

Jimma University

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College of Social Science and Law

Department of English Language and Literature

(Graduate Program TEFL)

A Study of High School Students English Language Learning Anxiety and English Language Achievement: With Particular Reference to Grade 12 at Jimma Preparatory School, Jimma

By

MULUALEM ESHETE MEKIE

A Thesis Presented to the Department of English Language and Literature (Graduate Program TEFL)

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



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**Approved by Board of Examiners**

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## Definition of Key Terms

The word '**anxiety**' is used to describe the mental and physical response to feared and threatening situations. This reaction can include trembling, choking, increased heart rate, sweating, feelings of unreality and so on. Anxiety is a normal response experienced by everyone at times. Nearly being hit by a car, sitting for an exam or giving a public talk are all examples of situations in which most people would experience some anxiety.

**Foreign language anxiety** is a distinctive complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

**Achievement** is defined as the learners' final accomplishment of English language subject in their study noteworthy, after much effort and often in spite of tests and examinations.

**English as a Foreign Language (EFL) Learner:** are those who are learning or teaching English while living in a community where English is not spoken as a first language.



## ABSTRACT

The present study was aimed to investigate the relationship between English language learning classroom anxiety and students' English language achievement test result. For this purpose 210 grade 12(twelve) students were randomly selected from Jimma Preparatory School. A self reporting questionnaire i.e. Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz and Cope (1986), consisted of 33 items, was administered to measure the level of foreign language classroom anxiety of the students. The students' first semester English mid term exam result was used to determine the relationship between English language classroom anxiety and English language achievement test result .Furthermore, descriptive statistics to determine anxiety level, t-test to find out significance difference between males and females students anxiety level and achievement and Pearson's Moment Correlation Coefficient to determine relationship between anxiety and achievement test result were used to test the research problems.

The result of the data analysis indicated that most of the students were found to be anxious. With respect to sex no significance difference was observed between males and females on their foreign language classroom anxiety level. The study further confirmed that there was no significant negative relationship between students' English language classroom anxiety and English language achievement test result at the significance level of 0.01.The study also investigated that there was achievement test result variation among the subjects of the study with respect to their anxiety level. Finally, it was found that though males' achievement test result was a little bit higher than that of females, no significant difference was found on achievement between them. The findings of this study depicted that anxiety is prevalent among the subjects of the study and had negative correlations with their English language achievement test result. And the study made recommendations aimed at reducing classroom English language learning anxiety.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

English language learning is a rather complicated process. It is influenced not only by the linguistic characteristics of English language itself, but also by some other factors. Given these numerous factors influencing English language learning, affective variables in foreign language teaching and learning have been studied extensively for the last decades. Among these affective variables, anxiety stands out as one of the most important factors for effective language learning. Horwitz, Horwitz & Cope (1986) pointed out since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious student. Therefore, to keep the success of English language education in high school, every stakeholders should give due attention for foreign language anxiety is a vital issue that cannot be neglected.

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

As indicated above language anxiety is identified by language researchers as one of the affective factor which is thought to have a considerable influence on second language learning. Studies by different researchers (e.g. Scovel, 1978; Horwitz et al., 1986; MacIntyre and Gardner, 1994),



especially in western countries have been conducted to investigate the relationship between foreign language classroom anxiety and achievement in the learning of foreign language in different context. These different research out puts designated that foreign language classroom anxiety and achievement have positive as well as negative relationship. Among these diverse researches, on one hand Chastin (1978) found positive relationship between language anxiety and second language achievement. On the other way round, study by Horwitz et al. (1986) and MacIntyre and Gardner (1994) indicated that foreign language anxiety is responsible for students' negative emotional reaction to language learning. Recently, Batumlu and Erden (2007) and Cubuku (2007) have explored on the similar context to see the correlation between language anxiety and language achievement and found negative correlation between the two variables. To measure the levels of foreign language classroom anxiety; many of the researchers used the foreign language classroom anxiety scale – henceforth FLCAS which was designed by Horwitz et al. (1986). The FLCAS, as confirmed by (Aida, 1994; Horwitz et al., 1986 and Roudriguez and Aberu, 2003), was found to be highly reliable instrument to measure students' level of anxiety.

Generally, foreign language classroom anxiety is totally different from other types of anxieties (Horwitz et al., 1986). Learners may have the feeling of being unable to express their own ideas in a foreign language classroom where foreign language anxiety emerges. Since foreign language anxiety not only affects students' attitude and language learning but also is considered to have more debilitating effect than facilitating effects. For this reason, to ensure the success of English education in high school in general and to make students effective in English language in particular needs an investigation and detailed analysis of foreign language anxiety is necessary and can not be ignored.

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

Anxiety is a kind of nervousness or worry in the mind of individuals. Language learning anxiety is defined as “a distinct complex of self-perception, beliefs, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al. 1986, p.128). Krashen (1985) points out that anxiety has an impact on learners' affective filter, mental block that impedes learners' full use of comprehensible input. If the students' affective filter is low, their language learning is facilitated, where as if the filter is high, learning is

prevented. For instance, because of anxiety, a learner may not be able to answer an English grammar question posed by the English teacher. Nevertheless, the learner may be able to recall the answer for the same question when the teacher ask the whole class, instead of calling an individual student to answer. Therefore, language learning anxiety may negatively contribute to language learning.

Many researchers have pointed out anxiety as one of the affective factors which affect the process of learning. In this regard (Scovel, 1978; Horwitz et al., 1986; MacIntyre and Gardner, 1994; Young, 1991 and Aida, 1994) claim that language courses are anxiety provoking by its nature. Horwitz et al. (1986) in their study of foreign language classroom anxiety, developed an instrument which is used to measure the learners' level of anxiety, that is, foreign language classroom anxiety scale (FLCAS). Subsequently, they administered it to the subject of study and found that the students' level of anxiety and their language achievement were negatively correlated. Similarly, Aida (1994) and MacIntyre and Gardner (1994) arrived at a conclusion that the two variables i.e. achievement and language learning anxiety have negative relationship.

Melkamu (2008), in his local study investigated that English language classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement. The value of correlation also indicated that anxiety has a negative impact on achievement. This is because, statistically, if the correlation is negative and the significant value is less than the given point value, anxiety has a debilitating effect on students' achievement. This study investigated that anxiety has a debilitating effect on the subject of the research.

In other research finding, Chi Kao and Philip (2010) investigated foreign language anxiety and English achievement in Taiwanese undergraduate English major students. These researchers used a survey design that involved the collection of quantitative data to answer the research question. In their study a total of one hundred one (101) undergraduate English major students were participated. As a final point, the result of the study highlighted that foreign language anxiety is an important predictor of university English majoring students' English language achievement.

Language teachers', including myself, has observed on various occasions the apprehension and discomfort experienced by many students who are attempting to acquire and produce a foreign

language. This nervousness or anxiety frequently seems to become particularly aggravated when students are required to speak in class, and during exams and tests. These personal observations have been supported in studies of many authors who have examined anxiety in language students. For example, MacIntyre and Gardner (1991) asserted that “anxiety poses several potential problems for the student of a foreign language because it can interfere with the acquisition, retention, and production of the new language” (p.86). In point of this the researcher initiated to proceed this study on students’ English language learning anxiety from other learning factors because many teachers, including myself, neglect this learning factors. Thus, students became low achiever in their English in their studying.

As far as the exploration of materials and information on foreign language classroom anxiety of high school students and their achievement, many studies were focused on the college and universities. For this reason, the researcher cannot find enough studies on foreign language classroom anxiety on secondary schools. However, the researcher found studies similar to this study which was conducted at Dembecha Preparatory and Secondary School by Melkamu (2008). According to his findings, most of the students were found to be anxious, and no significance difference was observed between males and females on their foreign language classroom anxiety level with respect to gender. Further more, the study showed that there was a significant negative relationship between students’ English language classroom anxiety and English language achievement test result at the significance level of 0.001. The study also investigated that there was achievement test result variation among the subjects of the study with respect to their anxiety level. Finally, it was found that though males’ achievement test result was a little bit higher than that of females, no significant difference was found on achievement between them. Moreover, the findings of this study depicted that anxiety is widespread among the subjects of the study and had negative correlations with their English language achievement test result.

Similarly, Peng Hui (2009) conducted at China Senior High School on foreign language anxiety of high school students and their achievement. According to his result, students were more or less negatively influenced by language anxiety. Moreover, the study out put showed that there was a negative correlation between outcomes and anxiety most of the time, and the factors contributing to different anxiety levels are self-esteem, cultural differences, and personalities.

And these studies cannot reflect the real situation of high school English language teaching in Ethiopia as a whole and Jimma Preparatory School in particular. Therefore, the researcher was interested to conduct this study to make sure what happens in high school regarding on the topic of English language classroom anxiety.

Alike with any other context of foreign language anxiety, Jimma Preparatory School of grade twelve (12) students may be expected to experience anxiety in English language class due to the fact that English language is foreign language to them and for other reasons such as the classroom conditions, the school situation and the personalities of teachers and learners themselves. It is obvious that a lot of causes may put in to language classroom anxiety. However, this study focuses on specific foreign language classroom anxiety. It is essential to investigate whether students' level of anxiety by any means can contribute to their English language achievement or not while they learn and use English language.

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

For this reason, this study tried to find out whether English language anxiety and students' English language achievement test result have correlation or not on Jimma Preparatory School of grade twelve (12) students.

### 1.3. Objective of the Study

The main purpose of this research was to examine the relationship between EFL students' anxiety and their achievement of grade twelve (12) students on Jimma Preparatory School, Jimma, Oromia region. Therefore, the study focused to:

- Investigate EFL students' anxiety level.
- Examine if there is difference among students foreign language classroom anxiety and achievement based on sex.
- Explore if there is a relationship between EFL students' foreign language classroom anxiety and students' English language achievement.



- Find out the extent to which English language anxiety varies according to the level of achievement.

To achieve the above mentioned objectives of the study the following research questions were formulated:

- What is the general situation of EFL students' foreign language classroom anxiety level?
- Are there foreign language classroom anxiety level differences between male and female students in language learning classroom?
- What is the relationship between EFL students' foreign language classroom anxiety and their achievement?
- Dose students' achievement varies according to their level of anxiety?
- Is there achievement difference between males and females in language learning classroom?

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

As declared above, the purpose of this study was to examine the relationship between foreign language classroom anxiety and achievement of grade 12 students of Jimma Preparatory School of grade twelve (12). The probable findings which have been obtained from this study may have the following significance.

Firstly, investigating the relationship between foreign language classroom anxiety and achievement helps to shed light on whether or not anxiety should be taken into consideration while teaching English as a foreign language in Ethiopian high schools and in Jimma Preparatory School in particular.

Secondly, the study is also expected to show which type of anxiety, i.e. facilitative or debilitating; the students are experiencing while learning and using English. If the anxiety is debilitating, it may harm successful students to be anxious and leads to the less successful condition. Therefore, identifying the type of anxiety can help teachers and other concerned bodies to be thoughtful in the classroom so as to make learners successful and to tackle their anxiety.

Thirdly, the English language teachers and students of Jimma Preparatory School may get supportive feedback from the results of the study. Therefore, teachers may be informed about the occurrence of classroom anxieties in English classes. Moreover, the outcome of this research may help students to be cognizant about classroom anxieties and find the techniques which enable them to escape from the debilitating effects of anxiety.

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

Finally, this study can be the baseline for further research who is interested to conduct on similar topics.

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

The study focused on the relationship between foreign language classroom anxiety and achievement at Jimma Preparatory School of grade twelve (12). This study mainly focused on students' English language learning anxiety and their English language achievement. However, this investigation was not addressed on the other language learning factors like learners' motivation, attitude, self-esteem, and the likes so as to use the time and finance effectively for the accomplishment of the research objectives.

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

The scope of the study was limited to grade 12 students of Jimma Preparatory School of grade twelve (12) in 2011/12 academic year and this did not represent students in other high schools. Thus, the sample was not relevant for other high schools because the level of students' foreign language learning anxiety may be different and the findings may also differ. All of the samples were taken English language as an independent subject and a medium of instruction for other subjects in exclusive to Amharic and Afan Oromo language and also these students were learning English language as their foreign language.



## CHAPTER TWO

### REVIEW OF RELATED LITERATUR

The literature to be reviewed comes mainly from studies that included anxiety as a primary factor in language learning and studies that focused directly on the role of anxiety in language learning. The literature review is organized into the following topics. Definition of foreign language anxiety, Types of foreign language anxiety, General anxiety, foreign language anxiety, Foreign language anxiety and other related factors, Gender and foreign language anxiety, Measurement of foreign language classroom anxiety, the relationship between foreign language classroom anxiety and language achievement, sources of foreign language anxiety, sources of English language anxiety in Ethiopian context, and manifestations of language anxiety and its effective reduction.

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

Anxiety is part of the human condition and it has a broad definition. Anxiety in general can be defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al., 1986, p.125). Similarly, Hilgard, Atkinson, & Atkinson, (1971) as cited in Scovel (1991) defined “anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object” (p.18). Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as ‘second/foreign language anxiety’. Young (1991) as cited in Onwuegbuzie et al., (1999) referred anxiety is a complex and multidimensional phenomenon (p. 217). According to Horwitz et al., (1986) anxiety has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning that is listening and speaking, because in interaction both skills can not be separated (p. 29). In spite of these various definitions, we can broadly think that anxiety is a kind of troubled feeling in the mind of individuals and it is a subjective feeling of uneasiness and apprehension caused by the anticipation of something threatening. Therefore, anxiety perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001, p. 113).

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

Anxiety has been studied by psychologists and educators from various perspectives, resulting in a massive body of literature documenting its influence on cognitive, affective and behavioral functioning (MacIntyre and Gardner, 1991). Once in a time everyone feels nervous because of he or she cannot explain something to others (Fedorko, 1986).

As regards to the constituent of general anxiety, it has been considered to comprise “worry and emotionality” (Morris, Davis & Hutchings, 1981), in which worry refers to cognitive aspects, “such as negative expectations and cognitive concerns about oneself, the situation at hand, and possible consequence”, and emotionality concerns “ones perceptions of the psychological-affective elements of the anxiety experience, that is, indications of automatic arousal and unpleasant feeling states such as nervousness and tension ” (p. 504). Foreign language classroom anxiety has been recently identified as distinguished from other forms of anxiety (Horwitz et al., 1986). Anxiety which is experienced by almost one-half of the students in a foreign or second language classroom can be seen from general anxiety and foreign language classroom anxiety perspectives.

### **2.2.1. General Anxiety**

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

#### **2.2.1.1. Trait Anxiety**

Levitt (1980), defined trait anxiety as “a constant condition without a time limitation” (p. 11), furthermore Spilberger (1966), defined as a stable feature of personality, referring to “an acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non dangerous circumstances as threatening” (p. 16). Similarly, trait anxiety has been defined as a likelihood of an individual becoming anxious in any situation (Brown, 1994). A tendency to be anxious is a permanent personality characteristic. Therefore, an individual with high trait anxiety would probably become apprehensive in many different kinds of situations

(MacIntyre and Gardner, 1991). The trait anxiety perspective has been productive in reporting effects of generalized anxiety and it has been applicable across situations (MacIntyre and Gardner, 1991; Jonassen and Grabowski, 1993).

#### **2.2.1.2. State Anxiety**

State anxiety is fleeting and not an ending characteristic of an individual's personality. It is a "transitory state or condition of organism that varies in intensity and fluctuates over time" (Spielberger 1966, p.12). Spielberger (1983) gives as an example of state anxiety the apprehension experienced before taking an examination. Young (1990), as cited in Cubuku (2007), noted that the negative effects of anxiety, such as diminished cognitive performance, are generally associated with state anxiety and it depends on an event or combination of events experienced at the time. Moreover, it represents a transient emotional mood or condition (Jonassen and Grabowski, 1993). According to them state anxiety is determined by the interaction of trait anxiety and the situational threat perceived, and so is responsive to situational factors. An individual who generally responds to any number of situations with low anxiety may react with high anxiety if there are multiple anxiety-causing conditions present.

#### **2.2.1.3. Situation-Specific Anxiety**

According to MacIntyre and Gardner (1994, p. 2), situation specific anxiety "can be considered to be the probability of becoming anxious in a particular type of situation, such as during test (labeled as 'test anxiety'), when solving mathematics problems (math anxiety), or when speaking second/foreign language (language anxiety)". This describes anxiety that occurs constantly over time in a given situation. Researchers like Oh (1990), thought that foreign language classroom anxiety as a "situation specific anxiety that students experience in the classroom which is characterized by self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reaction in the language classroom" (p. 56). Similarly, (Horwitz, et al., 1986) solidifies by explaining that foreign language classroom anxiety is totally different from other types of anxieties and it belongs to situation specific anxiety.

### **2.2.2. Foreign Language Anxiety**

Foreign language anxiety is a special kind of anxiety related to foreign language classes. It can be considered as a kind of ‘situation-specific anxiety’ just like ‘stage anxiety’, ‘math anxiety’ and ‘test anxiety’ (Batumlu and Erden, 2007). Likewise, according to Horwitz et al., (1986) foreign language anxiety belongs to the category of situation-specific anxiety. Moreover, they were the first to approach foreign language anxiety as a separate phenomenon specific to foreign language experience, and they outlined the theoretical framework of foreign language anxiety. They argue that although general anxiety plays an important role to the development of foreign language anxiety, foreign language anxiety is different from all kind of anxiety because it is a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning processes (Batumlu and Erden, 2007). Finally, Horwitz et al., (1986), states that there are three components of foreign language anxiety which are related to academic and social evaluations i.e. communication apprehension, fear of negative evaluation and test anxiety.

#### **2.2.2.1. Communication Apprehension**

Communication apprehension may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life. Learners’ personality traits such as shyness, quietness, and reticence are considered to frequently precipitate communication apprehension. These feelings of shyness vary greatly from individual to individual, and from situation to situation. According to Horwitz, et al., (1986):

Communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people... difficulties in speaking in dyads or groups or in public or in listening a message are some of the manifestations of communication apprehension(p. 30).

Similarly, communication apprehension is defined by McCroskey (1977), as “an individual level of fear associated with either real or anticipated communication with another person or persons”. In fact, MacIntyre and Gardner (1991) found identified speaking to be the most threatening and anxiety provoking activity in a foreign language classroom. Different studies (e.g. Satio and Samimy, 1996; Daly, 1991) have shown that most students become situation specific anxious when they speak a foreign language in the classroom.

People with communication apprehension have difficulties in expressing themselves, i.e. difficulty in speaking in groups or dyads, stage fright, and communicative messages in groups such as the difficulty in listening to or learning a spoken message (Cheng, 2002). Therefore, for those who learn English with communication apprehension, whenever they are required to speak in English class or in public stages, their anxiety arouses. This implies that the teachers have both the power and the responsibility to counter the development of anxiety by building self-confidence through positive feedback and promoting self-perception of developing proficiency.

#### **2.2.2.2. Test- Anxiety**

Test anxiety refers to a type of performance anxiety stemming from a fear of failure in a test (Brown, 1994). Similarly, test anxiety was defined by Siber (1980) as a set of responses that have been associated with the individual's experience of evaluation or testing. Goonan (2003) described test anxiety as follows:

Test anxiety differs from general feeling of "anxiety", it is a specific form of psychological disorder that involves extensive amounts of fear, worry, and fear of negative evaluation during or in anticipation of performance or evaluation situations (p. 4).

The character and phenomenon have been described by different authors (e.g. Wine, 1971; Dusek, 1980). For example, Dusek (1980) defined test anxiety as "an unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations" (p. 88). Furthermore, according to Cubuku (2007) test anxious students:

Often put unrealistic demands on themselves. Test anxiety is believed to be one of the most important aspects of negative motivation. It can be defined as "unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations. High anxious students are overly concerned with parent or teachers evaluations and have difficulty of attending to relevant task information and they are easily distracted by incidental stimuli, being overly preoccupied with the possibility of failure. (p. 135)

Test anxiety occurs when students have poor performance in the previous tests. They develop a negative stereotype about tests and have irrational perceptions in evaluative situations. These

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

#### **2.2.2.3. Fear of Negative Evaluation**

Fear of negative evaluation is an avoidance of evaluative situations and expectation that others will evaluate them negatively. Learners may be sensitive to evaluation of their peers (Cubuku, 2007). Chan and Wu (2004) explained fear of negative evaluation as apprehension about others evaluation, distress over their negative evaluations, and the expectations that others would evaluate one self regularly. Although it is similar to test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test taking situations (Spolsky, 1989). In addition to situations of tests, it may take place in any social, evaluative situations such as interviewing for a job or speaking in foreign language class. MacIntyre and Gardner (1991) suggest that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt about their ability to make a proper impression (Chan and Wu, 2004).

In a context foreign language, fear of negative evaluation derives mainly from both teachers and the students peers because foreign languages require continual evaluation by the teacher and anxious students may also be intensely susceptible to the evaluation of their peers (Worde, 2003). Students with fear of negative evaluation might adopt the action of avoidance (Chan and Wu, 2004; Spolsky, 1989 and Casado & Dereshiwsy, 2001). In Aida's (1994) opinion, students with fear of negative evaluation might sit passively in the classroom, withdrawing from

classroom activities that could otherwise enhance their improvement of the language skills. In extreme cases, students may think of cutting class to avoid anxiety situations, causing them to be left behind (Wilson, 2006).

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

Foreign Language Classroom Anxiety Scale (FLCAS) was developed by taking these components of language anxiety identified by Horwitz, et al., (1986). However, these researchers did not seem entirely content with their analysis, stating that foreign language anxiety should be seen as more than the sum of these parts. Similarly, Spolsky (1989) argues that rather than simply containing elements of the three, foreign language anxiety is also influenced by the threat to a person's self concept in being forced to communicate with less proficiency in the target language than he/she has in the first. Though Horwitz, et al., (1986) believed test anxiety to be one of the components of foreign language anxiety, Aida (1994) did not consider it as one of the factors contributing to it. However, she identified a similar factor - fear of failing- as one subsumed under foreign language anxiety. In general, due to the different sources of language anxiety the fact that such learning factors are so interrelated, different components of language anxiety have been identified and there is clearly some overlap. Since FLCAS has proved to be reliable measurement of anxiety specific to language classroom by different researches, it was used, in this research, to indicate the type of anxiety the instrument can measure (Chan and Wu, 2004).

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

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

Wenden (1991), discusses the term 'anxiety' by relating it to a person's negative self- image. She argues that when learners see themselves as successful as other learners, their learning is enhanced, but if they perceive themselves as unsuccessful, anxiety arises. In other words, they

they are less capable and more anxious than others, they are bound to remain anxious, which may have a negative effect on their performance. According to Baily, anxiety is particularly important because of the related trait of competitiveness which is often the driving force for worry (Skehan 1989). As Brown (1994), puts it, facilitative anxiety, which is one of the keys to success is closely related to competitiveness.

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

Gardner and MacIntyre (1993), suggest that motivation to learn a language is likely to lessen due to high levels of anxiety since experience is found to be painful, while high levels of motivation result in low levels of anxiety since the student perceives the experience of motivation positively and tends to be successful-both of which decrease anxiety. Davidoff (1987) suggests that highly anxious subjects find it hard to pay attention. He explained that anxious students' attention is divided between task relevant and task-irrelevant information. Further Davidoff explains that when they should be attending, anxious learners focus on irrelevancies such as feelings of inadequacy, the performance of others, headaches, stomachaches and failure. Worry is also



develop a negative self-image about their role and capabilities when learning language, instead of considering themselves as having a crucial role to play in the learning process. Ely (1986) found a variable called language classroom discomfort which is concerned with the degree of anxiety, self consciousness, or embarrassment felt when speaking the second/foreign language in the classroom. Though fewer in number, the items he developed and employed to measure language class discomfort are similar to the FLCAS which contains 33 items by Horwitz, et al., (1986). Ely's argument is that this variable leads to a reduction of willingness to take risk in class, there by resulting in a decrease in class participation, which is seen as one of the antecedents of achievement, Brown (1994), citing Beehe (1983), states that risk taking is important factor both in classroom and natural setting:

In the classroom, these ramifications might include a bad grade in the course, a fail on the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by one self. Outside the classroom, individuals learning a second language face other negative consequences if they make mistakes. They fear looking ridiculous; they fear the frustration coming from a listener's blank look, showing that they have failed to communicate; they fear the danger of not being able to take care of themselves; they fear the alienation of not being able to communicate and thereby get close to other human beings. Perhaps worst of all, they fear a loss of identity (p.153).

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

Using diary studies of language learners, Baily (1983) as cited in Oxford (1999) asserted that competitiveness can lead to language anxiety. This happens when language learners compare themselves to others or to an idealized self-image, which they can rarely attain. If they think that



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attention demanding and diverts attention from task-relevant stimuli and results in lowered task performance.

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

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

Some language anxiety studies examined that there have been possible differences between female and male participants as regards anxiety levels and achievement. Some research investigations (e.g. Dalkuli, 2001; Pappamihel, 2001 and Elkhafaifi, 2005) have suggested that female students often have higher levels of anxiety than males in academic settings. In the field of language learning, Machida (2003; p.23), examined foreign language Japanese language class anxiety based on gender and found that female learners are more anxious than male counterparts. Similarly, Von Worde (2003) reported that female students were more likely to be much apprehensive than male learners. Moreover, Cheng (2002), who investigated English writing anxiety in Taiwanese learners, discovered that females were significantly more anxious than males. On the contrary, Spielberger (1983, p. 19), in her study on state anxiety found, “females are more emotionally stable than males in their reactions to highly stressful and relaxing circumstances”. Correspondingly, in Kitano’s (2001), study as cited in Gobel and Matsuda (2003, p. 23) of Japanese college students, male students have been found to feel more anxiety when they perceived their spoken Japanese less competent than that of others; however, such a relationship was not observed among female students.

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

Elkhafaifi (2005) found that females and males exhibited different levels of anxiety depending on the kind of anxiety experienced that was female students presented significantly higher levels of general Arabic language anxiety levels than males (mean score for females was 90.05, as against that for males 81.68), but not statistically significant differences were seen between the sexes in Arabic listening anxiety (M=53.62 for females, as M=47.83 for males).

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

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

Importantly for succeeding research, Horwitz, et al., (1986) developed the Foreign Language Classroom Anxiety scale (FLCAS), which contains 33 items to be answered on a 5- point Likert-scale type, from 'strongly agree' to 'strongly disagree'. FLCAS has been shown to have an internal reliability of 0.93 and test- retest reliability over eight weeks period was  $r= 0.83$ ,  $P=0.001$  (Horwitz, 1986). Horwitz, et al. (1986), claimed that from the results of their study, conducted with 75 university students of Spanish i.e. beginner level students with debilitating anxiety in foreign language classroom setting can be identified and that they share a number of characteristics in common. Results arising from the administration of the FLCAS indicated that almost half the students were anxious about speaking and over a third were worried when they could not understand everything the teacher said. Almost two-fifth were sure that other students were more proficient language learners than they were, and well over half were concerned that they could not keep up with the pace of the language lesson. Over two thirds of students indicated they felt uneasy about making mistakes, and a tenth of the participants feared being ridiculed by other students when they spoke in the target language (Von Worde, 1998).

Since the construct of foreign language classroom anxiety was identified and the instrument FLCAS was developed by Horwitz, et al. (1986), the FLCAS has been constantly employed by investigators in numerous researches, Horwitz, et al. (1986) original study involved English learners of Spanish in their first year at university. In other studies, language and its relationships to performance and achievement have been explored, for example, in the investigation of the stability of language anxiety in learners who were studying two languages, French and English, simultaneously (Rodriguez and Abreu, 2003). Much research into anxiety and the four language skills has used FLCAS, in listening (Elkhafaiti, 2005), in speaking test situation (Phillips, 1992); in reading in the foreign language (Saito, Horwitz and Garza, 1999). In foreign language classroom anxiety and achievement, performance relationships Batumlu and Erden (2007); Casado and Dereshiwsky (2001), Chen and Wu (2004); Zhao Na (2007); Melkamu Firew (2008) and others used FLCAS for their research purposes.

Many researchers have used the FLCAS in its original form for students of a variety of target languages (Aids, 1994, Elkhafai, 2005, Saito, et al., 1999 and Melkamu, 2008). Others used it translated into the mother tongue (Chan and Wu, 2004; Zhao Na, 2007; Pappamihicl, 2001). As the FLCAS has been employed so widely in language anxiety studies, in its original form, or translated, or adapted, for this study translation is needed due to the proficiency level of secondary school students in Ethiopian context. As it is mentioned earlier, its reliability is tested to use it in its original form or adapting it. For this study, the researcher decided to use the FLCAS translating it into Amharic.

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

Research on foreign language anxiety in relation to achievement has generally focused on the larger context of motivation and attitude, limiting the specific role of anxiety. However, since the 1980s, foreign language anxiety research has been increasingly directed at examining the specific anxiety construct, the relationship between anxiety and learner variables, the relationship between anxiety and achievement, and the effects of anxiety on foreign language learner (Horwitz et al. 1986; MacIntyre and Gardner; 1991; Young, 1991 and 1992). Over the past few years, foreign language educators have found that anxiety plays a role in success or failure in foreign language (Ganschow, et al., 1994). Similarly, researchers indicated that high level of

anxiety can interfere with foreign language performance and achievement (Larsen- Freeman and Long, 1991; Dulay et al., 1982; Brown, 1994 and Skehan, 1989).

Essentially, anxiety can be either facilitating or debilitating. Facilitating anxiety motivates the learner to adopt an approach, attitude, and is willing to confront the new learning task (Spolsky, 1989). On the other hand, debilitating anxiety motivates the learner to assume an avoidance attitude and therefore tends to escape from the new learning task (Scovel, 1978). The factor of task difficulty affects the learner to develop a facilitating or debilitating anxiety. The aforementioned researchers agree that anxiety does not necessarily have a negative impact on language learning that a certain amount of it is helpful. That is, anxiety has a facilitating and debilitating effect on language learning and achievement. According to Spolsky (1989), although anxious learners try harder to be successful, anxiety plays its debilitating role on their performance and achievement. Many studies show that a lowered anxiety level tends to be more related with achievement (Batumlu and Erden, 2007). When the relationship between the learners' foreign language classroom anxiety and their English achievement was investigated, it was found that there was a significantly negative relationship between learners' foreign language anxiety level and their English achievement at the significance level of  $r = -0.45$ . They also state that the lower the foreign language anxiety, the higher is the achievement. That is anxiety plays an important role on learners' language achievement negatively or positively.

In a similar study Remzi, (1997) found that there was a significant moderate negative relationship between students' language anxiety level and their achievement in learning English as a foreign language; a significant moderate negative relationship between their language anxiety level and their achievement in English reading comprehension; and a significant moderate negative relationship between students' language anxiety levels and their oral English proficiency. Likewise, Dalkuli (2001) indicated that there was a negative relationship between students' anxiety and English achievement. According to Skehan (1989), most studies suggest that there exists a negative correlation of about -0.30 between anxiety and language learning. However, other studies suggest that the degree and direction of relationship between anxiety achievements is different from what Skehan claims it to be. According to MacIntyre and Gardner (1993), language researchers were seen to conclude that lower anxiety levels are associated with successful language acquisitions but the correlation studies do not state it consistent. For

example, Chastain (1975) reported a significant correlation ( $r=-0.48$ ) between test anxiety and achievement in French but low and positive correlation ( $r=0.21$ ;  $r=0.37$ ) between test anxiety and achievement in Spanish and German respectively. In another study, Scovel (1978) reported that many of the earlier studies on anxiety in foreign language learning were pointed to be mixed and none conforming results, and he suggested that it might be profitable to explore further two fold approaches of debilitating and facilitating anxiety. Furthermore, he thought that it might provide an attractive path down which future research on effects of anxiety on foreign language learning might proceed.

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

In his local study Melkamu (2008), investigated that English language classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement ( $0.298$ ,  $P=0.001<0.01$ ). The value of this correlation also indicated that anxiety has a negative impact on achievement. This is because, statistically, if the correlation is negative and the significant value is less than the given point value, anxiety has a debilitating effect on students' achievement. This study investigated that anxiety has a debilitating effect on the subject of the research. In relation to this, Abate Kassahun (1996) as cited in Melkamu (2008), in his study investigated that English language classroom anxiety found to be negatively correlated with students' test, speaking and writing performances. The correlation coefficient was  $-0.26$  for test anxiety,  $-0.23$  for speaking anxiety, and  $-0.2$  for writing anxiety. His finding indicates that

debilitating anxiety was responsible for students' low achievement. Similarly, Melese Metiku (2007) as cited in Melkamu (2008) found that students' writing test result was poor due to the anxiety they experienced during the test.

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

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

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

Regarding to personal and interpersonal anxieties, Young (1991), indicates that these may involve, low self-esteem and competitiveness or be experienced by those who consider themselves as having poor language ability. Expressions such as audience anxiety, speech anxiety and communication apprehension are typically used when people experience social anxiety while performing or speaking before others. As regards students' beliefs, anxiety is reported to be aroused through a variety of sources. For example, learners' may believe that they must speak with perfect accuracy or accent (Horwitz, 1988), or that they do not have the aptitude need to able to learn a foreign language.

As far as instructors' belief about language teaching is concerned, Young (1991) states that anxiety may be evoked if instructors believe that an authoritarian manner is conducive to students' performance, if they consider that all students' mistakes should be corrected, and if they think their role is more like a drill sergeant's than a facilitator. Concerning the relationships between teacher and language learner, Young (1991), gives several suggestions as to how language anxiety may be aroused. She maintains that severe error correction on the part of the

teacher may cause anxiety and classroom procedures also evoke anxiety in some language students.

Young maintains that speaking in front of other students in the classroom is a particularly anxiety-provoking activity. She refers to studies such as Koch and Terrell's (1991), in which the majority of students learning a foreign language through the Natural Approach said that they experienced most anxiety when doing oral presentation in front of the class. Considering language testing, Young (1991), sees testing as source of anxiety, and students feel anxious in evaluative situations. Von Worde (2003) also describes similar possible sources of anxiety as suggested in interviews with students of French, German and Spanish. The major sources of anxiety were non-comprehension, when students could not understand what the teacher said, they feel nervous; in speaking activities, in oral practices students were worried about the opinions of peers and the instructor; pedagogical and instructional practices, error correction and native speaker, were stated by Von Worde as sources of anxiety. Richard-Amato (1988) also included not providing a silent period and giving direct corrections to the list of cases increased anxiety.

In this respect, Horwitz, et al. (1986), argues that foreign language anxiety shows up not only due to factors mentioned above. For example, the fact that learners are seated in a classroom and the fact that the subject being learned is a foreign language (i.e. English) are recognized as source of anxiety. Besides these, one's general anxiety level, motivation and prior performance may also determine the degree of foreign language anxiety experienced by learners. In conclusion, Spolsky (1989), stated that some learners, typically with low initial proficiency, low motivation and high general anxiety, develop level of anxiety in learning and using a second/foreign language that interfere with learning.

### **2.8. Sources of English Language Anxiety in Ethiopian Context**

As Young (1991), noted that language anxiety may have many sources; some are associated with the learner, including low self- esteem and specious beliefs regarding the learning of language, and some with the teacher. Regarding to the sources of English language classroom anxiety in the Ethiopian context, it is possible to mention some of them which are frequently observed. For instance, Abate (1996) as cited in Melkamu (2008), who conducted a research for his MA



Thesis, could identify some of the potential sources of anxiety his subjects face. These were: students' poor background which goes with their prior experience, students' negative expectation on their speaking proficiency, in their writing and their low self-esteem about the language.

Moreover, the low standard of English language students have may lead them to be anxious, particularly in speaking and test taking. According to Hailemichael (1990), as cited in Melkamu (2008), many AAU English language teachers complained that many students experienced English language problems particularly in writing and speaking, and the students themselves admitted that their English language ability was insufficient. Therefore, these sources are expected to cause foreign language classroom anxiety since language anxiety is to develop as a result of repeated negative experiences with the language. To put it in a nutshell the sources of anxiety in the Ethiopia context are poor background of English in the past and negative expectation of students of their English ability.

## **2.9. Manifestations of Language Anxiety and Its Effective Reduction**

In order to alleviate anxiety and help students to cope with language anxiety, most literature has concluded with similar suggestions. It has been suggested that language teachers need to play a vital role by taking a lead in creating supportive and caring climate in the classroom and understanding about foreign language anxiety as well as providing assistance to the students. Therefore, language teachers have to understand the following manifestations and alleviations of foreign language anxiety reached by the consent of different scholars.

### **2.9.1. Manifestations of Language Anxiety**

Different language researchers and foreign language teachers have decoded a number of symptoms and behaviors manifested in anxious learners. Gregersen (2003) as cited in Gregersen (2007), negative consequences of language anxiety manifest in the form of changed behavior, such as responding less effectively to language errors (p. 210); engaging in negative self-talk and ruminating over poor performance, which affects information processing abilities (MacIntyre & Gardner, 1994, p. 285); exhibiting avoidance behavior by missing class, having unrealistic high performance standards (Gregersen & Horwitz 2002, p. 563); freezing up in role play activities, participating infrequently (Horwitz et al., 1986, p. 129); Gardner (1985) as cited in Gregersen (2007) and ultimately receiving low course grades (p. 210). In addition, Harrigan et al. (2004) as

cited in Harrigan et al. (2007) posited that anxiety can be accurately decoded both through prosodic (stress and intonation pattern), paralinguistic (non verbal) features of vocal communication and through visual non-verbal cues (p. 210). Gregersen (2005) as cited in Gregersen (2007, p. 210) in her study on non-verbal behavior of anxious and non-anxious language learners found that “anxious learners manifested limited facial activity, including brow behavior and smiling, maintained less eye contact with the teacher, and were more rigid and closed with their posture”.

### **2.9.2. Alleviations of Foreign Language Anxiety**

Identifying anxiety producing factors for second/foreign language learners and recognizing learner manifestations of this anxiety while communicating in the target language are important and the first step in coping with language anxiety. An extensive body of research has suggested a variety of strategies to cope with language anxiety in academic settings, which can also offer an understanding of how to deal with it in the broader social contexts. In general, Hembree (1988), as cited in Ying-Ling & Kondo (2004), the remediation of such anxiety has focused on cognitive, affective, and behavioral approaches (p. 259). The cognitive approach holds that the thinking disturbances that occur in the classroom are the primary sources of anxiety. The researchers recommend a ‘cognitive modification (CM)’ method for its treatment which focuses on changing the students’ own cognitive appraisals (Mejias et al., 1991; p. 97). Students are encouraged to develop more positive and facilitating self-talk and are taught to manage their self-evaluation more realistically. The affective approach attempts to change the negative involuntary association between the classroom and anxiety, and assumes that emotional arousal (physiological responsiveness) is the main concern (Ying-Ling & Kondo, 2004; p. 259). Researchers suggest taking steps to control bodily reactions and stress in order to alleviate anxiety and recommend systematic desensitization therapy (SDT) as a treatment method. The students are taught how to relax in the presence of the anxiety stimuli and, thus, the anxiety is reduced in the subsequent oral communication situations (Mejias et al., 1991; p. 97). Those who take the behavioral approach presume poor academic skills as the main source of anxiety (Ying-Ling & Kondo, 2004, p. 259). For its treatment, the researchers recommend skills training (ST) method where the students are taught the behavioral skills required for success in particular oral communication context (Mejias et al., 1991, p. 97).

Research on language anxiety suggests a variety of techniques to reduce or successfully cope with language anxiety. Foss and Reitzel as cited in Young (1991; p. 430) hold that the recognition of students' irrational beliefs or fears and their unrealistic expectations can help students interpret anxiety-producing situations more realistically and adopt an approach rather than 'avoiding behavior'. They recommend verbalization or articulation of any fears as a strategy to cope with language anxiety. Young (1990; p. 1) also offered some suggestions in this regard such as; (1) using an anxiety graph to pinpoint the highest level of anxiety of a given interaction; (2) for anxieties stemming from learner's personality, providing supplemental instruction or a support group; (3) for anxieties stemming from classroom procedures, using more pair and group work; (4) playing language games with an emphasis on problem-solving; and (5) role-playing with preparatory activities to instill class rapport. Furthermore, he found that the students felt more at ease when the instructors' manner of error correction was not harsh and when they were friendly, patient, and had a good sense of humor. So, it can also be suggested that equal status relationship between teacher and student is an important aspect for anxiety alleviation. Hauck and Hurd (2005) offered a list of eleven strategies to deal with language anxiety to their research respondents. Those strategies that applied to them were: Use positive self-talk (e.g. I can do it; it doesn't matter if I make mistakes; others make mistakes), actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes, imagine that when I am speaking in front of others, it is just a friendly informal chat, tell myself when I speak that it won't take long, give myself a reward or treat when I do well, be aware of physical signs of stress that might affect my language learning, write down my feelings in a day or notebook, share my worries with other students, let my tutor know that I am anxious, use relaxation techniques e.g. deep breathing, consciously speaking more slowly, etc., and others.

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

## **CHAPTER THREE**

### **METHODOLOGY OF THE STUDY**

#### **3.1. Research Population**

Jimma Preparatory School in Jimma, Oromia region was selected for the study. And for better accomplishment of this study, the target population was grade 12 students of Jimma Preparatory School in 2011/12 academic year.

#### **3.2. Subject of the Study and Sampling Techniques**

The subject of this study was selected from the aforementioned school of grade 12, and the investigator used simple random sampling technique to pick the desirable sample sections and subjects of the study from both social sciences and natural sciences streams.

Farther more, the subjects of the study were 210 students of Jimma Preparatory School of grade 12. Among these, 106 were females and 104 were males from both natural sciences and social sciences stream classes. In the school there were 12 sections (2 social sciences and 10 natural sciences classes). The investigator randomly selected five sections from each category (two sections from social science and three sections from natural science). Finally, the total number of students selected from the five sections were 210 (106 females and 104 males) students. From these students only 210 students returned the questionnaire (106 females and 104 males).

#### **3.3. Source of Data**

The sources of data that was taken for the completion of this study were both the primary and secondary source of data. The primary source of data for this research was the sample students of grade 12 who registered for the academic year of 2011/12. This primary source of data was the FLCAS questionnaire that was administered to the subject of the research who was selected from the total population of the research as indicated earlier. In addition, the students' English language mid term test result was obtained as a secondary source of data from the students documents.

### 3.4. Instruments

In order to attain the research objectives and to answer the already formulated research questions the researcher used two instruments. These were a Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Horwitz, et al., (1986), for assessing students' level of anxiety during language classes and the other was students' mid term exam result of English language (achievement test result) and it was out of 30% and it altered in to 100%.

The first instrument that is the FLCAS questionnaire was consisted of two parts. The one was intended to collect personal information of participants, that is, sex. The other part of the instrument was the Amharic version of Foreign Language Classroom Anxiety Scale (FLCAS) that is designed by Horwitz, et al., (1986). This FLCAS contains 33 items on a 5-point Likert-scale type; ranging from strongly agrees to strongly disagree with an option of undecided. Since this instrument was designed to investigate the level of anxiety of students and out of 33 items, 8 items were for communication apprehension (1,9,14,18,24,27,29, and 32); 9 items for fear of negative evaluation (3,7,13,15,20,23,25,31, and 33); 5 items for test anxiety (2,8,10,19,21). The remaining 11 items (4, 5,6,11,12,16,17,22,26,28, and 30), they placed in other group by naming anxiety of English classes. For each item respondents were required to respond with an answer like strongly agree (5 pts), agree (4 pts), undecided (3 pts), disagree (2 pts), and strongly disagree (1 pts). However, item 2, 5, 8, 11, 14, 18, 22, 28, and 32, were to be scored reversed. The theoretical score range of this scale was from 33 to 165 however, for this study the score range was from 55 to 148. The higher total anxiety scores were, the more anxious the student was. FLCAS has been shown to have an internal reliability of 0.93 and test-retest reliability over eight week periods was  $r = 0.83$ ,  $p = 0.001$  (Horwitz, et al., 1986). For this study FLCAS was employed in its original form and translation in to Amharic was needed due to the level of English language ability of the learners.

The academic advisor and a psychology lecturer examined the quality of the instrument and it was piloted. A pilot test was administered to 20 respondents who were not the target population of the study. The aim of this test was to check the appropriateness of the language of the instrument; since it was intended to translate in to Amharic language and to made necessary correction based on the feedback that was provided by the respondents. Based on the feedback given by the respondents important corrections were made and internal consistency of the test

was also computed. Accordingly, the FLCAS was found to be reliable having a coefficient of Alpha Cronbach 0.76.

The students' English language mid term exam result used to find out the correlation between the level of students' anxiety and English language achievement.

### **3.5. Data Collection Procedures**

The data for this study was gathered by using FLCAS questionnaire and students' document. Before the administration of the questionnaire, each student was provided a code with respect to their name in the mark compiling sheet so as to make their result secret, and the subjects was advised to complete the questionnaire genuinely. Then the FLCAS was administered to 151 natural science and 115 social science students; 123 copies were collected back from 151 natural science students and 87 from 115 social science students. A total of 210 copies were collected (106 from females and 104 from males). The students' first semester mid term exam result was collected from their document. After that the collected data was tabulated and computed using SPSS (Statistical Package for Social Science) 16.00.

### **3.6. Data Analysis Procedure**

The procedure that was put into practice to analyze the data gathered through questionnaire and students' document; SPSS 16.00 was utilized. Firstly, descriptive analysis was used to calculate the means and standard deviations for each item and each kind of anxiety to see the general situation of Jimma Preparatory School of grade 12 students' anxiety level in English classrooms. Secondly, t-test was employed to see if there were any significant differences in English language learning classroom anxiety among male and their female counter parts and their achievement difference. Then Pearson's product moment correlation coefficient was used to analyze the correlation between English language learning classroom anxiety and English language learning achievement. After that the data were interpreted, analyzed, and discussion was presented and conclusions and recommendations were supplied clearly.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

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

#### 4.1 The General Situation of Grade 12 Students' Anxiety in English Classrooms

**Table 1: General Anxiety Situation of Respondents (N=210)**

Students With Anxiety Levels <3.00 and >3.00		Sex		Total
		Male	Female	
<b>Students with anxiety level &lt;3.00</b>	Count	38	39	77
	%Within group	49.35%	50.65%	100%
	%Within sex	36.54%	36.79%	73.33%
<b>Students with anxiety level &gt;3.00</b>	Count	66	67	133
	%Within group	48.175%	50.38%	100%
	%Within sex	63.46%	63.207%	126.67%
<b>Total</b>	Count	104	106	210
	%Within group	49.523%	50.476%	100%

The result of descriptive analysis on the above Table 1 showed that in terms of group anxiety statistics, 38 male students (36.54%) scored anxiety level below the mean score 3.00 and 39 female students (50.65%) scored anxiety level below 3.00. Those students who scored anxiety level above mean score 3.00 were 66 males (63.46%) and 67 females (63.027%). From the total of 210 subjects 133 students (126.67%) scored anxiety level 3.00 and above 3.00. This result shows us that Jimma Preparatory School grade 12 students are mostly anxious in English classrooms.

**Table 2: Levels of Anxiety within Variables**

Anxiety Variables	No. of items	Mean	Standard Deviation
Communication Apprehension	8	24.405	20.895
		3.05	2.612
Test anxiety	5	14.114	13.107
		2.823	2.621
Fear of negative Evaluation	9	25.18	24.067
		2.798	2.674
General Anxiety of English Classes	11	30.73	28.83
		2.794	2.621

As shown in Table 2, the mean score anxiety level for the language learning anxiety variables communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were 3.05, 2.823, 2.798 and 2.794 respectively. This result indicated that since the anxiety level of the first variable i.e. communication apprehension kind of language learning anxiety is above the mean score 3.00, the subjects of this study were found to be anxious. However, the remaining three variables that is test anxiety, fear of negative evaluation and general anxiety of English classes language learning anxiety scores were below the mean score 3.00, and the subjects were not anxious in terms of the already mentioned variables of language learning anxiety. This result supports findings investigated by different researchers. For example, according to Horwitz, et al (1986), students with average around 3.00 should be considered slightly anxious, while students with average below 3.00 are probably not anxious; students whose average nears 4.00 and above are probably fairly anxious. Similarly, Zhao Na (2007) stated that students with average anxiety level 3.00 are considered as seriously suffering from anxiety.

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



The outcome in Table 2 above designates that students are anxious in communication apprehension aspect of anxiety variable than other language learning anxiety variables. This might occur, for example, according to Zhao Na (2007), the existence of anxiety should firstly be attributed to the students' English proficiency and achievement which might not be enough to allow them to communicate with others freely, to express themselves adequately in class and answers teacher questions properly push to fear of negative evaluation, test anxiety, speaking anxiety and other classroom anxieties. Baily (1983), as cited in Skehan (1989) and Young (1991) stated that competitiveness, personal and interpersonal beliefs, learners beliefs about language learning, teachers beliefs about language teaching and teacher learner interactions may lead to language learning anxiety.

This study indicated grade 12 students in fact had the feeling of anxiety in their English classes, and they experienced more communication apprehension. In our context, students have seldom chances to communicate with English in or outside the classrooms, because of the supremacy of mother tongue in the area. From the researchers' experience it was noted that most English language teachers in Ethiopia mostly emphasize grammar activities, while paying less attention to the remaining four macro skills, especially to speaking. The existence of anxiety in English classrooms can be also ascribed to classroom atmospheres (Zhao Na, 2007). In most Ethiopian schools, teachers play the role of controller and manager of the classroom practice. Due to this students may feel nervous and anxious. As a result, students may lack a free, relaxed environment for English language learning and in testing situations.

#### 4.2. Foreign Language Anxiety and Sex

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

Anxiety Variables	No. of items	Sex	Mean	Standard Deviation
Communication Apprehension	8	Male	23.95	10.467
			2.99	1.308
		Female	24.5	10.248
			3.0625	1.303
Test anxiety	5	Male	14.1	6.508
			2.82	1.301
		Female	14.14	6.59
			2.828	1.32
Fear of negative evaluation	9	Male	24.02	11.97
			2.67	1.33
		Female	26.32	12.097
			2.92	1.34
General Anxiety of English Classes	11	Male	30.07	14.69
			2.73	1.33
		Female	31.38	14.133
			2.85	1.28
Overall anxiety level	33	Male	92.14	43.643
			2.79	1.3225
		Female	96.34	43.257
			2.92	1.310

Table 3 shows that in terms of either general classroom anxiety, or each specific kind of anxiety, females' mean scores are a little bit higher than that of males' which may indicate females may experience more anxiety than males. However, the result of the t- test (Table 4 below) indicated that there were no significant differences between males and females when we observe the values of anxiety variables, including that of communication apprehension (-0.127,  $p=0.289>0.05$ ) which was not significant. The reasons for this result may be society's attitude towards females and they meet more responsibilities and demands in work, besides the fact that they are wives and mothers at home. Therefore, this might makes them more anxious concerning their tasks.

**Table 4: Significance of Comparison of Males and Females Anxiety**

Anxiety Variables	t- value	Significance of t- value(p< 0.05)
Communication Apprehension	-0.1227	0.289
Test anxiety	-0.0504	0.514
Fear of Negative Evaluation	-1.3789	0.251
General Anxiety of English Classes	-0.6856	0.200
Total	-0.6548	0.062

The result of the t-test indicated that there is no significant difference between males and females when we see the total significant value ( $t=-0.6548$ ,  $P=0.062>0.05$ ) of anxiety variables. It was noted that the t- test value of communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classes were ( $-0.1227$ ,  $P=0.289>0.05$ ); ( $-0.0504$ ,  $P=0.514>0.05$ ); ( $-1.3789$ ,  $P=0.251>0.05$ ) and ( $-0.6856$ ,  $P=0.200>0.05$ ) respectively.

The significant difference between males and females for communication apprehension indicated that there is a no statistical significant difference ( $-0.127$ ,  $p=0.289>0.05$ ). Similarly, for the rest of the anxiety variables the students do not show any statistical significant differences. Though the magnitude of anxiety of females was greater than males ( $M=96.34$ , for females; and  $M=92.14$ , for males), no significant difference is seen between males and females of Jimma Preparatory School, grade 12 students. Though the magnitude of anxiety levels differs a little bit and no significant difference can be observed. This idea can be sustained by researchers like Zhao Na (2007), investigated that, having considered these little magnitude differences, though males seem more anxious than females, when tested by t- test no significant difference was observed. Though the result was not the same, it supports the finding of this study. Of course, possible differences between female and male participants as regards anxiety levels have been examined in some language learning studies. Wilson (2006) suggested that female students often have higher levels of anxiety than males in academic settings and have low achievement. Moreover, Cheng (2002) as cited in Wilson (2006), investigated that females were significantly more anxious than males ( $M=85.67$  for females, and  $M=77.41$  for males). However, the findings of this study indicated that there is no significant gender difference in levels of anxiety. This finding can also be supported by the findings of Onwuegbuzie et al. (1999), who also looked into

possible relationships between anxiety and gender in their participants, but found no statistically significant correlation. Although in the present study there was no statistically significant difference between males and females' anxiety levels, the fact that females exhibited some what higher levels of anxiety is noteworthy. This might be at least partially accounted for the students differing levels of anxiety in language learning and achievement.

### 4.3. The Relationship between Language Anxiety and Achievement

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

Anxiety Variables	Correlation Coefficients	P- value(p< 0.01)
Communication Apprehension	-0.117**	0.315
Test anxiety	-0.034	0.086
Fear of Negative Evaluation	-0.1704**	0.054
General Anxiety of English Classes	-0.142**	0.206
Total	-0.1159**	0.17

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

The results of the correlation analysis (Table 5) showed that English language learning anxiety and English language achievement were negatively correlated. The correlation coefficient of each specific kind of anxiety variable is presented as: for communication apprehension (-0.117,  $P=0.315>0.01$ ), for test anxiety (-0.034,  $P=0.086>0.01$ ), for fear of negative evaluation (-0.1704,  $P=0.054>0.01$ ) and for general anxiety of English classroom was (-0.142,  $P=0.206>0.01$ ). The values of this correlation coefficient show us that English learning anxiety and achievement were negatively correlated and have no statistical significance. The significance of all anxiety variables that is communication apprehension, test anxiety, fear of negative evaluation and general anxiety of English classroom showed that there was no significant and negative correlation between English language learning anxiety and English language achievement.

The correlation of the over all English classroom anxiety variables and achievement depicted that there was a negative correlation between anxiety and achievement (-0.1159,  $P=0.17>0.01$ ). The value of this correlation also indicated that anxiety has a negative impact on achievement; this is because, statistically, the correlation is negative. However, in terms of other factors, the relationship was insignificant, the coefficients were all negative. Thus, it can be said that anxiety

plays somewhat a debilitating role in language learning. This study investigated that anxiety has a debilitating effect on grade 12 students. This finding is supported by studies like Melkamu (2008), on his local study he found that anxiety had a debilitating effect on student English language achievement and the correlation values were negative. Similarly, another local study by Melesse Metiku (2007), as cited in Melkamu (2008), states that students' test result was poor due to the anxiety they experienced during the test. In both studies students' poor background in learning English language was responsible for the quality of the students' task and performance. Similarly, the subjects of this study might experience poor background in English classrooms to accomplish tasks and activities.

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

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

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

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

This finding shows the negative correlation of anxiety and achievement is similar to that of reported by Melkamu (2008), Batmlu and Erden (2007) and Dalkuli (2001).

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

**Table 6: Achievement and Anxiety Levels**

<b>Anxiety Level &gt; 3.00; Achievement &lt;50</b>	<b>Anxiety Level &lt; 3.00; Achievement &gt;50</b>	<b>Anxiety Level &lt; 3.00; Achievement &lt;50</b>	<b>Anxiety Level &gt; 3.00 Achievement &gt; 50</b>
79	66	58	7

The correlation of language anxiety and achievement of the study showed that they were correlated negatively. This implied that as anxiety level of students' increase, their achievement result decreases and this was confirmed by the analysis of correlation. However, when we separately investigate the language anxiety level and achievement, some variations were observed. Students with an average mark of achievement test less than 50 were considered unsuccessful, students with an average greater than 51 were considered successful.

Therefore, students who were anxious and their achievement <50 (38%) were 79. Those students whose anxiety level >3.00 and their achievement >50 were 7. And students whose average anxiety scores less than 3.00 and their achievement >50 were 66. For the rest 58 students their anxiety level and achievement was below the mean score 3.00 and achievement test result was <50. If the level of anxiety was low, the achievement was expected to be higher, but there is a variation of achievement and anxiety. Similarly, for those students whose anxiety level >3.00, their achievement was expected to be low however, their achievement was high instead of being low; this shows variation of achievement and anxiety. This achievement variation, according to Sparks and Ganschow's (1995) argument was that rather than the effect of affective variables, language ability differences were the problems of most poor foreign language learners. And they also argued that if foreign language learners attribute lack of success in foreign language learning simply to motivation or high level of anxiety then their anxiety level may be high, being their achievement result was high. That is, though, their anxiety level is high, due to hard work, they would be successful.

Thus, from the result we can deduce that there was achievement variation. As mentioned earlier, the variation could be because of poor language learning for low achievers, and for high

achievers anxiety level increment might be due to motivation problem, and high achievement might result from hard work.

#### 4.5. Achievement Difference between Males and Females

**Table 7: Achievement Difference between Males and Females**

Sex	Mean	Standard Deviation	T-value	Significance value (P<0.05)
Male	50.60	11.753	0.102	0.495
Female	47.96	11.480		

As shown in Table 7, the mean scores of achievement test result for males and females are 50.60 and 47.96 respectively. The value of the t- test also indicated (0.102, P=0.495 >0.05). The mean score of achievement indicated that females were a little bit lower than males. However, no statistical significant difference was found between them since the significance value indicated 0.495>0.05.

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

According to the result of this study no significant achievement difference was observed between male and female grade 12 students of Jimma Preparatory School. This might be the case that grade 10 General Secondary Education Leaving Certificate Examination may have selected fairly competent and intelligent students in both sexes and no difference was found. So it is possible to say that Jimma Preparatory School grade 12 students did not show achievement difference between them with respect to sex.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary

The main objective of this study was to investigate the relationship between English language learning anxiety and English language achievement test result among grade twelve (12) students with particular reference to Jimma Preparatory School. In order to address the above major objective, the following basic research questions were raised:

1. What is the EFL students' anxiety level?
2. Are there anxiety level differences between male and female students in language learning classroom?
3. What is the relationship between EFL students' anxiety and their achievement?
4. Does students' achievement varies according to their level of anxiety?
5. Is there achievement test result difference between males and females?

For the theoretical bases of related literature on definition of foreign language anxiety, types of foreign language anxiety, gender and language anxiety, measurement of foreign language classroom anxiety, the relationship between foreign language classroom anxiety and language achievement, English language anxiety in Ethiopian context, and manifestations of language anxiety and its effective reduction were reviewed.

To carry out the intended study, descriptive survey research method was used. This method had helped the researcher to get first hand information. The researcher has used two types of instruments to collect the data these were FLCAS questionnaire and document were used as instrument of data collection. Thus, the information obtained through Foreign Language Classroom Anxiety Scale (FLCAS) and students' document had been analyzed using descriptive statistics, t- test and Pearson's Moment Correlation Coefficient. Hence, the result of the study is summarized as follows.

Firstly, the result of the study revealed that 126.67% of the subjects of the study were found to be anxious, since their anxiety level was above the mean score 3.00. However, 73.33% were considered not to be anxious as their anxiety level was below the mean score 3.00.



Secondly, according to each specific kind of anxiety variable indicated the anxiety score between 2.794 and 3.05. That is, 3.05 for communication apprehension, 2.823 for test anxiety, 2.798 for fear of negative evaluation and 2.794 for general anxiety of English classes. Students were found to be more anxious in communication apprehension, though they were not anxious in the remaining aspects of anxiety variables that are test anxiety, fear of negative evaluation and general anxiety of English classes. Moreover, regarding to the comparison of males and females, the result indicated that females' anxiety level was a little bit higher than males (2.79 for males and 2.92 for females). When we see each specific kind of anxiety separately, for communication apprehension (M=2.99 F=3.0625), for test anxiety (M=2.82 F=2.828), for fear or negative evaluation (M=2.67 F= 2.92) and for anxiety of English classes (M=2.73 F=2.85) anxiety levels were obtained. However, the significant value of the t-test showed that no significant difference was found between them to all language learning anxiety variables. Generally no significant difference was observed across sex ( $t = -0.6548, P=0.062>0.05$ ).

Thirdly, the result of the correlation coefficient showed that anxiety and achievement were negatively correlated for all anxiety types. And the negative correlation, for communication apprehension, fear of negative evaluation and general anxiety of English classes were not significant because the correlation coefficient of each variables were greater than the give P-value which is 0.01 that is (-0.117,  $P=0.315>0.01$ ), (-0.034,  $P=0.086>0.01$ ), (-0.1704,  $P=0.054>0.01$ ), (-0.142,  $P=0.206>0.01$ ) respectively. Generally, language learning anxiety and English language achievement test result were negatively correlated and insignificant (-0.1159\*\*,  $p=0.17 > 0.01$ ). Furthermore, when we see the variation of English language achievement and anxiety level, the achievement of 65 students varied. That is, those (58) students, whose anxiety level less than the mean score 3.00 scored on their achievement test below 50 (38%), 7 students achievement was higher than 50 (3.4%) although their anxiety level was above the mean score 3.00.

Finally, no achievement difference was found between males and females and the mean score of males' achievement test score mean was 50.60 and that of females was 47.96. The value of the t-test indicated that there was no significant difference between males and females on achievement test result ( $t= 0.897, P=0.495>0.05$ ).

## 5.2. Conclusions

The researcher expected that this study can provide a valuable insight and help at foreign language learning by investigating the relationship between learner's foreign language anxiety and achievement. Based on the results of the study obtained, the following conclusions have been made.

Firstly, this paper has presented some findings of students' English language learning anxiety in Jimma Preparatory School in EFL classrooms. It was found that most students were found to be anxious as the result of the study indicated that 126.67% of the subjects of the study were found to be anxious, since their English language classroom anxiety level was higher than the mean score 3.00. Furthermore, the mean score of the anxiety variables for more than half of the subjects i.e. 133 out of the total population of the study was above the mean score 3.00. From this finding it can be deduced that debilitating anxiety plays its role on English language learning of the subjects of the study. Moreover, most of the students experienced language learning anxiety, especially communication apprehension of foreign language anxiety variables.

Secondly, with respect to males' and females' anxiety level, females were found to be a little bit anxious than males however, their anxiety difference was not significant. Therefore, the research could conclude that there was no significant anxiety level difference between male and female students.

Thirdly, the result of the correlation coefficient indicated that English language classroom anxiety and English achievement were negatively correlated. So, anxiety was a debilitating in language learning, especially in terms of communication apprehension.

Fourthly, for some of the students their achievement and anxiety level do not correlate. This might be for some of the students over confidence, and for those with higher level of anxiety, anxiety might have forced them to work harder and to be successful on their result of the achievement test. Though females' average result on their achievement test was a little bit less than that of males, and no significant achievement difference was seen. This might be the case

that the Ethiopian General Secondary Education leaving certificate examination has filtered them to promote to the next grade, i.e. grade 11 (Preparatory Program).

Finally, to put it in a nutshell, Jimma Preparatory School grade 12 students were found to be anxious, and no significant anxiety and achievement test result difference was seen across sex and anxiety was debilitating for their achievement

### **5.3. Recommendations**

Given that language anxiety can exercise detrimental influence on second/foreign language learning and communication in the target language, it is important that language instructors not only recognize that anxiety is a major cause of students' lack of success in second/foreign language communication but also assist them to overcome their feelings of unease and discomfort. The results of this study suggest that certain students are at risk of having debilitating levels of foreign language classroom anxiety. Based on the findings of this study and the conclusions drawn, the following recommendations were given.

1. First and foremost, English language instructors should acknowledge the existence of the feeling of anxiety in learning and then should take initiatives for its effective reduction. They should identify individuals with signs of stress and anxiety and should apply appropriate strategies to help them counteract these feelings. Three approaches (cognitive, affective, and behavioral) presented by Hembree, 1988 as cited in Ying-Ling & Kondo (2004, P. 259) can be recommended in order to select a suitable strategy (see details in chapter two, section 2.9.2).
2. For active participation in the classroom discussion, it should be ensured that students are provided friendly, informal and learning-supportive environments. This can be done by teachers' friendly, helpful and cooperative behavior, making students feel comfortable when speaking in the class. This can also reduce, although not eliminate altogether, the effect of social and status difference between students and teachers to a considerable extent.
3. As students appear to be acutely sensitive to fear of making mistakes, teachers should encourage students to have the confidence to make mistakes in order to acquire communication skills. Furthermore, as a positive response to students' concern over the harsh manner of teachers' error correction, teachers' selection of error correction techniques as

Horwitz et al., (1986, P. 131) recommended, should be based upon instructional philosophy and on reducing defensive reactions in students.

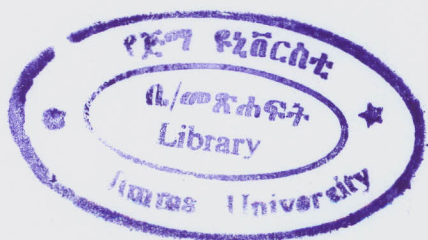
4. In order to allay students' fear that their mistakes in front of the teachers can influence their achievement, more emphasis should be given to formative assessment (assessment for learning) and feedback rather than summative assessment (assessment of learning) and feedback.
5. The teachers should initiate discussion in the class about the feelings of anxiety and should take measures to reduce the sense of competition among them.
6. To encourage students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail. They should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.
7. It is also recommended that teachers should confront students' erroneous and irrational beliefs by cultivating in them "reasonable commitments for successful language learning" Horwitz, 1986 as cited in Onwuegbuzie et al., (1999, p. 232). These beliefs can be confronted by instilling realistic expectations and reasonable performance standards in the learners and by raising their awareness regarding the speed with which fluency in the target language can be achieved. More importantly, students should be guided as to how to direct their attention away from self-centered worries when they are speaking a second/foreign language (1999, p. 233).
8. Familiarity with the culture and ethnic background of the students and an awareness of their previous language learning experiences can also assist language teachers to understand and decode anxiety-related behaviors in some students. In a class of mixed cultures, teachers should specifically make the effort to create a sense of friendship and cooperation among the students. This will help them to speak more confidently and with less anxiety in the class.
9. Finally, there should be some specific teachers training courses on language anxiety in order to make teachers aware of this complex issue and, hence, alleviate it.

Recommendations on the basis of the finding of this study are not exhaustive and every language teacher can offer different ways of reducing language anxiety based upon his/her personal observation of the phenomenon. This study offers a number of strategies to cope with the

potentially pervasive and detrimental effect of language learning anxiety. It is posited that an apt utilization of these strategies by language teachers can help reduce second/foreign language anxiety and can potentially increase students' confidence to learn the target language. (For further recommendations, see Horwitz and Young (1991) and Young (1999). Thus, during this process, the role of language teachers is deemed highly crucial and their particular beliefs, perceptions and attitudes towards language learning and teaching process have the potential of both causing and reducing language anxiety in the learners. Future researchers on language anxiety should attempt to explore teachers' beliefs and perceptions about language learning and teaching, in addition to those of learners, as a mean to effectively address the multi-dimensional construct of language anxiety.

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**Appendix I**  
**Details of Data Collected**

Code	Sex	Ach.	Anx.
1	F	40	120
2	F	54	95
3	F	47	123
4	F	60	76
5	F	50	91
6	F	44	109
7	F	27	113
8	F	44	113
9	F	40	102
10	F	67	86
11	F	50	96
12	F	47	104
13	F	40	115
14	F	46	109
15	F	60	82
16	F	50	101
17	F	30	106
18	F	50	109
19	M	48	126
20	M	47	116
21	M	40	91
22	M	40	95
23	M	34	86
24	M	47	107
25	M	37	110
26	M	48	114
27	M	44	101
28	M	44	101
29	M	47	65
30	M	47	83
31	M	74	96
32	M	57	75
33	M	77	96
34	M	40	95
35	M	27	105
36	M	44	113
37	M	64	68

Code	Sex	Ach.	Anx.
38	M	67	96
39	M	48	105
40	F	50	92
41	F	50	127
42	F	50	96
43	M	54	75
44	F	60	82
45	F	40	106
46	F	57	115
47	F	70	87
48	F	50	94
49	F	50	98
50	F	44	117
51	F	44	117
52	F	50	111
53	M	74	82
54	M	37	102
55	F	54	93
56	F	57	77
57	F	40	90
58	M	60	72
59	F	48	103
60	F	40	83
61	M	44	88
62	M	50	104
63	M	44	127
64	M	54	92
65	M	40	87
66	F	74	70
67	M	54	97
68	F	57	97
69	M	70	83
70	F	44	100
71	M	34	103
72	F	50	76
73	F	44	95
74	M	60	77

Code	Sex	Ach.	Anx.
75	F	74	81
76	F	54	95
77	F	44	104
78	M	47	110
79	M	54	98
80	M	64	84
81	M	80	75
82	F	44	108
83	F	57	86
84	F	47	93
85	M	37	67
86	M	57	53
87	M	47	94
88	M	37	108
89	F	54	88
90	F	50	99
91	F	48	102
92	F	54	86
93	F	54	75
94	F	47	81
95	F	27	108
96	F	50	80
97	F	27	101
98	F	37	110
99	F	47	81
100	M	80	90
101	M	70	77
102	M	54	88
103	M	60	83
104	M	44	110
105	F	47	105
106	F	37	97
107	M	60	87
108	M	74	74
109	M	44	71
110	F	34	104
111	F	40	115

Code	Sex	Ach.	Anx.
112	F	57	94
113	F	48	102
114	M	44	103
115	M	60	87
116	M	44	97
117	M	50	115
118	M	67	77
119	M	67	92
120	F	54	84
121	F	50	103
122	M	57	64
123	F	4	88
124	F	37	78
125	F	44	73
126	F	67	69
127	M	57	88
128	M	47	99
129	F	30	114
130	F	47	89
131	F	30	80
132	F	47	116
133	M	40	83
134	M	50	90
135	M	37	115
136	M	47	85
137	F	57	98
138	M	37	107
139	M	47	91
140	M	44	109
141	M	50	87
142	M	47	122
143	M	37	97
144	M	44	106
145	F	74	89
146	F	41	87
147	M	64	98
148	M	74	98
149	F	54	87
150	F	44	95
151	M	64	84

Code	Sex	Ach.	Anx.
152	M	50	100
153	M	47	90
154	M	47	109
155	F	44	148
156	M	44	95
157	M	37	90
158	F	27	125
159	M	44	76
160	M	44	94
161	M	37	111
162	M	54	55
163	M	37	89
164	M	44	101
165	M	60	88
166	M	47	110
167	M	74	62
168	M	57	90
169	F	50	73
170	F	54	64
171	F	74	91
172	F	54	97
173	F	60	87
174	F	57	98
175	F	57	80
176	F	37	106
177	F	54	94
178	F	37	106
179	F	37	105
180	F	34	80
181	F	40	101
182	M	47	81
183	M	67	94
184	M	60	75
185	M	47	90
186	M	30	96
187	M	44	99
188	M	47	96
189	M	47	87
190	M	37	91
191	M	47	107

Code	Sex	Ach.	Anx.
192	F	27	102
193	F	40	86
194	F	50	84
195	F	47	102
196	F	37	77
197	F	44	118
198	F	50	92
199	F	50	85
200	F	60	113
201	F	80	85
202	F	49	87
203	F	37	115
204	F	50	91
205	M	50	104
206	M	47	82
207	M	34	74
208	M	64	75
209	M	47	95
210	M	50	109

**KEY**

Code: students' code number  
Anx.: Anxiety level of students  
Ach. : Achievement test result

## Appendix II

### FLCAS Items with Percentages of Students Selecting Each Alternative (N=210)

	SD	D	U	A	SA
1. I never feel quite sure of myself when I am speaking in my English class.	21.9	36.7	7.6	25.7	8.1
2. I don't worry about making mistakes in English class.	14.8	27.6	5.7	35.2	16.7
3. I tremble when I know that I'm going to be called on to speak in English class.	25.2	31.4	13.3	21.0	9.0
4. It frightens me when I don't understand what the teacher is saying in the English language.	25.7	34.8	13.3	14.8	11.4
5. It wouldn't bother me at all to take more English classes.	20.5	22.9	11.4	28.1	17.1
6. During English class, I find myself thinking about things that have nothing to do with the lesson.	30.0	31.9	17.1	11.0	10.0
7. I keep thinking that the other students are better at English than I am.	19.5	30.0	18.6	21.9	10.0
8. I am usually at ease during tests in my English class.	13.8	17.1	10.0	40.5	18.6
9. I start to panic when I have to speak without preparation in English class.	20.0	24.8	8.1	30.5	16.7
10. I worry about the consequences of failing my English class.	22.4	23.3	11.9	31.9	10.5
11. I don't understand why some people get so upset over English classes.	11.9	22.9	16.2	31.4	17.6
12. In English class, I can get so nervous when I forget things I know.	12.4	20.0	14.8	36.2	16.7
13. It embarrasses me to volunteer answers in my English class.	24.3	31.0	9.0	20.0	15.7
14. I would not be nervous speaking in the foreign language with native speakers.					

	12.4	24.8	15.2	24.3	23.3
15. I get upset when I don't understand what the teacher is correcting.					
	20.0	33.3	9.02	5.2	12.4
16. Even if I am well prepared for English class, I feel anxious about it.					
	24.8	32.4	9.0	22.9	11.0
17. I often feel like not going to my English class.					
	14.3	15.2	17.6	30.0	22.9
18. I feel confident when I speak in English class.					
	8.6	22.4	10.0	32.9	26.2
19. I am afraid that my English teacher will correct every mistake I make.					
	22.9	38.1	14.3	18.1	6.7
20. I can feel my heart pounding when I'm going to be asked to speak in English class.					
	21.9	30.5	11.0	19.5	17.1
21. The more I study for an English test, the more confused I get.					
	31.0	32.4	15.7	12.9	8.1
22. I don't feel pressure to prepare very well for English class.					
	24.3	31.4	16.2	20.0	8.1
23. I always feel that the other students speak English better than I do.					
	17.6	31.0	18.1	21.9	11.4
24. I feel very self-conscious about speaking English in front of other students.					
	7.6	22.9	14.3	34.8	20.5
25. English class moves so quickly that I worry about getting left behind.					
	16.7	26.2	16.7	30.0	10.5
26. I feel more tense and nervous in my English class than in my other classes.					
	31.9	32.4	10.5	13.8	11.4
27. I get nervous and confused when I am speaking in my English class.					
	17.6	31.0	17.6	23.3	10.5
28. When I'm on my way to English class, I feel confident and relaxed.					
	12.9	26.7	21.0	28.1	11.4
29. I get nervous when I don't understand every word the English teacher says.					
	17.6	23.3	16.7	29.5	12.9
30. I feel overwhelmed by the number of rules I have to learn to speak English.					
	23.8	34.3	17.1	18.1	6.7
31. I am afraid that the other students will laugh at me when I speak English.					

20.5      31.9      14.3      21.0      12.4

32. I would probably feel comfortable around native speakers of English.

13.8      23.8      27.1      21.0      14.3

33. I get nervous when the English teacher asks questions which I haven't prepared in advance.

14.8      22.9      12.4      30.5      19.5

Note: SD=Strongly Disagree; D=Disagree; U=Undecided; A=Agree; SA=Strongly Agree



### Appendix III

#### Means and Standard Deviations of the Foreign Language Learning Anxiety Scale of the Students

No.	Foreign Language Learning Anxiety	Means	Std Dev
1.	I never feel quite sure of myself when I am speaking in English.	2.61	1.297
2.	I DON'T worry about making mistakes in language class.	3.11	1.372
3.	I tremble when I know that I'm going to be called on in language class.	2.57	1.311
4.	It frightens me when I don't understand what the teacher is saying in the English language.	2.51	1.324
5.	It WOULDN'T bother me at all to take more English language classes.	2.99	1.423
6.	During language class, I find myself thinking about things that have nothing to do with the course.	2.39	1.290
7.	I keep thinking that the other students are better at language than I am.	2.73	1.278
8.	I am usually at ease (comfortable) during tests in my language class.	3.33	1.331
9.	I start to panic when I have to speak without preparation in language class.	2.99	1.424
10.	I worry about the consequences of failing my language class.	2.85	1.361
11.	I DON'T understand why some people get so upset over language classes.	3.20	1.301
12.	In language class, I can get so nervous I forget things I know.	3.25	1.292
13.	It embarrasses me to volunteer answers in my language class.	2.72	1.428
14.	I would NOT be nervous speaking the English language with native speakers.	3.21	1.372
15.	I get upset when I don't understand what the teacher is correcting.	2.77	1.355
16.	Even if I am well prepared for language class, I feel anxious about it.	2.63	1.361
17.	I often feel like not going to my language class.	3.32	1.358
18.	I feel confident when I speak in English in my language class.	3.46	1.320
19.	I am afraid that my language teacher is ready to correct every mistake I make.	2.48	1.215
20.	I can feel my heart pounding when I'm going to be called on in language class.	2.80	1.425
21.	The more I study for a language test, the more confused I get.	2.35	1.263
22.	I DON'T feel pressure to prepare very well for language class.	2.56	1.275
23.	I always feel that the other students speak the English language better than I do.	2.79	1.285
24.	I feel very self-conscious about speaking English in front of the other students.	3.38	1.251
25.	Language class moves so quickly I worry about getting left behind.	2.91	1.284
26.	I feel more tense and nervous in my language class than in my other classes.	2.40	1.360
27.	I get nervous and confused when I am speaking in my language class.	2.78	1.275
28.	When I'm on my way to language class, I feel very sure and relaxed.	2.99	1.235
29.	I get nervous when I DON'T understand every word the language teacher says.	2.97	1.325
30.	I feel overwhelmed by the number of rules you have to learn to speak the	2.50	1.223

	English language.		
31.	I am afraid that the other students in the class will laugh at me when I speak in English.	2.73	1.333
32.	I would probably feel comfortable around native speakers of the English language.	2.98	1.256
33.	I get nervous when the language teacher asks questions which I haven't prepared in advance.	3.17	1.373

**Appendix IV**  
**FLCAS English Version**

**Jimma University**  
**College of Social Sciences and Law**  
**Department of English Language and Literature**  
**(Graduate Program in TEFL)**

**Questionnaire to be completed by Students**

**Dear Student,**

The purpose of this questionnaire is to collect data about the anxiety you experience while learning English. Please read each statement below very carefully and specify your true feelings. Since the quality of the study extremely depends on your truthfulness in rating these items, you are kindly requested to respond accordingly.

Your collaboration will be greatly appreciated!

Thank you in advance

Code \_\_\_\_\_

Sex \_\_\_\_\_

Grade \_\_\_\_\_

**Instruction:-**

The following items are useful to indicate the students' level of anxiety in English language class. Put a tick (✓) mark on the corresponding item that best describes your reaction.

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

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

1. I never feel quite sure of myself when I am speaking in my English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
2. I don't worry about making mistakes in English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
3. I tremble when I know that I'm going to be called on to speak in English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
4. It frightens me when I don't understand what the teacher is saying in the English language.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
5. It wouldn't bother me at all to take more English classes.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
6. During English class, I find myself thinking about things that have nothing to do with the lesson.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
7. I keep thinking that the other students are better at English than I am.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
8. I am usually at ease during tests in my English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
9. I start to panic when I have to speak without preparation in English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
10. I worry about the consequences of failing my English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
11. I don't understand why some people get so upset over English classes.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
12. In English class, I can get so nervous when I forget things I know.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
13. It embarrasses me to volunteer answers in my English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
14. I would not be nervous speaking in the foreign language with native speakers.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
15. I get upset when I don't understand what the teacher is correcting.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

16. Even if I am well prepared for English class, I feel anxious about it.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
17. I often feel like not going to my English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
18. I feel confident when I speak in English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
19. I am afraid that my English teacher will correct every mistake I make.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
20. I can feel my heart pounding when I'm going to be asked to speak in English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
21. The more I study for an English test, the more confused I get.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
22. I don't feel pressure to prepare very well for English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
23. I always feel that the other students speak English better than I do.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
24. I feel very self-conscious about speaking English in front of other students.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
25. English class moves so quickly that I worry about getting left behind.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
26. I feel more tense and nervous in my English class than in my other classes.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
27. I get nervous and confused when I am speaking in my English class.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
28. When I'm on my way to English class, I feel confident and relaxed.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
29. I get nervous when I don't understand every word the English teacher says.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree
30. I feel overwhelmed by the number of rules I have to learn to speak English.  
1. Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

31. I am afraid that the other students will laugh at me when I speak English.

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

32. I would probably feel comfortable around native speakers of English.

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

33. I get nervous when the English teacher asks questions which I haven't prepared in advance.

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



1. እንግሊዘኛ ቋንቋ በምናገርበት ጊዜ ፍጹም ትክክለኛነት አድሰማኝም

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

2. እንግሊዘኛ በምናገርበት ጊዜ መሳሳት አያስጨንቀኝም

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

3. እንግሊዘኛ እንድናገር መምህሩ እንደሚጠይቁኝ ሳስብ በፍርሃት መንቀጥቀጥ እጃምራለሁ።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

4. መምህሩ በእንግሊዘኛ የሚናገሩት የማይገባኝ ከሆነ ፍርሃት ይሰማኛል።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

5. ረጅም ሰዓት እንግሊዘኛ መማር ምንም አያስጨንቀኝም።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

6. በእንግሊዘኛ ቋንቋ ክፍሉ ጊዜያት ትምህርቱን ስለማይመሰክቱ ነገሮች አሉባቸው።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

7. በእንግሊዘኛ ክፍሉ ጊዜ ሴቶች ተማሪዎች ከእኔ በእንግሊዘኛ ቋንቋ እንደሚሻሉ አዘውትሮ አሉባቸው።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

8. የእንግሊዘኛ ፈተና በምረቱንበት ጊዜ በሰብካኛው አገልግሎት /አገልግሎት/።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

9. ሳልዘጋጅ እንግሊዘኛ እንድናገር በሚደረግበት ጊዜ ስቆጣጠሪው የማይሻሰው ፍርሃት ይጃምረኛል/ይሰማኛል/።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

10. በእንግሊዘኛ ክፍሉ ጊዜ ትምህርቱ አገልግሎትም በማለቱ የሚመጣውን ውጤት ሳስብ አያስጨንቀኛል።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ

11. ሰዎች በእንግሊዘኛ ክፍሉ ጊዜ ስምን እንደሚጨነቁ አይገባኝም ።

1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. እስማማለሁ 5. በጣም እስማማለሁ



12. በእንግሊዘኛ ክፍል ጊዜ የማውቀው ነገር ሲጠፋኝ በጣም እበላጫለሁ።

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

13. በእንግሊዘኛ ክፍል ጊዜ በራሴ ፈቃድ እጅ አውጥቶ መሰብሰብ ስሜን ስሜን ስሜን እፈራለሁ

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

14. እንግሊዘኛን ከቋንቋው ተናጋሪዎች ጋር ብንጋገር ፍርሃት አይሰማኝም

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

15. የእንግሊዘኛ መምህራ ስህተቴን ሲያስተካክሱኝ አልገባኝ ካስ እረብኛባለሁ

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

16. በእንግሊዘኛ ክፍል ጊዜ በደንብ ተዘጋጅቼ እንኳን ክፍል ብገባ ፍርሃት መሰማቱ አይቀርም

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

17. ብዙውን ጊዜ የእንግሊዘኛ ክፍል ጊዜን ባከታተል ደስ ደስ ነኝ

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

18. በእንግሊዘኛ ክፍል ጊዜ በእንግሊዘኛ በምናገርበት ጊዜ በራሱ የመተማመን ስሜት ይሰማኛል።

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

19. የእንግሊዘኛ መምህራ የምሰራቸውን ስህተቶች ሁሉ ያርዷቸዋል በማለት ፍርሃት ይሰማኛል

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

20. በእንግሊዘኛ ክፍል ጊዜ ተነስቼ እንደናገር ስጠየቅ ከፍርሃቴ የተነሳ የሰብ ምቴ ይጨምራል

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

21. በእንግሊዘኛ ፈተና ብዙ ብዙ ባጠናሁ ቁጥር በጣም እደናገራለሁ

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

22. በእንግሊዘኛ ክፍል ጊዜ በደንብ ተዘጋጅቶ የመቀረብ ግፊት ወይም ስሜት የሰኝም

- 1. በጣም አልስማማም 2. አልስማማም 3. ሃሳብ አልሰጥም 4. እስማማለሁ 5. በጣም እስማማለሁ

23. ሁለት ጊዜ የአፍሪካ ግዳታዎች ከእነዚህ በተሾሰ እንግሊዘኛን ደናገራት የሚሰው ስሜት ይሰማኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

24. እንግሊዘኛ በተማሪዎች ፊት ስናገር ሳለመሳሳት እጠነቀቃለሁ

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

25. በእንግሊዘኛ አፍሪካ ጊዜ የትምህርት አሰጣጥ ሲፈጥን ወደ ኋላ የመቀረት ስሜት ያስጨንቀኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

26. ከሴቶች ትምህርቶች አፍሪካ ጊዜ ያት ይልቅ በእንግሊዘኛ አፍሪካ ጊዜ ውጥረትና የመረበሽ ስሜት ይሰማኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

27. በእንግሊዘኛ አፍሪካ ውስጥ በእንግሊዘኛ በምናገርበት ጊዜ የመረበሽና የመደናገር ስሜት ይታይብኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

28. የእንግሊዘኛ አፍሪካ ጊዜ በሚደርስበት ጊዜ በራስ የመተማመንና የመዝናናት ስሜት ይታይብኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

29. መምህሩ የሚናገሩት እያንዳንዱ ቃል የማይገባኝ ከሆነ የመረበሽ ስሜት ይታይብኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

30. እንግሊዘኛን ለመናገር መጠናት ያለባቸውን የእንግሊዘኛ ህጎች ባሰብኩ ጊዜ የአሰምጭ ጭንቀት ይሰማኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

31. እንግሊዘኛ ለመናገር በማስብበት ጊዜ ሴቶች ተማሪዎች ይስቀብኛል የሚል ፍራቻ ያድርገብኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

32. የአፍሪካ መሬቶች ቋንቋቸው እንግሊዘኛ የሆነ ተናጋሪዎች አጠገቤ ካሉ እጅግ ሲሰማኝ ይቻላል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

33. መምህሩ ቀደም ብሎ ያልተዘጋጀሁበትን ጥያቄ በሚጠይቁኝ ጊዜ የመረበሽ ስሜት ይታይብኛል

- 1. በጣም አልሰማምም 2. አልሰማምም 3. ሃሳብ አልሰኘም 4. አሰማሁ 5. በጣም አሰማሁ

## Appendix VI

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

1. The alternatives of items 2, 5, 8, 11, 14, 18, 22, 28, and 32 have score weights as follows,
  5. Strongly disagree
  4. Disagree
  3. Undecided
  2. Agree
  1. Strongly agree
2. The remaining 24 items scored as follows
  1. Strongly disagree
  2. Disagree
  3. Undecided
  4. Agree
  5. Strongly agree

The level of anxiety score of each subject is found out by summing up the item weights of all 33 items. The range scores should be between 33-165 which is the expected range .However, the highest and the lowest scores for this study were 55 and 148, respectively, not 33 and 165.





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