language learning. This study offers a comprehensive exploration of various scholars' theories and research findings pertaining to foreign language anxiety. It delves into the extensive body of knowledge surrounding this topic, shedding light on the insights provided by different scholars in the field.

The second chapter provides a thorough description of the research design and methodology employed by the researcher. It encompasses an explanation of the data collection strategy and the instruments utilized for gathering relevant information. This

chapter focuses on investigating the specific issue of anxiety in foreign language classroom, with a particular emphasis on Algerian Bekkay Abdellah secondary school pupils at Tounane. It is dedicated to the analysis of the collected data and the presentation of research findings. Its primary aim is to address the research questions and validate or refute the proposed hypotheses.

This research work has important implications for language learners and teachers. It shows how anxiety can affect language learning and highlights the challenges it can bring. By understanding this issue, readers can be more aware of how anxiety can impact their learning journey. Teachers can also use this knowledge to find ways to support and help learners to manage their anxiety. This research work aims at making language learning a more positive and successful experience by providing strategies to overcome anxiety. The main focus is on empowering learners and teachers to create a better learning environment where learners can improve their language skills with confidence.

Chapter One: The Problematic Issue of Anxiety

1.1 Introduction

While anxiety is a normal part of the human experience, it can become problematic when it begins to interfere with daily functioning and behaviour. One setting where anxiety often comes into play is in educational environments, particularly in foreign language classrooms, where learners are exposed to a new language and the challenges that come with learning it. This anxiety can specifically affect both writing and speaking skills in language learning. It can impede learners' progress. This chapter aims at providing a detailed overview of anxiety in language learning. By addressing and managing anxiety, learners can enhance their language learning experience.

1.2 Foreign Language Learning

Language learning is a multidimensional and complex field that has been extensively studied and theorized by various scholars. Larsen-Freeman (1997) declares that language, learning and teaching are dynamic processes. According to Krashen (1985), the Learning-Acquisition Hypothesis holds a fundamental position among his five hypotheses. (as cited in Latifi et.al., 2013; p. 222). The sharp distinction between learned and acquired knowledge refers to the differentiation between two types of knowledge acquisition processes: learning and acquisition (Latif et.al., 2013). Krashen explains in his hypothesis that these terms learning and acquiring often overlap and may be used interchangeably, but they represent two distinct processes and fields.

The distinction between learning and acquiring language is an important concept in Stephen Krashen's theory of second language acquisition. According to him, learning refers to the conscious process of studying grammar rules, vocabulary, and language structures through formal instruction. It is the more structured and explicit aspect of language education, where learners actively engage in lessons and exercises aimed at enhancing their linguistic knowledge. On the other hand, acquiring language is a subconscious process that occurs naturally when the individual is exposed to meaningful and comprehensible language input. (Krashen & Terrel, 1988, in Schutz, 2005 as cited in Gulzaret al. , 2015, p. 136).

On the other hand, Krashen's Input Hypothesis proposes that learners can subconsciously acquire a language by receiving high exposure to comprehensible input, which is slightly more advanced than their current level of understanding. (Atlatis, 1991 p. 409). Krashen (1987) in his Input Hypothesis emphasizes the significance of meaningful and engaging language input in the language acquisition process. suggests that when learners encounter language that they can comprehend and find interesting, their brains naturally process and internalize the language, leading to gradual proficiency over time. (Krashen, 1987 as cited in Latifiet al.. 2013 p. 223).

Krashen emphasizes in his Input Hypothesis the importance of providing learners with ample exposure to comprehensible input to facilitate language acquisition. (1985-1989 in Atlatis, 1991 p. 411). Krashen's perspective aligns with the idea that acquiring language is more effective than simply learning it through formal instruction and rote memorization. This process resembles the way children acquire their first language. All these different perspectives and suggestions show that the nature of language learning is a challenging endeavor process that can lead learners to experience anxiety as a result. Anxiety can pose a barrier to effective language learning, hindering learners' confidence, engagement, and cognitive processes.

1.3 Anxiety

Anxiety can be defined as a state of emotional and physiological unease or distress that arises from the anticipation of a perceived threat or danger. It is regarded as the "fundamental phenomenon and the central problem of neurosis" (Freud, 1936, p. 85). It is characterized by feelings of fear, apprehension, and worry, often accompanied by physical symptoms such as increased heart rate, sweating, and restlessness. (Manwatkar, 2018. p. 469). Averill (1970) suggests that anxiety can be seen as a state of cognitive disintegration. Instead of being just a specific emotional response, it is a broader concept that involves feeling threatened in terms of our personal identity. This can lead to various defensive reactions.

Anxiety can be triggered by any situation that hinders our ability to process information and make meaningful sense of our surroundings. (Averill 1970, as cited in Taylor, 1979, p. 6). Anxiety and fear are two interconnected emotional experiences that often go hand in hand. While they share similarities, they also have distinct characteristics. May (1950) discusses a developmental relationship between anxiety and fears that has been

explored by Goldstein. According to Goldstein's perspective, anxiety is considered as the initial and fundamental response, while fear emerges later as a result of maturation.

In the early stages, infants exhibit generalized and undifferentiated anxiety reactions when faced with threats, reflecting their inherent vulnerability. As they grow and develop neurologically and psychologically, they gradually learn to recognize and differentiate specific elements in their environment that may pose a risk to their well-being. This progression leads to the emergence of specific fears as individuals become better equipped to identify and address potential sources of harm. The presence of noticeable anxiety in infants, even within the first ten days of life, indicates the instinctual nature of their response to threats. As their ability to discern and categorize specific factors in their surroundings develops, fears become more specific and distinct. (May, 1950)

1.4 Types of Anxiety

Numerous scholars have classified and proposed various types of anxiety. However, the most commonly recognized categories are trait anxiety and state anxiety. These types help to understand the different aspects of anxiety and how it can vary from person to person. State anxiety refers to a temporary feeling of unease or apprehension in response to specific situations or events. It is a transient emotional state that can vary in intensity and duration. State anxiety can arise in different situations like before a test, when speaking in front of a group, or when going for a job interview. It is often accompanied by feelings of tension, nervousness, and worry. (MacIntyre et al. 1991 cited in Damayanti & Listyani, 2020, p. 155)

Trait anxiety on the other hand tends to stick around for a long time. It is often considered a personality trait and can be observed consistently over time. It means that some people have a natural tendency to feel anxious in many different situations. They see a lot of things as potentially scary or worrisome. Trait anxiety is like a part of their personality. (Manwatkar, 2018, p. 470). In summary, anxiety can be categorized into two main types: trait anxiety and state anxiety. Trait anxiety refers to a long-term tendency to experience anxiety in different situations, while state anxiety is a temporary form of anxiety that arises in response to specific situations. Understanding these two types helps people to handle the phenomenon of Anxiety that can also be experienced in the field of language learning

1.5 Anxiety in Foreign Language Classroom

Foreign language anxiety (FLA) is often seen as a multifaceted and intricate phenomenon encompassing various aspects such as self-perceptions, beliefs, feelings, and

behaviors associated with learning a foreign language (Horwitz et al., 1986 as cited in Kráľová, 2016, p. 4). Anxiety can also be referred to as an affective filter. Krashen claims in his Affective Filter Hypothesis (1985) that this affective filter, akin to a mental block when it is high, exerts control over the access of comprehensible input to the Language Acquisition Device for language acquisition. (as cited in Liu, 2015, p. 140). Horwitz et al. (1986) in their study on foreign language classroom claim that foreign language anxiety shows up in testing situations. Anxiety can affect specific areas like reading, listening, speaking and writing.

1.5.1 Speaking Anxiety

Speaking serves as a means of conveying ideas and messages through verbal communication (Saputra, 2018, p. 112). Based on student accounts, they report experiencing significant levels of anxiety during speaking activities, particularly during speaking tests compared to other language skills (Rajitha & Alamelu, 2020, p. 1054). “From the students’ perspective speaking activity in front of the class and on spot activities produce very high level of anxiety” (Young, 1990 as cited in Rajitha & Alamelu, 2020, p. 1054).

Many factors can lead to this type of anxiety, Katz (2000) claims that for some speakers, anxiety is so overwhelming that it hinders their ability to speak at all. Public speaking anxiety can have profound effects. It may lead them to avoid courses or majors that require oral presentations, refrain from speaking in class, or even choose careers that don't involve speaking before a group. According to his study, students who experience public speaking anxiety often express concerns about potential embarrassment, making mistakes, appearing foolish to others, or being negatively judged. They may also worry about being the center of attention or believe that their thoughts and opinions are not valuable or interesting to others.

Ultimately, the underlying fear revolves around being negatively evaluated by others. (Katz, 2000). Students may face different symptoms. When students experience anxiety about speaking, they often exhibit noticeable symptoms. These symptoms can be categorized into two types: observable and non-observable. Observable symptoms are those that can be observed by others, while non-observable symptoms are subjective experiences felt solely by the anxious students themselves. (Wardani, 2018, p. 64). In summary, Speaking anxiety is the fear or nervousness that people experience when they have to speak in public or in social situations. It can make communication challenging and prevent individuals from expressing themselves confidently.

1.5.2 Writing Anxiety

Writing anxiety is a topic that has garnered attention from scholars in the field of second language acquisition. It can be defined as: “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing” (Hassan 2001, p. 4 as cited in KIRMIZI & KIRMIZI, 2015, p. 57).Writing anxiety can come from different reasons Some students feel anxious because they are not very confident in their writing abilities. There are students who want their writing to be perfect in every way, and this pressure to be flawless can cause a lot of anxiety.

Knowing that their work will be checked and graded by a teacher can make some students feel nervous. They often struggle to understand what the instructor's comments mean, which adds to their anxiety. In the past, and even in some present language courses, writing classes were primarily viewed as opportunities to practise grammar. However, an excessive focus on grammar can lead to a fear of failure. (Leki, 1999as cited in Bekleyen, 2004, p. 31). In simple words, writing anxiety is the feeling of being nervous or worried when it comes to writing. It can make writing seem difficult and overwhelming, causing individuals to feel unsure about expressing their thoughts.

1.5.3 Reading Anxiety

Students may also experience anxiety when it comes to reading. “Accordingly, it seems the FL reading anxiety, like other types of FL anxiety, has a negative relationship with student performance” (Saito et al., 1999, p. 211).In a study made by Santoso et al. (2013) on the impact of reading anxiety , the results showed that anxiety had a significant influence on reading comprehension. Students with medium anxiety levels demonstrated adequate comprehension, while higher anxiety levels negatively affected comprehension(Santoso et al. ,2013, p. 11). When people have reading anxiety, it can be hard for them to focus, understand what they are reading or remember the information.

Many factors that can lead to reading anxiety are suggested by various researchers. Zemni &Alrefae (2020) identified several factors that contribute to reading anxiety. These factors include encountering unknown vocabulary, struggling with difficult pronunciation,

dealing with unfamiliar topics, encountering new words, and experiencing fear of making errors. (Zemni &Alrefae , 2020, p. 73). In conclusion, reading anxiety is when someone feels worried or scared when they have to read. It can happen because the words are difficult, sentences are confusing, or they're afraid of making mistakes.

1.5.4 Listening Anxiety

Speaking is commonly considered the most anxiety-inducing language skill. However, listening comprehension can also result in significant levels of anxiety. This is especially true when the listener encounters incomprehensible text, often due to limited proficiency in the second language (Krashen in Young 1992, as cited in Capan&Karaca, 2013, p.1364). A significant negative correlation was found between Foreign Language Listening Anxiety (FLLA) and listening proficiency. this negative relationship between FLLA and listening proficiency could be explained by students' lack of self-confidence in the target language. (Kim, 2000 as cited in in Capan & Karaca, 2013, p.1364)

Many factors can contribute to listening anxiety. According to Kimura (2008), there are three factors that contribute to anxiety in L2 listening: emotionality, worry, and anticipatory fear. Emotionality encompassed a range of negative emotions like lack of confidence, discomfort, and annoyance. Worry focused on cognitive concerns related to understanding, vocabulary, and message delivery. Anticipatory fear reflected anxiety about potential negative outcomes. In general Listening anxiety is the unease or distress experienced when trying to understand spoken language, especially in a foreign language context. It can hinder language learning by making it difficult to comprehend speech and causing fear of mistakes or misunderstandings. Listening anxiety can affect confidence, motivation, and engagement in listening tasks.

1.6 The Effect of Anxiety on The Process of Learning a Foreign Language

Anxiety can significantly impact the process of acquiring a new language. According to Krashen, anxiety can create a mental block or barrier that prevents learners from effectively acquiring a second language. When learners are anxious, their affective filter is raised, hindering the input from reaching the language acquisition device in their brains. This

elevated filter blocks or distorts the input, making it more difficult for learners to understand and internalize the language. (Krashen, 1985 as cited in Liu, 2015, p. 140)

Horwitz et al.'s Foreign Language Classroom Anxiety (FLCA) model, proposed in 1986, sheds light on how anxiety can influence the process of learning a foreign language. According to their model, anxiety plays a significant role in language learning and is influenced by three primary sources: communication apprehension, fear of negative evaluation, and test anxiety. The FLCA model highlights that these sources of anxiety can have a detrimental impact on the language learning process (Horwitz et al. as cited in Yalçın & İnceçay, 2013, p. 2621). In Tobias's (1986) study on Foreign Language Anxiety (FLA), two models were identified: the interference retrieval model and the interference model of anxiety.

According to the interference retrieval model, anxiety hinders the ability to remember previously learned information when using the language. It primarily affects the output stage of language use. On the other hand, the interference model emphasizes skills deficits and addresses challenges encountered during the input and processing stages of language learning. These difficulties can be caused by insufficient study habits or a lack of knowledge (Tobias 1986 as cited in Kráľová, 2016, p. 5). On the other hand, Scovel (1978) offers an alternative view on the effects of anxiety in the language learning process. He suggests that anxiety can have both facilitating and debilitating effects on language learning, depending on the context (Scovel, 1978 as cited in Al-Khasawneh, 2016, p. 139)

While anxiety is often seen as a hindrance to language acquisition, moderate levels of anxiety can actually enhance language performance in certain situations. In a supportive and motivating environment, where learners feel encouraged to take risks and engage in communicative activities, a certain level of anxiety can be beneficial. This moderate anxiety can heighten learners' alertness and focus, leading to increased motivation and effort. It can serve as a driving force for learners to strive for accuracy and proficiency in the language. (Alpert & Haber, 1960 cited in jaith, 2016, p.9). The concept of facilitating anxiety pertains to individuals experiencing low levels of anxiety, while debilitating anxiety is associated with high levels of anxiety (Williams, 1991 as cited in Al-Khasawneh, 2016, p. 139)

Anxiety can have a negative impact on language learning. When learners feel anxious, it can make it harder for them to learn and use a new language. It can also make it difficult to understand and speak the language, leading to communication problems. This anxiety can create a negative cycle where learners become less motivated and engaged in their

language learning. It is important to address anxiety in language learning through different symptoms to overcome this issue.

1.7 Symptoms of Anxiety

Many scholars suggested different symptoms of anxiety particularly in the context of language learning. Horwitz et al. (1986 p. 128) claim that:

The difficulties these students related were compelling. They spoke of freezing in class, standing outside the door to sum up enough courage to enter, and going blank prior to tests. They also reported many of these symptoms commonly associated with anxiety (tenseness, trembling, perspiring, palpitations, and, sleep disturbances).

Hu & Wang (2014) in their research on anxiety in foreign language learning identified other symptoms that can show the existence of foreign language anxiety. These include behaviors of forgetting answers, displaying carelessness, skipping classes, or arriving unprepared. Physical actions like stuttering, or struggling with intonation during language practice sessions can also indicate the presence of language anxiety. Furthermore, individuals may manifest physical symptoms such as headaches, muscle tension, or unexplained pain.

In certain cultural contexts, signs of language anxiety may involve behaviours like excessive studying, perfectionism, social avoidance, withdrawal from conversations, lack of eye contact, or engaging in masking behaviors like exaggerated smiling, laughing, or nodding. Excessive competitiveness, self-effacement, and self-criticism are also common manifestations of language anxiety, with individuals expressing self-doubt and negative self-perceptions such as "I am so stupid." (Hu& Wang, 2014, p. 123). Recognizing and addressing these symptoms of foreign language anxiety is crucial for educators and language instructors.

1.8 The Factors that Cause Foreign Language Anxiety

Foreign language anxiety can arise due to various factors, as identified by scholars in the field. These factors contribute to the feelings of unease and apprehension experienced by learners when engaging in foreign language learning and communication. Lingual factors have been found to have a stronger impact on foreign language anxiety compared to linguistic

factors. Research has identified personal (intra-personal and inter-personal) and impersonal determinants as the most frequently recognized learning-related variables of foreign language anxiety.

Intra-personal determinants are influenced by learners' personal characteristics, beliefs, and attitudes toward foreign language learning, while inter-personal determinants are associated with interactions between learners and teachers or peers during the learning process. Impersonal factors, on the other hand, relate to non-personal aspects of foreign language learning. Additionally, within the extra-lingual factors, static factors encompass relatively stable characteristics such as gender, nationality, native language, and personality type, while dynamic factors like language proficiency, motivation, and length of stay in a foreign language country can change over time (Kráľová, 2016, p. 10)

Personality traits can also be significant factors leading to anxiety. One important personality trait that has been associated with foreign language anxiety is introversion/extroversion. Introverted individuals tend to be more self-reflective and self-conscious, which can make them more susceptible to experiencing anxiety in language-learning situations. On the other hand, extroverted individuals generally feel more at ease in social interactions and may exhibit lower levels of anxiety when using a foreign language (Duxbury & Tsai, 2010, p. 5).

Furthermore, according to a research by Elias Bensalem there are other personality traits such as self-esteem and self-efficacy or Self-Perceived Proficiency that can also influence the experience of foreign language anxiety. Individuals with low self-esteem or low self-efficacy beliefs may be more prone to experiencing anxiety as they may doubt their abilities, fear making mistakes, and worry about being judged by others (Bensalem, 2018)

1.9 Strategies to Overcome Foreign Language Anxiety

Hashemi suggests various coping strategies for teachers, including creating a friendly and less formal classroom environment, adopting communicative approaches, providing constructive feedback, and building students' confidence and self-esteem. Furthermore, it emphasizes the vital role of language teachers in fostering a supportive and encouraging atmosphere while avoiding authoritative and embarrassing behaviors that can exacerbate

anxiety(2011, p.1815). Tsymbal (2017) in his research on overcoming language anxiety among the English language learners suggests various strategies to cope with anxiety.

Educators can either help students cope with the existing anxiety-provoking context or create a less stressful learning environment. Different groups and contexts that can cause anxiety are identified, such as anxiety related to the English classroom, self-perception, general anxiety in English contexts, and English communication. Coping strategies for FLA include active participation, addressing difficulties, preparation, seeking help, positive self-talk, and review. To reduce anxiety, teachers should create a supportive environment, use gentle error correction, offer encouragement, plan student-centered lessons, and openly discuss language anxiety. Specific techniques for ESL learners include cooperative learning, affective strategies, humor, self-encouragement, goal-setting, and discussing anxieties. (Tsymbal, 2017)

1.10 Conclusion

Anxiety in the foreign language classroom can hinder learners' progress and hinder their ability to effectively acquire a new language. It can manifest in various ways, such as speaking apprehension, difficulties in listening and comprehension, writing challenges, reading anxiety, and test-related anxiety. These anxieties can lead to avoidance behaviors, reduced participation, and decreased self-confidence, ultimately impeding the development of language skills. Therefore, exploring strategies to alleviate foreign language anxiety and creating supportive learning environments is essential to facilitate optimal language learning outcomes and enhance learners' overall language proficiency, and this is what is going to be investigated in the second chapter.

Chapter Two: Data Collection and Analysis

2.1 Introduction

The primary objective of this study is to gain a more profound comprehension of anxiety within the foreign language classroom and uncover the underlying causes that contribute to this issue. In this chapter, the focus will shift towards the fieldwork aspect of the study. The chapter will begin by providing a thorough explanation of the methodological considerations adopted for the current research, outlining the approaches and techniques employed to gather and analyze data. Furthermore, this chapter will delve into the presentation and detailed discussion of the findings, offering a comprehensive exploration of the data collected during the research process. By presenting and analyzing these findings, the chapter aims at providing valuable insights and contribute to a deeper understanding of the topic under investigation

2.2 Research Design

Building upon the significance of research design, it is crucial for researchers to initiate their investigations by establishing an appropriate design to address their research problem. In the context of the current study, a case study research design was chosen. This design enables a comprehensive exploration of the topic within its natural context, allowing for a rich understanding of the phenomenon.

Regarding the main objective of the study, it aims at exploring the attitudes of students toward anxiety when learning foreign languages, delving into their experiences and perspectives. Through this exploratory approach, the researchers seek to uncover new insights and gain a deeper understanding of the issue. Simultaneously, the study aims to provide explanations for the reasons behind this anxiety, investigating the underlying factors that contribute to it. The study aims at offering a comprehensive analysis of the students' attitudes toward anxiety in language learning, providing valuable insights into the phenomenon.

The target population for this study comprises third-year pupils of foreign languages at Bakkay Abdellah High School. This specific population was selected due to their specialization in learning foreign languages, which makes them more susceptible to experiencing anxiety in this context. Exploring their perspectives and understanding their

challenges can provide valuable insights for addressing and mitigating anxiety in language learning settings.

The present study adopts a mixed-method approach to investigate the attitudes of third-year pupils toward anxiety when learning foreign languages at the secondary school of Bekkay Abdellah. In order to obtain a comprehensive understanding of the topic, a combination of quantitative and qualitative data was employed in this study. By utilizing both quantitative and qualitative approaches. The quantitative data provided numerical insights through a questionnaire, while the qualitative data offered deeper insights and understanding through interview and open-ended questions in the questionnaire used. The questionnaire was employed to explore participants' perspectives on the most effective methods for alleviating this anxiety, whereas the purpose of the interviews was to examine how teachers can positively influence and assist pupils facing this particular challenge. Additionally, four sessions of observation were made in order to validate the participants' answers to the questionnaire and the teacher's answers to the interview.

2.3 Research Tools

It is widely acknowledged that investigating attitudes requires the utilization of multiple methods. Therefore, the present study employed three research instruments, namely a questionnaire and a semi-structured interview. Additionally, the study incorporated four sessions of observation, which will be elaborated upon in the following sections:

2.3.1 The Questionnaire

To measure the students' attitudes, a questionnaire was employed as the primary research tool. The initial three questions in the questionnaire were designed to create awareness among students regarding the specific issue being investigated. The subsequent two questions aimed to determine whether students experience higher levels of anxiety in writing or speaking situations. Additionally, a direct question was included to gauge the number of students facing this issue, along with two multiple-choice questions to identify the most common symptoms of anxiety in writing and speaking a foreign language. Another multiple-choice question sought to uncover the reasons behind this issue, as perceived by the participants. Finally, the questionnaire featured two open-ended questions. The first explored how teachers can assist students in overcoming their anxiety, while the second sought the

students' opinions on strategies that can help them learn a foreign language without experiencing anxiety (see Appendix A).

The purpose of the questionnaire was to measure students' attitudes and gather information about foreign language anxiety. It consisted of various questions aimed at creating awareness, determining the levels of anxiety in writing and speaking situations, identifying common symptoms and reasons behind the issue, and exploring strategies for overcoming anxiety. The questionnaire served as a tool to understand students' perspectives and gather insights to address the challenges of foreign language anxiety effectively.

2.3.2 The Interview

In the present study, the interview was utilized as a valuable data collection method. Generally, interviews can be classified into three types: structured, semi-structured, and unstructured interviews. For this study, a semi-structured interview approach was chosen. The semi-structured interview is based on a predetermined set of topics and key questions, providing a framework for the interview. However, it also allows the interviewer a certain degree of freedom to ask additional questions during the interview, particularly in response to the interviewee's statements. The interview aimed to understand the teacher's perspective on anxiety and their strategies for addressing this issue among students. The average duration of the interview was approximately 15 minutes, allowing for a concise yet meaningful exchange of information. To ensure accuracy and thoroughness in data analysis, the interview was recorded with the permission of the interviewee. The interview's general points ensured that key areas related to anxiety were addressed, providing a structured framework for the conversation. By conducting this interview, the study sought to gain valuable insights into the teacher's role in addressing anxiety among students.

2.3.3 Observation

The present study included observation sessions to validate the responses provided by the pupils in the questionnaire and gather additional details that were not captured in the survey. These observation sessions aimed at observing the behaviours of the pupils and identifying those who experience anxiety as well as noting the common symptoms they exhibit. By directly observing the pupils, a deeper understanding of their anxiety-related experiences and behaviors was gained, complementing the insights obtained from the questionnaire data.

2.4 Data Analysis

In this research, a combination of quantitative and qualitative data was collected and analyzed using distinct methods for each type. For the quantitative data analysis, Google Sheets and manual calculations were employed. Similar methods of analysis were consistently applied to all data obtained from the questionnaire. In contrast, the qualitative data collected through semi-structured interview was subjected to a manual analysis approach. The interview was recorded, transcribed to facilitate the analysis process, enabling a deeper understanding of the participants' perspectives, experiences, and responses.

By employing both quantitative and qualitative analysis techniques, the research aimed to triangulate findings and gain a holistic understanding of the research topic. The quantitative analysis provided numerical summaries and statistical insights, while the qualitative analysis delved into the richness and nuances of participants' viewpoints, offering a more comprehensive narrative. This section presents the data collected through the research tools employed in the study.

2.4.1 Analysis of the Pupils' Questionnaire

Initially, the questionnaire captures the participants' perspectives on the difficulty of learning a foreign language. The responses provided by the participants were analyzed, leading to the following outcomes:

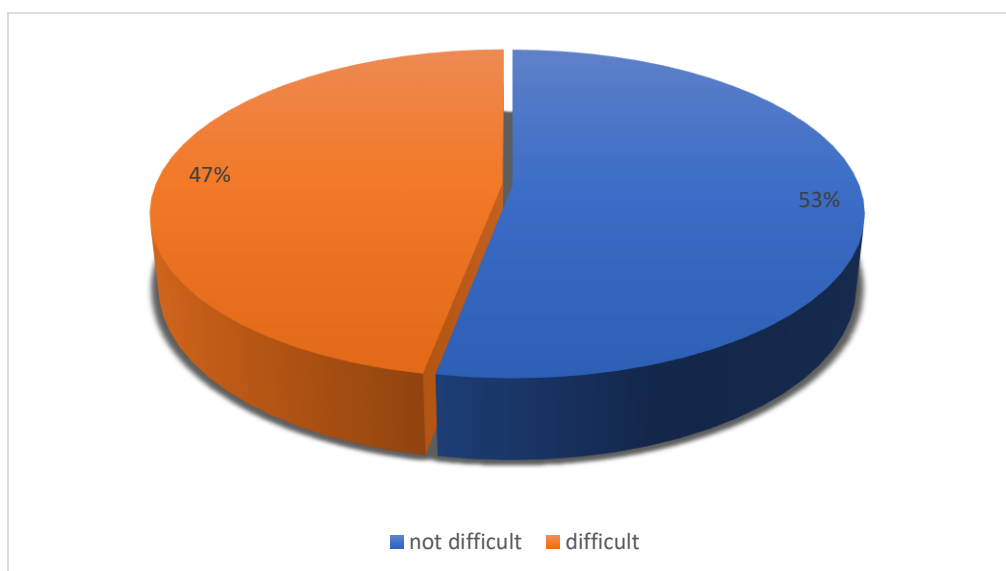


Figure2.1: participants' opinion concerning learning a foreign language

Among the participants, 47% found the process of learning a foreign language challenging and difficult, while 53% found it relatively easy.

2.4.1.1 Self-evaluation and Language Anxiety

Firstly, the students were asked to evaluate their proficiency levels in the three languages and identify the languages in which they perceive themselves as weak. Secondly, they were inquired about the languages that evoke higher levels of anxiety in them. The pupils were requested to indicate the languages in which they perceived their proficiency levels to be weak and their answers were as follows:

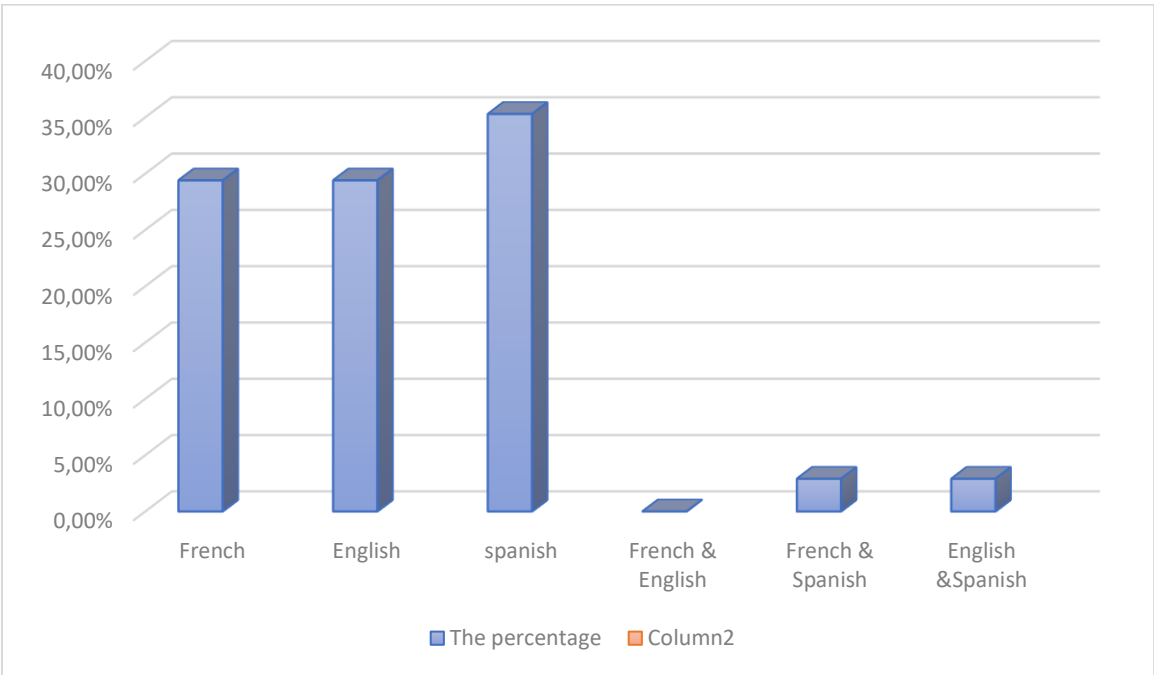


Figure 2.2: the languages in which the students perceive themselves as weak

Among the participants, higher percentages were divided among the three languages: French, English, and Spanish. These participants perceived themselves as weak in these languages. Conversely, a minority of participants selected two languages together, namely French & Spanish and English & Spanish, indicating their perceived weakness in those language combinations. The participants were inquired about the language among the three (French, English, and Spanish) in which they experienced the highest levels of anxiety. They provided their responses regarding the language that induced the most anxiety for them.

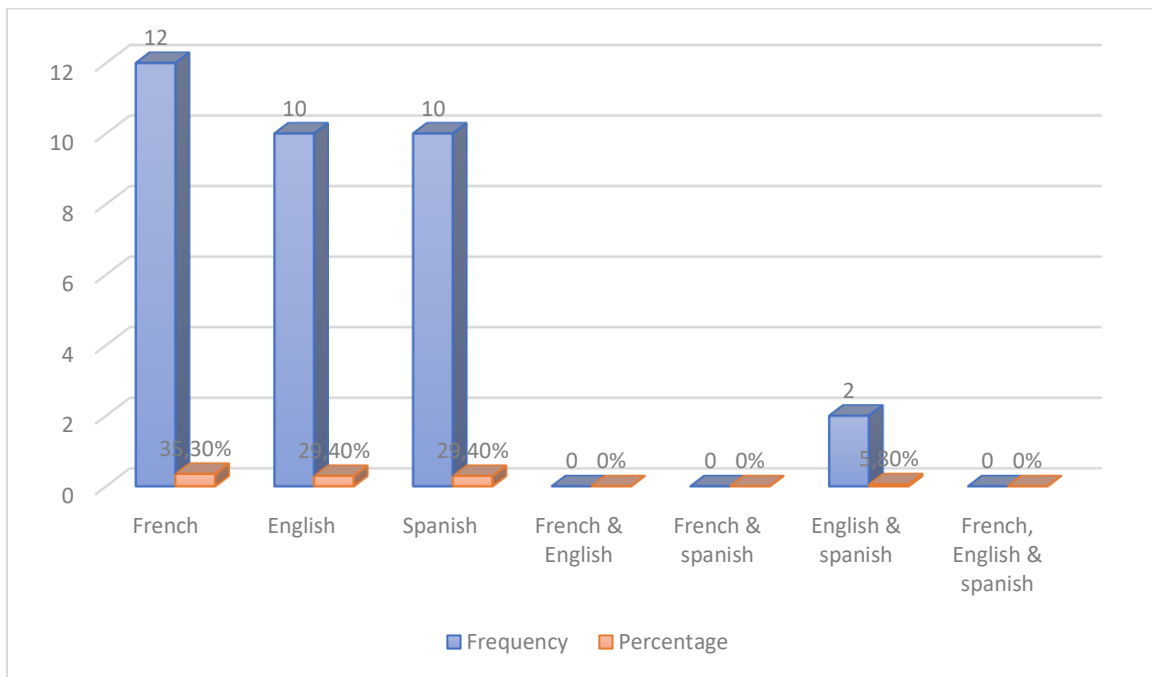


Figure 2.3: the languages in which they experience the highest level of anxiety

Among the participants, higher percentages were distributed across the three languages (French, English, and Spanish) in terms of the perceived anxiety levels. However, a minority of participants opted for a combination of two languages, specifically English & Spanish, indicating their shared experience of anxiety in both of those languages. The graph below depicts a comparison between the students' self-evaluation of their language proficiency and the language they perceive as causing the most anxiety. The graph provides a visual representation of the relationship between self-evaluation and language anxiety, allowing for a comparison of the students' perceived proficiency levels and their associated anxiety levels for each language.

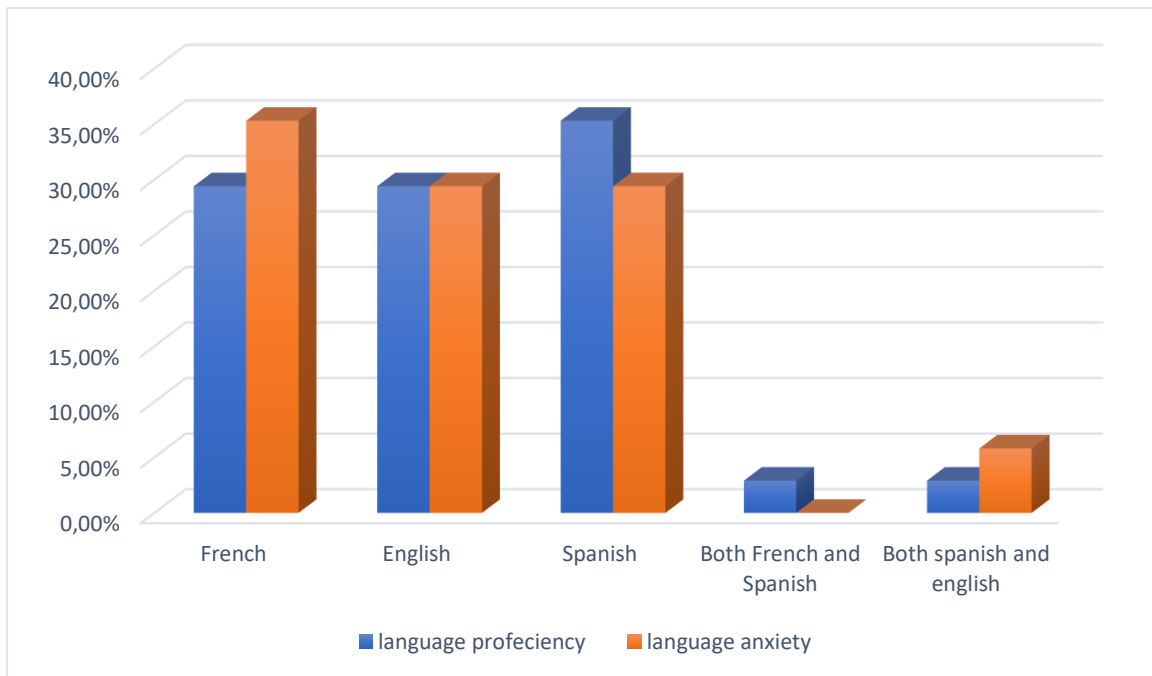


Figure 2.4: comparison of self-evaluation and language anxiety

A noticeable trend can be observed where the majority of students who self-evaluate themselves as weak in a particular language also report experiencing higher levels of anxiety in the same language. In other words, there is a correlation between the students' perceived language proficiency and the level of anxiety they feel when using that specific language. This finding suggests that students may experience heightened anxiety in languages they perceive as challenging or where they lack confidence in their abilities.

2.4.1.2 Language Proficiency in Terms of Skills

The pupils were asked to express which specific language skill they feel less confident and relieved with, specifically focusing on either writing or speaking. The responses provided are summarized as follows:

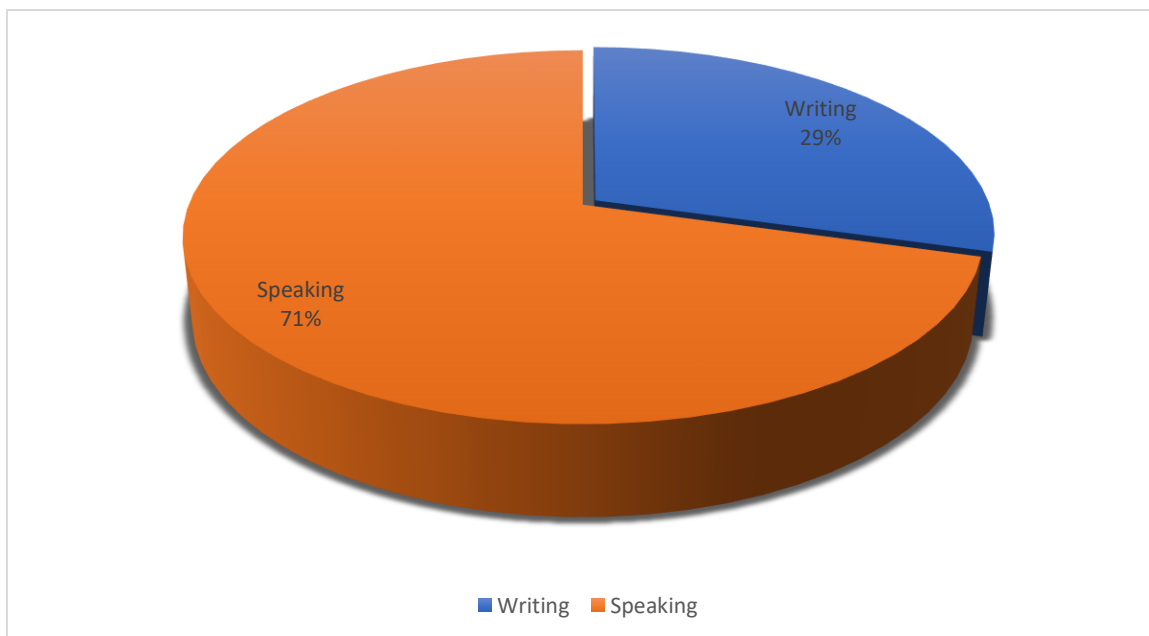


Figure 2.5: pupils' proficiency in terms of language skills

Based on the figure, it is evident that a significant number of students face challenges primarily in the area of speaking skills when learning a foreign language. This finding indicates that these learners encounter difficulties in expressing themselves verbally and that the ability to engage in fluent and coherent conversation is more difficult compared to the writing aspect of language learning.

2.4.1.3 Types of Exams

The pupils were asked to indicate their preference for the type of exams in foreign languages, specifically whether they preferred writing exams or oral exams, and their answers are presented as follows:

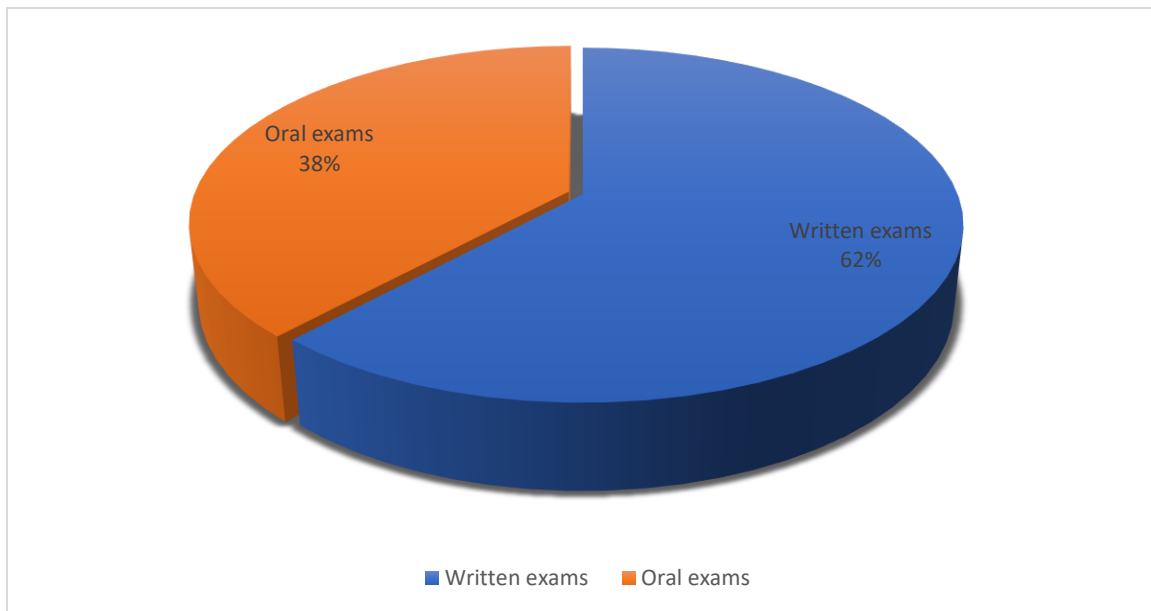


Figure 2.6: pupils' preferred type of foreign language exams

The finding indicates that a significant number of students exhibit a preference for written exams over oral ones. This preference can be attributed to their limited speaking skills and the discomfort they experience when expressing themselves verbally in a foreign language.

2.4.1.4 Anxiety in Classroom Participation:

The participants were directly questioned regarding their experience of anxiety when participating in foreign language classrooms. This inquiry aimed to gauge the number of students who encounter this issue, providing insight into the prevalence of anxiety among the pupils.

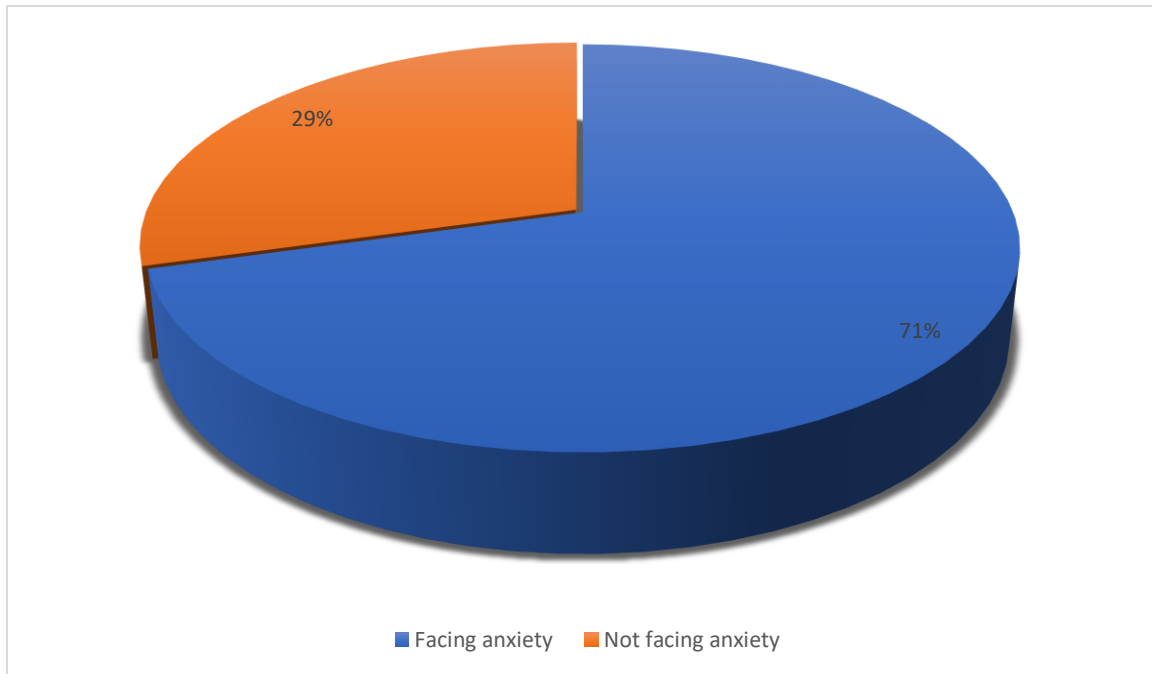


Figure 2.7: Student facing anxiety in foreign language classroom

The findings show that a substantial percentage of pupils are grappling with foreign language anxiety, which has a detrimental impact on their performance

2.4.1.5 Anxiety Symptoms

Subsequently, the participants were prompted to describe their feelings and were asked to select the specific symptoms they experience when speaking in a foreign language. The responses are presented in the table below:

Table 2.1: The symptoms they experience when they speak a foreign language

Option	Number	percentage
Fast heart rate	6	17.6%
Shaking	5	14.7%
Stuttering	18	52.9%
Both stuttering & fast heart rate	2	5.9%
Both shaking & fast heart rate	1	2.9
None	2	5.9

The majority of participants reported experiencing symptoms of stuttering and a fast heart rate when attempting to speak a foreign language, whereas a minority mentioned shaking. Furthermore, 5.9% of participants experienced both stuttering and a fast heart rate simultaneously, while 2.9% reported both shaking and a fast heart rate. Interestingly, 5.9% of participants did not exhibit any of these symptoms. In addition to the speaking aspect, the study also explored the symptoms experienced by participants when writing in a foreign language. Participants were asked to describe their physical and mental experiences during the writing process. The pupils' answers are mentioned in the table below:

Table 2.2: the symptoms they experience when writing in a foreign language

Option	Number	Percentage
Always being unsure of what they write	3	8.8%
Inability to express their ideas	22	64.7%
Fear of negative comments	6	17.6%
Both the inability to express ideas and fear of negative comments	1	2.9%
None	2	5.9%

A significant majority of participants struggle to express their ideas when writing in a foreign language, with 17.6% expressing fear of negative comments. In contrast, a minority of participants consistently feel uncertain about what they write. Furthermore, 2.9% reported experiencing both the inability to express their ideas and a fear of negative comments simultaneously, while 5.9% did not exhibit any of these symptoms.

2.4.1.6 Reasons Behind Foreign Language Anxiety

The pupils were invited to share their perspectives on the underlying reasons for experiencing anxiety when learning a foreign language. They were given the opportunity to select one or more symptoms presented in the questionnaire that they believed contributed to this issue. This inquiry aimed to gather insights from the pupils themselves regarding the potential causes of language learning anxiety, based on their own experiences and perceptions, their responds are presented as follows:

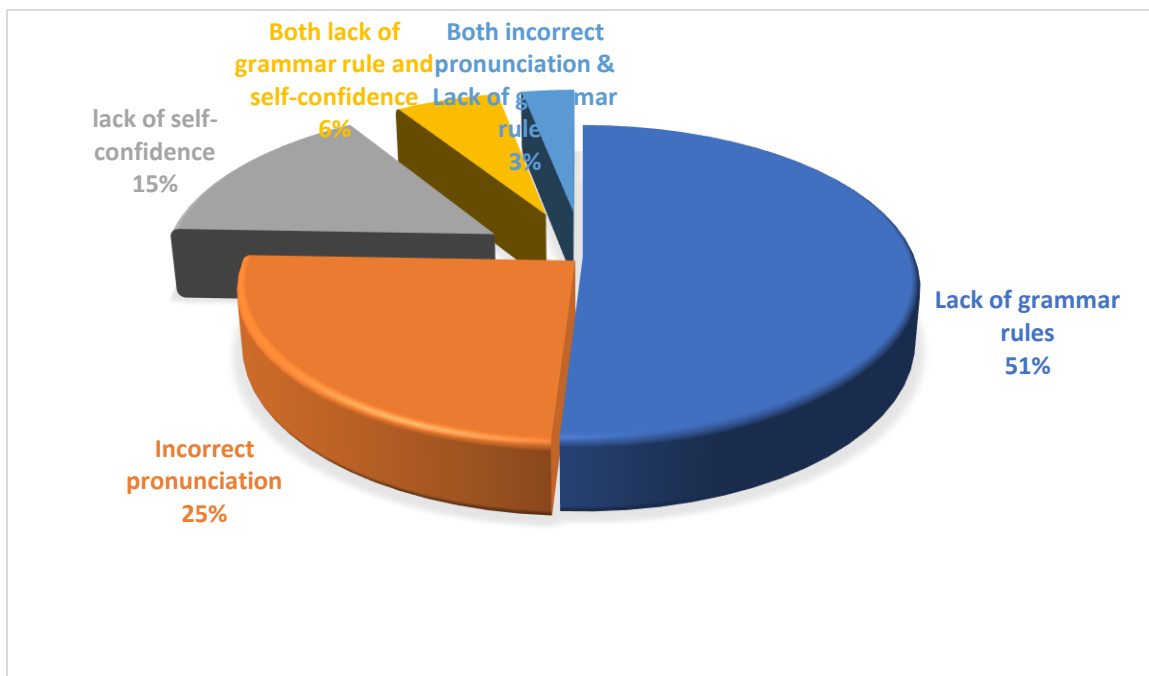


Figure 3.8: the reasons behind foreign language anxiety

The majority of pupils identified the lack of grammar rules as the primary reason for experiencing anxiety in foreign language classrooms, and 25% of participants attributed this anxiety to incorrect pronunciation. On the other hand, a minority of pupils indicated that a lack of self-confidence was the underlying cause of their foreign language anxiety. Interestingly, 6% of respondents selected both the lack of grammar rules and self-confidence as simultaneous factors contributing to their anxiety, while 3% identified both incorrect pronunciation and the lack of grammar rules as the main reasons for their anxiety.

2.4.1.7 The Teacher's Help

The pupils were asked to indicate whether their teacher assists them in overcoming and overcoming anxiety in the foreign language classroom. This question aimed to assess the level of support and guidance provided by teachers in addressing and managing language learning anxiety the responses are mentioned in the table below:

Table 2.3: the help of the teacher

Option	Number	Percentage
Yes	21	61.8%
No	13	38.2%

The majority of students expressed that their teacher provides assistance in overcoming their anxiety, while a minority of students reported that their teacher does not offer such support. This information provides insights into the perceived role of teachers in helping students cope with language learning anxiety.

2.4.1.8 The Reasons Behind Pupils' Preference for Either Written or Oral Exams

The majority of pupils about 28.6% who prefer written exams explained that they feel more at ease when writing compared to speaking and a prominent reason for this preference is that 9.5% of pupils expressed concerns about their pronunciation skills, which leads to a lack of confidence when speaking. 23.8% of participants mentioned that writing allows them to express their thoughts more effectively, and use a wider range of ideas and vocabulary that they cannot express when speaking. Additionally, 19% of these students highlighted that they choose written exams because they can concentrate better in this format. Another 19% expressed a preference for written exams simply because they enjoy them and find them easier to handle. These reasons shed light on the factors influencing pupils' preference for written exams over oral exams.

On the other hand, when it comes to choosing oral exams, pupils provided five primary reasons for their preference: "I aim to speak better and to be more fluent", "I can speak flexibly", "I can't express my ideas when I write", "I like speaking it my favorite way to express my ideas" and "when I speak the teacher won't focus on the grammar mistakes" 23.1% of the pupils expressed a desire to enhance their speaking abilities and become more fluent in the language. They believe that oral exams can assist them in achieving this goal. Another 23% of pupils stated that they can perform more flexibly through spoken language, and 15.4% of pupils mentioned that they struggle to express their ideas effectively in writing. As a result, they believe that oral exams provide them with a better opportunity to convey their thoughts accurately. 23.1% of pupils simply like speaking and consider it their preferred

means of expressing their thoughts and ideas. Lastly, 15.4% of students believe that during oral exams, the emphasis is more on the idea itself rather than grammar mistakes. They feel that teachers pay less attention to grammatical errors during spoken communication, focusing more on the idea being conveyed and the quality of pronunciation.

2.4.1.9 The Ways how The Teacher Helps Pupils to Overcome Their Anxiety

Participants provided various ways in which the teacher helps them overcome their anxiety. Few mentioned that the teacher helps them by incorporating games and videos into the classroom. These interactive and multimedia materials help alleviate anxiety and make the learning process more enjoyable. Furthermore, they expressed that the teacher assists them in overcoming anxiety by providing exercises and assignments. These tasks allow them to practice their language skills and build confidence in a structured and supportive environment.

The participants noted that the teacher explains concepts in an accessible manner and occasionally translates into their native language, Arabic. This clarification and translation support help students better understand and grasp foreign language content. Some of them stated that the teacher consistently motivates them and emphasizes the importance of self-confidence when speaking a foreign language. This encouragement plays a significant role in boosting their confidence and reducing anxiety. Pupils appreciated that the teacher does not judge them or provide negative comments that could be discouraging when they make mistakes. This supportive and non-judgmental approach helps create a safe space for pupils to take risks and overcome anxiety.

Finally, participants mentioned that the teacher ensures everyone actively participates in the classroom. This inclusive approach ensures that all students have opportunities to practice speaking, reducing anxiety by creating a collaborative learning environment. These different approaches employed by the teacher address students' anxiety in various ways, including engaging activities, clear explanations, motivation, confidence-building, a non-judgmental atmosphere, and inclusive classroom practices.

2.4.1.10 The Ways that Help Pupils to Learn a Language Without Experiencing Anxiety

The participants shared various insights on the most effective ways to learn a language without experiencing anxiety. The majority of the pupils highlighted that actively engaging in conversations with the teacher and classmates in the foreign language is the best way to overcome anxiety. By forcing themselves to communicate, they gradually build confidence and fluency. Mastering grammar rules and expanding vocabulary through motivated activities and games in the classroom is key to reducing anxiety. By focusing on these fundamental language components, they feel more prepared and capable.

The pupils emphasized the importance of videos and presentations by the teacher. Visual aids help clarify lessons and make them more engaging, thus reducing anxiety and increasing motivation. They stressed the significance of a classroom where everyone interacts and participates. Creating an inclusive and interactive environment allows pupils to feel supported and encourages active engagement in language learning. Some of them expressed that occasional translation into their native language, Arabic, by the teacher can help alleviate anxiety. This enables them to better understand and connect with the language content.

Lastly, the pupils mentioned that the teacher's role in maintaining a non-judgmental environment is crucial. By providing constructive feedback without excessive criticism, pupils can preserve their self-confidence and motivation. Overall, the pupils' insights emphasize the importance of active communication, grammar, and vocabulary mastery, visual aids, interactive classrooms, translation support, and positive feedback. By implementing these strategies, teachers can create a supportive and effective learning environment that minimizes anxiety and maximizes language acquisition.

2.4.2 Analysis of the Interview

During the interview, the teacher provided valuable insights related to students' anxiety in learning a foreign language. The teacher confirmed that she has encountered numerous students who struggle with language learning anxiety throughout her career. This highlights the prevalence of this issue among pupils. When asked about the symptoms that indicate students' anxiety, the teacher mentioned that anxious students tend to be shy, silent, and hesitant to participate in classroom activities. They often prefer staying within their comfort zones. She also observed visible signs of stress, such as low voice volume when speaking and trembling hands when asked to write on the board.

The teacher shared that she employs specific methods to assist students dealing with language anxiety. Her method focuses on creating a comfortable and supportive environment where making mistakes is encouraged. Instead of adding more pressure, she provides gentle corrections that do not shame the students. Additionally, she encourages active participation from all students, helping them become more accustomed to speaking in the language, even if they make mistakes. When asked about the influence of students' character on their anxiety levels, the teacher expressed her belief that character does play a role.

She noted that students who confidently participate and speak without anxiety often exhibit active and energetic personalities outside the classroom, students who experience anxiety in speaking a foreign language tend to be shy and calm not only in the language class. The teacher's insights highlight the significance of creating a supportive and understanding environment for anxious students. By employing methods that promote comfort, participation, and acceptance of mistakes, teachers can help alleviate language learning anxiety and foster a more positive and effective learning experience for their students.

2.4.3 Analysis of Observation

The observation sessions aimed at observing the behaviours of the pupils and their anxiety-related experiences. During these observation sessions in an English class, several instances revealed students experiencing anxiety and struggling to express themselves. One pupil displayed anxiety when asked to answer a question, hesitating and only providing half of the answer. One pupil opted to answer in his native language, Arabic, which provided him with a sense of safety and reduced the likelihood of grammar or vocabulary mistakes.

Overall, the observations revealed that when not compelled to speak or participate, students tended to prefer remaining silent, possibly to avoid potential anxiety-inducing situations. These instances emphasize the importance of creating a supportive and encouraging classroom environment that addresses students' anxiety, fosters their confidence, and provides appropriate guidance to help them overcome language-related challenges.

2.5 Data Interpretation

The present study focuses on investigating the impact of anxiety on foreign language learners, specifically third-year pupils of foreign languages in high school. The objective was to identify the difficulties faced by these learners due to anxiety and explore the underlying factors contributing to this problem. Additionally, the study aimed to discover effective strategies to help learners overcome and prevent anxiety in their language learning journey.

The quantitative and qualitative analysis of the study's findings revealed that the negative effects of anxiety on language learners are significant. When foreign language learners experience anxiety, they often face various difficulties that impede their classroom participation and hinder their language development. These difficulties can manifest in their writing and speaking skills, limiting their ability to express themselves effectively

The study also proved that several specific factors contribute to foreign language anxiety. One prominent factor is a lack of understanding and application of grammar rules. When learners struggle to grasp the intricacies of grammar, it can heighten their anxiety and affect their overall language proficiency. Additionally, difficulties in pronunciation and a lack of self-confidence can further exacerbate anxiety among language learners. Foreign language anxiety significantly impacts language learners, leading to difficulties in participation and hindrances in language development. Understanding and addressing this phenomenon is crucial for educators and learners alike. By addressing foreign language anxiety, educators can help foster a positive language learning experience, promote learner confidence, and facilitate language acquisition.

2.6 Suggestions

Foreign language anxiety is a pervasive concern among language learners, making it a topic of great importance due to its detrimental effects on the language learning process. To address and alleviate foreign language anxiety, effective strategies have been identified. Creating an interactive classroom environment is crucial. By encouraging communication and promoting language use among learners, as well as between learners and their teachers and classmates, an atmosphere of active engagement is fostered. This interactive setting should be non-judgmental, allowing learners to express themselves freely without fear of criticism. Grammar and vocabulary mastery are important to language learning.

Engaging learners in interactive games and motivational activities that focus on grammar and vocabulary acquisition can boost their confidence and alleviate anxiety. Through clear explanations and practical exercises, learners can enhance their understanding and application of language rules. Visual aids and videos can play a vital role in reducing anxiety and enhancing language learning. Integrating visual materials into language lessons can increase motivation and engagement, as learners can visually comprehend concepts more effectively. Visual aids help learners grasp information in a more tangible way, making the language-learning process enjoyable and less anxiety-provoking.

Providing translation support can also be particularly helpful for learners in the early stages of language acquisition. By offering translation assistance, learners can bridge the language gap and better understand instructions and explanations. This support reduces anxiety and ensures learners comprehend the content being delivered by the teacher. Raising awareness among learners about the prevalence of anxiety and its potential impact is vital. In addition, learners themselves play an essential role in addressing their anxiety issues. They should actively work on identifying and implementing strategies to control these negative feelings.

To overcome foreign language anxiety, a positive attitude towards learning should be adopted. The teacher plays a pivotal role in reducing anxiety among language learners. By creating a supportive and non-judgmental environment, teachers can help anxious learners feel comfortable and confident. Encouraging active participation, providing constructive feedback, and implementing teaching strategies that foster positive interactions can empower learners to overcome their fears and communicate more effectively in the target language. Teachers also can help anxious students by Creating a supportive and motivating environment.

In conclusion. However, through the implementation of effective strategies such as creating an interactive classroom environment, emphasizing grammar and vocabulary mastery, utilizing visual aids, providing translation support, and adopting supportive teaching practices, language teachers can contribute to reducing anxiety and facilitating a positive learning experience for their students. By applying these strategies, both teachers and students can work together to overcome foreign language anxiety and cultivate a more confident and enjoyable learning experience.

2.7 Conclusion

This chapter provided a concise summary, analysis, and discussion of the findings obtained from the study. The gathered information served to enhance the understanding of the issue of anxiety in the foreign language classroom and offered valuable insights for potential solutions. Additionally, these findings formed the basis for the recommendations on addressing and alleviating anxiety among language learners.

General Conclusion

This research work aimed at investigating the prevalent issue of anxiety in the foreign language classroom, which poses a significant challenge for language learners. By exploring the symptoms and underlying factors of this problem, the study seeks to enhance awareness and understanding among both learners and educators. Additionally, the research endeavors to identify potential causes of anxiety in order to prevent its onset. Moreover, the study aims to propose a range of solutions and suggestions to help learners overcome their anxiety and create a more conducive learning environment.

To accomplish these objectives and address the research questions, three data collection methods were employed: a pupils' questionnaire, a teacher's interview, and classroom observations. The questionnaire was administered to a sample of 34 pupils, while the observation involved the English teacher and encompassed three English sessions to observe student behavior and validate questionnaire responses. The collected data from these research tools were analyzed using both quantitative and qualitative approaches.

The results of this study have shown that many pupils and learners often feel anxious when they are speaking in a foreign language. It seems that speaking in a foreign language is particularly challenging for most individuals who experience anxiety, compared to writing. When they try to speak, they may experience symptoms such as stuttering, a fast heartbeat, and sometimes even trembling. On the other hand, when it comes to writing, they may struggle with expressing their ideas and thoughts clearly, being afraid of receiving negative feedback, and constantly feeling uncertain about their writing. These findings have shed light on the difficulties that learners who are experiencing foreign language anxiety face, highlighting the importance of addressing and supporting their anxiety in order to create a more comfortable learning environment.

The study has suggested several strategies to overcome foreign language anxiety, such as encouraging pupils to engage in conversations with classmates and teachers in the target language, regardless of the mistakes they may make. Additionally, the research work has highlighted the importance of mastering grammar rules and expanding vocabulary through motivating classroom activities which can help to build self-confidence to enhance speaking abilities. Furthermore, the role of the teacher is crucial in motivating and instilling confidence in students.

Finally, the study has found that students who consider themselves not very good at a specific language are more likely to feel anxious when using that language. This supports the idea that factors like not knowing grammar well, having a limited vocabulary, making pronunciation mistakes, and lacking self-confidence can contribute to feeling anxious. The study has also discovered that a person's personality can make anxiety worse or better in foreign language learning. This suggests that it would be interesting for future research to explore how personality affects anxiety in this context.

To overcome and avoid foreign language anxiety, it is important to identify and tackle these factors. By doing so, teachers and educators can be more aware of the problem and create a positive learning atmosphere that improves language learning while minimizing anxiety. These findings help to better understand foreign language anxiety and provide useful advice for teachers and learners to address this issue effectively.

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Appendices

Appendix A: Pupils' Questionnaire

This questionnaire is conducted to collect data about Secondary School pupils having anxiety in foreign language classrooms. All the information in the questionnaire will be kept confidential and will only be used for research. Please, answer the following questions.

1- Do you find the process of learning a foreign language hard?

Yes No

2- Which language do you think your level is weak in?

French

English

Spanish

3- Which language do you feel more anxious about?

French

English

Spanish

4- Which skill do feel you are unrelieved with?

Speaking

Writing

5- Which skill do you feel you are not good at?

Speaking

Writing

6- Which kind of exams do you prefer to have in a foreign language ?

speaking

writing

why?

.....

.....

.....

.....

7- Do you feel anxious when you try to participate in the classroom?

Yes No

8- Which one of these problems do you have when speaking a foreign language with your teacher?

Fast heart rate

Shaking

Stuttering

9- Which one of these problems do you have when writing in a foreign language?

Always being unsure of what you write

Inability to express your ideas

Fear of negative comments

10- What are the reasons behind your anxiety in foreign language classrooms ?

Lack of grammar rules

Incorrect pronunciation

Lack of self-confidence

11- Does the teacher help you to control and overcome your anxiety?

Yes No

If yes, how?

12- What are the ways that help you to learn a foreign language without being anxious?

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

Appendix B: Teachers' Interview

The questions are:

Have you met pupils who have the issue of foreign language anxiety?

How did you figure out that they are experiencing this problem?

Did you use any specific methods or strategies to help them?

Do anxious pupils participate in the classroom?

Summary

The aim of this study is to investigate the impact of anxiety on foreign language learning, including its symptoms and underlying causes. The research involved administering a questionnaire to thirty high school pupils, conducting an interview with their English teacher, and observing the classroom to identify any visible signs of foreign language anxiety and gain insights into the pupils' attitudes and behaviors. The findings revealed that a significant percentage of the pupils experienced anxiety, with a greater emphasis on speaking rather than writing skills. The study further highlighted that pupils' lack of self-confidence stemmed from difficulties in mastering grammar rules, limited vocabulary, and pronunciation challenges. Additionally, the role of the teacher was identified as influential in learners' anxiety levels, both positively and negatively. The pupils recognized the teacher's potential to reduce anxiety through various motivating and supportive methods. The study sheds light on the complexity of foreign language anxiety and emphasizes the importance of addressing it through effective strategies and teacher support. The teacher's role was identified as influential, capable of either reducing or exacerbating learners' anxiety, with most pupils acknowledging the importance of a supportive and motivating teaching approach.

ملخص

هدف هذا البحث هو التحقيق في تأثير القلق على تعلم اللغة الأجنبية، بما في ذلك أعراضه وأسبابه الأساسية. تضمنت الدراسة توزيع استبيان على ثلاثين تلميذاً في المدرسة الثانوية، وإجراء مقابلة مع معلم اللغة الإنجليزية، ومراقبة الصف الدراسي لتحديد أي علامات واضحة للقلق من تعلم اللغة الأجنبية واكتساب رؤى حول مواقف وسلوكيات التلاميذ. كشفت النتائج أن نسبة كبيرة من التلاميذ يعانون من القلق، مع تركيز أكبر على المهارات الشفهية بدلاً من المهارات الكتابية. كما أبرزت الدراسة أن ضعف ثقة التلاميذ بأنفسهم ينبع من صعوبات في إتقان قواعد النحو، وضيق المفردات، وتحديات النطق. بالإضافة إلى ذلك، تم التعرف على دور المعلم كمؤثر في مستوى القلق لدى التلاميذ، سواء بشكل إيجابي أو سلبي. أدرك التلاميذ أن للمعلم القدرة على تقليل القلق من خلال طرق تحفيزية وداعمة مختلفة. تسلط الدراسة الضوء على تعقيد القلق من تعلم اللغة الأجنبية وتؤكد على أهمية التعامل معه من خلال استراتيجيات فعالة ودعم المعلم. تم تحديد دور المعلم كمؤثر قادر على تقليل القلق لدى التلاميذ أو تفاقمه، حيث أقر معظم التلاميذ بأهمية نهج تعليمي مدعوم ومحفز.

Résumé

L'objectif de cette étude est d'examiner l'impact de l'anxiété sur l'apprentissage des langues étrangères, y compris ses symptômes et ses causes sous-jacentes. La recherche a impliqué l'administration d'un questionnaire à trente élèves du secondaire, la réalisation d'une entrevue avec leur professeur d'anglais et l'observation de la classe pour identifier d'éventuels signes visibles d'anxiété liée à l'apprentissage des langues étrangères et obtenir des informations sur les attitudes et comportements des élèves. Les résultats ont révélé qu'un pourcentage important d'élèves éprouvaient de l'anxiété, avec une plus grande insistance sur les compétences orales plutôt que sur les compétences écrites. L'étude a également souligné que le manque de confiance en soi des élèves découlait de difficultés à maîtriser les règles de grammaire, d'un vocabulaire limité et de problèmes de prononciation. De plus, le rôle de l'enseignant a été identifié comme étant influent sur les niveaux d'anxiété des élèves, de manière positive ou négative. Les élèves reconnaissaient le potentiel de l'enseignant pour réduire l'anxiété grâce à diverses méthodes motivantes et soutenantes. L'étude met en lumière la complexité de l'anxiété liée aux langues étrangères et souligne l'importance de la traiter à l'aide de stratégies efficaces et du soutien de l'enseignant. Le rôle de l'enseignant a été identifié comme étant influent, capable de réduire ou d'exacerber l'anxiété des élèves, la plupart des élèves reconnaissant l'importance d'une approche pédagogique favorable et motivante.