Ministry of Higher Education and Scientific Research

University of Adrar

Faculty of Letters and Languages

Department of English

The Impact of Anxiety on the Academic Achievement of Students

The Case of First Year LMD Students of English at

Adrar University

Dissertation Submitted to the English Department in Partial

Fulfillment of the Requirements for Master Degree

in Linguistics and Didactics

Submitted by: Supervised by:

Gsassi ABDESSALAM   Dr. Mahieddine RACHID

Board of Examiners:

Chairman   : Mr. Abbou TAHAR

Supervisor : Dr. Mahieddine RACHID

Examiner   : Mr. Djellouli ISMAIL

Academic Year 2014-2015

Dedication

I dedicate my work to

My dearest family

All my friends and colleagues

Every teacher who taught me in my life

Acknowledgements

I owe my heartfelt gratitude to Allah who provides me with power to accomplish this work and his Messenger Mohamed peace be upon him for lightening my path

I am grateful to my supervisor Dr. Mahieddine Rachid for his supervision, help and guidance

Also **I** would never forget to address my most sincere thanks to all those who have been my teachers throughout my university studies at the department of English at Adrar University

I owe a lot of thanks to all the teachers and students who have helped me in conducting the questionnaires

List of Abbreviation

%: Percentage.

BICS: **B**asic **I**nterpersonal **C**ommunication **S**kills.

CALP: **C**ognitive **A**cademic **L**anguage **A**bility.

FL: **F**oreign **L**anguage

LMD: **L**icense **M**aster **D**octorate

SL: **S**econd **L**anguage.

SLA: **S**econd **L**anguage **A**cquisition.

TL: **T**arget **L**anguage

EFL: **E**nglish as a **F**oreign **L**anguage

ESL: **E**nglish as a **S**econd **L**anguage

Abstract

The state of anxiety, in fact, is considered as being the result of several situations that frighten and threaten the individuals in their daily-life. These situations that encounter and confront the individuals in their daily-life direct them to be under the influence of internal conflicts,, which in turn develop a sense of anxiety or unpleasant emotions.

More specifically, in educational settings, the construct of anxiety is extremely developed when the learner's self-esteem and self-confidence are directly influenced and impacted by a variety of aspects, for example, the way of performing in a task. In the current study, the concept of anxiety refers mainly to a disturbing emotion that encounters learners in their educational career and has an impact on their overall academic achievement.

This study used a qualitative research method in a questionnaire format. It encompasses two main questionnaires that were administered to or designed for both teachers and learners in an attempt to have a precise idea or a clear image about the construct of anxiety as a whole, and in which cases learners feel anxious. Also, the findings suggested that anxiety can originate from the fear of failing in tests, negative evaluation as well as the fear of speaking the foreign language. In addition, this study contains a variety of discussions of the results obtained from both questionnaires. At the end of this study, a number of recommendations are suggested and proposed.

List of Figures

List of Tables

TABLE OF CONTENTS

CHAPTER TWO: FIELD WORK

General Introduction

1. Statement of the Problem

Anxiety means apprehension, tension, or uneasiness characterized by fear, dread, or uncertainty about something the source of which is largely unknown or unrecognized by the individual (Good, 1973 as in Shakir, 2013). Also, it has figured prominently in the literature as one of the most researched and ubiquitous emotions in the educational arena. In fact, the majority of students at practically every level of their educational experience are exposed to myriad stressful and anxiety-evoking stimuli such as experiences of frustration and failure, teacher disapproval, and classroom competition for high grades. (Schutz & Pekrun, 2007 as in Pekrun & Garcia, 2014). In other words, students are going to face anxiety in their learning in general and during their exams in specific because learning is regarded as being a challenging and demanding area or field. Obviously, it is recognizable that the debilitating levels of anxiety are considered as being the only factor that direct and push many students to perform poorly in the first place even if they have the potential to do well in educational settings, and above all limiting educational development. As a result, anxiety and students' academic achievement are negatively correlated, since the former -anxiety- is described above as being a barrier that hinders, affects, and reduces principally students' performance within the educational situations. Overall, the students are not able to grasp and store new information because of the psychological impact of anxiety that results in mental block.

2. Research Questions

The study answers the following questions:

- What are the most influential sources of anxiety that may have an influence on students' academic achievement?

- What are the major pedagogical strategies that can be done to diminish the impact of anxiety so as to enhance students' academic performance?

3. Research Hypothesis

This study is based on a hypothesis that anxiety is negatively correlated with students' academic achievement; for that reason, teachers may help students to increase their academic achievement and develop their self-confidence as well . As a matter of fact, if teachers wants to achieve their aim which is enhancing their students'

academic achievement as well as decreasing the construct of anxiety, they will try to look for the effective strategies that should be followed by teachers in the first place and by students in the second place.

4. Objectives of the Study

The current study has two main objectives:

First, we aim to focus on the main sources of anxiety, and the negative role that is played by anxiety on students' learning in general and their academic achievement in specific. Second, we intend to search for helpful techniques and interventions that teachers should follow in an attempt to manage and lower students' anxiety.

5. Limitation of the Study

A number of limitations are verified or determined in the whole research. So, the most important ones are going to be stated as follows. Primarily, we have studied and dealt with the construct of anxiety from a particular perspective. In other words, the central part that is studied principally by this study is the relationship that exists between anxiety and academic achievement of students in addition to the main techniques that have to be followed by teachers and students alike so as to reduce anxiety and improve the students' academic achievement. Next, the following limitation is all about the time-limitations that refer mainly to that short period of time that devoted to accomplish this research or study.

6. Research Methodology and Design

6.1. Research Method

In the study of our research, we have chosen the descriptive method because of its appropriateness with the selected population as well as due to time-limitations. In the first part of our research, the actual subject matter is going to be described in details, then the answers and results that are gathered from the questionnaires are going to be analyzed as well.

6.2. Population and Research Tools

The process of collecting data is based on two main questionnaires which are designed for both teachers and students in the department of English at Adrar

University. The immense quantity of information that is provided by the questionnaire in a short period of time is considered as the only reason behind the choice of the questionnaire as a tool of research.

The first questionnaire is administered for teachers in the department of English at Adrar University. Those teachers are specialized in various modules such as oral expression, linguistics, written expression, and American civilization. The sample of the study consists of eleven (11) teachers chosen randomly from the total number of teachers which is fifteen (15) teachers. As a result, teachers' questionnaire is mainly based on the purpose of getting information about their interaction with students from one side and their observation of students' needs from the other side.

The second questionnaire is administered for the first year English students in the department of English at Adrar University. Those students are chosen as a sample because they have to master and use the language appropriately; therefore, the problem of anxiety is clearly evident with students of first year LMD. The sample of the study consists of fifty (50) students chosen randomly from the total number of first year LMD students which is one hundred seventy-two (172) students. As a result, the main purpose of students' questionnaire is to explore and examine the way students behave towards the impact of anxiety on their academic achievement, and also students' responses are needed in the analysis of our research.

When the respondents' answers are collected, we tend to analyze them in a qualitative way in an attempt to shed the light on the impact of the construct of anxiety and its sources on the learning process in general and students' academic achievement in specific. Also, the techniques and strategies that are performed by teachers so as to reduce their students' anxiety in the classroom are going to be investigated and examined.

7. Structure of the Study

The present research is divided basically into two main chapters. The first chapter is the literature review, while the second chapter is devoted to the practical part of the investigation tools used to collect data and the analysis of these data. Also, it is concerned with discussion of the findings as well as the suggestion and recommendations.

The first chapter deals with the historical overview of anxiety through referring to its origin and nature. Also, it provides us with a number of definitions from various perspectives concerning the concept of anxiety. In relation to language learning, types of anxiety, sources of anxiety and learners' differences are going to be stated and discussed in depth. At the end the first chapter, a variety of strategies and techniques will be illustrated and have to be followed by teachers and students alike so as to reduce and lower students' anxiety and enhance their academic achievement.

The second chapter is devoted to the investigation of the obtained results. In this chapter, we dealt with the questionnaire as a research tool as well as the description the questionnaires and the population of the study. Also, in this chapter, we intend to look at the causes of anxiety experienced by the first year LMD students, which lead to students' anxiety in the learning process. In addition, we try to investigate the strategies that teachers and learners can depend on to decrease the negative role played by anxiety. Moreover, this chapter encompasses the interpretation of the findings; it is in this part where we find the answers of what was hypothesized about the main mentioned questions. Finally, we provide both students and teachers with some recommendations and suggestions on the way to enhance students' involvement, self-confidence, and academic achievement and also students' anxiety is going to be diminished if these suggested recommendations are followed.

Chapter One: Literature Review

Chapter One: Literature Review

Introduction

It is a matter of fact that the progress of any nation is closely linked in a way or another to its academic performance. Simply, the latter is regarded as being the only ingredient and feature of the whole development. It means that the nation cannot stand by itself; it only stands with the help and the aid of those students who are highly performed. Similarly, the central aspect and the source of the nation's advance is the student; therefore, the nation is going to be automatically well-developed and formed when the student is highly evaluated and academically successful. That is why every nation gives emphasis to students' academic achievement. Then, the latter is inadequately influenced due to the fact that anxiety has increased in the society in general and in the learning process in particular. So, the increasing of anxiety in the society affects education and also students' personalities which remain throughout their lives. More specifically, anxiety is considered as one of the major barriers and obstacles of academic performance, thus students with anxiety disorder display a passive attitude in their studies such as lack of interest in learning and poor performance in exams. Indeed, even a bright high student at the university may be unable to adjust to the increased demands for autonomy and self-initiative in the transition to the demanding academic environment of college (Perry, Pekrun, & Pelletier, 2001 as in Pekrun & Garcia, 2014).

This chapter deals with the historical overview of anxiety through referring to its origin and nature. Then, a number of definitions from various perspectives concerning the concept of anxiety are going to be highlighted. In relation to language learning, types of anxiety, sources of anxiety and learners' differences are going to be stated and discussed in depth. At the end the first chapter, a variety of strategies and techniques will be illustrated and have to be followed by teachers and students alike so as to reduce and lower students' anxiety and enhance their academic achievement.

1. Origin and Nature of Anxiety

Anxiety as a basic human emotion is commonly experienced by almost all humans, in all cultures and across all times. Also, it has been a significant factor in the lives of humans. In addition, anxiety is experienced in a different way by all. So, The English word *anxiety* is derived from the Latin based word *angere,* meaning "to choke" or "to strangle", a common sensation associated with anxiety. A further derivative and closer to our current broader meaning of anxiety is *anxietas* and *anxius* meaning uneasiness or trouble of mind (as in Kleinknecht, 1991:5). In the same vein, the word '*Anxiety'*

(German: *Angst*, worry) possibly originates from the Indo-Germanic root *Angh*, which means to narrow, to constrict, or to strangulate. This root reappears in the Greek word '*anchein*' which means to strangle, to suffocate or to press shut. The root *Angh* has also survived in Latin, for example in '*angor*' indicates suffocation or feeling of entrapment and *anxietas* means shrink back fearfully or being overly concerned (von Baeyer & von Baeyer-Katte 1971; Häfner 1971; Lewis 1967 as in Kleinknecht, 1991: 5). In brief, the term 'anxiety' seems to have been derived from the Indo-Germanic root, Angh, which also appears in the Greek, and means a feeling of tightness or constriction under duress or pressure. Moreover, there are other words that are related to the concept of anxiety such as anguish and anger, come from the same root (Pekrun & Garcia, 2014).

The general concept of anxiety has been examined by a variety of fields such as anthropology, psychology and education. In the nineteenth century, according to Darwin's (1872 as in Stephen, 2007) theory of evolution and his notion of anxiety as an affecting or touching reason that is awakened when an organism or a human being goes through a physical danger or threat. At the twentieth century, the concept of anxiety is considered as a major and crucial topic for discussion among both theologians and psychologists among them Sigmund Freud who is undoubtedly the most important and vital contributor to our present understanding of the observable fact of such a phenomenon; anxiety. According to Freud (1920 as in wilson, 2006:40), the concept of anxiety has been regarded as being identical or similar to 'fear' or 'fright':

> "I avoid entering upon the discussion as to whether our language
> means the same or distinct things by the word anxiety, fear or
> fright. I think anxiety is used in connection with a condition
> regardless of any objective, while fear is essentially directed to
> an object".

Additionally, the psychological theorist, Martin Seligman, (1970 as in Kleinknecht, 1991:7) differentiated and made a distinction between both concepts "fear" and "anxiety" on the basis of his concept of *predictability*. "He believes that the central factor that can differentiate fear from anxiety is the predictability of the source of the threat to which one responds. That is, when an object or situation provides a clear signal or danger and is therefore expected or predictable; the severe emotional state experienced is called fear. However, anxiety is seen as "the chronic fear that occurs when a threatening event is in the offing but is unpredictable." Without predictability or clarity of the stimulus, a more

chronic and pervasive state of anxiety would exist since the person would be unable to determine exactly what the threat was or when it might occur".

Along the same vein, Epstein (1972 as in Lewis et al., 2008:710) distinguished and made a distinction between the terms 'anxiety' and 'fear', he stated that: *"fear* is an avoidance motive. If there were no restraints, internal or external, fear would support the action of flight. *Anxiety* can be defined as unresolved fear, or, alternatively, as a state of undirected arousal following the perception of threat". In fear, therefore, it is an obvious (albeit not necessarily clearly perceived) danger located in space and time that must be dealt with; in anxiety, on the other hand, the nature and location of the threat remain more obscure and thus are difficult to deal with by active defensive movements. He added that fear is related to coping behaviour, particularly escape and avoidance. However, when coping attempts fail (e.g., because the situation is uncontrollable), fear is turned into anxiety. Consequently, although fear and anxiety are overlapping responses and have common characteristics, they can be distinguished in terms of stimuli (presence vs. absence of a discrete eliciting stimulus), behavior (coping vs. non coping) (Öhman, 2001 as in Lewis et al, 2008).

In relation to the abstract meaning of anxiety, it has two elements; worry and emotionality. Worry is linked with the cognitive factor and emotionality with unpleasant feelings that one generally come into contact with for a short period of time (Janassenn & Grabowski 1993 as in Eisazadeh, 2013) . Therefore, the term anxiety has been verified to be one of the most extremely examined variables in all of psychology and education (Horwitz, 2001).

Due to the fact of being aware of the origin and nature of anxiety all together as they are described and clarified formerly from different perspectives and viewpoints. Besides, the distinction that shapes the construct of anxiety in relation to other related words has been clearly examined and verified. After that, we are going to link the former general views of anxiety with much more specific ones. In other words, we are intended to give a various definitions of anxiety according to a plethora number of researchers, psychologists and scientists in an attempt to shed some light on the construct of anxiety and also have a brief overview of the concept of anxiety as a whole.

2. Definition of Anxiety

First of all, anxiety is a complex psychological term covering many variables. In its simplest form, anxiety is regarded as one of the most widely experienced emotions and one of the most essential constructs of all human behaviour. In the same way, it is described as

being one of the broad varieties of emotional and behaviour disorders (Rachel & Chidsey, 2005 as in Gonca, 2010). Even though we have all faced anxiety and it is difficult to give a scientific and a detailed definition of anxiety. Brown (2007) came across that anxiety is still ambiguous and hard to describe or identify in simple sentences as well. Since it is a daily-life phenomenon that faces all human beings, it also refers to a psychological discomfort which is resulted from possible frightening condition (Rachman, 2004 as in Singh, 2009). In addition, anxiety is a disturbing feeling of uneasiness, nervousness, apprehension, fear, concern or worry (Barlow, 2002 as in Yahya, 2013). According to Blau (1955 as in Shabani, 2012:2378) the concept of anxiety as an affective state is defined as "an uncomfortable emotional state in which one perceives danger, feels powerless, and experiences tension in the face". Then, anxiety as a psychological construct is defined as:" the feeling of uneasiness, frustration, self doubt, apprehension or worry" (Scovel, 1978 as in Alidoost & Mehr, 2013:284). Similarly, Spielberger (1983 as in Qashoa, 2013:07) defined anxiety as: "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". Moreover, anxiety is regarded as being a normal reaction that helps an individual to deal with a difficult situation by motivating him/her to manage it, but when anxiety becomes extreme or excessive it can have a serious impact on daily-life and interferes with the normal functioning of a person (Hartley & Phelps, 2012 as in Yahya, 2013). This means that when the level or the degree of anxiety is high, it causes a person's usual life being hard such as interfered activities and social life.

Furthermore, according to the behaviourists, May (1950 as in Weinberg 1951:283) stated in his book *The Meaning of Anxiety* that: "Anxiety is a term often used to characterize this contemporary period. It has been the theme of artistic creations and of sociological analyses. Also, it has been a crucial concept for understanding and for treating neurotic disorders". In addition, the concept of anxiety has been regarded as a trained response to a supposed threatening stimulus which could be learned (Sarason 1980 as in Nadeem, 2012). Then, Benjamin (1987 as in Nadeem, 2012) defined the concept of anxiety through referring to the notion of interference between anxiety and other factors such as: attention, learning and testing. That is to say, students are not able to show and give an idea about what they have learned efficiently because of their interference with the construct of anxiety. According to Merriam-Webster Online Dictionary (2014), the term anxiety is defined as: "a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill". Precisely, in Encyclopedia Britannica (2015), anxiety is

simply defined as: "a feeling of dread, fear, or apprehension, often with no clear justification". In educational settings, students who are facing anxiety feel anxious over academic tasks. In other words, students can encounter or experience anxiety linked to every academic task and some of them may only feel anxiety related to test taking or other specific tasks.

In addition to various definitions and explanations that have been stated before concerning the concept of anxiety, it is also recognizable that we have to illustrate and shed the light on the view that anxiety is not regarded as being just a pathological or unpleasant condition but it is considered as being a helpful, crucial and a normal physiological state too since the survival of the individual under certain circumstances is going to take place due to the occurrence of anxiety. Then, the preceding fact is clearly described and illustrated by Mussen and al (1974) when they brought to a close that:

> "Anxiety is not a pathological condition is itself but a necessary and
> normal physiological and mental preparation for danger. Anxiety is
> necessary for the survival of the individual under certain
> circumstances. Failure to apprehend danger and to prepare for it may
> have disastrous results" (as in Somia, 2010:5).

As a whole, all these definitions that are stated previously are not agreed upon a unified definition because of the complexity that is present and existent within and over the universal meaning of anxiety as a physiological and psychological phenomenon. In other words, it is difficult to find a global definition of this complicated psychological construct because researchers differ in the way they view it. Besides its definition, the elucidation of the construct of anxiety is going to be more instantly recognized through introducing particularly both theories that dealt with.

3. Theories of anxiety

Anxiety has been studied by a variety of perspectives or theories because of its vital role as being central to the human personality. Because of the diversity that is highly identified, we are aimed at focusing on two main theories that are fundamental to the study of anxiety. First, the psychoanalytic theory is going to be at the center of the study of anxiety, since it is considered as being one of the most influential theories that tackles the concept of anxiety accurately, Freudian psychoanalysis in particular. Then, the learning theory comes after since it is essential too, and because of its reflection on anxiety as supposed to be a basic conditioning process (as in Zeidner, 2011). Based on that, the Psychoanalyst Robert Hinshelwood 1991 (as in Emanuel 2000:5) wrote: "The history of

psychoanalysis has been one of trying to understand the core anxiety of the human condition".

The focus on the importance of anxiety and its crucial role and value within the individual's state, as it stated in the quotation, has been examined and proposed through the history of psychoanalysis. Anxiety as a term or concept was initially introduced by Sigmund Freud through his view on the psychoanalytic theory. Freud proposed three types of anxiety; objective, neurotic and moral anxiety. He observed the objective anxiety as being a normal or everyday reaction linked or referred to external threat. This daily phenomenon or natural anxiety is related to the way of explaining potential objects; it also has been regarded as being equal to fear instead of being connected to anxiety. In addition, it is exemplified as a student's feeling of uneasiness and apprehension as he/she approaches an examination. On the other hand, the neurotic anxiety is the one that deserves our concentration because of its complex interior essence. As Freud viewed that the neurotic anxiety is mainly considered as the individual's unconscious conflict; since the conflict is unconscious, the person's awareness of anxiety is not going to be identified. Then, the moral anxiety as it is stated by Freud is resulted from an overly strict superego. This anxiety is felt as shame or guilt if the superego is regularly threatening the ego with punishment for considering id impulses or desires. It may also result from the failure to behave consistently (time after time) with what they regard as morally right, for example, failing to care for aging parents (Crosby, 1976).

3.1. Anxiety as Unconscious Conflict

According to Freud, neurotic anxiety is a term that is considered as the source of threat to the ego when it was internally generated from unconscious impulses and forbidden desires. It occurs as a result of a conflict that arises within the mind. At this point, anxiety is seen or regarded as an unpleasant emotional reaction but when the source of threat is not readily apparent or obvious (Morris, 1973). In the same way, it is an irrational response to an internal conflict which has no basis in fact, as an example, fear of aggressive impulses (Dudley, 1984). In other words, anxiety happens when the ego cannot maintain equilibrium or make the balance between the demands of the id and the superego. The former -the Id- requires gratification of its impulses, and the latter -the Superego- refers to or contains all the moral standards learned by parents and society. In addition, the person is going to be under the influence of anxiety continuously because of being overwhelmed by id impulses that may cause him/her to do something that would be

unacceptable or undesirable to the ego. Moreover, the unconscious internal desires and motivations of the child (e.g. aggressive impulses) were observed as being a central focus to Freud's theory of the unconscious that takes place in parents-child relationship or experience. As an example, unresolved aggressive impulses that might be interpreted by the child or the adult towards his father are due to the inability to deal with authority figures of the father. Consequently, the arousal of anxiety is due to the impulses that threaten the ego, since it cannot take control of (van Deth, 2013).

3.2.   Anxiety as a Learned Response

In a distinct view of the Freudian theory, the social learning theorists focus mainly on the studies of individuals by looking at their behaviour rather than at their internal workings. In specific, behaviours take into account that anxiety is regarded as being classically learned or conditioned response (e.g. Pavlov, 1928), and thus is learned behaviour. In addition, anxiety develops when a fear response or reaction has been paired with a formerly neutral stimulus and as a product or a result of that conditioning, the previously stimulus currently produces a fear response. Because of the process of generalization, not only does the original stimulus elicit fear but other stimuli that are similar to the neutral stimulus also begin to bring out fear and anxiety. For example, a person who was bitten by a dog might become fearful or anxious of other dogs, or even other animals of different species. As a note, a person only has to hear about another person's unfortunate experience in order to form a pairing of the fearful event with the neutral stimulus without having a direct experience for conditioning to occur. So, the main idea that is basically described here is that when people are confronted by painful stimuli, they become anxious. Then, the only way to take control of this painful stimuli is through avoidance. In other words, people are going to feel at ease or less anxious when they have the ability to keep away from the painful stimuli (Binder, 1999).

4. Types of anxiety

At the present time, anxiety is regarded as being a common phenomenon of our daily life. All the members of society are considered as being its victims; since we are members of the society, thus the role that anxiety plays is essential and important and has to be taken into account by all human beings (Rohen Meetei, 2012 as in Nadeem 2012). In other words, anxiety is a phenomenon encountered by human beings within their daily experience. It also refers to a psychological discomfort resulted from potential threatening situation. So, the ubiquitous and ever-present nature of anxiety creates different subtypes

which are namely known as trait anxiety, state and situation-specific anxieties (Ellis 1994 as in Joy, 2013:2).

4.1. Trait Anxiety

Trait anxiety or global anxiety is considered as being the primary type of anxiety; it is observed as an aspect of the individual's personality and is viewed as a relatively stable trait over time (Philips, 1992 as in Salehi, 2014). According to Spielberger (1972), trait anxiety is an established tendency to become anxious in a wide range of situations. In other words, trait anxiety is defined as "the possibility of becoming anxious in any situation and under any circumstances" (Spielberger, 1983 as in Salehi, 2014:931). Also, it is the tendency of a person to be nervous or feel anxious of the situation he/she is exposed to. So, the person who is regarded as being a trait anxious is going to be under the influence of anxiety in different situations; since trait anxiety is related with the person's own personality, the person is going to face such a difficulty to get rid of this kind of anxiety.

4.2. State Anxiety

The second type of anxiety is referred to as state (situational) anxiety. As the name implies, this type of anxiety takes place or occurs in the particular situation and for this reason is not permanent. As it is defined as: "the transitory state or condition of the organism that varies in intensity and fluctuates over time" (Spielberger, 1966 as in Attri, 2013:29). State anxiety also refers to nervousness or tension at a specific moment in reaction to some outside stimulus; in addition, it occurs because learners are exposed to a particular situation or state that is stressful of them. In other words, state anxiety is an immediate, temporary emotional experience with immediate cognitive effects. For example, if learners are called by the teacher to speak in the classroom, they feel anxious. This type of anxiety has its beneficial thing; since it is going to diminish over time, when the learner get used to the new environment or feel comfortable and at ease with the teacher. Although state anxiety is not as harmful as trait anxiety which represents the tendency to react in an anxious manner, while it is the reaction that can prevent a learner from showing his/her full potential and possible attitudes within a specific situation (Oxford,1999 as in Sila, 2010).

As a final point, Spielberger 1966 (as in Tobias, 1973) has made a distinction between both types of anxiety, anxiety as a state and as a trait. The latter refers to the individual's anxiety-proneness which is consistent over time, and similar to most general

anxiety measures. Whereas, the former is described or expressed as a feeling condition which changes over time, and is highly reactive or responsive to situational stress.

4.3. Situation-Specific Anxiety

The third type is situation-specific anxiety which refers to that kind of anxiety that is experienced in a particular or specific situation or context. MacIntyre & Gardner (1991 as in Khan, 2011) refers to situation-specific anxiety as the probability or the possibility of being anxious in a particular type of situation. In other words, it is the persistent and multi-faceted nature of some anxieties. Also, situation-specific anxiety may be noticeable and clearly evident in an educational setting, for example: test anxiety, public speaking anxiety, and writing anxiety or language anxiety (Ellis, 1994 as in Khan, 2011). It means that when the situation is different from the other, the person is going to be nervous in one situation but not in other. As an example, a student may feel less anxious in writing an essay in English. However, the same student is going to be so anxious when it is asked to write the same essay in French, as a second language. In addition, the situation- specific anxiety is the the type of anxiety that we face within the classroom or through learning a foreign language. That is why it is the only type of anxiety that we focus on because of its relation with learning and educational situations. According to some researchers, situation-specific anxiety is that category of anxiety that mainly refers to language anxiety or the latter is considered as a part of it. Similarly, situation-specific anxiety construct has been conceptualized as being called foreign language anxiety (Horwitz and Cope, 1986 as in Tasnimi, 2009). In the same way, Gardner & MacIntyre (1993 as in Du, 2009:163) recognized that Language anxiety as being included in situation-specific anxiety, which refers essentially to "the apprehension that is experienced when the student encounters a situation that involves the use of a second language with which he is not fully proficient or talented". Additionally, not only language anxiety is considered as a subdivision of situation-specific anxiety, but test anxiety is regarded as one of it as well, since it refers to the affective factors associated to a particular situations and event (Horwitz &Young 1991, Zeidner, 1998 as in Joy 2013).

In conclusion, all these types of anxiety that have been identified previously are recognized as being distinguished or set apart from each other. In one hand, trait anxiety refers to "a more permanent predisposition to be anxious". In contrast, state and situation-specific anxiety are generally experienced or happened in relation to specific event or situation (Scovel, 1978 & Brown, 2001 as in Robertson 2007).

4.3. Debilitating vs. Facilitating Anxiety

Anxiety as it is classified and categorized before; it has two distinct forms which are primarily identified as facilitative and debilitative forms. This means that anxiety can be encouraging motivator, it may help a student to be aware of what is surrounding him/her and provide him/her with motivation. However, when anxiety is extreme, it may cause student to underachieve and fail at exams and direct him/her to have unsupportive and unhelpful outcomes. So, the former is regarded as being 'Facilitative anxiety' and the latter is known as 'Debilitative anxiety'.

In addition to different researches in FL studies, both subclasses of anxiety have been distinguished. Thus, it is evidently identified that debilitating anxiety or inhibiting anxiety, as the name implies, is the one that inhibits and hinders "learning and achievement" together while the other one, facilitating anxiety or beneficial anxiety, develops and improves both of them (Alpert & Haber, 1960; Kleinmann, 1977, as in Negari, 2012). Also, facilitating anxiety has been explained as: "the increase in drive level which results in improved performance" (young, 1986 as in Monica, 2009). Besides, facilitating anxiety facilitates and motivates the students to learn more about the foreign language and students who accept risk as part of their language acquisition process are considered as an example of it (Chastain, 1975; Gardner & MacIntyre, 1993; Gregersen & Horwitz, 2002; Spielmann & Radnofsky, 2001 as in Monica, 2009). Moreover, anxiety has been seen as energy provoking (facilitating anxiety) which motivates learners. In the same vein, Brown (2005 as in Jafar, 2014) argues that the concept of facilitating anxiety and "euphoric tension" is that some concern or worry about how to prepare a task will positively help the learner to accomplish task at hand; in addition, he described and defined the term facilitating anxiety as the type of anxiety that "keeps one alert, poised, and slightly unbalanced to the point that one cannot relax entirely". In other words, it is the amount of tension or arousal that keeps the learner alert to complete a given task when the learner does not have a clear idea on tackling the task ((Brown, 2005 as in Jafar, 2014:20).

In contrast, debilitating anxiety impedes and debilitates language learning. As an example, debilitating anxiety may occur to learners who suffer from poor performance and may have feelings of fear or in security and even withdrawal from the foreign language class (Gardner, 1985; MacIntyre & Gardner, 1991; Steinberg & Horwitz, 1986 as in Monica, 2009). In a matter of fact, debilitating anxiety refers to the feeling of anxiety that leads to negative self-evaluation and impaired cognition which will harmfully affect

performance, thus leading to feelings of apprehension and frustration that might diminish the cognitive performance (KuruGonen, 2007; MacIntyre, 1995 as in Jafar ,2014). Additionally, Arnold (2000 as in Farid, 2011) once stated that anxiety is always considered as a destructive or unhelpful factor for learners. Then, he affirmed that this kind of anxiety, i.e. debilitating anxiety, is changed into stress and nervous tension. Therefore, many EFL/ESL teachers and testing specialists try to decrease this kind of anxiety because of its crucial effects on EFL learners' performances.

In "common sense viewpoint", Scovel (1978 as in Ebrahim, 2013) proposed that debilitating and facilitating anxiety as being sorts of anxiety can function and work well together. Additionally, Scovel (1978) declared that anxiety could have a positive effect on language learning and improve language performance regardless of its debilitative form that impedes learning. In other words, he believes that facilitative anxiety prepares the learner emotionally for the new task and it is primarily used for better coping with that new task as well (as in Negari, 2012). Moreover, the subdivision of anxiety is recognized as being harmful and helpful as well (Oxford, 1999 as in Tasnimi, 2009). It seems that a high-anxiety state has a debilitating function in learning process, while a low-anxiety state has a facilitating one (Ellis, 1994 as in Tasnimi, 2009). Along the same vein, increased debilitating anxiety is associated with decreased academic scores and decreased problem solving coping (i.e. behaviors that address the stressor and improve performance), while facilitating anxiety is connected with enhanced and positive problem solving coping. It means that the increasing number of errors and decreased performance across conditions are happened due to that dominant debilitating anxiety rather than dominant facilitating anxiety (Smith and Ptacek, 1997 as in Moyer, 2008).

As a whole, Dörney (2005) reached a point that anxiety does not only have its debilitative aspect which prevents and hinders performance, but in several cases it has its facilitative aspect which develops and improves performance. As an example of its debilitative feature, the student is going to be less competent and efficient in the classroom and his future performance is going to be decreased and diminished due to the fact of failing to answer a specific question. Simultaneously, the student is going to act and perform effectively in answering a particular question which in turn will push and encourage him/her to achieve better results in the classroom and lighten his future performance as well. Therefore, the solid connection and association that links both features of anxiety-debilitating and facilitating- and the concept as a whole, the awareness of both sides of anxiety is considered as being an essential fact that has to be taken into

account. Then, the former one -debilitating anxiety- is most needed because of its debilitative effects on students' academic achievement and above all it is our matter.

5.   Sources of Anxiety

Numerous studies have been examined and conducted to investigate the affective factors that are related to language learning since the early 1970s. Anxiety is considered as one of the most important factors that influence language learning process and this fact is expressed by the majority of foreign language learners. Those learners may be good at learning any other skill, but they claim to have a 'mental block' when it comes to the skill of learning another language (Horwitz et al., 1986 as in Javed et al., 2013). In addition, Tanveer (2008 as in Khan, 2011) proposes that language anxiety refers to "these feelings of anxiety, reticence, apprehension and nervousness are commonly expressed by foreign language learners in learning foreign languages". In other words, the feeling of anxiety that is associated with learning a foreign language is termed as foreign language anxiety. As Horwitz (2001) argued that foreign language anxiety is a kind of situation-specific anxiety that is mainly connected with a strong relation with language-learning context. Similarly, Zhang (2001 as in Jafar, 2014:22) refers to language anxiety as being: "the psychological tension that the learner goes through in performing a learning task and this anxiety is situation-specific". Also, it creates potential problems for those learners who are under its influence, because this kind of anxiety can interfere with the acquisition, retention and production of the new language (MacIntyre and Gardner, 1991 as in Khan, 2011). Among numerous researchers, this important construct has been defined precisely, and the definition that occupies a significant status is the one that is formulated by Horwitz et al (1986) which suggests that foreign language anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (as in Javed et al, 2013). Moreover, this phenomenon has been occurred and taken place due to several sources. According to Kitano (2001), teachers will be able to prevent anxiety, respond to it appropriately, and help students enjoy learning a foreign language when sources of anxiety are precisely recognized. Concerning the identification of sources of anxiety, findings by Horwitz and Cope (1986) have been considered as the most influential and significant one. According to them, three main sources of anxiety have been identified such as communication apprehension (i.e. the apprehension of speaking in a foreign language), test anxiety (i.e. the apprehension for tests, exams, and quizzes), and fear of negative evaluation (i.e. the image

which the others have about the speaker). All these sources are related particularly to performance evaluation within an academic and social context.

5.1. Communication Apprehension

Communication apprehension and foreign language anxiety are quite relevant and related to each other because of the emphasis on the interpersonal interaction. According to Horwitz and Cope (1986), communication apprehension (CA) is a type of shyness that is characterized or described by fear of communicating with people. Similarly, the construct of communication apprehension is viewed as "a broadly based anxiety related to oral communication" (McCroskey, 1978:13). More specifically, it is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1978:13). Besides, communication apprehension has a variety of manifestations that are expressed as the difficulty in speaking in groups (i.e. oral communication anxiety) or in learning or listening to a spoken message (i.e. receiver anxiety), or in speaking in public (i.e. "stage fright"). As an example, when learners have little control of the communicative situation and their performance is constantly examined and observed, since they have a troubled speaking in groups, they are expected to experience even greater difficulty speaking in a foreign language class. Then, this difficulty in speaking is going to reduce learners' ability to learn a foreign language and decrease their communicating proficiency. Moreover, the personal knowledge of learners that one will almost have difficulty understanding others and making oneself understood is regarded as being the only source of the special communication apprehension that occurs in foreign language learning.

Additionally, many talkative students are going to keep silent in a foreign language class because of this knowledge as well (as in Horwitz & Cope, 1986). Along the same line, Oxford (1990 as in Naghashi, 2007:142) declare that foreign language classrooms are places where learners "are frequently forced to perform in a state of ignorance and dependence in front of their peers and teacher", and since learning to communicate in a foreign language involves taking risks, less anxious students also are going to face the communication apprehension that is relatively common among anxious students. Consequently, it is evident that communication apprehension or any similar reaction that is equal to it plays a crucial and large role in foreign language anxiety (as in Horwitz & Cope 1986).

5.2. Test Anxiety

According to Horwitz & Cope (1986), test anxiety is also significant and relevant to a discussion of foreign language anxiety, since performance evaluation is mainly an unending feature of most foreign language classes. It primarily refers to a type of performance anxiety stemming from a fear of failure (M. Gordon & B. Sarason 1980 as in Horwitz & Cope 1986). Test anxious students feel that anything less than a perfect test performance is a failure and unrealistic demands are put on themselves. Since tests and quizzes are repeated, students who are test-anxious in foreign language class probably experience considerable difficult and even the brightest and most prepared students make errors and mistakes. That is why, at risk students are going to be affected by both test and oral communication anxiety simultaneously which are regarded as being the potential of provoking in oral tests.

5.3. Fear of Negative Evaluation

Fear of negative evaluation is considered as the last source of anxiety that is mainly related to foreign language learning. It is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (D. Watson & R. Friend, 1969 as in Horwitz & Cope, 1986:128). Since the former -test anxiety- and the actual source -fear of negative evaluation- are similar to each other in some extent, it is necessary to identify that the former is broader and larger in scope because it may happen in evaluative, social situation such as speaking in foreign language class or interviewing for a job and it is not restricted only to test-taking situations. In specific, among academic subject matters, the continual evaluation by the teacher is needed and required for students in foreign languages rather than the evaluation of their peers that is seen as being less wanted. As a matter of fact, the previous idea is evidently identified and described when it is mentioned by Horwitz & Cope, (1986:129), as they stated that "students may also be acutely sensitive to the evaluations -real or imagined- of their peers".

Taken as a whole, communication apprehension, test anxiety, and fear of negative evaluation are useful to the study of foreign language anxiety and provide a helpful conceptual building blocks for its description as well. In other words, it is, in fact, observable that foreign language anxiety is basically the combination of these fears

transferred to foreign language learning (Ganschow & Sparks, 1996). Similarly, the constructs of communication apprehension, test anxiety, and fear of negative evaluation have proven in a positive and useful way that helps in understanding the nature of foreign language anxiety (Gregerson & Horwitz, 2002).

6. Anxiety as an Obstacle to Learning

An abundant number of empirical studies have been shown that anxiety exists in almost every aspect of second/foreign language learning. Even for learners who feel little stress in other aspects of language learning, speaking publicly in the target language has been found to be particularly anxiety provoking (Horwitz et al., 1986; MacIntyre & Gardner, 1989; Young, 1991; Price, 1991; Phillips, 1992; Horwitz, 1995; Hilleson, 1996; Jackson, 2002 as in Liu, 2006). According to second language researchers and theorists, anxiety has been often regarded as being associated with language learning and being a provoking potential of learning a foreign language as well. Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language (Horwitz & Cope, 1986). Along the same vein, a growing body of research has shed light on the debilitating effects of language anxiety on a second or foreign language (Aida, 1994; Krashen, 1987; MacIntyre & Gardner, 1991; Bailey and Daley, 1997, 1999; Von Wörde, 2003 as in Liu, 2012). Since learning a foreign language can be considered as a demanding and a challenging task for a plethora number of language learners, the existence of anxiety is regarded as being one of the factors that creates such a kind of difficulty and makes the process of learning a foreign language in a way or another less likely to happen, that is why; the feeling of anxiety in the process of language learning is experienced by the majority of language learners. Then, the feeling of anxiety may be different from one individual to another depending on its degree and severity. Thus, the debilitative levels of anxiety in learning a new language can cause foreign language learners to postpone their study of the language definitely. According to Worde (1998) the number of students who report that they feel anxious while learning a foreign language is astonishing and surprising since more than half of foreign language learners experience some degree of anxiety. In addition, it is argued that language learning anxiety may create potential problems for language learners (Kondo, 2004). Therefore, according to Gregerson (2005), learners who feel anxious in their foreign language learning may find and discover that their study less enjoyable and amusing, which will in turn have a negative impact on their performance (as in Riasati, 2011).

Chapter One: Literature Review

Additionally, anxiety is regarded as being one of the main factors that may influence learning; and thus, the empirical work that is done by Spielberger (1983 as in Sultan, 2012) has primarily examined the relationship between anxiety and foreign language learning with a reference to the main factors that take place in that relationship. Based on this relationship, Spielberger (1983) came to the point that one of these factors is trait anxiety which refers to general state of person in which he or she becomes anxious and other is state anxiety which refers to fearful anticipation reported at a specific moment of time. Along the same line, for example, some of the students experience the general anxiety in all situations and some of them may experience in specific situations in the case of speaking a foreign language in the presence of class colleagues (as in Sultan, 2012).

Furthermore, MacIntyre and Gardner (1989 as in Idri, 2012) employed a paradigm to study anxiety and language learning, and found out that the less anxious group showed significantly higher levels of vocabulary learning and recall when compared to the more anxious group. Due to the extensive study done by MacIntyre (2007) in this area, he said that anxiety can interfere with the encoding, storage, and retrieval processes of language learning. Hence, he concluded that anxiety can affect not only performance, but also the effort spent on language tasks; especially those learners who are more likely low in proficiency in the target language (Idri, 2012). Then, the negative role that is played by anxiety on the learning process is undoubtedly identified in relation to the qualitative study that is done by Flick (2009 as in Riasati, 2011). More specifically, Flick's study is based on three main participants who are known as William, Meg, and Annie. They were adult language learners who have been learning English for several years and have been to different language classes. All these participants believe that anxiety plays a debilitating role in their language learning and influences their learning negatively. As William expresses that anxiety has an effect on his language learning. He points out that when he feels anxious, there is a high chance that he makes mistakes which will result in being ridiculed and laughed at by his classmates from one side and being evaluated negatively by the teacher from another side as well. In the same way, Meg holds the view that the existence of anxiety is a barrier towards her success in the process of language learning. Then, she argues that anxiety influences her performance negatively and also decreases her self-confidence. Such belief of Meg is in harmony and agreement with MacIntyre's study (1998) that concluded that the existence of learning anxiety disturbs one's self-confidence and self-esteem. Moreover, Meg has a belief that the more anxious she feels, the higher will be the probability of making mistakes. Furthermore, anxiety has an effect on Annie's

situation as well because of her belief on the fact that she is unable or being not sufficiently expert of focusing and concentrating properly on what she is doing when she feels anxious, which will result in her making frequent and common mistakes (as in Riasati, 2011).

As a result, it can be concluded that the participants of the study are well aware of the existence of anxiety in the process of language learning. Besides, they acknowledge the fact that such anxiety is a factor that affects their performance negatively and does not allow them to show their full potential (as in Riasati, 2011). Similarly, Arnold and Brown (1999 as in Idri, 2012:57) mentioned that: "in the presence of overly negative emotions such as anxiety, fear, stress, anger or depression, our optimal learning potential may be compromised". Then, it is more likely similar to the idea suggested by krashen (1982) which is basically based on the fact that Anxiety contributes to an affective filter which makes the individual unreceptive to language input; thus, the learner fails to "take in" the available target language messages and language acquisition does not progress(Krashen, 1982 as in Horwitz & Cope, 1986). It means that the learner is not going to consider the learning of foreign language as being a necessary matter and also he is going to be less interested as well because of the obstruction of anxiety that occurs when learning a foreign language.

7. Learners' Differences:

Extraversion vs. Introversion

The fields of personality and individual learner differences are very broad areas of study. Individual learner differences have fascinated researchers in Second Language Acquisition (SLA) for a long time and actually SLA is considered as a field of inquiry itself (Ellis, 2008 as in Wong, 2011). Similarly, an ample number of studies have been conducted in an attempt to explore and investigate how the personality of the learner can be of an influence on and have power over his/her second language acquisition challenge or effort. According to Wright and Taylor (1970 as in Suliman, 2014), the term personality refers to those relatively stable and permanent aspects of the individual which make a distinction between the individual and other people. Also, it is defined as being one of the affective factors that are equally important for explaining differential success among second language learners (Brown, 2000 as in Lee, 2005). In addition, personality is regarded as being a representation of unique characteristics that provide a person's behavior with a kind of reliability and individuality. Then, the role that personality plays

or takes part in learning or acquiring a second language is almost evident. Moreover, individual differences are also considered to be essential part or central to the study of personality in relation to language learning. That is to say, individual differences of second language learners must be known and recognized in order to make maximum progress with their own learning styles. At the present time, with so many learners being interested in learning English, the learning effectiveness of those learners is going to be influenced by several affective factors, and then the awareness of these affective factors is important and must be taken into consideration. As it is known, many factors influence the second language learning process. Yet, one of the most significant features for SLA research to elucidate is the great individual variability that is acquired by the majority of second language learners in their personal second languages. So, it is considered necessary to know more about the influence of personality on SLA (as in Hamzekhani, 2014).

What is more, among personality factors, extroversion and its counterpart introversion, are also potentially important factors in the learning of a second language and they are particularly most needed here. Psychologists have been always concerned with the most reliable tool assessing personality types of individuals. In Jung's theory of personality (1971 as in Farsani et al., 2014), he asserted that people's behaviour is not a random phenomenon; rather, it can be measured and classified. He primarily differentiated between people of two types (introversion and extroversion) based upon a person's general attitude. In addition, Dörney (2005 as in Farsani et al., 2014), declared that the personality type that has attracted the most attention in second language research is extraversion/introversion. Due to their vitality and importance in the learning of a foreign language as it is stated before, the researchers believe that students' achievement also depends on their personality type; particularly extroversion and introversion types, since these personality types may influence students' motivation, the strategies they choose to learn a language, classroom management and teaching language. As it is stated by MacIntyre & Charos, (1996), personality traits, such as introversion and extraversion, are associated with the arousal of anxiety (Zhang, 2013).

In a hypothesis done by Brown and Robson (2001 as in Zhang, 2013), they declare that introverts are more likely to be anxious than extraverts. In addition, introverts usually prefer individual work more than group work, so they may easily become anxious if they are put in more communication-oriented classroom settings. In contrast, extraverts may feel uncomfortable if they are asked to work on their own all the time. Moreover, these personality types or traits (i.e. Extraversion and Introversion) have been illustrated and

distinguished from each other due to their relation with second language learners. Primarily, extraversion and introversion are characterized conversely. The former, extraversion, is the tendency to be sociable with other people, to be extrovert or outgoing and to obtain affirmation and self-esteem from others. Also, extraverted individuals receive information by being more oriented toward the outer world of people, events, or things. In opposition, the latter, introversion is the tendency to keep away from other people and stay away from getting very involved in social activities. Besides, introverts process their thoughts internally before speaking; they have very few close friends and often seek conversations that are deeper in nature (Brown, 2005; kim, 2007; Lee, 2013 as in Kim & Han, 2014).

Correspondingly, both extraversion and introversion are seen as "complementary attitudes or orientations of energy. … In the extraverted attitude, energy and attention flow out, or are drawn out, to the objects and people in the environment" (Myers & Hammer, 1998 as in Ellis, 2006:228). Therefore, extraverts will be strengthened by interaction with others and will be devoted to interact, often showing "a desire to 'talk things out' " (Myers et al., 1998 as in Ellis, 2006:228), mainly in the first instance to aid with learning activities such as problem solving and analysis. On the other hand, "in the introverted attitude, energy is drawn from the environment toward inner experience and reflection. … The main interests of the introverted type are in the world of concepts, ideas, and inner experiences" (Myers et al., 1998 as in Ellis, 2006:228). Thus, introverts will feel most energized when working on ideas by themselves, often preferring in the first instance to reflect by themselves when undertaking similar learning activities, as they often show "a desire to 'think things out' before talking about them" (Myers et al., 1998 as in Ellis, 2006:228).

According to Ellis (2006), it is important to be aware of extraverts, whose preference is for interacting with the outer world, will show their dominant preference to the outside world. Introverts, however, whose preference is for their internal world, will keep their dominant preference internalized. As Callahan (2000 as in Ali, 2015) suggests, extroverts show interest in thinking about the external world and their experiences, whereas, introverts prefer to reflect on their inner side. In the same way, extroverts tend to like better learning situations that afford interaction whereas introverts tend to prefer small groups (Myers, 1962 as in Lee, 2005). A study carried out by Galvan and Fukada (1997/1998) recognized that students who were outgoing participated more than introverts who were less contributed. Also, the study discovered and found out that contributors who self-reported as possessing passive personalities were least likely to give rise to or

introduce a question and volunteer an answer to a teacher's question. Moreover, knowledge of personal preferences can help teachers and administrators understand and predict student performance so they can restructure the situation to facilitate more student participation. Introverted students, according to Barrett and Connot (1986), have lower academic achievement and they are least involved or engaged in school activities. The same as Carskadon (1978) expresses, extroverts generally produce more action with a reduced amount of thoughts, while introverts produce numerous or abundant thoughts with less action (as in Lee, 2005).

Additionally, extroversion and introversion are also observed as "probably the most widely researched aspect of personality theory" (Burger, 1993 as in Elaheh, 2013:146). Then, the aspect of personality theory is explained by Hans Eysenck (1967) as the scope or degree to which a person is outgoing and interactive with other people. These behavioral differences are supposed to be the result of underlying differences in brain physiology. In addition, Eysenck (1976) identifies extroverts as people being "sociable, lively, impulsive, seeking novelty and change, carefree, and emotionally expressive" (as in Elaheh, 2013:146). Besides, Wilson (1981) indicates more or less similar features for extroverts as that of Eysenck (1976), he states that extroverts are "lively, outgoing, sociable, sporty and adventurous in their general social behavior and tend to develop cooperative skills" (as in Elaheh, 2013:146). On the contrary, according to Eysenck (1976), introvert are defined in a different way and they are described as people being "quiet, introspective, intellectual, well-ordered, emotionally unexpressive, value-oriented, as well as preferring small groups of intimate friends and planning well ahead" (as in Elaheh, 2013:147). Besides, Wilson (1981) proposes and suggests that introverts, unlike extroverts, are "careful, controlled, quiet and withdrawn and function best when alone" (as in Elaheh, 2013:147). In a different case, Dimler, Goldstein, Kohlberger, and Kim-Prieto (2007 as in Elaheh, 2013) demonstrate introversion as a stable and inherited personality dimension or aspect differentiated by the tendency to quiet locations and for being unaccompanied or alone, remaining at the reverse direction of extroversion, and put emphasis on the fact that introversion and shyness are completely different from each other, because anxiety and fear of social situations as predictors of shyness, are absent in introversion. Then, Ahn (2003) states that "extroverted [sic] types like discussions, verbal information, and active participation. On the other hand, introverted type like large lectures and independent projects" (as in Ellis, 2006:229).

Furthermore, Lightbown and Spada (2006 as in Wong, 2011) wrote that many teachers are convinced that extraverted learners who interact without inhibition in the L2 will be the most successful learners. Also, the fact of talking and getting the message across is regarded as the main goal for extraverted students. That it is to say, extraverted students just like to talk. In addition, it is easy to accommodate their need to communicate outside of class time without the pressures of the classroom. On the contrary, according to Wong (2011), introverted students spend considerable time in order to understand grammar points and pronounce words in a correct form. Besides, introverted students will speak slowly and carefully when they are not pressured to speak, but what they usually say is grammatically accurate and with good pronunciation. Moreover, introverted students produce homework that is of a higher quality than extraverted students as it is observable and apparent in many cases. Similarly, Burrus (1999 as in Farsani et al., 2014) declares that introverts do not like being in the center of attention and need time and space to complete the tasks, they prefer to work on their own than in groups. Also, they need to know what they are expected to do and have suitable condition to concentrate. On the other hand, extraverts require high stimulation, cooperating with others and movement to learn and do the tasks. They also like open discussions and discovery activities. That is why, Ehrman & Oxford (1990 as in Sharp, 2008) demonstrate that Extroverted students learn foreign languages better because of their willingness to interact with others and because of their reduced inhibitions. Likewise, according to Paula (1987), many second language teachers somehow feel that a student with an outgoing personality is more likely to be successful as a second language learner than his introverted counterpart. Language teachers reason that the extrovert will create more situations for him/her to engage in conversation in the target language. This enrichment of opportunities to speak the new language will positively affect the development of the student's proficiency in it.

Accordingly, Ellis (2008 as in Wong, 2011) reported that there are two major hypotheses with regard to the relationship of Extroversion-Introversion and L2 learning. On one hand, the first hypothesis stated that extraverted learners do better in acquiring basic interpersonal communication skills (BICS). This is because extraverted learners have more opportunity to practice, receive more input and thus become motivated and successful in L2 communication. On the other hand, the second hypothesis stated that introverted learners do better at developing cognitive academic language proficiency (CALP). The reason might be that many introverted learners spend more time reading, writing and trying to produce accurate language. Also, Wilson (1977 as in Hamzekhani,

2014) emphasizes that introverts will achieve more than extroverts because they have better long-term memory. Besides, they take learning a language in a more serious way due to their personality trait. In contrast, the extraverts are not able to concentrate for a long time and are too sociable to learn with the same attention (Eysenck, 1957 as in Hamzekhani, 2014). Based on the above mentioned findings, it is recognizable that the previous stated studies have made some important contributions towards a better understanding of the extraversion-introversion personality variable and its relationship with some learning outcomes (i.e. proficiency in language learning). Therefore, teachers can predict what kinds of activities and tasks students will enjoy, and what sort of teaching methods they require by studying the difference between extraverts and introverts and their probable effect on language learning.

As a result, it is clearly proven that the idea expressed by Ehrman & Oxford (2003) deals mainly with the fact that teachers of second or foreign languages need to learn to identify and understand their students' significant individual differences so as to provide effective sensitive instruction. Along the same vein, Shirani & Yamat (2012 as in Tahriri et al., 2015) pointed out that EFL instructors need to match their teaching styles with their students' learning style preferences and they should be aware of their students' learning style preferences in the first place. So, when these differences in personality types are taken into consideration, it can be helpful and useful for teachers in planning class activities and it can be highly important in course planning and preparing instructional materials.

8. Enhancing Students' Achievement through Decreasing Anxiety

It is undeniable that anxiety has negative effects on language learning; that is why, the need for practical means to help learners diminish or at least cope with the anxiety they experience in the course of FL learning does not appear to require justification. In other words, anxiety is a major predictor for low academic performance among students. Moreover, since anxiety is considered as a barrier that obstructs learners' contribution while learning a foreign language and also leads to learners' poor performance, it is required for teachers to be aware of the debilitative effects of the phenomenon. Thus, anxiety should be taken seriously into consideration by teachers. This means that anxiety is the cause that directs students to underachieve instead of their lack of ability and those students will have more trouble concentrating. Because of the fact of anxiety, students can be highly motivated but are frustrated, are easily discouraged, may be irritable, will often be tired in

class, and may not participate much during classroom activities. That is why, researchers have provided some ways that are used specifically by teachers so as to lessen the level of students' anxiety, help students handle the problem of anxiety while studying, and overall improve students' academic achievement. Similarly, when these strategies and ways are followed strictly by learners, the latter can prevent and put an end to the construct of anxiety and keep moving along academically to some degree, so that catch-up is easier later (as in Prima et al., 2010).

8.1. Group Work:

Since the cooperative learning is an approach which encourages and promotes the maximum use of cooperative activities based on pair work and group work of learners in the classroom, most foreign language researchers would generally highlight and emphasize the fact that cooperative learning and particularly group work is regarded as a strategy that has a beneficial outcomes on learners' academic achievement. In addition, Richards and Rodgers (2001 as in Awang et al., 2013) mentioned that cooperative learning is a group work structured in such a way so as to enable students' interaction, the exchange of information as well as cooperation rather than competition in learning. In specific, group work is clearly identified as the act of working in a group on a joint project (Collins, 2009 as in Styron, 2014). Also, it is regarded as a teaching or an instructional strategy that helps learners work collectively, promotes their academic achievement, and can establish a comfortable and low-threat learning environment in the second language classroom. The same as Conway and Sivan (1993) ; Farrow (1996), when they state that "Group work is commonly used in higher education to facilitate peer learning and encourage students to develop their capacity to work as part of a group" (as in Naylor and Martinez, 2011:22). Group work is primarily defined as two or more individuals who are interdependent, interact with and influence each other, share norms concerning matters of common interest and participate in a system of interlocking roles, define themselves and are defined by others as belonging to a group, and pursue or follow common goals (Johnson and Johnson 1994 as in Styron, 2014). Since learning in general is considered as an active process, not passive, group work is simply the process of discovery in which the student is the main agent, not the teacher (Adler, 1987 as in Eison, 2010). For this reason, students' involvement is an essential aspect in learning situation in general and group work in particular. As it is reported by Dunleavy & Milton (2009 as in Parsons & Tylor, 2011), when they asked students what their ideal classroom would look like and what type of learning environment increases engagement. Students listed three criteria that correlate to

the concept of interaction: Learn from and with each other and people in their community, connect with experts and expertise, and have more opportunities for dialogue and conversation. Besides, group work mainly helps learners learn better and refers to the amount of physical and psychological energy that students devote to the academic experience (Astin, 1985). Moreover, when students are actively involved in the learning task, they learn more than when they are passive recipients of instruction (Cross, 1987). Furthermore, group work is regarded as a classroom procedure that reduces anxiety and can result in increased participation and language learning , it also has a plethora number of advantages that are going to be stated successively (as in Eison, 2011).

According to Brown (2007), group work teaches learners to respect the learning pace of other learners in the group and improve their English language skills. Since it created a stress-free environment where learners feel at ease, the students can gain confidence and boost their self-esteem to use the language spontaneously. Moreover, shy students are more comfortable working in groups and they are very patient and helpful with each other as they try to think of what to say and how to say it. Besides, students gain more confidence in their ability to learn and they benefit from sharing their backgrounds and complement one another's weakness. Because of the use of group works, students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills. Similarly, students can develop and practice skills in: problem solving, decision making, communication, values clarification, critical thinking, negotiation, conflict resolution, and teamwork. In addition, in group works, the focus is on student centered approach to teaching and learning. Also, the unit of study is going to be such a challenging, interesting, motivating, engaging, and fun area for all students due to the fact of working in groups. As a result, group work can save time and requires a shared workload and it is beneficial and supportive for quiet students to have an opportunity to speak and be heard thus overcoming and decreasing the anonymity, passivity and a sense of isolation associated with some students. Even if a mistake is done or made, no student in the group will suffer from loss of face, since the pressure is shared and all students work for the honour of the whole group (Payne & Monk-Turner, 2006; Wichadee, 2007). In brief, according to Badache (2011), teachers can incorporate and integrate group work in the fact that it can provide anxious and non-anxious students alike with abundant opportunities to use language in a non-threatening context (as in Taqi, 2014).

8.2. Creating a Comfortable Atmosphere

Chapter One: Literature Review

It is generally accepted that the classroom environment plays an essential role in the success of the learning experience in the sense that it can either improve or hinder a student's ability to learn and feel safe and comfortable as a member of the class. Thus, teachers' main goal is to generate such a classroom climate that is favorable for helping all students to work cooperatively in order to learn. Similarly, a warm classroom environment can lead to increased academic achievement and a sense of pride and belonging (Bucholz & Sheffler, 2009).

In conjunction with the above ideas, it seems clear that the emotional factors occupy a considerable space in any classroom environment since the learning process does not rely on the cognitive factors per se. Their effects are considered to be pervasive inside any classroom environment. So in order to create a climate that would be conducive to learning , a space must be devoted for trial and error as well as to give learners the opportunity to take risks in overcoming their difficulties , which in turn can further lead to the establishment of a sense of trust and confidence that may help students to learn better. Such an environment is a necessary condition for effective teaching where healthier levels of thinking, feeling, and behaving are promoted. Efficient communication-effective listening behavior and clear message transmission are some important characteristics of a supportive climate unlike those defensive climates where mistrust and misapprehend communication are seen to be more prevalent (Hativa, 2001).

Along the same line and in the context of language learning, Krashen (1982) introduced his famous Affective Filter Hypothesis that highlights the significance of upholding a low affective filter (a more relaxed learning environment) so that students will be able to receive the input to which their teachers are presenting throughout lessons. In this respect, humor can serve as an effective means of reducing affective barriers to language acquisition such as those anxious and stressful situations that might hinder students' learning. Hence, this effectiveness is particularly relevant to the communicative classroom, as humor has been shown to lower the affective filter and stimulate those desirable behaviors that are so necessary for the success in any classroom context. Thus, humor as a pedagogical tool can add variety to classrooms by generating and establishing such a positive environment. Moreover, Sudol (1981) argues that the use of humor can help maintaining student interest and comfort, and also presents the teacher as an effective channel in diffusing those embarrassing and stressful situations (Askildson, 2005).

On the whole, the fact of establishing a supportive and a relaxed atmosphere is going to be carried out easily by teachers if the following interventions such as teacher-

student relationship, teacher immediacy, and error correction are well-administered and implemented.

8.2.1. Teacher-Student Relationship

Due to the fact that human need to belong, Baumeister and Leary (1995 as in Hagenauer, 2014:370) published an article that is focusing on that fact and proposing the 'belongingness hypothesis', that refers mainly to the idea that 'human beings are fundamentally and pervasively motivated by a need to belong, that is, by a strong desire to form and maintain enduring interpersonal attachments. Subsequent and following research has demonstrated that quality relationships have an impact on human beings with respect to motivation, social competence and wellbeing in general, but also in regard to specific outcomes across different educational contexts (Bergin & Bergin, 2009). Similarly, many cognitive theorists argue that learning is a social event, and studies have proven that both teachers and students will pay the price if teachers neglect to form emotionally warm, supportive relationships with and among their students. So, educators must strive to form meaningful personal relationships with students in an attempt to promote and improve students' chances for academic success (as in Hagenauer, 2014). According to Pianta (2012), classrooms are considered as a complex social systems as well as student-teacher relationships and interactions which are regarded as being complex too. Besides, positive student-teacher relationships are characterized by open communication, as well as emotional and academic support that exist between students and teachers. In addition, the nature and quality of relationship interactions between teachers and students can be evaluated through standardized observation methods, since these teacher-student relationships are fundamental to understanding student engagement; they can be changed by providing teachers with knowledge about developmental processes relevant for classroom interactions and personalized feedback/support about their interactive behaviours. For this reason, student engagement increases when these supports are provided to teachers' interactions.

In the same vein, the relationships that exist between the teacher and the student have been found to have immense and immeasurable effects on students' learning and influence students' academic outcomes and behaviour. In other words, the teacher-student relationship is considered as one of the most powerful elements within the learning

environment. Also, it is regarded as being such a major factor affecting students' development, classroom engagement and academic motivation. Likewise, according to Picciano (2001 as in Bozkaya, 2007), the teacher –student relationship is known and considered as one of the most significant factors affecting learner motivation. Then, the basis of the social context in which learning takes place is mainly shaped by teacher-student relationships (Hughes & Chen, 2011; Roorda et al., 2011; Spilt & Koomen , 2011 as in Liberante, 2012). Moreover, the classroom runs on interactions between and among participants: The relationship between the student and the teacher and the relationships of students with one another. These relationships and their value emotionally, instrumentally, and psychologically are fundamental supports to the value of their experience in the classroom setting for furthering development. For the majority of students, relationships with teachers are core organizers of experience; they are fundamental to core developmental functions (Collins & Repinski, 1994). So far, according to Sameroff and Connell (1998), positive relationships with students are perhaps the single most important ingredient in promoting positive student development. For instance, teachers can dramatically enhance student motivation in the classroom and emotional functioning outside the classroom when they learn to make modest efforts to form a personal connection with their students (as in Pianta, 2012).

Additionally, a number of researchers shared a common agreement upon the importance of teacher-student relationships, since the latter might have a positive impact on students' learning and motivation. Also, it is commonly known among many researchers that: "positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency— have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students' resiliency in academic performance" (Battistich, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001 as in Stan, 2014:2). It is also proven that teacher-student relationships are beneficial to students' engagement. As a result, students want their teachers to know how they learn and also want their teachers to take into account what they understand and what they misunderstand, and then to establish learning environments that build interdependent relationships as well as to use this knowledge as a starting point to guide their continued learning. Briefly, teachers should learn as much as possible about students' personal interests and backgrounds and try to connect their personal interests with classroom work

in an attempt to build and create a positive relationship with their students (Willms, Friesen, and Milton, 2009 as in Parsons & Taylor, 2011).

8.2.2. Teacher Immediacy

A plethora number of researchers demonstrate and express the fact that teacher's immediacy does have an impact on both students' learning and students' motivation. In other words, the way teachers communicate with students is one of the crucial elements that enhance affective and cognitive learning in a foreign language learning class. Similarly, the field of instructional communication is considered by many communication researchers to be "one of the most important types of teacher behaviors influencing students" (Pogue & Ahyun, 2006 as in Swenddal, 2011:2). Besides, the latter -students' motivation- has continually become a major concern for teachers, beginner (novice) or experienced, because student motivation is critical for classroom learning and simultaneously influences teachers' difficulty and satisfaction in their jobs. Then, with some experience, teachers usually can manage their classroom effectively, but they keep on struggling with motivational problems among students. Moreover, students who have lower academic achievement and higher discipline problems are considered as being the main source of the struggle that is particularly felt by teachers in classes. Thus, the teachers can do much to capture students' interest and maintain the students' motivation when they build 'suitable' characteristics such as immediacy, a concept which describes teacher's positive characteristics and its relationship with student's perception (Ginot, 1972 as in Mahmud & Yaacob, 2007).

More specifically, the concept of immediacy is initially introduced by Mehrabian (1971 as in Mahmud & Yaacob, 2007), a social psychologist, in a way to elucidate communication variables; verbal and non-verbal behaviours that take place during group or interpersonal communication. So, immediacy behaviours, as defined by Mehrabian (1971) are the communication behaviours that "enhance closeness to and non-verbal interaction with another" (as in Baringer & McCroskey, 2000:178). That is to say, immediacy behaviours create physical and psychological closeness among people who employ or make use of it in their communication. Also, the immediacy principle states that " people are drawn toward persons and things they like, evaluate highly, and prefer; and they avoid or move away from things they dislike, evaluate negatively, or do not prefer" (Mehrabian, 1971 as in Baringer & McCroskey, 2000:179). In addition, immediacy is produced through communication channels such as eye contact, tone of voice, movements, and facial expressions. Because of these communication channels, people are able to share feelings

and thoughts with each other in a way that seems easy (Mehrabian, 1971 as in Baringer & McCroskey, 2000). Moreover, teacher's immediacy means teacher's verbal and nonverbal behaviours, which occur or arise during student-teacher interaction that would create physical and psychological closeness between teachers and students. As Neill (1991 as in Bozkaya, 2007) also stated that verbal and nonverbal immediacy behaviors reduce the psychological distance and improve learners' performance. In the same vein, teacher immediacy represents a competitive set of verbal and nonverbal behaviors generating perceptions of psychological closeness with students (Andersen & Andersen, 1982 as in Allen, 2014).

According to Mehrabian (1971 as in Mahmud & Yaacob, 2007), verbal immediacy behavior includes the use of verb tense (focusing on the behaviour, not on personality or characteristics), inclusiveness (we use 'We' instead of 'I'), using humor in communication, addressing people by name. On the other hand, non-verbal immediacy behavior includes smiling, leaning forward, vocal variety and relaxed body position as well as non-verbal immediacy is precisely defined as," how we say things with our body postures and movements, facial expressions, gestures, touching, eye contact, use of space, and so on" (Henley, 1977 as in York, 2015:1). Moreover, the teachers' non-verbal communication or immediacy can help provide clarity and help students interpret the teachers' verbal communication (Houser & Frymier, 2009; Leathers & Eaves, 2008; Chesebro, 2003; Mehrabian, 1981; Smith, 1980 as in York, 2015). In a matter of fact, the concept of 'immediacy' can be used to describe positive teacher's characteristics and generally refers to basic behavior patterns people exhibit in communication interactions. As a whole, immediacy as it is explained formerly; it is the notion or the concept that illustrates the positive fact of teacher's characteristics and has to be adopted and managed appropriately by teachers in order to enhance students' motivation, increase students' academic achievement, and overall lower students' anxiety. Therefore, Richmond (1986) stated that immediacy does not mean "let the students do whatever she/he wants". It means "be approachable". Immediate teachers must still be firm and have standards instead of being regarded as if they are pushovers to some students.

8.2.3. Indirect Correction rather than Direct Correction

It is commonly recognizable and identifiable that the usefulness of the teacher correction either in written or oral is regarded as being a subject of heated discussion and debate. According to the majority of English teachers, the emphasis and the importance

are too much given to both accuracy and fluency. They seek perfection in their students' production and the only way to achieve that perfection is to focus mainly on both elements, since they are considered as main elements that have to be taken into consideration by teachers and too much by learners as well. Also, teachers are going to correct mistakes whenever they detect one, even in a passionate discussion. Then, the conversational flow is interrupted and for this reason students are inhibited from expressing themselves because of fear of making grammatical or pronunciation errors in one hand and being laughed at by their colleagues in the other hand. Above all, students become discouraged from using the English language creatively. As a matter of fact, there is one aspect that is necessary and inevitable in language learning which is known as making mistakes. Students can simply develop their own understanding of how English works through making mistakes or errors, and hearing or paying attention to the correct form. Thus, teachers should bear in mind and take into account that making mistakes is a natural and normal fact that helps students to produce the English language fluently and improves students' ability in language skills. In other words, it is significant and important that students possess as much chance and opportunity as possible to produce language effectively more willingly than simply repeating language. Moreover, teachers' correction of their students' mistakes is desirable and beneficial, and also it is one applicable way in class environment produces by teachers to pave the way for learners in order to learn correctly, however the way teachers provide correction is regarded as being our focus and concern here. It is also known that the English students make more errors when they produce more. Simply correcting an error will produce immediate results that cannot be expected by teachers, because there are some errors that have to be kept to very advanced levels. Then, students who make few errors are not going to be affected by a strong emphasis on error production. In actual fact, students become frightened from making use of the language due to the fact that an over-emphasis on error correction is likely and probably to be counter-productive (Tsiplakides, 2009). More specifically, there are two main strategies or ways of error correction which are commonly known as 'direct' and 'indirect' correction. Both strategies are performed primarily by teachers so as to correct the oral and written errors or mistakes that are done basically by students in the place where they are learning or taking their course (i.e. the classroom).

On one hand, the first strategy is the direct correction of mistakes, which is a strategy of providing error correction to students in order to help them correct their errors

by providing the correct linguistic form or linguistic structure of the target language. Also, it is usually given by teachers, upon noticing or detecting a grammatical mistake, by providing the right answer or the predictable response above or close to the linguistic or grammatical error (Bitchener et al., 2005; Ferris, 2006). In a variety of ways in which direct correction may be done such as by inserting a missing or expected word, phrase, or morpheme; striking out an incorrect or unnecessary word, phrase, or morpheme; and by providing the correct linguistic form on top of or near the mistaken or incorrect form (Ellis, 2008). In addition, direct correction has the advantage or the benefit that it gives and provides overt or explicit information about the correct form (Ellis, 2008). According to Lee (2004), he asserted that, in direct correction, the instructor provides the correct forms in students' faulty sentences. He added that direct correction is needed in a situation when errors are 'untreatable' that are not liable to self-correction such as sentence structure, since it may be suitable and appropriate for beginner students. Thus, detection and correction together are exclusively and entirely regarded as being the responsibility of the teachers (Purnawarman, 2011).

On the other hand, the second strategy is indirect correction or 'coded correction', which refers mainly to a strategy of providing correction generally applied by teachers in order to help students correct their errors by demonstrating and indicating an error without providing the correct form (Ferris & Roberts, 2001). This kind of correction, indirect correction, occurs and takes place when teachers only provide the students with suggestions or indications that an error exists but they are not going to provide students with explicit and direct correction which is not mentioned or unspecified completely. Teachers can provide common clues concerning the nature or type of an error by providing a code or a mark, and then ask the students to correct the error themselves (Lee, 2008; O'Sullivan & Chambers, 2006). Students are cognitively challenged all the way through indirect feedback and they are going to reflect upon the clues given by the reflective agent who refers mainly to the teacher's role and the way acts within the classroom (Pollard, 1990). In addition, indirect correction can be very instructive and beneficial for students because it is facilitating students to discover the correct form (Lalande, 1982). Moreover, according to Ferris, 2003; Lalande, 1982, it enhances and raises students engagement and attention and allow them to problem-solving which are considered by the majority of researchers as being advantageous and beneficial for long term learning perfection or enhancement (Purnawarman, 2011).

According to a research on second language acquisition that illustrates the fact that indirect feedback is observed as more favorable and desirable to direct feedback because the indirect correction engages students in the correction activity, helps them reflect to upon it, may help students foster their long-term acquisition of the target language, and overall make students engaged in "guided learning and problem solving" in correcting their errors (Lalande, 1982; Ferris & Roberts, 2001; Chandler, 2003; O'Sullivan & Chambers, 2006; Sheen et al., 2009). Moreover, it is a common view among many experts that the indirect correction has the most potential for helping students in developing their second language proficiency and metalinguistic knowledge and has more benefits than direct feedback on students' long-term development especially for more advanced students (Ferris, 2003; Ferris & Hedgcock, 2005; O'Sullivan & Chambers, 2006). Although direct correction requires less effort on the part of students, overall they prefer to receive indirect correction, which allows them to be more active in their learning and helps improve their academic achievement. Therefore, when students asked about their preference for error correction, they admitted that they may learn more from indirect feedback (Ferris & Hedgcock, 2005; Hyland & Hyland, 2006; Bitchener & Ferris, 2012 as in Purnawarman, 2011).

Conclusion

As a whole, we figure out that anxiety is mainly regarded as a barrier that obstructs students' learning and has a negative effects on students 'academic achievement especially when the level of anxiety is high, but when it is moderate, it is going to motivate and help the students develop their academic achievement and achieve better results in exams. Moreover, since teachers are regarded as being researchers and facilitators and because of their awareness of the signs of anxiety that affect their students while taking a course or an exam, they have to take into account the construct of anxiety and also try to decrease its negative role and debilitative effects on the academic achievement of students so as to enhance students' achievement, motivation, self-confidence, and engagement, which are mainly concerned with the positive and beneficial outcome that shapes and covers both the students' academic achievement and overall the learning process. Also, the former stated aspects have to be taken into consideration by both teachers and students because of their importance that is regarded as being essential, important, and crucial particularly on the academic achievement of students. Furthermore, the construct of anxiety is going to be easily decreased or diminished if teachers and students try to work in a collaborative way

in the first place and follow the interventions given step by step as they are stated in the last title of the theoretical part, because these interventions are not considered as being only suggested strategies, but, in fact, they are regarded as being effective solutions which have positive outcome on students' academic achievement in general.

Chapter Two: Field Work

Introduction

The view that is expressed by teachers and students all together concerning the impact of anxiety on the academic achievement of students is regarded as being our concern and interest in this research. In addition, this research aims at looking into the observation that is done by teachers to reduce their students' anxiety in the classroom.

That is to say the major sources of this study are teachers and learners collectively. Our hypothesis that we planned and expressed is going to be examined through teachers' and students' viewpoints that are considered as being particularly important and central as well. For this purpose, we decided to focus on a questionnaire since it is proper and suitable for both teachers and students of first year level at the department of English, Adrar University.

Overall, the questionnaire that is designed for students tries to find out the negative role that is played by anxiety on the academic achievement of students. Then, students' attitudes to deal with the anxiety that they are encountering are included as well. On the other hand, the questionnaire that is devoted to teachers is all about observation and attitudes that are done by teachers towards decreasing students' anxiety in the classroom and increasing students' academic achievement.

1. The Teachers' Questionnaire

1.1. The Sample

The number of teachers to whom the questionnaire is addressed on the way to answer back was thirteen (13) teachers at the department of English, Adrar University. Because of their limited number, all teachers were selected as a sample of the total number of population (15). Teachers who were absent at that day are not included. Thus, only eleven (11) teachers gave back the questionnaire.

1.2. Description of the questionnaire

The study encompassed a questionnaire that is planned for teachers. This questionnaire is made of nine multiple choice questions which are organized logically. In addition, the questionnaire is composed of eight closed-ended questions and two open-ended questions together. The former are the ones that are answered by teachers through picking up from the given answers. While, the latter are the questions that are required

from teachers to answer them through choosing from the given options and teachers explanations or further opinions are included as well. Moreover, all questions are aimed to look at teachers' attitudes and opinions about dealing with their students' classroom anxiety.

1.3. Analysis of the results

Question One: What do you think of the nature of teacher-student relationship that exists in the classroom?

Option	N	%
Good	07	64
Bad	00	00
Neutral	04	36

Table 01: Teacher- Student Relationship
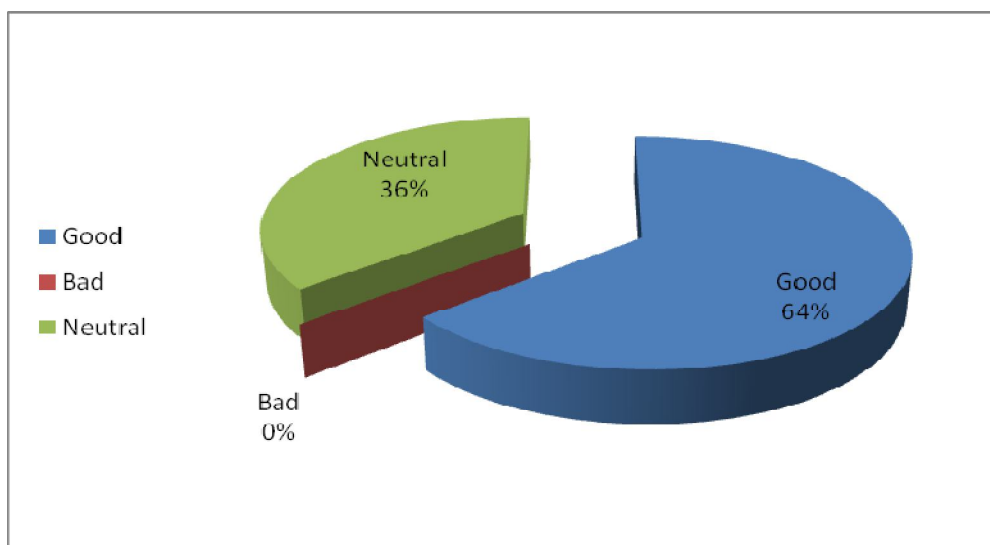
Figure 01: Teacher- Student Relationship

The result shows an emphasis on the fact that (64%) of the teachers declare that the relationship that exists between the teachers and their students is a good one. Due to the fact of being a good ones, students are going to possess such a value of talking freely and spontaneously in the classroom (i.e. oral involvement), overcoming their anxiety easily as well as improving their self-confidence. In addition, because of the positive relationship, all these former attitudes that are done by students are going to be helpful and encouraging

for their motivation as a whole. Moreover, (36%) of the teachers state that the teacher-student relationship that exists inside the classroom is neutral, which means that it is neither good nor bad.

Question Two: Do you talk with your learners about their learning difficulties?

Option	N	%
Yes	04	36
Sometimes	05	46
Rarely	02	18
Never	00	00

Table 02: Discussing Students' Learning Difficulties
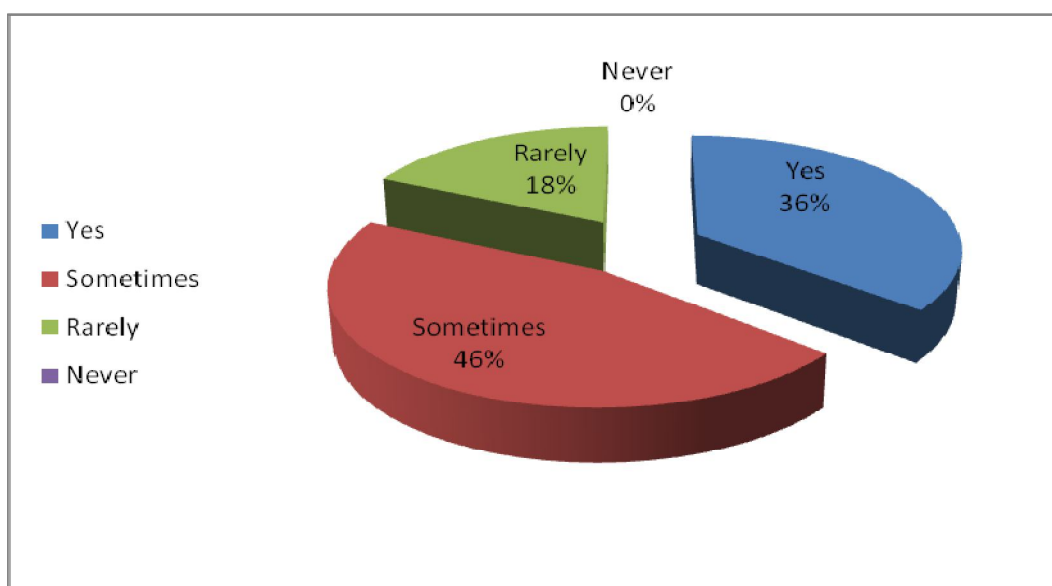
Figure 02: Discussing Students' Learning Difficulties

The results in the table above show that (46%) of teachers, on one hand, say that they sometimes give the chance to their students to speak about their learning difficulties or problems. Teachers affirm that there are two main factors which are going hand in hand with what they are just declared, either there is no enough time for this process or students are not paying attention or not attracted to their learning problems at all. Conversely, (36%) of the participants declare that the fact of discussing the difficulties that face students in their learning process is regarded as being so important in enhancing students' motivation as well as their academic achievement. Then, only (18%) said rarely.

Question Three: Do you think that the correction of your students' oral mistakes makes them feel anxious? If yes, please say why?

Option	N	%
Yes	07	64
No	04	36

Table 03: Teachers Opinion about Students' Anxiety while Correcting their Oral Mistakes
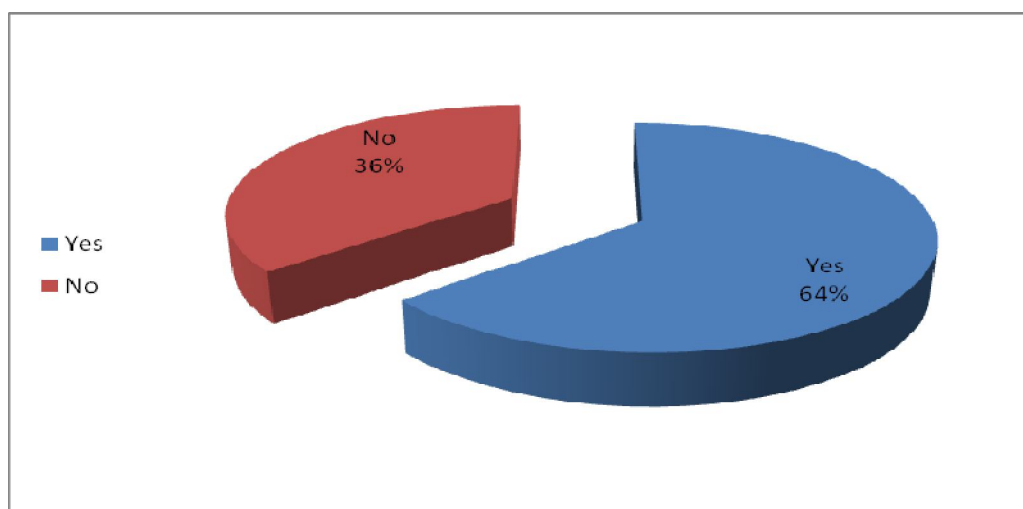
Figure 03: Teachers Opinion about Students' Anxiety while Correcting their Oral Mistakes

The results in the table above reveal that (64%) of teachers in this questionnaire express that teachers' correction of oral mistakes that are done by their students is going to affect students' attitude and create a kind of anxiety which in turn has an effect on their attitudes and contribution within the classroom. Due to the fact of teachers' correction of their students' oral mistakes, teachers also confirm that students who have such a feeling of being anxious are the ones who encounter a psychological state that possibly feel embarrassed or humiliated when they are corrected openly. In addition, students are going to be anxious when they are corrected in front of their classmates, and also the way by which they are corrected is unexpected, it affects them negatively. Moreover, the fact of being anxious causes and directs students too much focus on the way they phrase their sentences and it makes them feel as incompetent learners.   However, (36%) of the participants declare that the correction of their students' oral mistakes has no effect on their attitude and it is considered as being a normal fact.   From both opinions, we figure out that

anxious students are not able to communicate and correct their oral mistakes especially when they are in front or in the presence of their teacher and colleagues.

Question Four: Do you think that the use of materials(i.e. equipments) by the teacher may help reduce the students' anxiety?

Option	N	%
Yes	08	73
Sometimes	03	27
Rarely	00	00
Never	00	00

Table 04: The Use of Materials towards Reducing Students' Anxiety
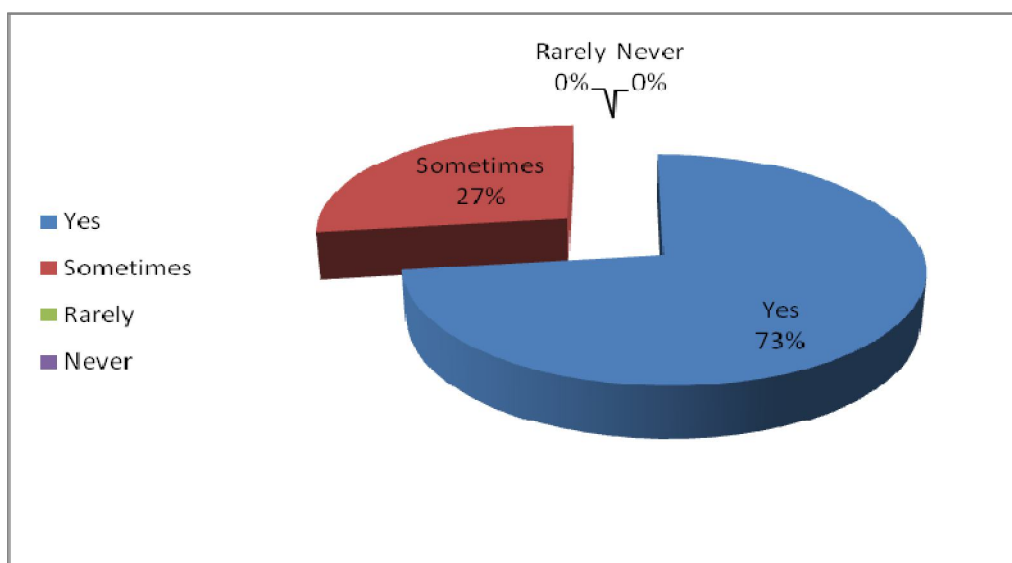
Figure 04: The Use of Materials towards Reducing Students' Anxiety

The results in the table above illustrate that (73%) of teachers state that students' anxiety might be decreased due to the use of reliable materials or equipments. Teachers' use of these materials will help learners learn effectively because it makes students use the language efficiently and fosters the need of both listening and speaking, since they are essential in the learning process. Besides, the use of materials is supportive in creating an awareness in the foreign language and increasing students' motivation. However, (27%) of the participants declare that the use of materials is sometimes useful and helpful to promote learners' motivation.

Question Five: Do you think that developing the speaking skill is necessary to enhance learners' academic achievement?

Option	N	%
Yes	09	82
No	02	18

Table 05: Developing of Speaking Skill and Students' Academic Achievement
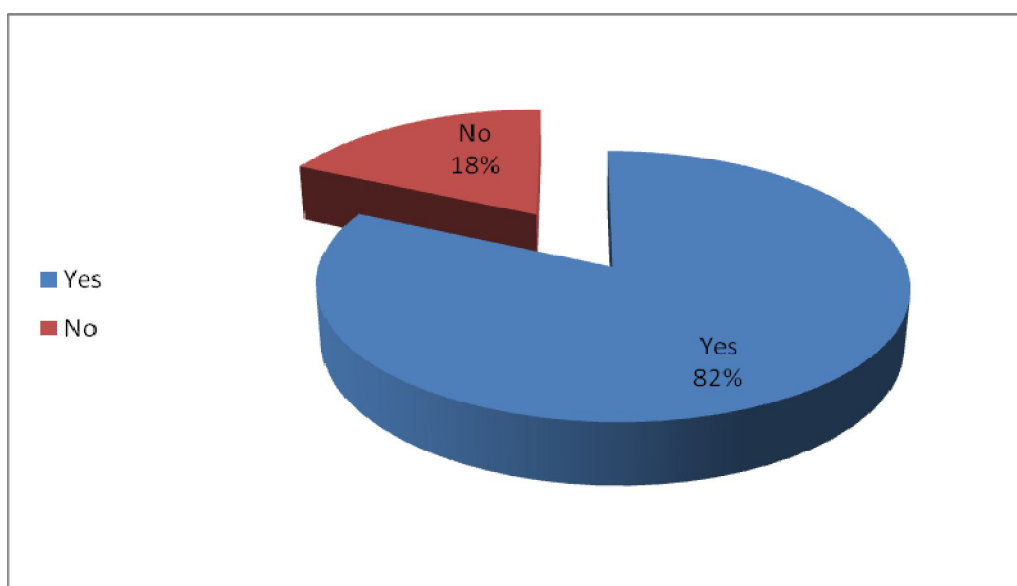
Figure 05: Developing of Speaking Skill and Students' Academic Achievement

The results in the table above indicate that (82%) of teachers assert that developing the speaking skill is most needed and necessary to increase students' academic achievement. Then, learners' need to develop such a skill is due to its significance and importance in enhancing their language learning. In addition, competent learners are the ones who are able to communicate or interact easily when using the target language, and they are going to get rid of anxiety and express their personal opinions without any kind of difficulty because of their communication competence. In contrast, (18%) of the participants state that developing the speaking skill is not the only skill that has to be developed, but the other skills are needed and essential as well.

Question Six: According to you, does anxiety facilitate or hinder learning?

Option	N	%
Facilitate	00	00
Not sure	04	36
Hinder	07	64

Table 06: Anxiety and Learning
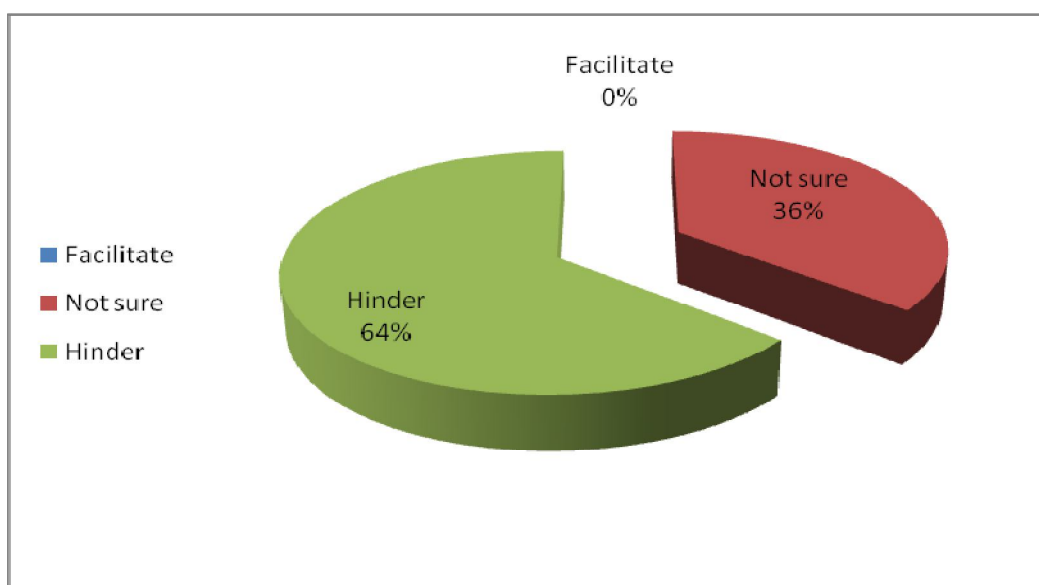
Figure 06: Anxiety and Learning

It is clearly evident that (64%) of teachers agree that anxiety hinders learning in general and decreases learners' academic achievement in particular. Also, teacher agree that anxiety interferes with learning and its impact on learning is evident and apparent. Since anxiety affect learning negatively, it is obvious that it is recognized as being a barrier to learning. In a matter of fact, anxious learners need to overcome their anxiety in order to be able to learn a foreign language proficiently. While, (36%) of the participants declare that they are not aware whether anxiety facilitates or hinders learning.

Question Seven: Do you think that learners' preferences influence their motivation?

Option	N	%
Yes	06	55
Sometimes	03	27
Rarely	02	18
Never	00	00

Table 07: Students' Motivation in relation to their Preferences
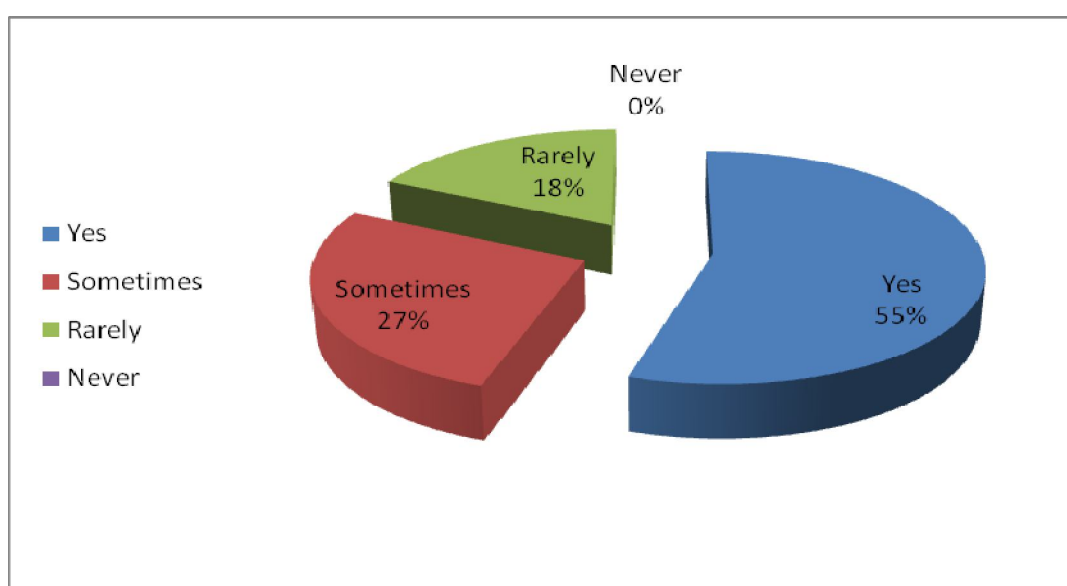
Figure 07: Students' Motivation in relation to their Preferences

The results in the above table highlight that (55%) of teachers which is more than the half of the whole population agree that learners' preferences or the ways learners want to learn in the classroom have an impact on learners' learning in general and learners' motivation in specific. Due to these preferences, learners are going to be unenthusiastic or uninterested in what is going within the classroom, and they tend to be less proficient or contributed in learning activities, which in turn will influence their competence to perform properly as well. Moreover, (27%) of the participants declare that learners' preferences sometimes have an effect on learners' motivation, and only (18%) said rarely. Likewise, it is evident that learners are not focused on the ways that are used by the teacher for the purpose of explaining the course, but they are willing to organize their own strategy or plan

in order to get involved in the course and formulate the learning process to be more uncomplicated and comfortable too.

Question Eight: Do you think that anxiety helps learners do better in their exams?

Option	N	%
Agree	00	00
Not sure	03	27
Disagree	08	73

Table 08: Anxiety and Learners' Efficient Accomplishment in their Exams
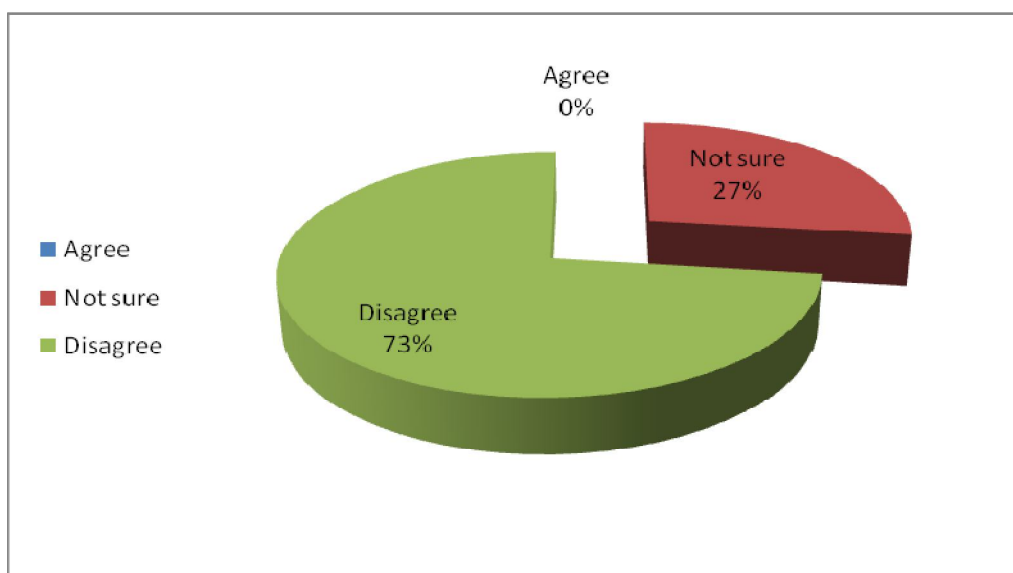
Figure 08: Anxiety and Learners' Efficient Accomplishment in their Exams

As it was expected and as the results in the table above demonstrate, (64%) of the participants insist that anxiety has never been in a positive relationship with learners' efficient accomplishment during their exams. This means that anxiety is regarded as being an obstruction that obstructs learners' performance and creates a kind of failure or lack of ability that prevents and discourage learners' to be improved or enhanced in their learning in general . Besides, (27%) of teachers state that even if anxiety is regarded as being a hindrance to academic achievement of learners through exams in one perspective, it might also be regarded as being helpful and beneficial from another standpoint .

Question Nine: Do you make your students work in groups, in pairs, or individually?

Option	N	%
In groups	08	73
In pairs	03	27
Individually	00	00

Table 09: Teachers' Way of Making Students Work
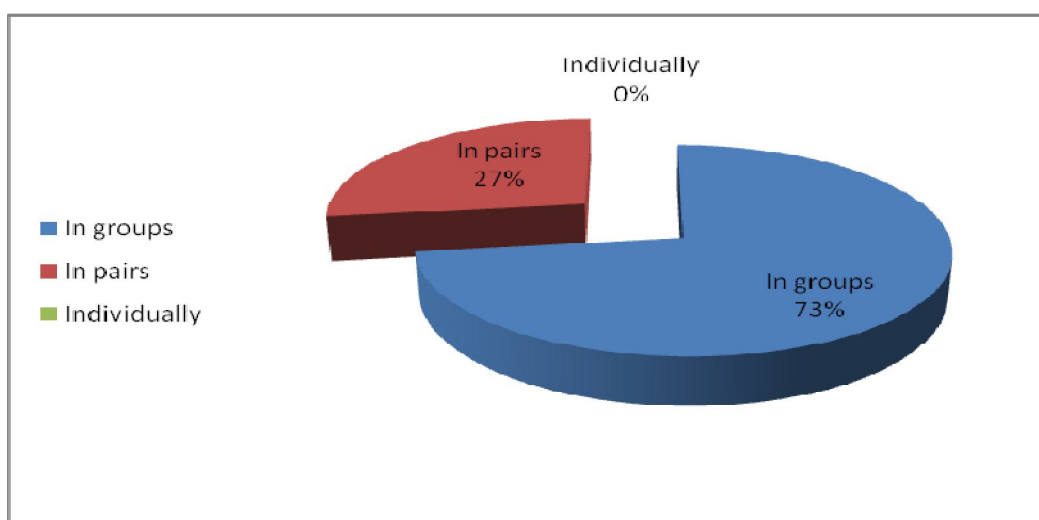
Figure 09: Teachers' Way of Making Students Work

The results obtained from the table above inform us that (73%) of the participants contributed in this questionnaire declare that they prefer to make their learners work in groups with the purpose of decreasing the level of anxiety the students confront within the classroom, and because of the large number of students as well. Whereas, (27%) of the respondents state that the fact of making their learners work in pairs is beneficial for learners and much better than working in groups. Because when they are working or functioning in pairs, they are going to share responsibilities and exchange their personal knowledge rather than in groups, learners who are good would have an advantage in the group while those learners who are not as good as the previous ones would feel uninterested in what is going on, simply because they are not considered as being a part of the group at all and they are left behind.

Question Ten: Does a comfortable atmosphere in the classroom helps decreasing anxiety among students?

In this final question, we focus more on the answers that are given by teachers concerning the idea of creating and establishing a relaxed atmosphere in the classroom. In other words, this question is the key factor or the most important one because it is all about the suitable way or manner that is basically used by the teacher so as to establish a relaxed atmosphere in the classroom which, in turn, will help to decrease anxiety in the classroom. Also, teachers are looking at the fact of creating a comfortable atmosphere as being an essential aim which is highly achieved by teachers in numerous ways. Initially, a number of teachers state that teachers should be smiling, helpful, always bringing new materials to the classroom in order to push or to drive learners to talk about their problems freely in the classroom and try to solve them all together from one side, and help learners to acquire knowledge from another side. Also, teachers should enhance the learning ability of learners and make them want to learn more through establishing a good relationship with learners. In addition, teachers' role in creating a relaxed environment in the classroom is going to take place due to the fact of using humor, involving all students in what is going on in classroom, and treating all students the same way. Moreover, other teachers suggest that mutual respect between the teacher and students and between the students themselves is needed in order to strengthen and consolidate the relationship, and teacher's attitude and way of correcting their students mistakes in a polite and well-mannered way is important and essential as well in establishing a comfortable atmosphere in the classroom. Taken all these previously stated ways, we achieve a point that creation of a relaxed atmosphere is most required due to the fact of being an important affective factor in learning. Not only does it encourage creative use of English and meaningful learning, but it also contributes to eliminating anxiety, creating motivation in learners, making learning enjoyable or amusing, and helping students feel at ease.

2. The Students' Questionnaire

Introduction

Because of the fact that anxiety has a crucial role in the learning process, this research is mainly planned to provide learners with the chance to express their own viewpoint about the impact of anxiety on their achievement for example, learners' involvement or engagement in classroom and their way of behaving or thinking towards exams. In other words, students' questionnaire is devoted to examine and have a look at the effect of anxiety on the achievement of first year LMD students in the department of English at the University of Adrar.

2.1. The sample

The number of students to whom we directed the questionnaire on the way to answer back was sixty (60) students and they were selected at a random way among the total number of the first (1st) year students' population (172) at the department of English, Adrar University. Yet, only fifty (50) students gave us back the questionnaire.

At the same time as choosing the sample, then due to the fact that students got their baccalaureate in recent times and transformed the atmosphere from the secondary school to university, the fact of looking at first (1st) year LMD students as being new students is taken into consideration. Therefore, they may encounter much anxiety during exams and classroom participation. Because those students are supposed to be future English teachers, it is really beneficial to diminish students' anxiety from the beginning, so that they can do their best.

2.2. Description of the questionnaire

This current study is based on a questionnaire that is intended for learners. This questionnaire contains ten multiple choice questions which are organized in a rational way. In addition, the questionnaire is composed of nine closed-ended questions and one open-ended question together. The former are the ones that are answered by students through picking out from the given answers. While, the latter are the questions that are required from students to answer them through choosing from the given options and students' explanation is included as well. Moreover, all questions are aimed to look at the attitudes of first (1st) year LMD students in relation to their exams and to examine also the way perform in a classroom discussion.

2.3. Analysis of the results

Question One: At the beginning of an exam, I feel anxious, as soon as it starts, my anxiety starts to decrease.

Option	N	%
Always decreases	10	20
Usually	17	34
Sometimes	20	40
Never	03	06

Table 10: Students' Feeling of Anxiety while Passing an Exam
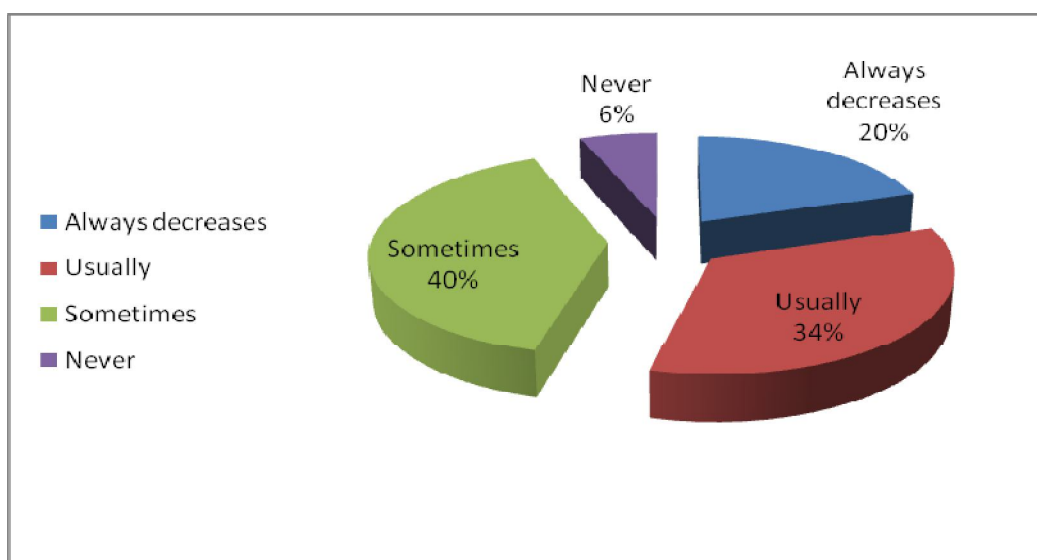
Figure 10: Students' Feeling of Anxiety while Passing an Exam

As the results in the above table illustrate that (40%) of the whole population affirm that they sometimes feel anxious at the beginning of an exam, but when it starts, they are going to forget about their anxiety which in turn will be decreased. Then, (34%) of the participants assert that they usually experience anxiety before an exam, but they overcome it when they start answering questions of an exam. Moreover, (20%) of participants declare that learners' feeling of anxiety that occurs before an exam always diminishes as soon as the exam starts, and finally only (06%) of learners state that they have never been encountered with the fact of being anxious while taking an exam.

Question Two: I become less efficient when the exam is difficult.

Option	N	%
Always	15	30
Sometimes	30	60
Never	05	10

Table 11: Students' Less efficiency when the Exam is difficult
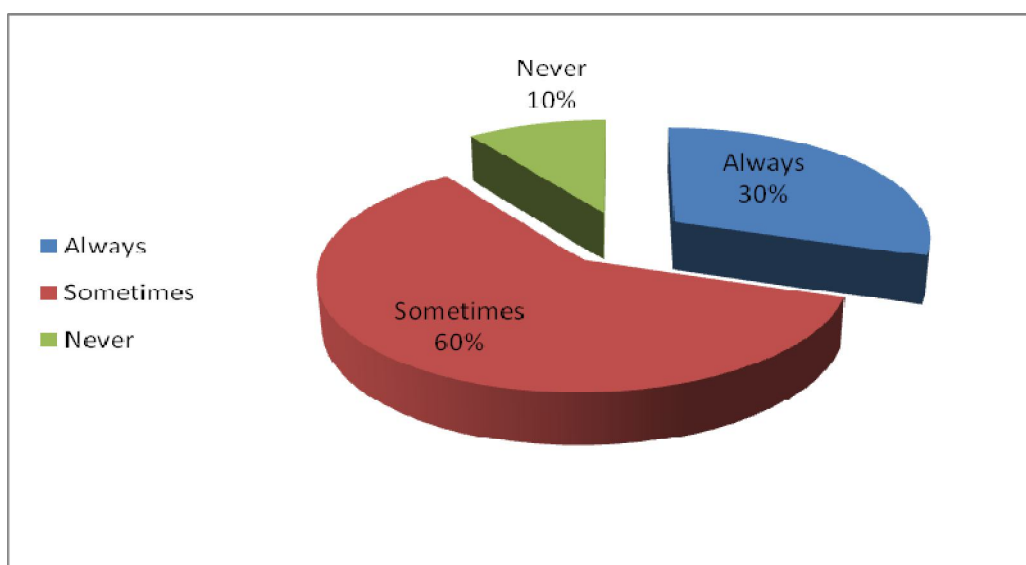
Figure 11: Students' Less efficiency when the Exam is difficult

It is obvious form the table above that (60%) of the whole population say that the fact of being less efficient and the difficulty of an exam are sometimes going hand in hand. It means that when the exam is difficult, learners sometimes are unable to perform efficiently, and (30%) of the participants declare that learners are always struggling with the fact of being less proficient because of the complexity and difficulty of an exam. Similarly, when the exam is hard, it is undoubtedly prevents learners' performance. Whereas, only (10%) of learners state that the difficulty of an exam has never been in relation with their proficiency. In other words, when the exam is not easy, learners are going to perform competently rather than being less competent or incompetently.

Question Three: The fact of being nervous during an exam hinders me from performing efficiently. If yes, please say why?

Option	N	%
Yes	25	50
Sometimes	21	42
Rarely	02	04
Never	02	04

Table 12: Students' Nervousness during an Exam towards Students' Under-performance
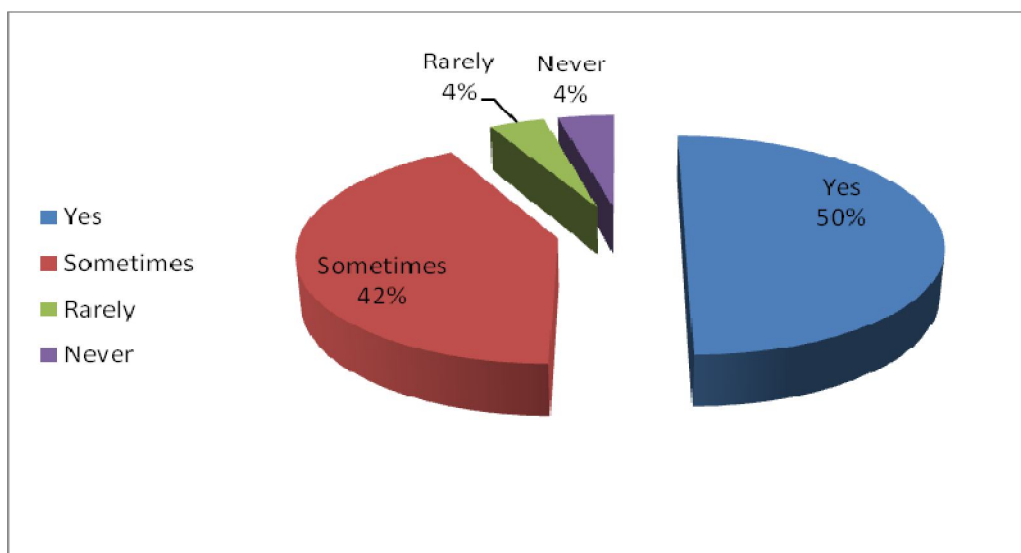
Figure 12: Students' Nervousness during an Exam towards Students' Under-performance

The results in the table above demonstrate that (50%) of the participants, precisely the half, emphasize that is clearly evident that learners' anxiety during exams will certainly affect their performance and competency, because it prevents them from thinking properly and makes them lose focus. In addition, learners are going to lose concentration and forget about all what is needed due to the fact of being nervous or anxious. Besides, (42%) assert that anxiety during exams sometimes has an effect on learners' proficiency and ability to accomplish well in their exams. While, (4%) declare that it is rarely when learners' anxiety throughout exams has an impact on their accomplishment. Ultimately, only (4%) of

learners state that the fact of being nervous in exams has no influence on learners' achievement and awareness to perform effectively in exams.

Question Four: Feeling anxious while passing an exam or test helps me perform better.

Option	N	%
Always	05	10
Sometimes	08	16
Rarely	22	44
Never	15	30

Table 13: Students' anxiety while taking an Exam toward Students' performance
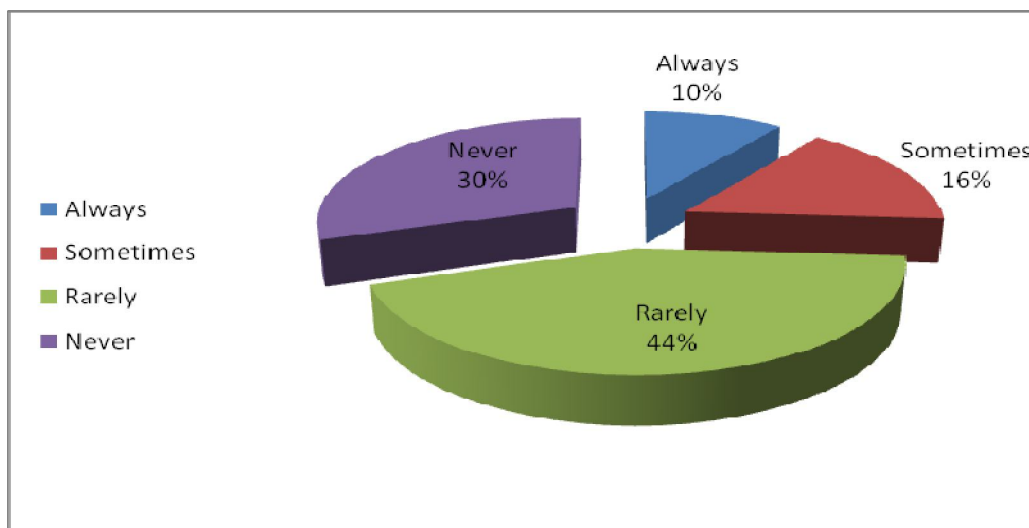
Figure 13: Students' anxiety while taking an Exam toward Students' performance

From the results obtained in the table above, (44%) of the participants who participate in this questionnaire come to an agreement that learners' feelings of anxiety while passing an exam is rarely useful in achieving beneficial outcomes. Whereas, (30%) confirm that when learners are anxious at the same time as taking an exam, positive results are unhelpful to be reached. Moreover, (16%) explain that it is sometimes valuable to say that learners' anxiety while passing an exam is helpful to arrive at a dynamic effects. Furthermore, (10%) of learners declare that it is always beneficial that learners' feeling of anxiety just as taking an exam is supportive for learners in order to be helped and motivated to accomplish well in exams. Taken as a whole, anxiety as it is described by

almost all students as being a frightening condition, rather than being a hopeful one that helps them perform better.

Question Five: Does it happen to you the case of making mistakes in easy questions and writing answers in the wrong places?

Option	N	%
Always	22	44
Sometimes	18	36
Rarely	10	20
Never	00	00

Table 14: Students' Opinion of Making Mistakes in Easy Questions and Writing Answers in the Wrong Places
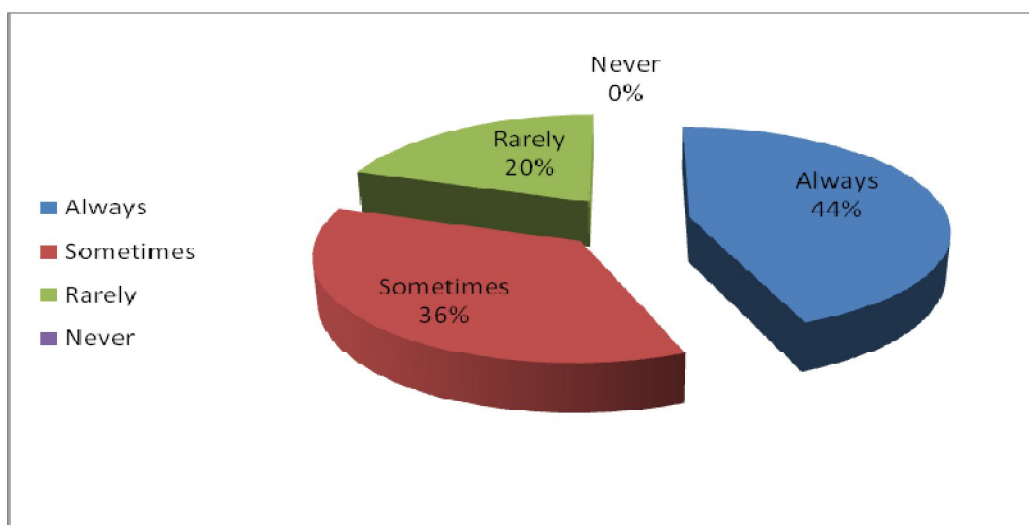
Figure 14: Students' Opinion of Making Mistakes in Easy Questions and Writing Answers in the Wrong Places

As it was expected and predictable, (44%) of the total population proclaim that they are always facing such a situation of making mistakes in questions that are easy and writing answers in the wrong places, rather than in the right places. Those learners who are encountering such a condition are recognized as being struggling with the construct of anxiety. Whereas, (36%) of the participants declare that they are sometimes challenging the state of making mistakes in easy questions and writing answers in the wrong places,

and finally only (20%) state that they rarely confront such a case of writing answers in the wrong places and making mistakes in easy questions.

Question Six: Do you feel anxious when you give an oral presentation in front of the whole class?

Option	N	%
Always	20	40
Often	10	20
Sometimes	15	30
Never	05	10

Table 15: Students' Anxiety while Giving an Oral Presentation
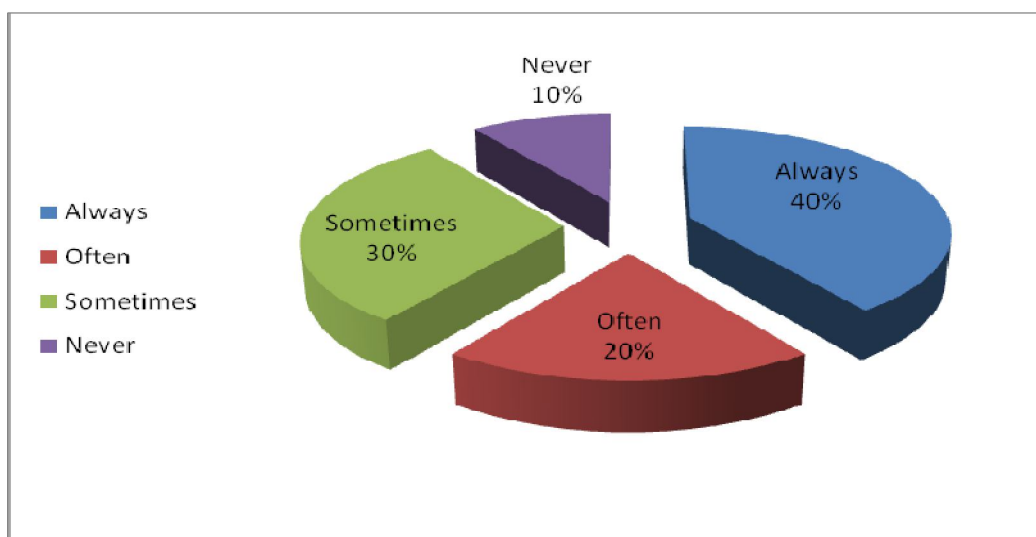
Figure 15: Students' Anxiety while Giving an Oral Presentation

As the results in the table above reveal that (40%) of learners think about the oral presentation as being an obstruction that encounters them in their study and they are always anxious when they are asked to do so in front of the whole classroom. Then, (30%) of the participants sometimes experience such a kind of being anxious when they are called for an oral presentation in the presence of all their classmates and the teacher as well. Furthermore, (20%) said that they often feel anxious while presenting an oral presentation watched by the teacher and the students all together. At last, only (10%) declare that they

have never been anxious while giving an oral presentation in the company of the teacher and the students jointly.

Question Seven: Do you mind if other students correct your written work?

Option	N	%
Always	20	40
Sometimes	14	28
Rarely	10	20
Never	06	12

Table 16: Students' Attitudes towards Other Students Correction of their Written Work
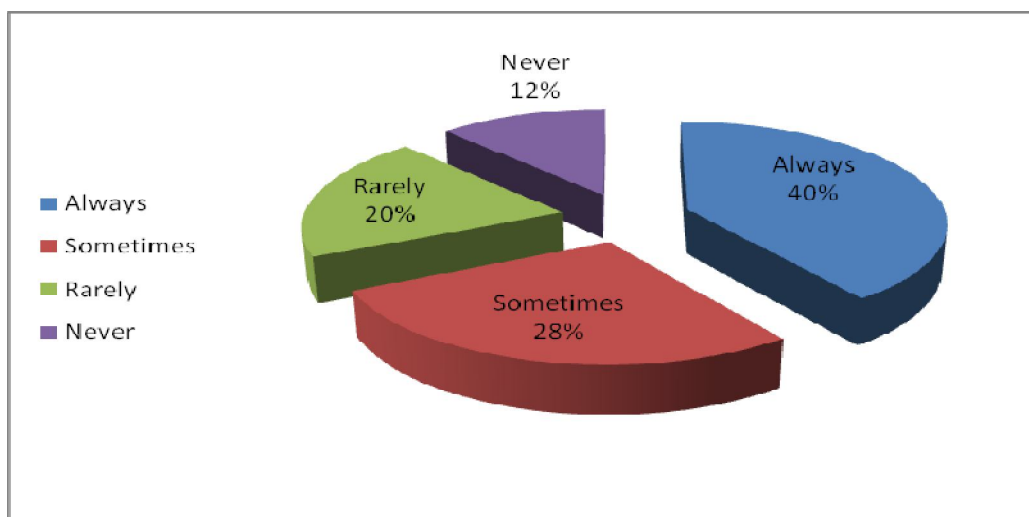
Figure 16: Students' Attitudes towards Other Students Correction of their Written Work

As the results in the above table express that (40%) of the learners who contribute in this questionnaire emphasize that they are always anxious when their colleagues correct their written work. Learners' feeling of anxiety occurs because of the challenge that takes place within the classroom and the principle that learners possess concerning their own abilities. Moreover, (28%) of the participants sometimes come into contact with such a feeling of anxiety at the same time as they are asked by their classmates to correct their written work. Furthermore, (20%) of the learners state that they rarely look as if they are anxious when their written work is corrected by their classmates, and finally only (12%) of

the whole population declare that they never feel anxious about or take into account their colleagues' correction of their written work.

Question Eight: Do you mind if the teacher asks you to correct your oral mistakes?

Option	N	%
Always	05	10
Sometimes	13	26
Rarely	07	14
Never	25	50

Table 17: Students' Impression towards the Teacher correction of their Oral Mistakes
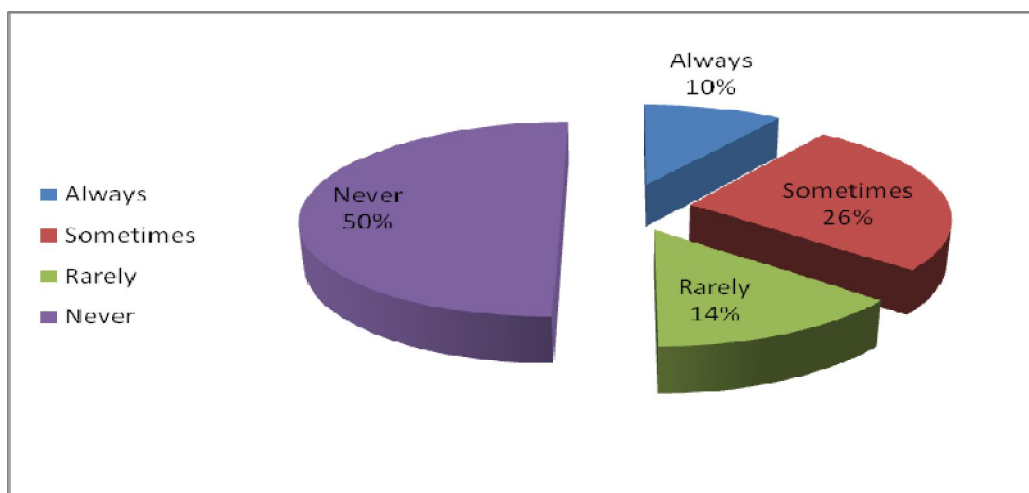
Figure 17: **Students' Impression towards the Teacher Correction of their Oral Mistakes**

Form the results taken from the table above, we observe that (50%) of the entire population never feel anxious when they are asked by their teachers to correct their oral mistakes, since teachers are regarded as being facilitators and controllers as well. Similarly, teachers' correction of their learners' oral mistakes is needed and required because of its beneficial outcome on learners to be well-motivated and well-directed. Besides, (26%) of the participants sometimes encounter such a condition of being anxious due to teachers' correction of their oral mistakes. Whereas, (14%) of the learners rarely feel worried when their teachers ask them to correct their oral mistakes, and finally only

(10%) of the learners declare that they always experience such a situation of being nervous when their teachers asked them to correct the oral mistakes they have done.

Question Nine: Do you feel anxious when you have to answer the teacher's questions in the classroom?

Option	N	%
Always	18	36
Sometimes	13	26
Rarely	11	22
Never	08	16

Table 18: Students' Feeling of Anxiety while Answering the Teacher's Question
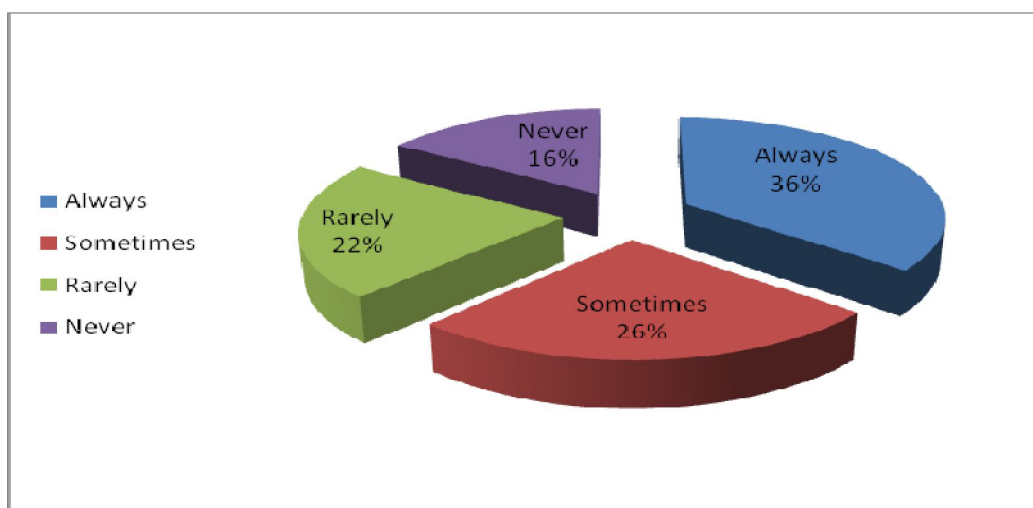
Figure 18: Students' Feeling of Anxiety while Answering the Teacher's Question

The results in the table above show that (36%) of the learners emphasize that they are always anxious when they are obliged to answer their teacher's question in the classroom, which means that learners are not interested in the course at all, especially the fact of enhancing their communication competence and they reject the idea of being involved in the classroom discussion. Moreover, (26%) of the contributors claim that they sometimes feel anxious due to the fact of answering the questions that are asked by their teacher. While, (22%) of the participants assert that they rarely encounter such a kind of being worry when they are required to answer their teacher's question. Lastly, only (16%)

of the learners who state that they never confront the construct of anxiety while answering a question given by the teacher.

Question Ten: Does it matter if your colleagues master the English Language better than you?

Option	N	%
Always	13	26
Sometimes	22	44
Rarely	10	20
Never	05	10

Table 19: Students' Opinion of their Colleagues Mastery of English Language
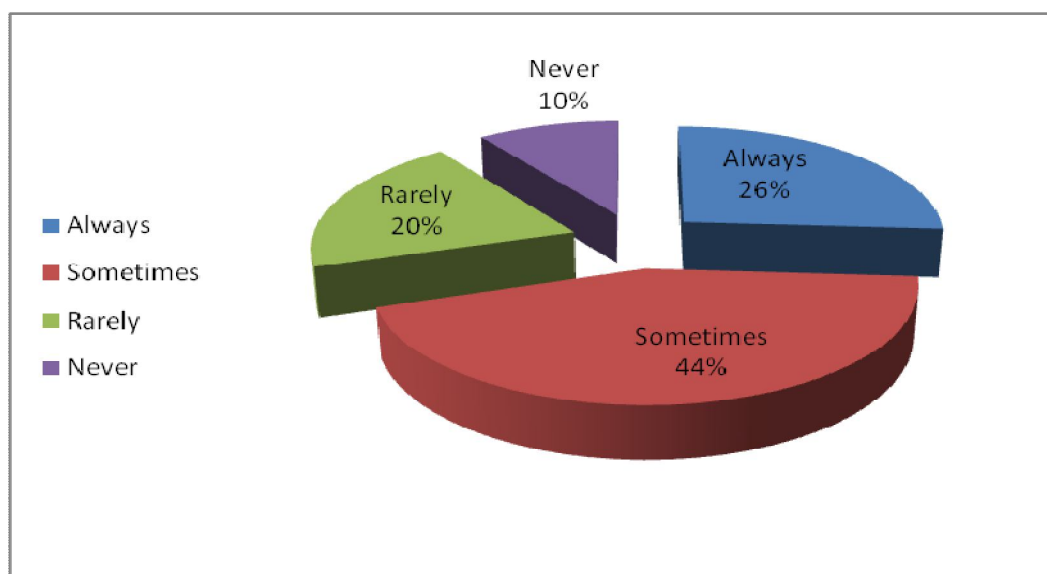
Figure 19: **Students' Opinion of their Colleagues Mastery of English Language**

As the results in the table above indicate that (44%) of the learners who are included in the questionnaire affirm that sometimes they pay attention to their colleagues' mastery of the English language. In other words, learners sometimes are worried when their classmates are speaking the language properly and completely distinct from the way they use it. Besides, (26%) of the participants assert that their colleagues' efficient use of the language is always bothered them and it is regarded as being a disturbed feature that affect their language use. Then, (20%) of the contributors declare that they rarely face such a state of being anxious because of their colleagues' mastery of the English language,

and finally only (10%) of the respondents state that they have never taken into consideration their colleagues' way of using the language and even the fact of whether they use it effectively or not has no importance as well.

Discussion and Recommendations

Through the analysis of the questionnaire done with teacher' at the English department, we achieved the point that anxiety is considered as a daily phenomenon that takes place in foreign language classes. It affects learners' performance and their involvement in foreign language learning even if they are good learners. Also, anxiety definitely has an influence on students' foreign language learning and above all affects speaking competence which is, in fact, one of the main aspects of foreign language learning. When students are required to express their ideas and have a discussion in front of their classmates, anxiety in this case is easily identified and clearly recognized.

The analysis of the teachers' answers also demonstrated that all teachers should play many roles to guide and encourage their learners. Since teachers' role is regarded as being crucial and essential too, it is also beneficial and helpful to make learners feel relaxed and less inhibited. In addition, the majority of learners will raise their potential engagement in classroom with less feeling fearful or anxious due to the fact of the well-established and close interpersonal relationships, humanizing the pedagogical settings and rapport with learners. Similarly, anxiety can be decreased through a collective work between teachers and students all together even if it has a great effect on students' learning and academic performance. Besides, anxiety can be reduced and achievement can be enhanced because of the efforts done by teachers and students. Furthermore, a relaxed atmosphere is also regarded as being a necessary strategy that is resulted from the positive relationship created between teachers and students in one. Then, the safe atmosphere enables or allows teachers to do their best and supports or helps learners to promote and to encourage their foreign language learning. Ultimately, since the English language learning is considered as being a demanding and challenging task, learners who are looking at the fact of increasing their English proficiency and decreasing their anxiety ; they have to practice the language properly in order to be interested in.

The analysis of the questionnaire designed for first year LMD students at the English department has a specific aim which is examining and observing the impact that anxiety plays on the academic achievement of students. According to the results we have

reached in students' questionnaire, they are all related and have a link with the hypothesis we have proposed or planned. Our hypothesis, in fact, covers and encompasses the relationship that exists between anxiety and academic achievement. In specific, it tries to find or figure out that both anxiety and academic achievement are negatively correlated and also the latter-academic achievement- is going to be well-directed and highly evaluated when the level of anxiety is specified.

We have also noticed through the students' answers that the majority of students are regularly encountering the fact of being anxious in two main aspects, which are the case of making mistakes when they are asked to give an oral presentation and the fact of passing an exam or being evaluated in a negative way by their teacher or by their classmates. As a matter of fact, students should not be afraid of making mistakes since mistakes are part of the learning whether learning the foreign languages or other types of learning. Due to these main factors, we can say that anxiety and academic success of learners are negatively correlates. Because of the negative relationship, learners should work hard in order to overcome their anxiety and it is the only way appropriate for improving their learning and academic performance, since they are regarded as being important entities and they cannot be easily accessed.

The analysis of the students' answers revealed that the basic abilities of students (i.e. concentration and memory) are going to be affected and impacted through the increase in the level of anxiety. That is to say, anxiety has an effect on the learning situation of learners in general and their academic achievement in particular; it is mainly regarded as being a hindrance to learners' academic achievement. In other words, Anxiety tends to play a major role in the learners' foreign language achievement. The existence of anxiety in their learning tends to make foreign language learning difficult for them even if the students recognize it as an easy task.

General Conclusion

General Conclusion

The current study reveals the fact that anxiety is considered by both teachers and learners as the major affective factor affecting students' learning even if other factors that tend to influence students' learning are present. That is to say, particularly, the student of a foreign language is going to face both the debilitating effects of anxiety as well as its facilitating effects. Then, the role played by the former factor is regarded as being an essential fact that has to be decreased by the majority of students due to the fact that the former factor stands as the first element that hinders the learning process as well as it is the only factor to be held as being responsible of the failure. While, the latter is regarded as being helpful and useful for all students, since it minimizes the existence of the debilitating sources of anxiety and increase the students' engagement in the learning process, therefore, it is the only reason that stands behind the success of the students and it is most needed and required. So, the fact of being aware of the debilitating and facilitating effects of anxiety on the learning process and the students' academic achievement alike is seen as the main factor of our choice of the whole title and it has been given too much attention by a number of researchers in the field second language acquisition (SLA). In other words, the existence of anxiety in foreign language classes has to be taken into account by both teachers and students because the students' success or failure is mainly based on the way deals with the occurrence of anxiety. Since the results obtained from the collected data illustrates that the main important provoking factors of anxiety for the students are communication anxiety, fear of negative evaluation, and test anxiety as well as the way teachers and students deal with anxiety and its debilitating effects is our concern. So, it is really beneficial for teachers and students to be aware of the existence of anxiety in the classroom; and thus a variety of techniques and suggested recommendations have been stated, discussed, and analyzed in the last part as an attempt to help learners reduce the level of anxiety and increase their engagement and involvement in the classroom activities which in turn enhances their academic achievement and helps students to be well-achieved in their learning process.

Appendix I

Appendix I

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Adrar

Department Of English

First Year LMD Students

Teachers' Questionnaire

Dear educators

This questionnaire is required for collecting information needed basically for the completion of a master dissertation. We focus mainly on the observation and attitudes that are done by teachers towards students' anxiety in classroom. So, you are kindly asked to answer the following questionnaire.

- **Please circle the number that is appropriate to the choice of your answer**.

1- What do you think of the nature of teacher-student relationship that exists in the classroom?

Good	Bad	Neutral
1	2	3

2- Do you talk with your learners about their learning difficulties?

Yes	Sometimes	Rarely	Never
1	2	3	4

3- Do you think that the correction of your students' oral mistakes makes them feel anxious?

Yes	No
1	2

If Yes, please say why? …………………………………………………………………...
………………………………………………………………………………………...…
……………………………………………………………………………………...……

4- Do you think that the use of materials by the teacher may help reduce the students' anxiety?

Yes	Sometimes	Rarely	Never
1	2	3	4

5- Do you think that developing the speaking skill is necessary to enhance learners' academic achievement?

Yes	No
1	2

6- According to you, does anxiety facilitate or hinder learning?

Facilitates	Not sure	Hinders
1	2	3

7- Do you think that learners' preferences influence learners' motivation?

Yes	Sometimes	Rarely	Never
1	2	3	4

8- Do you think that anxiety might drive learners to accomplish well in their exams?

Strongly agree	Slightly agree	Slightly disagree	Strongly disagree
1	2	3	4

9- Do you make your students work in groups, in pairs, or individually?

In groups	In pairs	Individually
1	2	3

10- In your opinion, how can you create a comfortable atmosphere in the class?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

Thank you for your collaboration

AppendixII

Appendix II

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Adrar University

Department Of English

First Year LMD Students

Student's Questionnaire

Dear Students

This questionnaire is required for collecting information needed basically for the completion of a master dissertation. Through this questionnaire, we would like to examine the impact and the negative role that anxiety plays on the academic achievement of students. Then, you are kindly asked to answer the following questionnaire in an objective way.

- **Please <u>circle</u> the number that is appropriate to your choice of the answer.**

1- At the beginning of an exam, I feel anxious, as soon as it starts, my anxiety starts to decrease.

Always decreases	Usually	Sometimes	Never
1	2	3	4

2- I become less efficient when the exam is difficult.

Always	Sometimes	Never
1	2	3

3- The fact of being nervous during an exam hinders me from performing efficiently.

Yes	Sometimes	Rarely	Never
1	2	3	4

If yes, please say why?**...**

66

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

4- Feeling anxious while passing an exam or test helps me to do better.

Always	Sometimes	Rarely	Never
1	2	3	4

5- Does it happen to you the case of making mistakes in easy questions and writing answers in the wrong places?

Always	Sometimes	Rarely	Never
1	2	3	4

6- Do you feel anxious when you give oral presentation in front of the whole class?

Always	Often	Sometimes	Never
1	2	3	4

7- Do you mind if other students correct your written work?

Always	Sometimes	Rarely	Never
1	2	3	4

8- Do you mind if the teacher asks you to correct your own mistakes?

Always	Sometimes	Rarely	Never
1	2	3	4

9- Do you feel anxious when you have to answer the teacher's questions in the classroom?

Always	Sometimes	Rarely	Never
1	2	3	4

10- Does it matter if your colleagues master the English Language better than you?

Always	Sometimes	Rarely	Never
1	2	3	4

Thank you for your assistance and support

Bibliography

Bibliography

- Alarabi, F. (2014). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*. DOI: 10.1080/17501229.2014.890203.

- Allen, M. (2014). Teacher immediacy and student learning: An examination of lecture/laboratory and self-contained course sections. Journal of the Scholarship of Teaching and Learning, Vol. 14, No. 2, pp. 29- 45. Doi: 10.14434/josotl.v14i2.4002

- Ali, R. (2015). The impact of extroversion and introversion personality types on EFL learners' writing ability. Theory and Practice in Language Studies, Vol. 5, No. 1, pp. 212-218, http://dx.doi.org/10.17507/tpls.0501.29.

- Alidoost, Y., Mehr, S. (2013). The effects of anxiety on Iranian EFL learners' performance on final achievement test in English classes of high schools. International Journal of Language Learning and Applied Linguistics World (IJLLALW), Volume 4 (3), pp. 284-292, available online www.ijllalw.org

- Askildson, L. (2005). Effects of humor in the language classroom: Humor as a pedagogical tool in theory and practice. Arizona Working Papers in SLAT, 12, pp. 45-61.

- Attri, A. (2013). Academic anxiety and achievement of high school students: A study on gender differences. International Journal of Behavioural Social and Movement Sciences, Vol. 02, Issue 01, pp. 27-33, available online www.ijobsms.in

- Awang, B. N., Mohamed, B. M., Soulaiman, B. R. (2013). Enhancing Arabic speaking skills among Malay students through group work activities. International Journal of Humanities and Social Science, Vol. 3 No. 21, pp. 212-219, available online http:// www.ijhssnet.com

- Baringer, K. D., McCroskey, C. J. (2000). Immediacy in the classroom: Student immediacy. Communication Education, Vol. 49, No. 2, pp. 178-186.

- Binder, E. (1999). Fear and anxiety. California State University, Northridge.

- Bozkaya, M. (2007). The relationship between teacher immediacy behaviours and learners' perceptions of social presence and satisfaction in open and distance education: The case of Anadolu University open education faculty. The Turkish Online Journal of Educational Technology, Volume 6, Issue 4, Article 7, pp. 72-78.

- Brown, H. D. (2007). Principles of language learning and teaching. Pearson Education. Inc

Bibliography

- Bucholz J. L., Sheffler, J. L. (2009). Creating a warm and inclusive classroom environment: Planning for all children to feel welcome. Electronic Journal for Inclusive Education Vol. 2, No. 4, pp. 01-13.

- Crosby, F. J. (1976). Theories of anxiety: A theoretical perspective. The American Journal of Psychoanalysis, Volume 36, Issue 3, pp. 237-248.

differences in second language acquisition. Lawrence Erlbauwen associates.

- Du, X. (2009). The affective filter in second language teaching. Journal of Asian Social Science Vol. 5, No. 8, pp. 162-166, available online www.ccsenet.org/journal.html

- Dudley, F. M. (1984). Behavioural theories and treatment of anxiety. Plenum Press, New York.

- Ebrahim, K. (2013). Exploring the role of anxiety and motivation in foreign language achievement: A Structural Equation Modeling Approach. Porta Linguarum 20, pp. 269-286.

- Eisazadeh, J. (2013). Effectiveness of teaching time management strategies on students' anxiety and Their Academic Performance. International Journal of Psychology and Behavioural Research, Vol., 2 (1), 51-58, available online at www.ijpbrjournal.com

- Eison, J. (2010). Using active learning instructional strategies to create excitement and enhance learning. University of South Florida.

- Elaheh, S. (2013). The effect of topic bias on the writing proficiency of extrovert/introvert EFL learners. Journal of English Language Teaching and Learning, No. 11, pp. 145-171.

- Ellis, A. E. (2006). Personality type and learning environments: Two case studies. Proceedings of the 23rd annual ascilite conference, pp. 227- 235. The University of Sydney, Australia.

- Emanuel, R. (2000). Ideas in psychoanalysis: Anxiety. Icon Books, United Kingdom.

- Encyclopedia Britannica Online Dictionary copyright © 2015 by Encyclopedia Britannica, Incorporated

- Farid, G. (2011). A case study of a foreign language learner with severe learning problem: The role of anxiety. Theory and Practice in Language Studies, Vol. 1, No. 11, pp. 1659-1663.

Bibliography

- Farsani, A. M., Ghayasi, M., Safdarian, Z. (2014). How reading strategy use and personality types are related? The Reading Matrix, Volume 14, Number 1, pp. 121-135.

- Ganschow, L., Sparks, R. (1996). Anxiety about foreign language learning among high school women. The Modern Language Journal, Vol. 80, No. 2, pp. 199-212. URL: http://www.jstor.org/stable/328636

- Garcia, L., Pekrun, R. (2014). International handbook of emotions in education. Routledge

- Gonca, S. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice? Turkish Online Journal of Qualitative Inquiry, Vol. 1(2), pp. 29-49.

- Gregersen, T., Horwitz, K. E. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. The Modern Language Journal, Vol. 86, No. 4, pp. 562-570. URL: http://www.jstor.org/stable/1192725

- Hagenauer, G. (2014). Teacher–student relationship at university: An important yet under-researched field. Oxford Review of Education, Vol. 40, No. 3, pp. 370-388, available online http://dx.doi.org/10.1080/03054985.2014.921613

- Hamzekhani, M. (2014). Comparing the performance of Iranian EFL advanced learners on English reading comprehension ability regarding their learning styles. International Journal of Foreign Language Teaching in the Islamic World, Vol. 2, No. 6, pp. 5-13, available online www.FLTJ.org

- Hativa, N. (2001). Teaching for effective learning in higher Education. Springer.

- Horwitz, K. E. (2001). Language anxiety and achievement. Annual Review of Applied Linguistics, Vol. 21, pp. 112-126.

- Horwitz, K. E., Cope, J. (1986).Foreign language classroom anxiety. The Modern Language Journal, Vol. 70, No. 2 , pp. 125-132, http://www.jstor.org/stable/327317.

- Idri, N. (2012). Foreign language anxiety among Algerian EFL students: The case of first year students of English at the University of Abderahmane Mira-Béjaia; LMD (Licence/Master/Doctorate). Universal Journal of Education and General Studies, Vol. 1(3) pp. 055-064, available online http://www.universalresearchjournals.org

- Jafar, B. (2014). Exploring the factors of classroom anxiety in the context of EFL Arab students. International Journal of Social Science and Humanities Research Vol. 2, Issue 2, pp.18-31, available online www.researchpublish.com

Bibliography

- Javed, M., Eng, S. L., Mohamed, A., Sam, R. (2013). Comparative study of the Pakistani and Indonesian student's anxiety towards the English language learning. Middle-East Journal of Scientific Research 18 (11), pp. 1563-1572. Doi: 10.5829/idosi.mejsr.2013.18.11.12456.

- Joy, L. J. (2013). The altitude of test anxiety among second language learners. Language Testing in Asia 2013, pp. 2-10, available online http://www.languagetestingasia.com.

- Khan, A. Z. (2011). The effects of anxiety on cognitive processing in English language learning. Journal of English Language Teaching, Vol. 3, No.2, pp.199-209, available online www.ccsenet.org/elt

- Kim, R. M., Han, J. S. (2014). Relationships between the Myers-Briggs type indicator personality profiling, academic performance and student satisfaction in nursing students. International Journal of Bio-Science and Bio-Technology Vol.6, No. 6, pp.1-12 http://dx.doi.org/10.14257/ijbsbt.2014.6.6.01

- Kleinknecht, R. (1991). Mastering anxiety: The nature and treatment of anxious conditions. Springer, New York.

- Lee, P. (2005). Students' personality type and attitudes toward classroom participation. Proceedings of the CATESOL State Conference, pp. 01-06. California State University, Los Angeles.

- Lewis, M., Jones, H., Barrett, F. (2008 3rd Ed). Handbooks of emotions. The Guilford Press, London.

- Liberante, L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW quality teaching model. Journal of Student Engagement: Education matters, 2 (1), pp. 2-9.

- Liu, H. (2012). Understanding EFL undergraduate anxiety in relation to motivation, autonomy, and language proficiency. Electronic Journal of Foreign Language Teaching, Vol. 9, No. 1, pp. 123–139, available online http://e-flt.nus.edu

- Liu, M. (2006). Anxiety in EFL classrooms: Causes and consequences. TESL Reporter 39,1, pp.13-32.

- Macintyre, D. P. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. The Modern Language Journal, 91, pp. 564–576.

Bibliography

- Mahmud, Z., Yaacob, M. (2007). The relationship of teacher's immediacy to student motivation and student learning: A literature analysis. Jurnal pendidikan 32, pp. 91-101.

- McCroskey, C. J. (1978). The communication apprehension perspective. Springer.

- Merriam-Webster Online Dictionary copyright © 2014 by Merriam-Webster, Incorporated

- Monica, M. L. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. Journal of Foreign Language Annals, Vol. 42, No. 1, pp. 94-111.

- Morris, R. (1973). Anxiety: Freud and theology. Journal of Religion and Health, Vol. 12, No. 2, pp.189-201, available online http://www.jstor.org/stable/27505173.

- Moyer, H. K. (2008). Debilitating and facilitating effects on identification. Journal of Undergraduate Psychological Research, Vol. 3, pp. 6-10.

- Nadeem, M. (2012). Impact of anxiety on the academic achievement of students having different mental abilities at University level in Bahawalpur (Southern Punjab) Pakistan. International Online Journal of Educational Sciences, Vol. 4 (3), pp. 519-528, available online http:// www.iojes.net

- Nagashi, L. T. (2007). Techniques for reducing foreign language anxiety: Results of successful intervention study, pp. 140-152. Akita University, Japan.

- Naylor, S., Martinez, K. (2011). Making group work. Faculty Fundamentals FLBCA & FAESS, pp. 01-122.

- Negari, M. G. (2012). Too nervous to write? The relationship between anxiety and EFL writing. Theory and Practice in Language Studies, Vol. 2, No. 12, pp. 2578-2586.

- Ni, H. (2012). The effects of affective factors in SLA and pedagogical implications. Theory and Practice in Language Studies, Vol. 2, No. 7, pp. 1508-1513.

- Oxford, L. R., Ehrman, E. M. (2003). A brief overview of individual differences in second language learning. System 31, pp. 313-330. Published by Elsevier Ltd. Available online http://www.elsevier.com/locate/system

- Parsons, J., Tylor, L. (2011). Student Engagement: What do we know and what should we do? University of Alberta.

- Pianta, R. (2012). Student–teacher relationships, pp. 49-60. University of Virginia.

Bibliography

- Prima, V., Abdul Wahab, N. M., Othman, A., Awang, M. (2010). The use of study anxiety intervention in reducing anxiety to improve academic performance among university students. International Journal of Psychological Studies Vol. 2, No. 1, pp. 89-95, available online www.ccsenet.org/ijps

- Purnawarman, P. (2011). Impacts of different types of teacher corrective feedback in reducing grammatical errors on EFL students' writing. Blacksburg

- Qashoa, H. S. (2013). EFL anxiety: Effects, sources and strategies for alleviating it. International Journal of Liberal Arts and Social Science, Vol. 1 No. 2, pp. 01-10, available online www.ijlass.org

- Richmond, P. V. (1986). Teacher nonverbal immediacy: Use and Outcomes. PP. 65-82. West Virginia University.

- Riasati, J. M. (2011). Language learning anxiety from EFL learners' perspective. Middle-East Journal of Scientific Research 7 (6), pp. 907-914. IDOSI Publications.

- Robertson, P. (2007). The Asian EFL journal quarterly. The Asian EFL Journal, Volume 9, Number 3, pp. 01-231, available online http://www.asian-efl-journal.com

- Salehi, M. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. Theory and Practice in Language Studies, Vol. 4, No. 5, pp. 931-940.

- Shabani, B. M. (2012). Levels and sources of language anxiety and fear of negative evaluation among Iranian EFL learners. Theory and Practice in Language Studies, Vol. 2, No. 11, pp. 2378-2383.

- Shakir, M. (2013). A comparative study of the academic achievement of Muslim and non Muslim senior secondary school students in relation to their academic achievement. Excellence International Journal of Education and Research (Multi-subject journal), Volume 1, Issue 4, pp. 443-455.

- Sharp, A. (2008). Personality and second language learning. Asian Social Science, Vol. 4, No. 11, pp. 17-25, available online www.ccsenet.org/journal.html

- Sila, A. (2010). Young adolescent students' foreign language anxiety in relation to language skills at different levels. The Journal of International Social Research, Volume 3 / 11, pp. 83-91.

- Singh, S. (2009). The role of anxiety in achievement. Journal of Exercise Science and Physiotherapy, Vol. 5, No. 2, pp. 122-125.

- Somia, A. (2010). The effects of anxiety on students' achievement: The case of third year LMD students. University of Constantine.

Bibliography

- Spielberger, D. C. (1972). Anxiety: Current trends in theory and research. Academic Press, New York and London.

- Stan, K. (2014). Effective teacher-student relationships. The Focus, Volume, 2, Edition 9, pp. 01-08.

- Stephen, G. (2007). Separated at birth: The interlinked origins of Darwin's unconscious selection concept and the application of sexual selection to race. Journal of the History of Biology, Vol. 40, pp. 231–258.

- Styron, A. R. (2014). Critical thinking and collaboration: A strategy to enhance student learning. Systemics, Cybernetics and Informatics, Vol. 12, No. 7, pp. 25-30.

- Suliman, A. H. F. (2014). The role of extrovert and introvert personality in second language acquisition. Proceedings of Socioint14- International Conference on Social Sciences and Humanities, pp. 227-234.

- Sultan, S. (2012). Students' perceived competence affecting level of anxiety in learning English as a foreign language. Pakistan Journal of Psychological Research, Vol. 27, No. 2, pp. 225-239.

- Swenddal, H. (2012). Teacher immediacy and its implications for TESOL. PP. 01-14. San Francisco State University.

- Tahriri, A., Divsar, H., Ashouri, F. (2015). The relationship between EFL learners' personality types and their cognitive learning styles. International Journal of Research Studies in Language Learning, Volume 4 Number 2, pp. 21-32. DOI: 10.5861/ijrsll.2014.843.

- Taqi, A. H. (2014). Effect of group work on EFL students' attitudes and learning in higher education. Journal of Education and Learning; Vol. 3, No. 2, pp. 52-65. URL: http://dx.doi.org/10.5539/jel.v3n2p52

- Tasnimi, M. (2009). Affective factors: Anxiety. Journal of Pan- Pacific Association of Applied Linguistics, 13(2), pp. 117-124.

- Tobias, S. (1973). Behavioural objectives, sequence, and anxiety in CAI. Instructional Science 3, pp. 231-242. Elsevier Scientific Publishing Company, Netherlands.

- Tsiplakides, I. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. International Language Studies, Vol.02, No. 04, pp. 39-44, available online www.ccsenet.org/journal.html

Bibliography

- Van Deth, R. (2013). Unconscious scenarios: Psychodynamic therapy. Springer Media.

- Weinberg, K. S. (1951). The meaning of anxiety by Rollo May (Reviewed). American Journal of Sociology, Vol. 56, No. 4 (Jan., 1951), pp. 381-383. The University of Chicago Press. Available online http://www.jstor.org/stable/2771715

- Wilson, S. (2006). Anxiety in learning English as a foreign language: Its associations with students' variables, with overall proficiency, and with performance in an oral test, pp. 1-345. Universidad de Granada.

- Wong, E. (2011). Extraversion and introversion in second language acquisition: A literature review, pp. 01-10. Nihon University School of Dentistry, Japan.

- Yahya, M. (2013). Measuring speaking anxiety among speech communication course students at the Arab American University of Jenin (AAUJ). European Social Sciences Research Journal, 1(3), pp. 229-248.

- York, D. (2015). Non-verbal immediacy's role in student learning. Journal of Media and Communication Studies, Vol. 7(1), pp. 1-7.Doi:10.5897/ JJMCS2014.0416

- Zeidner, M. (2011). Anxiety 101. Springer Publishing Company, New York.

- Zhang, X. (2013). Personality traits, motivation and foreign language attainment. Journal of Language Teaching and Research, Vol. 4, No. 1, pp. 58-66. Doi:10.4304/jltr.4.1.58-66