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**Exploring Foreign Language Anxiety Among Fourth Year Pupils at**

**Chatou Mohamed Middle School, Tlemcen.**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Language Sciences.

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# Abstract

Language anxiety or academic anxiety is introduced as being afraid, nervous, and embarrassed when learning a foreign language. In previous studies, it has been explored in relation to consecutive and simultaneous interpreting; the present study aims to explore the level of foreign language anxiety experienced by students at Chatou Mohammed Middle School. For this reason, we conducted two main questionnaires to reach our objectives: the first was intended to assess the level of Foreign Language Anxiety among middle school learners, and the second was intended to assess whether language teachers are aware of this problem and whether they are working to find solutions. According to our findings, middle school students did experience a moderate level of anxiety due to communicative apprehension, fear of being negatively evaluated, and fear of failing language tests. In addition to low self-confidence, students perceive teachers' questions and error corrections as major sources of stress in the classroom. In order to provide some solutions, we suggest some motivational and encouraging strategies for the classroom environment, and we recommend that teachers use caution when dealing with anxiety-provoking situations since they are the ones most directly affected by it.

# DEDICATIONS

**"He has not thank Allah who has not thank people"**

*To the dearest people to our hearts, our great parents,*

*Who never stop giving of themselves in countless ways*

*Who lead us through the valley of darkness with light of hope and support*

*To our beloved brothers and sisters,*

*To all our family members, the symbol of love and giving,*

# *ACKNOWLEDGEMENTS*

*Our deep and sincere gratitude and thanks are due to our teacher and*

*supervisor*

*Mr. AMINE BELMEKKI*

*for his valuable direction, without whom this work could not see the light.*

*And an appreciation goes also to all who helped us in our way or another*

*to realize this work.*

# List of Abbreviations

**FLA:** Foreign Language Anxiety

**FLCA**: Foreign Language Classroom Anxiety

**FL:** Foreign Language

**FLL**: Foreign Language Learners

**FLCAS**: Foreign Language Classroom Anxiety

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# General Introduction

**General Introduction**

It is hard to learn a new language, but it is really a valuable investment. The successful acquisition of any foreign language can be determined by being able to carry on a conversation in the target language, but its acquisition has been influenced by many factors, such as anxiety.

Some people have the nervousness and anxiety of attending a foreign language class that leaves them frustrated and demoralized instead of fulfilled and motivated. Even though people are aware of the benefits of learning a foreign language, they often don't use it because of the fear of making mistakes. One thing these syndromes all have in common is that those affected are suffering from foreign language anxiety; this anxiety is one of the greatest obstacles facing language learners that prevents them from learning and using the target language.

Horwitz, Horwitz and cope (1986) explain language anxiety as "a distinctive complex of self perception, believes, feelings and behaviors related to classroom language learning process" (cited in Zdena, 2016, p.4).

According to Spielberger (1983) language anxiety is the worry of person feels during the use of a foreign language because of the worry of bad evaluation or due to low self-esteem. regardless of the special interest given to this phenomenon many teachers are blind to the significant bad and dangerous results and they may be even unable to discover the anxious students of their classes and frequently suppose that they do not want to take part due to their disability to learn a foreign language or to the lack of motivation.

This study was motivated by a desire to learn more about foreign language anxiety in order that teachers could become more equipped to help anxious students learn more effectively, especially those students in middle schools who are exposed for the first time to

the English language in their academic career. In the case of foreign language anxiety, it is important to consider the sources of the problem, as well as solutions that may help to minimize its negative effects on language learners.

This dissertation is divided into a general introduction, tow chapters, and a general conclusion. The first chapter deals with the literature review of the concept of anxiety and it's sources along with motivational teaching strategieswhile the second chapter represents the field of study.

**Statement of the Problem**

There are many people who claim to be incapable of learning a foreign language, despite being excellent learners in other situations and highly motivated. then what makes them incapable of learning the English language in this case. In many cases, they may have foreign language anxiety that impedes them from acquiring the foreign language successfully.

The fear of being judged negatively or not being accepted may cause learners to experience anxiety. Many learners are shy when using a foreign tongue or fear of being judged negatively. Students with anxiety in educational settings often struggle to learn, to transform their thoughts, and even to demonstrate their knowledge.

Due to the foregoing, this study is designed to determine the extent of English language classroom anxiety among middle school students and identify strategies that could reduce this problem to enhance students learning outcomes.

**Research Questions**

The main question will be addressed in this study:

> *To what extent may middle school learners experiences anxiety?*

This question focuses on studyingthe following sub-questions:

- What are the sources of languageanxiety?

- How teachers can supportanxious students?

**Hypothesis**

To answer the above question we hypothesize the assumption formulated:

We hypothesize that if teachers are able to find out where foreign language anxiety come from , then  they will be able to find the appropriate  strategies that may help theme reducing anxiety and promoting learners' accomplishments .

**Significance of the Study**

Teachers and students will benefit greatly from the findings of this study. The data presented below will offer teachers guidelines on how to handle students who suffer from speech anxiety, By finding out the level of anxiety experienced by middle school pupils along the causes of foreign language anxiety.

Moreover, To provide teachers with series of suggestions that may help them to support those anxious students that will benefit theme by learning strategies for overcoming their anxiety as well as how to avoid it, as well as realizing that anxiety can extend to their achievement as well as affect their performance.

**Research Methodology**

Kothari (1990) stated that the research methodology included all the methods used by researchers in the study of a particular problem in this study, and that we chose the descriptive method because it allowed us to describe anxiety and its impact on middle school students and their outcomes . In order to study this research, we have decided to use a questionnaire as the main tool for obtaining the required data.

Bassey (1998) defines research as promoting the development of knowledge and wisdom through critical and self-critical investigations. Any research requires data collection and analysis, usually through reading documents, observing people and phenomena, asking questions or using a combination of these methods.

**Data Collection Tools**

Data collection can be defined as a structured way to collect and analyze specific information which provide us with solutions to related queries and assess results. We relied on the questionnaire as our main research tool because it provides us with a lot of valuable information at a low cost in terms of time and resources.

- *Questionnaire*

Data collection is conducted mainly through questionnaires. Researchers can ask questions to the sample population in order to answer them and thus design questions. Nunan (1992) noted that the questionnaire was a tool for data collection, usually in writing, and contained open-ended and/or open-ended questions, as well as other surveys that required thematic responses. In this study, the questionnaire was addressed to students and teachers at ChatouMohammedmiddleschool.

**Population and Sample of the Study**

I chose to work with young people in fourth year grade since this is the age group in which anxiety is the most prevalent and anxiety can be easily observed in their case. I think that they are the most appropriate ones who work well with our study.

Among the 50 students in the study, 40 were chosen to participate in it. The participants in this study were all fourth-year students of Chatou Mohamed Middle School.

**Research Limitations**

As researchers, we faced some challenges along the way. We faced the biggest obstacle in our work because of the time limit; although we were able to finish our project by the deadline, more time would have contributed to even better results. It was challenging to obtain certain books because they were out of print.

# Chapter One: Anxiety in ELT Education

## 1.1. Introduction

During the academic procedure, there can be no suspicion or dispute concerning numerous degrees of anxiety that almost all of the middle school students revel in while they use the English language in front of the class or the educational system or in front of different people generally, and even exams or tests. The feeling of anxiety means the attitude of the person in time of discomfort or stress and it can be noticed based on facial expressions and even words used during the interval of that time whether this feeling is harmful or helpful.

Foreign language anxiety is one of the familiar psychological problems and obstructs that affects the ability of students in their process of learning. And certain issues can evolve and have an influence on students' results and their outcomes. This chapter will have some insights into what is anxiety, and its types and sources.

## 1.2. Definition of Anxiety

Anxiety can have different definitions due to different aims of various researches, the term anxiety from a psychological viewpoint was introduced as "a state of apprehension, a vague fear that is only indirectly associated with an object" by Psychologists like Atkinson and Higard. (Scovel, 1978).

PrabhuBabu who is an Associate Professor, CARE, IIT Delhi "Academic anxiety is the stress that comes from schooling and education where there is often a lot of pressure that comes along with pursuing a degree and one's education". Also, anxiety is defined as "a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating" (Davu and Palladino cited in Kelly, 2002, p. 54).

Anita Woolfolk Hoy a prolific scholar in educational psychology defines "Anxiety is a general uneasiness, a feeling of self-doubt, and a sense of tension" (Woolfolk, 2004, p. 365). Anxiety can be defined as the feeling of worry or stress that takes place at a particular moment under a particular circumstance. (Spielberger, 1983)

Horwitz et al.'s article (1986: 127) described the behavior of the anxious foreign language learner as follows: They revel in apprehension, fear, even dread. They have got problem concentrating, come to be forgetful, sweat, and have palpitations. They showed signs of avoidance behavior including missing class and delay in homework.

Scientific experience with foreign language students in school classes and at the learning skills center (LSC) on the university of Texas also suggests several discrete troubles due to anxiety and illustrates poignantly how those issues can intervene with language learning .basically, xenoglossophobia or foreign language anxiety is the sensation of worry, fear, dread, apprehension, and nervousness, experienced or felted while studying or using a foreign language.

## 1.3. Symptoms of Academic Anxiety

Horwitz et al (1986) claimed that sets certain symptoms that reveal the feeling of anxiety (p.126).

### 1.3.1. *Physical Symptoms and Emotional Changes:*

Horwitz et al (1986) said that it's can include rapid heartbeat (p.126), muscle tension, dry mouth, excessive sweating (Newth, 2003.p.6), and abstaining from any type of eye contact (Idri, 2006, p.88). The student might also sense stress and can act out in sudden approaches to keep away from a scenario they understand as threatening. For example, a pupil may purposely get kicked out of class earlier than a quiz in the event that they have to check

anxiety. Emotional adjustments also can include regular worrying, having overwhelming and irrational fears concerning ordinary activities, steady nervousness, and frequent low self-esteem.

### 1.3.2. *Psychological and Behavioral Symptoms*

Horwitz et al (1986) stated that Symptoms that are not observed unless learners reveal them. For example, Forgetfulness (p.126), tantrums, unpredictable behavior, school refusal known as school phobia, Sleep Disturbance, and event frequent nightmares can be described as signs of anxiety (Newth, 2003, p.6).

### 1.4. Types of Academic Anxiety

This anxiety is linked to four skills listening, speaking, reading, and writing which is considered as the four fundamentals skills of any language, and this type of anxiety can occur only in foreign language contexts.

The researchers also explored the connection between FLA and other anxiety disorders. Five major types of anxiety have thus far been identified: state anxiety, trait anxiety, situation-specific anxiety, facilitating anxiety, and debilitating anxiety.

### 1.4.1. *State Anxiety:*

According to Ellis (1994) state anxiety is the apprehension that is experienced at a particular moment in time as a reaction to a particular situation. (Cited in Alshahrani, 2016, p.67). That is to mention that it is a temporary emotional state that everybody can also revel in after they experience threat in a particular scenario, as example, some students feel frightened of speaking in front of their teachers and classmates even though they had background expertise about the topic presented. This kind of anxiety is going away whilst the situation is considered a danger goes away.

Spielberger (1983) considers it as a fear experienced at a specific second in time, as an example, before taking an exam. In this regard, the higher the degree of trait anxiety a person possesses the higher the degree of state anxiety he/she might also experience, Macintyre and Gardner (1994) support this notion by saying that "individuals who are prone to experience anxiety in general show greater elevations of state anxiety".

### 1.4.2. Trait Anxiety:

It is considered a stable personality trait, so an anxious person can get nervous in any situation. According to Spielberger (1983) "trait anxiety is defined as an individual tendency to be anxious in any situation" in other words its can be defined as the probability that an individual will become anxious in any given situation. However, this approach to anxiety has been criticized in that it makes no sense to explain the anxiety trait without considering the situational interaction because certain situations may be affected by an anxiety disorder.

Some people consider anxiety-provoking rather than others, although these people may have a similar trait. Macintyre and Gardner (1991) declared that There is always a link between state anxiety and trait anxiety: if trait anxiety is higher, so is state anxiety (p.88).

### 1.4.3. Situation-Specific Anxiety

In addition to trait anxiety, foreign language anxiety is classified as situation-specific anxiety. Specifically, this perspective examines anxiety reactions in situations such as public speaking, writing exams, taking exams, or taking courses in a second or foreign language.In this circuit, anxiety can be either debilitating or facilitative.

### 1.4.4. Debilitating Anxiety:

Scovel(1978) said that when anxiety occurs, the learner becomes emotionally motivated to avoid the new task; this kind of behavior is a form of avoidance.This sort of

anxiety has a terrible impact on a learner's performance wherein it stimulates his mind to withdraw from doing the essential duties at the same time as learning.

### 1.4.5. *Facilitative Anxiety:*

Learners who are affected by facilitative anxiety make progress in their learning and performance. Anxiety can be beneficial to a student's academic success since it prompts and activates his brain, which enables him to work hard and concentrate more than he would otherwise on not doing the task in question.

## 1.5. Sources of Anxiety

To solve a problem, you must first know its cause. It is now clearly shown from various studies that there are positive and negative effects on anxiety. Young (1991) claims that language anxiety often arises from both personal as well as interpersonal factors, including the context, audience, and situation. This claim is supported by several studies that claim language anxiety arises from a combination of both personal and interpersonal factors.

### 1.5.1. *Personal Causes:*

Any person may experience social anxiety because their personality affects their participation in speaking tasks or due to a lack of other personal factors.

- *Shortage of Vocabulary:*

Liu (2007) in his study on Chinese English students discovered that the shortage of vocabulary is the principal reason for students' speech anxiety in foreign languages classrooms; the individuals that participated in this study declared that "I m a bit frightened of speaking English due to the fact my vocabulary is terrible and I am a bit shy, so I often sense anxious when speaking in front of others".

And other said I cannot talk on while unexpectedly I come to a new word I that I didn't use or knew before, I will be extremely shy.

- ***Personality***:

According to Xiuqin (2006) Students who sense they don't know enough English to improve their "face" may respond by attempting to speak as little as possible or by avoiding it altogether (37). McCroskey et al. (1977) mentioned that People with low self-esteem often have high anxiety levels in any speaking situation because they lack the confidence to perform (274).

Juhana (2012:103) said that "motivation is a key consideration in determining the preparedness of learners to communicate", in other words, lack of motivation makes students always silent and do not want to communicate in class.

- ***Lack of Preparation:***

Most of the students referred that their anxiety is a result of their shortness in required preparation and they said they would feel less nervous and more confident speaking English with preparation. Students are anxiousto participate in oral discussions because they are not ready for lectures and presentations. In fact, if students are well prepared, they can actively engage in classroom communication.

- ***Fear of Negative Evaluation:***

These students believe that they are not allowed to make mistakes in the class and they expect to be negatively judged and misunderstood by others. Xiuqin (2006: 35) reveal Students frequently feel worried at the thought of making errors and mistakes and receiving negative or bad evaluations from their peers.

They prevent this through reticence and they assume they can practice the language themselves out of the classroom through speaking English until it is perfect. In English classrooms, making mistakes is unavoidable.

▪ *Gender:*

Gender differences have an effect on students' degree of speech anxiety. In this aspect, many researchers tried to spotlight this side of the study which made the impact of gender on students' communication apprehension the apple of discord for many researchers. Deferent researchers have found the connection between gender and anxiety. Elkhafaifi (2005) suggested that girl students frequently have a higher degree of anxiety than males in academic settings.

Von Worde (2003) argued that girl students were much more likely to be lot anxious than male students. Elkhafaifi discovered that girls students and males students are provoked by distinctive degrees of anxiety relying on the kind of anxiety experienced.

## 1.5.2. Interpersonal Causes:

Other classmates' and teachers' behavior causes students to be anxious and nervous at the same time as speaking. As a result for that, people can experience audience anxiety as Wrench et al. (2012) declare that "verbal exchange apprehension caused via particular audience characteristics (61).

▪ *Teachers' Behaviour:*

A few teachers' beliefs about language studying and teaching have also been determined to be a source of anxiety. That is, students make many mistakes and errors once they utter sentences. In this situation, learners can also revel in speech anxiety due to being

corrected by the teacher. Consequently, intense manners of correcting learners' utterances can dues to higher levels of speech anxiety due to the fact college students will sense embarrassment.

According to Young (1991:429), they often feel anxious about responding incorrectly, making mistakes in front of their colleagues, and sounding or looking stupid. Also Young (1991) mentioned that most of the teachers believe that their function is to be the controller in the classroom, who gives orders, and who corrects students continuously. As a result, a non-pleasant environment is built within the classroom which gives a start to anxiety among students who are regularly afraid to speak with their teachers.

- *Test Anxiety:*

Anxiety is a mental situation in which people experience intense misery and anxiety in testing conditions. Meanwhile many human beings experience some degree of pressure and anxiety before and during exams, test anxiety can without a doubt impair studying and hurt test performance. Test anxiety is a form of performance anxiety; it can have an effect on everyone from kindergarteners to Ph.D. candidates. If you have test anxiety, you could have anxiety and pressure even in case you are properly prepared for the exam you're about to take.

You may experience physical, emotional, and cognitive signs and symptoms you could also sense anxiety, stress, or fidgety. Anxiety can also cause problems concentrating. You can sense like your thoughts are jumbled and also you've forgotten the whole thing that you've learned. you may additionally turn out to be more indecisive, and you could struggle to pick between two distinct answers. One study discovered that test anxiety is more detrimental to performance for some human beings than others.

Students with excellent working memories genuinely executed higher test results once they had test anxiety, but students with negative working memory had terrible test outcomes related to test anxiety.

- ***Effects of Foreign Language Anxiety***

Language learners are still a matter of debate. According to some studies, anxiety can determine one's ability to perform in foreign/second languages (Macintyre& Gardner, 1989; Young, 1992; Macintyre& Gardner, 1991). Horwitz (2001) declared that numberless research (for example, Aida, 1994; Elkhafaifi, 2005; Philips, 1992; Steinberg &Horwitz, 1986) has investigated the connection between foreign language anxiety and 2d language outcomes. Those studies typically report a constant moderate negative relationship between measures of language anxiety and language achievement. He also believed that a language learning environment is a place where there is no facilitative anxiety; all anxiety is usually debilitating. (Horwitz,1990).

According to Horwitz (1986), there was a significant and moderately negative correlation between foreign language anxiety and students' expectations in their first-semester foreign language classes (r = -.52, p=001) and with their actual final grades (r = -.49, p=.003 in two intact beginning Spanish classes, and r = -.54, p=.001 in two beginning French classes).). A similar relationship was also found by Aida (1994) among American second-year Japanese students, a finding which was replicated by Saito and Samimy (1996) when they studied Japanese learners at beginning, intermediate, and advanced levels. A number of target languages and levels of study are associated with lower final grades when foreign language anxiety is high.

Other studies suggest that anxiety has no relationship with English performance. (Bachman, 1976; Brewster, 1975; Pimsleur, 1962; Westcott, 1973 as cited in Young, 1991), according to these findings evaluating anxiety, English learning performance has no relationship with anxiety; however, some students tend to avoid anxiety in the classroom.

a study that was made by Waleed Ahmed Shahzad about the Effect of anxiety on academic performance showed that : the academic performance of middle school students was inversely proportional to levels of anxiety, academic performance decreased at every higher level of anxiety. These findings suggest the necessity of coming up with prophylactic methods to prevent emotional distress and anxiety
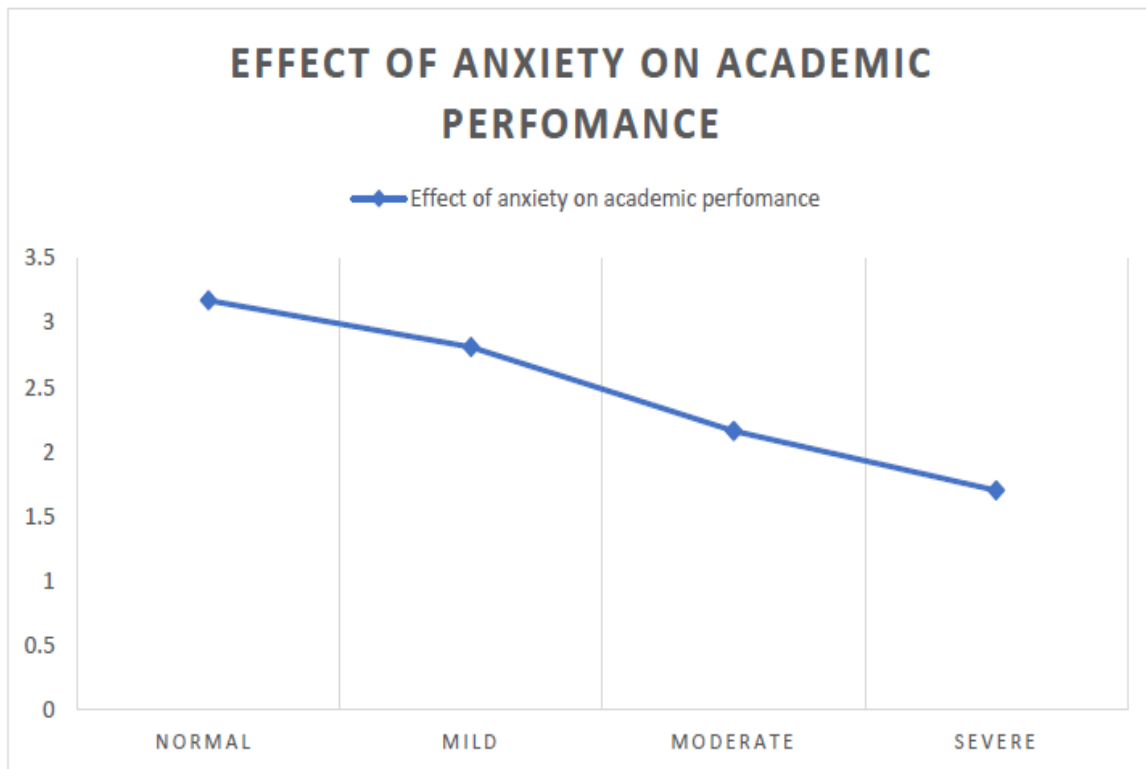


**Figure 1 :** *Effect of Anxiety on Academic Performance*

## 1.6.  Tools for Measuring Language Anxiety:

Language anxiety is measured by several different instruments. According to Zheng (2008), there are three main types of measures: behavioral, observational, physiological, and self-report. An initial behavior test enables the observer to analyze how a subject reacts, such as sweating or blushing.

To correlate the subject's emotional state with his physiological state, the physiological assessment includes taking heart rate, blood pressure, and palm sweat.And also, the use of self-reports by participants, as stated by Zheng (2008), is common for analyzing anxiety in educational studies where study participants are asked to list their internal reactions and feelings (cited by Khiari, 2016). It should be noted, as stated by Zheng (2008), that self-reports by participants are typically used in educational studies to analyze anxiety because participants are asked to indicate their internal reactions and feelings (cited by Khiari, 2016).

In an interview with Horwitz et al (1986), the researchers described FLCAS as "a self-report measure that assesses anxiety through negative performance expectations, psycho-physiological symptoms and avoidance behaviors" (cited in Boukeffa, 2018, p.13). Because they consider three factors of anxiety, communication anxiety, test anxiety, and fear of peer and teacher assessment, this scale is more useful than other questionnaires. A subject should read each of the 33 statements and then state whether he strongly agrees, agrees, is neutral, disagrees, and strongly disagrees about the English class.
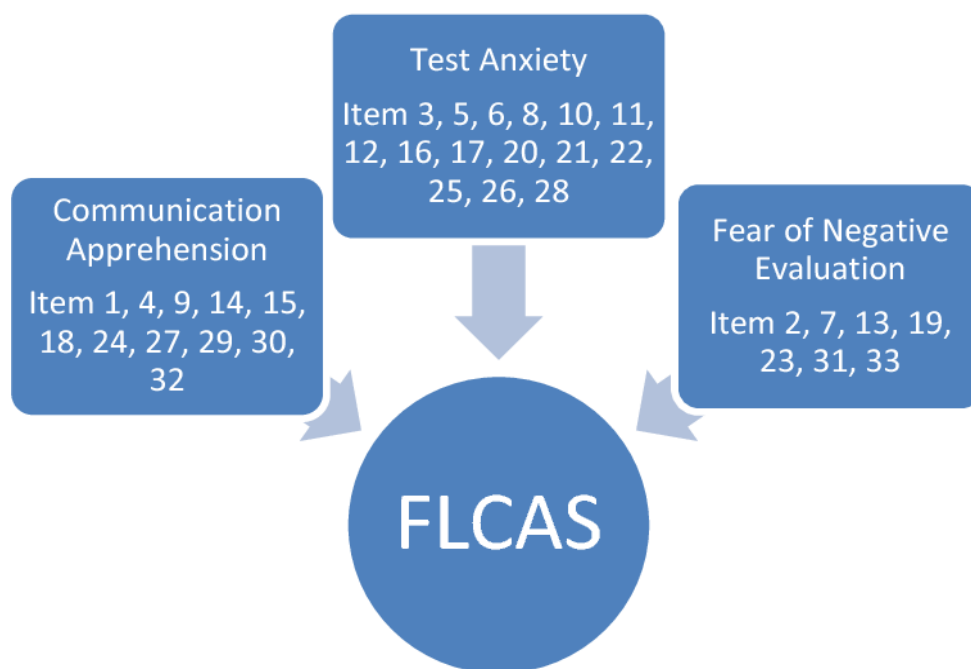
**Figure2.** *FLCAS Model by Horwitz et al 1986*

## 1.7. Theories of Motivational Teaching Strategies

As a key variable in the language classroom, motivation plays an important role in ensuring that students learn. It can fluctuate due to many reasons, not the least of which is student interactions, especially with the teacher (Sugita McEown and Takeuchi, 2014). As Dornyei and Csizer note (1998, p. 207), motivating students is essential to teaching success.

### 1.7.1. Definition of Motivation

Scheidecker and Freeman describe motivation as one of the most complex and challenging issues of education today (cited in Ddmyei, 2001, p. 1) The complexity of motivation is also elucidated by Gardner who says that 'teachers, classroom atmospheres, topics, materials, and facilities, as well as individual student characteristics all, affect classroom learning motivation' (2007, p. 11).

As Motivation is a word that can be understood in a variety of ways; this investigation aligns more closely with Igoudin's (2013) definition which claims that motivation is an interactive and cyclical process between the learner and the educational environment. Motivation influences the student's actions in the classroom and is affected by others' feedback and behaviors in the classroom. (Igoudin, 2013, p.194).

In Greek language 'raxpaiava', the notion of motivation can be translated in many different ways, each with a slightly different meaning; for this reason, a translation in Greek must be provided for each participant that carries the most relevant meaning for this research and exclude all other interpretations.

It is difficult to define motivation precisely because it refers to a mental state that induces behavioral response and goal-directed desire in the human mind' (Domyei, Csizer, and Nemeth, 2006, p.9) Unal-Karagiiven claims that 'All researchers agree on one generic definition of motivation, which is a mental state that promotes the desire for goal-oriented behavior' (2015, p.2).

According to Mart (2011, p. 11), if school leaders want learners to be motivated to learn, they must first sustain their own motivation to build schools in which students discover that learning is an exciting and rewarding activity. It is likely that a teacher who teaches students how to learn, is open to the students' interests and needs, and cares about them will have a greater impact on the students' learning and outcomes than one who is simply concerned with covering the curriculum.

**1.7.2. Theories of Motivational Teaching Strategies and Behaviors**

According to Domyei and Csizer (1998), teachers' beliefs about 51 MTSB varied considerably. Those Ten Commandments provided motivation for language learners.

1. Set a personal example with your own behaviour.

2. Create a pleasant, relaxed atmosphere in the classroom

3. Present the tasks properly.

4. Develop a good relationship with the learners.

5. Increase the learners' linguistic self-confidence.

6. Make the language classes interesting.

7. Promote learner autonomy.

8. Personalize the learning process.

9. Increase the learners' goal-orientedness.

10. Familiarize learners with the target language culture. (Domyei and Csizer, 1998, P 215).

A framework for research has been developed based on Dornyei and Csizer's (1998) "commandments" (Wong, 2014; Scott and Butler, 2008; Cheng and Domyei, 2007). Dornyei has continued exploring the 'commandments' and in his book that he wrote in 2001 he raised several points related to MTSB, including the following:

- Facilitation is more motivating than control.

- A pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms' are indispensable (2001, p. 31).

- a teacher's enthusiasm could be passed off on to his/her students, as'commitment towards the subject material can be infectious'.

- However, if the students perceive a lack of interest on the part of their teacher, they quickly lose interest themselves (Dornyei, 2001, p. 32).

In a study authored by Ning and Hornby (2014), the researchers concluded that the building of cohesiveness within a group increases motivation. A teacher may not be able to motivate her students with just the strategies she employs. According to Matsuda and Gobel (2004), teacher behavior also influences student motivation. In their study, one student commented: 'The teacher was very relaxed, so we too were able to relax and study' (Matsuda and Gobel, 2004, p. 32). Using their research findings, the researchers concluded that the emotional state of the students is also important, and it can be influenced by their teacher. In order to ensure that students feel safe and valued in a classroom environment, teachers must constantly assess the classroom climate and make adjustments if necessary.

Students are individuals; they have preferences and different reactions to teaching strategies. As an example, Matsuda and Gobel (2004) found out  that some respond best to pair work and others to group work . The capacity of teachers to adapt properly to the needs of each group of students has high importance. Wagner and UriosAparisi (2011) have proved that the use of humor sense in the classroom effect positively the motivation.

Humor is generally considered a behavior rather than a teaching strategy, which proves the value of exploring behaviors rather than just strategies as Domyei (2001) stated. Humor not only makes learning more enjoyable, it is also proven to lower anxiety (Golchi and Jamali, 2011; Yan and Horwitz, 2008).

Freeman and Scheidecker (2012, p. 185) suggest that students look for a challenging learning environment with a safe environment in order to become motivated. Other factors influencing students' motivation have been identified by experienced practising teachers, in their book on teaching, based on their own personal histories and success in the profession, they identify that students want a learning environment that encourages success without ridicule or failure. Students seem to favor teachers that are patient and encouraging, and they suggest several ways to improve interpersonal relations, such as being fair and caring, being

more enthusiastic and hardworking than students, and never being sarcastic. In addition, Dornyei (2001, p. 41) accentuates the importance of mutual respect and trust, as well as cautions against sarcasm. The notion of fairness is also mentioned by Taylor (2008, in Taylor, 2013, p. 45), in order to better understand what motivates motivational teaching strategies and behavior in classrooms, we examined perceptions of motivational strategy use and classroom behavioral patterns. Despite motivating teachers to use MTSB, there is no link between the two, and they don't necessarily have to work together.

Imply the other, for example, Gheralis-Roussos (2003) suggests that a teacher can feel motivated but their classroom behavior may fail to motivate students if both students and teachers have different views of what motivates them. MTSB was the focus in this study, not teacher motivation. Although Alrabai (2014) investigated motivational practices in English classes, he sought to demonstrate teacher beliefs about the use of strategies and learners' self-ranking of their motivation rather than to determine what the students believed about their use. In regards to motivation and anxiety, there is little correlation between student perceptions of a teaching strategy and their motivation.

### 1.7.3. Motivating Teaching Strategies to Reduce Foreign Language Anxiety

A comfortable classroom entourage has been documented with the aid of using many as anxiety-reducing (Hashemi and Abbasi, 2013; Golchi and Jamali, 2011; Noormohandi, 2009; YanandHorwitz, 2008; Von Worde, 2003; Domyei, 2001; Aida, 1994). Careful classroom control can also reduce the anxiety felt with the aid of using students, as Sammy and Rardin in Von Worde (2003) affirmed the findings in their study: group concord helped reduce anxiety and additionally had the capacity to reinforce language gaining knowledge of A similarly successful method identified with the aid of using Saito et al. (1999) turned into the usage of genuine texts withinside the language school room.

### 1.7.4. Interrelationships of Motivation and Anxiety

Although many studies have concluded that anxiety and motivation are intertwined, few provide empirical evidence of this relationship, and their findings are often contradictory. Matsuzaki (2006), for example, found only a weak association between student motivation and anxiety whereas Liu and Huang (2011) and Khodadady and Khajavy (2013) found a significant negative correlation More specifically, the study by Khodadady and Khajavy (2013) showed that 'amotivation and less self-determined types of external motivation are positively related to language anxiety' (2013, p. 269).

Thus they advocate that language teachers should motivate their students in order to decrease their anxiety in the EFL. Earlier Noels et al. had also found that 'greater amotivation is associated with lower anxiety' (1999, p. 28). Liu's (2012) recent study into the relationships between foreign language anxiety, learning motivation, autonomy, and language proficiency also found learning motivation to be highly significantly and negatively correlated with anxiety. Conversely, five years earlier, Wei (2007) found anxiety and motivation not to be significantly correlated, although integrative motivation was found to be a predictor of low* anxiety. Liu and Huang (2011) investigated motivation and anxiety in relation to performance rather than to each other. They found foreign language anxiety and motivation to be significantly negatively correlated with student performance.

Despite variations in the findings, there is enough evidence in the literature to warrant investigating the nature and frequency of use of motivational teaching strategies in association with both EFL student motivation and classroom anxiety. Since embarking on this research, Alrabai has conducted extensive research which overlaps with my work and supports the interest in these research areas. His research approach has however beendifferent. He investigated the effectiveness of using motivational strategies on students' motivation (Alrabai, 2011a) by consulting EFL teachers before using an experimental approach to test the

effectiveness of motivational strategies. He also researched motivational instruction in practice (Alrababi, 2011b) with a sample of teachers only.

Later he studied teacher beliefs and learner perceptions concerning motivational practices (Alrabai, 2014a) by consulting teachers on the frequency with which they used strategies and students on their motivation. Students were not questioned about their perceptions of teachers' use of strategies and behaviours which was done in the present study. Finally in his study on the influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety (Alrabai, 2015) he used a quasi-experimental approach.

## 1.8. Conclusion

Anxiety has been investigated by many instructors and psychologists from distinctive aspects. This concern is because of the essential impact of anxiety on language mastering. This part has consisted of numerous prescriptive associated with anxiety in mastering English as a foreign language and came to the realization that anxiety is an essential powerful variable that impacts Foreign Language learning both definitely and negatively. It could be measured and falls under differing types.

# Chapter Two: Research Design and Methods

**2.1. Introduction**

**2.2. Students' Questionnaire**

### 2.2.1. Aim of the Questionnaire

It tests and evaluates the students' opinions about the feeling of anxiety they experience while using the English language and also aim to know the sources and causes of this feeling

### 2.2.2. Population

To explore this topic we choose a group of 50 students from the fourth-year students of Chatou Mohamed Middle School,"Boukanoun", Tlemcen

### 2.2.3. Limitation of the Questionnaire

In fact, there are no problems or difficulties with this step, and students immediately accept the requirement that they were very excited and cute. In other words, the environment of this action was very friendly and happy.

### 2.2.4. Questionnaire Description

The questionnaire included question required answers with dichotomies (yes/no questions) and closed question item that was answered with different choices given depending on the question or statement.

♦ *Question 1: Students' gender*

This question was addressed to middle school students to specify their gender because it is an essential parameter for the researcher, so I could know if females are more anxious to use the English language than males or not.
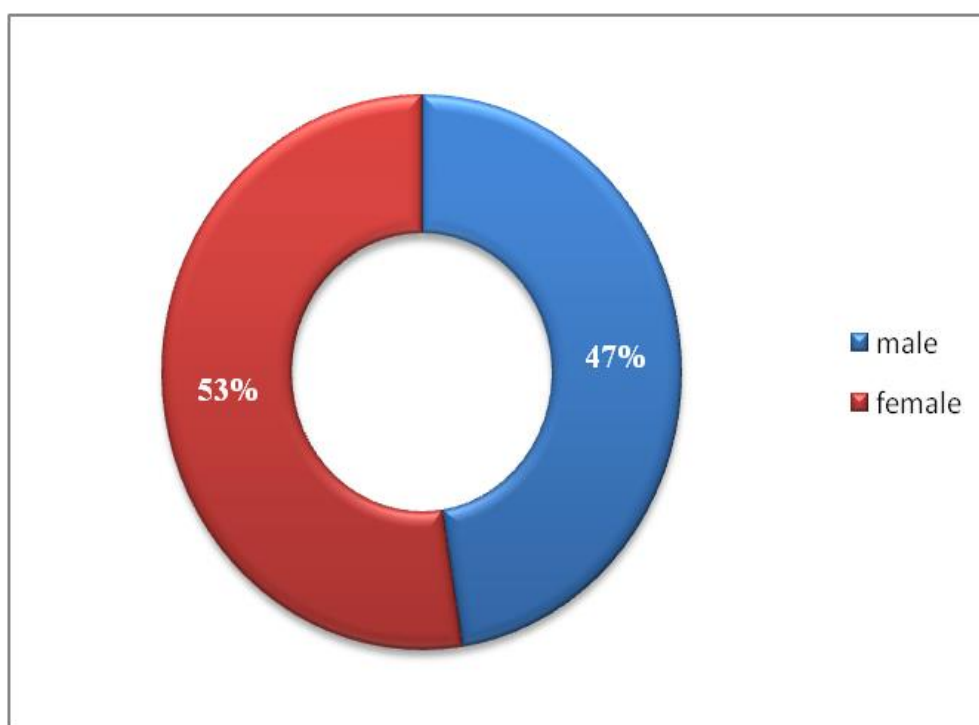


**Figure1: Students' gender**

According to question we noticed that the number of female was bigger than male students. 14 male was noted out of 30 making out 46 %, and 16 female making up 54 %.

|  | male | female | total |
|---|---|---|---|
| **Number** | 19 | 21 | 40 |
| **Percentage** | 47% | 53% | 100% |

**Table 1 : Students' Gender**

♦ *Question 2: How do you see your level in English?*

This question aims to discover the levels of students in mastering the English language.

|  | low | avrage | Good |
|---|---|---|---|
| **Number** | 8 | 20 | 12 |
| **Percentage** | 20% | 50% | 30% |

**Table 2:** Students' English levels

It plays a complementary role with the previous question in constructing an approximate image about students' level in English. The pie-chart shows that half (50%) of the pupils have an average level, thirty percent (30%) have a good level, and twenty percent (20%) have low levels. This revealed that more than fifty percent (50%) of pupils have an acceptable level in English.
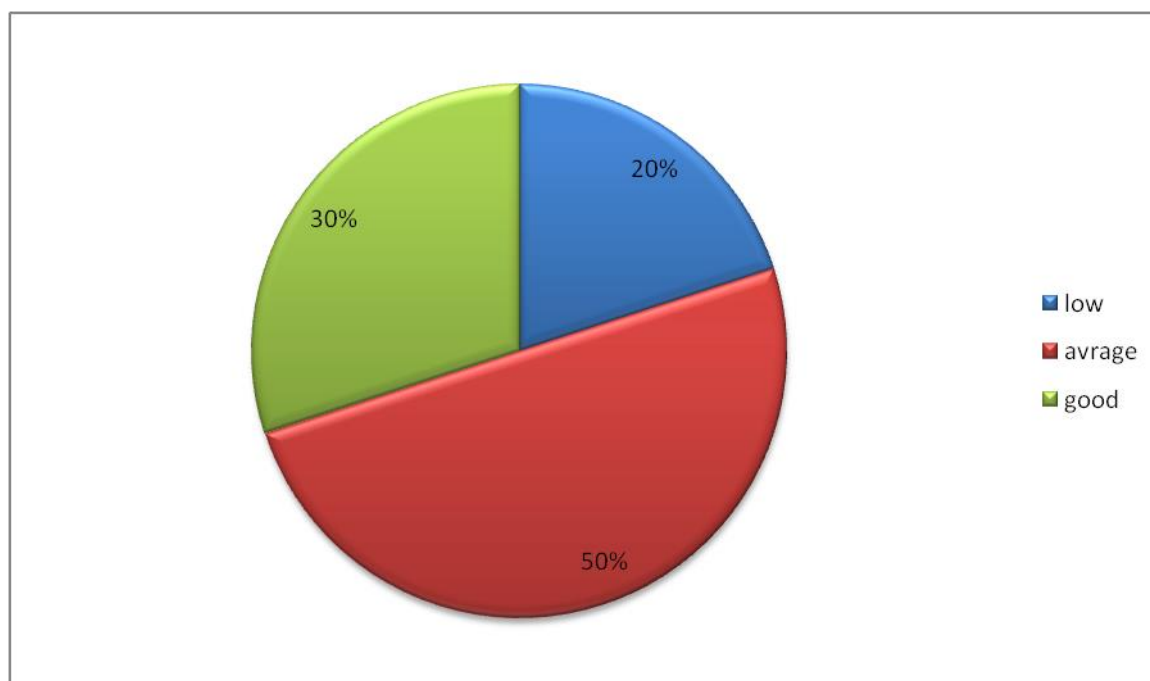


**Figure2**: Students' English levels

♦ *Question 3:* Do you think that learning English is something difficult?

By this question we want to know how middle school students consider the learning of English.

|  | difficult | not difficult | total |
|---|---|---|---|
| **Number** | 7 | 33 | 40 |
| **Percentage** | 17% | 83% | 100% |

**Table 3:**Students'opinion about English difficulty

Concerning this question, a great number of students (83٪) stated that learning the English language is something not difficult. On the other hand, some of them (17٪) said that learning English is somehow difficult.
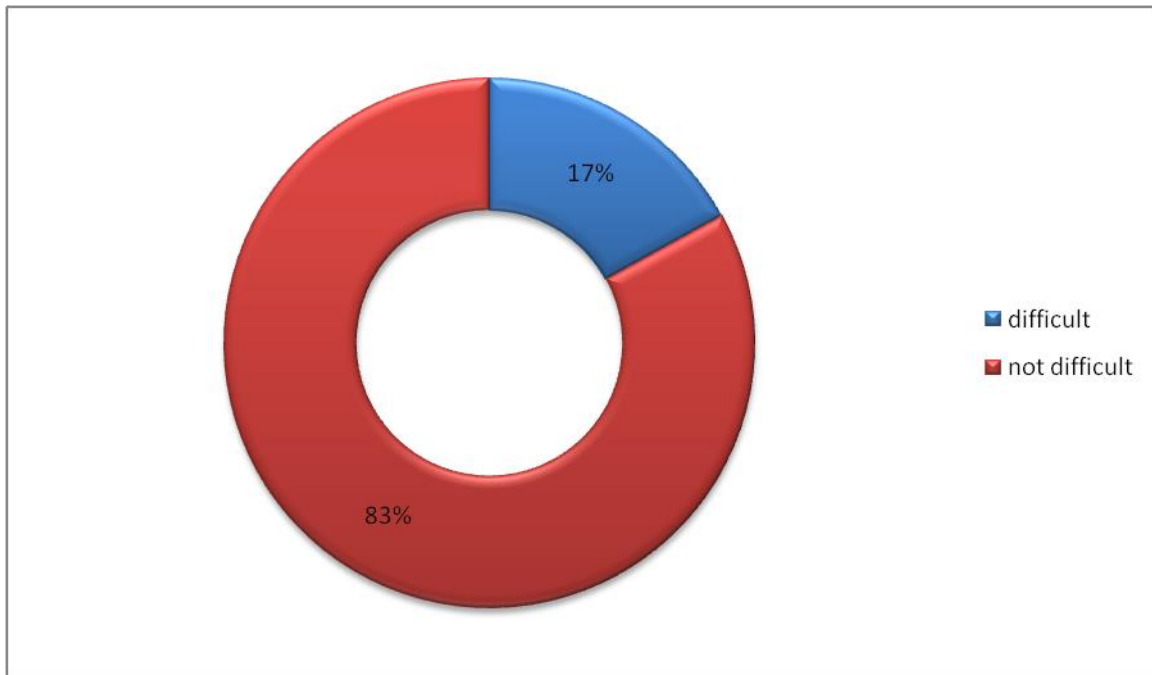


**Figure3**: Students' opinion about English difficulty

♦ *Question 4: Do you often answer in class?*

This question aims to discover how often a student answers questions, and their average of participation inside the classroom.

| | no | Yes | total |
|---|---|---|---|
| **Number** | 27 | 13 | 40 |
| **Percentage** | 67.5% | 32.5% | 100% |

**Table 4:**Students'opinion about *answer in class*

According to the result of this question, some of the students (32.5٪) declared that they answer in class during the lesson. On the other hand,themajorityof students (67.5٪) said that don't answer when they are in class
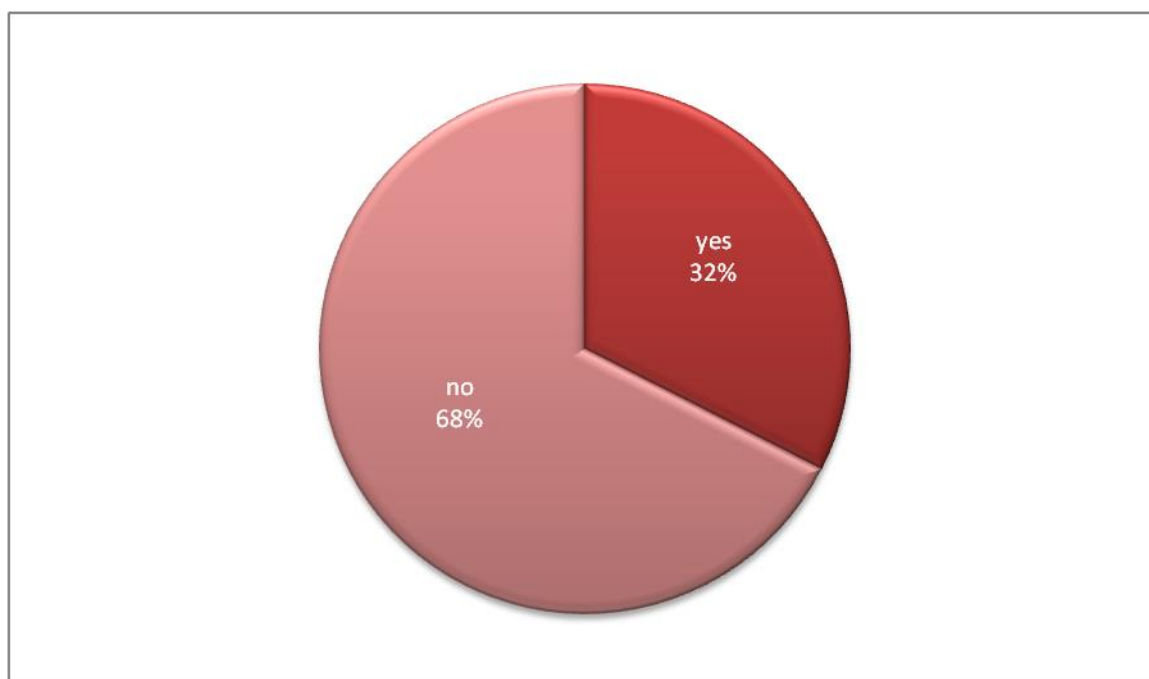


**Figure 4:**Students'opinion about *answer in class*

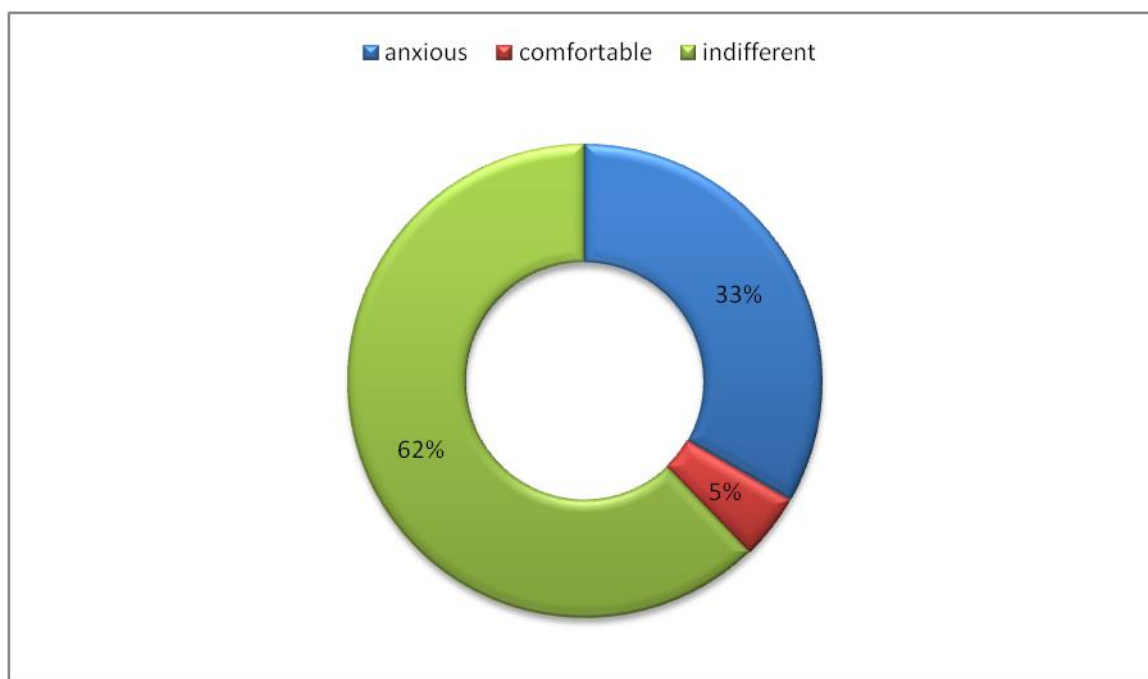♦ *Question 5*: *Do you feel yourself anxious when you are asked to use English?*

This question was asked in order to investigate the feeling of students when they commit a mistake.

|  | anxious | comfortable | indifferent |
|---|---|---|---|
| **Number** | 30 | 4 | 6 |
| **Percentage** | 75% | 10% | 15% |

**Table 5:**feeling of students when they commit a mistake



**Figure5:**student'sfeelings about committing mistakes

The participants were asked about their feelings when they commit a mistake.A great number of students declare that they feel anxious when committing a mistake; they are thirty (75 ٪). By contrast, those who feel comfortable are very few four (10٪). The remaining students feel indifferent they are six (15 ٪).

♦ *Question 6: In which situation do you feel more anxious while using English?*

This question was asked to show in which situation students feel more anxious when they tend to speak.

|  | In front of your class mates | Speaking to a teacher | Other situations |
|---|---|---|---|
| **Number** | 20 | 14 | 6 |
| **Percentage** | 50% | 35% | 15% |

**Table 6:**feeling of students when they commit a mistake
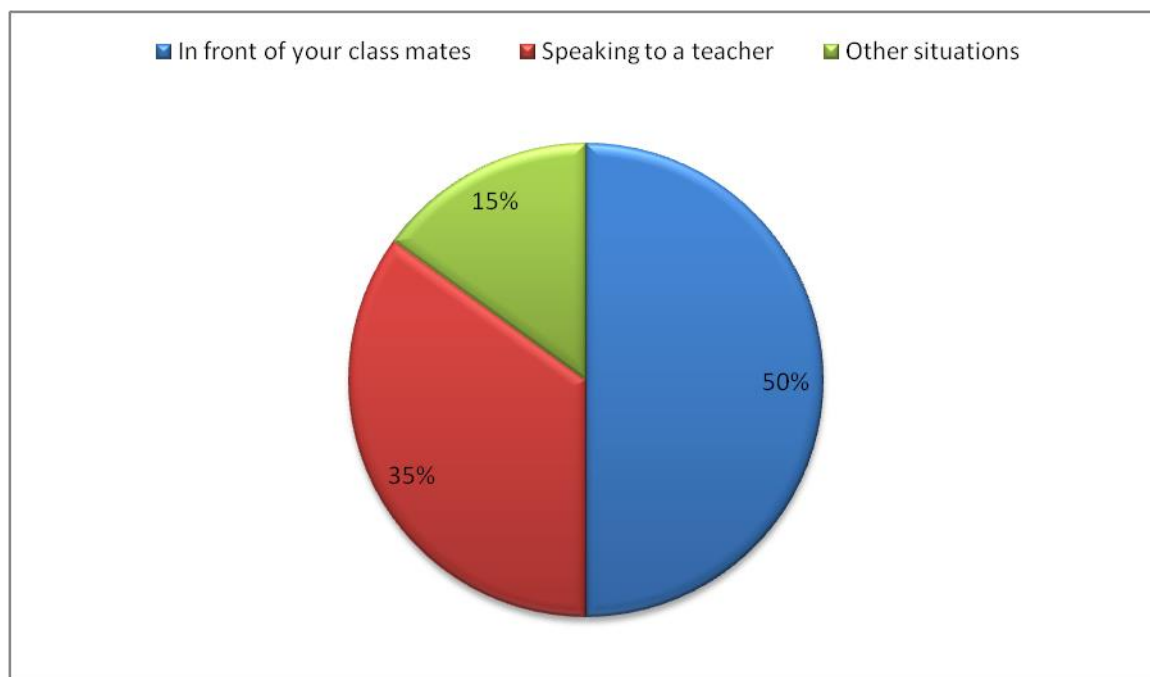


**Figure 6:**feeling of students when they commit a mistake

The results showed that students who feel more anxious when they are in front of their classmates are the majority twenty one (50 ٪). And students who feel anxious when they speak to teacher are six (35٪). The rest of students who are three (15٪) feel more anxious when they tend to speak in case of other situations.

♦ *Question 7. Do you panic when you have to use English without preparation in advance?*

This question was asked to have an idea if students are preparing outside classrooms , and to know if lack of preparation is a factor provoking anxiety .

|  | **no** | **Yes** | **total** |
|---|---|---|---|
| **Number** | 8 | 32 | 40 |
| **Percentage** | 20% | 80% | 100% |

**Table 7: Students' opinion about using English without previous preparation**

The answers provided by this question, indicate that the majorityof students (80 ٪) stated that they panic if they face a situation where they have to use English without preparation and they don't feel comfortable. And the rest some of them (20.٪) said that they don't feel panic and they manage to handle the situation.
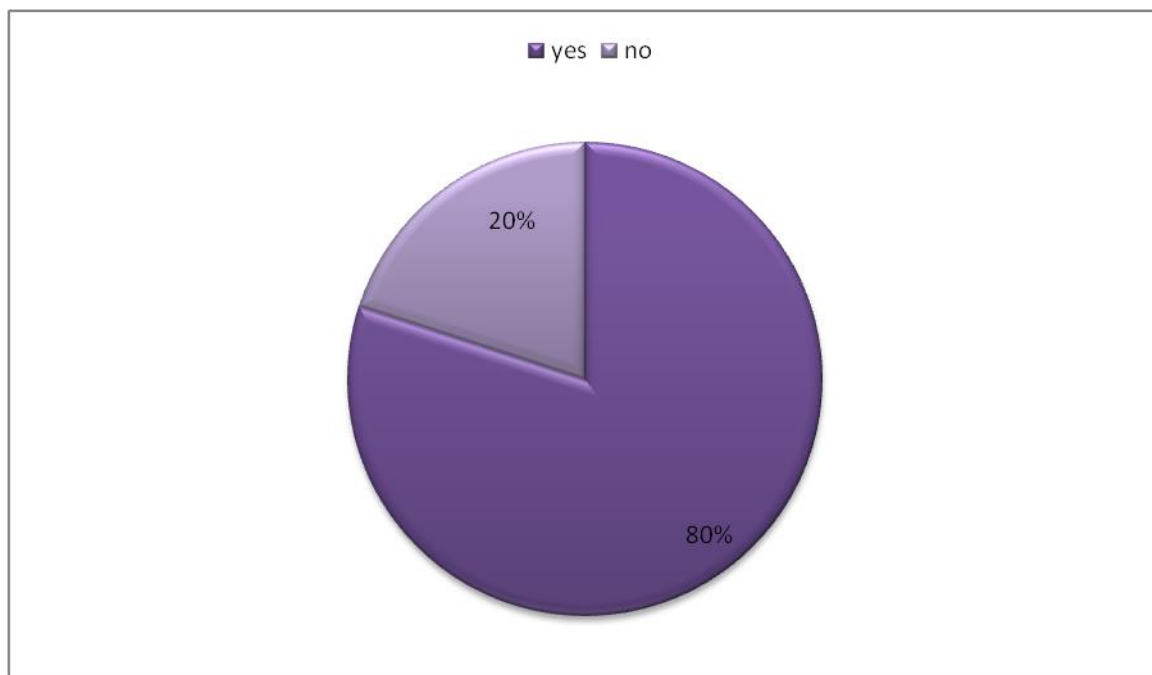


**Figure 7: Students' opinion about using English without previous preparation**

♦ *Question 8.Do you get afraid that the other students will laugh at you while you are speaking English?*

The majorityof students (95⁒) answered to the question with yes, admitting their fear of being laughed at by their classmates in case of using English. And we can notice that only two students, (5⁒) said that they don't experience this kind of fear.

|  | no | Yes | total |
|---|---|---|---|
| **Number** | 2 | 38 | 40 |
| **Percentage** | 5% | 95% | 100% |

**Table 8:**Students'fear of being laughed at
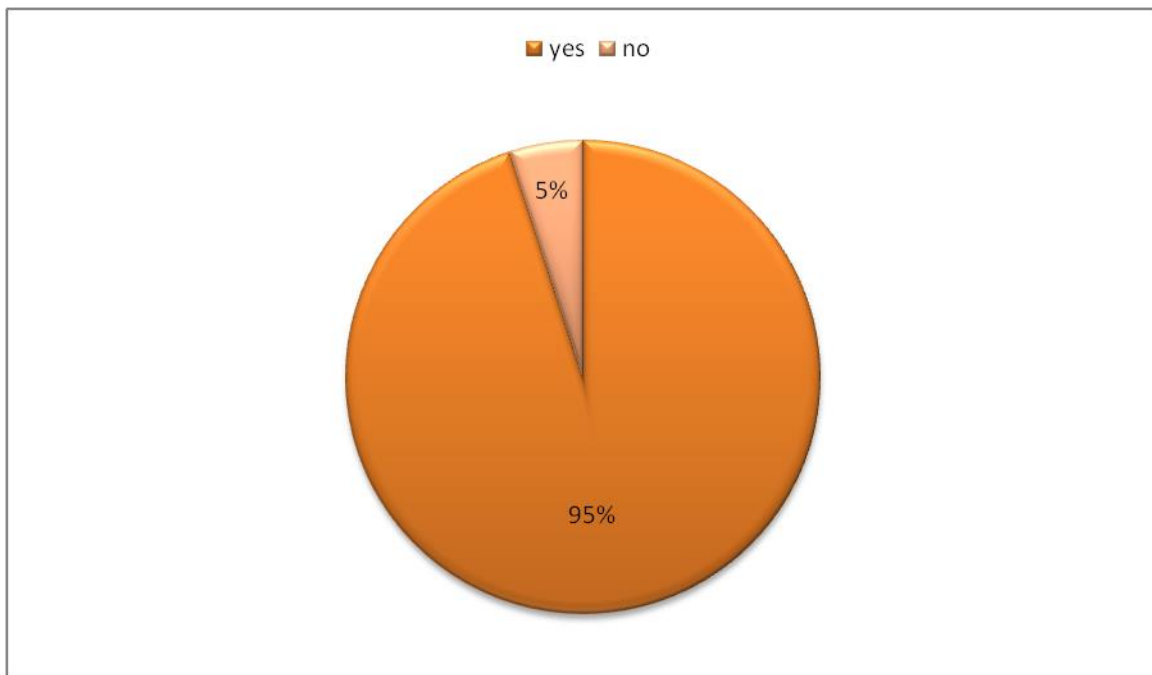


**Figure 8:**Students'faire of bring laughed at

♦ *Question 9.Do you feel your heart pounding when you are going to be called on?*

|  | no | Yes | total |
|---|---|---|---|
| **Number** | 3 | 37 | 40 |
| **Percentage** | 7% | 93% | 100% |

**Table 9:**Students'opinion about *being called on*

This question showed 93 % of the students declared that they experience the feeling of heart pounding when they are been called on by the teacher to answer or to participate in any kind of activity include the use of English language. But 7 % of them answered that they don't have this kind of feeling and they like to get involved.
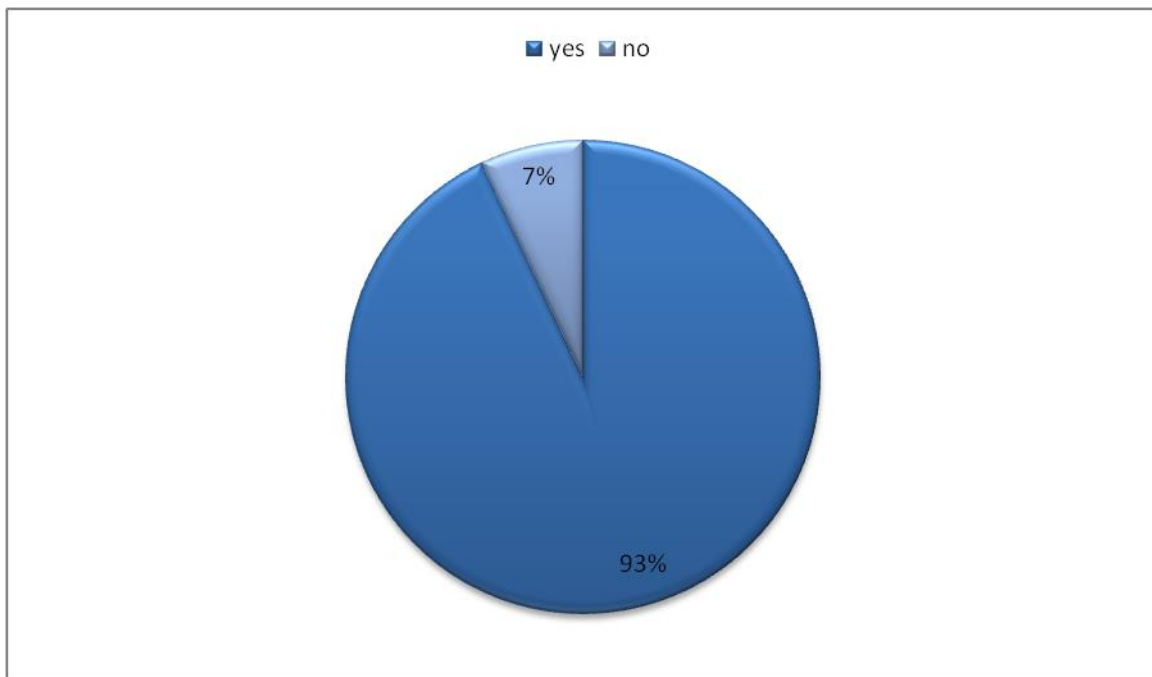


**Figure 9: Students' opinion about *being called on***

♦ *Question.10.Do you have trouble to coordinate your movement while you are using English?*

|  | **no** | **Yes** | **total** |
|---|---|---|---|
| **Number** | 3 | 37 | 40 |
| **Percentage** | 7.7% | 92.3% | 100% |

Table 10: Students' opinion on movement trouble coordination

From the graph we can notice that the majority (92.3%) of students answered that they have difficulty to manage their movement while they use English, and that returns to   the fact that they are being anxious, just three of them (7.7%) answered with no , this students said that they do not have an issue with their movements control  .
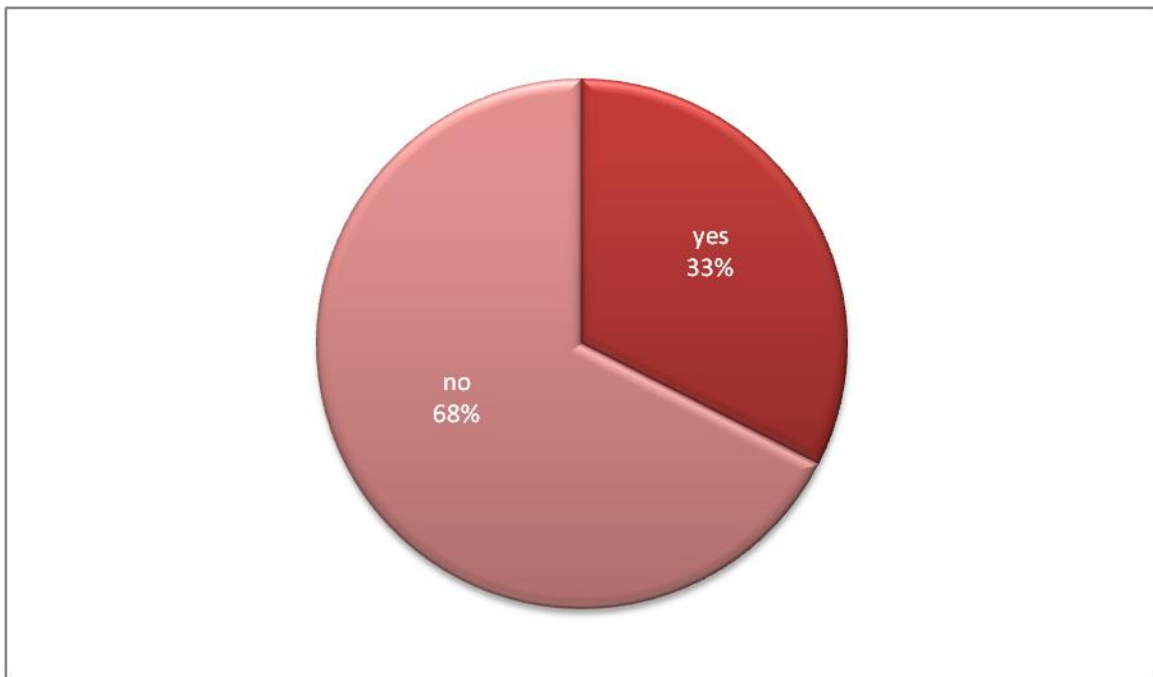


Figure 10: Students' opinion on *movementtrouble coordination*

♦ *Question 11.Certain parts of my body feel very tense and rigid while I m speaking*

*English*

|  | **Agree** | **didn't notice** | **disagree** |
|---|---|---|---|
| **Number** | 32 | 0 | 8 |
| **Percentage** | 80% | 0% | 20% |

Table 11: Students' opinion on body *rigidity*

The following graph shows the results of a survey in which students were asked if theyget a feeling of rigidity in their body during the use of English. Three choices were proposed to the students. (Agree), (disagree), (didn't notice).
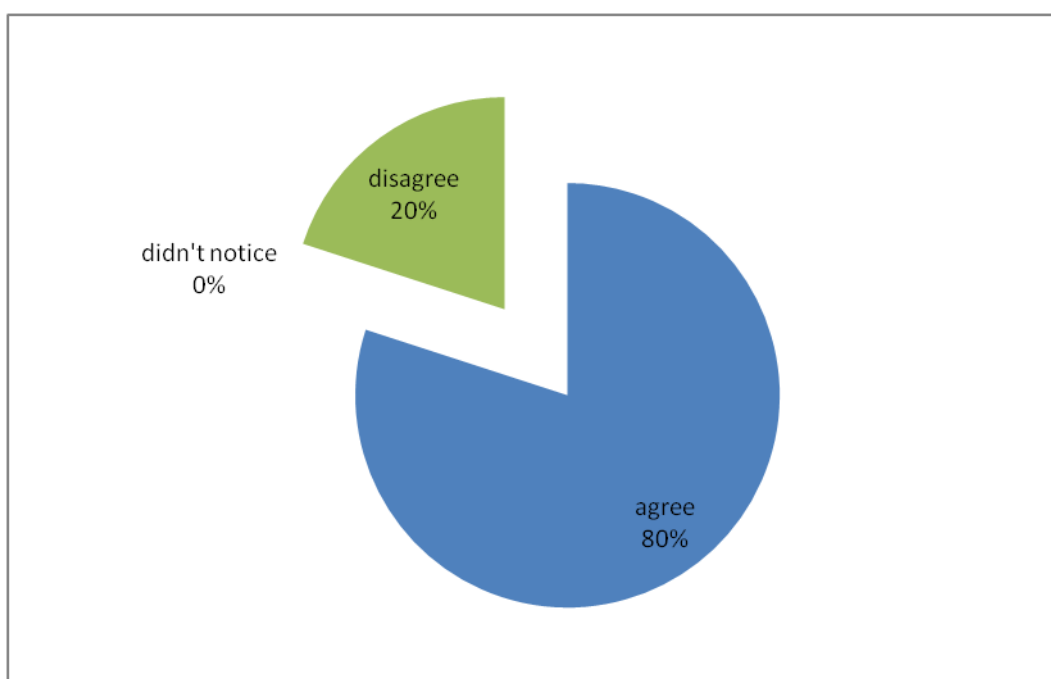


Figure 11: Students' opinion on body *rigidity*

According the pie chart we notice that the highest percentage (80%) which represent 32 students agreed to this statement, we can notice also that  no student chose the ( didn't notice choice ) which mean that they are aware about the anxious feeling they experience . 20% of them answered with ( disagree ) meaning that they don't experience this feeling .

♦ *Question12. Is it embarrassing for you to volunteer to go out first to speak English?*

According to the result of this question, some of the students (32.5٪) declared that they answer in class during the lesson. On the other hand,themajorityof students (67.5٪) said that don't answer when they are in class

|  | no | Yes | total |
|---|---|---|---|
| **Number** | 11 | 29 | 40 |
| **Percentage** | 27% | 73% | 100% |

Table 12: Students' opinion about volunteering first.
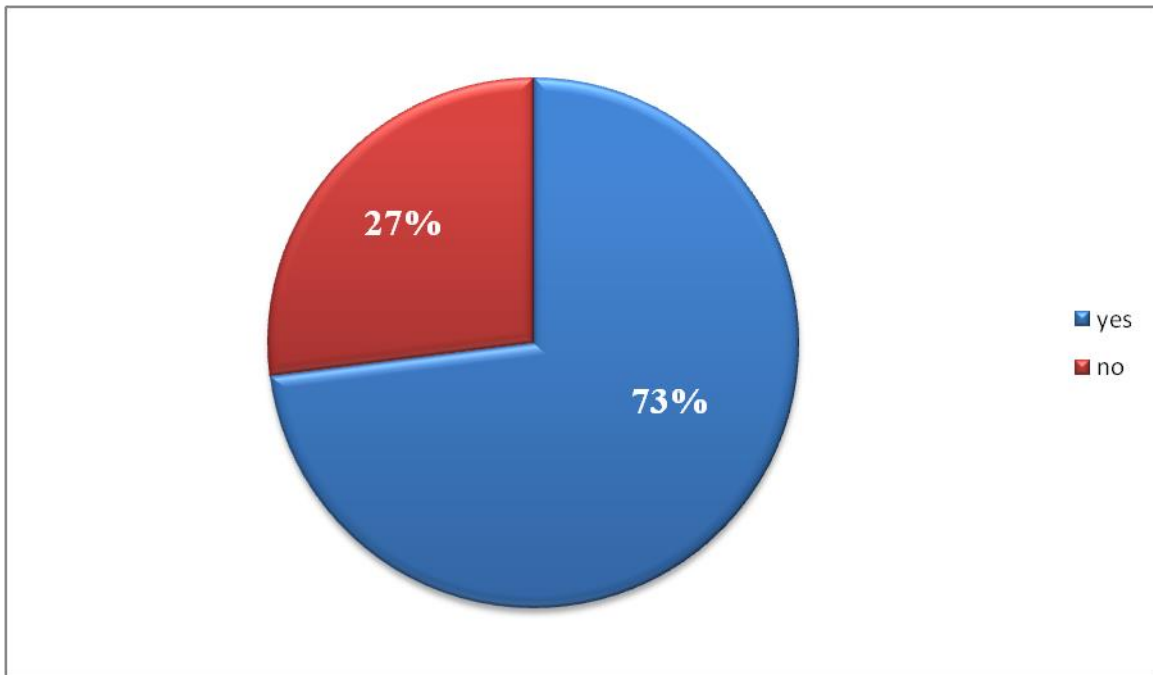


Figure 12: Students' opinion about *volunteering first.*

♦ *Question 13. Why do you feel anxious to speak?*

| Cause | Percentage |
|---|---|
| **Lack of linguistic competence** | 60% |
| **Lack of motivation** | 5% |
| **Lack of preparation** | 15% |
| **Fear of being the centre of attention** | 40% |

**Table 13**: Causes of speech anxiety

The researcher asked participants to check four options when it came to 'why do you feel anxious to speak'. The main purpose was to determine why the participants felt anxious to speak. the findings were, that (40%) of the students were anxious due to the fear of being the center of attention, (15%) felt not at ease to speak English because of the lack of preparation, and( 5%) were anxious due to a lack of motivation, and( 60%)  of the students were anxious due to a lack of linguistic competence
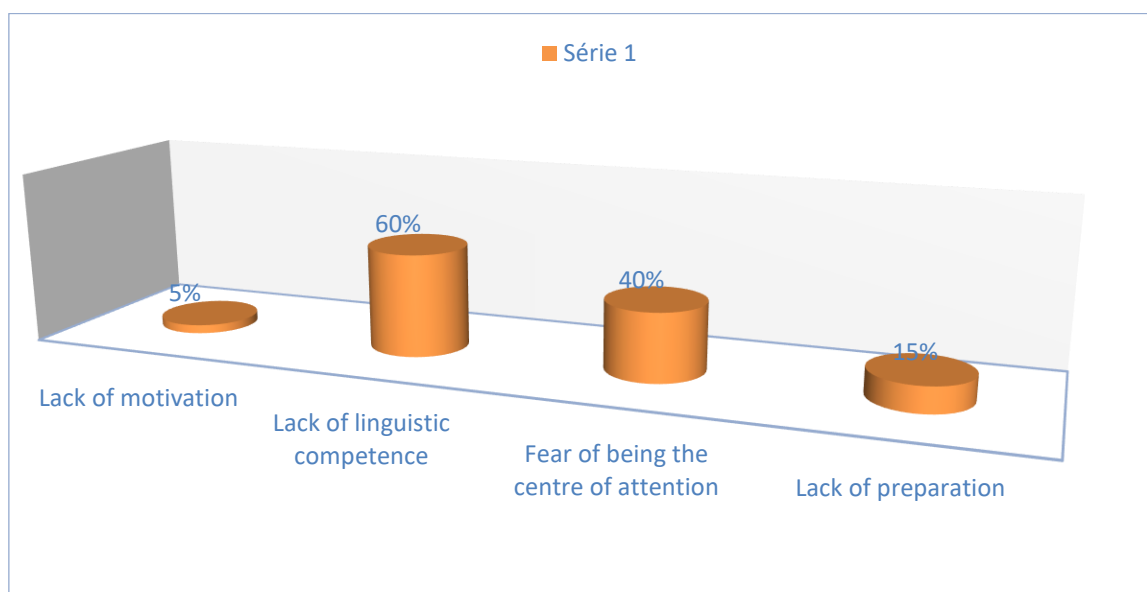


**Figure 13**: Causes of speech anxiety.

## 2.3.  Teachers' Questionnaire

### 2.3.1.  *Aim of the Questionnaire*

Thisquestionnaire was made in purpose to gather information and deferent opinions from teachers concerning the anxiety among middle school students and how they trait this issue inside their classrooms.

### 2.3.2. Population

To explore this topic we choose a group of 8Middle School English teachers.

### 2.3.3. Limitation of the Questionnaire

There are no problems or difficulties with this step, the teachers were very corporative and very helpful.

### 2.3.4. Questionnaire Description

The questionnaire included question required answers with dichotomies (yes/no questions) and closed question item that was answered with different choices given depending on the question or statement.

♦ *Question 1. Could you please Sir/ Miss tellhow many years have u been teaching?*

Teacher 1: I'm an English teacher for 10 years

Teacher 2:I'm an English teacher for 14 years

Teacher 3:I'm an English teacher for 8 years

Teacher 4:I'm an English teacher for 6 years

Teacher 5:I'm an English teacher for 15 years

Teacher 6:I'm an English teacher for 11 years

Teacher 7:I'm an English teacher for 15 years

Teacher 8:I'm an English teacher for 13 years

♦ *Question2 .In your opinion why do students feel anxious when they have to use the English language?*

When teachers were asked to identify the causes of anxiety, some said that there is a problem of confidence, as many students lack self-confidence, others said it is because students are unmotivated, and still others said it is because they do not like being the center of attention since students are not used to it.

♦ *Question 3. Do you think that selecting a student randomly to give answer makes her/him anxious to speak although they know the answer?*

The majority of teacher totally agreed to agree to the fact that random selection of students make them experience the feeling of anxiety, teachers related this feeling to the lake of preparation and making the student in the center of attention. One of the teachers said that the feeling of anxiety is not depending on random selection because he noticed that there is students were selected randomly but they didn't experience the feeling.
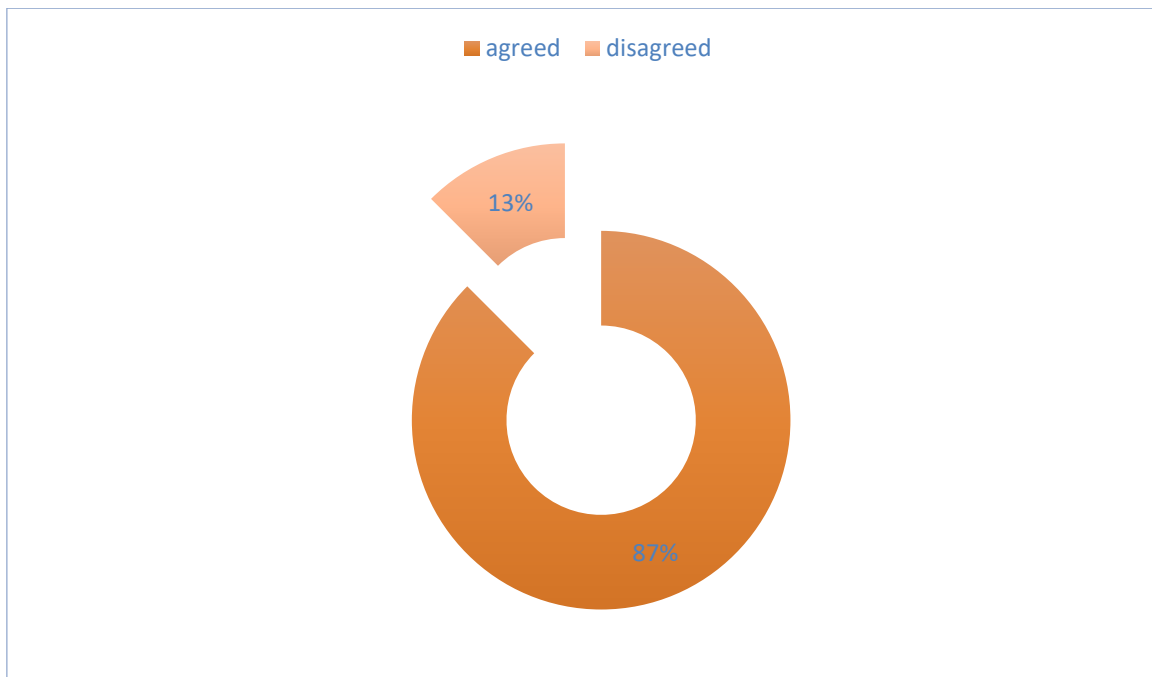
**Figure 14**: techers opinion about random selectivity of students

♦ *Question 4.what is your reaction when you notice your students suffer from anxiety?*

I asked this asked to see the way teachers behave when they see anxiety among their students and how it affects the students feeling.

Most teachers have to deal with anxious students in their journey of teaching. Their behavior varies from one to the other. Some of them prefer to encourage them by giving them a chance to present themselves without correcting them or correcting them in a humorous way.

Some assume that anxious students should be taken aside and explained the problem so that they do not feel embarrassed when their teacher is going to speak negatively about them. some of the teachers assumed that giving large amounts of care will make students feel at ease, which reduces their anxiety.

♦ *Question 5.Do you think that correcting students errors make them anxious to speak in class?*
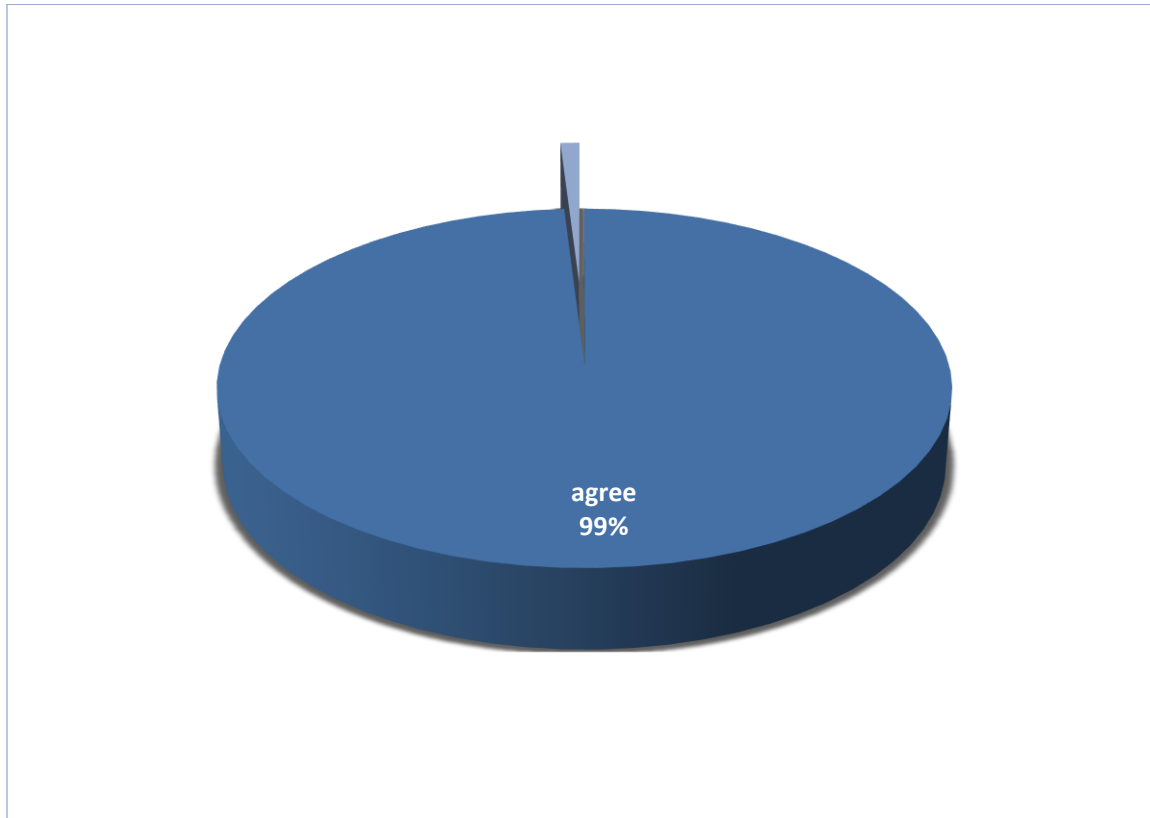


Figure 15.Teacher's opinion about the impact of correcting student mistakes

All the teachers strongly agreed that correcting student mistakes make him or her anxious, and they stated that they instantly notice anxiety symptoms when they start to explain for the student his or her mistake .one of the teachers said that one of his student's face turned completely red and started swetting because he corrected a mistake that the student made .

♦ *Question 6.What about motivation and relationship inside classrooms and its effects on anxiety.*

Among the teachers we spoke with, some saw motivation as an emotional process that pushes people to act with strong and positive desires and emotions, while the rest saw

motivation as an active process that presents the student with numerous opportunities; a teacher stated that motivation is especially important during boring grammar lectures. And they also pointed to the influence of the relationship between the teacher and the students, they all agreed that it's a factor motivating and reducing anxiety if it's was a good understanding relationship.

Another teachers said that the effectiveness of his student who interact with them closely is very good and encouraging , and that the feeling of anxiety reduced after they become close and started to participate more inside the classroom during the lesson and other activities

## 2.4. Recommendation

Teachers can play a major role in reducing anxiety among their pupils, based on the finding of this study and other studies in the same field. The following suggestions may assist them to cope with the problem of language anxiety perceived in their classrooms:

1. In order to facilitate learning, the teacher should create a friendly atmosphere, particularly when speaking and conducting discussions, and he should praise the students for their positive behavior. The teacher should also use clear language and make sure lessons are simple to understand.

2. For learners who are afraid of making mistakes, the teacher should encourage them to feel comfortable making mistakes so that they can become fluent in the English language.

3. Teachers of languages sometimes need to initiate conversations in class about anxiety and competition and take measures to reduce this feeling in the classroom.

4. When teaching English for the first time, language teachers should avoid activities that cause frustration early on in the course, rather they can begin with simple, step-by-step lessons so that students feel comfortable and relaxed while participating in language classes.

5. It is important that the teacher considers the type of activities he or she will use during class, such as group work, workshops, and group dynamics. These activities assist the anxious pupils in gaining confidence while working in the group, and will enable them to further engage in the conversation.

# General Conclusion

**General Conclusion**

This research was focused on two main purposes: to explore the foreign language anxiety among our students and to identify where this anxiety comes from, the main question in this studywas :To what extent may middle school learners experiences anxiety?, this question was fallowed with this twosub-questions:what are the sources of languageanxiety? and how teachers can supportanxious students? .Depending on this questionswe hypothesize that if teachers are able to find out where foreign language anxiety come from , then  they will be able to find the appropriate  strategies that may help theme reducing anxiety and promoting learners' accomplishments.

In the field of language teaching and learning, foreign language anxiety has grabbed the attention of many researchers, making all the researchers conducted on this issue focus on foreign language anxiety as the most effective factor and a significant hurdle for foreign language learning since students' anxiety level in a foreign language class may be an early indicator of language difficulties

Therefore, all previous studies on FLA in the classroom have probed the source of this problem in an effort to find solutions to better cope with it. However, the results of the present study clearly showed that communication apprehension and fear of negative evaluation were the most common sources of language anxiety reported by the sample in our study.

According to the results of the teacher questionnaire, language teachers are aware of the severity of this issue, and many of them believe that factors such as error correction and fear of negative evaluation may lead to anxiety among their pupils, which may affect their performance. Teachers also reported using many different strategies in order to deal with it.

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# Appendix

*Student's questionnaire*

♦ *Question 1 : Students' gender*

                              *Male* ☐         *female* ☐

♦ *Question 2: How do you see your level in English?*

           **low** ☐      **avrage** ☐    **Good** ☐

♦ *Question 3:* Do you think that learning English is something difficult?

       **difficult** ☐    **not difficult** ☐

♦ *Question 4: Do you often answer in class?*

       **no** ☐       **Yes** ☐

♦ *Question 5*: *Do you feel yourself anxious when you are asked to use English?*

      **anxious**      **comfortable**     **indifferent**

        ☐            ☐          ☐

♦ *Question 6: In which situation do you feel more anxious while using English?*

    **In front of your class**     **Speaking to a**      **Other**
           **mates**            **teacher**      **situations**

        ☐           ☐        ☐

♦    *Question 7. Do you panic when you have to use English without preparation in advance?*

          **no**          **Yes**

        ☐          ☐

♦ *Question 8.Do you get afraid that the other students will laugh at you while you are speaking English?*

**no** ☐          **Yes** ☐

♦ *Question 9.Do you feel your heart pounding when you are going to be called on?*

**no** ☐          **Yes** ☐

♦ *Question.10.Do you have trouble to coordinate your movement while you are using English?*

**no** ☐          **Yes** ☐

♦ *Question 11.Certain parts of my body feel very tense and rigid while I m speaking English*

**Agree**          **didn't notice**          **disagree**
☐                  ☐                          ☐

♦ *Question12. Is it embarrassing for you to volunteer to go out first to speak English?*

**Agree**          **disagree**
☐                  ☐

♦ *Question 13. Why do you feel anxious to speak?*

☐

**Lack of linguistic competence**

**Lack of motivation**          ☐

**Lack of preparation**          ☐

**Fear of being the centre of attention**          ☐

*Teacher's questionnaire*

- *Question 1. Could you please Sir/ Miss tell how many years have u been teaching?*

- *Question2 .In your opinion why do students feel anxious when they have to use the English language?*

- *Question 3. Do you think that selecting a student randomly to give answer makes her/him anxious to speak although they know the answer?*

  *Agree disagree*

- *Question 4.what is your reaction when you notice your students suffer from anxiety?*

- *Question 5.Do you think that correcting students errors make them anxious to speak in class?*

  *Agree disagree*

- *Question 6.What about motivation and relationship inside classrooms and its effects on anxiety.*

## English

Language anxiety or academic anxiety is introduced as being afraid, nervous, and embarrassed when learning a foreign language. In previous studies, it has been explored in relation to consecutive and simultaneous interpreting; the present study aims to explore the level of foreign language anxiety experienced by students at Chatou Mohammed Middle School.For this reason, we conducted two main questionnaires to reach our objectives: the first was intended to assess the level of Forging Language anxiety among middle school learners, and the second was intended to assess whether language teachers are aware of this problem and whether they are working to find solutions. According to our findings, middle school students did experience a moderate level of anxiety due to communicative apprehension, fear of being negatively evaluated, and fear of failing language tests. In addition to low self-confidence, students perceive teachers',, questions and error corrections as major sources of stress in the classroom.In order to provide some solutions, we suggest some motivational and encouraging strategies for the classroom environment, and we recommend that teachers use caution when dealing with anxiety-provoking situations since they are the ones most directly affected by it.

**Français**

L'anxiété linguistique ou scolaire est présentée comme étant peur, nerveuse et embarrassée lors de l'apprentissage d'une langue étrangère. Dans les études précédentes, il a été exploré en relation avec l'interprétation consécutive et simultanée; la présente étude vise à explorer le niveau d'anxiété de langue étrangère vécue par les étudiants au CEM Chatou Mohammed Pour cette raison, nous avons mené deux questionnaires principaux pour atteindre nos objectifs : le premier était destiné à évaluer le niveau d'anxiété linguistique chez les élèves du collège, et la deuxième visait à évaluer si les professeurs de langues sont conscients de ce problème et s'ils travaillent à trouver des solutions. Selon nos résultats, les élèves du collège ont éprouvé un niveau modéré d'anxiété en raison de l'appréhension communicative, de la peur d'être évalué négativement et de la peur d'échouer aux tests de langue. En plus d'avoir une faible confiance en soi, les élèves perçoivent les questions des enseignants et les corrections d'erreurs comme des sources majeures de stress en classe. Afin de proposer des solutions, nous suggérons des stratégies motivantes et encourageantes pour le milieu scolaire, et nous recommandons que les enseignants fassent preuve de prudence lorsqu'ils font face à des situations qui suscitent de l'anxiété, car ce sont eux qui sont les plus directement touchés.

**العربية**

يتم تعريف القلق اللغوي أو القلق الأكاديمي على أنه الخوف، العصبية أو الإحراج عند تعلم لغة أجنبية. في دراسات سابقة، تم استكشافه فيما يتعلق بالتفسير المتتالي و المتزامن. تهدف هذه الدراسة إلى استكشاف مستوى القلق عند تعلم اللغة الأجنبية الذي يعاني منه الطلاب في متوسطة شاطو محمد. وفي سياق هذا الموضوع، أجرينا استبيانين رئيسيين للوصول إلى أهدافنا: الأول كان يهدف إلى تقييم مستوى القلق من صياغة اللغة بين متعلمي المدارس الإعدادية، و الثاني كان يهدف إلى تقييم ما إذا كان مدرسو اللغة على دراية بهذه المشكلة وما إذا كانوا يعملون لإيجاد حلول. وفقا للنتائج التي توصلنا إليها، عانى طلاب المدارس الإعدادية من مستوى معتدل من القلق بسبب التخوف من التواصل، و الخوف من التقييم السلبي، و الخوف من الفشل في اختبارات اللغة بالإضافة إلى انخفاض الثقة بالنفس، حيث ينظر الطلاب إلى أسئلة المعلمين و تصحيح الأخطاء كمصادر رئيسية للتوتر في الفصل الدراسي. ومن أجل تقديم بعض الحلول، نقترح بعض الإستراتيجيات التحفيزية و المشجعة لبيئة الفصل الدراسي، ونوصي المدرسين بتوخي الحذر عند التعامل مع المواقف المثيرة للقلق لأنهم الأكثر تضررا منها بشكل مباشر.