Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

Djillali Bounaama University, Khemis Miliana

Faculty of Letters and Foreign Languages

Department of Foreign Languages

LANGUAGE LEARNING ANXIETY: A COMPARISON OF ITS PREVALENCE BETWEEN 1ST AND 4TH YEAR MIDDLE SCHOOL STUDENTS

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD Master in English Language and Communication

Candidates: Supervisor:

Manal Afghoul   Dr. Abd Elhamid Alili

Asma Toumi

Asma Zerraoula

Board of Examiners:

President   Mrs. Zahaf Fatima Zahra

Supervisor   Mr. Alili Abd Elhamid

Examiner   Mr. Cherifi

2021/2022

Declaration

     We hereby declare that the substance of this dissertation is the result of our own investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Manal Afghoul

 Asma Toumi

Asma Zerraoula

DEDICATION

This study is wholeheartedly dedicated to our beloved parents who have been our source of inspiration and gave us strength when we thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

To our brothers, sisters, relatives, mentor, friends, and classmates who shared their words of advice and encouragement to finish this study.

And lastly, we dedicated this research paper to the Almighty Allah, thank you for the guidance, strength, power of mind, protection and skills and for giving us a healthy life.

Acknowledgement

Abstract

 Anxiety in Foreign Language Learning is one of the negative obstacles that may face the learning and teaching process, and lead to uncomfortable contexts and situations. That is why this empirical study aims to identify the relationship between anxiety and learners' performance, and compare the English Language Anxiety between two years in the middle school which are the First-year and the Fourth-year. The total of participants is 112 students, divided into 57 from the first-year students and 55from fourth-year students and each level were given two questionnaires which were inspired by the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986) with a simple modification in order to suit the participants as well as the subject. The results showed that both groups have similar issues with language learning anxiety, also that there is no connection between first grade students and more experienced students in learning a certain language and the level of anxiety experienced by each group, and finally it indicates that there is no significant relationship between low performance in language learning and language learning anxiety.

Keywords:

Foreign/second language learning, English language Anxiety, FLCAS, FLA, performance.

ملخص

يعتبر القلق المتعلق بتعلم اللغات الأجنبية واحدا من العقبات التي قد تحول دون نجاح عملية التدريس و التعلم، و هذا ما قد يؤدي إلى مواقف غير مريحة. وفي هذا الاطار تهدف هذه الدراسة التجريبية لتحديد العلاقة بين القلق و أداء المتعلمين، و تقارن هذا النوع من القلق بين مستويين دراسيين في المدرسة المتوسطة و هما المستوى الأول و المستوى الرابع. يبلغ مجموع المشاركين 112 تلميذا مقسمين إلى 57 تلميذا في السنة الدراسية الأولى و 55 تلميذا في السنة الدراسية الرابعة. تم إعطاء إستبيان لكل مستوى و هذا الاستبيان مستوحى من "مقياس القلق المتعلق باللغات الأجنبية داخل القسم الدراسي" الذي صمم من قبل هورويتز، هورويتز و كوب (1986) مع تعديل بسيط ليناسب المشاركين في الإستبيان و موضوع الدراسة. أظهرت النتائج أن لدى كلا المستويين مشاكل قلق مماثلة، و أنه لا يوجد رابط بين الخبرة في تعلم لغة أجنبية و القلق المتعلق بها. و تشير النتائج كذلك إلى أنه لا توجد علاقة بين ضعف مستوى التلاميذ و القلق المتعلق بتعلم لغة أجنبية

الكلمات المفتاحية

تعلم لغة اجنبية او ثانية، القلق المتعلق باللغة الانجليزية، مقياس القلق المتعلق باللغات الأجنبية داخل القسم الدراسي، اداء المتعلم.

List of Acronyms

FLA Foreign Language Anxiety

FLCAS Foreign Language Classroom Anxiety Scale

ELA English Language Anxiety

FLE Foreign Language Enjoyment

LCDH Linguistic Coding Deficit Hypothesis

SLWAT Second Language Writing Anxiety Test

ANCOVA Analysis of covariance

TAS Test Anxiety Scale

MAS Manifest Anxiety Scale

UoP Plymouth University

UWE University of the West of England

AWKUM Abdul Wali Khan University Mardan

List of Tables

List of Figures

Table of Contents

1 General Introduction

Learning a foreign language is certainly important for learners due to its vital role that can help them expressing their, ideas, opinions, feelings, desires, and to communicate freely with people around them whether inside or outside the classroom. However, there are plenty of factors that may challenge the process of learning a foreign language, one of the significant factor is Anxiety which was defined as "the strong feeling of stress, nervousness, worry, confusion, or uneasiness" (MacIntyre,P.D & Gardner,R.C.(1994). Anxiety has several effects on learners' performance, communication, achievement, production, and acquisition in learning a foreign language.

This research hypothesized that Foreign Language Learning Anxiety is the result of the student's attitude and view of the language learning experience not an inevitable condition or state. A lot of studies confirmed that anxiety have a negative connection between language performance and achievement, for instance; that negative relation between them appeared in the study of Aida(1994) and Horwitz, Horwitz, & Copes'(1986). According to Horwitz and Cope (1986) who identified a specific anxiety construct and called it the Foreign Language Anxiety " it is responsible for students' uncomfortable experiences in language class", they are known as one of the famous researchers who introduced a significant theory that measure learners' foreign language anxiety in classroom which they called FLCAS which stands for "Foreign Language Classroom Anxiety Scale", This theory has been used in different studies by different researches in the field, Horwitz and Cope (1986) presented three main linked anxieties aiming to assess them including: communication apprehension, test anxiety and the fear of negative evaluation.

The language learning anxiety can be the result of poor language learning abilities and some research studies mentioned that learning a foreign or second language can be the reason of anxiety, and others maintained that is a result rather than a cause. Therefore, various researchers studied the effects and the relationship of anxiety on learners and their performance.

This study examines the English Language learning Anxiety among middle school students of first and fourth year in Ain-Defla, Algeria in order to fill a geographical and

gender gap that was found in other previous studies based on the theory of Foreign Language Classroom Anxiety Scale (FLCAS) that theorized by Horwitz, Horwitz, & Cope (1986) which considered as a dependable instrument to measure anxiety level.

This research aims to discuss the comparison of prevalence of Language Learning Anxiety between the first year and the fourth year middle school students in order to understand and conclude the nature of language learning anxiety and its connection with the performance of students in classroom as well as their attitudes towards learning English with both who have anxiety and who do not have anxiety. This study consists of a quite similar number of males and females, so there will be no gender differences. The study seeks to answer the following research questions: Do age, experience, and time spent in learning a language have influence on language learning anxiety? How does this show when comparing the 1st and 4th years? Do the results of this comparison indicate that language learning anxiety as a result or an effect of low performance in language learning?

The learning and the teaching process of foreign languages need the help of the previews studies because of its important, in order to help the educator understand his/her learners' issues of anxiety. Moreover, the main purpose of the study is to understand the nature of language learning anxiety through the analysis of the differences between students of different school year levels which will also help in the understanding of this anxiety relation to the students' in class performance. The methodology used in this study depends on close-ended questions survey; two surveys inspired by the (FLCAS) "The Foreign Language Classroom Anxiety Scale" were given to the two middle school levels: first and fourth years. It focused on the students' attitude towards the language and their learning experiences and the use of the language in the context of anxiety.

This research is divided into **three chapters**. The first chapter deals with **the review of literature** in order to have an idea about the previews studies that debate and each researcher studied the case using different measures with different results and others used and find similar findings.

In chapter two **the research methodology** occurs to show the participants, method, and the procedure we followed. The practical part of the study appeared in the last chapter

(chapter three) where we shed the light on **the findings** and **discussion** of the research paper by using different charts and tables.

Chapter One

Literature Review

2   Chapter One: Literature Review

2.1 *Introduction*

Foreign Language Anxiety and the Second Language Learning Anxiety are defined as the strong feelings or emotions of worry, stress, apprehension, or fear that challenge the students' performance during the learning process in a foreign language classroom. Over the last four decades, Foreign Language Anxiety has become a notable interest and seen in several empirical and theoretical studies of foreign and second language learning, it causes a great deal of considerable differences and variation of opinions, theories, results, and methods. In this chapter, we will shed the light on the previous studies by different researchers who had worked on the current topic by using different or same methods, therefore they found different or similar results.

2.2 The review of literature

The first theory of foreign language anxiety was advanced by the researchers Horwitz, Horwitz and Cope in 1986, they defined Foreign Language Anxiety as a "*distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process*" (Horwitz E. K., (1986)., pp. 78(2), 155-168), accordingly, it is a specific anxiety construct that led them to advance a theory called **Foreign Language Classroom Anxiety Scale** to measure specific types of language anxiety, and it is one of the most important and used measures that degree the language anxiety which may appeared in a classroom setting. They confirmed that the Foreign Language Anxiety is responsible for the uncomfortable and stressful experiences for students' achievement as well as their performance. In 1983, they studied that case at University of Texas on 75 participants (their ages between 18 to 20 years-old) divided into 39 males and 36 females in a group called "**Support Group for Foreign Language Learning**", they tested those students using

their **FLCAS** which gave them the chance to examine the level of Foreign Language Anxiety and its scope as well. The results showed mutual numbers of characteristics in the students with debilitating anxiety, and some aspects of learning a foreign language were responsible for the experience of foreign language anxiety by many students. In addition, 19 of 33 items were supported by 1/3 students surveyed, and 7 items were supported by over 1/2 the students. Horwitz and Cope introduced **FLCAS** as an instrument to measure the level of anxiety in order to reveal the negative performance expectations, the social differentiation, avoidance, and psychophysiological symptoms; their main aim was to assess **Communication Apprehension**, **Test Anxiety**, and **Fear of Negative Evaluation**. However, we found in other studies (like Sparks Ganschow) some claims that the theory of **FLCAS** does not measure the level of anxiety in particular however it examines and measures language skills of the learners instead. According to MacIntyre, P. D., & Gardner, R. C. (1989), (39(2), 252) "debilitating anxiety, which is the more common interpretation of anxiety, is considered to be detrimental to performance, but did not show the expected negative correlations with performance" (MacIntyre P. D., 1989, p. 252). Nevertheless, the previous findings before Horwitz et.al didn't show similar results such as in Scovels' (1978) and ChastIans' (1975) in connection with the negative influences of language anxiety on performance. Moreover, that theory has been used and accepted by different researchers who confirmed that it is a dependable and reliable tool. However, some issues have caused a serious debates for instance; Sparks and Ganschow(1991) supported Horwitz and Cope's notion about **whether or not language anxiety is a reason of failure**, however MacIntyre (1995b) claimed that the rise or the increase of anxiety could be a cause that creates particular variations in learning a second as well as foreign language. We believe that the opinion of both Spark and Ganschow(1991)and MacIntyre (1995b) are correct and have a logical point, due to certain situations; **language difficulty can be the cause of anxiety** and vice-versa **anxiety can be the reason of language difficulty**, "Students who have overt or subtle native-language difficulties in reading, writing, listening, and speaking are likely to experience similar difficulties in learning a foreign language" (Sparks, 1998, pp. 15(2), 181-216.). Horwitz.et.al introduced **three linked anxieties** including **Communication Apprehension**, **Test Anxiety**, and **Fear of Negative Evaluation**. However, MacIntyre (1995) justified that **Test Anxiety contributed to general problem and not to the communicative anxiety factor and not to the classroom of foreign language**, also

Sparks and Ganschow (1991) questioned and claimed that **FLCAS** measures language skills rather than the level of anxiety. Howevr, the theory of Horwitz.et.aI (1986) was supported by the results of MacIntyre, P. D., & Gardner, R. C (1989), except for the test anxiety because it did not emerge as an important factor in MacIntyre & Gardeners' research.

The theory of Horwitz and Cope has played a vital role in the field by being used as a framework by different researchers including this study, but that doesn't mean that it is perfect, many researchers have identified some gaps and indicated that it is insufficient; for instance, Aida.Y (1994) claimed that "**FLCAS** is a measure of Anxiety "primarily" related to speaking situations" (Aida, 1994, p. 163), In that study, 96 students participated and divided into 56 males and 40 females without any gender differences, and the researcher looked at how language anxiety related to Japanese language learning, depending on Horwitz' measures of foreign language anxiety using questionnaires, and the results revealed the reliability of **FLCAS** where Aida gained a quite similar range to those in Horwitzs'. Aida didn't examine any characteristics of the learners although they could have increased learners' understanding of learning a language. On the other hand, Aida (1994) found a significant negative relationship between **FLCAS** scores and final grades among these American second-year Japanese students.

The study of MacIntyre,P D., & Gardner, R. C. (1989) considered as a theoretical clarification about Anxiety and second language learning, where they involved **three steps**: the primary step was **a questionnaire** containing a series of anxiety scale, secondly; **four trials** were given to learn 38 English-French pairs, and therefore the last step involved **French vocabulary production** and free recall of the paired associate. They established two different orthogonal factors called: "General Anxiety" and "Communicative Anxiety". They tested 104 participants individually (ages between 18 to 25 years old) 52 males and 52 females. Nine anxiety measures were used on all participants including: Classroom Anxiety, French Use Anxiety, Trait-Anxiety, Computer Anxiety, Test Anxiety, Audience Sensitivity, State Anxiety, Paired Associate, and Vocabulary Anxiety. Therefore, the results showed two categories: one amongst them was concerned to the dimensionality of the anxiety measures and deals with the correlation among the anxiety Measures further. The second category

examined the connection between anxiety and both the educational and the production of French vocabulary. The analyses determined the various levels of anxiety in French, Mathematics, and English classes; furthermore, it showed that the common score of French class anxiety was significantly on top of both English Class and arithmetic class anxiety. They did not found any relationship between general anxiety and production and the French vocabulary too; however a considerable negative impact was found in learning French vocabularies as second language, the identical effect occurred in tests of the written and oral production of same items. We found within the study of MacIntyre and Gardener that some researchers argued about the distinction between **State** and **Trait anxiety** (MacIntyre P. D., 1989, p. 254). The investigation of MacIntyre showed that each of the three conducted state anxiety scale loaded on the same factor as Trait Anxiety. The results confirmed that anxiety lead to deficits in learning and performance, within which performance can influence state anxiety, while communicative anxiety has an effect on learning and performing. The results of the study supported the theory of Horwitz et al. In 1995, MacIntyre, P. D replied to Sparks and Ganschow by studying how anxiety has an influence on second language learning. The research paper supported that language anxiety play an important role in creating individual differences in communication and language learning. The purpose of the study was to confirm that the **Linguistic Coding Deficit Hypothesis** of Sparks and Ganschow which explained language anxiety as a reversal of a side influence due to the linguistic lack to acquire a language, specializing in language coding abilities, but they neglected some useful variables which could help within the development of language, and depend upon the cognitive abilities only because the main point that leads language acquisition and development. The **LCDH** was incomplete as an evidence for individual variations in **L2** learning, and to demonstrate that language anxiety can influence acquisition within which they argued that "language anxiety constitutes a part of social anxiety, which stems primarily from the social and communicative aspects of language learning" (Zheng, 2008, p. 4). within the basis of the psychological effects of anxiety, the role of anxiety in second acquisition stated as a cognitive activity that depend upon retrieval processes and encoding, and therefore the interference of anxiety with each via creating a divided awareness for anxious students, the results helped to show that the effects of anxiety could also be more complex than how they have been presented by Sparks and Ganschow (1991, 1993a, 1993b), as long as anxiety arises during the process of learning, anxious students will perform poorly because they have lack in their abilities.

However, MacIntyre & Gardner, 1994a, 1994b stated that anxiety could also be aroused by speaking than by learning. In addition, anxiety level may increase more when students experience failure. Moreover, The **LCDH** supported by Sparks and Ganschow (1991) did not recognize the language learning context; that's why **it is an incomplete extensive research**, and it should show the results in which the social context can influence cognitive processes (Fiske & Tailor 1991). Another researcher called Cheng Y.S(1999) answered on Aida's claim by saying that "the **FLCAS** is more than a measure of second language speaking anxiety; it is probably a measure of learners' broader concerns about second language classes" (Cheng, 1999, pp. 417-446). Cheng investigated the differentiating writing and speaking components in language anxiety, he worked on the relationship between second language anxiety and Second Language Writing Anxiety and their relationship to second language speaking and writing achievement. The researcher used an empirical and systematical method, a questionnaire that included of a modified **FLCAS**, and a adapted **SLWAT** in order to suit the procedure, and a background questionnaire on English speaking and English writing classes participants at four different universities in Taiwan, 433 Taiwanese English majors and most of them were women, 226 juniors, 153 sophomores, and 54 seniors, their ages between 17 to 30 years old. The results were reliable of the **FLCAS** and the **SWLAT**. In addition, the Chinese version of **FLCAS** and **SWLAT** are highly satisfactory reliable in terms of their internal consistency. Since there were gender differences, the results of Cheng' study is undependable. Many studies showed a connected relationship between language anxiety and language learning as well as achievements. (Horwitz E. K., 2001, pp. 43(2), 154-167) in an attempt to give a clarification about the relationship between anxiety and second language learning in a chapter of language anxiety and achievement which considered the literature on language learning anxiety. many studies found different results about the relationship between language anxiety and performance, some of them found negative relationship between anxiety and second language achievement, others found no relationship, and other findings found positive relationships between anxiety and second language achievements. Scovel suggested that the reason why various researchers in various studies found different types of relationship between anxiety and language achievement was because they did not use similar measures. So, researchers ought to be more specific about the type of anxiety they would measure. Furthermore, the **FLCAS** of Horwitz and Cope help making the findings of the studies concerning anxiety and

language achievement similar. The situation-specific anxiety that had been found to be largely independent of other types of anxiety came as a response to language learning proposed by Horwitz, Horwitz, and Cope. Aida (1994) who found a negative relationship between **FLCAS** scores and final grades among American second-year Japanese students, Trylong (1987) found a negative relationship between anxiety and teacher ratings of achievement, Gardner and MacIntyre (1993) found a negative correlation between student anxiety scores and their self-ratings of French competence. It is not easy to determine whether anxiety interfered with learning or not, thus it may influence the achievement levels, so Sparks and Ganschow were asking if anxiety is a reason or result of poor achievement in language learning. We found that although many studies have been reviewed in that chapter, the problem still unsolved.

Accordingly, (Pappamihiel, 2002, p. 330) said: "Individuals who are more anxious and more likely to become anxious regardless of situation are referred to have trait anxiety". **Anxiety** is a part of these individuals' character. This researcher tried to address the foreign language anxiety in two different settings: English as a second language and mainstream classrooms, the anxiety scale was analyzed with **three statistical tests**: paired-test, **ANCOVA** exploratory factor which were used to analyze the English Language Anxiety Scale **ELAS**. Based on theoretical background in the study and various theories of anxiety from generalized theories of anxiety to situation-specific theories of language learning anxiety, based on two models: Pekrun's (1992) Expectancy-Value Theory Anxiety **EVTA** which combine situation-outcome expectancies, and Bandurah's(1991) theory of self-efficacy. In this study, 178 middle school Mexican immigrants, their grades from 6 to 8 grades enrolled in **ESL** program, five of those participants were female teachers and two males. The results showed that there are different kinds of English language anxiety occurred in the different environments, according to Papimihiel N.E "the English language anxiety is multi-dimensional that may affect English language students differently depending on the context and situation". The focus group method was selected as a qualitative data-gathering method, because it could be difficult to give voice to quantitative data in terms of explaining. The analysis of focus groups relied on group interaction more than individual reports and it required different phases, including participant verification and the coding of data. In addition, **ANCOVA** analysis revealed an effect in the mainstream classroom with reading and writing skills as well as it showed a main effect about

gender in main stream classes. Depending on Pearson's model **ELL** students who believed that their academic skills were poor, their anxiety were higher than those who believed that their academic skills were good. The gender results suggested that girls are more affected or tended to be more anxious than boys; and they added that when **ELL** students face any threatening situation, they could make a negative situation-outcome appraisal. On the other hand, the paired t-test showed a significant difference between English Language Anxiety Scale score in mainstream and English as Second Language classes. A significant relationship appeared between achievement and English language anxiety in **ESL** classes, some researchers found very similar results in foreign language classes like Aida(1994) and MacIntyre & Gardner(1993, 1994) as well. However, students who were high achievers in their **ESL** classes in mainstream classes, they showed that they were probably suffer from high levels of English language anxiety as low **ESL** achievers. Those results proposed that it would be hard for educators and administrators to count on **ESL** achievement as an indicator of English language anxiety in mainstream classes. To sum up, the classroom setting is one of the most important keys that can affect the process of learning languages to a certain degree, and then the important role who could help reducing that anxiety and to solve the problem is the teacher. Furthermore, "Taylor' (1953) Manifest Anxiety scale or Spielberger's (1983)State Trait Anxiety Inventory attempt to define a personality trait of anxiety applicable across several situations, but this may not be the best way to measure anxiety in a language learning context" (Spieberger, 1983).

The study of Dewaele, J. M. (2002) focused on speaking a foreign language; it is a study about the output anxiety and the remaining effects. The participants were 100 pupils in secondary school at the Koninklijk Atheneum in Bruges, Belgium, divided into 49 males and 51 females their ages ranged from 17 to 21years old, there were from different L1 (chinese, Arabic, dutch, and French), the researcher included the short version of the Eysenck Personality Questionnaire (**EPQr**), a sociodemographic questionnaire, a three-point Likert response format, types of contact in French and English using a True/False format, other Sociodemographic data comprised gender, and the grades of learners for French and English were also collected. The results were examined in three different parts. Firstly, the average scores were in communicative anxiety, secondly, the relationships between independent and dependent variables, in which the link between independent and dependent variables differ according to the

particular foreign language in French than in English. The last section was the prediction of communication anxiety in French as well as in English. Therefore, both the social and the individual contexts were found to determine levels of communicative anxiety. Later, in 2014, Dewaele and MacIntyre developed a Foreign Language Enjoyment scale (**FLE**) consisting of 21 items with Likert scale ratings that reflect a positive feelings to the learning experience and teacher, which they linked using eight items reflecting the **FLCA**. The results showed a moderate negative correlation between **FLE** and **FLCA**; in which they suggested that they are partly associated but they are in essential separate dimensions.

Then, (Dewaele, 2018, pp. 22(6), 676-697) studied the relationship between **FLE** (Foreign Language Enjoyment) and **FLCAS**, the effect and the extent learner-internal variables as well as the teacher and learner specific variables, also the pedagogical implications of identifying sources of **FLE** and **FLCA**. 189 high school students from Britain; 49 females and 140 males participated in the study. They were students from two different schools in London; some of the students came from Dame Alice Owen's, most of them came from Westminster School. The majority of participants were British and the rest of them had different nationalities. The questionnaire which was anonymous began with a demographics section like in their study in 2002 about the output anxiety and the remaining effects in which they included the short version of the Eysenck Personality Questionnaire (**EPQr**), the sociodemographic questionnaire. After that they finished with a question about how predictable the teacher was during their classes. The students were asked to complete 10 items that were taken from the Foreign Language Enjoyment Questionnaire (Dewaele & MacIntyre, 2014). The results showed a significant negative relationship between **FLE** and **FLCA**, i.e. higher levels of Foreign Language Enjoyment related to lower levels of Foreign Language Classroom Anxiety. Moreover, in the Learner internal variables **ANOVAs** confirmed that age and the attitudes to the teacher have a significant effect on **FLE**. However they had a little effect on **FLCAS**; also the more repeated use of foreign language by the teacher was connected to the increase in levels of foreign language enjoyment in the number of students. The results of the relationship between **FLE** and **FLCA** confirmed Dewaele and MacIntyre's pattern; where the amount of shared difference was higher. So the dimension of enjoyment and the dimension of anxiety are separated.

(Von Worde, 2003) attempted to identify two factors: **the factors that can contribute anxiety** and those that **may reduce anxiety in learning** either second/foreign language as perceived by students. That study applied the **qualitative** research tradition; the phenomenological interview and the inclusion of a quantitative component. The participants' experiences, ideas, emotions, opinions were the major concern in order to shed the light on the perspective of the foreign language anxiety of participants. Using the qualitative approach the researcher examined the words of the participants using an audiotaped interview to understand the phenomenon. The participants answered the **FLCAS** measures in which 33-item, self-report measure, scored on a five-point-Likert Scale, the range was from strongly agree to strongly disagree, and was developed to provide researchers with a standard measure apprehend the core of foreign language anxiety in a classroom scope. The interviews showed a high level of negative experiences in class, for instance learners described how anxiety leads them to anger, and the majorities were grateful to know that they were not the only ones who were experiencing anxiety. Also, each student had a specific case, some of them didn't notice anxiety before since they were unaware, others were unsure about it but they were aware that there was a lack of easiness, and some students used words in a very exchangeable way, and one student who said that he get anger when he get anxious. To sum up, the factors showed in the research suggested that the comfortable classroom environment play an important role that can reduce anxiety. Also, the feelings of the learners can either increase or decrease anxiety, accordingly their feelings when they are aware that their friends are with them they start feeling safety, and the most important role here is the teacher who can help all the previous factors to be accomplished.

A study conducted in 2004 by Chen, T. Y., & Chang, G. B looked into **the relationship between language learning difficulties and anxiety** among 1.187 students studying English as a foreign language in Taiwan. The researchers analyzed the data collected through the **FLACS** and **FLSI-C** screening instruments. The age of the students ranged between 16 to 28 with 53.2% male and 46.8% females, the instruments used were the Chinese version of the **FLACS** and a modified **FLSI-C.** In the **FLACS**, foreign language modified was the subtitle of English language. And for the Chinese version of **FLSI-C** was a modification of Ganschow and Sparks' 29-item **FLSI-C**. The results suggested **a positive relationship** between **the foreign language learning difficulty variables** (the foreign language learning difficulty variables extracted from the **FLSI-**

C) and **anxiety**. in the basis of the findings, the main predictors of anxiety in learning a foreign language were the difficulties of language learning history in classroom learning as well as with the developmental skills; and those difficulties confirmed that the inherent learning characteristics are the cause of negative thinking, also the Chinese learning and academic history and test characteristics weren't capable to predict anxiety even though they were notably correlated. Therefore, the theory of Sparks and Granschow (1991) helped to clarify the difficulties which may cause anxiety (MacIntyre P. D., 1995). Horwitz (1986) and MacIntyre (1995b) showed in their theory of Foreign Language Anxiety that anxiety influence language learning. Therefore, that theoretical framework generated from the study was suitable and convenient with the concept that there were as minimum two subordinate types of anxious learners; the first were those with foreign language learning difficulty characteristics and others without them. To conclude with, teachers are strongly motived always to take into account that anxious students face some serious language-based learning difficulties, so, the instructional planning to reduce anxiety always ought to include the techniques of teaching in order to reduce language learning difficulties.

As Cheng Y.S mentioned that language anxiety affects speaking as well, (Woodrow, (2006). , pp. 37(3), 308-328.) described a conceptualization of second language speaking anxiety, and the relationship between **Anxiety** and **second language performance**, and she revealed the responsible on that anxiety as well as she focused on classroom based anxiety, as well as on the **two** emerged **types** of anxious language learner: **retrieval interference** and **skills deficit**. Based on the second language speaking anxiety as experienced by advanced English for academic purposes students in Australia, and the majority were Asians, reflecting the distinction between classroom communication and communication outside the classroom, in which, in that research second language anxiety considered as two different dimensions that reflect communication anxiety within and outside the classroom. Using qualitative from the interview data 12 items questionnaires, in addition to quantitative data from the second language anxiety speaking scale. Thus, it appeared that a dual conceptualization of second language anxiety and questionnaire found to be reliable and valid, and a negative relationship was found between second language speaking and oral performance, that the most tension and stressor identified by the participants was the interaction with native speakers. However, Crookall and Oxford (1991) added that

"serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in the second language".

Another study conducted in 2008 by Ying Zheng who reviewed critically the literature that examined anxiety in the field of second and foreign language learning, and shed the light on **the possible reasons** and **effects of language anxiety** and its relationship with **L2** and **FLL**; and to observe whether anxiety is a central construct or an add element that is insignificant to be mentioned. Ying Zheng define anxiety as "one of the most well documented psychological phenomena" (Zheng, 2008 , p. 2), and Summarized the previous discussions such as Scovel (1978), Horwitz and Cope's FLCAS (1986), and MacIntyre (1998) by showing that **language anxiety is a situational-specific cognitive phenomenon** that takes its features from context of language learning, also language anxiety is full of complexity with other individual differences. That complexity of anxiety reflected and affected on the process of its measurement; however, he mentioned **three main ways to measure it in research**: behavioral observation or rating and physiological assessment. Zheng suggested the potential reasons of anxiety according to different previous researchers. First, the causes of language anxiety are communication apprehension, fear of negative evaluation, and test anxiety by Horwitz et al. (1986). Second, Price (1991) in his case studies found some possible reasons of anxiety including the level of difficulty of foreign language classes, personal perception of language aptitude, certain personality variables, and stressful classroom experiences. Next, (Young, 1991, pp. 75(4), 426-439) defined six potential roots from **three elements** of language anxiety: **the learner**, **the teacher**, **and the instructional practice**. According to Sparks and Ganschow (1993) Linguistic Coding Deficit Hypothesis defined language anxiety as a reflection of a side influence due to the lack of linguistic in processing language input. Conversely, MacIntyre (1995) argued that LA constitutes part of social anxiety, which is the source of the social and communicative aspects of language learning. More review of studies about language anxiety was presented in **three perspectives** including; **cognitive**, **curriculum**, and **cultural**. At the end, Zheng summarized all the points in that study, and confirmed that anxiety is not just an add element that can be neglected but is a necessary central emotional construct that influence second and foreign language learning, and showed the importance of understanding the causes and impacts of language anxiety and their

connection to language achievement, strategies and interventions to increase learners' self-confidence and decrease their language anxiety. In the same year of 2008, a study by Cubukcu,F explored the correlation between the anxiety level of foreign language learners and their self-efficacy levels. That researcher mentioned that anxiety may appear in different degrees and it is characterized by emotional feelings of worry, fear, and apprehension, and self-efficacy is related to student engagement and learning in which it has a vital role on behavioral engagement, cognitive engagement, and motivational engagement. The Foreign Language Learning Anxiety Scale (**FLLAS**) and **The Self-Efficacy Scale** were administered to 100 junior participants from the English teacher training program at University in Turkey, their ages ranged from 20 to 22 years old. First of all, all participants were asked to answer the Language Learning Anxiety Scale. Next, they were administered The Foreign Language Self Efficacy Scale. To conclude with, the findings showed that the teacher trainees feel nervous when they speak in classroom specifically in foreign language classes more than other classes but this is not related to their self-efficacy levels. On the other hand, the self-efficacy Scale produced a rise level of self-esteem among the teacher trainees. At the end, the correlation of those two scales showed no significant relationship between language learning anxiety and self-efficacy, but the participants who have low self-efficacy showed a higher level of anxiety than the ones with high self-efficacy. In that study students either with high or low levels of self-efficacy the results did not change which means no correlation was found in the study, on the contrary, (Bandura 1992) claimed that students with low levels of self-efficacy were afraid and worried if they can reach their goals so they become depressed (Cubukcu, 2008, pp. 4(1), 148-158).

Francois Pichettes' study focused on the comparison of two different learning environments which were **the classroom anxiety profiles** and **the distance language learners**, beside the comparison of the degrees of anxiety between **first semester** and **more experienced** students, and to discover if anxiety was higher for first-semester students in both settings (similar comparison and process as our current study). In that study, the researcher tested 186 French speaking learners of English or Spanish for general foreign language anxiety in Quebec, Canada, specifically for second language reading anxiety, and for second language writing anxiety using two instruments. First of all, the researcher use the most popular scale to measure general foreign language anxiety that introduced by Horwitz, Horwitz, and cope (1986) the **FLCAS**. Also, the

following two famous measures: Daly-Miller's measures **Writing Apprehension Test** (**WAT**; Daly & Miller, 1975), and **the Foreign Language Reading Anxiety Scale** by **FLRAS**; Saito et al., 1999. Moreover, he used an online background questionnaire in French in order to collect some personal data like gender and age, the time was unlimited to fill out the questionnaire and answer the 75 questions. The results showed that there were **no significant differences** neither in anxiety profiles between classroom and distance learners, nor in higher anxiety among first semester distance learners. Nevertheless, their data disagree with earlier studies by showing mostly the same levels of anxiety among first semester and more skilled students in the classroom learners study. That study limited the instruments used and the population tested. According to Lafontaine and De Serres' claim (2007) about the items of the foreign language reading anxiety scale (**FLRAS**), it would measure attitudes of the participants more than anxiety itself (Pichette, (2009)., pp. 42(1), 77-93)

The research paper about **self-efficacy**, **anxiety**, and **performance** in the **English language** by (Anyadubalu, (2010)) investigated the students' perception of self-efficacy and anxiety in acquiring English language; and to examine if there is a relationship among the independent variables, confounding variables, the achievement, and performance of students in the English language, so **it is a correlation study** where the researcher used a regression- analysis in order to assess those relationships. The researcher tested the hypotheses using a group of 318 respondents out of 400 Thai students (12 to 14 years old) in Satri Si Suriyothai middle School, in Bangkok, by using **three part survey questionnaire** in both languages, Thai (a pilot study was conducted using the Thai version) and England. The descriptive statistical analyses showed average scores of 69 percent. Besides, the English language anxiety test, self-efficacy, and performance in English language among Satri Si Suriyothai middle-school students, confirmed that no significant relationship displayed between them (at 0.05 levels); and no significant relationship between the confounding variables as well. However, both English language anxiety and general self-efficacy were as significant predictors of English language performance among the students. To sum up, the results showed that there was a negative significant relationship between the English language anxiety and performance in English language, nevertheless, no significant relationship existed between self-efficacy and English language performance among the middle-school students unlike Nariman-Jahan and Rahimpour (2010) who showed the importance of

learners' self-efficacy in predicting their achievement only. The results in their study indicated that self-efficacy of learners related to their performance in learning English, as well as *"There is a considerable body of educational research that supports the idea that learners' self-efficacy influences their motivation to learn"* (Raoofi, Self-Efficacy in Second/Foreign Language Learning Contexts, (2012), pp. 5(11), 60-73). On the other hand, Khattak, Z. I., Jamshed, T., Ahmad, A., & Baig, M. N. (2011) worked on the factors that may cause English language learning anxiety among some students. The research study was qualitative and descriptive in which they incorporated two sources of data collection: 1st collected through a questionnaire **FLCAS** and 2nd the semi-structured **interviews**. Most of the students reported that they become nervous whenever they need the use of English outside or inside the classroom as well as the teachers' correction i.e. one of the reasons for anxiety of students could be the severe and academic classroom settings, according to the findings, the reader would also feel that maybe there was a misunderstanding and good working relations between those students and their teachers. The results showed that the fear or panic towards making mistakes and apprehension may raise the anxiety level. In addition, the fear of failure in examination also had been reported as one of causes of the students' language anxiety. Accordingly the most important point is that the background of the learner plays a vital role; for instance his or her socio-economic background could affect their energy to learn the target language, and the background of education of the learners could influence their language learning process as well. At the end, the researchers shed the light on the need to search for English language anxiety minutely because. "The students' lack of confidence, their inability to participate in the classroom discussions, their over self-consciousness, consciousness of the grammatical forms and structure, low self-esteem, speaking apprehension, their nervousness and a feeling of getting behind are, however, also some of the primary factors that do contribute towards language anxiety" (Khattak Z. , 2011, pp. 15, 1600-1604)

Russell, G., & Topham, P. (2012) attempted to study **the impact of social anxiety** on the context of higher education. The participants were 787 students at university in the United Kingdom; the majority of respondents were females (age ranged from 16-30 years-old was about 90%), and the rest 10% was from 31 to 61 years-old. The majority was in their first and third year study and the rest were in their fourth year study. The method applied was **Qualitative** in which self-selected using a screening tool and

completed a web-based questionnaire. According to Wetterberg (2004) the correspondence: "Graham Russell, School of Applied Social Sciences and Social Work, Plymouth University, Plymouth, Devon that 21% of 17-year-old Swedish school students reported impaired functioning due to social anxiety "within social contexts, language anxiety may be experienced due to extrinsic motivators" ((Khattak Z. I., (2011, pp. 21(4), 375-385). Further studies have reported the significant impacts of social anxiety on failure to complete school, increased risk of exam failure (Stein & Kean, 2000) and failure to graduate (Wittchen et al., 1999). Two institutions which were University of Plymouth and the University of West England have combined the populations of student of over 60 000 from urban and rural areas of South West England. Therefor, 80% of UoP and UWE students reported frequent social anxiety associated with presentations, with lower ratings for seminars from 45 to 52%, and group work with a rate from 25 to 26%, lectures between 14 to 26%, and sharing IT facilities from 8 to 13%.

Another study within the same year reviewed the empirical literature of **self-efficacy** by (Raoofi, (2012); in an attempt to answer the subsequent research questions: *to what extent has self-efficacy as a predicting variable has been explored within the field of second language learning? And, what factors affect learners' self-efficacy beliefs in learning a foreign/second language*? The research selected 32 articles that published between 2003 and 2012, and that they were classified into two main categories effects of self-efficacy and factors affecting self-efficacy. Moreover, each category was divided into certain subcategories for discussion. The findings showed that **self-efficacy is the main source of performance in language skills and activities**. Those results revealed various factors that will increase level of self-efficacy of the learners, for instance; performance accomplishment is one amongst the key factors to develop self-efficacy, that degree may well be also another effecting factor. Consistent with the findings of that research, there have been five main conclusions. First of all, the intervention studies showed what will influence the self-efficacy of learners within the field of second learning; it also mentioned a significant correlation between the intervention set by researcher and learners' self-efficacy. Next, student self-efficacy has considered as the foremost influential variables on learners performance and achievement in second learning contexts. In addition, in classroom interaction, teacher efficacy plays an important role in motivating students to form the suitable effort to

perform a selected task. Then, the none-intervention studies revealed a relationship between self-efficacy and other variables, however nobody explained those reasons of relationship between self-efficacy and therefore the other variables. Finally, most of the studies didn't assess long-term influences on the self-efficacy of learners' beliefs and perception. The findings of the study recommended the necessity to show the importance of the academic support for learners who suffer from social and learning anxiety.

Salehi, M., & Marefat, F. (2014) used a correlation analysis which helped them to show that **the foreign language anxiety** and **test anxiety** had a significant negative relationship with exam grades, and to indicate the strong positive relationship between the two anxieties, they suggested that both of them have some effects on foreign **language performance** as well as on **test performance**. Those researchers revealed the vital role of English teachers who are capable to limit the extension of both anxieties (language anxiety and test anxiety), so they gave the teachers some advice and wanted from them to apply them such as; being friendly, create an encouraging and supportive environment, and teach the anxious students strategies that might help reducing anxiety. They studied that case on 200 participants who were students of English as a foreign language at Iran Language Institute, 7 students were males, and 193 females. That study consisted of **two questionnaires**: **FLCAS** by Horwitz et al (1986) and TASby Sarason (1975), each questionnaire measured a specific type of anxiety. The findings showed that the two variables foreign language anxiety and foreign language test performance had a negative relationship. Considering test anxiety, the previous studies revealed contrasting results. According to Salehi, M., & Marefat, F "some of the studies reported a negative relationship between test anxiety and test performance (Chastain, 1975; Horwitz, 1986), in some of them there were no significant relationship in between (In'nami, 2006), yet in some others the relationship was positive (Chastain, 1975)" (Salehi, (2014)

The study of (Teimouri, (2019), pp. 41(2), 363-387) presented a comprehensive meta-analysis about the connection between the second language anxiety and language achievement. That study conducted about 97 report studies between 1985 and 2017 in 23 **several** countries. They measured anxiety using 25 different questionnaires and keeping the trait, state, and situation-specific anxiety kinds, and gave some constant

evidence about the negative role of second language anxiety in second **language** acquisition also because the moderating effect which **has an impact on language achievement measure**s' types, educational levels, target languages, **and** anxiety types too. Accordingly the FLCAS by Horwitz et al. (1986) was the foremost used questionnaire in their sample questionnaire and therefore the majority of studies used it as a dependable **instrument;** however there have been various studies that developed new tools for **their** own research **in order to suit the** context. The results showed that **a negative relationship exists** between language anxiety and language achievement and **this anxiety** might be stronger when **English Language** isn't the target language. consistent with these researchers "no meta-analysis of second language anxiety research has been conducted up to now but only 4 traditional literature reviews on the subject of L2 anxiety and language achievement are published (Horwitz, 2001; McIntyre, 2017; McIntyre & Gardner, 1991; Scovel, 1978), however, none of them has provided a**ny** scientific analysis of the connection between the variables in question". In their review of **literature, they mentioned** Chastain**' research** (1975) about second language anxiety within which he used both the TAS and therefore the MAS, his findings showed a **connection** between anxiety scores and final grades in several languages.

2.3 Conclusion

Various researchers showed in their studies that anxiety can be an obstacle towards the foreign language learning, production, performance, and achievement; those researchers revealed that anxiety has a negative connection with language performance and achievement including the study of Aida (1994), Horwitz, Horwitz, & Cope(1986), Horwitz & Young(1991), Ganschow & Sparks(1996), MacIntyre(1995), MacIntyre & Gardner (1988, 1989, 1991, 1994). However, according to Spielberger (1983) this kind of research is vital because researchers need to understand why a language learner feels anxious in order to control such anxiety and reduce its effects. MacIntyre & Gardner proposed that language anxiety can create some possible issues which can be experienced by students of both foreign and second language learning due to the possibility of language anxiety that can interfere with both the acquisition and production of the new language (1991, p. 86). So, the various studies on Foreign Language Anxiety will have a serious and a significant interference and will help the

learning   and   the   teaching   process   of   foreign   languages. However, there are various gaps, lack, and insufficient research that need to be covered in the previous studies. First and above all, the geographical gap in which the majority of researchers study the foreign language anxiety on the western countries but only a few who search for the topic in countries where Arabic is the mother tongue and none of them study the case on African countries like Algeria in particular. Next, a gender gap exists in some previous studies; for instance in the study of Dewaele, J. M., Witney, J., Saito, K., & Dewaele (2018), they have studied the topic on only 49 females comparing with the number of males which were 140, Salehi, M., & Marefat, F. (2014) also studied their case about the effects of foreign language anxiety and test anxiety on foreign language test performance on only 7 males and 193 females. The results could be different if the number of gender of participants were equal. There were a lack of understanding, some controversy, different results, different used theories, as well as different explanation, some researchers focused on a part of the problem only, for instance Woodrow (2006) focused on the oral performance by studying the speaking anxiety and ignored the other skills like reading and writing, on the other hand Francois Pichette mentioned the second language reading and writing anxiety performance without searching for the speaking performance, that is to say, the case is unsolved yet. Therefore, the present empirical study examines the English Language learning Anxiety among middle school students of first and fourth year in Algeria in order to fill the geographical gap of this significant theme, and compares their anxiety between the 1st and the 4th year middle school students in order to understand the nature of language learning anxiety and its relationship with the performance of students in classroom. This study consists on a quite similar number of males and females, so the results could be reliable without any gender differences. It is based on the theory of **FLCAS** that theorized by Horwitz, Horwitz, & Cope (1986) which considered as a dependable instrument to measure anxiety level.

Chapter Two

Research Methodology

3   Chapter Two: Research Methodology

3.1 Introduction

In this chapter, we measure the different levels of anxiety exhibited by the first year students who are learning English for the first time in a governmental institution and the fourth year students who have a four year experience in learning English, as well as the type of anxiety that is more dominating, two questionnaires were given to each group.

3.2 Participants

The participants were 112 students that were divided into 57 first year students and 55 fourth year students. To make sure that the participants who study in the first year level are indeed learning English for the first time in a governmental setting, all those who repeated the year were not considered; furthermore, all students study in the same middle school the 5 July 1962 middle school in Bourached, Ain-Defla,Algeria to be precise.

 The two questionnaires were answered during class with the help of their teachers who read and further explained the statements of the questionnaires to their students to obtain reliability.

	Males	Females	Total
1st year students	28	29	57
4th year students	23	32	55

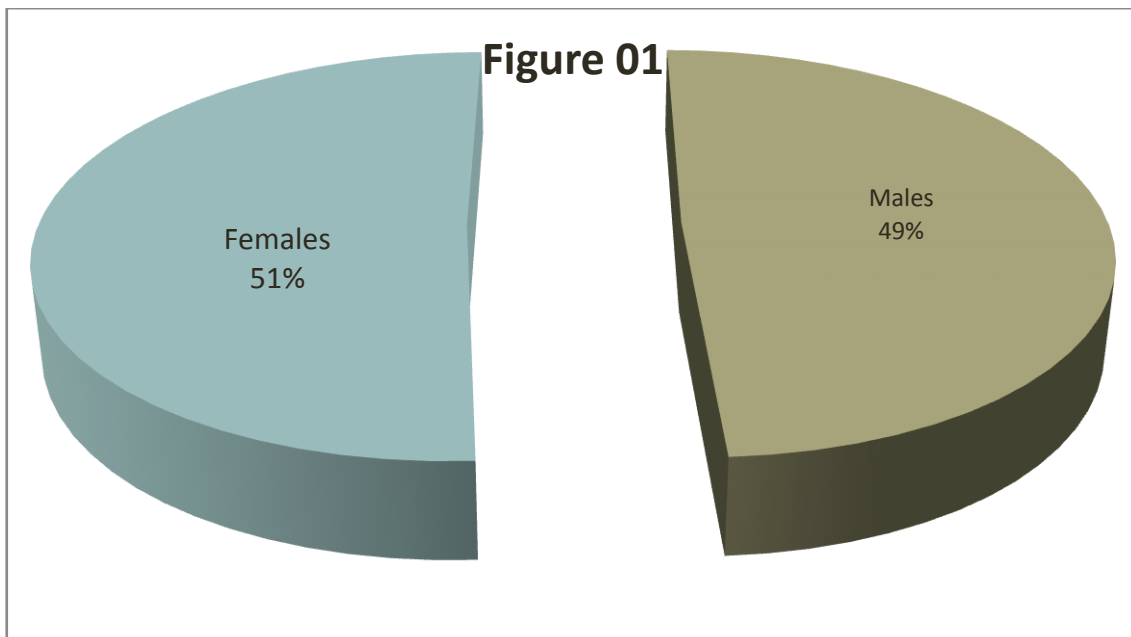**Table 1 the Participants of the Survey**

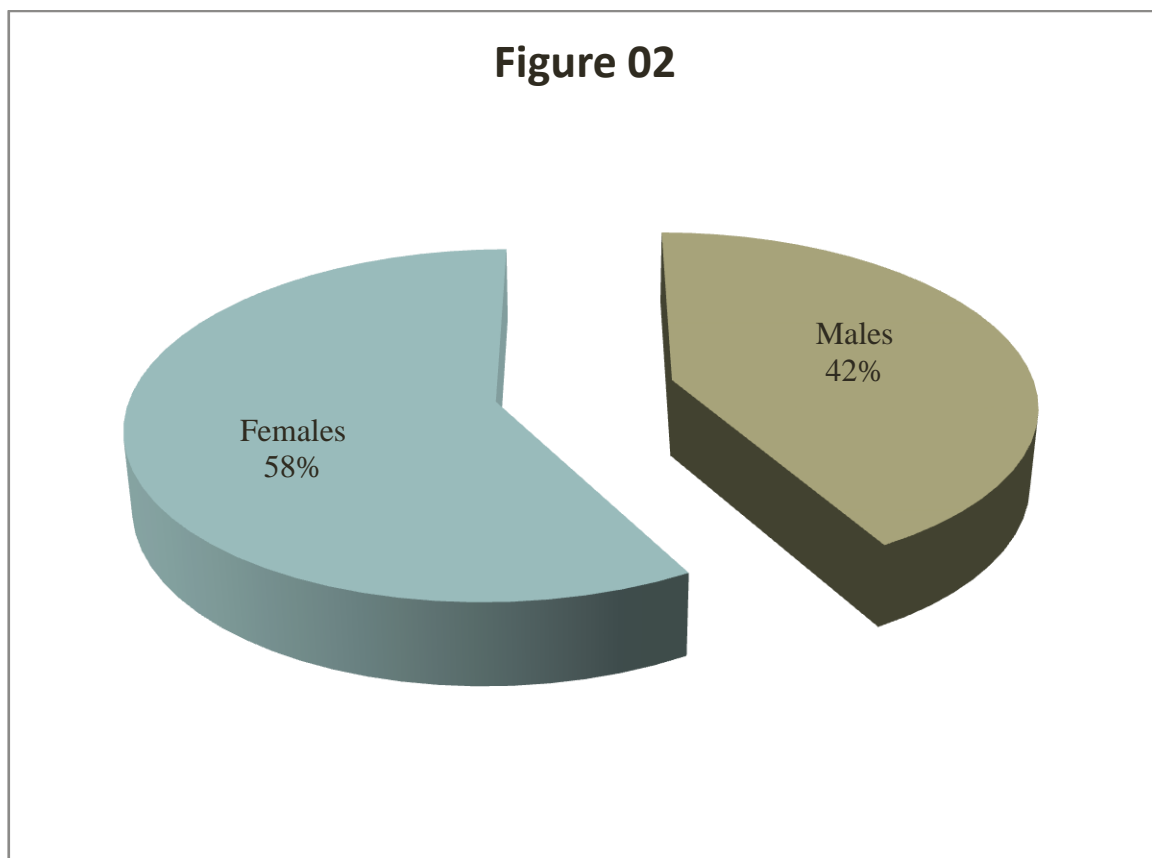**Figure 1 the first year participants**

Figure 2the Fourth year participants

3.3 Method

The two questionnaires were taken from the Foreign Language Classroom Anxiety Scale(FLCAS) by Horwitz, Horwitz and Cope (1986) however, the questionnaires were modified to better suit the subject and the participants as well.

One questionnaire has been given to the first year students and consisted of 38 statements; on a 5 point Likert scale ranging from strongly agree to strongly disagree. The statements of this questionnaire aimed to measure the trait as well as the state anxiety manifested amongest the students; that is to say, four statements included the student's experience with anxiety outside the context of learning english in the classroom whereas state anxiety were represented by ten statements that included written expression anxiety, oral expression anxiety, and test anxiety. Students' anxiety caused by the fear of negative evaluation were also measured in the inclusion of two statements , however, a statement was also included that evaluates the students' anxiety even when he or she knows the correct answer in order to conclude the actual nature of this particular anxiety.

To measure the anxiety levels in relation with the performance and attitude of the students towards language learning, six statements were included regarding the views that the students held towards the language itself as well as the language learning experience, and to further underestand the nature and source of this particular anxiety for the students, four statements were included to identify the core reasons behind language learning anxiety.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel anxious in social situations					
I feel anxious when I become the center of attention					
I felt anxious during French class in primary school					
I have good levels in English					
I want to learn English					
English is hard to learn					

I do not want to learn English					
I suffer from anxiety because English is a new language for me					
I suffer from anxiety because I am bad at English					
I suffer from anxiety because I am afraid of failing					
I suffer from anxiety when learning English because I have an anxiety disorder					
The teacher's bad treatement makes me anxious					
I do not participate in class because I am afraid my classmates would make fun of me					
I feel anxious when I speak English inside the classroom					
I feel anxious when I speak English outside the classroom					
I feel anxious when the teacher starts asking questions					
I feel anxious when I speak English in front of other people

I feel anxious when I speak English in front of the teacher | | | | | |
I feel anxious when I speak English in front of the students					
I feel anxious when I speak English in front of the family					
I feel anxious even if a I know the right answer					
I feel anxious if I do not the					

answer					
I feel anxious during the written expression classes					
I feel anxious when the teacher asks me to go to the board					
I feel anxious when I overthink what my classmates percieve me when I speak or answer					
I feel anxious when I do my homework and not sure it is right					
I am afraid of the teacher					
I feel anxious when the exams gets close					
I feel anxious during the exams					
I am afraid of the teacher's reaction when I get low grades					
I do not know how to communicate with my teacher					
I am afraid of asking questions to the teacher					
I want to learn English but I cannot					

2 The Questionnaire of 1st year middle school students

The second questionnaire has been given to the fourth year students, and consisted of 41 statements on a 5-point Likert Scale. It included all the statements of the first questionnaire as well as 4 new statements that explain their attitudes and performance and levels of anxiety experienced during their first year. This is to understand the nature of anxiety regarding experience and performance .

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I feel anxious in social situations					
I feel anxious when I become the center of attention					
I felt anxious learning English in my first year-middle school					
I feel anxious learning English this year					
My level in English was good in my first year-middle school					
My level in English has gotten better compared to my first year-middle school					
I have good levels in English					
I want to learn English					
English is hard to learn					
I do not want to learn English					
I suffer from anxiety because English is a new language for me					
I suffer from anxiety because I am bad at English					
I suffer from anxiety because I am afraid of failing					
I suffer from anxiety when learning English because I have an anxiety disorder					

The teacher's bad treatement makes me anxious					
I do not participate in class because I am afraid my classmates would make fun of me					
I feel anxious when I speak English inside the classroom					
I feel anxious when I speak English outside the classroom					
I feel anxious when the teacher starts asking questions					
I feel anxious when I speak English in front of other people I feel anxious when I speak English in front of the teacher					
I feel anxious when I speak English in front of the students					
I feel anxious when I speak English in front of the family					
I feel anxious even if a I know the right answer					
I feel anxious if I do not the answer					
I feel anxious during the written expression classes					
I feel anxious when the teacher asks me to go to the board					
I feel anxious when I overthink what my classmates percieve me when I speak or answer					
I feel anxious when I do my homework					

I am afraid of the teacher					
I feel anxious when the exams gets close					
I feel anxious during the exams					
I am afraid of the teacher's reaction when I get low grades					
I do not know how to communicate with my teacher					
I am afraid of asking questions to y teacher					
I want to learn English but I cannot					

3 The Questionnaire of the 4th year middle school students

P.S: **The questionnaires were originally given to the students in the Arabic language, so that the students understand the statements of the questionnaires much better**.

3.4 Procedure

In order to reach the results and answer the research questions,the researchers opted for a manual data analysis as it was more authentic to the research. The likert scale was analized simply and the results were converted into percentages that represent the prevalance of each variable in relation to each sub-group. The answers that include strongly agree and agree were concidered positive responces and converted to percentages representing those responces. Answers that included strongly disagree and disagree were considered negative responces and converted to percentages representing those responces.

To answer the research question and to measure the prevalence of anxiety in each group, the percentages of students of each sub-group were calculated. These sub-groups

include the students with each type of anxiety (trait anxiety and state anxiety), and the students who showed signs of no anxious behaviour whatsoever.

Students with trait anxiety were identified based on the general anxiety they experience outside and inside the classroom,however; students with state anxiety were identified based on the different anxieties they experience inside the classroom ,that is to say, showing levels of anxiety during written expression sessions while showing the opposite when speaking english.

The level of performance showed by the students was also cross-examined with their attitudes towards the english language, despite showing levels of state anxiety. To figure out the relationship between performance,attitude, and anxiety levels, variables such as levels of performance and how the students view the experience of learning english were calculated and cross-examined with the students' exhibited levels of anxiety. The type of performance that students show during their studies is also cross-examined with how they view the english langauge in order to be able to understand their answers more and more.

In addition, fourth year students were given statements specific to them that include their experience when learning the english language in the context of anxiety, and their experience learning the english language in their first year-middle school. These variables were compared with each other to be cross-examined with the answers of the first year students as well.

The percentages were counted and verified with the total nmber of students as well as the total number of each sub-group, however; each percentage was converted to the nearest whole number for better understanding. Results ranging from 0% to 40% were considered minority, 40% to 60% were considered average, and 60% to 100% were considered majority.

3.5 Conclusion

The researchers of this study aimed to include the measures, participants, methods, as well as the procedures used during the research process in this chapter, in order to show how they measure the different levels of anxiety exhibited by the first year students who

are learning English for the first time and the fourth year students who are more experienced in learning it for the last four years.

Chapter Three

Findings and Discussions

4 Chapter Three: Findings and Discussions

4.1 Introduction

This chapter deals with both the findings and discussion of the research by using different tables and figures to show the percentages and the number of various results including; the prevalence of anxiety among the participants, anxiety prevalence according to gender of the participants, types of anxiety, types of situation anxiety, the participants' attitudes towards learning English, the performance of participants with and without anxiety, Question Anxiety, the fourth year students' experience with anxiety and their level.

4.2 Findings

Both students of the first year and the fourth year levels showed similar levels of anxiety with 87% of the first years and 94% of the fourth year students suffering from anxiety during the process of learning English in the classroom. Only 13% of the first year students and 6% of the fourth year students showed no sign of anxiety.

	Have anxiety	Do not have anxiety
First year students	50	7
Fourth year students	52	3

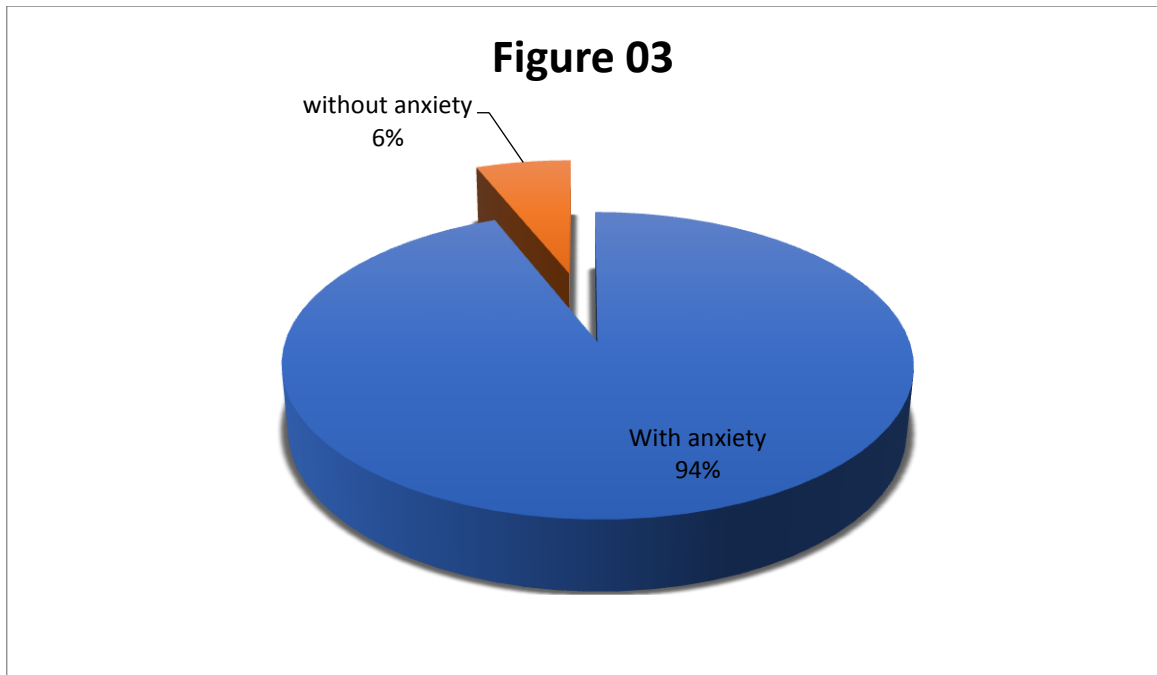**Table4 Prevalence of anxiety among the participants**

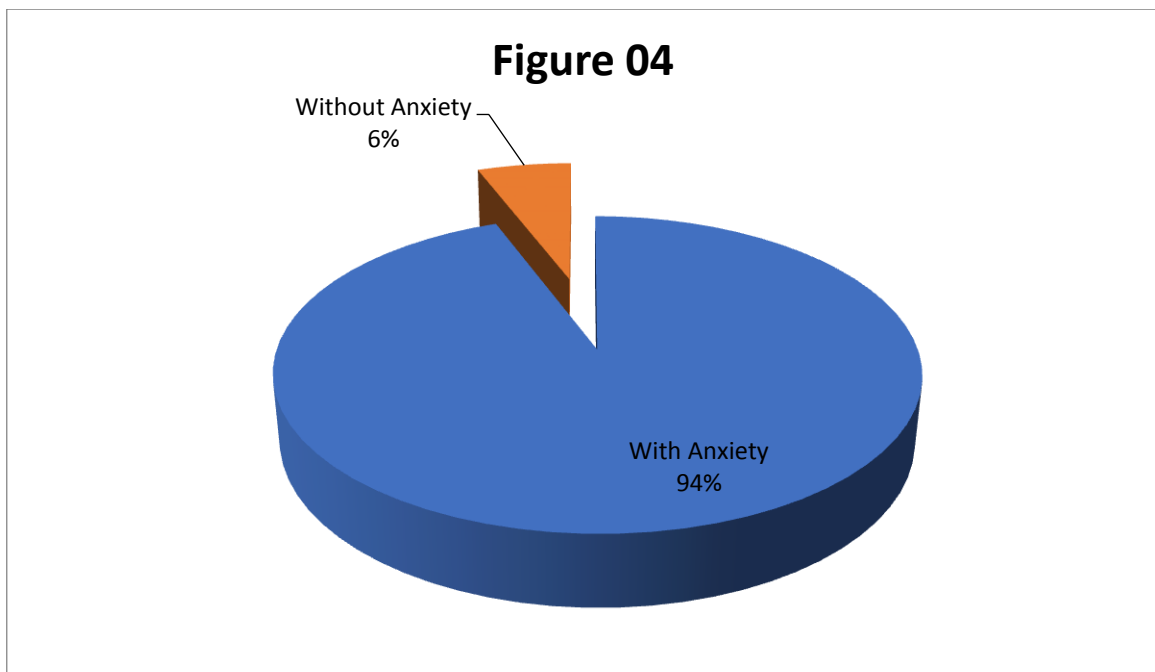**Figure 3 prevalence of anxiety amongst the first year students**

Figure 4 prevalence of anxiety among the fourth year students

The results are fairy equal amongst the two genders as well. 95% of the males and 93% of the females of the fourth year level show signs of anxiety. 92% of the males and 82% of the females of the first year level show signs of anxiety as well.

First year students	Have Anxiety	Do not have Anxiety
Males	26	2
Females	24	5

Table 05 Anxiety prevalence according to gender for the first year students
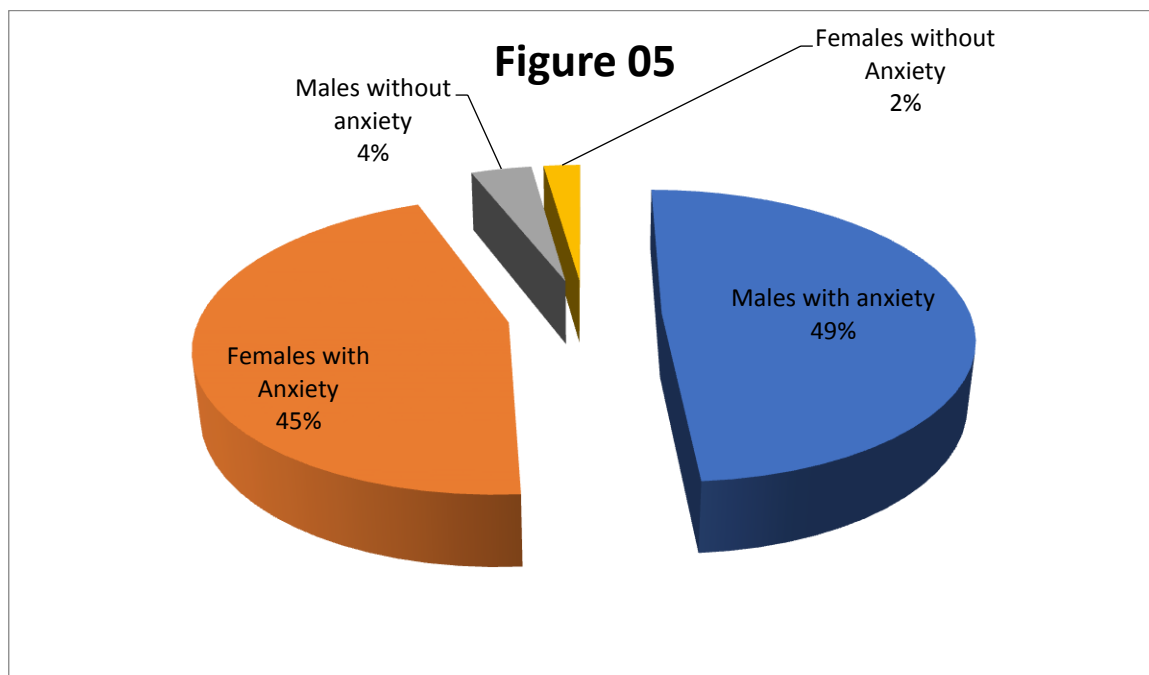
Figure5 Anxiety prevalence according to gender for the first year students

Fourth year students	Have anxiety	Do not have anxiety
Males	**22**	**1**
Females	**30**	**2**

Table 6: anxiety prevalence according to gender for the fourth year students
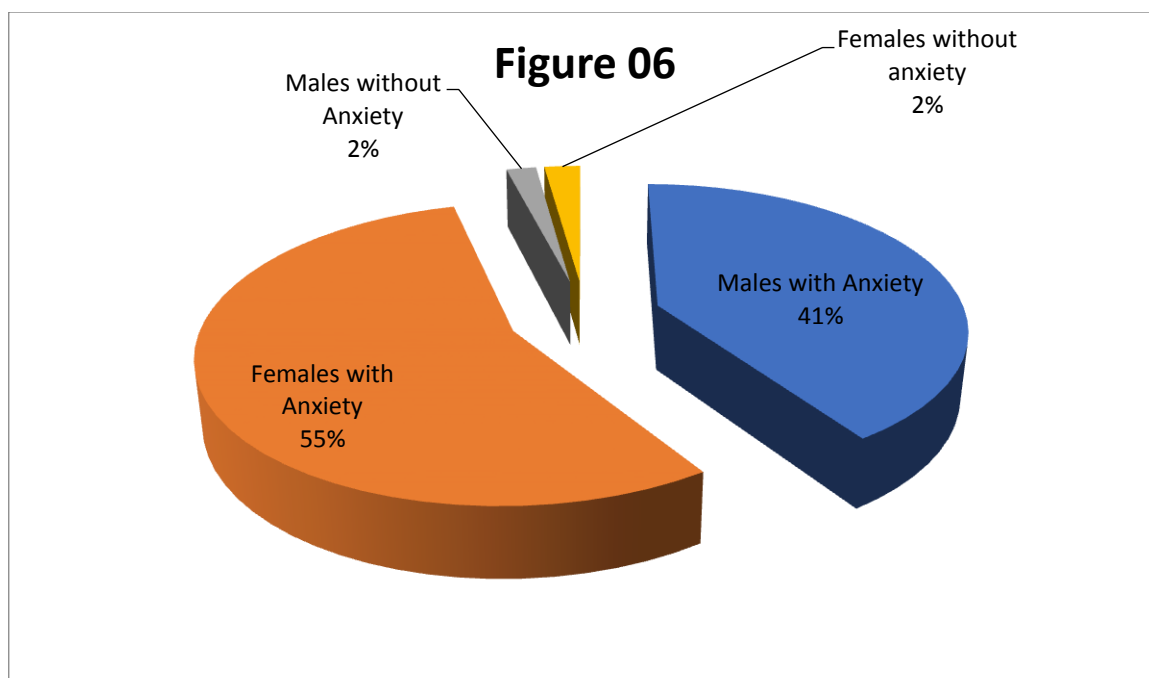
Figure6 Anxiety prevalence according to gender for the fourth year students

Students show more signs of state anxiety rather than trait anxiety. 96% of the students suffering from anxiety were that of state anxiety for the first year students; while 4% were that of trait anxiety; furthermore, 86% of cases of the students suffering from anxiety were that of state anxiety for the fourth year students with 13% of those belonging to trait anxiety.

	State Anxiety	Trait Anxiety
1st year students	48	2
4th year students	45	7

Table7: Anxiety types among the participants
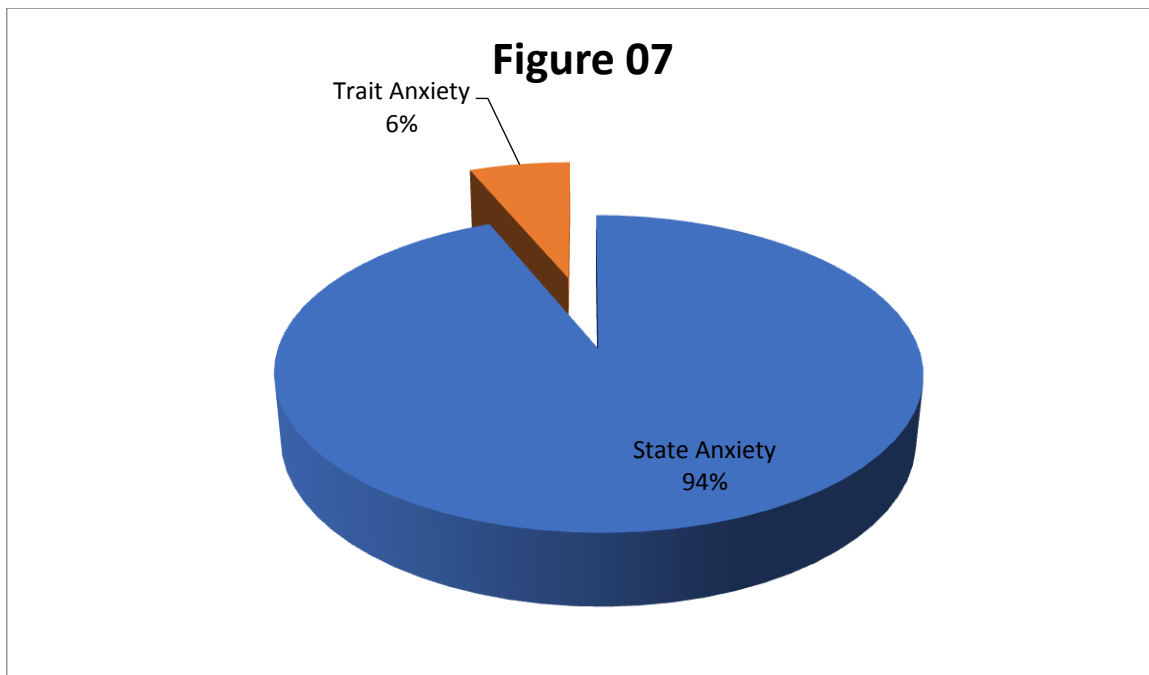
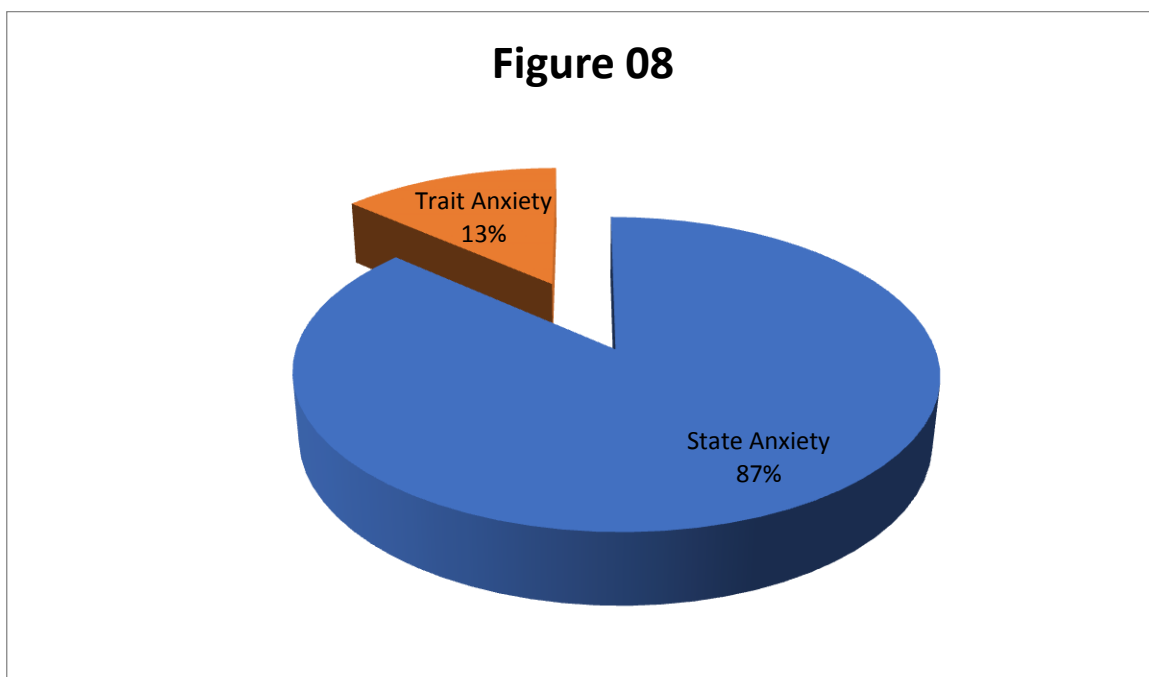Figure7 **Anxiety types among the first year students**

Figure08: **Anxiety types among the fourth year students**

Students with state anxiety have shown anxious behaviors that are only specific to certain situation. 17 students experience anxiety during written expression classes while

21 students experience anxiety when they speak orally. 29 first year students suffer from test anxiety.

It is noticeably the same in the 4th year group. 20 students suffer from written expression anxiety. 15 students suffer from oral expression from oral expression anxiety, and 10 suffer from test Anxiety.

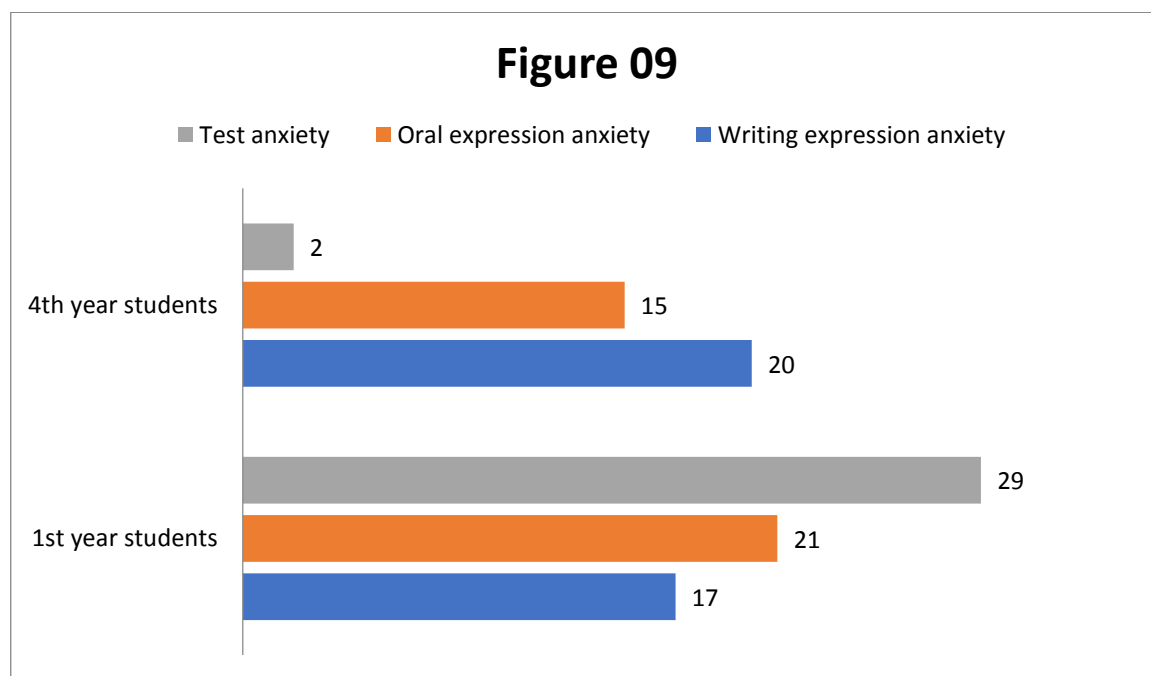|	1st year students	4th year students
Written expression anxiety	17	20
Oral expression anxiety	21	15
Test anxiety	29	10

Table8 Types of Situation Anxiety

Figure9Types of Situation Anxiety among the participants

The first year and fourth year students differ in terms of their levels of English. 58% of the first year students show good level whereas only 32% of the fourth year students show good levels of English which means 68% of the fourth year students suffering from anxiety show poor performance.

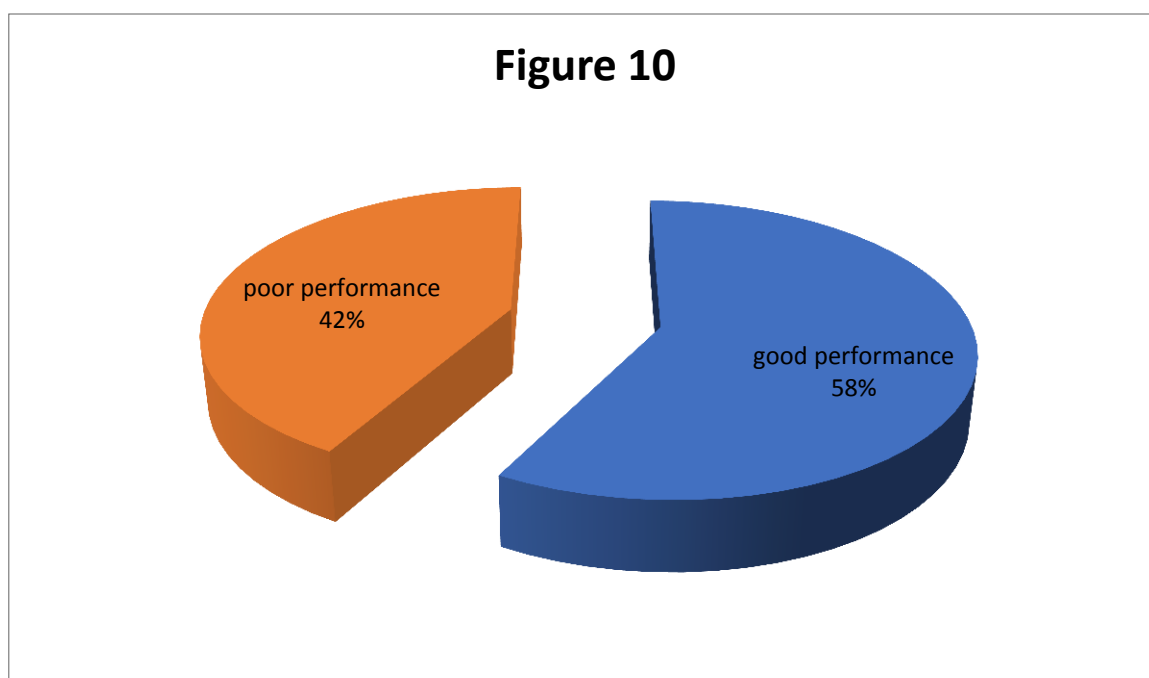|	Good performance	Poor performance
1st year students	29	21
4th year students	17	35

Table9 the performance of participants

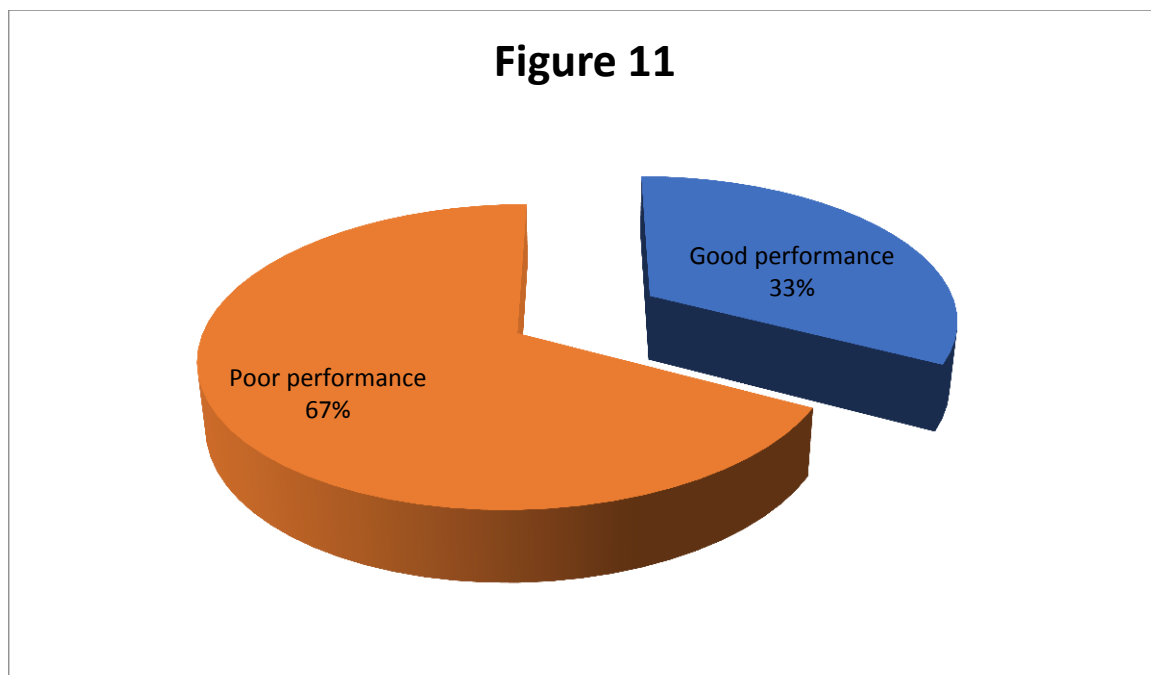**Figure10 Performance level for the first year students**

Figure11 Performance level for the fourth year students

What is more interesting is that only 22% of the first year students and 17% of the fourth year students believe English to be hard.

	English is easy	English is hard
1st year students	39	11
4th year students	43	9

Table10 The participants' attitudes towards English

Figure 12

English is hard
22%

English is easy
78%
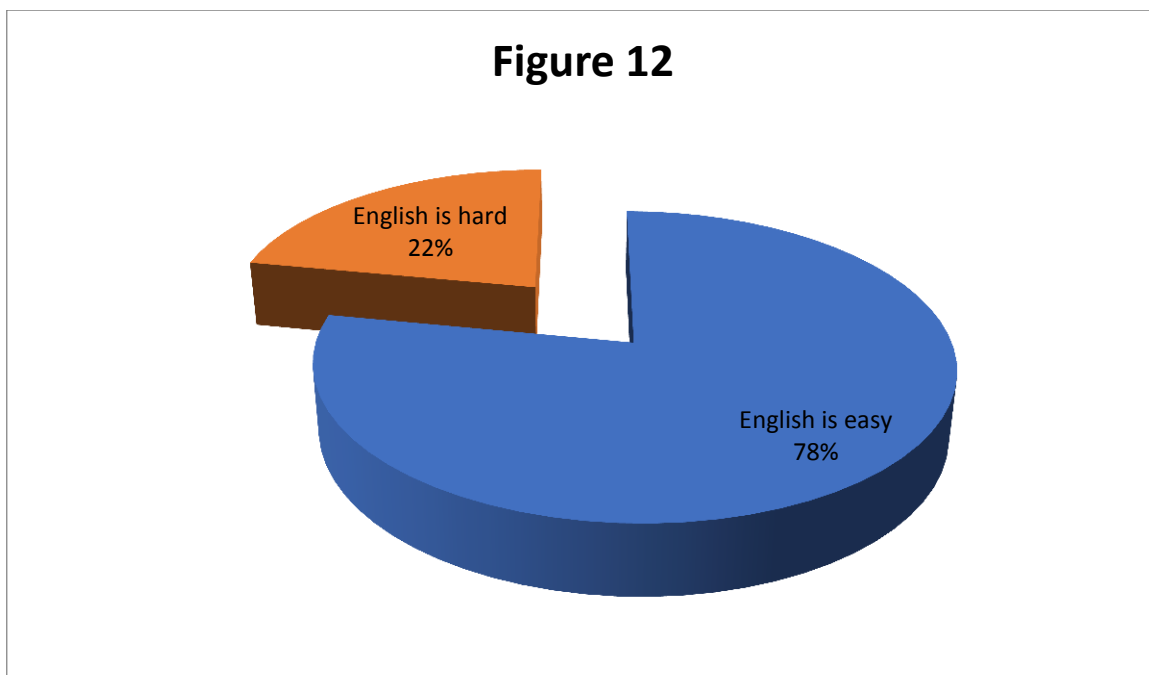
Figure12 The first year students' attitudes towards English

Figure 13

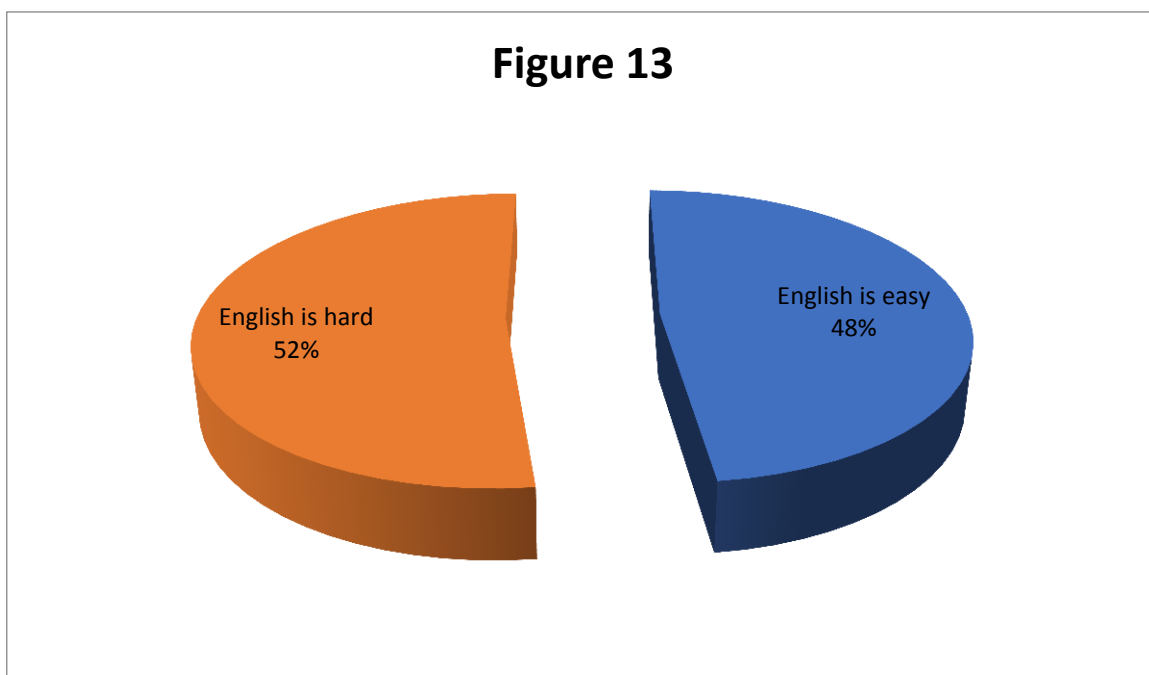English is hard
52%

English is easy
48%

Figure13 the fourth year students' attitude towards English

In addition, a good percentage of those students suffering from anxiety show good attitude and interest in learning the language. 78% of the first year students and 65% of the fourth year students want to learn English and attend the classes.

	Interested in learning English	Not interested in learning English
1st year students	39	11
4th year students	34	18

Table11the participants' level of interest towards learning English
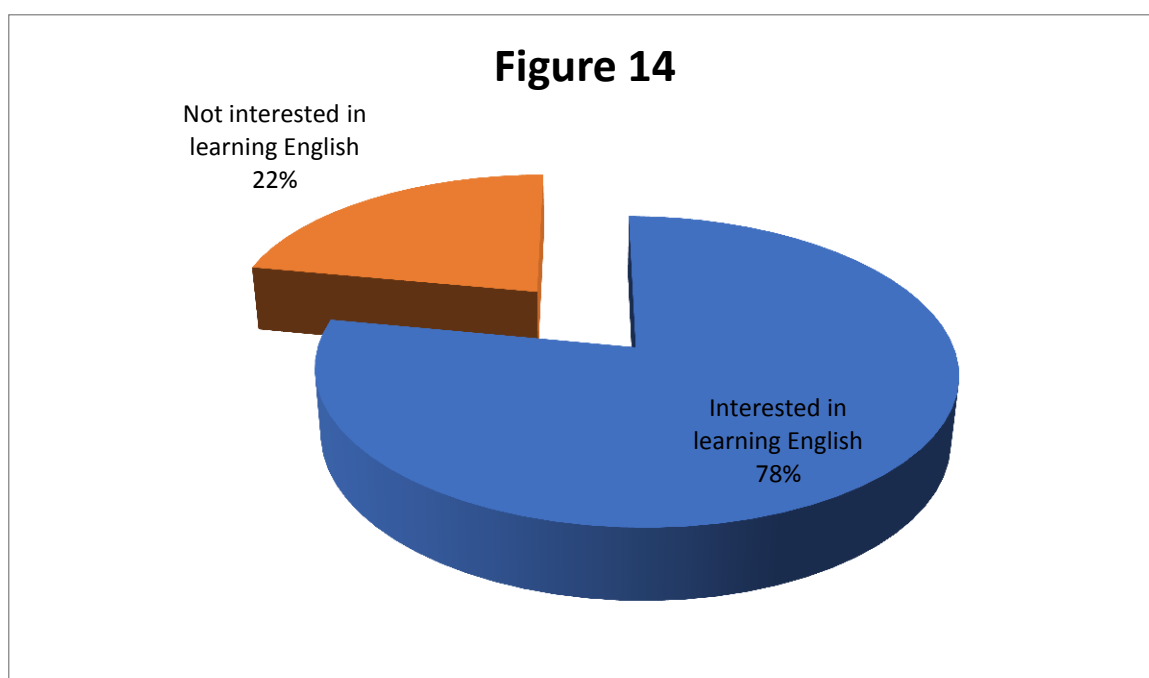
Figure14the first year students' interest towards learning English

Figure 15

Not intrested in learning English 35%
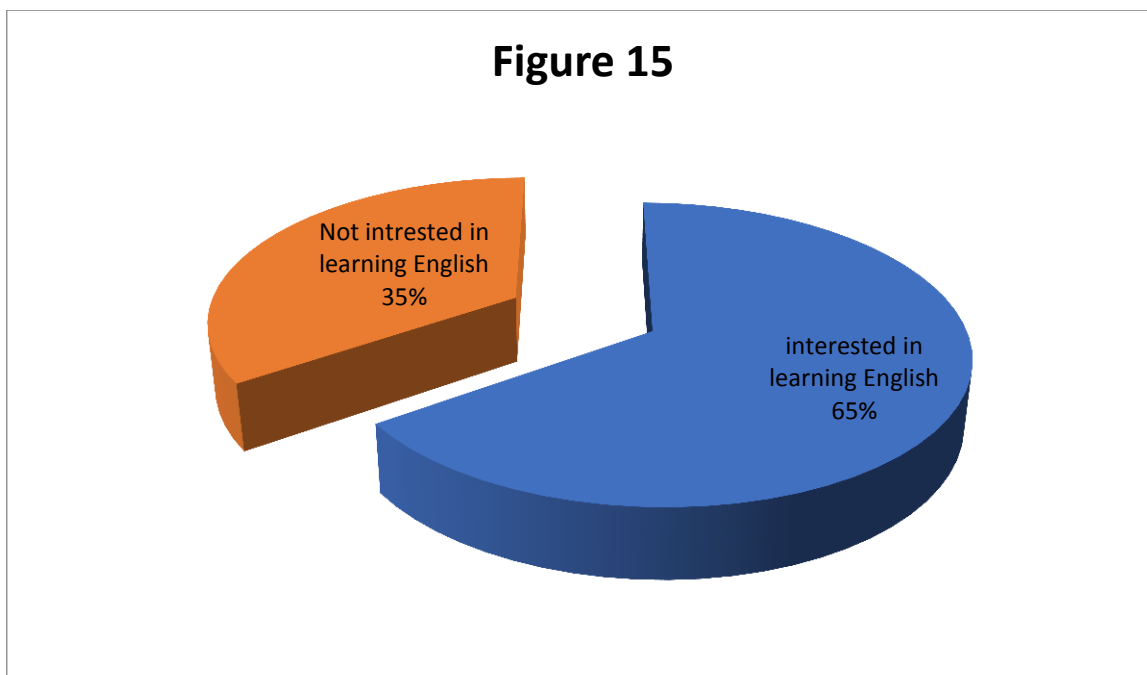
interested in learning English 65%

Figure15 The fourth year students' interest towards learning English

46% of the first year students and 51% of the fourth year students expressed they do not feel anxious when they do not know the answer to a question a teacher asked them.

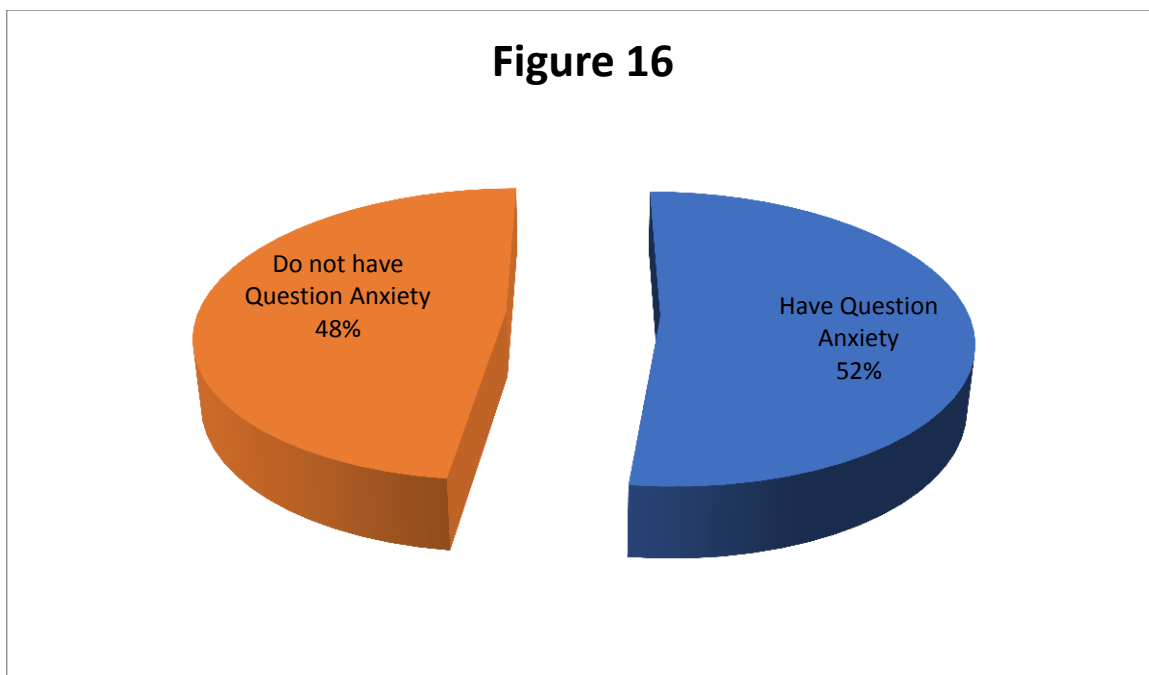|	Anxious when they get a question	Not Anxious when they get a question
1st year students	26	24
4th year students	25	27

Table12 Question Anxiety

Figure16 The first year students' level of Question Anxiety
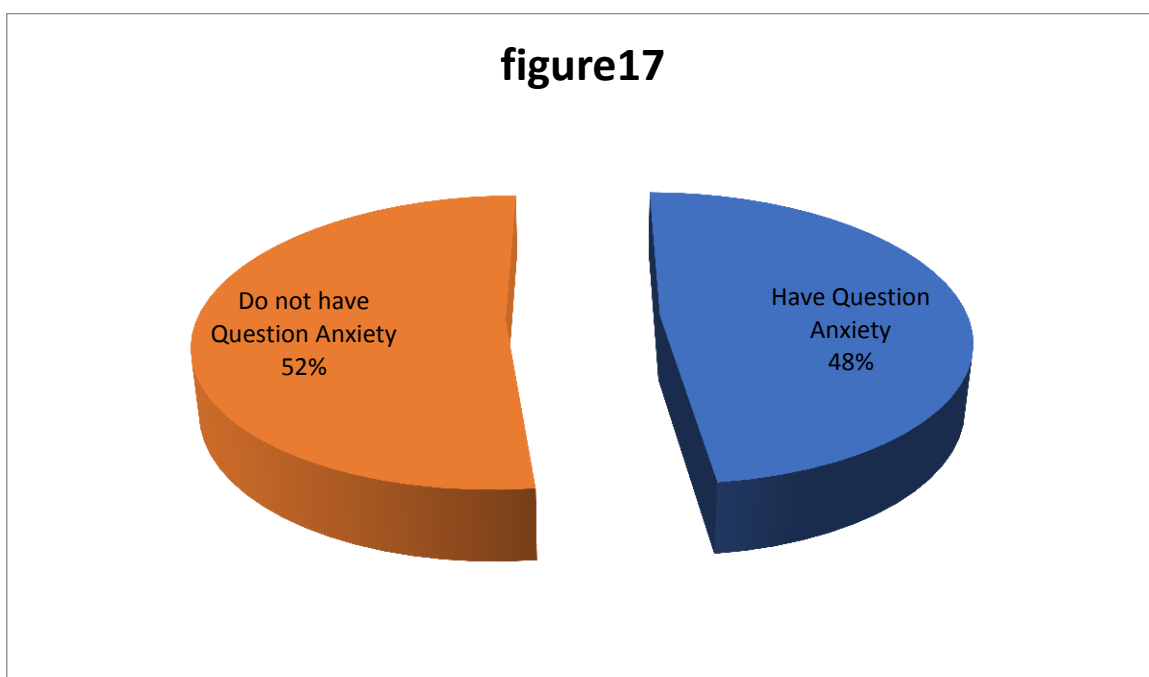

Figure17 The fourth year students' level of Question Anxiety

Only 5 out of 50 students of the first year students and 5 students out of the 52 students of the fourth year students expressed that their fear of failure is the reason behind their

anxiety. Only 11 first year students expressed that their anxiety is caused by the fact that it is their first time learning English.

Regarding the fourth year students' experience with anxiety during their first year in middle school, 92% of them said they indeed had feelings of anxiety during their first year.

	Have anxiety this year	Had anxiety in the 1st year
4th year students	52	51

Table13 The fourth year students' experience with anxiety
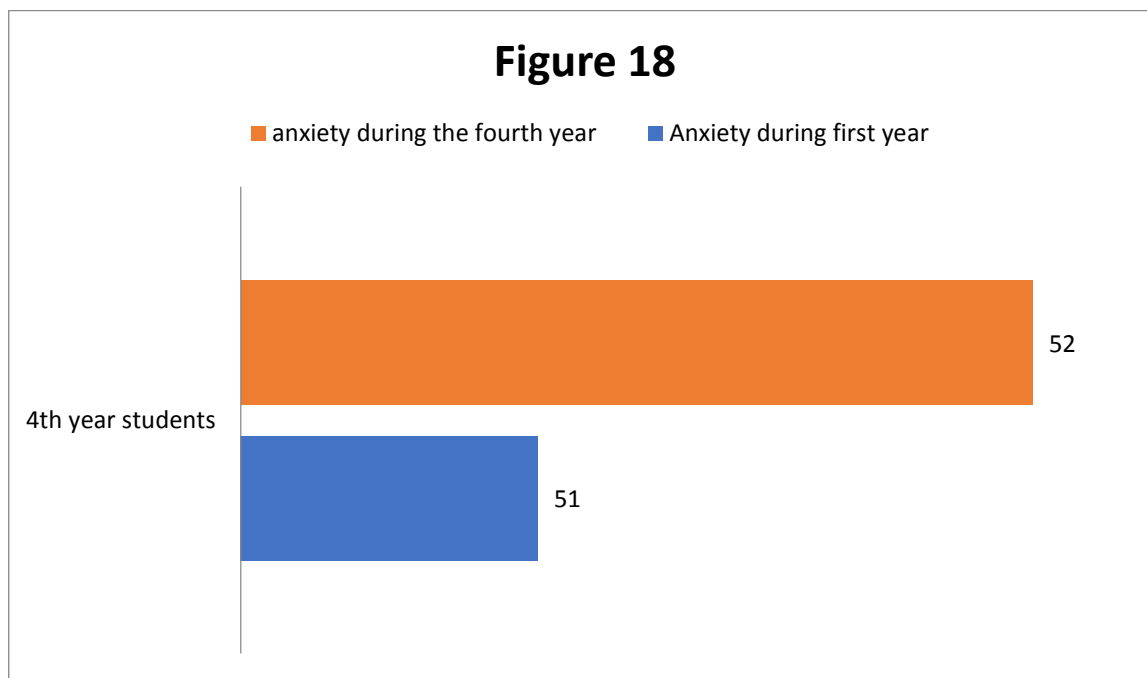

Figure18 The fourth year students' experience with anxiety

Out of the 52 who have feelings of anxiety this year, 35 students said that their levels of English got better from their first year experience in learning English. 36 students of the 51 who had feelings of anxiety during their first year said that their levels of English were good during that particular year.

Level of English	Increase	Did not increase
The 4th year students	35	16

Table14 The fourth year students' level of English
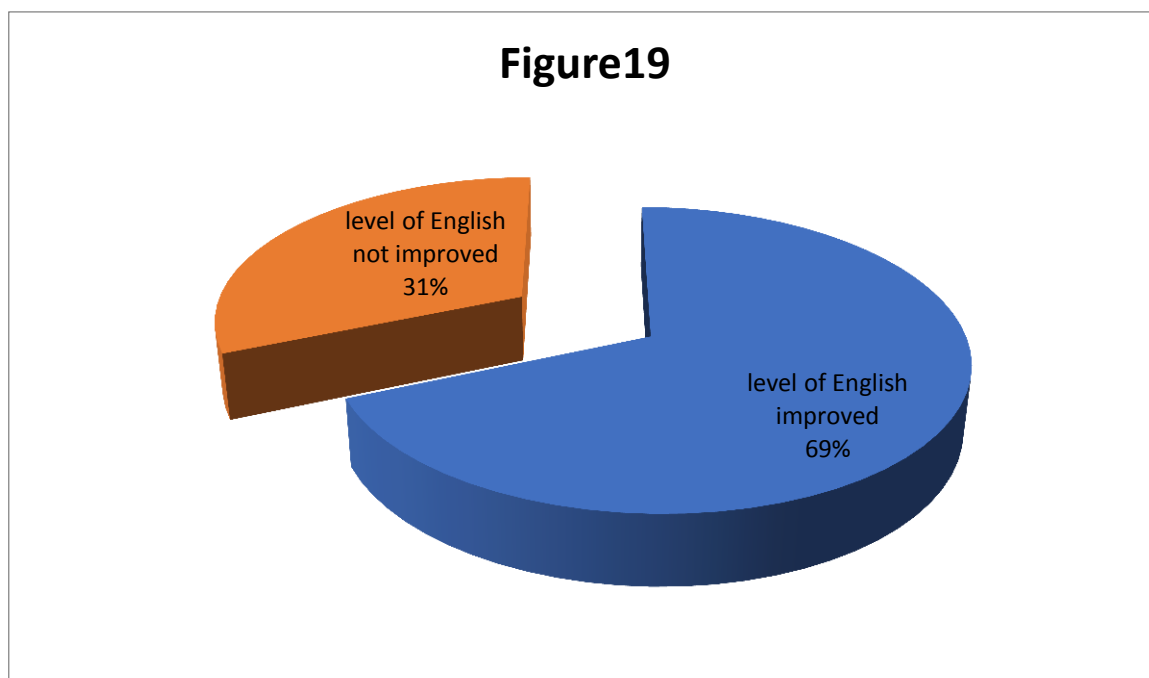
Figure19 The fourth year students' level of English

2 out of 3 of the first year students and 5 out of 7 of the fourth year students who have no anxiety showed that they have bad performances in English. While all first year students who have trait anxiety (2 students) and 4 of 7 fourth year students who have trait anxiety showed that they have good performance in English.

	1st year students	4th year students
Good performance	1	2
Poor performance	2	5

Table15 Performance for participants with no anxiety

	1st year students	4th year students
Good performance	2	4
Poor performance	0	3

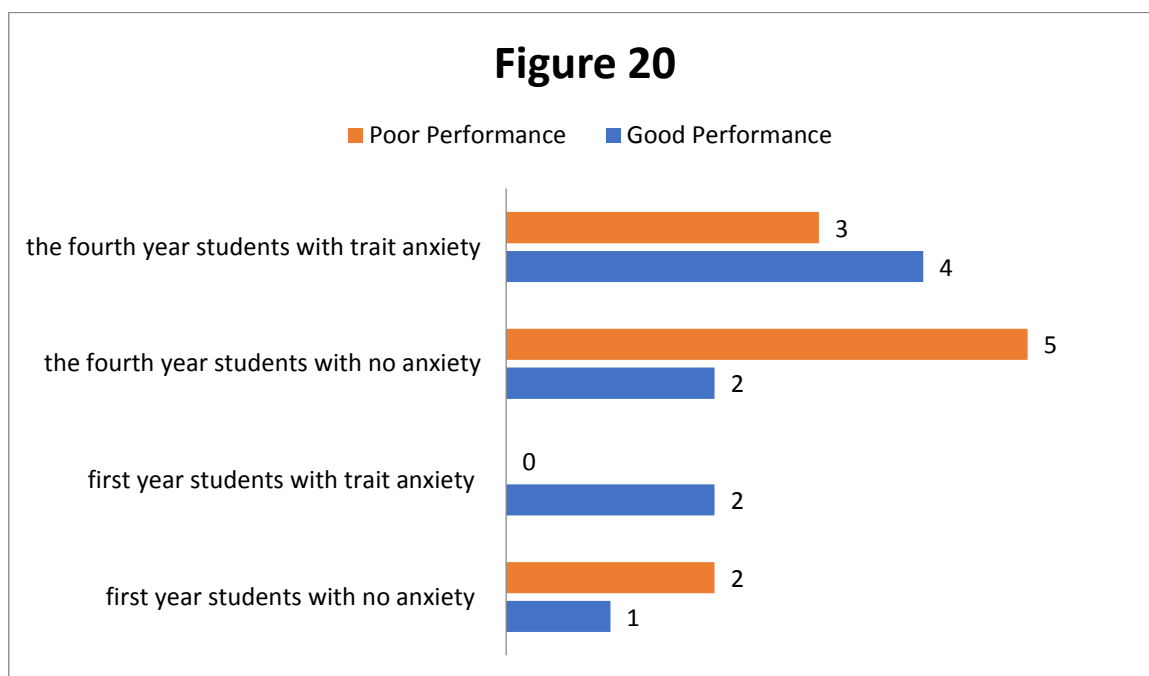**Table16 Performance of participants with trait anxiety**

Figure20 Performance of participants with no anxiety and trait anxiety

92% of the first year students feel anxious when speaking in front of a teacher. 96% feel anxious when speaking in front of students. 55% of the fourth year students feel anxious when speaking in front of a teacher and 25% of them feel anxious when speaking in front of their classmates.

	1st year students	4th year students
Anxious in front of teacher	46	29
Anxious in front of students	48	13

Table17 Participants' anxiety in classroom
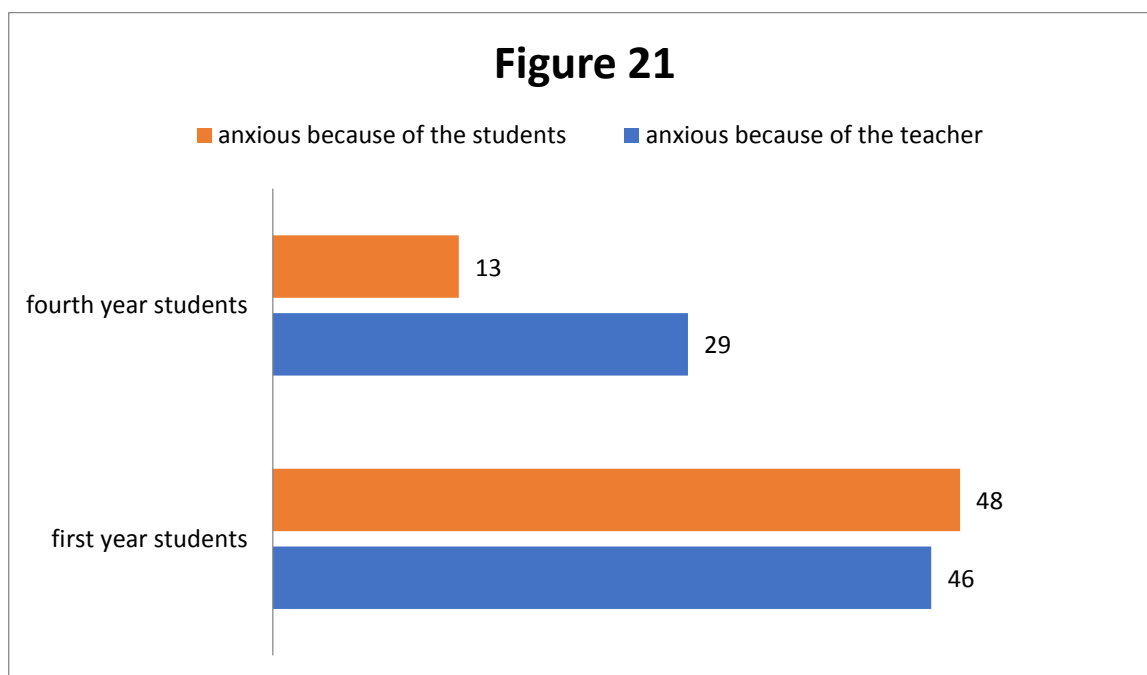
Figure21 Participants' anxiety in classroom

4.3 Discussion

The results of the comparison between the first year and the fourth year students show that both groups have similar challenges with language learning anxiety as the majority of both groups exhibit similar anxious behaviors which gives an answer to the first research question. There is no relation between experience and time spent learning a certain language and the level of anxiety experienced by each group. Yet, each group having the same experiences with anxiety that is state anxiety suggest that a situation-influenced anxiety might not be considered as detrimental as previous researchers

thought it would. This type of anxiety could be explained by the students' entire experience with the educational system and how they were taught from primary school in all the modules and not just English; therefore, language learning anxiety in this case is part of learning anxiety in general. For example, a student brought up in a fear-inducing atmosphere in class; whether it is threats by the teacher that the student would be punished physically if the answer is wrong or the anxiety that children experience whenever they are faced with challenges could traumatize the brain and that would have lasting effects. That is, the same student in the same situation in middle school, getting up to answer a question, would make the brain recognize the situation as the same situation of primary school ;even though, it is without the same repercussions, the brain releases the same chemicals into the body which causes the student to feel anxious. This explains the similarities between the first year students and fourth year students, and it explains why the majority of students who suffer from anxiety have a good attitude towards the English language. Thus, language learning anxiety in this case is more related to education anxiety rather it being specific to the experience of learning a foreign language. This is also apparent in the results that show that more than half of those with anxiety have good levels in English and the majority of them express their desires and love for the English language. Another evidence is **the students' responses to the causes of their anxiety as only 12 out of 102 attributed their anxious feelings to their fear of failure.** The anxiety these students experience is an anxiety caused by being in certain situations that the students experienced before in threatening learning conditions. In addition, the answers that the fourth year students gave regarding their experiences with anxiety and their learning performances in their first year of middle school are evidence to this. Their levels of anxiety remained the same even though the majority of them improved their English learning levels. This concludes that the issue is not specific to English itself, rather, **the experience of being in different situations in which mild trauma was caused previously.** As these results contradicts the previous studies by previous researchers, it should be emphasized that this study is unique to the Algerian middle school students who view the experience of learning English from both college students that are the only group of people researched in the subject of foreign language learning anxiety and those who choose to learn a language. To explain more, middle school Algerian students do not view English as a more important subject than the other modules. **As a matter of fact**,

English in Algerian middle schools is given less importance than subject such as: French, Arabic, Science and Mathematics. Another factor is the Algerian Curriculum of the English language for middle school years. This curriculum is very repetitive and do not progress in difficulty through the years, and that causes an absence of risk-taking. The results of this study should be compared to results from previous researchers in the context of language and how it is taught and how it affects language learning anxiety. That is, if the experience of learning English is not interesting and not continuously changing because the English curriculum is dull, the results of the study are not revealing when it comes to foreign language learning anxiety. They are, however, revealing regarding the entire learning experience of middle school students. Thus, when the student is not challenged in any way regarding the English language learning experience, anxiety related to this experience would not change either. This study reveals the dull educational system and it treatment of the educational curriculum which affects the students' educational experiences.

This also calls for the reconsideration and the reconstruction of the factors that make anxiety when learning a foreign language labeled as foreign language anxiety. Previous researchers such as Horwitz, Cope and Macintyre only focused on anxiety experienced by students learning a foreign language rather than understanding the full experience of the students when learning other subjects. Based on the state anxiety aspect of foreign language anxiety, it is neglected that the same situation that triggers a student's anxiety when learning English can be the same situation that triggers anxiety when learning subjects such as Mathematics, Physics and Science. Another aspect that needs to be discussed about these results is the two types of anxiety that are manifested. Both the debilitating and facilitating anxiety appear to affect the different students of this sample. Debilitating anxiety is much more intense and effective on the students' performance as noticed in the 68% of fourth year students and 42% of first year students who showed that they perform poorly in English. On the other hand, Facilitating anxiety is the type of anxiety that is needed as it is healthy and motivating to the students. It helps them recognize the importance of their goals and objectives and work hard to achieve them. This type of anxiety is seen in the 58% of first year students and 32% of fourth year students who show good performance in English. It is noticeable that debilitating anxiety is higher amongst the fourth year students which can be explained by the higher anxiety levels that are caused by the

pressure of the graduation exams. In addition, when comparing the test anxiety of the first year and fourth year students, first year students show significantly higher levels of anxiety with 58% of them experiencing it compared to the 19% of the fourth year students who experience this same anxiety. This is due to the first years being new to the middle school educational system which is very different to the primary school educational system. This triggers their fear of the unknown and leads to higher levels of anxiety. More interestingly, the first year and fourth year students are different in terms of writing anxiety and oral anxiety. **It is apparent that first year students suffer more with oral anxiety whereas the fourth year students suffer more with writing anxiety**. This could be explained by the requirements and perceptions of the students. For instance, as a student gets introduced to a certain language, she/he is more afraid of speaking the language than writing it because speaking requires more effort and it is more social than writing. When speaking, a student needs to address a superior who is more knowledgeable in English and the feedback is simultaneous with the act of speaking; **this frightens the student. Being judged by the other students is also a factor because the classmates of the first year level are unfamiliar with each other, and speaking publicly in front of new people is more anxiety-inducing than speaking in front of familiar students.** This is apparent in the results representing the anxious feelings the first year students have in comparison to the fourth year students when speaking in front of teachers and students. The first year students show extremely high levels of anxiety for both situations; whereas, the fourth year students show relatively   small   levels   of   anxiety. Regarding the second research question which focuses on the relation between anxiety and language performance, and anxiety's relation with the attitudes and the views a student holds towards the language. The results indicate that there is no significant relation. Anxiety, according to the results, *is not the main contributor to a student's performance being good or poor; the student's personality, the Importance of the language to the students themselves, and the factor of risk-taking all play major roles. Therefore, the results of this study are unique to the Algerian middle school student in the Algerian educational system*. This is shown in more than an average number of students with state anxiety showing good performance, and the vast majority of students who do not suffer from any type of anxiety showing poor performance. This could be explained by the difference in personalities that each student has and the importance they give to their studies and the English language. That is to say, if a student with no

feelings of anxiety is not interested in achieving any success; ***their poor performance would not affect them mentally or psychologically.*** Another explanation that could clarify the balanced results from the students with state anxiety and their performance output is the two types of anxiety they might experience. For example, a student with facilitating anxiety would be motivated by this feeling of stress to work hard; however, a student with debilitating anxiety would feel like he/she are mentally incapacitated and this would affect their efforts and performance; moreover, the results show that the vast majority of students that have trait anxiety show good performance when learning the English language , this might indicate that the lessons that they are given are easy, and could be learned without the need of over-thinking the risk that the lessons' difficulties might pose. If the lessons are easily understood, the levels of anxiety would be high as there is no threat perceived by the brain. These results indicate that language learning anxiety should be not measured separately; other factors should be taken into account; such as: the students' personalities, the importance of the lessons and the language learned the students' experience with anxiety in the classroom in their early years, and the society the research in going to take place in.

4.4 Conclusion

The above findings showed that both first year and fourth year students have similar challenges with language learning anxiety with a clarification that there is no connection between beginner students and more experienced students in learning English language and the level of anxiety experienced by each level is unconnected, also it indicates that there is no significant relationship between low performance in language learning and language learning anxiety.

5 General Conclusion

The main purpose of this study is to discuss the comparison of prevalence of Language Learning Anxiety between the first year and the fourth year-middle school learners in order to understand language learning anxiety and its connection with the performance of students in classroom as well as their performance towards learning English with both who have anxiety and who do not have anxiety. This study answered these research questions: Do age, experience, and time spent in learning a language have influence on language learning anxiety? How does this show when comparing the 1st and 4th years? Do the results of this comparison indicate that language learning anxiety as a result or an effect of low performance in language learning?

The preceding findings indicate that there is no connection between beginners (the 1st year-middle school students) and more experienced (4th year-middle school students) in learning English language. In addition, no relation was found between experience and time spent learning a certain language and the level of anxiety experienced by each group is unconnected in which each group have similar experiences with anxiety that is state anxiety. Also, it indicates that there is no significant relationship between low performance in language learning and language learning anxiety.

The results of this comparison indicate that the language learning anxiety those students experience is a result of being in certain situations that the students experienced before in threatening learning conditions rather than a reason. Furthermore, language learning anxiety in this case is more related to education anxiety rather it being specific to the experience of learning a foreign language.

According to the previous results we recommend that language learning anxiety should be not measured separately; other factors should be taken into account; for instance, the students' personalities, the importance of the lessons and the language learned the students' experience with anxiety in the classroom in their early years, and the society the research in going to take place in.

Works Cited

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The modern language journal,* , 78(2), 155-168.

Anyadubalu, C. C. ((2010)). Self-efficacy, anxiety, and performance in the English language among middle-school students in English language program in Satri Si Suriyothai School, Bangkok. *International Journal of Human and Social Sciences*, 5(3), 193-198.

Cheng, Y. S. (1999). Retrieved 12 1, 2021, from https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Language+anxiet y%3A+Differentiating+writing+and+speaking+components+Yuh-show+Cheng&btnG=#d=gs_cit&t=1652443237085&u=%2Fscholar%3Fq%3Di nfo%3A8-FAd-DNNJwJ%3Ascholar.google.com%2F%26output%3Dcite%26scir

Cubukcu, F. (2008). A Study on the Correlation between Self Efficacy and Foreign Language Learning Anxiety. *Online Submission*, 4(1), 148-158.

Dewaele, J. M. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language teaching research*, 22(6), 676-697.

Horwitz, E. K. ((1986).). Foreign language classroom anxiety. *The Modern language journal,* , 70(2), 125-132.

Horwitz, E. K. (2001). Foreign and second language anxiety. . *Language teaching*, 43(2), 154-167.

Khattak, Z. (2011). *An investigation into the causes of English language learning anxiety in students at AWKUM.* Pakistan: Elsevier Ltd.

Khattak, Z. I. ((2011). An investigation into the causes of English language learning anxiety in students at AWKUM. . *Procedia-Social and Behavioral Sciences,*, 15, 1600-1604.

MacIntyre, P. D. (1989). Anxiety and second-language learning: Toward a theoretical clarification. Language learning. 39(2), 251-275.

MacIntyre, P. D. (1989). *Google scholar.* Retrieved 01 13, 2022, from Google scholar: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Anxiety+and+Second-Language+Learning%3A+Towarda+TheoreticalClarification*+P.+D.+Maclntyre+R.+C.+Gardne&btnG=

MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The modern language journal*, 79(1), 90-99.

Pappamihiel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English*, 327-355.

Pichette, F. ((2009).). Second language anxiety and distance language learning. . *Foreign Language Annals,* , 42(1), 77-93.

Raoofi, S. T. ((2012). Self-Efficacy in Second/Foreign Language Learning Contexts. . *English Language Teaching,*, 5(11), 60-73.

Raoofi, S. T. ((2012)). Self-Efficacy in Second/Foreign Language Learning Contexts. *English Language Teaching*, 5(11), 60-73.

Salehi, M. &. ((2014). The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance. . *Theory & Practice in Language Studies,* , 4(5).

Sparks, R. L. (1998). Differences in native-language skills, foreign-language aptitude, and foreign-language grades among high-, average-, and low-proficiency foreign-language learners: two studies. *Language testing*, 15(2), 181-216.

Spieberger, C. D. (1983). State-trait anxiety inventory. *A Comparative Bibliography*.

Teimouri, Y. G. ((2019)). Second language anxiety and achievement: A meta-analysis. . *Studies in Second Language Acquisition,* , 41(2), 363-387.

Von Worde, R. (2003). Students' Perspectives on Foreign Language Anxiety. Inquiry, 8(1), n1.

Woodrow, L. ((2006).). Anxiety and speaking English as a second language. . *RELC journal,* , 37(3), 308-328.

Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The modern language journal*, 75(4), 426-439.

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. . *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheures et chercheurs en education*, 1(1).

Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. . *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheures et chercheurs en education* , 1(1).