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***The Relationship Between Language Anxiety And Students' Participation In
Foreign Language Classes: Case Study- Primary School "Pavaresia"- In
Prishtina***

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ABSTRAKTI

Të mësuarit e një gjuhe të dytë është një proces kompleks dhe i vështirë që përfshin shumë variabla. Gjatë mësimit të një gjuhe të huaj nxënësit përballen me ankthin, një lloj frike apo stresi për të komunikuar dhe shprehur mendimet e tyre në gjuhën e dytë. Qëllimi i këtij hulumtimi është të zbuloj marrëdhëniet midis perceptimeve të mësimeve dhe nxënësve në lidhje me pjesëmarrjen e nxënësve në gjuhët e huaja dhe në lidhje me ankthin që përjetojnë ata. Qëllimi kryesor i këtij hulumtimi është të zbuloj faktorët kryesorë që e shkaktojnë ankthin dhe faktorët që mund të ndihmojnë në uljen e ankthit në procesin e të mësuarit së një gjuhe të dytë. Ky studim u realizua në një shkollë fillore në Prishtinë. Metodën që u përdoren për qëllimin e këtij hulumtimi janë të përziera sasiore dhe cilësore. Metoda cilësore është përdorur përmes intervistës me mësimeve dhe vëzhgimit nëpër klasë, dhe metoda sasiore është përdorur përmes një pyetësi të përgatitur për nxënësit. Pyetësi përmban nëntë pyetje lidhur me ankthin në klasë dhe pjesëmarrjen e nxënësve në aktivitete mësimore. Sa i përket intervistës, katër mësimeve të gjuhës angleze dhe një mësimeve të gjuhës gjermane u intervistuan. Unë vëzhgova procesin mësimor në dy klasë për të shikuar se si zhvillohet një orë mësimore e një gjuhe të huaj në këtë shkollë. Pjesëmarrësit e hulumtimit ishin pesëdhjetë nxënës, tridhjetë meshkuj dhe njëzet femra, të moshës 15-16. Rezultatet e pyetësit i forcojnë hipotezat e mia se ankthi ka ndikim negativ në procesin e të mësuarit dhe është i lidhur me shumë faktorë si gjinia, personaliteti, motivimi, klasa dhe mësimeve. Shumica e nxënësve që frikësohen apo jo nga pjesëmarrja aktive në klasë përballen me të njëjtat probleme që ndryshojnë nga pengesat gjuhësore në ato psikologjike. Mungesa e fjalorit, gabimet gramatikore, gabimet në shqiptimin e fjalëve janë disa pengesa me të cilat ballafaqohen. Për më tepër, rezultatet gjithashtu vërtetojnë se pengesat gjuhësore nuk janë problemi i vetëm, por edhe problemet psikologjike mund të pengojnë pjesëmarrjen e tyre dhe të zvogëlojnë zhvillimin e tyre në aftësitë e të folurit. Në përgjithësi, rezultatet e këtij hulumtimi mbështesin disa hulumtime tjera që janë kryer mbi ankthin dhe pjesëmarrjen e nxënësve gjatë orëve mësimore. Rezultatet treguan se ankthi, motivimi dhe vetëbesimi i nxënësve kanë lidhje të mëdha me angazhimin e tyre në klasë.

ABSTRACT

Second language learning is a complex and difficult process that involves many variables. While learning a foreign language students face anxiety, a kind of fear or stress for speaking and expressing their thoughts in the second language. The aim of this study is to explore the relationship between teachers' and students' perceptions about students' participation and anxiety in foreign language classes. The primary goal of this research is to understand the main factors that cause anxiety and the factors that may help in reducing it in the process of learning a second language. This study was conducted in a primary school in Prishtina. The methods used in this research were mixed; qualitative and quantitative. The qualitative method was used through teachers' interview and observation in their classes and the quantitative method was used through a questionnaire prepared for students. The questionnaire consisted of nine questions related to classroom anxiety and students' participation. There were four English teachers and a German teacher. I observed two of their classes to see how the foreign language learning process is going in that school. The participants were fifty students, thirty males and twenty females, aged 15-16. The findings from the result of the questionnaire strengthen my hypotheses that anxiety has a negative impact on the process of learning and it is related with many factors such as gender, personality, motivation, classroom and the teacher. Most of the students who they are afraid or not from participation in the classroom face the same problems which are varied from the linguistic obstacles to psychological one. They see that the lack of vocabulary, grammar mistakes, pronunciation mistakes are some obstacles they face. Moreover, the results also prove that linguistic barriers are not the only problem, but also the psychological problems can hinder their participation and reduce their development in speaking skill. The more anxious the students perceive themselves, the less actively, they perceive themselves participating in classroom activities. Students have facilitating anxiety in classroom participation. In general, the results of this study seem to support some studies that have been conducted on language anxiety and participation. The results indicated that affective variables such as anxiety, motivation, and self-confidence correlate highly with participation.

Key words: *Anxiety, Foreign Language Anxiety, Student-Teacher Interaction, Classroom Participation*

CHAPTER I-INTRODUCTION

1.1 Background of the study

Language is a system of speaking, writing and thinking and it plays an important role in learning because it enables us to understand a subject and develop our skills. Learning process is a complex process especially when it deals with a foreign language. Anxiety is a kind of fear that affects the learning process and may cause a learner negative feelings in class. As language learners we have all experienced anxiety to some extent. I am one of students who experienced anxiety during the learning process in primary school, high school, during studies and that is the reason that made me curious to know what causes it, why it happens and what can we do to reduce it. It happens when we doubt in our abilities of performing a certain task and we feel nervous about succeeding in it. Since the 1970-s language learning anxiety has been studied. According to the results of these studies it has been difficult to show the exact effects of anxiety on foreign language learning. (Horwitz, Horwitz & Cope, 1986). The reason for this is that anxiety is difficult to measure and a problem can cause in defining, manipulating and quantifying it. However, the findings of the earliest studies have all suggested that the level of anxiety in second or foreign language learning must be reduced. Scovel (1978) defines anxiety as *“a state of apprehension, a vague fear that is only indirectly associated with an object”*. Within the field of foreign language anxiety, the researchers Horwitz, Horwitz and Cope have become very famous. In their article, they define the term foreign language anxiety as: *“a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process”* (Horwitz, Horwitz, & Cope, 1986). They also want to be clear about the fact that there are different types of anxiety. Foreign language anxiety is a situation-specific anxiety and it is important that it is not mixed with general classroom anxiety.

In their theory, Horwitz, Horwitz and Cope (1986) acknowledged the uniqueness of foreign language anxiety and introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels as evidenced by negative performance expectancies and social comparisons and avoidance behaviors. The FLCAS consists of 33 statements with significant part-whole correlations with the total scale, aiming to assess communication

apprehension, test anxiety and fear of negative evaluation associated with language anxiety. The FLCAS was given to seventy- five university students from Spanish classes. Results were rounded according to the number of students who agreed or disagreed with statements of the questionnaire. The results of the FLCAS indicated that students are afraid of speaking in a foreign language. In addition, anxious students fear that they do not participate in class because of anxiety. Many participants of the study have experienced foreign language anxiety in language learning process. The authors suggest anxious students are common in foreign language classrooms. Some of the statements of the FLCAS I used as questions in my study. Teachers are responsible for helping the students objectively evaluate their behaviors and build correct thoughts about themselves. Both teachers and students should realize exam is only one way to test the students' level, but not the final destination of learning so as not to emphasize exam too much. Teachers do not consider exam the only way to evaluate students' capabilities. In language teaching, participation and final exam should be combined. Teachers should have a clear idea of students' level and their improvements and help them build their confidence. The use of modern communicative language teaching approaches in the language classrooms and the wide spread use of English language has increased the demand to learn good communication skills but existence of such feelings in the learners may prevent them from achieving the desired goal. Second language learning is a process that involves several factors and variables that are part of a learner's personality. Anxiety has been found to be associated negatively with language performance and language proficiency. It seems to be a key determiner of learner achievement and success in language learning classrooms. When students have high anxiety levels, they cannot concentrate on learning and as a result, they might fail in performing a task in classroom.

Many students feel stressed when asked to talk in a foreign language and this kind of fear or stress prevents them from performing well and so they are disappointed and do not have courage to raise their hand again and talk in front of others. It is an important problem to deal with it. Communication apprehension is characterized by fear and anxiety in communicating with people, such as difficulty in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension. This type of anxiety in learning a second language is derived from the learners' personal knowledge that they will have difficulty understanding others and making themselves understood. Learners suffering from communication apprehension choose to keep silent in their English classes. One of the most

studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally. In examining adult English-speaking students' diaries on how they learn a foreign language, Cohen and Norst (1989) found that students have expressed their fears and anxiety when they are put in situations where they have to perform before their peers and the teacher. These fears and anxiety are reflected not only through the use of such words as "embarrassment", "trauma", "unnerving", "frightening", "resentment", "frustration" and so on, but also through their physical responses. They tend to blush; their hands are likely to tremble; their hearts tend to pound heavily and they may experience headaches in such conditions. Similarly, using learner diaries, Hilleson (1996) investigated how students experienced difficulties in academic study that arose due to language problems. He found that the participants of his study not only demonstrated anxiety in speaking and listening, but also in reading and writing. Teachers can properly observe as they interact with students every day. Students also rely more on their teacher than the unfamiliar researcher. For the purpose of my study I will give students a questionnaire to complete and I will interview some teachers and observe in their classes. The self-perception plays an important role and it is a critical factor in learning process, it is also related to foreign language anxiety. I think if students recognize their weaknesses in language learning, they can work against them. Participation is largely believed to be important to, or necessary for, learning a second/foreign language. Students are required or encouraged to participate actively in the classroom and thus take part of their own learning process. Since the teacher often is the manager of classroom activities, she/he plays an important role in defining students' opportunities for participating in the classroom. In this way, a description of how students participate and how this is related to the teacher's organization of the lesson is of utmost importance for second language pedagogy. Student participation is negotiated on a turn-by-turn basis. Analyses of student participation should therefore look in detail at how this participation is negotiated continuously as part of the ongoing interaction. Rather than broad descriptions of general participation structures, the analyses must be grounded in the local turns and actions that the participants perform. According to Mortensen (2008) teaching methodologies or methods have traditionally been regarded as practical guides for teachers since they provide the teacher with sets of principles for teaching that incorporate recent research on pedagogy, language and communication, and learning. Language teaching methods have been described as consisting of various elements to describe the underlying theory of language and

language learning, how these theories are related to classroom material, and how this material should be incorporated in the classroom. In this way, methods describe ways in which teachers manage classroom material, and how students are engaged in classroom activities. Working in pairs or groups helps students participate more and have enough time to think about the answers. Students always prefer questions asked to the whole class in order to take part than individual questions.

If participation is so difficult to get by the 100% of students in the classroom, we might need to change our minds, given the wide variety of learning styles and the individual needs of each student: *“Every one of us has a learning style, thinking style and working style as unique as our fingerprints. Parents and schools can now easily identify individual learning styles. It is imperative for schools, parents and organizations to cater to those individual differences. Unless this happens, millions more will be wrongly classed as school failures because their learning style is not suited to their school's teaching style”* (Prashnig, 2004).

‘Acquisition’ is second language teachers’ main goal, as learning does not necessarily imply the memorized structures, meanings or terms acquisition. We must bear in mind that language teachers are usually people who like learning, possibly enjoy learning grammar; so it is not difficult for teachers to end up trying to teach language that way, but *‘students may not be as crazy about it as we are’*. (Lizarraga, 2014). According to Baker (as cited in Lizarraga, 2014): *‘it is important to note variations in attitude to the language environment’, to be aware of them in order for the teacher to provide more supportive and appropriate activities that will foster classroom participation’*. Teachers will therefore need to contribute to the classroom environment with a wide range of opportunities for the students to engage in active and motivational activities, so that a positive and supporting atmosphere is created, which will ultimately contribute to the students’ second language acquisition.

1.2. Significance of the study

This study is an attempt to understand some factors that cause anxiety in the process of learning a foreign language and how teachers and students can find solutions to reduce it. The findings of this study may help also other studies in terms of foreign language anxiety and students’ participation in foreign language classes. The findings will serve as a guide for teachers and

learners regarding the factors which discourage students from participation in foreign language classes and experiencing anxiety.

1.3. Statement of the problem

It has been considered that students are used to theory more than practice and that is the main reason for lack of participation. Most of the studies that were done for classroom anxiety and students' participation showed that anxiety is present. Students take so many theory courses such as theoretical phonetics, theory of grammar and stylistics. Teachers cannot change the program because it is approved by the Ministry of Education and each school and university must follow it. This is the main reason that teachers must follow the set curriculum. That's why students cannot practice a lot in classes. Something should be done in order to help students be more active during their foreign language classes and express their knowledge freely.

1.4. Objectives of the study

- To identify and describe the types of anxiety learners of foreign languages feel in the process of learning it, including when and how they feel so.
- To explore the relationship between student and teacher perceptions about students' participation and their anxiety.
- To find out how often the teachers apply classroom interaction to reduce anxiety and to develop the learners' speaking abilities.

1.5. Research questions

1. What are the main factors that cause students' anxiety in Foreign Language Classes?
2. What is the relationship between students' perceptions about their participation and teachers' perceptions about students' participation?
3. How can students reduce anxiety and develop their speaking fluency in the process of learning a second language?

1.6. Hypotheses

H1- Anxiety is known as having a negative impact on learners.

H2- Anxiety existing within the learners of foreign languages is something that is considered a natural matter caused by different internal factors (gender, personality, motivation etc.) and external (the classroom and the teacher).

H3- Teachers and learners practice the communicative language teaching and classroom interaction in their classes.

CHAPTER II – LITERATURE REVIEW

2.1. The definition of Anxiety

While learning a new language there are many feelings inside a person. For example one can feel excited, happy, anxious, or stressed. Anxiety is one of the strongest emotions that affect the language learning and if teachers understand why it happens maybe they can help their students go through difficulties in language learning. Some signs of language anxiety are: general avoidance-forgetting the answer, lack of volunteering in class, seeming incapable to answer even the simplest questions, physical actions such as nervously touching objects, playing with hair or clothing, lack of eye contact, self-criticism.

Horwitz et al., (1986) define communication apprehension as “*a type of shyness characterized by fear or anxiety about communicating with people*”. Test anxiety is a type of performance anxiety which is caused by fear of failing a test. Test anxious students often put unrealistic demands on themselves. Test anxiety is considered to be one of the most important aspects of negative motivation which will affect learning. This type of fear is defined as an unpleasant feeling or emotional state that has both physiological and behavioral concomitants and that is experienced by the anxious learner when taking formal test or other evaluative situations.

Horwitz et. al. (1986) found that there is a moderate correlation between the fear of negative evaluation and language anxiety. Students are afraid of making mistakes, especially in

pronunciation and oral communication, because they fear the negative evaluation from their peers or teachers. If the students are anxious, they will try to avoid any form of communication, or reduce it to a minimum, in order to avoid negative evaluations. The student considers any communicative or language-learning situation as the cause of stress and tension. This often results in poor performance, because the student focuses more on the perceived danger than on the language production. Furthermore, the student is surrounded with other language learners, and in comparison with them, he may perceive his language performance as unsatisfying.

Horwitz et. al. (1986) suggested that foreign language anxiety is a cause of three main factors: fear of negative evaluation, test anxiety, and communication apprehension. According to Horwitz et al., no other fields of study implicate self-concept and self-expression to the same degree as foreign language study. This feature makes the anxiety caused by foreign language learning distinctive from other academic anxieties. It is possible that students with general anxiety are likely to experience foreign language anxiety; however, it is not uncommon to find those who are very good at other subjects frustrated in learning a foreign language. Therefore, there must be something unique to the language learning experience that makes some students anxious. Students often claim that they know and understand the given foreign language phenomenon, but they tend to “forget” it when it comes to test or oral exercise, when many foreign language points must be recalled at the same time. Doing persistent errors in morphology, syntax or spelling due to nervousness is very common (Horwitz et. al. 1986). Foreign language anxiety has various manifestations. These manifestations include distortion of sounds, freezing up when called on to perform, forgetting words and phrases just learned, refusing to speak and remaining silent, avoiding eye contact, joking, short answer responses, avoiding activities in class, coming unprepared to class etc. It has been agreed that language anxiety provokes an important role in language learning. Although teachers and learners are aware of its existence in language learning, they should notice where it comes from because it can be from the teacher, the student or the learning condition. Three factors are thought to contribute to anxiety and anxiety disorders. These factors are biology (genetic predisposition), cognitive-emotional influences (your experiences/self-confidence/ability to handle stress), and chronic stress (Brantley, 2008). Any or all of these factors, when triggered, may cause varying levels of anxiety. Anxiety affects all aspects of a person, including one’s physiological, behavioral, and psychological reactions (Bourne, 2005). Behavioral responses include an

inability to cope with stress or certain situations. Psychological reactions refer to a feeling of uneasiness or feeling of apprehension. This may also include a fear of losing control (Bourne, 2005). The above reactions may also manifest themselves in the form of stomach aches, headaches, poor school attendance, irritability, lower academic performance, and expressed anger when routine is altered (Bourne, 2005). Social withdrawal is also commonly found when individuals suffer from anxiety. In a classroom setting, the anxious student may be withdrawn or have sporadic attendance and suffer from different physical ailments. As a teacher, implementing preventative interventions and techniques may help students manage their anxiety or learn positive skills to prevent anxiety.

Generalized Anxiety Disorder- Children with this disorder worry about everyday life activities. These worries are unrealistic. Excessive worry and anxiety must be present for at least 6 months to be diagnosed. Individuals may or may not recognize the worrying as excessive but do realize they feel uneasy about the worrying.

Separation Anxiety Disorder- Children have difficulty leaving their care takers and have difficulty when alone. Often, children with SAD do not like to attend school or social events as they involve leaving the care takers.

Panic Disorder - is most often recognized by the occurrence of panic attacks. These panic attacks seem to come from nowhere and include sweating, dizziness, increased heart rate, and shortness of breath, children and adolescents who suffer panic attacks often try to avoid situations where an attack may occur.

Post-Traumatic Stress Disorder- involves the development of symptoms after exposure to a traumatic stressor (i.e. physical, verbal, sexual abuse, or natural disasters). Children and adolescents with this disorder may re-experience the event in several ways. This includes flashbacks, intrusive recollections/ memories of the event. These individuals may exhibit what appears to be a low tolerance for being startled. Moderate levels of anxiety create the motivation needed to drive academic performance. Continued where and include sweating, dizziness, increased heart rate, and shortness of breath, Children and adolescents who suffer panic attacks often try to avoid situations where an attack may occur. High anxiety negatively effects memory and concentration. According to Cornell University Center for Learning and Teaching (2008), high levels of test anxiety causes symptoms prior to, during, and after the test. These symptoms

are physical and mental. Symptoms prior to the test include tension, loss of sleep, or loss of appetite. Feelings of nervousness, irritability, and dread are also common. During exams, symptoms most often include food cravings, difficulty concentrating, confusion, panic, mental blocks, or sweating. After an exam, common anxiety symptoms include feelings of indifference, anger, guilt, or hopelessness. The student may also look to blame something or someone for his or her failure. As a teacher, you have the power to teach students effective ways to deal with academic or test anxiety. Teaching various techniques and strategies to your students may serve to close the gap between children's abilities and their academic performance. Some easy-to-implement strategies include allowing students the use of stress balls or music. Taking ten minutes prior to the test to do deep breathing and tension reduction exercises with the class may also be effective.

2.2. Trait Anxiety, State Anxiety and Situational Anxiety

MacIntyre & Gardner (1991) investigated three types of anxiety: trait anxiety, the state anxiety and the situation specific anxieties. The trait anxiety is personal and some people are generally anxious about many things. Trait anxiety refers to stable individual differences in a tendency to respond with an increase in state anxiety while anticipating a threatening situation. This tendency is consistent across a broad range of situations and is temporarily stable. Brown (1994) defines trait anxiety as a more permanent predisposition to be anxious. Trait anxiety is not directly manifested in behavior, but may be inferred from the frequency and the intensity of an individual's elevations in anxiety state over a time. It refers to stable personality differences in anxiety proneness. The trait anxiety approach requires people to consider their reactions over a number of situations. Some of the participants may feel anxious whereas others feel relaxed. In spite of the fact that participants have the same trait anxiety score anxiety will differ in the situations. For example, in MacIntyre and Gardners (1991) study two subjects score equally on the trait anxiety scale but this scale has four subscales referring to experiences in social situations, during writing tests or exams, in novel situations and in dangerous situations. The scores in the situational elements are different. The first participant feels anxious in social situations but enjoys written exams. The second participant feels anxious in tests but at ease in social groups. Both of them have similar levels of anxiety in novel and in dangerous circumstances. The results suggest that correlation between trait anxiety and marks in these

classes likely would be increased if the more clearly delimited subscales were considered. Spielberger (1999) characterized trait anxiety as a general disposition to experience transient states of anxiety, suggesting that these two constructs are closely inter-related. High trait anxiety individuals can experience more frequent and more intensive anxiety compared to low trait anxiety individuals.

State anxiety has been defined as an unpleasant emotional response while coping with threatening or dangerous situations (Spielberger, 1983), which includes cognitive appraisal of threat as a precursor for its appearance. State anxiety is evoked whenever a person perceives stimulus or situation as harmful, dangerous or threatening to him. However, state anxiety is momentary and it relates to some particular event or a situation. Research studies on anxiety have demonstrated the pervasive influence that anxiety can have on cognitive, affective, and behavioral functioning. State anxiety refers to the apprehension experienced at a particular moment in time. For example, in test taking time a person may feel state anxiety and if someone has higher trait anxiety then they will show higher state anxiety in stressful situations. So, trait and state anxieties are associated with each other. State anxiety has been defined as an unpleasant emotional response while coping with threatening or dangerous situations (Spielberger, 1983), which includes cognitive appraisal of threat as a precursor for its appearance.

MacIntyre and Gardner (1991) defined situational anxiety as *“the apprehension experienced when a situation requires using of a second language with which the individual is not fully proficient”*. The examples of situation specific anxiety can be public speaking, writing examinations, performing math, or participating in a foreign language class. (MacIntyre and Gardner 1991 as cited in Zhanibek, 2001) define situation specific anxiety as a form of state anxiety that persists not necessarily across situations but with certain situations consistently across time. They think that situation specific anxiety is more diverse than are the state and trait anxieties and one can concentrate on a particular thing in situational anxiety. The advantage of this perspective is in clearly describing the situation of interest for the participant. In this way, the assumptions about the source of anxiety can be avoided. The disadvantage of the situational anxiety is that the situation under consideration can be defined broadly, narrowly or quite specifically and the researcher is responsible for defining it accordingly to the purpose of the study. The situation specific anxiety can demonstrate an important role for anxiety in the

language learning process. Situational anxiety is related to a particular situation and language anxiety can be one type of situational anxiety, and is not a personality trait. Situation-Specific Anxiety appears when an individual face a threat in any situation rather than others. For instance, in a situation like English as a foreign language, a teacher asked his/her learner to write a paragraph, he will write it without any kind of anxiety. Nevertheless, another teacher points him to speak or to answer a question orally the student's anxiety level rise to the top. In such situations, students keep silent and they prevent their self-perception from any kind of negative evaluations. The advantage of this perspective is in clearly describing the situation of interest for the participant. In this way, the assumptions about the source of anxiety can be avoided. The disadvantage of the situational anxiety is that the situation under consideration can be defined broadly, narrowly or quite specifically and the researcher is responsible for defining it accordingly to the purpose of the study. The situation specific anxiety can demonstrate an important role for anxiety in the language learning process. Situational anxiety is related to a particular situation and language anxiety can be one type of situational anxiety, and is not a personality trait.

2.3. The factors of Foreign Language Anxiety

According to Horwitz et al., (1986), speaking is arguably the skill most affected by language anxiety. Furthermore, teachers play an important role in the amount of anxiety students experienced in language classes. Listening skill is a fundamental for language acquisition. The concept of foreign language listening anxiety is associated with general foreign language anxiety. Foreign language listening anxiety is one of the important learner variables affecting success and failure in foreign language learning. Previous researches indicated that listening skill is a crucial factor in language acquisition.

Young (1990) listed six potential factors of foreign language anxiety: *“personal and inter-personal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language testing”*. Aida (1994) identified four factors causing anxiety within a foreign language classroom environment: *“speech anxiety and fear of negative evaluation, fear of failing, comfortableness in speaking and negative attitudes towards the class”*. Classroom atmosphere has a significant role on learners' feelings and their anxiety levels. The language teachers should

organize the classroom atmosphere well to decrease the level of anxiety. The classrooms should not be a place where students' mistakes are noted down and reformulate directly as in Grammar Translation Method. Instead of that the classroom atmosphere should be built well by considering students' all needs. In this sense the classroom atmosphere and the method which is used in the classroom has a strong impact on students' anxiety level.

Olivares & Cuhat, (2010) as cited in Kralova & Petrova, (2017) found some factors which contribute in foreign language anxiety such as:” *cognitive factors (e.g., language aptitude, learning strategies); affective factors (e.g., attitudes, motivation, and anxiety); metacognitive factors; demographic factors etc. Attempting to understand the overall process of foreign language learning, researchers have investigated the relationship of language learning and different lingual (related to the language system) and extra-lingual (related to the language learning process) variables. Lingual factors can be subdivided into the categories intra-lingual and inter-lingual. Intra-lingual factors result from the system of a foreign language itself while the inter-lingual factors result from the contact of two language systems (mostly a native language and a foreign language). The intra-personal determinants of foreign language anxiety result from the learners' personal characteristics, their beliefs and attitudes within foreign language learning, while the inter-personal ones are bound to the inter-personal interactions (learner-teacher or learner-learner) during the learning process. The impersonal factors are related to non-personal aspects of foreign language learning. From the temporal perspective, the static and the dynamic variables affecting foreign language anxiety can be further distinguished within the extra-lingual factors. The static factors involve rather stable characteristics (gender, nationality, native language, type of personality, etc.) and the dynamic factors (such as language proficiency, motivation, or stay in a foreign language country) can change over time”.*

Social status is a fundamental factor for both language learners and teachers. It can be really stressful to talk with someone who is higher status. This situation can also be seen among language teachers as well. Social status is a fundamental factor for both language learners and teachers. It can be really stressful to talk with someone who is higher status. This situation can also be seen among language teachers as well. Lack of confidence affects students' oral production and their success on language and oral production.

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety has an effect on students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self-confidence. Speaking is one of the fundamental skills of language learning. In second or foreign language education, speaking anxiety has a detrimental effect on learners' performance. Speaking anxiety is rooted in lack of self-confidence. Naudhani, Wu & Naudhani (2018) made a study on exploring the factors of foreign language anxiety among Chinese Undergraduate English majors and non-English majors. The study aimed to examine three factors of foreign language anxiety i.e. speaking anxiety, foreign language classroom anxiety and teacher-generated anxiety. There were 51 English majors and 50 non-English majors, with Chinese as their mother-tongue and learning English as a second language at university. The results revealed that English majors feel the middle level of foreign language speaking and classroom anxiety while non-English majors experience high level of foreign language speaking and classroom anxiety. Both groups felt more anxious when they spoke to the teacher and in front of their peers. They are afraid of getting bad results. They feel that they are unable to understand what teacher is teaching in this way they will speak wrong and teacher will make corrections, consequently, their peers will laugh at them.

When it comes to anxiety, universal school-wide interventions will benefit the students as well as staff by creating a more relaxed atmosphere. To achieve maximum success, these should be implemented school-wide as well as in classrooms. As stated by Tomb and Hunter (2004), *“teaching coping skills to children and adolescents as early as possible may help them develop effective strategies to deal with stress and minimize anxiety”*. As a teacher, you can implement universal interventions in your classroom to help prevent or manage anxiety in your students. Extensive research has focused on the role parental modeling of anxious behavior has on children and adolescents. Exposed to such behaviors, children learn to use these behaviors in similar situations. As such, teacher modeling of positive anxiety management behaviors will expose students to various techniques and strategies. Educators can also teach strategies to the students and provide them with basic knowledge of anxiety. The classroom, in essence, can be used as a microcosm for everyday living experiences. Teachers can allow students to learn from experience and develop a positive sense of mental health. Common sources of anxiety at school are interpersonal and academic related stressors. All students experience pressures to both conform and change. Daily interpersonal interactions with teachers and other staff and peers are

especially difficult for some students. Differences in background, appearance, language, social and emotional development, all can affect whether a student fits in or not. Not fitting in can lead to being isolated, rejected, and even bullied and coming to school each day fearful and anxious. Relationships with peers are always on a student's mind. Concerns arise from such matters as not having enough friends, not having the right friends, not being in the same class as friends, experiencing peer pressure and interpersonal conflicts. And, there is the problem of bullying, which now has gone high tech (e.g., using the internet, cell phones) making the behavior easier, anonymous, and more prevalent. While personal factors can affect relationships with teachers, classroom demands are more frequent sources of stress and anxiety (e.g., assignments, schedules, tasks). With test scores so heavily weighted and publicized, teachers are under great pressure to produce high test scores and that pressure is passed on to their students. The emphasis on enhancing school readiness and performance has filtered down to pre-school and kindergarten. Pressures in meeting academic demands also can be exacerbated by too many extracurricular activities. And for high school students, there is the added stress of college and career preparation. The overload of activities and demands can cut students off from essential supports, hamper sleep, interfere with learning and development, and affect physical and mental health. Schools that do too little to address interpersonal and academic related stressors can expect a great many anxiety-related learning, behavior, and emotional problems.

2.4. The consequences of Foreign Language Anxiety

Horwitz & Young (1991) identify language anxiety in two approaches: 1) *language anxiety may be viewed as a manifestation of other more general types of anxiety*; 2) *language anxiety may be seen as a distinctive form of anxiety expressed in response to language learning*. These two approaches show that anxiety makes someone nervous in communicating. The first approach views that language anxiety as a manifestation of other types of anxiety such as test anxiety and communication apprehension in language learning performances. *“The results of several studies that were conducted on young learners show that foreign language anxiety is more relevant to language learning among older learners. In the study of young learners, it is important to consider their cognitive and emotional stages of development and develop appropriate methodology and measurements. The instruments normally used with adult foreign language*

learners have to be adapted, and new specific techniques have to be created". (MacIntyre & Gardner (1994).

"A relaxed classroom atmosphere or environment is significant in reducing anxiety. This might include the teacher's individual personality as well as attitude toward both the language and the students. The participants stressed that anxiety decreases when teachers make the class interesting and fun. Similarly, using topics and themes relevant to the students' own lives and interests appeared to reduce anxiety and increase learner motivation for many. A sense of communality in the classroom seems to contribute greatly to a relaxed atmosphere. When students feel that they are among friends, oftentimes anxious feelings are allayed and the fear of making mistakes is decreased. The teachers may consciously foster a communal and friendly atmosphere, and may also suggest that the students themselves take a proactive role in creating such an environment. Anxiety may decrease within the classroom context if students interacted in activities that contribute to a feeling of group identity and support outside the classroom. Students might attend target language movies and videos, have lunches together, form study groups or join language clubs". (Wörde, 2003)

Kondo, & Ying-Ling (2004) developed a typology of strategies that learners use to cope with foreign language anxiety in five categories: preparation (e.g., studying hard, getting to use a foreign language, concentrating in class); relaxation (e.g., taking deep breaths, drawing to calm down); positive thinking (e.g., imagining one's good performance in a foreign language, thinking of something pleasant, trying not to take it too seriously); peer seeking (e.g., asking other learners for advice, talking with friends in their proximity), and resignation (e.g., accepting the situation, giving up on studying).

(Ohata, 2005) tried to describe and explore the nature of language learning anxiety from the perspective of five Japanese learners of English. He used the Foreign Language Classroom Anxiety Scale (FLCAS) devised by Horwitz, Horwitz and Cope (1986). He used general questions about their anxiety such as: *"Do you think you are an anxiety-prone person or not?"*, *"Have you ever felt any anxiety or nervousness both in and outside of the classrooms?"*, *"If so, when did you feel that way?"*, or *"How did that feeling affect your physical and psychological well-being?"*. All of the participants expressed serious concerns about various kinds of evaluative situations in which their knowledge and performance of English were to be monitored by people around them. Many of them commented on the classroom situation in a negative manner, saying

that they would try to avoid eye contact with the teacher, fearing they would be called on to answer some questions in front of other students, even if they were sure of the topics being discussed. Many seemed to agree upon the anxious feelings associated with their lack of English proficiency and their perceived lack of knowledge about the class subjects that they were studying. They expressed a deep concern about the difficulty communicating in English, compared to the ease of communication in Japanese.

Hauck & Hurd (2005) have collected a few strategies for learners to deal with Foreign Language Anxiety: Use positive self- talk (I can do it, it does not matter if I make mistakes because everyone does etc., imagine that when you are speaking it is just a friendly informal chat, use relaxation techniques e.g. deep breathing, speaking slowly etc.

Some helpful recommendations for teachers to alleviate their students' anxiety are: *"1. Scan for the signs of anxiety by students and apply quick strategies to help them overcome the destructive feelings. 2. Create student-friendly and learning-supportive environment in the class. 3. Create friendship and cooperation among students. 4. Put more emphasis on formative assessment and constructive feedback rather than summative assessment. 5. A communicative approach should be adopted so that students get more chance to practice their speaking skills. 6. Encourage students not to be afraid of making mistakes. 7. Do not correct student's each mistake. 8. Make students feel successful and satisfied when using foreign language. 9. Choose activities and tasks that do not cause instant frustration. 10. Initiate discussion about how the students feel, for instance, when giving presentations, and help them overcome their worries. 11. Search for more training courses on general psychology including language anxiety and learning differences."*, Hashemi and Abbasi (2013).

Lim Hooi Lian and Mardziah Bt Budin (2014) made a research on investigating the relationship between English Language Anxiety and the Achievement of School based Oral English Test among Malaysian Form Four Students. The survey was administered to 200 Form Four Students (aged 15-16) of two secondary schools. The results of this study revealed that students have a moderate level of English language anxiety and significant difference between genders in English Language Anxiety. Further, the study noticed that there was significant difference between genders in language anxiety. The results of the study would help language teachers in several ways as regard their teaching of second language in their classes. Language teachers have to realize that their students are experiencing anxiety in their classes. They must be able to

understand the nature of their students' language anxieties. It may vary from one learner to another so it is pertinent that teachers be made aware of what language anxieties their students may be suffering from. They may be able to design lesson and prepare activities and learning materials that will best address the strategies that can be effectively utilized by these types of learners to cope with their respective language anxieties. Second, English language teachers should have learning activities where these students are given more guidance on how to talk or write about themselves, their family, their interests and their culture. Teachers should also try to create a nonthreatening, relaxed learning environment in which students can take risks and make mistakes without fear of embarrassment.

Ilhem (2015) made a research on the effects of Foreign Language Anxiety on Students' speaking fluency at Biskra University. He prepared two questionnaires, 40 for first year students who attend an oral expression course and 8 questionnaires for oral expression teachers. The results of his findings showed that first year students experience anxiety which prevents them from participating in oral classes. It appeared that students' anxiety effects negatively their speaking fluency development. It may be helpful for foreign language learners to find their own strategies to overcome anxiety in stressful situations.

According to Kralova (2016) anxiety can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioral symptoms. It is an adaptive reaction which mobilizes the organism and helps it defend, attract or avoid an anxiety stimulus. The stimulus can be a previous external or internal antecedent or trigger. To state the definite causes of anxiety can be rather complicated as it is influenced by many factors biological, psychological, social or other.

“Classroom interaction and students participation is an important aspect of language learning process. By reducing the amount of teachers talk in classroom and by increasing the learners' talk time, it keeps the learners active in the classroom. The importance of interaction has a significant role both in the classroom and out of classroom. Therefore, teachers and students should consider it as an essential part in learning and teaching language skills, especially in speaking class. Classroom interaction helps the teachers to manage who should talk, to whom, on what topic, in what language. According to the classroom interaction which is a productive teaching technique manages the classroom language learning. “Interaction is face-to-face

communication with Particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants. Interaction also provides opportunities for production and receiving feedback. Interaction in classroom is based on the input provided by both teacher and students. The interaction can be between teacher and students and also between student and student. Both of these kinds of interaction need to be enhanced in the classroom environment” (Adaba, 2017).

Ching-Yi Tien (2018) made a study which focused on the relation between English speaking anxiety and factors among Taiwanese university English and non-English majors. 658 volunteer participants took part on this study. The results of the study indicate that learners are extremely concerned about the accuracy of their grammar usage, their lack of vocabulary knowledge, correct pronunciations and wanting their meaning to be understood. Mandarin Chinese differs from the English alphabetic language in both writing and pronunciation, so it is quite challenging for Taiwanese learners to learn English. Even though teachers have adopted a more communicative approach focusing more on fluency practice in English classrooms, students still worry about their grammar, vocabulary usage and pronunciation during their English classes. Another significant finding of this study is the evidence that more years of English language learning reduces learners' English language speaking anxiety. This indicates the positive washback effect on English language teaching and learning for language learners both for English and non-English majors. A massive amount of research has already shown that language learners benefit tremendously from instructors' scaffolding supports. It is suggested that more affective feelings and guidance from language instructors is needed to not only help language learners to learn languages well but also to reduce their anxiety in the English as a foreign language learning situation.

2.5. Students' Participation in Foreign Language Classes

Teachers need to choose speaking activities that engage students to participate. Some students do not believe that the teachers' efforts may help them to raise their engagement. Teachers need to know about the different solution to make their classes' fun, work on the curriculum, and tell his/her students that he insists on helping them to participate. Interaction exists between students when teachers choose interesting topics that grasp students to speak. It is not difficult to involve adolescents to talk 'out loud' in the classroom, but teachers should motivate them to speak and

convince them that the whole class can hear them. Learners are afraid from the negative evaluation of the teacher or peers, so they do not feel confident to speak and keep silent in order to prevent their self-images. In such situations, teachers have to look for the causes of the fear that students face, and they need to use strategies that develop students' confidence. Students who want to develop their speaking skills need to take into consideration two important strategies: Active Listening- is the best-used strategy that students use when feeling shy and starting to speak in the same time. When students take the role of an active listener, they will take the role of an active communicator. Manage a Conversation- the lessons of the foreign language teachers should include activities that can help the students to manage their speaking strategies. The task of the teacher is to make these strategies as a habit for his learners.

It is most common to feel anxiety when experiencing something new or when one is confronted with something that is challenging. Since there is no human being on earth that functions in the same way, we feel anxiety towards different situations and different things we get confronted with, and the same goes for our students. If we think about our self, things we often feel uncomfortable doing, or things we get anxious about, are often things that we have been having bad experiences with. There are students who are more logical, and therefore math and physics suit them better. Perhaps this will lead to them feeling anxiety towards language learning. On the other hand, there are students who feel this anxiety about math and physics which count as logical subjects. It is not unusual that our students become less talkative in situations where they feel uncomfortable for any given reasons. This is not something that is new; a lot of people can become less talkative in a new situation, where they do not feel as secure as in well-known situations. A lot of people can feel nervous when they attend new things, job interviews, new schools, a new class, or even a new job. Luckily, in most cases this feeling does not stick for a very long time. Horwitz et al., (1986) developed a theory that foreign language anxiety has three components that are connected to each other. These components are; communication apprehension, fear of negative evaluation, and test anxiety. To make this even clearer these components need to be defined. Communication apprehension is defined as *"a type of shyness characterized by fear of or anxiety about communicating with people"* (Horwitz et al., 1986). Fear of negative evaluation refers to *"apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate one negatively"*. Last but as important as the others, is test anxiety. This component refers to *"a type of performance anxiety*

stemming from a fear of failure". Nevertheless, it is important to keep in mind that this theory that was created by Horwitz et al., is not perfect, even though their theory has been used within a large number of studies. Speaking anxiety can sometimes be taken for that students do not want to participate, that they lack the interest, or even that they have a proficiency that does not match the class. It is hard for teachers to distinguish between anxiety and if the students are less motivated or simply do not have the proficiency to participate in class discussions.

When working as a teacher one meets all different kinds of students. Some of them will love to speak, whereas others will have difficulties due to different things. One of the things might be foreign language anxiety. In this case it is important to remember that there is something called foreign language anxiety. The only way to help the students overcome their fears is to be aware of them. *"Many young people in our schools are facing incredible challenges each day that affect their willingness and ability to achieve success in the classroom. I do believe that as teachers we need to take the time to create a warm classroom environment that can become a safe haven for those students, and to develop the personal rapport that some of our students so desperately need. I also believe that by supporting the emotional development of our students, and encouraging them to believe in their own abilities, we ultimately give them the tools they need to succeed academically"* (Tepfenhart, 2011). Ibrahimovic (2016) made a study in an upper secondary school in Sweden, which teaches English 5 and English 6. There were 50 students participating to answer a questionnaire. Then there were two teachers being interviewed for the teachers' point of view on this issue. The major findings of this study were that teachers have a difficulty to distinguish between general anxiety and foreign language anxiety. It was also clearly shown that the students were suffering from foreign language anxiety. Nunan (1991) suggests that learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate in groups. According to Harmer (1991) *"group work is more dynamic than pair work: there are more people to react with and against in a group and, therefore, there is a greater possibility of discussion."* Brown (1994) states that a group work *"...is a generic term covering a multiplicity of techniques in which two or more students are assigned a 'task' that classes involves collaboration and self-initiated language."* A considerable amount of research has been conducted in recent years into learner interaction, particularly interaction which takes place through group work. In second language classrooms, where learners often do not have a great number of tools for initiation and maintaining language, the

teacher's questions provide necessary stepping-stones to communication. Appropriate questioning in an interactive classroom can fulfill a number of different functions. Teacher questions give students the opportunity to produce comfortably lesson. Too much wait-time can be counter-productive just like asking questions to the student who is not prepared. From research, it has been revealed that on an average 'one second' wait time should be allocated to a student as classroom management becomes difficult if too much wait time is provided. However, a teacher should also rely on his/her judgment in assessing a student's ability to answer certain questions, and accordingly allocate the wait time.

Being sensitive toward the students' cultural norms paves the way for the teacher in turning a class into an interactive one. For interaction to take place, "*...the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students makes it impossible to predict everything that they will say and do* (Brown, 1994)." Some control on a teacher's part is actually an important element of successfully carrying out interactive techniques. Teacher-directed and dominated classrooms cannot, by their nature, be interactive. It is mandatory for a teacher to take the role of a controller and a facilitator rather than of an authoritarian. Students become afraid when they have to initiate conversation or topics for discussion. Teacher questions can serve to initiate a chain reaction of student interaction among themselves. Asking a lot of questions in a classroom will not by any means guarantee stimulation of interaction. Certain types of questions may actually discourage interactive learning. For example, too much time spent on 'display questions' (question for which the answer is already known to the teacher) -students can easily grow weary of artificial contexts that don't involve genuine seeking of information. One of the most important keys to create an interactive language classroom is the initiation of interaction by the teacher. However non-directive the teaching style is, the teacher should provide the stimuli for continued interaction. These stimuli are important in the initial stage of a classroom lesson as well as throughout the lesson. Without such guidance, classroom interaction may indeed be communicative, but students can easily get distracted and move away from the class objectives. (Choudhury, 2005). Participation allows students to build on their knowledge, demonstrate they have understood the curriculum, develop confidence, and apply theory. (Susak,2016). Students further their education in order to grow and build on their knowledge and skills so that they can ultimately apply this in their careers and succeed. In order for them to receive the best possible

educational experience and achieve these goals, it is important for educational institutions and educators alike to identify ways in which they can ensure that these learning outcomes are met. According to Susak (2016) factors that affect students' participation are: Logistics (class size, course policy, type of course), student traits (self-esteem, advanced class preparation, language barrier, perceived benefit), classroom climate (respect, interaction norms), impact of the instructor (respect and feedback, content delivery).

“The proficiency level or the developmental stage of the interlanguage system of the students is an essential determinant of student participation. It is natural that the students will not try to take turns if they are unable to” (Congmin, 2016). Learners at low proficiency levels are under greater pressure than those at high proficiency levels, because the teacher may find fault with his answer and their classmates may laugh at them if they make foolish mistakes. The proficiency level of the learner poses limits to the quality and quantity of learner participation. It is impossible for beginners with limited linguistic resources to produce large stretches of utterance. According to Congmin (2016) proficiency can be a motivating factor. The more proficient the student is, the more likely he/she is to participate, but not such a conclusion can be reached that all high proficient learners are active participants or vice versa. The group of learners in the classroom brings to the classroom their personal traits which are reflected in their participation structure, such as character, age, interest, and motivation. The choice of whether to speak or not is partly determined by students' character. The extent to which a learner is introvert or extrovert is partly reflected in the student's participation pattern although the quality of being introvert or extrovert is not something absolute. Extrovert students tend to behave actively: More response to the teacher's questions and thus more turn-taking although sometimes they are not sure of their answers. Extrovert students are more likely to be risk-takers and dominate the classroom although they are not at high proficiency levels. Student participation behavior is bound by social norms which have long been in existence and are culture rooted. Students are not free to behave in the classroom; rather they learn the social norms imposed on their behavior through interaction with teacher and peers. Teachers should introduce varied class activities or projects catering to the needs of students with different proficiency levels, ages, motivations and personalities and encouraging them to make contributions to classroom discourse and its management. Activities involving class participation will: encourage students to be active participants in classroom activities and encourage them to take responsibility for their learning,

encourage students to prepare for class, encourage students to reflect on issues and problems that relate to the class, support students in developing their communication and presentation skills, enable students to demonstrate their communication and presentation skills through their interactions with peers and teachers, foster students' analytical skills and their capacity to critique ideas and concepts in a supportive environment, support students in developing their collaborative and team-working skills. The teacher may pose questions, most commonly relating to a reading or readings students have been asked to read in preparation for an open discussion, but their main role will be to facilitate the discussion between the students. Students work in small groups to provide a solution to problems or scenarios posed by the teacher, which could include an element of role play or simulation¹. This small group work can take place either during the session itself or be set as a preparatory activity. Students then present their solutions to the whole class group and respond to questions from other members of the class. Researchers have shown an interest in interviewing foreign language learners in order to understand what it is like to be an anxious student, and to identify anxiety provoking factors as well as those factors that may reduce anxiety, in an attempt to more fully understand the role that anxiety may play in learning a foreign language from the perspective of the anxious language learner. Gregersen and Horwitz (2002) found that anxious language learners and perfectionists may have a number of characteristics in common (e.g. higher standards for their target language performance, a greater tendency towards procrastination, more worry over the opinions of others, and a higher level of concern over their errors) and that these characteristics have the potential to make language learning unpleasant and less successful for them than for other students. Hayriye Kayi (2006) provides some suggestions for English language teachers while teaching oral language:

- *Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.*
- *Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.*
- *Reduce teacher speaking time in class while increasing student speaking time*
- *Indicate positive signs when commenting on a student's response.*
- *Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."*
- *Involve speaking activities not only in class but also out of class...*
- *Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work*

in groups or pairs. • *Provide the vocabulary beforehand that students need in speaking activities.* • *Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.* Therefore, students can improve their oral skill to express their ideas, opinions, and feelings, describe things, and to make social contact with people, and to make request and complaining.

Teaching techniques- One of the biggest challenges for the teachers of foreign languages is to make all the students participate specially in oral expression course that aims to provide suitable place for learners to speak. However, many students do not speak during the lesson. In order to increase students' participation and interest in speaking and communication in the foreign language classes, teachers design pair and group work. Pair and group work are the most effective pedagogical techniques that promote participation and collaboration among the students. *Group work-* During oral expression lessons, teacher uses group work to support learning and to avoid participation problems. Group work is one of the most ways and techniques that teachers provide in order to encourage the students and get them fully engaged in the classroom activities. This will allow them to prepare a presentation or discuss an issue and come to group decision. Group work is classroom situation where the teacher can divide the whole class into small units or groups. Group work is a meaningful technique for students to exchange ideas and opinion from each other and to work together without any hinders. *Pair work-* Pair work is another useful technique used by the teachers to organize students when given them activities. Within pair works, students find themselves participating because they must speak with their classmates. Pair work is less threatening because it creates a friendly atmosphere for students and promotes the sense of belonging among them. To conclude, group and pair work are extremely the meaningful process to solve problems. They give the students a total freedom to express ideas, knowledge and different problems they are facing during their learning. Working in groups and pairs create a social environment for students; furthermore, they feel obliged to deal and help each other in different activities they have to work on. *Activities enhancing the students' participation-* To motivate students in foreign language classes, teachers should include a variety of activities and strategies that help students to develop their abilities in speaking. Motivating the students to speak and participate without any obstacles is the main goal of the teacher during the lesson. Teachers must encourage their students to use the language in the classroom and to get involved in the different activities. Motivation is important for encouraging

success. Students' motivation to learn a language is very complex and it changed over times. Students' motivation can be influenced by two main factors contextual and internal factors. Contextual factors include the teacher and those around the students if they are interested in the learning activities. The amounts of engagement from those around the students increase the students' motivation to engage as well. The discussion below centers on the major types of speaking activities during oral expression course: *Role play*- Providing a role plays in the classroom is very important in developing students' oral proficiency. We use term 'role play' to refer to the set of activities in which students take an imaginative leap out of the confines of the classroom, providing a useful spring board for real life language use (Thornbury, 2005). Through role play students can train their speaking skill in any situation. It is also helps many shy students by providing them with a mask and increases their motivation. It can be performed from prepared scripts, created from the students themselves, depending on their level. It consists of short scenes which can be realistic or pure fantasy. As a result, to succeed with role play, the teachers have to select topics from the students' interest in order to motivate and bring them to participate more. *Problem solving activity*- A problem solving is a classroom activity in which the students are supposed to find solutions for a given problem. Students find themselves participating and speaking when they are struggling to find solution to the problem that is presented in problem-solving tasks. For example, teacher asks the students to decide the best action. Each student, here, gives his/her point of view as a solution to this problem. From the different opinion, the classroom becomes more active and the students' participation will increase. *Discussion and debates*- Discussion and debates are the most commonly activities develop the students' communicative abilities and to practice the language in different situation. They aim to engage the students' interest, opinions, histories, and experiences. Green, Christopher, and Lam (1997) cited in Murcia (2001) state that "students will be more involved with and motivated to participate in discussion if they are allowed to select discussion topics and evaluate their peers' performance" (p. 106). Besides that, many teachers argue that the best discussions in classes are those arise spontaneously from topics interest the students and proposed or selected by themselves. It may take just few minutes or take whole lesson. *Conversation*- One of the most focus that teachers have to deal with is the emphasis on having students analyze and evaluate the language that they or other produce. The development of conversation skills paves the way to develop the language itself. According to Thornbury (2005),

many language learners feel that developing conversation competence is their most urgent need and their principle objective.

2.6. Strategies Used When Participating in Classroom Interactions

Learner's language learning strategies and styles may affect both their level of anxiety in foreign language classes and their achievement. It has been shown that motivation and language anxiety play a crucial role in the use of language learning strategies and styles. When the students have low anxiety level then they produce high results (Sellers, 2000). It was found out that the influence of foreign language anxiety becomes more important as students' language levels increase. Teachers should explain to students if they are going to use a new method of assessment, otherwise students would worry not only in correctness of what they produced as well as they might not be sure of understanding how to do it as they were not familiar with certain types of assessment. Anxiety is also associated with other aspects of learning a foreign language such as reading, writing, evaluation, listening and speaking. Language anxiety research suggests that students may feel less anxiety in some skills, such as in reading and writing (Young, 1991). The students may be less anxious because they see a text and by reading it they can understand it. However, unfamiliar scripts and writing systems and unfamiliar cultural materials in authentic texts might cause anxiety in reading foreign language. Some researchers examined reading anxiety in foreign language class and they found that reading in foreign language can be anxiety provoking to some students. One of the studies that considered strategies to help students cope with anxiety is Williams and Andrade (2008). They investigated the situations that provoke anxiety in foreign language classes in Japanese universities, and sought to identify the ways in which students perceive and cope with different situations. According to the findings, most students said that they should have taken some form of action during the anxiety-provoking situation, but nearly the same number of students did not think they could positively influence the situation. Many of the students felt that they should do something, but at the same time they felt that whatever they might do would be ineffective. They also found that these desperate feelings were especially true in students with a low perceived ability. It is notable that these students perceive themselves as low-ability learners, although they might, in fact, not have low ability. This leads to the conclusion that coping with language anxiety is difficult for students without the help of teachers. In particular, for those who lack confidence in their abilities and have no idea as to handle their anxiety, teachers should play a role in helping

them overcome their anxiety. The study by Tsui (1996) is based on a classroom action research project, which aimed to examine teacher perceptions of the factors that contribute to student reticence and language anxiety. The teachers videotaped their lessons to review their problems while teaching, and then designed a list of strategies to overcome the problems. As for “improving questioning techniques,” some teachers reported success, but others report that it only made a minimal difference. The effective strategies were found to be: “accepting a variety of answers” (i.e. let students know there is not always a right answer), “peer support and group work” (i.e. allowing students to check their answers with their peers before presenting to the whole class), “focus on content” (i.e. activities that focus students on content rather than form), and “establishing good relationships” with students. Tsui (1996) concluded that the successful strategies minimized language anxiety and the unsuccessful ones exacerbated language anxiety.

While many students experience anxiety at school, a few who end up being diagnosed as having an anxiety disorder. Schools need to communicate and work collaboratively with primary providers who are treating such youngsters. As with all youngsters experiencing significant learning, behavior, and emotional problems, some special assistance will be necessary. Primary providers and family members can provide information about what the school might do, and the school can provide information back based on the student’s responses to school interventions. As feasible, the school might help with exposure techniques for those diagnosed with generalized anxiety disorders and social anxiety disorders. For example, a student support staff member might work with a student to develop a fear hierarchy that rank orders the anxiety-provoking situations, beginning with the least-feared situation. Conducting exposure at school provides a realistic context and can tailor exposure situations based on the student's difficulties at school. Some common exposures for socially anxious students include accompanying a student to the cafeteria to initiate conversations with peers or to purchase and return food, ask questions of the librarian visit the main office and speak to administrative staff, or seek out assistance from a teacher. With support, the student might join a club that matches her/his interests. Besides pursuing exposure techniques, student support staff can help a student evaluate the evidence for specific fears (e.g., about being treated badly by peers) and can help connect them with a peer who is prepared to help. With respect to those diagnosed with obsessive-compulsive disorders, the focus is on how the school can help a student end an obsession or compulsion. This includes work with the student to identify less intrusive rituals (e.g., tapping one desk rather than every

desk, encouraging use of an interrupter, helping the student evaluate evidence underlying fears of negative outcomes). Kondo and Yang (2004) gathered open-ended questionnaire responses from students in Japan in order to collect a broad sample of tactics for coping with language anxiety. Seventy tactics were identified, which were divided into five clusters according to hierarchical cluster analysis. The five strategies were: “Preparation” (attempts at controlling the threat by improving studying strategies); “Relaxation” (tactics aiming at reducing somatic anxiety symptoms); “Positive Thinking” (suppressing problematic cognitive processes that underlie students’ anxiety); “Peer Seeking” (students’ willingness to look for other students who seem to have trouble controlling their anxiety); and “Resignation” (minimizing the impact of anxiety by refusing to face the problem). The study of Williams and Andrade (2008) demonstrates the importance of teacher assistance in coping with student language anxiety, since most of the students in their study could not handle their anxiety by themselves. Tsui (1996) proposed strategies that could decrease student anxiety from the perspective of teachers. These strategies might have been successful for these teachers, but it is not clear whether the students felt that those strategies were actually effective for them. Kondo and Yang (2004) found five categories of strategies that could be implemented by students themselves, but they did not find strategies containing teacher roles. It would be beneficial if effective anxiety-reducing strategies containing both student and teacher roles could be clarified. From an analysis of the findings, a four-dimensional conceptualization of anxiety-reducing strategies was formulated. The four dimensions were: cooperation with others; building confidence; assistance from the teacher; and less-stressful teaching methods. The results indicated that high-anxious students who called for assistance from the teacher also needed other people to cooperate with them. Help from classmates and teachers seemed to reduce student anxiousness. On the other hand, among low-anxious students, all of the strategies were consistently correlated with each other. Although these students were low-anxious students, they still seemed to be in need of these strategies. It is important for students to alleviate their anxiousness as much as possible, by utilizing anxiety-reducing strategies. To reduce student language anxiety, it is necessary for both teachers and students themselves to take action in a variety of ways. The strategies presented in this study are mainly based on what could be done by students to alleviate their own anxiety, but include suggestions for teachers. Creating a bond of trust between students and the teacher makes it

possible to reduce anxiety in class and promote a positive attitude among students toward classroom activities.

Some ways to reduce the causes of non-participation in foreign language classrooms may be:

Creating a Warm Atmosphere to Motivate the Students to Learn - teachers should help students develop a positive image of themselves and others. They should create a warm atmosphere to motivate the students to learn English. This can be accomplished by concentrating on classroom activities, creating problem-solving situations, dealing with language problems through group work and activities and correcting students' errors in a friendly way.

Lower Students' Anxiety in the Classroom- According to Young (1991), teachers can start with finding out what students are anxious about. Then teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears.

Use Names can be used in a Friendly and not Threatening Way -Teachers should help the students to know each other at the beginning of the semester. Names can be used in a friendly and not threatening way in order to bridge the gap between the teacher and their students.

Prepare More Topics which Are Related to Students' Life- In addition; teachers can prepare more topics which are not only interesting but related to student life so that students have the interest in and ability to talk about them.

Fear of Making Mistakes -The study also revealed that students were reluctant to take part in discussions for fear of making mistakes. Students should be informed that making mistakes is a part of learning process. Teachers should also encourage students to have the confidence to make mistakes in order to acquire communication skills.

Speak and Build up Their Self-confidence -It also may be advisable for foreign language teachers to give even the most reticent students the opportunity to speak and build up their self-confidence in a positive, caring environment (e.g., by facilitating interactive group activities or calling on students in a non-threatening manner).

Improve the Students' Vocabulary -The findings of the study suggested that many students were still having problems with the language. Lack of vocabulary and inability to master the sentence structures were the two problematic areas identified. Thus, it is recommended here that activities to improve the students' vocabulary be planned. Apart from improving the students' communicative skills, language teachers should also focus on the grammatical aspects of the language.

CHAPTER III-METHODOLOGY

3.1. Introduction

This research study is about foreign language anxiety. The study investigates the relationship between anxiety and the students' participation in class. The aim is to see how anxiety relates to student participation in foreign language classrooms. In the first part of this chapter, the subjects in the study are described. Next, there is a description of the instrument and materials used in this study. Lastly, the procedures for data collection and statistical analysis are presented.

3.2. Participants

This study was conducted in a primary school in Prishtina. The participants of the research were fifty students of this school, eighth and ninth grade students, aged 15-16. Students were chosen randomly from three classes. Thirty students were males and twenty females. Four English teachers and a German teacher have been also interviewed and observed in their classes for the purpose of understanding their teaching methods, the students' participation and anxiety. Three of the English teachers were females and one of them was male. Also, the German teacher was male. The teachers were to give their opinion about their students' participation in classroom and I tried to see the teachers' perceptions about their students and students' perceptions about themselves.

3.3. Instruments

In this research the data collection tools were questionnaires, interview with teachers and observation in their classes. The methods for this research were mixed qualitative and quantitative. The qualitative method was used through the interview with teachers and observation in their classes and the quantitative method was used through a questionnaire distributed to fifty students who were chosen randomly. The questionnaire consisted of nine close questions which required the students to answer 'Yes' or 'No' or to tick up the right answers from a set of questions. Some of the questionnaire's questions are taken from the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope (1986). It consisted simple and clear questions related to classroom anxiety and student's participation.

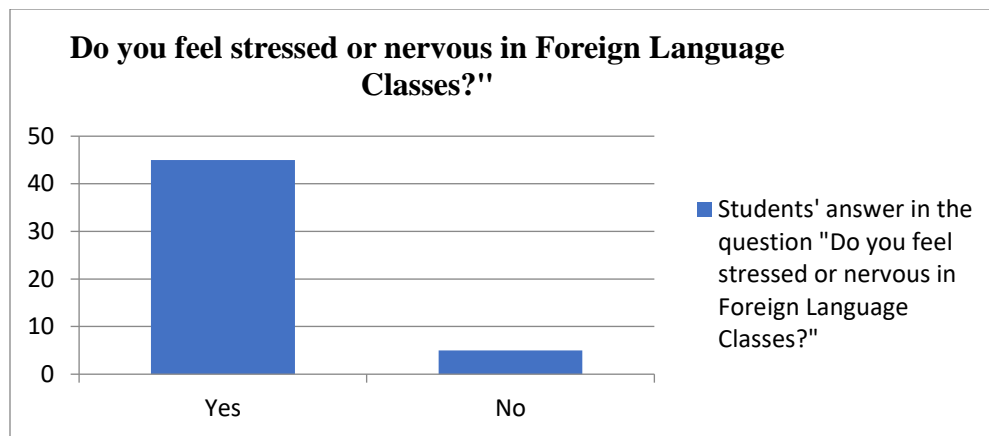
3.4. Procedures

The questionnaire was piloted with twenty students during the research week on the 3rd of November 2020 in order to check whether the students have any problems in answering the questionnaire items. It was concluded that students understood the questions quite good only some items should be revised and the research could be done. So, on 5th of November after preparing it in the final form, the questionnaire was distributed to fifty students and two English teachers and a German teacher were observed in their classes and interviewed that day since the others did not have classes that day in school so I interviewed and observed them the next day. The interviews focused on language anxiety and students' participation. The questions were simple, I explained the goal of the study and how the information would be useful in helping teachers reduce classroom anxiety and raise participation levels. Furthermore, participant anonymity was protected during the research process in order to protect their privacy and encourage freedom of speech without them being worried about the consequences of their honesty.

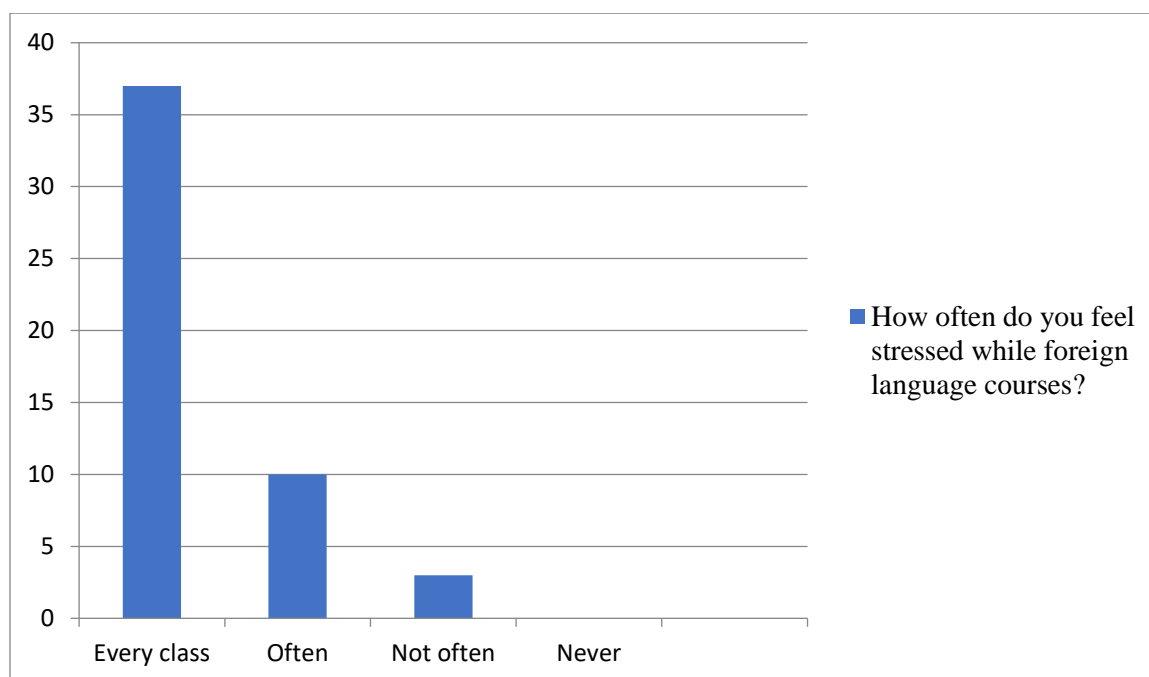
CHAPTER IV-RESULTS

4.1. Data analysis –Results from questionnaire

In the first question do you feel (or have you ever felt) stressed or nervous in Foreign Language Class, 90% students answered yes and only 10% of them answered not sure. In the second question how often do you feel stressed or nervous in a foreign language class 74% of students answered every class, 20% of students answered often, and 6% answered not often. In the third question about agreeing or not that this stress affects negatively students' participation and course achievements 90% of the students answered yes and only 10% answered no. That percentage of answers in the first, the second and the third question made me come up with the conclusion that the first hypothesis of this study 'Anxiety is known as having a negative impact on learners' is held to be true because most of the students felt stressed and anxious in Foreign Languages classroom.



Graph 1-Students' answer in the question "Do you feel (have you ever felt) stressed or nervous in Foreign Language Classes?"

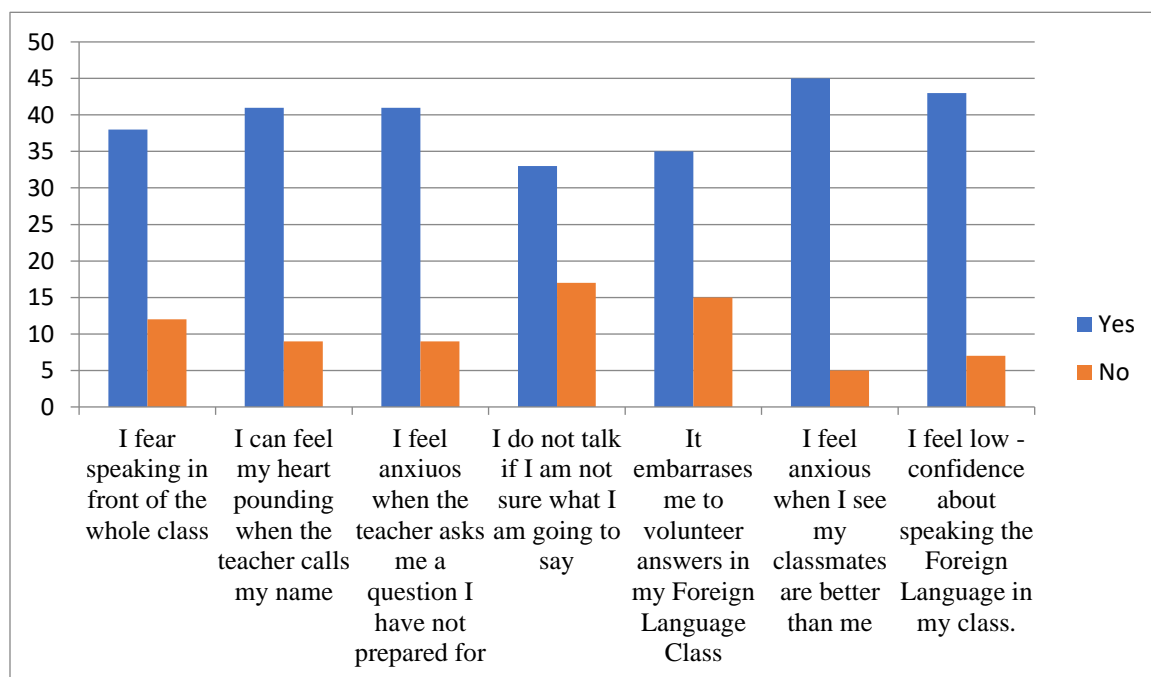


Graph 2-Students' answer in the question "How often do you feel stressed while foreign language courses?"

Different activities in the classroom procedure, particularly ones that demand students to speak in front of the whole class, have been found to be the most anxiety provoking. The present study found that 84% of students are afraid of speaking in front of others in class and 16% are not. To speak in front of the whole class is a potentially risky business in many students' eyes. However, students feel a lot better when they are not required to face the whole class. The procedure the

teacher used for calling on students was also one of the main sources of anxiety in the class. 82% of students feel their heart pounding when they are called upon to answer a question in English class. Lack of preparation is another cause of students to participate in foreign languages class. The finding of the present study revealed that 66% of students feel nervous when speaking without any preparation whereas 34% don't. This finding is consistent with that of the Study carried out by Mustaphaa, Nik Abd Rahman, and Yunus (2010) who found lack of preparation, fear of appearing unintelligent to their classmates or instructors, and feeling intimidated make students become less inclined to participate. One of the reasons why the participants were unable or reluctant to participate was that they did not know what to say' during the class discussions. The findings of the study revealed that knowing what to say was as important as knowing how to say. In fact, this finding is similar to that reached by Han (2007) who indicated that one of his students in the interview said, "*I will only participate if I know what to speak*". They believed that in order to understand the target language message they must understand every word that was spoken. Shyness was another influencing factor which could affect students' participation. Shyness, according to McCroskey (1992), is a behavior that could be the result of any one or a combination of the following factors: social introversion, unfamiliarity with academic discourse, lacking confidence in subject matter, and/or communication apprehension. The respondents responded that they talk less because they feel shy. Shyness is purely psychological problem that foreign language students are suffering from. I think that shyness is one of the most obstacles that students face because they feel uncomfortable to speak in front of their classmates and their teachers. Students often do not participate in classroom in natural manner because of shyness, so they are not able to perform in their tasks and achieve their goals. Based on this, this will affect obviously their participation and lead them to a low participation or even to none. Fear of making errors is often cited as another cause of the perceived reticence and passivity. The participants frequently expressed that they feel afraid, and even panic because of the fear of committing mistakes or errors in front of classmates. Students expressed their anxiety of making mistakes because they think their mistakes make them feel incompetent. They think this will distort their image in front of their classmates. While observing the classes, fear of being laughed at was one of the causes that contributes to the passivity and reticence of students to participate in the class discussion. They don't like to participate in the class discussion because they are afraid of being laughed at. The results of the study revealed that students were not highly anxious

but it was found out that among natural approach activities oral presentations for majority students' anxiety- provoking. It seems that regardless of the language teaching methods speaking in foreign language in front of the class remains to be difficult for a large number of students. I think that it depends on the learner's background experience if they are familiar or not with certain method and it may increase the learner's anxiety level. In order to mitigate anxiety, teachers should create a relaxed atmosphere in class and by practicing natural approach activities, students may decrease anxiety in foreign language classes. When students are motivated they are successful in all skills, as in reading, writing, listening, speaking etc., but it is up to the teacher to create a successfully and enjoyable class. Students would be more participating if the activities are different in every class and not always the same.



Graph 3-Students' answer in the question "What makes you feel stressed or nervous in foreign language class?"

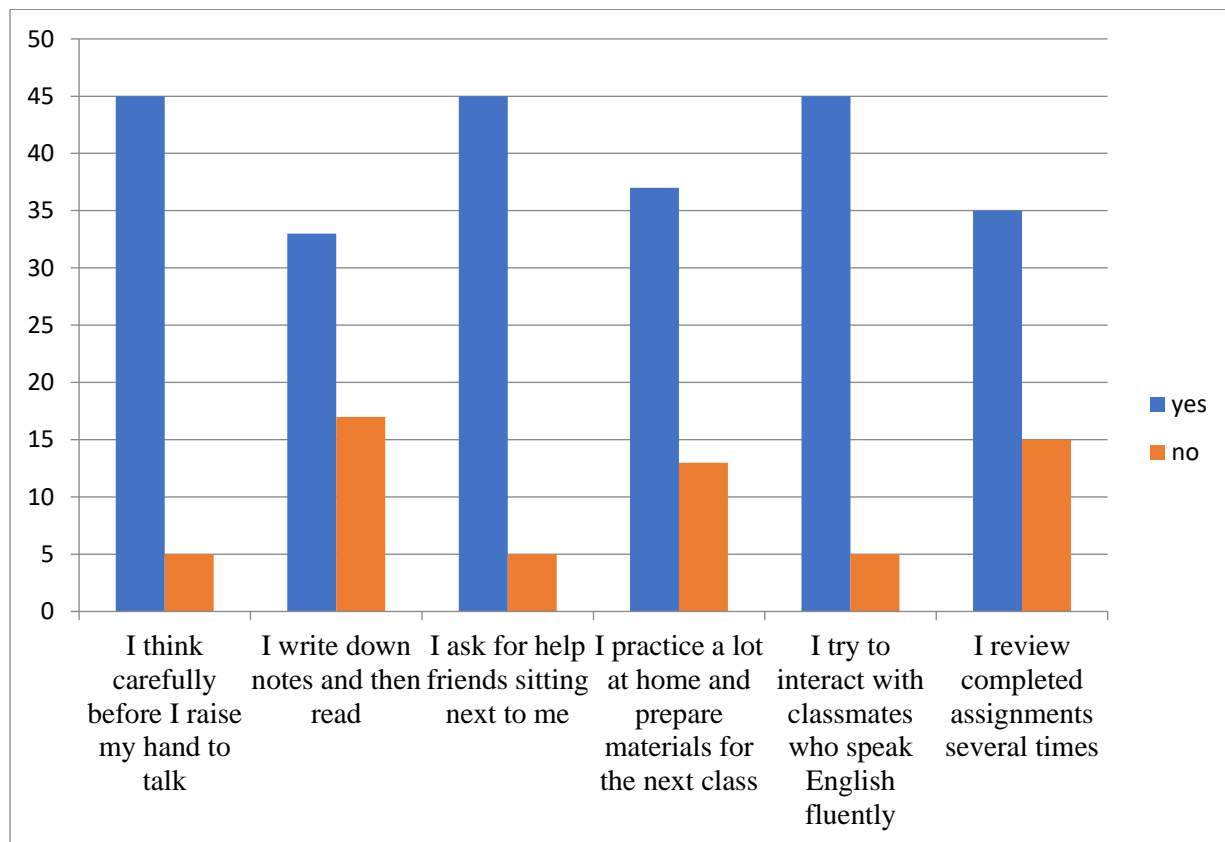
Another factor that seemed to contribute to the reluctance of students to participate in the class discussion was the lack of confidence. Many students don't feel confident speaking in front of the class. Lacking confidence makes them believe their language skills to be weaker than those of others in class. In many classes, some students prefer to keep their ideas and opinion to themselves because they are not sure about the strength of their abilities or hesitate to participate

in the oral tasks. Foreign language students are hardly believing in their skill to speak or even facing their teachers and classmates or simply they have not the confidence in themselves. Thus, lacking self-confidence leads them to say a few words to avoid making mistakes and embarrassment. Many students believed strongly and probably correctly that there was a great difference in ability between them and their peers. They felt anxious, “uncomfortable,” and “envious” because of these perceived differences. The current study showed that more than 86% of students feel more anxious in the foreign language classroom when that they felt other students were better than themselves. They constantly compared themselves with their classmates, feeling inferior to others. Such negative cognitions put serious impediments in their language development; this leads to heightened awareness of their deficiencies and consequently to reticence when are called upon to exhibit their competence in the target language. Negative lecturer traits affect students' reticence in the classroom discussions. The teaching procedure adopted by the teacher may be anxiety-provoking which inhibits students' participation. Afraid of being criticized and embarrassed in front of classmates was also one of the factors that contribute to student's unwillingness to take part in classroom discussions. As such, students prefer to remain silent rather than to orally participate in the classroom so as to avoid teacher's criticism and any embarrassing situation. Another negative teacher trait that discourages participation was teacher's harshness and strictness. Many students reveal that they feel relax when their teacher responds in a friendly way. The present study found that fear of negative evaluation was a source of anxiety in the classroom. Students feel worried that they can't speak well; their teacher will get a bad impression concerning their performance. Students remain reticent because they believe that the teacher evaluates them negatively if they make mistakes. And this perception may probably be due to the teaching attitude and practice the teacher applies. These findings suggest that assessment type and teachers' attitude towards assessment can significantly contribute to learners' anxiety. Another source of students' reluctance to speak spontaneously is self-esteem. Studies have found that learners' self-esteem has some effects on the students' behavior in the classroom. Young (1990) finds that learners' affective attitudes to English have a significant effect on their speaking self-rating the more negative the affective attitudes, the lower the self-rating. Similar to these previous findings, the learners in this study revealed that they don't really believe their language is good. They feel a sense of unease speaking simply because they do not think they are performing well enough. Like discussion in

open-class-forum, giving a short talk or presentation in the class has also been reported to be highly anxiety inducing, one which makes the classroom environment more formal and stressful for the learners. The majority of participants agreed that speaking in front of the whole class or in public caused anxiety for most of the learners. An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz et al. (1986). The present study found that fear of negative evaluation was a source of anxiety in the foreign language classroom. Students feel more anxious during oral tests. One of the sources of students' reticence in the classroom discussions was negative peer evaluation. Students are too concerned about their classmates will think of them when they speak. More than half of students announced that they don't like to participate in the class discussion because they are afraid of being laughed at. Related to this is anxiety about standing out in a group or the likelihood of making a fool of themselves, especially when they are not confident about their language. Lack of practice due to the limited class time also affects students' reluctance to participate in class. They do not have many choices to speak the language in their daily life. Moreover, some students feel anxiety because their teacher doesn't give them the needed time to process the questions that he asked. The students were not given enough time to respond. Because of their language, they need more time to think, to put words, to make sentences before they can speak in class. Not only large class is an obstacle for both students and teachers but also time allocated is considered as another obstacle. This latter prevents teachers from given enough opportunity for their students to participate and speak as well. For that reason, teachers face a negative attitude from their students because they think that teachers are not fair with them. Hence, teachers are also victims of both time limitation and large classes since they do have neither the time nor the space to do their best. As a result, time allocated can be considered as a preventing obstacle of students' participation. Lack of interest in topics plays a very important role in students' active participation in classroom activities. According to Zainal Sayadi (2009) and Wang Ping (2010), "when something isn't interesting, most people are not willing to talk about it, while one can talk as much as he can on his interests". The same finding has been confirmed in this study in which many students stated that they felt uninterested in the English topics in the classroom discussions. They did not take part in class discussions if 'the lesson was boring'. Pronunciation appeared to be a big cause of stress for foreign language

learners in this study. Pronunciation is an important issue across language groups because of its immediate effect on interaction. When you feel somebody does not understand you, you need to improve your pronunciation within a second, which is often hard and stressful. More than 80% of the students said that pronunciation and grammar are the most difficult part of the foreign language. This finding is similar to that reached by Thaher (2005) who reported that students are afraid of being laughed at or of being criticized by others due to inaccurate pronunciation. Lack of vocabulary was identified as a big source of student reticence in oral language classrooms. Learners feel nervous speaking because they do not have enough vocabulary. This caused a lot of trouble in talking to each other. Students also express that they don't have exact words to express their ideas. As learners can process only a limited amount of information at one time, 70% reported that many words do not come out when they are required to speak in hurry. Learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in foreign language classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression. Therefore, these limitations of vocabulary affect the amount of their participation in speaking activities. With regard to linguistic difficulties, grammar in earlier studies has been found to be one of the most important aspects that foreign language learners find difficult when learning to speak a second/foreign language. 80% of students do not participate because they are scared that they would make noticeable grammatical errors. This finding is similar to another study done by Tanveer (2007) who reported that the students in his study experience grammatical difficulties which can lead to the impression that anxious students are not capable communication in the second language. In fact, grammar knowledge is one of the most important aspects of being a professional in speaking. The present study revealed that many participants struggled with their language fluency and stated that they are reluctant to participate because they can't respond quickly and fluently. More than 55% of students get anxious to participate because they can't speak in complete sentences. In accord with the previous research, the subjects expressed that limited exposure outside the classroom is a serious obstacle in the development of their communicative competency, which is troubling for Foreign Language learners when they are required to speak. When asked whether they practice outside the classroom, the majority of the students respond that they don't have the opportunity to speak English outside the classroom. Fear of losing face, publicly or in front of their classmates through criticizing, caused many

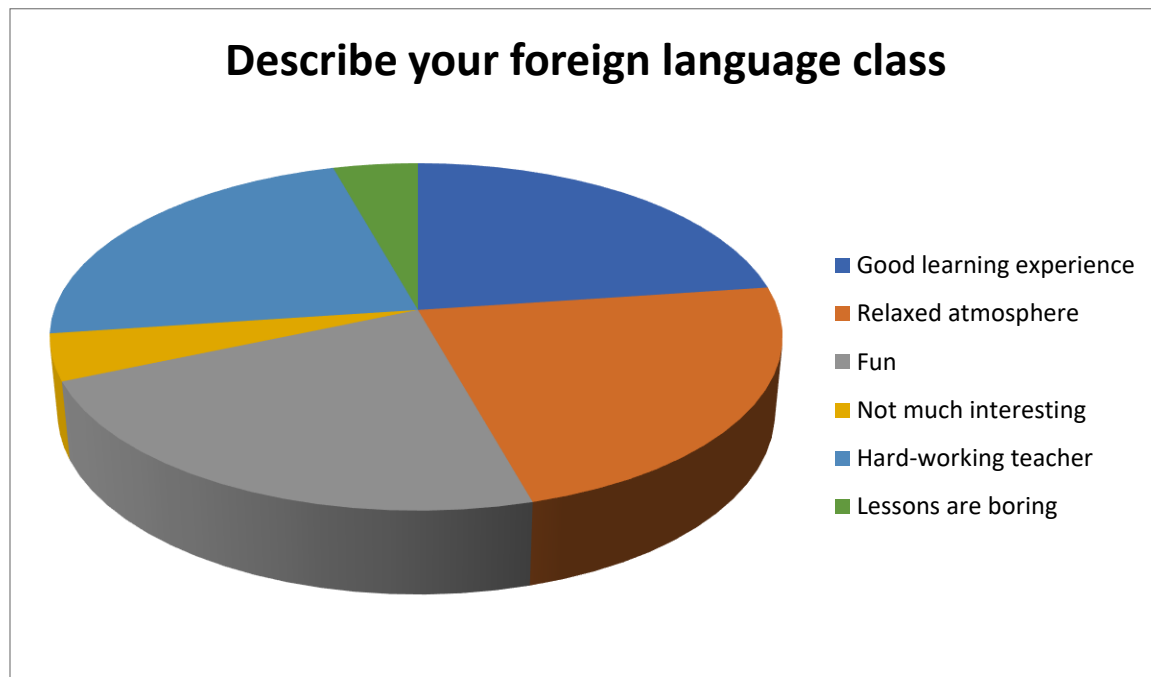
students to become anxious when speaking foreign language in class. Both foreign language teachers and learners should be aware that reticence is a serious obstacle for achieving fluency in speaking and that multiple variables contribute to it in language classrooms. More importantly, they should realize the urgent need to search for strategies to help students become more active to speak the target language in oral classes.



Graph 4-Students' answer in the question "How do you usually cope with stress?"

Results from the survey showed that most of the respondents would think carefully and silently rehearse what they have in mind before they could contribute to class discussions. The second strategy used by the students was writing down and saying what they have written. By putting the ideas into a written form, the students would feel more confident. The third strategy used by students was asking their friends who were sitting next to them what to say before they could participate. The survey conducted also showed that respondents would ask their friends who were sitting next to them what to say before they could participate. The small discussions with their friends, according to the respondents, would enable them to check whether the answers or points they wanted to share to the whole class were correct and to avoid the unnecessary

embarrassment. To ensure that they have the necessary knowledge and therefore would be able to contribute to class discussions, some students prepared some notes before the class began. Some students also prepared some questions to be asked during the lessons. However, the habits of preparing notes and questions before the classes began were not widely practiced by many students. The last strategy used by the students was listening to other students' participation in order to improve their linguistic skills. By listening to other students' contributions, a learner has more time to think, form and organize their thoughts.



Graph 5-Students' answer in the question "Describe your foreign language class".

When asked about describing their foreign language classes 66% of students answered that the classes are fun, their teachers are hard-working teachers and they have good learning experiences and a relaxed atmosphere. Only 14% of them were disappointed with foreign language classes thinking that the classes are not much interesting and the lessons are boring.

4.2. Results from interview

1. What are the speaking activities you focus most to create a successful participation?

It can be difficult to get students to actively participate in the speaking practice activities which are designed to prepare them for such situations. So, as educators we are faced with a paradox: students measure their own progress through their comfort level/ability to speak but can be reluctant to do the very thing that will help them improve – speaking practice.

A way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, we give information to the learners such as who they are and what they think or feel. All of the teachers focus on debates and discussions to create a successful participation and to build their confidence. On the other hand three teachers prefer role play as an activity to motivate them to speak, other two teachers focus on dialogues. Teachers said that if learners talk in pairs or groups, they get much more speaking practice than when you are asking questions to one learner at a time. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

2. Do all of your students speak during the lesson? If ‘no’, based on your observation, what obstacles prevent your students from speaking in oral course?

In the second question if all of the students speak during the lesson all the teachers confirm that the majority of students do not speak during the lesson. They have few students who participate in oral course and the others keep silent or say few words. These answers assert that they have some factors that affect their participation and hinder them from speaking in oral expression course. All teachers answer that shyness is the most obstacles for the students that hindered their participation in the oral course. Then, almost all of them (five teachers) confirm that lack of vocabulary and self-confidence are also other obstacles. However, four teachers state that fear of

grammar mistakes as well as fear of making pronunciation mistakes are other problems. Students do not participate during the course because they are fearful, so they prefer to stay silent rather than speaking. Also, two teachers affirm that anxiety is considered as a participation problem that hinders students. One teacher believes that if the topic is not interesting, it can affect the students' participation, while one teacher maintains that the mother tongue use prevents the students from speaking.

3. How do you make your students participate?

In the question how do they make their students participate in class teachers said that there are several ways within classroom situation. The most appropriate technique that all teachers agreed on using group and pair work. Teachers favor this type of techniques because they believe that students feel more comfortable with each other and can exchange information and feel less inhibited with them. Four teachers select choosing interesting topics. Teachers who opted this way realize that the topics that interest students lead them to more participation and bring them to the classroom activity. All of the teachers said that most of their students are anxious during classes. They fear talking, participating and moreover those kinds of fears hinder the language learning process because there are only some students who are active every class and there are some others who are afraid to participate.

4. Have you noticed anxiety in your classroom?

Almost all the students experience anxiety. It is inevitable to have students who do not feel stressed or nervous in foreign language classes. Anxiety tends to prevent them from participating during the class and leads them to failure. It is to worry about because we as teachers want our students to be successful in life, to express their opinions without thinking what will happen if they make mistakes because we all make mistakes. Maybe it is their level of language that prevents them, their lack of vocabulary, lack of confidence or because they do not practice foreign languages outside the school. These were the most important things that teachers agreed on.

5. Do you believe that your students are afraid of making mistakes because the fact that it might lead to a bad grade?

Students are afraid of making mistakes. We always try to engage them and make them understand that having fear prevents them from being successful and achieving the desired goals. The fact that was interesting from the answer of the teachers is that they all said that students think too much about their grades and it is to worry about because they should care for knowledge and not for grades, because grades are only numbers but knowledge remains forever. We as teachers try our best to help our students learn and be confident.

6. What are some strategies you think would be helpful to reduce anxiety?

When asked about strategies that they think would reduce anxiety they think that working in groups helps them express their opinions freely, so creating friendship and cooperation among students reduces anxiety. Also, they think that choosing activities and tasks that do not cause instant frustration makes students feel successful and satisfied when using foreign language. The first and often most important prevention strategies at a school are those that improve the environmental circumstances associated with anxiety. The focus on enhancing school climate highlights many facets of schools and schooling that need to be changed and are likely contributors to student anxiety. Relatedly, many students and learning supports are meant to address factors that are associated with student anxiety. With respect to curricular programs, most of those designed to prevent problems have facets that are touted as preventing disruptive anxiety (e.g., those that promote assets and skills, resilience, resistance, mindfulness). With respect to psychoeducational interventions, the emphasis is on such cognitive behavior strategies as teaching students to identify their anxiety symptoms (fear, coping responses) in various situations, learning how these are related to negative thoughts, physical sensations, and avoidance, and then mastering coping skills. Another focus is on enhancing realistic thinking. It is common to overestimate the likelihood of the occurrence of negative outcomes and exaggerate the consequences of those outcomes.

4.3. Results from classroom observation

Two classes were observed for the purpose of understanding how much students experience anxiety and how much they participate during a foreign language class. The first was an eighth-grade class and the other a ninth one. The eighth-grade class had seventeen students and the ninth grade nineteen. Both of them were English classes. During the observation process I

constantly took notes and I did not talk or interrupt the class, I did not want to make students or the teacher feel “observed”. The duration of the class was forty minutes. I was particularly listening for what the classroom sounded like, how much students talked and how the teacher gave instructions.

In the ninth grade the teacher started the class by writing the class tasks on the board. Allowing students to see the tasks before the class starts could help them feel involved in the progression of the classroom activities. After that, the teacher checked the homework and asked the students if they had any difficulty and then started the lesson. The lesson was about talking- reporting a crime. In the beginning the teacher asked the students to open the book on the lesson page and look at the pictures given, then to describe them. I saw that students hesitate to talk; they felt afraid of making mistakes because maybe they think their mistakes make them feel incompetent. They think this will distort their image in front of their classmates. Fear of being laughed at is one of the causes that contributes to the passivity and reticence of students to participate in the class discussion. They don't like to participate in the class discussion because they are afraid of being laughed at and there were only a few of them who were willing to talk and express their opinions. But the teacher changed the situation instead of making them each talk she put them in groups of four-five and they had to prepare a dialogue. One student was a television reporter and the rest were the people that the reporter could talk to. A crime happened in their town and the reporter wanted to get information why it happened, how and so on. It was an interesting activity which helped all students to participate; they all had to think about asking questions and giving answers. The biggest thing I took away from observing this class is the importance of suiting student needs and how beneficial student-centered teaching can be to create a friendly, enthusiastic atmosphere for learners. What I concluded from the observation was that students talk with each other; help each other in classroom discussions, ask each other what was said, shout out teacher questions. Since the number of students is not large as it was before, the teacher had control because when you deal with more than twenty-five students it is difficult to achieve the competencies you planned.

In the eighth grade the teacher started by checking the homework and then informed the students about the new lesson which was talking about abilities in the past-using could. He asked the students to open the books on the lesson page and look at the pictures given. They were asked to

create a story for each of the picture given. The teacher told the students to work in pairs and name different things that they could do at different ages in order for them to use could and understand the meaning of it. I noticed that students collaborate with each other, help each other and do not talk if they are not sure what to say in English. I noticed the same thing in this class as in the previous one- students are stressed when asked to talk in English. There were students at the back “sleeping” and few of them talking. After completing that assignment, the teacher asked the students to role play a conversation given in the book which was about things that someone could and could not in the past. In the end the teacher asked the students if they had any question regarding the lesson and gave home assignments. I noticed that students were free to ask questions, group and pair work helped them in achieving the desired goals.

CHAPTER V- CONCLUSION AND RECOMMENDATIONS

This study investigated the relationships between foreign language anxiety and students’ participation in foreign language classes. In addition, it also explored the relationships between teachers’ and students’ perceptions about students’ participation and anxiety, language levels, teachers’ expectations about students’ participation, anxiety in language classes. Fifty students and five teachers participated as samples. Students were given a questionnaire to complete which included questions about anxiety and participation. Teachers were interviewed and observed in their classes to see how much students participate in their classes and if not, what prevents them from participating. The findings from the result of the questionnaire strengthen our hypotheses that anxiety has a negative impact on the process of learning and it is related with many factors such as gender, personality, motivation, classroom and the teacher. Most of the students who they are afraid or not from participation in the classroom face the same problems which are varied from the linguistic obstacles to psychological one. They see that the lack of vocabulary, grammar mistakes, pronunciation mistakes are some obstacles they face. Moreover, the results also prove that linguistic barriers are not the only problem, but also the psychological problems can hinder their participation and reduce their development in speaking skill. In addition, the teachers play a considerable role in enhancing their participation through the opportunities they give to them and through the type of atmosphere they create. Despite all of that, the reliance of students on using the mother tongue inside the classroom can create for them participation’

hindrances. Based on the theoretical and the hypotheses stated in the introduction, the results reinforce that pair and group work are the appropriate remedy for their problems. Both techniques help the students to enhance their amounts of speaking and build up their confidence. Furthermore, role play, discussion and debates, problem solving activity and information gap activities are also considered as the suitable solution to resolve the participation' difficulties of the students. The findings of this study showed that there was negative correlation between students' perceptions about their participation and foreign language anxiety as measured by the questionnaire and the interview with teachers. The more anxious the students perceive themselves, the less actively, they perceive themselves participating in classroom activities. Students have facilitating anxiety in classroom participation. In general, the results of this study seem to support some studies that have been conducted on language anxiety and participation. The results indicated that affective variables such as anxiety, motivation, and self-confidence correlate highly with participation. Kaya's (1995) study also shows that there was a relationship between anxiety, motivation, self-confidence, extroversion/introversion and participation in foreign language classes. According to the results of her study all the variables correlated significantly with participation. Anxiety also correlated with participation but negatively, indicating that students who are more anxious participate less in class. Gardner (1994) stressed the importance of learner perceptions in reducing language anxiety, and studies of student's negative correlations between anxiety and output quality indicate that anxious students have more difficulty expressing themselves than more relaxed students. So, according to this view it seems that anxious students underestimate their level of ability. In my study students' perceptions also may or may not be consistent with their actual skill levels and they may not evaluate themselves adequately and positively as the consequence of comparing themselves to other students in the classroom. It is important for students to recognize their fears in order to be able to interpret anxiety-provoking situations and work against it. The results obtained from several studies provide evidence that affective components have a considerable impact on learners. The way in which learners interpret affective factor information is the key to developing positive and valuable concepts of self-efficacy about learning, which in turn leads to more effective learning. Appropriate teacher guidance and advice will encourage stronger willingness to participate and greater effort to learn on the part of learners, and thus a greater success in language performance. Hence, it is advisable for teachers to adopt some practical and

effective techniques to promote learners' affective development and consequently get them actively involved in class activities. Research has established the existence of a specific anxiety related to language learning, foreign language anxiety. Furthermore, it has shown that anxiety not only represents an uncomfortable experience for students, but can also have negative effects on the learning process. In this paper we have seen that anxiety may be derived from a number of sources as, for example, learner characteristics, students' beliefs, teacher characteristics and classroom procedures. In order to deal with anxiety stemming from learner characteristics, teachers should help students recognize their irrational beliefs and fears through activities designed for this purpose. They should also recommend that highly anxious students participate in some form of supplemental instruction, such as getting individual tutoring or joining a language club. More exposure to the language outside the classroom may help anxious students become more comfortable with the language and thus help reduce the anxiety. The anxiety derived from students' beliefs about learning a language may be overcome if teachers discuss with students' reasonable expectations for successful language learning. In particular, teachers should help students develop more realistic expectations, and adopt an attitude that shows that mistakes are part of the language learning process and can be made by anyone. Mistakes are not a negative thing; they are an indicator of the fact that the students are actually learning and are part of the language learning process. Finally, anxiety coming from classroom procedures may be avoided if teachers make the atmosphere in the classroom as friendly and relaxed as possible. Teachers should be warm and personable and reward effort, risk-taking, and successful communications. It is strongly recommended that teachers use pair/group work as much as possible. This serves two purposes: it allows all the students to get more practice with the language, and it takes the burden off the individual student to perform in front of the whole class and allows more student-student interaction. Activities used in the classroom should be varied, language instruction should be personalized and it should encourage realistic expectations as well as avoid competitiveness. At the end, teachers can discuss successful language learning strategies with students and review these throughout the semester.

5.1. Implications of the Study

This study explored the relationship between student perceptions about their participation and anxiety in foreign language classes. The results of this study indicate that students' perceptions

are important about their participation and anxiety. In addition, the findings of this study support previous done studies about language anxiety. This study suggests many implications for researches and teachers.

5.2. Implications for Further Research

Anxiety is a theme that can be investigated from various points of view (listening anxiety; gender differences; learning styles; motivation) in terms of the foreign language learning process. A large number of studies have been done on the relationship between language anxiety and foreign language learner proficiency. But there are only few studies investigated foreign language teachers' experiences of language anxiety. Nonnative foreign language teachers also feel anxious in their classes in presenting target language materials, interacting with students, being afraid of answering their students' questions wrongly. So, the relationship of the teachers' anxiety and foreign language instruction should be investigated. In order to have confident teachers in foreign language teaching it is important to learn the reasons behind language anxiety and help them in alleviating their anxiety.

5.3. Implications for Language Teachers

Teachers should be aware of the fact that language anxiety affects students' participation in foreign language classes and language anxiety exists in foreign language learning process regardless of students' age, sex, ability and language level. That's why teachers should prepare their lessons and activities taking the affective variables into consideration. Teachers may use language learning approaches that create less anxiety-producing environments, with a friendly and comfortable atmosphere in which students will enjoy language learning and the results will be more productive. Foss and Reitzel (1991) suggested some activities to reduce anxiety. For example, they think that teachers should explain to students what a belief system is by indicating what beliefs interfere with language learning. They call this approach "rational emotive therapy". Students select two or three beliefs from the list that seem best describe his/her anxiety and students work on them. The worksheets can be shared with other students, so they may get useful feedback from them too. Crookall and Oxford (1991) suggest also some activities that can be helpful in alleviating students' anxiety in the language learning process. The first activity is called "Agony column". In this activity students write a letter individually to the Agony column

expressing their anxiety and difficulty in learning foreign language. The letters can be shared among students and students have to reply to their fellow student's letter. Students' letters can be read by their instructors too. Students can get different replies which they might find useful or just the opposite may occur. For example, some students may find the replies unsatisfactorily so, then teacher can talk with those students to discover their reactions concerning the particular problem. The other activities are "Ghost avengers" and "Mistakes panel". In ghost avengers' students imagine that some years later they become members of the Association for Worldly Experience and they have to give advice and encourage others to reduce anxiety. Mistake panel is aimed at working on errors in a collaborative way. This activity is very useful as students give criteria for themselves.

5.4. Limitations of the study

The sample size was small. This study would get more reliable results with large number of sample size. The subjects were randomly selected for this study. The results of the study cannot be generalized to all students in "Pavaresia" school.

Recognizing and addressing language anxiety helps students to be more responsive, and makes language learning a much more enjoyable experience (Tsui, 1996). In order to have students enjoy learning without feelings of anxiety, it is important for teachers to utilize effective strategies for reducing language anxiety. This study has offered suggestions for dealing with students who suffer from marked anxiety in classrooms. Introducing effective strategies for reducing language anxiety will prove to be helpful for anxious students, as well as their teachers in choosing appropriate instructional techniques for creating a less-stressful classroom. Concerning the extensive literature on language anxiety and its negative effects on language learning, studies focusing on how to minimize language anxiety deserve attention. Horwitz et al. (1986) states, "*educators have two options when dealing with anxious students: 1) they can help them to learn to cope with the existing anxiety-provoking situation; or 2) they can make the learning context less stressful.*" It is important for teachers to recognize the anxiousness of students and to help them cope with the feelings of language anxiety, in addition to creating a supportive classroom atmosphere.

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APPENDIXES

Dear students,

I am a student in SEE University. The aim of this questionnaire is to explore the relationship between language anxiety and student's participation in foreign language classes. I am preparing my master thesis and I would like you to assist me by answering these questions.

The questionnaire is anonymous and your answers would help me a lot.

Thank you for your time!

Donjeta Fazliu

Gender: ☐ Male ☐ Female

1. Do you feel (or have you ever felt) stressed or nervous in Foreign Language class?

- ☐ Yes
- ☐ Sometimes
- ☐ Never

2. How often do you feel or felt stressed while Foreign Language courses?

- ☐ Every class
- ☐ Often
- ☐ Sometimes
- ☐ Never

3. Do you agree that this stress negatively affects your participation and course achievements?

- ☐ Agree
- ☐ Strongly agree
- ☐ Disagree
- ☐ Not sure

4. Do you feel confident when you speak in a foreign language?

- ☐ Yes
- ☐ Sometimes
- ☐ No

5. Describe your Foreign Language class.

- ☐ Good learning experience
- ☐ Relaxed atmosphere
- ☐ Fun
- ☐ Not much interesting
- ☐ Hard-working teacher
- ☐ My favorite class
- ☐ Foreign language classes are not interesting at all
- ☐ Lessons are boring

6. Which is your least favorite part of a Foreign Language class?

- ☐ Quizzes/Tests
- ☐ Speaking in front of the class
- ☐ Reading/Translating
- ☐ Homework
- ☐ Not understanding the teacher
- ☐ I like everything

7. Which is the most difficult part of the Foreign Languages for you?

- ☐ Grammar
- ☐ Pronunciation
- ☐ Reading
- ☐ Speaking
- ☐ Writing

8. What makes you to feel stressed or nervous in class? You may choose more than one answer.

- ☐ I don't feel anxious in Foreign Language classes.
- ☐ I fear speaking in front of the whole class.
- ☐ I can feel my heart pounding when the teacher says my name.
- ☐ I feel anxious when the teacher asks me a question I have not been prepared for.
- ☐ I do not talk if I am not sure what I am going to say.
- ☐ It embarrasses me to volunteer answers in my Foreign Language class.
- ☐ I feel anxious when I see that my classmates are better than me.
- ☐ I feel low-confidence about speaking the Foreign Language in my class.

9. How do you usually cope with stress? You may choose more than one.

- ☐ I think carefully before I raise my hand to talk.
- ☐ I write down notes and then I read what I have written.
- ☐ I ask for help my friends sitting next to me.
- ☐ I practice a lot at home and prepare materials for the next class.
- ☐ I try to interact with classmates who speak English fluently.
- ☐ I review completed assignments several times.

Interview with teachers

1. What are the speaking activities you focus most to create a successful participation?

2. Do all of your students speak during the lesson? If 'no', based on your observation, what obstacles prevent your students from speaking in oral course?

3. How do you make your students participate?

4. Have you noticed anxiety in your classroom?

5. Do you believe that your students are afraid of making mistakes because the fact that it might lead to a bad grade?

6. What are some strategies you think would be helpful to reduce anxiety?