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**Fear of Negative Evaluation as a  
Variety of Anxiety in Foreign  
Language Learning: the Case of First  
Year LMD Students of English at Bejaia  
University.**

**Submitted in partial requirement for the  
Degree of Doctorat ES-Sciences in Didactics of English**

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# General Introduction

## 1. Background Knowledge

Affective factors seem to be one of foreign language teachers' biggest worries. This concern is relevant; since according to experts in the field, feelings like anxiety, interest and the desire to take part in the foreign language discussions either in the classroom or in the speaking community may either contribute to or halt Foreign Language Learning (FLL). This study puts focus on one of the above affective variables which is anxiety. There is no doubt that this construct has been a matter of discussion in the last three decades and this is due to its pervasive effects on Foreign Language Learning. Additionally, it is common knowledge that the aim of learning is to acquire new information. However, during language acquisition, learners' emotional status is influential on learning (Krashen's works). The role of affective factors in Foreign Language Learning has been studied extensively for the last three decades by several such authors as Kleinmann (1977), Scovel (1978), Eysenck (1979), Krashen (1985), Horwitz, Horwitz and Cope (1986), Steinberg and Horwitz (1986), Gardner (1976, 1993), MacIntyre (1991a, b, c, 1994, 1995, 2002), Aida (1994). Among other emotional variables, anxiety stands out as one of the main blocking factors for effective language learning (Nascente, 2001). Its damaging effects have been found in all phases of this process, Input, Processing and Output. Young (1990, 1991, 1992) in this context is one of the prominent workers in the field of anxiety in language learning. Whether a cause (Glanshow and Sparks, 1996), or a consequence (MacIntyre, 1995) of learning, anxiety is a highly influential factor in the enterprise of teaching and learning foreign languages.

After decades of parallel, but separated, studies on anxiety, Horwitz et al. (1986) have built a framework and made a relation between them. The first thing they claimed was that when anxiety is limited to language learning, it falls to the category of specific anxiety (Horwitz et al., 1986: 125) which they label Foreign Language Anxiety (FLA). For them, Foreign Language Anxiety is a result of three constructs. Communication Apprehension, this is seen as the fear of not understanding or not being understood by others (Horwitz et al., 1986). Test anxiety, it is the fear of failing tests. Finally, Fear of Negative Evaluation (FNE), this is referred to as the fear of being laughed at (Brown, 2004). From this perspective, Horwitz et al. were the first who introduced the construct of FNE to the educational domain. This construct is what makes up the core of the present study. Our concern is to test the significance of four sources of Fear of Negative Evaluation stated in three hypotheses.

A growing body of educationalists, psychologists, researchers and teachers become more interested in the study of anxiety in language classrooms and its three constructs by using diverse methods and means though the purpose remains approximate (Kleinmann, 1977; Scovel, 1978; Krashen, 1985; Crookal, and Oxford, 1991; MacIntyre and Gardner, 1994; Bailey, 1991; Aida, 1994; Nascente, 1998, 2001, 2002, 2003; Brown, 2003 2004; Ohata, 2005; Williams and Andrade, 2008;). Additionally, many works also dealt with Foreign Language Anxiety, its causes and the way to cope with it. However, few of them treat the three sources of anxiety separately and very few deal with FNE independently from the two others (Kitano, 2001; Collimore, Carleton, & Asmundson, 2003; Brown's, 2004; Selami Aydin, 2008). This work treats this source of Foreign Language Anxiety, searches a number of the causes that lead to Fear of Negative Evaluation we judge influential in our EFL classrooms.

## **2. Aims of the Study**

The essential aim of this research is to inquire about how evaluation and more precisely, negative evaluation can make EFL learners feel a kind of fear. This sensation is what we attribute to Fear of Negative Evaluation, a Foreign Language Anxiety source. It is more likely to be a serious educational crisis as the experienced fear from evaluative situations can affect learning negatively. Then, we intend to find out the reasons and the effects this affective problem has together with possible suggestions and implications to handle it. In short, the following research objectives motivate the study:

1. We first aim at diagnosing the kind of negative evaluation that harms the learners when learning a foreign language.

2. Our focus is also made on the Target Language (TL); which is EFL in the Algerian context, and on the selection of the sample which is first year LMD students. We consider the Target Language as an anxiety-breeding factor and the learners under investigation are enrolled in a system which may also cause anxiety mainly that it focuses on ongoing evaluation.

3. One of the chief aims is to check whether the causes we have introduced are the anxiety triggers (sources of Fear of Negative Evaluation) or not, and to what extent. Again, the effects of Fear of Negative Evaluation on learners are to be emphasised.

4. We are also going to focus on the learners' perception of this fear and try to know how they try to overcome this kind of fear.

### 3. Statement of the Problem and Research Questions

The problem at hand has been investigated by few researchers particularly in Algeria. Hence, there is a need for further research, if not to find out a new knowledge related to Foreign Language Anxiety, Fear of Negative Evaluation and evaluation, at least to contribute in providing a body of knowledge with more explanations and establish further links amongst the variables embedded in the present research. Moreover, it is important to find new techniques and conditions which might add a building block to the field of research on anxiety and evaluation. Furthermore, through research one may add more evidence to the findings of the other studies with a new population, a new context and an innovative methodology. The originality of the present work is in the choice of the population at hand and the research context in which it is held. That is, research on language anxiety and Fear of Negative Evaluation has not been dealt with by researchers in Bejaia University especially within the LMD system. Our population is first year LMD students of English, the thing which makes it unique; further details on the population are to be the core of a section in the general introduction and in the chapter devoted to the used methodology here.

In this introduction, the constituent elements of this dissertation are to be presented because details about the used methodology are exposed at length in the first chapter.

Hence, the problem can be stated as follows:

*How can negative evaluation (related to peers interaction, the foreign language, the teacher's error correction, assessment and testing) experienced by first year LMD students learning English as a Foreign Language at Bejaia University cause fear, and how can it be handled to reduce the felt anxiety?*

Negative evaluation is assumed to be an existing factor which can lead to Fear of Negative Evaluation. Hence, there is the need to check the significance of our sources in the creation of Fear of Negative Evaluation. The assumption we made relies on the belief that our informants have to do with English in a new manner; they are engaged in a new system which has been applied in the Algerian educational system since the academic year 2004/2005. Any novelty generates anxiety and any doubt about the future is by definition an anxiety-breeding factor. Novelty touches the way these learners are taught and evaluated as well. One can, then, imagine the attitudes first year students of English- who attend university courses for the first time- may have, especially if associated with all the changes encountered within the LMD system.

To guide this work, we relied on the following questions that motivate the present study, which are:

1. Which kind of the language classroom evaluation is considered negative?
2. Is the LMD system in itself anxiety-breeding be it based on continuous evaluation?
3. Is the Target Language; English in our case, an anxiety-breeding factor as evaluation is one of its routine aspects?
4. What kinds of evaluation do LMD English students experience? Do LMD English students experience such a negative feeling when being evaluated?
5. Whose responsibility is it to let this Fear of Negative Evaluation occur? Is it the learner's judgement of the "self" and proficiency, the peers' or the teacher's one?
6. Are learners conscious of the fear they feel and relate it to negative evaluation?
7. Do learners conceive this anxiety as a problem?
8. How can the teacher identify Fear of Negative Evaluation in his students?

9. What should the teacher do to cope with this Fear of Negative Evaluation?
10. How do students deal with their Fear of Negative Evaluation?
11. What are the effects of negative evaluation on the learner as an individual, on the group and on the learning process?

#### **4. Hypotheses**

Concerning our hypotheses, the independent variables are grouped in four causes which lead to Fear of Negative Evaluation grouped in three hypotheses. First, learners are said to experience a feeling of fear if evaluated in a negative way by their peers and/or their teacher in classroom interaction. Here, we refer to peer-evaluation/teacher-evaluation and classroom interaction. Second, Fear of Negative Evaluation can be due to the learners' low language proficiency as they may seem and feel lower than others. Moreover, this low English proficiency is a factor that leads to more errors (frequency and gravity of errors) which will lead to negative evaluation and, hence, fear. Third, because learners are more likely to make errors, teachers' feedback is to be corrective. Therefore, what the instructor applies in error correction influences the learners' feelings. If the teacher's error correction is threatening, learners are more likely to feel anxiety from his<sup>1</sup> negative way of evaluation, i.e. his harsh error correction. Then focus would be put upon the negative side of this negative feedback which is said to lead to the feeling of Fear of Negative Evaluation. Therefore, we have selected these independent variables as causes of our dependent variable; Fear of Negative Evaluation.

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<sup>1</sup> In the present work, we use he/his as an indefinite pronoun instead of its gender-related meaning. That is, we do not refer it to males in our context.

From the stated problem and the variables made explicit, the hypotheses can be driven to be checked against the data the researcher would collect. The work is based on three hypotheses that are:

1. First year LMD students of English would be anxious to be negatively evaluated by their peers and teacher when interacting in the classroom setting.
2. The Fear of Negative Evaluation felt by first year LMD students of English could be attributed to foreign language proficiency and the teacher's handling of errors.
3. Foreign language LMD learners would feel Fear of Negative Evaluation when being assessed and tested.

## **5. Participants**

Subjects are first year university students learning EFL under the LMD system registered in the academic year (2006-2007). Bejaia University applies the new LMD system started just two year before the present investigation in Algeria (i.e. in 2004/2005). Thus, the work may be the pioneer to study the relationship Fear of Negative Evaluation has with learning EFL in the Algerian LMD system and its sources as well.

## **6. Methodology**

A mixed methodology based on qualitative and quantitative methods was employed. First participant observation to diagnose the significance of the theme during eight sessions of research methodology courses was initiated. Accordingly, a questionnaire was developed. Its results, led helped in constructing questions for the semi structured interview. Finally, relying on the examination's periods as a focal point, another purely



qualitative method called here the “Before/After Design” was used to compare the participants’ feeling before the first exams they experience at university and after. This technique is quite important to gather data about the present topic based on evaluation.

## **7. Structure of the Dissertation**

In what follows, the reader is provided with a brief synopsis of this work.

The first chapter introduces the theoretical body of the present dissertation. It encompasses evaluation in EFL contexts within the LMD system. Relationship between evaluation, accompaniment and tutoring are highlighted as the prerequisites of evaluation in the LMD system. In addition, a background on evaluation, related concepts and techniques, error correction techniques are explained. Finally, negative evaluation is related to one of its possible effects; fear. This chapter, then, treats technical issues related to evaluation and classifies its shortcuts and puts focus on fear.

After the introduction of fear as a possible consequence of negative evaluation, the second chapter is devoted to discuss the concepts of Foreign Language Anxiety and Fear of Negative Evaluation. For a better understanding, we dealt with anxiety from the clinical point of view. Then, a short account on Foreign Language Anxiety’s definitions, kinds and correlates is provided. Here, not all kinds of anxiety are included in this dissertation, but we tried only to select the types which serve our coming chapters. Then, the three performance anxieties developed by Horwitz et al. (1986) were introduced. The chapter is detailed to guarantee the understanding of our concepts. That is why; correlates of Foreign Language Anxiety, causes, effects and symptoms are included.

After an overall description of the construct of Fear of Negative Evaluation, it seems relevant to go through more detail and limit the study to educational settings. For this reason, the third chapter of the present research is devoted to the study of *Fear of Negative Evaluation, Foreign Language Learning and Academic Achievement*. Firstly, a trial is made to explain the general link that anxiety has with language learning. More precisely, there was a selection of both the debilitating and the facilitating kinds of Fear of Negative Evaluation to establish their link with EFL. That is, an explicit trial related to Fear of Negative Evaluation and language learning is present through exposing its relation to the four language skills.

Our fieldwork is made up of three chapters. Our first chapter in this practical part and the fourth in the dissertation is entitled: *Methodological Frame*. As its name suggests, the chapter deals with such methodological issues as the statement of the problem, objectives and the hypotheses. This was done after the construction of background knowledge about the topic's feasibility and the review of the literature. In addition, as part of the methodology, dealing with research urges to consider its salient parameters like participants, methods, procedure, validity and reliability. Finally, the chapter ends with a its strengths and weaknesses of the work at hand.

The fifth chapter is aimed at piloting the topic and serves as a description of the research problem's utility and 'researchability'. Its content is based on the description of data got from the observation phase to check out the theme's occurrence and utility, delimit the research problem and construct our hypotheses. In addition, a meticulous report of the classroom guided our thoughts towards the development of our questionnaire. Hence, information about the questionnaire, its items and its pilot phase were provided.

The sixth chapter uses the quantitative method to analyse data gathered from one of our four means of investigation, the questionnaire. We used, in this chapter, the Excel 2007 version to statistically analyse the data for more accurate findings. Similarly the chapter is divided in accordance with the three hypotheses. That is, sections reporting and testing the hypotheses are entitled: *Classroom Interaction (Peers and Teacher) and FNE, Language Proficiency, Performance, Error Correction and Fear of Negative Evaluation; Assessment, Testing and Fear of Negative Evaluation*. Within the same chapter, we hinted at the description of the results got from the Before/After Design to deepen our research and bound Fear of Negative Evaluation to testing situations.

The seventh chapter, and the last in data analysis, provides a description of the interview and its detailed thematic analysis. Accordingly, we generated themes in relation to our variables, and hence, to our hypotheses. These themes are: Low Language Proficiency, Low Performance, Error Correction, Interaction (Peer/Teacher) in the Classroom, Assessment and Testing. To analyse these data, it was first quantified to test the three hypotheses and reach more comprehensive information about our concern from a student viewpoint.

Finally, the eighth chapter concludes the work with recommendations. Here, we related the chapter to first a theoretical background on the approaches, methods, techniques and strategies that can help in coping with Foreign Language Anxiety and Fear of Negative Evaluation alike. Then, relying on the learners' suggestions recorded from the last item in the interview, implications were developed for classroom practice. This is a step towards involving learners in the learning decision-making process.

# **Chapter One: Evaluation within the LMD System in EFL Classrooms**

## **Introduction**

This introductory chapter aims at shedding light on evaluation as a pedagogic activity. This task can be effective if based on authentic assessment, but can be distressing if not appropriate. In this chapter, we shall first hint at the evaluation system within the LMD system since it comprises the sample. Links between evaluation, accompaniment and tutoring are emphasised, here, to highlight the theoretically positive basis of evaluation in the LMD system. Later in this chapter, a background on evaluation, related concepts and techniques, error correction techniques are introduced. Negative evaluation has been discussed in order to tie it to one of its possible effect; fear. This chapter, then, treats technical issues related to evaluation, classifies its shortcuts and puts focus on fear.

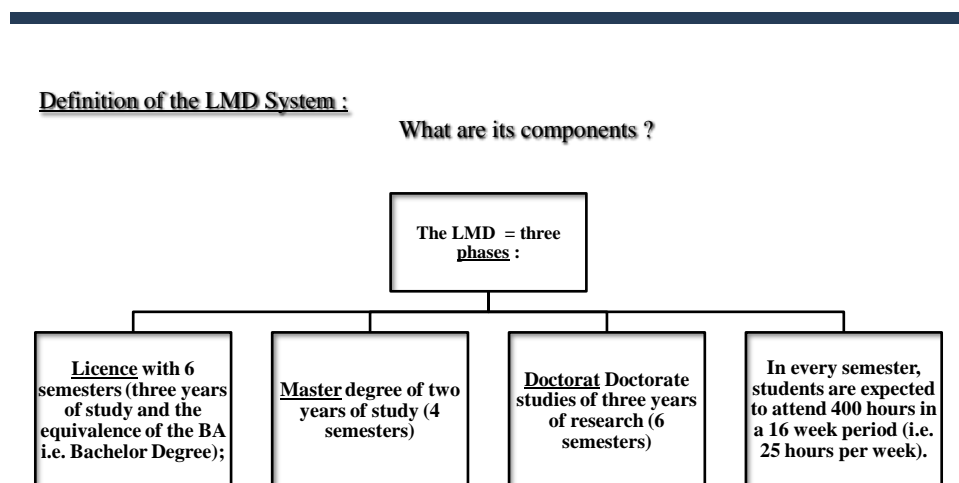
## **I. 1. About the LMD System and Evaluation**

### **I. 1. 1. The LMD System**

The LMD system started to be applied in the flow of the academic year (2004/2005) and not all universities agreed to start it be it a heavy responsibility on their shoulders. It was only built-in such universities as Bejaia, Constantine and Mostaghanem. Therefore, this experience was a piloting phase of this system and no one could predict and guarantee its outcomes at least in the eight years where the first group of students is supposed to finish the whole process.

This part relates the LMD's positive newly implemented elements to new ways of education. First, the author shall introduce the three constituent elements of the system. It is made of the "Licence" with 6 semesters (three years of study and the equivalence of the BA i.e. Bachelor Degree), a Master degree of two years (4 semesters) is the second phase whereas the last period is the Doctorate studies of three years of research (6 semesters).

The following figure summarizes its components:



**Figure 01:** *The Structure of the LMD system*

As a matter of fact, before starting this system officially, there has been a long discussion held by teachers of higher education. The decision was the product of more than a year of debate which took place in many universities naming Annaba and Constantine. The aim behind changing the system of teaching in our educational structure at university level is to create an overall innovation within the Algerian universities to permit them

follow the flow of real foundations adequate with the evolution of not only scientific research and educational techniques, but the world as well. This is, of course, a prominent matter because we are in need of the tools to speak the same language in similar fields, to use the same vocabulary and terminology with other nations, to use the same evaluation methods for the sake of developing a universal education.

### **I. 1. 2. The LMD's Pedagogical Elements and Characteristics**

The system is based on the so-called "*Teaching Units*" which the students should collect by the end of each semester. Moreover, there is a new element which is the system of "*Credits*", terms that are totally unfamiliar in the classical system.

In what follows, the author is presenting the novel elements of the pedagogical management that can be summed up in<sup>2</sup>:

**1. "Semestrialization":** For a better organisation and more flexibility in the system, the division is based on semesters rather than years of formation.

**2. Teaching Units:** Three main teaching units make up the skeleton of the whole system where other subjects are grouped. They are: *Fundamental Unit* where the rudimentary subjects are grouped; *Methodological Unit* which is primarily destined to prepare learners to acquire skills in methodology, hence, by the end of their formation, they will be able to be an active worker in research; and *Discovery Unit* where students can get acquainted with new subjects in new fields, so they can widen the scope of their knowledge the thing that facilitates the passage from one discipline to another.

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<sup>2</sup> Faculté des Lettre et des Sciences Humaine de l'Université de Bejaia (2005). Guide d'Information sur le Système LMD (Licence- Master- Doctorat), mars 2005, Bejaia

**3.Credits:** Each Teaching Unit corresponds to a number of credits that can be capitalized and transferred. The total number of credits for each semester is equal to 30.

**4.Domains:** They cover many coherent disciplines including other subjects that lead to other specialties and particular options proposed to the students.

**5.Course-type:** After the progressive acquisition of the identified competences, students will be oriented to another function according to the project i.e. academic or professional. Hence, the students will benefit from the mobility they gain to other institutions and even countries.

**6.Tutoring:** This is a new pedagogical activity for the teacher introduced in the LMD system. This element permits a direct relation between the teacher and the student outside the academic sessions i.e. the learner-teacher interaction becomes easier and closer. Hence, instructors will play the role of the guide as he can inform the learners about pedagogical information they may need and get informed about the students' inquiries. Moreover, the task of the teacher becomes wider, here, as he is supposed to advise and orient his students throughout their learning process. In a nutshell, we can say that this element is a way out to apply the Learner-centred Approach we are expected to use in our educational settings.

**7.A Progressive Orientation:** There is a great tendency to orient the students progressively towards other specialties. The more the student progresses, the more he is oriented towards a new discipline and all depend on his outcomes. Hence, the student's competence is what determines his orientations during the formation period.

Additionally, the LMD, has the following characteristics as presented by Miliani (2005):

**Term-based:** The division is based on terms instead of years.

**Individual course:** Every learner has his own way during learning, this reinforces the idea of autonomy, the learner=individual, unique learning

**Diverse Types of Teaching:** Lectures, seminars, workshops, portfolios, tutoring

We will provide here a figure to summarize the LMD's new structure totally different from the classical one:

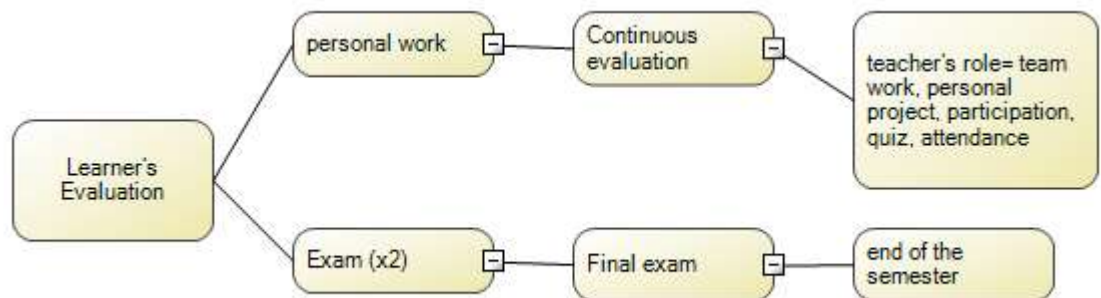


Figure 02: The LMD System's Components



### I. 1. 3. LMD System and Evaluation

In a trial to explain the concept of evaluation in the LMD system, we may hint at the two components which build up the learner's evaluation although the instructor may divide the personal work into other marks (tests, quizzes, home works, etc). First, every student should have the testing mark (got from exams) and the personal work's mark. We shaped this in the following equation:



**Figure 03:** *Final Evaluation Mark in Each Semester within the LMD System*<sup>3</sup>

The global learner evaluation is based on the final exam which is to be held by the end of each semester together with the personal work of the student all along the course of study. This personal work is what is called continuous evaluation.

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<sup>3</sup> All the figures of this type are performed using the QSR X Sight 2 Software for qualitative analysis.

In this, we can quote:

*“Concerning the continuous evaluation’s mark, it has been decided that it should be the result of at least two tests” (The Ministry of Higher Education and Scientific Research, A-Mira University, 06/10/20*

Continuous evaluation is primarily the teacher’s role who should evaluate his students continuously in various ways. These can be: team work, personal project, quiz, participation, attendance, portfolio. However, experience has shown many functional restraints about evaluation in the LMD system which are still under discussion.

Our aim is not providing much of the theory about continuous evaluation but is to advocate that it is an efficient way that helps teachers and learners adopt this routine and work with it without any difficulty.

In the following section, to which a considerable place is devoted, the notion of tutoring is treated from its numerous faces. Hence, the author shall go through its miscellaneous levels. This is the real role the facilitator should have. Simply, there is the belief that instructors are still unable to escort students. Making it feasible is still far since many ignore its determined levels.

#### **I. 1. 4. Tutoring and Accompaniment within the LMD**

As afore-mentioned, tutoring is essentially a mission of pedagogical support and consists not only of accompanying the student in aspects of reception, information, orientation but also helping him realize his personal works and construct his formation course. This will facilitate the matter for the learner to better get integrated and reduce apprehension and fear from evaluation and, hence, the rate of failure.

Tutoring is, then, an innovative pedagogical task introduced in education. Its philosophy is based on managing individual learning under the form of tasks which many students can realize (Nancy-Combes, 2005: 158). The instructor here is far from being the leader, the manager, but a guide, a coach, an evaluator, a supervisor, a facilitator. In this concern, Pothier (2003: 94-97) attributes three major roles to the tutor. He [the tutor] is the mediator (at the level of the placement of didactics), a facilitator (at the level of the specific knowledge which leads to learning) and an evaluator of progress. Therefore, when the evaluator is the tutor, FNE is more likely to be reduced if not inexistent. Moreover, Demazière (2003) relates tutoring to a number of forms of guidance which co-exist in a given device. For him, each system where tutoring is integrated, a number of constituting points is crucial. These concerns are:

- The importance of the students taking of responsibility and initiative to reach the level of self-formation. Here, there will be less self-negative evaluation.
- Individualizing the course and giving more time to individual work using the available materials and resources.
- Usual supervision and coaching under the form of interviews.

These are a few points related to the term tutoring as explained by a number of researchers elsewhere. In Algeria, the notion of tutoring is still novel and remains unclear for many people although it makes one of the core elements of the LMD system. At this level, we feel the need to explain it as suggested by the conferences of universities held since January 2008.

In this, one can state the following quote to explain tutoring in its general terms:

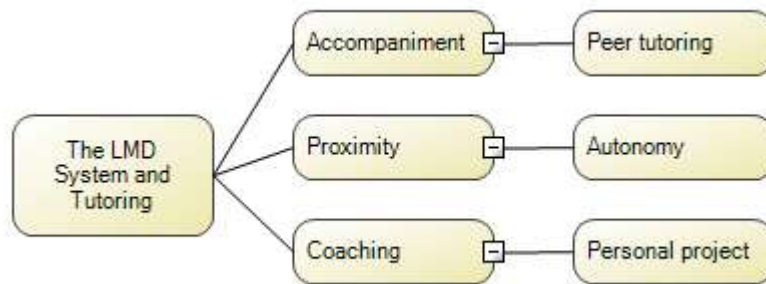
*every student should take profit from a reception device, accompaniment and support which promotes his success and helps him assure a coherence in his pedagogical course as well as his orientation (National Conference of Universities: LMD Vocabulary, Mars, 2004: 37)*

The tutor, hence, becomes an important actor in this educational system and in the learning process as a whole. Moreover, the tutor can also be a guide, a companion, but never a problem-solver; his skill should and must be acquired by the student himself as the Socratic Method dictates. That is to say, he should develop the students' problem-solving capabilities, their communicative skills with the diverse partners of formation. In other words, the tutor is not to be an expert in the content, but rather a companion of the student in collecting appropriate data in a maximum of autonomy. Again, it is vital to find out equilibrium between the student's supervision and the necessity to develop his sense of initiative, his autonomy and his ability to face novel, complex situations. All these can lead to less negative evaluation and, hence, less FNE.

Tutoring is a prominent task in this new system and it is the most significant distinction with the classical system. However, its missions, means and organization have been theoretical from 2005 until now. The term tutoring just exists in official texts. Although the alternative to include partners from the socio-economic sector, teachers and students is possible to manage tutoring the increasing number of students enrolled in the LMD system, but still this is not concrete in Bejaia University.<sup>4</sup>

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<sup>4</sup> Conférence Nationale des Chefs d'Établissements, MESRS, Alger, 16-17 janvier 2008



**Figure 04:** *The LMD System and Tutoring*

Tutoring has as an objective the diminution of failure in university by providing learners with the needed support to make it possible for them to:

- Integrate with the university milieu;
- Have their personal works supervised ;
- Have a good knowledge and insertion of the professional world.

In what follows, the process of evaluation in EFL context; its meaning, its significance in both teaching and learning and its different types will be presented. Following this way, we move then to negative evaluation until we reach fear from these negative evaluations. That is; we are going to cut down the concept of FNE into its smallest parts. This will help us understand it better in the classroom settings.

## **I. 2. Evaluation in Foreign Language Learning**

In foreign language education, there has long been dissatisfaction with evaluation which has been methodologically inflexible and uncertain or misguided as to its role (Alderson and Beretta: 1996: 1). That is why; stressing the idea of ongoing evaluation of learning goals by both learners and teachers is now necessary and becomes integral to a process syllabus. This notion has been evoked in our previous section discussing the LMD

system and its use of continuous evaluation. Further, ongoing evaluation is the mechanism through which learning can become consciously experiential. It is *formative* and addresses all the components of learning tasks, language input, topic content, the affective climate, methodology and the syllabus itself. In what follows, we shall try to provide an overall discussion on evaluation.

## **I. 2. 1. Definitions of Evaluation**

Evaluation is a construct that has been studied since a long time and much have been written on it (Dochy, 2001: 4249, and Spiel, 2001: 12169). Yet, an exact definition of “what evaluation is” is hard to set. Briefly stated, evaluation is still in its embryonic stage (Wottawa and. Pult, 2001: 4256). The reason behind may be due to its general meaning globing all the aspects it may take (summative vs. formative, micro-evaluation vs. macro-evaluation, tests, assessments, etc.) (Ibid). Also, this may be due to its implementation in different fields such as politics, science, etc. Broadly speaking, the definition found in the dictionary of psychology considers evaluation as a “*systematic assessment of the worth or merit of some object*” (Arthur, S. and Emily, S. R., 2001: 252). In education, evaluation is; as the SIOP Model defines, the judgements about students’ learning, the process of judging achievement, growth, product, or changes in these (Echevaria, Vogt and Short, 2004: 148).

However, when considering its focused aim, the result behind an evaluation is not necessarily to assess the merit or worth; it can be also for the sake of such other reasons as formative evaluation (Trochim, 2006: 01). The strength of this definition is that evaluation should be systematic. This means that the evaluation is done in an ongoing, organized way

following logical, systematic steps, and this is more likely to lead to an efficient evaluation.

Up to the mid nineties, much has been done on evaluation; however, this was not concerned with second and foreign languages (Beretta, 1996: 1-5). In addition, evaluators focused more on the summative aspect of evaluation (Airasian, 2001: 1978) where the aim was the idea of selecting and/or grouping the learners. Consequently, evaluation in this area was methodologically inflexible and also the purpose behind does not match that summative way of evaluation (Beretta, 1996: 01). That is why, with the new teaching methods and approaches like the humanistic approach (Stevick, 1976; 1980 cited in Ross, 1996: 168); a shift was needed in order to get flexible ways of evaluation and also to focus not only on the outcome, final results, but also on the process (Ross, 1996: 168). Therefore, the use of different techniques to evaluate, apart from final tests, is needed. Otherwise, evaluation may turn into a negative one. As a consequence, there exists no one way to assess. That is, multiple assessment methods have appeared because using one way of evaluation does not reflect the learning process learners go through (Chan, 2006: 38).

In the coming point, we will deal with the different forms of evaluation used in the EFL context. Moreover, we will try to clarify the differences between the concepts (testing, assessment, feedback, etc.) used as means of evaluation to get rid of any possible confusion.

### **I. 2. 2. Evaluation: Related Techniques and Concepts**

In the teaching and learning enterprise, teachers proceed to evaluation at various stages (Harmer, 2008: 166). For the teacher, this may help him to test the effectiveness of his

method or the content of the course (Alderson, 1996: 175). Moreover, if this evaluation takes place all along the process, it is considered as a *formative* way of assessment (Wottawa and Pult, 2001: 4256; Chan, 2006: 38). In relation to this issue, Bachman and Palmer (1996) asserted that formative evaluation helps teachers to identify the level of their students, their learning ability. In addition, teachers can have a clear idea about their learners' progress. Moreover, this kind of evaluation offers opportunities to students to take part in the classroom activities. If evaluation takes place at the end of a programme, this is a *summative* one (Wottawa and Pult, 2001: 4256; Chan, 2006: 38). Besides, the data collected may be *qualitative* or *quantitative* (Hentschel, 1999 cited in Rao and Woolcock, 2003: 168).

However, whether summative or formative, qualitative or quantitative, formal or informal, objective or subjective; to conduct an evaluation we need to use particular techniques. Hence, we are going to briefly state some of the used techniques in evaluation and also relate them to the concept of FNE. Those techniques are: assessment, testing, measurement, feedback, self-assessment, peer-assessment and teacher assessment.

First, one can start by assessment. According to Kondrat (2009), the main aim behind an assessment is to evaluate the students' performance, then to adjust the teaching process to meet the students' needs (Kondrat, 2009). Thus, assessment is any technique or strategy a teacher uses to collect information about the progress of his students (Chan, 2006: 37). Hence, we may refer to it as formative and also qualitative since we assess the quality (e.g. progress). Besides assessment, testing is another way to evaluate.

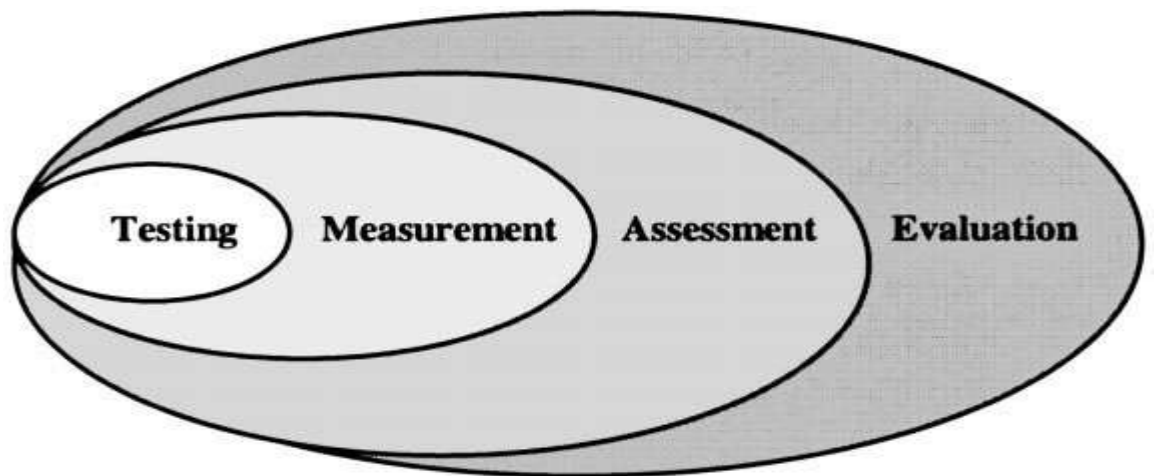
Within testing, we often talk about *formal/standardized* and *informal/teacher-based* tests. As concerns standardized tests, they are used to measure learners' ability (Fleurquin,



2003: 04) and they are often made by experts. However, informal or teacher based test as the name suggests are often made the teachers. The aim is the same; measuring learners' ability. This one is seen as summative and quantitative.

A third technique is measurement. Worthen and Van Dusen stated that it is “*the process of making observations about some attribute or characteristic of a person, a behaviour, an event, or even an object, using clearly specified procedures to translate those observations into quantifiable or categorical form*” (1991 cited in Dochy, 2001: 4249). Thus, it is the quantification of qualitative data. Moreover, as it is a process, we can say that it is formative.

The figure below shows the relationship between the aforementioned techniques of evaluation.



**Figure 05:** *The relationship between testing, measurement, assessment, and evaluation<sup>55</sup>.*

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<sup>55</sup> This figure was taken from Dochy (2001: 4249), and was entitled by us.

Through this figure, we can say that evaluation is the general term. Assessment, measurement and testing are tools. Assessment encloses measurement and testing. Finally, testing, which is apart but related to other techniques, can also be used as a way to measure.

Another important technique which is highly related to our issue, FNE, is feedback. The definition provided in the Longman dictionary of American English is “*advice criticism etc. about how good or useful something is: the teacher’s being giving us a helpful feedback*” (1997: 280). Hence, we give feedback or evaluate the quality of the thing. Moreover, feedback takes place all along the programme and not at the end. Thus, it is formative.

In addition to the previous techniques, peer-assessment is another aspect that attracts increasing attention of teachers (Mann, Samuel and Simon, 2007). Kennedy (2005: 01) argued that “*Peer-assessment in this context refers to any of a variety of approaches where students are required to assess other members of a group on their relative contribution to a project*”. With all fairness, the teacher is not going to decide about the marks. From this perspective, this may be seen as qualitative or quantitative; depending on the project, and formative if it takes place all along the programme.

Finally, as opposed to peer-assessment, we have self-assessment. As defined by Klenowski’s (1995) “(cited in Ross, 2006: 02), it is “*the evaluation or judgment of ‘the worth’ of one’s performance and the identification of one’s strengths and weaknesses with a view to improving one’s learning outcomes*”. As this definition implies, it is for the learner himself to evaluate his own performances. As stated by Finch (2003: 63), this will

help the learners to direct their own learning. Therefore, this technique is formative and qualitative.

Back to testing since it is an important sort of evaluation, according to Shohamy (1982:17), testing and learning are so closely related. The aim behind testing is to reveal whether the learner has grasped some knowledge during learning, and also to know if he can achieve certain acts (Bingham Wesche, 1983: 43). However, the consequences of tests on some affective variable such as anxiety should be considered (Shohamy, 1982: 13), especially that it constitutes our third hypothesis. The fact of taking tests generates anxiety; this is what is known as TA; the third performance anxiety. This latter refers to “*a type of performance anxiety stemming from a fear of failure*” (Gordon, E.M. and Sarason, S.B. cited in Horwitz et al., 1986: 127). Accordingly, TA is closely related to FNE (Hembree, 1988; Nascente, 2001); that is why we implemented it in the sources of FNE in our third hypothesis.

It is quite reasonable that tests may be positive or negative according to the learners’ perceptions and outcomes. Positive ones may enhance learners to persevere; whereas, negatives ones may block and stop learners (Carroll in Shohamy, 1982: 13). Then, as Sarason (in Shohamy, 1982: 13) showed, learners who have higher TA score lower on ability tests and measures of proficiency. Therefore, having poor results exposes them to the negative judgments and evaluations of peers and the instructor. Consequently, they will fear from those negative evaluations.

Additionally, evaluation can take many forms including memorization tests, portfolio assessment, and self-reflection. According to Corner (1996: 19), there are at least six major

reasons for evaluating instruction, each requiring a different type of evaluation. They include:

1. Improve the instruction (*formative evaluation*)
2. Promote individual growth and self-evaluation (evaluation by both facilitator and learner)
3. Assess the degree of demonstrated achievement (*summative evaluation* attained by the teacher)
4. Diagnose future learning needs (of both facilitator and learner)
5. Enhance one's sense of merit or worth (learner)
6. Identify or clarify desired behaviours (teacher).

These forms are approximate to the objective of evaluation within the LMD system. That is why, it is recommended to evaluate learners continuously and accompany them all along their learning. This principle is considerably focused upon in the LMD system and to achieve its goals, tutoring is the means (**c.f. first section of this chapter, p.18-21**). This smooth way of evaluation is meant to reduce negative feelings like fear in our learners if applied. This is what we are going to diagnose in our research project.

Always under the gist of evaluation, it is the way to determine what one has learned. However, this learning does in no way happen in an eye glance. It needs stages which we present here under the label of evaluation hierarchy.

The Evaluation Hierarchy presented by Kirkpatrick (1967) identified the evaluation model most widely recognized today in corporate training organizations. The *Kirkpatrick Model* addresses the four fundamental behaviour changes that occur as a result of training.

*Level One* is how participants *feel* about training (reaction). This level is often measured with attitude questionnaires.

*Level Two* determines if people *memorized* the material. This is often accomplished with pre- and post-testing.

*Level Three* answers the question, “Do people *use the information* on the job?” This level addresses transference of new skills to the jobs (behaviour change). This is often accomplished by observation.

*Level Four* measures the *training effectiveness*, “What result has the training achieved?” This broad category is concerned with the impact of the programme on the wider community (results).

In sum, as the previous concepts relative to evaluation disclose, there is the notion of fear of failure. As a synthesis, fear of failing means indirectly fear of the consequences of failure, which engenders further negative evaluation. That is; being negatively evaluated (by oneself, peers or teacher) engenders low achievement which in itself leads to more negative evaluation and, hence probably FNE in a number of learners.

### **I. 3. Error Correction Techniques in EFL**

Many factors influence students’ learning. One of them is the guidance teachers provide when they correct their students’ errors which is part of the teachers’ feedback. In addition to this, errors provide feedback as they inform teachers about the effectiveness of their teaching materials and their teaching techniques; and show what parts of the programme they have been following have been inadequately learned or taught and need

further attention. They also mirror out the learners' ability and language proficiency. However, there are many ways the teacher should use to treat his learners' errors. Knowing how and when to correct errors can make this academic activity positive and is less likely to be considered as a negative evaluation by the learner.

In the light of this, error treatment is one of the main components of language learning and teaching. Teachers' error treatment may influence learners' affect in the sense that it may either foster or hinder the learning process when learners feel positive or negative feelings. Our central concern in the coming lines is, thus, to examine the decision-making processes teachers go through when they react to learners' errors.

As we divided evaluation techniques into three in our previous sections in this chapter, Walz (1982) also divided error correction into three distinct types; self-correction with the teacher's help, peer-correction and teacher correction. Based on his model, Omaggio (1986) describes the most commonly employed types within each category.

### **I. 3. 1. Self-correction with the Help of the Teacher**

This issue has to do with the learners' self-evaluation which (Ellis, 2001) defines as checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. Self-correction with the teacher's help is one of the newly adopted ways to address errors.

According to Rogers (1969), learning is facilitated when:

1. the student participates completely in the learning process and has control over its nature and direction,

2. It is primarily based upon direct confrontation with practical, social, personal or research problems, and

3. Self-evaluation is the principal method of assessing progress or success.

Rogers also emphasizes the importance of learning to learn and an openness to change

From here, we can understand that self-evaluation has been focused upon by a wide range of scholars since the 1960s' as it contributes in leading learning to be effective and active. Given its importance, we will devote a whole section for this sake in our coming chapters. For this reason, we will in no sense pursue discussing this point in details here.

Further, Omaggio (1986: 295) suggested ways for using this type. This starts first when the teacher localizes the error, repeating the learner's utterance up until the point where the error has occurred, and overstates the word which has preceded the error with arising intonation. Then, the error-maker notices the error and, thus, corrects it.

The second type is rephrasing a question. This can be used when a student fails to answer or answers incorrectly (a detail we have emphasised in our questionnaire when asking learners about their feelings when unable to achieve a task or doing it inappropriately, **c.f. p: 326-327**). Generally, the rephrased question is reduced from the original (Ibid: 296).

Another useful feedback tool is called Cueing which can be employed when students stumble during an answer or make an obvious error. The teacher, then, offers the students options to fill-in the missing element or repairs the error (Omaggio, 1986: 296).

An offshoot of cueing is to rephrase a question when a student responds with correct form but an inappropriate response. Using this technique, the student is given chance to

hear the question again, and obtain new information enabling him or her to give the appropriate response (Ommaggio, 1986: 197).

The teacher may wish to explain a key word as a means of providing feedback to clear up confusion or apparent confusion on the part of the student. The teacher can write an explanation on the board, use pointing techniques, or make gestures to enlighten the student (Ibid: 196).

There are times when a teacher may not comprehend a student's utterance or the pronunciation of the words is so poor that the teacher wishes to model it. Through questioning, the teacher is able to employ a more subtle way to discover, or model the word (Ibid: 196).

Yet, another way a teacher can aid the student in self-correction is by providing an answer to the question that was asked. This provides the student with a model to a correct structure, and still allows the student to come up with his or her own response (Ibid: 197).

The last technique provided by Ommaggio (1986: 197) concerning self-correction is repetition of a student's answer, with a corrected form. The original question or a similar form the original should follow this to assess the student's comprehension of the error and to allow the student a chance to self correct (Ibid: 197).

### **I. 3. 2. Peer-correction**

Involving learners in the evaluation process has developed impressively as stated by Brown and Hudson, 1998:



*For the past two decades, instructors in language classrooms have started to use various assessments in classrooms, such as assessment by learners and also by their peers*

Peer correction is especially important because it takes some of the focus off of the teacher, and it has been shown to be effective (Bruton and Samuda, 1980).

A quick sketch to this issue and in the field of applied linguistics, especially in EFL contexts, not much emphasis has been made on peer- and instructor-assessment in classrooms. Various studies in the 1980s focused on the advantages of peer-review in L1 and expected similar advantages could be found in L2 (Zamel, 1987). Chaudron (1984) insisted that learners could develop a sense of a wider audience through peer-review and enhance their language proficiency both in L1 and L2. However, in the 1990's, studies on peer-review focused more on possible disadvantages. Those studies pointed out that there were differences between L1 and L2, and claimed that a lack of language proficiency in L2 affects peer-review.

In a nutshell and in a way to introduce the next section, studies have shown both positive and negative evaluations of peer-review. In addition, researchers have suggested using both peer and teacher feedback in the classroom (Saito and Fujita, 2000; Muncie, 2000). They pointed out that having multiple types of feedback from their peers would help learners to have wider viewpoints. Nakamura (2002) also investigated the reliability of peer-assessment in classrooms and concluded that peer-assessment motivated students to improve their presentations.

### **I. 3. 3. Teacher Correction**

The last and the most common source of feedback to language learners in the classrooms is treatment provided by the teacher (Allwright and Bailey, 2000:107). However, it is considered by Freiermuth (1998) as the least effective way to address errors. Long (1983) claimed that feedback from the part of the teacher is intended to promote correction but is not itself correction. Further, he added that such a correcting move would boost confidence to know that, even a learner could not make changes on his performance as a result of provision of feedback; he at least knew where he was wrong. In this respect, he (1983:447) provided the following definition of teacher feedback:

*...behavior by the teacher which allows the learner to obtain knowledge of result (KR), on the basis of which hopefully, it will be the learner who makes correction move.*

Long (1983) used the expression knowledge of result to refer to the error detection assumed by the learner. This kind of feedback provided by the teacher affects students learning process. Annett (1969; cited by Wallace and Jacquelyn (ed.), 1983: 428) describes three dimensions or functions of feedback:

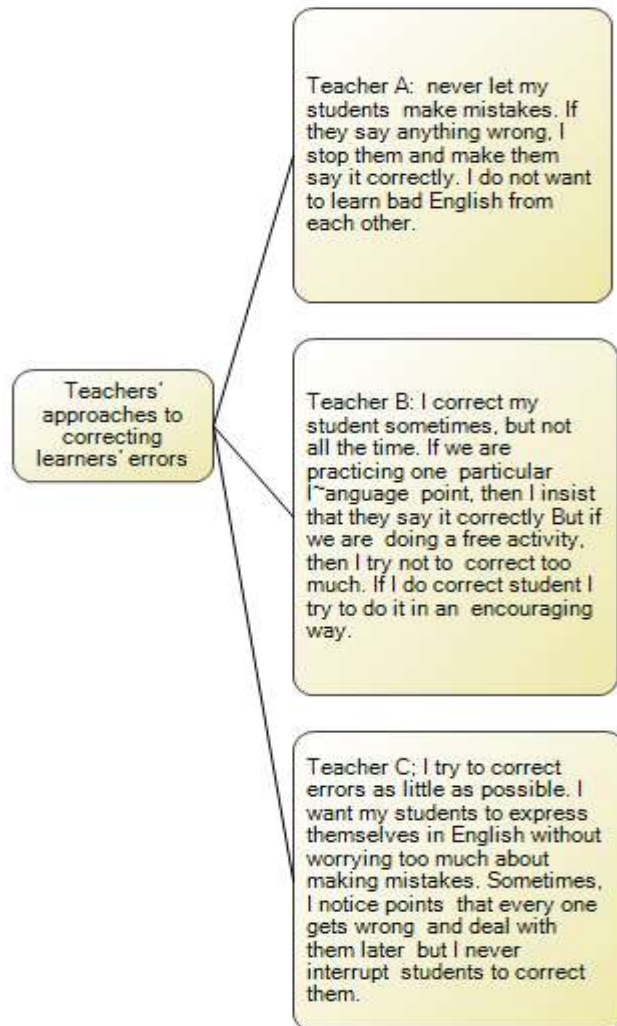
1. incentive-stimulating increased effort (motivating),
2. reinforcement-promoting maintenance of the learner's response, and
3. Information-contributing to changes in response.

Thus, a teacher who provides discouraging feedback is a source for creating negative attitude about error treatment, lowering his learners' motivation and increasing the feeling of fear from this negative feedback. However, students receiving encouraging feedback will show motivation to learn, and will help to create a warm social climate in the

classroom (Tsui, 1995).

In the following lines, we are best served by Omaggio's (1989) work. He demonstrates two ways of how the teacher can provide correction of the learners' errors. First, the teacher can supply the correct answer. This should be done only when time simply does not permit using other methods, when frequency of errors within a particular utterance is so relevant that comprehension is impossible, or when using drills. The other technique that the teacher can use is paraphrasing. Omaggio (1989) warns that this technique may be the least effective, especially if the teacher does not reassess the students' comprehension to see if they realize that the response has been corrected by the teacher or not. Yet, only self-confident students who possess their own self-correction techniques will probably benefit from this kind of correction.

To illustrate this point of error correction, Doff's three teachers' approaches to correcting learners' errors are summarized in the following figure:



**Figure 06:** *Adrian Doff's Three Teachers' Approaches to Correcting Learners' Errors.*

A deal too much of research have dealt with the teacher's treatment of their learners' errors (Allwight, 1975; Chaudron, 1977, 1988; Long, 1977; Nystrom, 1983). All of them hinted to the fact that teachers do not treat all errors that do occur. This has, in fact, something to do with the adopted decision-making process by teachers, which varies from one teacher to another. Some teachers correct every mistake made by their learners -as teacher A does. Others, rarely or never, correct their learners' mistakes –as teacher C does.

As concerns these two correction techniques, Grabe and Kaplan (1996) believe that the two approaches have serious weaknesses. In that, they claim:

*Teachers must be careful in order to avoid both extremes that are often reached when providing feedback. On the one hand, teachers' error correction is vague and non-directional that the learners do not know what they have to do in order to improve themselves. On the other hand, the teachers' comments are so strict and detailed that the learners lose their motivation to participate"*

In the new approaches to language teaching and learning, the learner is always involved in decision-taking since he is the centre of this learning. In relation to error treatment, learners' opinions about error correction have been studied in some detail. Some research has shown that teachers' and L2 learners' perspectives differ in their desire to error treatment. Back to Chaudron (1988), he cited a study by Cathcart and Olsen (1976) indicating that although students say that they prefer to be corrected, they found that when this happens communication is hindered.

### **I. 3. 4. Criteria for Error Correction**

As we aforesaid in the previous section, the importance of error correction depends on a number of criteria. For more guidance, one can adopt Freiemuth' (1997) suggested criteria for error correction in the classroom. These are: exposure, seriousness, and students' needs.

- **Exposure**

Low language proficiency means lack of linguistic competence in a language learner and, thus, more possibility to commit errors. That is why; Freiemuth (1997) claims that correcting these errors, is to be ineffective because the learner is not aware of the presence

of some rules. Consequently, error treatment would result in the acquisition of the correct form only if the learner has been previously exposed to that particular form. The teacher, then, should only correct what learners have learned so far in the target language.

- **Seriousness**

As the label suggests, error correction should be related to the error's seriousness. That is; before deciding whether to correct the error or not, the instructor needs to determine its gravity. According to Hagège (1996), the error must impede communication before it should be considered an error that necessitates treatment and this principle goes also hand in hand with CLT. Here, Hagège's (1996) criterion agrees with Freiemuth's (1997). At this point, it is worth to ask the question: what constitutes a serious error? In other words, which errors are to be corrected given that they are serious?

Always under Freiemuth standpoint, he mentioned those mistakes, which are due to learners' nervousness in the class or their tiredness, as examples of non-serious errors. He goes on to suggest a hierarchy of errors (according to their gravity) to help the teachers to decide whether to correct or ignore an error. In that, he (1997) states that:

*“Errors that significantly impair communication are at the top of the list, followed by errors that occur frequently, errors that reflect misunderstanding or incomplete acquisition of the current classroom focus, and errors that have a highly stigmatizing<sup>6</sup> effect on the listener”.*

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<sup>6</sup> Stigmatization can be caused either by profound pronunciation errors or errors of familiar forms.

- **Students' Needs**

Another important criterion that should be taken into consideration is the individual students' needs. Carroll (1955; cited in Corder, 1967) claims that every student is different from another the thing that leads to different reactions to error correction. Therefore, and as advocated by Freiemuth (1997), teachers must perform two main tasks; assessment of some specific traits of students, such as self confidence, motivation and anxiety; and determine errors' gravity and frequency. As concerns the first mission, Watz (1982; cited in Freiemuth, 1997) pointed out that self-confidence, capable students can profit from even minor correction, while struggling students should receive correction only on major errors. In addition, Esser (1984; cited in Hagège 1996) claims that repetitive corrections are sources of loss of motivation; and added that students who lack self-confidence will be stigmatized to a greater degree than confident students. When self-confidence and motivation are low, Krashen (1985) hypothesised that anxiety is high. Hence, error correction can lead to FNE. The second task of the teacher, according to Freiemuth (1997), is to listen to the learners' utterances, determine where errors occur, consider both their frequency and gravity. With the combination of these tasks, the teacher may decide on correction techniques for individual student. If the teacher thinks it is significant to correct errors, taking into consideration the criteria mentioned above, he has a series of choices to make in this treatment. In this concern, Long (1977: 289) suggested a model which summarizes the decision- making process a language teacher can go through when an oral error occurs. This model details the choices the teacher must make between the moment when an oral error occurs and the actual manifestation of teacher's feedback.

## 1. Deciding When to Provide Oral Treatment

Given that language proficiency, performance and error correction are part of the sources of FNE we suggested, most of these need oral performance. When participating, answering questions or else, students generally commit errors. The concern of the teacher in such situations is whether to correct errors or ignore them; when to do that and what to correct. This issue is depicted in the WHEN column of Long's flow chart. The teacher may deal with the error immediately or delay treatment somewhat, for example at the end of the session (**c.f. questionnaire, this work**). The problem with immediate error treatment is that it often involves interrupting the learner in mid-sentence – a practice which can certainly be disruptive and could eventually inhibit the learner's WTC in class (Allwright and Bailey, 1991: 103). Alternatively, teachers may postpone the treatment for longer periods of time. However, Long (1977:290) pointed out that feedback becomes less effective as the time between the performance of the skill and the feedback increases.



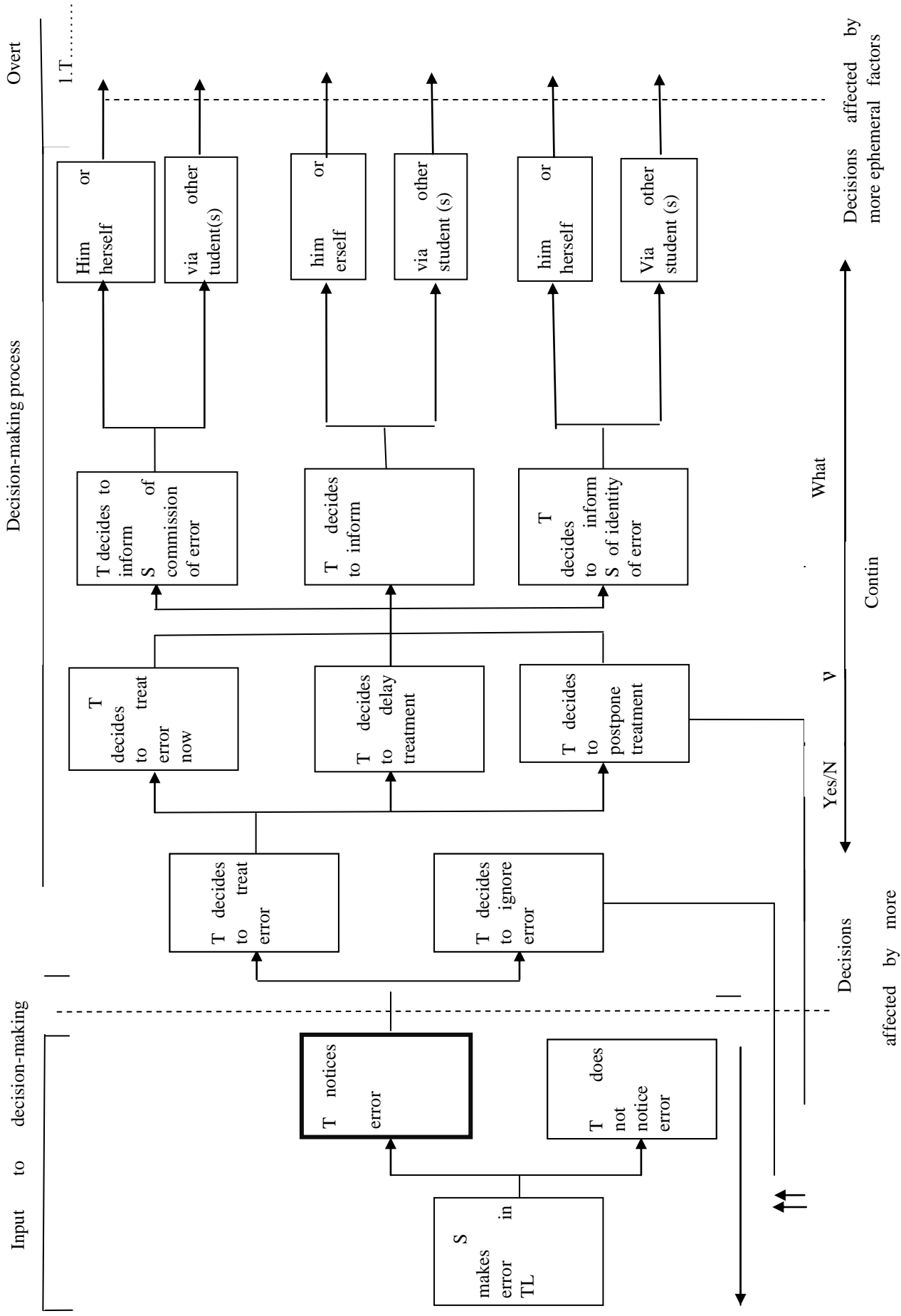


Figure 07 : Model of the decision-making process prior to the teacher feedback move

## 2. Deciding What Treatment to Provide

Once teachers decide to treat noticed errors, and decide when they will do so, they have a variety of methods at their disposal. However, teachers may have an obligation to be inconsistent in their use of treatment behaviours, since within any one class, learners' needs and levels may differ widely (Allwright, 1975). The most detailed model of teacher's reacting moves comes from Chaudron's (1977: 37-8) research on corrective discourse (**c.f. figure 07**).

Long notes that teachers have three choices in deciding what to treat: 1) To inform the learner that an error has been made; 2) To inform the learner of the location of the error; 3) To inform the learner of the identity of the error, an option which subsumes both (1 and 2).

**Table 01:** Chaudron's(1977) features and types of corrective feedback reactions in the model of discourse

Features or type of "Act" (F and/ or T)	Description	Example of Exponent Of Expression
IGNORE (F)	Teacher (T) ignores Student's (S) ERROR goes on to other topic, or shows ACCEPTANCE of content	
INTERRUPT (F)	T interrupts S utterance (ut) following ERROR, or before S has completed	
DELAY (F)	T waits for S to complete ut, before correcting. (Usually not coded, for INTERRUPT is "marked")	
ACCEPTANCE (T)	Simple approving or accepting word (usually as sign of reception of ut.) but T may immediately correct a linguistic ERROR	Bon, oui, bien, d'accord
ATTENTION (T-F)	Attention – getter, probably quickly learned by Ss	Euhh, regard, attention, allez, mais
NEGOTIATION (T-F)	T shows rejection of part or all of S ut	Non, ne...pas
PROVIDE (T)	T provides the correct answer when S has been unable or when no response is offered	S: cinquante, uh... T: pour cent
REDUCTION (F) (RED)	T ut, employs only a segment of S ut	S: vee, eee... (spelling) T: vé...
EXPLANATION (F) (EXP)	T adds more linguistic material to S ut; possibly making more complete	S: Et c'est bien T: Ils ont pensé que c'est bien?
EMPHASIS (F) (EMPH)	T uses stress, iterative repetition, or question intonation, to make area or fact of incorrectness	S: Mille T: Mille
REPETITION with NO CHANGE (T) (optional EXP and RED)	T repeats S ut, with no change of ERROR, or omission of ERROR	T: (les auto-routes) n'a pas de feux de circulation
REPETITION with NO CHANGE and EMPH (T) (F) (optional EXP and RED)	T repeats S ut, with no change of ERROR but EMPH locates or indicates fact of ERROR	S: Mille T: Mille?
REPETITION with CHANGE (T) (optional EXP and RED)	Usually T simply adds correction and continues to other topics. Normally only when EMPH is added will correcting CHANGE become clear, or will T attempt to make it clear	S: Le maison est jaune T: La maison est jaune
REPETITION with CHANGE and EMPHASIS (T) (F) (optional EXP & RED)	T adds EMPH, to stress location of ERROR and its correct formulation	S: Doo tout... T: Du tout. (stress)
EXPLANATION (T) (optional EXP and RED)	T provides information as to cause or type of ERROR	
COMPLEX EXPLANATION (T)	Combination of NEGOTIATIONS, REPETITIONS, and/or EXPLANATION	S: Uh, E (spelling 'grand') T: D. non, il n'y pas de E
REPEAT (T)	T requests S to repeat ut; with intent to have S self-correct	
REPEAT (implicit)	Procedures are understood that by pointing or otherwise signaling, T can have S repeat	

LOOP (T)	T honestly needs a replay of ut; due to lack of clarity or certainly of its form	
PROMPT (T)	T uses a lead – in cue to get S to repeat ut; possibly at point of ERROR ; possible slight rising intonation	S: petit. grand T: petit...
Feature or type of “ACT” (F and/or T)	Description	Example of Exponent Of Expression
CLUE (T)	T reaction provides S with isolation of type of ERROR or of the nature of its immediate correction, without proving correction	S: Les station-services sont rares T : sont rares ? Au présent ?
ORIGINAL QUESTION (T)	T repeats the original question that led to response	
ALTERED QUESTION (T)	T alters original question syntactically, but not semantically	
QUESTIONs (T) (optional RED; EXP; EMPH)	Numerous ways of asking for new response often with CLUES, etc	
TRANSFER (T)	T asks another S or several, or class to provide correction	
ACCEPTENCE* (T)	T shows approval of S ut	
REPETITIONS* (T)	Where T attempts reinforcement of correct response	
EXPLANATION* (T)	T explains why response is correct	
RETURN (T)	T returns to original error-maker for another attempt, after TRANSFER a type of VERIFICATION	
VERIFICATION (T-F)	T attempts to assure understanding of correction; a new elicitation is implicit or made more explicit	
EXIT (F)	At any stage in the exchange T may drop correction of the ERROR, though usually not after explicit NEGOTIATION, EMPH, etc	

## I. 4. Negative Evaluation

Going back to the definition found in the dictionary of psychology (2001), evaluation means a *”systematic assessment of the worth or merit of some object”* (Arthur, and Emily, 2001: 252). Hence, through this definition and as we already stated, we understand that the aim of an evaluation is to look for the merit and worth, to emphasize strength and progress. Inopportunately, it happens that the focus of the evaluator is more on weaknesses. Thus, evaluation in this case is in no sense to be perceived as positive, and be transformed into criticism. Consequently, when negative feedback is afforded, the evaluator will mainly

refer to errors, low performance instead of positive feedback of right answers and good performance. So, the learner subject to evaluation tends to be negatively assessed. One of the possible effects of this negative evaluation on the learner's affect on the generation of the feeling of fear, potentially FNE.

There are many facets of negative evaluation in our FLC. When considering scoring, open questions tend to be highly subjective and hard to measure. As a matter of fact, the teacher in this case, is highly subjective (Airasian, 2001: 1981). Consequently, the evaluation is more likely to be negative. This negative evaluation can offend the learner as he may notice the underlying subjectivity behind. Likewise, taking into consideration the learners' proficiency in the EFL contexts, using peer-assessment may highly affect the evaluation (Shimura, 2006: 99) since learners may provide their peers with negative assessment. In addition, even in self-assessment, negative evaluation may occur. In fact, learners who have low self-esteem (one of the correlates of anxiety) tend to underestimate themselves (Rubio, 2007). Therefore, they always tend to evaluate the "self" negatively. Another issue which is highly important is feedback. Although, the aim behind it is to help learners, this may not be always perceived as such. Any word or expression employed for evaluation can be considered negative and may hurt the learner. As a result, he will consider it as negative evaluation. Consequently, the learner may develop the feeling of FNE.

Moreover, studying Foreign Languages is different from other fields in that learners are supposed to talk using the TL. Besides, Allwright and Bailey (1999) stated that the risk of making mistakes is higher in language than in other fields. Therefore, the risk of negative evaluation is higher. In addition, most of the time, committed mistakes are oral.

Hence, reactions of the instructor and peers are immediate (**c.f. Deciding when to Provide Oral errors**). From such reactions, we can have peers' laughs, comments, or instructors' harsh error correction, humiliation, etc. Being laughed at or humiliated in front of all the class may create fear in the learner. To back up this point, Brown (2004) found that learners prefer written negative evaluations such as bad marks than public ones like comments etc.

Last but not least, as Pacek (1996: 341) stated, positive evaluations are to be put aside and consider the negative ones as much to be learnt about the problems of the learners. In fact, positive evaluations are the ones evaluator should deliver to the learner. However, he should not evaluate him negatively, but rather, he should try to understand the problems of the learner through the mistakes he did. In few words, the evaluator should never use negative evaluation against the learner, but to help him because this may generate FNE.

To draw a parallel line between fear and negative evaluation, the coming section is presented:

## **I. 5. Fear and Negative Evaluation**

When approaching evaluation, many learners can feel not at ease perceiving it as a menacing experience. In this, Alderson and Scott stated that it “*threatens the interests of those who are involved in the object evaluation*” (1996: 27). Given that this evaluation threatens the interests of those who are involved in it, touches learners in the FLC. As a result, they may develop fear from the evaluation they face or any evaluative situations. This feeling is more likely to be reinforced when evaluators show a kind of subjectivity in

their evaluations (Airasian, 2001); which is one form of negative evaluation. Hence, a parallel line can be drawn up between fear and negative evaluation. Since fear is a reaction of threatening situations and evaluation in itself threatens the interests of those who are involved in it, we can deduce that negative evaluation generates fear. In other word, this is what has been called Fear of Negative Evaluation (FNE) by Watson and Friend (1969).

To have more insight on the relationship between evaluation and fear, we can refer to evaluation anxiety. Evaluation anxiety has been studied rather extensively in areas such as test taking, oral examinations (Arnkoff, Glass, and Robinson, 1992), jury selection (Marshall & Smith, 1986), counselling training (Shauer, Seymour & Geen, 1985) (cited in Donaldson (2002: 162). We are adopting this term in educational settings and EFL classes in particular. According to Donaldson (2002: 161), this concept means *“the experience of being evaluated, critiqued, or judged commonly results in an emotional reaction of uneasiness, uncertainty, or apprehension.”* This feeling is common in FLC because students can react to their peers’ or instructors’ evaluations and judgements. When negative they are or perceived as such, fear is the result. In this, Dodson pointed out that fear of the panorama of a negative evaluation is probably inherent to being human. He specified it to criticism, ridicule, contempt, embarrassment, loss of acceptability, loss of respect, and rejection which are disagreeable experiences most individuals attempt to avoid.

## **Conclusion**

As presented in this chapter, the topic at hand is more likely to be of interest to students, instructors and researchers in the field of FLL, as it puts focus on evaluation in its various forms and the perceptions of this evaluation, students have. Evaluation itself is a subject that everybody discusses as a routine factor in learning situations. We have heard a lot about students using it, and most of the time talking about the teachers' negative and subjective evaluation. As instructors, we always evoke students' evaluations, evaluation techniques, importance of evaluation, and the bad results of this evaluation obtained from a large proportion of students. This has become a growing concern within the LMD system as well. Yet, do all these participants know what is meant by evaluation, assessment, testing and the like from? To clarify such terms, we have opted for this introductory chapter and ended by introducing fear from negative evaluation before tackling FLA and FNE in coming chapters.



# **Chapter Two: Fear of Negative Evaluation as a Performance Anxiety**

## **Introduction**

The construct of FNE was first introduced in 1969 by Watson and Friend. It is seen as the fear of being negatively evaluated by others (Brown, 2004). More to the point, it is commonly related to different types of anxiety. Then, by 1986 Horwitz et al. considered it as a main component of FLA. This chapter serves as an account of the concept of FNE. We shall, first, provide a clinical study and view of anxiety. Then, we move to FLA where an overview of it is built including definitions, kinds, varieties and correlates. As one might notice, the overview treats all what is linked to FLA and related it to FNE by analogy in our explanation. This chapter, we believe, shall provide a clearer picture of what anxiety is and what is linked to it as well.

## **II. 1. A Clinical Approach to Anxiety, Social Phobia and FNE**

The term anxiety is not specific to language learning. Its hybrid limelight needs the introduction to anxiety from a clinical viewpoint; its origin. According to the psychologist Daco, anxiety is considered as a sort of an interior uneasiness and discomfort, vague and dull. The person feels a profound feeling of insecurity with a no inciting objective. The person fears an imminent misfortune, an accident or else (Daco, 1973: 455).

In clinical psychology, when considered as a severe illness; it is called Generalised Anxiety Disorder (GAD). This phenomenon is characterized by a pattern of frequent, persistent worry and anxiety about several events or activities during at least a 6-month

period (North Broward Hospital District)<sup>7</sup>. This means that anxiety should be perceived for a long period to be considered as an illness. Further, anxiety seems in clinical psychology to be translated into its symptoms. In this, physical hyper-arousal is thought to characterize anxiety, whereas a lack of positive affect seems to be characteristic of depression (Laurent and Ettelson, 2001; Zahn-Waxler et al., 2000 cited in Janssens, Rosmalen, Ormel, Vanoort and Oldehinkel: 2010: 305). This makes the link of anxiety as a physical response and depression as an emotional one. In our vision, we try to think of FLA as an affective variable. That is; anxiety is considered as psycho-physiological phenomenon explained by both inherent features and apparent ones.

In order to find out a logical account and a clear comprehension of the above definitions and of the concept of Anxiety in general, it seems beneficial to have a look at Freud's division of anxiety. In fact, Freud (cited in Delay, 1975: 367) pointed out that anxiety occupies a central place in the personality's dynamics. He also distinguished three sorts of anxiety: "*Anxiety of Reality*" (*Relalongst*), "*Neurotic Anxiety*" and "*Neurotic Anguish*". To begin with, Freud explained "*Anxiety of Reality*" as a fear of a real existing object menacing the individual. The second sort of anxiety or the "*Neurotic Anxiety*" is a fear of consciousness. Then, he added a third sort which he labelled "*Neurotic Anguish*" referring to a signal of danger addressed to the Ego to prevent menaces coming from the Id (in the neurotic anguish) or from the Super-ego (in the moral anguish). Anxiety is also a state of tension and is a strong motivation for the individual's conduct. In this concern, Aydin (1996: 22) described anxiety as an affective state characterised by a feeling

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<sup>7</sup><http://www.browardhealth.org/body.cfm?id=1530&action=detail&AEProductID=AdamEncy&AEArticleID=917>

of in/security, a diffused trouble. He added that anxiety is explained by the frustrations of the Libido and the prohibitions of the Super-ego; it would be a signal of danger directed to the Ego. That is, the conscious personality which, already anticipated, can then answer by adequate measures where we mobilize its mechanisms of defence.

Anxiety can also have various forms. Our work is more invested in its social nature. That is the reason behind focusing social anxiety. This anxiety type is directly related to our focus; FNE. Further, before treating FNE from a FLL point of view, we feel the need to introduce its clinical consideration. To begin with, most individuals who suffer from social anxiety described a strong fear that they might do or say the wrong thing (Newth, 2003: 18). That is, they fear from being negatively evaluated when they say or do the wrong thing. In this, Ingman (1999: 7) cited that Leitenberg (1990) defines social anxiety as feelings of apprehension, self-consciousness, and emotional distress in anticipated or actual social-evaluative situations. She added that this type of anxiety occurs in situations where individuals want to create a favorable impression but have doubts about their abilities to do so. They believe that such situations involve inspection or evaluation by others, and that negative evaluation is a possible and likely outcome (ibid). Social anxiety has many forms. Concepts like shyness, performance anxiety, social phobia, social withdrawal, public speaking anxiety, dating anxiety, and social inhibition are part of it. Concerning social phobia, the fourth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV; American Psychiatric Association, 1994) defines social phobia as a marked and persistent fear of social and performance situations in which embarrassment may occur. When referring to academic achievement, Storch, Eisenberg, Roberti and Barlas (2003: 411) associated social phobia with significant psychosocial impairment and distress including poor academic achievement. They added that socially

phobic youth are at risk to be peer rejected (La Greca, Dandes, Wick, Shaw, & Stone, 1988; La Greca and Stone, 1993;).

To consider FNE from a clinical point of view now, Gerald C. Davison, Peter M. Feldman, and Carl E. Osborn (1984: 349) pinpointed that contemporary cognitive behavioral theories of psychopathology and therapy assume that people's emotional and behavioral problems are influenced by particular patterns of thought. They indicated that findings of research in this area showed that subjects thought less rationally when confronted with stressful situations than with a non-stressful one; subjects high on questionnaire-defined FNE and irrational thinking rated stressful tapes as more anxiety-provoking than did subjects low on these inventories; for highly fearful and irrational subjects, self-reported global anxiety elicited by stressful tapes correlated significantly with irrationality detected in their articulated thoughts (Ibid).

Additionally, Brown (2004) related FNE to assessing concern and worry about negative evaluation by others. He added other related terms like Social Avoidance and Distress in New Situations (SAD-New), which measures, for example, social avoidance and discomfort in novel interactions with peers; and Social Avoidance and Distress in General Situations (SAD General), which assesses distress in general social interactions. All of these aspects make the core of our project linking them to the sources of FNE in EFL contexts. Our starting point is undoubtedly Horwitz et al. (1986) who brought out anxiety to FLL. They mentioned that in the clinical experience, the subjective feelings, psycho-physiological symptoms, and behavioural responses of the anxious foreign language learner are essentially the same as for any specific anxiety (126-127). To

establish the link between FNE and FLL and conclude this section, we can quote from Horwitz et al.'s article (1986: 127):

*They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework. Clinical experience with foreign language students in university classes and at the Learning Skills Center (LSC) at the University of Texas also suggests several discrete problems caused by anxiety and illustrates poignantly how these problems can interfere with language learning.*

## **II. 2. An Overview of Foreign Language Anxiety**

### **II. 2. 1. Foreign Language Anxiety**

The definition of anxiety is difficult as it can range from an amalgam of overt behavioural characteristics and can be studied scientifically to introspecting feelings (Casado and Derishiwsy, Dec. 2001). Hence, even though we know the symptoms, it is hard to define the concept of anxiety precisely. Perhaps it is for this reason that psychologists have preferred to define it operationally. In this concern, anxiety may be operationally defined as a specific amount of increase in said, heart rate (Lamberth et al., 1976: 329).

Again, as there is discrepancy in defining anxiety, many definitions have been attributed. These definitions may vary according to one's understanding of the construct or according to the angle one studied it i.e. anxiety as physical, emotional, or behavioural responses. In this section, we shall implement definitions treating anxiety but our focus is to be specified to FLA.

If exaggerated, anxiety becomes a psychological problem. In this case, it is described as a state of apprehension, uncertainty, and fear, resulting from the anticipation of realistic fantasised threatening event or situation, often impairing physical and psychological functioning. It can also be an eager, often agitated desire (The American Heritage Dictionary of the English Language, 2000: 81). In terms of symptoms and anxiety characteristics, Newth (2003: 6) added three other anxiety characteristics; *emotions* such as feeling fearful, tense, and scared; *thoughts* such as frightening dreams and nightmares, something bad happening to someone else ; finally, *behaviours* such as avoiding fearful situations, needing to be with a person or pet that makes us feel safe, etc. We can refer here to the distinction between anxiety and the commonly associated word, fear. Fear is what the individual feels when confronting a real and immediate danger<sup>8</sup> whereas anxiety does not come when there is an immediate danger, but when there might be a danger<sup>1</sup>.

When shifting to language learning, the importance of anxiety has led to significant research and discussion on the issue (Gardner1985, Horwitz and Young, 1991; Young in Press; H.D Brown 1994 a ; Reid 1995 cited in Arnold 1999: 60). Further, the relevance of the students' anxiety as an educational problem made some researchers enquire about the fact that the kind of anxiety which affects language learning and FLL in particular is of a special kind (Horwitz et al., 1991: 27).

In this trial, we shall quote a definition of language anxiety and, then, specify it to foreign languages. Anxiety is, first, defined by Horwitz, Horwitz and Cope (1986: 125) as "*the subjective feeling of tension, apprehension, nervousness, and worry associated with*

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<sup>8</sup> [http://media.johnwiley.com.au/product\\_data/excerpt/13/04712636/0471263613.pdf](http://media.johnwiley.com.au/product_data/excerpt/13/04712636/0471263613.pdf)

*an arousal of the automatic nervous system*". Then, FLA comes to mean here as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to using a foreign language for communication beyond the language classroom<sup>9</sup>. Here, both definitions are interrelated that is why, we try to provide the reader with the definition Horwitz gives to anxiety.

For a more thorough understanding, we need to hint at the components of language anxiety. These are called the *language use anxiety* and the *language class anxiety*. The first refers to the anxiety subjects feel when they are called upon to speak the foreign language whereas the second one is the high level of anxiety in the FLC setting (Gardner, Day and MacIntyre, 1992: 202). The Attitude/Motivation Test Battery (AMTB) is developed to measure a number of attributes associated with Second Language Learning (SLL) and among which there is language anxiety. This refers to the students' anxiety reactions to situations in which they might make use of the target language. In the AMTB, language class anxiety and language use anxiety are used as two general measures. Here, there is the use of the Language Class Anxiety Scale which refers to anxiety aroused specifically the language class while the Language Use Anxiety Scale refers to feelings of anxiety that individuals experience in any context where they are called upon to speak the TL (Gardner and MacIntyre, 1993: 2). That is, when the learner is asked to speak in the foreign language whether in the classroom or else, he certainly feels a kind of anxiety, this is one of the major reasons which induce anxiety and which will be discussed somehow

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<sup>9</sup> <http://www.acs.ohio-state.edu/education/ftad/publications/InternationalHandbook/ITA%205.pdf>

exhaustively in our coming sections. Therefore, we are not going to discuss it in details here.

Due to the relevance of students' anxiety to the educational field, many researchers enquire about it (Horwitz and Cope: 1985: 128, Scovel, 1978: 34, Ehrman and Oxford, 1995). It is necessary to mention the fact that the definitions we present here may differentiate according to the research done or the researchers' view point. Young (1990: 540) pointed out in this concern, that the definition of anxiety has frequently changed with the purpose of the research, and that "*comparisons across research are often hindered by a lack of consistency in anxiety research*". This declaration shows clearly the negative impact lack of consistency has on the research itself because research works are usually supposed to cooperate and they should be complementary to each other. Consequently, a review of the literature reveals that researchers have indeed used different constructs for their anxiety research (Hilleson in Bailey and Nunan, 1997: 249-250). For instance, Scovel (1978: 34) has noted that language anxiety is not a "*simple unitary construct, but a cluster of affective states influenced by factors which are intrinsic and extrinsic to the foreign language learning*". Similarly, Oxford (1990) (In Arnold, 1999: 59) discussed the relationship of language anxiety and a number of other factors and explained how anxiety may be identified in the classroom. Additionally, and in relevance to the above quotation, she wrote that language anxiety ranks high among factors influencing language learning regardless of whether the setting is informal or formal (Ibid: 59).

In its broad sense, language anxiety is defined by Gardner and MacIntyre (1993) as "*fear or apprehension occurring when a learner is expected to perform in the second or foreign language*". It can also be defined as the apprehension experienced when a situation



requires the use of a second language in which the individual is not fully proficient (Gardner and MacIntyre, 1993: 5) Nascente (2001) considered anxiety as a group of feelings of resistance, in security and discomfort associated with the process of learning English. These definitions are presented to demonstrate only how wide the study of anxiety is. Authors, however, agreed and summed up that anxiety is "*a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language*" (Nascente, Dec: 2001). It is the open-ended process of anxiety that led research to diversify its findings. Consequently, each study has brought new results that gave birth to new concepts. A case in point is MacIntyre and Gardner's (1994: 95-19) claim saying that it affects not only the second language output, but also intake and processing. They, then, developed a new anxiety scale to measure anxiety at each of the three stages assigning a name to each anxiety experienced at each stage. *Input anxiety* might be experienced when taking information in the second language; *processing anxiety* might arise during learning and thinking in the second language; and *output anxiety* is related to second language speaking and writing. These are called cognitive resources to optimise intake processing and production.<sup>10</sup> Recently, Onwuegbuzie et al. (2000) wrote a whole book which examines the psychometric properties of the Input Anxiety Scale, the Processing Anxiety Scale and the Output Anxiety Scale to measure anxiety at the input, processing and output stages of the FLL process. This showed how important the effect of anxiety is and how MacIntyre and Gardner's work could interfere in helping research moves a step further. Another example is Heron (1989: 33) who labelled those feelings of tension *existential anxiety* and defined these aspects of it in relation to classroom

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<sup>10</sup> <http://.hum.port.ac.uk/slas/rapport/visual/article.htm>

dynamics. He also referred to what he called *acceptance anxiety* meaning the student's feeling of being accepted and integrated in the group (e. g. Will I be accepted and liked?). *Orientation anxiety* is another concept presented by Heron which occurs when the learner asks himself: "*will I understand what is going on?*" Finally, he added a last component called *performance anxiety* which, as its name suggests, is related to language performance. Here, the learner may ask: "*will I be able to learn, what I have come to learn?*"<sup>11</sup>. Therefore, as aforesaid, each researcher provides new constructs and creates new concepts though the objectives of the research are either similar or complementary. Perhaps, it is for this reason that some authors see that anxiety may have to do with factors unconnected with the language classroom itself. Others think that it may be a case of having been ridiculed for a wrong answer in the classroom. It is, thus, Heron who has found out some technical concepts for these definitions.

By way of conclusion, while learning a target language, a degree of anxiety always exists because it is a variable with a normal distribution. Meijer (2003) pointed out that anxiety is not a dichotomy. It is not a question of being anxious or not, but how strong the anxiety is (Meijer by email, June 2004).

## **II. 2. 2. Kinds of Anxiety**

After dealing with the definitions outlined to describe the concept of anxiety, we may classify them to reach its kinds. It stands to reason that there would be a good deal to say about this point because it is needless to announce that researchers distinguish many types of anxiety amongst which FLA is, but it is dealt with separately here, given its weight in

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<sup>11</sup> It should be noted that these questions and examples are extracts from Heron's work.

the work at hand. This concern will be addressed in this part. In what follows, explaining kinds of anxiety is made in somehow an exhaustive manner.

### **1. Trait Anxiety vs. State Anxiety**

The focus on trait anxiety and state anxiety in this first position is not surprising given the importance of such kinds of anxiety. The reason behind is that we should know first whether the FLA our learners experience arises in response to a particular situation or event, or a major character trait (Arnold, 1999: 9). The first case; the momentary experience of anxiety for some individuals, is labelled situational anxiety whereas the second or the more permanent predisposition of other individuals is what is called trait anxiety (Scovel, 1978).

The distinction between trait and state anxiety was first introduced by Spielberger (1966). Moreover, research on anxiety (Spielberger, 1966, 1975; Eysenck, 1992; Nascente, 1998, 2003, July 2002, March 2002, 2001) distinguishes between both anxieties referring state anxiety to a specific situation like stage fright and trait anxiety to a personality characteristic like a person who is generally nervous and tense (Tsui, 1995: 88.)

Further, research studies on anxiety are conducted from three perspectives, these perspectives can be identified as trait, state, and situation-specific anxiety. Trait anxiety is a relatively stable aspect of the personality. According to Spielberger (1983) this latter refers to “*a stable predisposition to become nervous in a wide range of situations*” (cited in Young, 1999), it is also a more enduring mood of being anxious while circumstances change. While state anxiety, is considered as a temporary emotional condition characterized by apprehension, tension, and fear about a particular situation or activity.

Spielberger (1983) referred this type to a *transient anxiety*, a response to a particular anxiety provoking stimulus such as an important exam (cited in Tanveer, 2007), i.e. that it is relatively mercurial reaction of being anxious in response to circumstances. Yet, situation-specific anxiety is specific to only one situation or context. Thus, it is stable over time but not necessarily consistent across situations. According to MacIntyre and Gardner (1991), situation-specific anxiety refers to the persistent and multi-faceted nature of some anxieties (cited in Tanveer, 2007). An example of this type is class participation, or FLL.

Eysenck suggested that trait anxiety "*may represent a permanent tendency to react to input from the affective decision mechanism by directing attention towards or away from the location of threat*" (Eysenck, 1992: 175). He added that "*these directional biases become greater in magnitude as the level of state anxiety increases*" (Ibid: 28). That is, the more state anxiety, the more biased and unstable is the individual and, hence, the learner. Here, we may relate this explanation to the language classroom. However, we should always bear in mind that there is "*the causal effect of trait and state anxiety on cognitive performance and the dependency of state anxiety on trait anxiety*" (Meijer, 2001: 263). Hence, if we start detailing the discussion about state anxiety, it is in no sense a neglect of trait anxiety. In addition to that, state anxiety is what seems more relevant to the present study; that is FLL.

To begin with, Gardner has expanded on his work and has begun with Lambert and formalised it into what he calls now a "*Socio-educational Model*" of state anxiety with four variables summarising individual differences: intelligence, language aptitude, motivation and situational anxiety (cited in Spolsky, 1998: 154). In other words, state anxiety is to be a factor which differentiates learners in the classroom. This may justify why many

researchers (Scovel 1966, Gardner 1985, Spolsky, 1998; Allwright and Bailey 1991; 2000; Nascente, 2003) relate and specify state anxiety to language learning. In this concern, Gardner (1985: 33) proposed that situational anxiety is specific to language learning. Additionally, MacIntyre and Gardner (1989) pointed out, as concerns this point, that at the earliest stages, the language learner may experience a form of state anxiety, a transient apprehensive experience. They added that after its repeated occurrences, the student will come to reliably associate anxiety with performance in the second language. Moving now to Nascente's view; a more recent research; she considers state anxiety as an acknowledged feature of language learning, whether a cause, an effect or both (Nascente, 2001; 2003).

Therefore, this distinction between trait anxiety and state anxiety may serve us to speak about anxiety in a more comfortable way, but before we take this discussion towards its end, one can add Spielberger's (1966) position in this concern. He has made a distinction between trait anxiety which he called "*anxiety disposition*" meaning the tendency to react anxiously, and "*manifest anxiety*" to the anxious reaction itself, which is characterised by physical symptoms of arousal as well as emotional responses. To say it differently, Spielberger's view point relates trait anxiety to the fact of being easily anxious because it is a predisposition in the individual and state anxiety may be identified through not only physical symptoms but through emotional responses as well. In a more advanced study, he declared that among the numerous variables that have provided mixed and confusing results are trait anxiety and state anxiety. He referred the first to the anaemic state of some individuals to become anxious in any situation, and the second to the apprehension experienced at a particular moment in time. For the latter, he gave the example of having to speak in a foreign language in front of classmates and this is,

certainly, what interests us in the study of anxiety (Spielberger, 1983). Yet, we will in no sense pursue in discussing this point, here, for it builds up the core of the following chapters when dealing with the causes of FNE.

In FLL, one can question when language anxiety occurs in the FLC and when do learners experience and live it? Again, one can also inquire how much does it last? Research mentioned that FLA can start first as transitory episodes of fear in a situation in which the student has to perform in the foreign language. In this case, it is a mere passing state. If anxiety occurs repeatedly and does not decrease over time; it may develop into a prevailing learning trait, especially when the learner associates anxiety with the language performance (Gardner and MacIntyre, 1993). In this respect, language anxiety is agreed upon by Endler and Okada (1975), Eysenck (1979) and Schwarzer (1986) to mean the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient. Here, it is seen as a stable learning trait referring to the propensity for an individual to react in a nervous manner when speaking, listening, reading or writing in a second language. Moreover, state anxiety is more frequent with students who have anxiety in them as a trait. Spielberger, Anton, and Bedell (1976) hypothesized that "*...psychological stresses that produce threats to student (ego-threats) evoke higher levels of A-state intensity in high anxiety-trait individuals than in persons low in A-trait*", knowing that A-state refers to state anxiety and A-trait to trait anxiety. In other words, stressful conditions lead to more rapidly increasing A-state reactions in high A-trait persons compared to low A-trait persons. High A-trait learners will respond with higher state anxiety under stressful circumstances than low A-trait learners (Meijer, 2001: 951). This can explain, in a way, why the students' performance in a language classroom is different and can also show why some students appear to be more disturbed than others

since they experience more state anxiety. As concerns language anxiety, Gardner et al. (In Allwright and Bailey, 1991: 173) decided as a result of their massive survey of Canadian learners of French that the phenomenon of language classroom anxiety was widespread to be an identifiable type of state anxiety Spielberger (1983), for instance, categorised facilitating anxiety and state anxiety among the variables affecting learning, he considered facilitating anxiety as to be an anaemic state of some individuals to become anxious in any situation, but he related state anxiety to FLL and defined it as an apprehension experienced at a particular moment in time when, for example, having to speak in a foreign language in front of classmates.

By way of conclusion, we can say that in FLL, a level of state anxiety exists in all learners, but if exaggerated, it may be converted to trait anxiety. Moreover, trait-anxious students are more likely to experience state anxiety compared to state-anxious students. This view is reinforced by Meijer (2001: 961) who said that high trait-anxious subjects respond with higher state anxiety in stressful circumstances compared with low trait-subjects.

## **2. Facilitating and Debilitating Anxiety**

Not all anxiety has detrimental effects on performance. Perhaps it is for this reason that Kleinmann (1977: 105), and Scovel (1978: 139) have made a distinction between facilitating anxiety and debilitating anxiety (cited in Tsui, 1995: 87; Bailey and Nunan 1997: 163. Arnold, 1999: 61; Tarone and Yule 1999: 133; Allwright and Bailey, 1991; 2000:172, Gardner and MacIntyre 1993: 6). To argue about such a view, one may refer to the components of anxiety which showed the twofold effects of anxiety on learning. These are worry and emotionality. The former is the cognitive component of anxiety which has

been shown to have a negative impact on performance whereas the latter is the second component which does not necessarily have negative effects (in Deweale, 2001). That is, worry conceived of form and as the cognitive presentation of anxiety, whereas emotionality is the affective presentation (Meijer and Elshont, 2001: 96). However, we are going to discuss this point in details for it seems more relevant to test anxiety (**c.f. Varieties of Anxiety**).

In fact, this distinction between debilitating anxiety and facilitating anxiety has been advocated by other researchers and rejected by others. A case in point is the view held by Alpert and Haber (1960), Brown (1987) saying that language anxiety is not always negative i.e. there is sometimes a distinction between helpful anxiety and harmful anxiety. Though some authors (MacIntyre and Gardner, 1991 b) have noted that facilitating anxiety is not the usual meaning of the term anxiety and that it has not been widely researched by many others (Allwright and Bailey 1995, Scovel 1991; Meijer, 2003; by e-mail). Scovel (1978) suggested that language anxiety is actually helpful in some ways such as keeping students alert. This has been proved through a number of studies. Another view suggested by Horwitz (1990) that anxiety is only helpful for very simple learning tasks, but not with more complicated learning such as language learning. In this respect, Taylor and Spence reasoned that if anxious people faced a simple task, they would perform better than people who were not as anxious (cited in Lamberth et al., 1976: 330). Moreover, and in the same volume, a great deal of anxiety may help performance of a task that has been practised enough to eliminate competing responses (Ibid: 332); a view which may be helpful in assigning the causes of anxiety in our coming sections. Ehrman and Oxford (1995) concluded that this kind of anxiety is facilitating when a language proficiency together with self-confidence are present among a hand-picked group of excellent language



learners. According to Skehan (1989), little stress may elevate motivation. That is, it influences learning positively because the role of motivation in learning situations need not be discussed here for it runs outside the scope of the present discussion (c.f. Krashen's Affective Filter). A quite different view of Horwitz, Scovel (1978) and Kleinmann (1977) imports positive correlations between facilitating anxiety and use of difficult linguistic structures. However, this hypothesis has not been well supported. Scovel (1975) has, in fact, limited facilitating anxiety to a specific stage. He said that anxiety is likely to improve students' performance in the later stages of the learning process making them enhance their learning, study more attentively for tests for example.

Though some language researchers assert that a positive mode of anxiety exists, most language research (Muchnick and Wolfe, 1982; Krashen, 1985 b; Horwitz, Horwitz and Cope, 1986; Trylong, 1987; Aida, 1991; Crookal and Oxford, 1991; Horwitz and Young, 1991; Ganschow and Sparks, 1996; Price, 1988, 1991; Young, 1990, 1991, 1992; MacIntyre and Gardner, 1988, 1991, 1994; Samimy and Rardin, 1994: 95-160, MacIntyre, 1995; Schlesinger, 1995; Wörde, 1998; Bailey, 1983, 1991, 2000; Reccas and Brewere, 2002; Wörde, 2004) showed a negative relationship between anxiety and performance.

To bring new findings to research, Young (1992) interviewed language learning experts (Rardin, Omaggio Hadley, Terrell and Krashen) about their views on the helpfulness of anxiety that operates all the time, but what is only noticed through their sayings is that negative imbalance is what only occurs. In Young's work (Ibid), Omaggio Hadley refused to call the tension which, as she suggested, might be useful; anxiety, and she refused to call it tension. Similarly, Terrell did not agree to term this tension anxiety, but "attention" instead. Krashen contended that there is no helpful aspect of anxiety in

language acquisition, but it might exist for language tasks in formal language learning situations. However, in his Affective Filter, anxiety requires to be zero to have an elevated motivation. This negative relationship between anxiety and performance is agreed upon by researchers because it harms the learners' performance in many ways. It can be related to plummeting motivation, negative attitude and beliefs, and language performance difficulties. Probably, it is for this reason that debilitating anxiety has been defined widely. In the previous lines, there was a distinction between the different views researchers have on anxiety as far as its effect in FLL is concerned. Now, one may refer the reader to the distinct definitions of both types. First, Lader (1975) said that common to anxiety is its generally unpleasant nature and its similarity to fear. That is, he is very likely to believe in the harmful effect of anxiety has on learning rather than the helpful one. Chastain (1975), Kleinmann (1977) and Scovel (1978) divided the anxiety concept into facilitating and debilitating. The former *"motivates the learner to fight the new learning task; it gears the learner emotionally for approach behaviour. Debilitating anxiety, in contrast, motivates the learner to flee the new learning task"* (Scovel, 1978: 139). Again, Kleinmann (1977) and Scovel (1978) distinguished between them because debilitating anxiety gets in the way and facilitating anxiety helps people do better than they might otherwise. In other words, Scovel (1978) contended that students may have facilitating anxiety which pushes them to greater efforts rather than debilitating anxiety which, as he said, is the type of anxiety that the Affective Filter is most concerned with (c.f. Krashen, 1985). More specifically, researchers in this field defined facilitating anxiety as to help a person to try harder and, consequently, perform, the thing which can be generalised to learning situations, and debilitating anxiety is the kind of anxiety which hinders good performance. Scovel (1978: 139) and Kleinmann (1977: 105) pointed out that facilitating anxiety may be triggered by

the competition in which students have the support of their peers. It is also stated that facilitating anxiety increases the learner's efforts to learn the language while debilitating anxiety is when the learner is so anxious that he is blocked from learning<sup>12</sup>. Scovel (1991), in a more recent study, stated that facilitating anxiety produces positive effects on the learners' performance, too much anxiety may cause a poor performance. As concerns these two types of anxiety, Williams (1991: 21) suggested:

*[T]he emotional state of facilitating anxiety may be equivalent to a low anxiety state that diverts the student's attention only slightly from the learning task. On the other hand, debilitating anxiety would represent anxiety state that diverts a substantial amount of the state attention.*

Through her diaries, Bailey (1995: 175) recorded that in anxiety, there exist both those manifestations which facilitate learning pushing her to perform better and those which inhibit learning. This observation was the result of her own diary while learning language and she, then, categorised anxiety's manifestations. Nascente wrote that anxiety could enhance the learners' learning, making them study more attentively, but it might be a hindrance to their learning at the very beginning. Last but not least, Meijer (June, 2004 by email) mentioned that substantial negative correlations between facilitating and debilitating anxiety have been established, so that it may not be necessary to distinguish between the two.

Here, a question might come to one's mind that: where shall we situate facilitating anxiety and debilitating anxiety in the learning process? Perhaps to answer this question, the Inverted U Model to the facilitating/debilitating continuum is worth mentioning.

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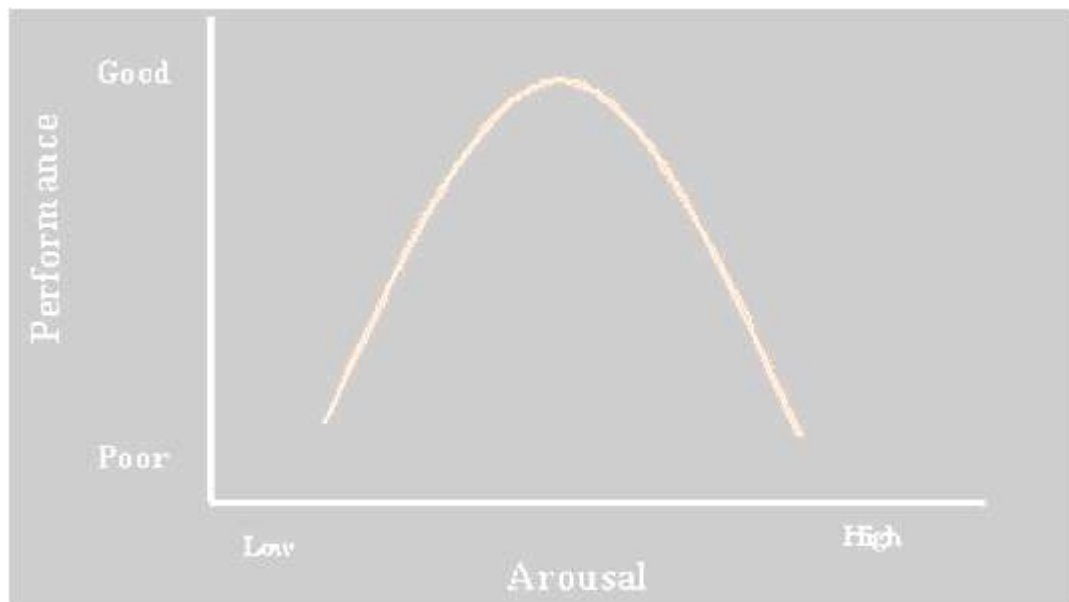
<sup>12</sup> <http://www.ling.ac.uk/groups/crile.38hanks.pdf>

Priori, the inverted U-curve generates from an old theory in psychology of Yerkes and Dodson (1908). The theory is known as the Yerkes-Dodson Law of habit formation. The analogy in human learning would be where quite high anxiety might be thought to facilitate an easy piece of learning, but put the learner off his stride if the learning task were difficult (McForland, 1971: 186). That is, the distinction between the helpful and harmful effects of anxiety has been established. Later on, this model was made by McGrath (1982) and applied by Williams (1991). To clarify it better, Meijer (July, 2004) replied to the question by e-mail: What is meant by the Inverted U-curve by:

*The inverted U-curve describes the relation between performance and arousal. At first, performance increases arousal until the top of the curve is reached. Thereafter, it declines as arousal increases.*

The model also states that "when arousal is low, performance is low. Then, for a time, as arousal increases, so does performance to an optimal point. As arousal increases further, performance falls ultimately to zero (Williams, 1991: 26).

All these views may be well explained and summed up through figure 08:



**Figure 08<sup>13</sup>:** *Facilitating Vs. Debilitating Anxiety and Performance*

If we look at the above old inverted U-shape relation between arousal and performance, facilitating anxiety might just be the left side of the curve, where performance level increases as a function of arousal (Meijer, June, 2004 by mail). To explain further, when the learner starts learning, he feels a level of anxiety which is moderate, this helps him learn and pushes him to make more efforts. This is labelled facilitating anxiety and is symbolised by the [AB] part of the curve. Starting from (B), anxiety becomes higher and it is from here that it starts being harmful. That is the stronger anxiety is, the lower performance is too. Hence, the [BC] part of the curve refers to debilitating anxiety. It is for this reason that according to Meijer (June, 2004), anxiety is not a dichotomy. He added that *"It is not a matter of being anxious or not, but how strong the anxiety is ....i.e. a variable with a normal distribution"* (Meijer, 2004 by email).

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<sup>13</sup> This figure was taken from Gardner (1995) and was entitled by us.

To conclude then, anxiety is a variable that exists while learning a foreign language. It may help learning or hinder it depending on the level of anxiety experienced by the learner as well as his personality characteristics. However, most anxiety is said to be detrimental; an agreed upon view by most authors. That is why, many strategies and new methods are to be developed to cope with anxiety.

### **3. Social Anxiety**

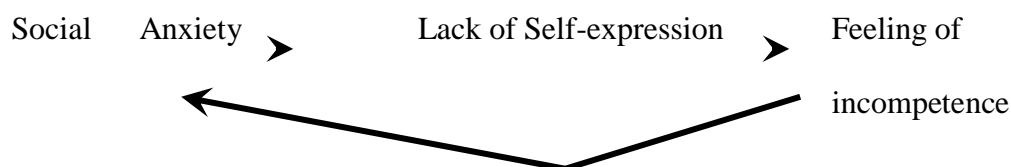
The pioneer who has first proposed social anxiety is Geen (1994). According to him, social anxiety might serve as a warning signal that social disapproval would occur unless an ongoing course of action is modified. That is to say, any behaviour that might make the person seem unattractive or useless to the group could invite social exclusion and thereby elicit the warning signal (Nakanishi, 2002). According to its name, social anxiety results from a social situation where the individual experiences a level of anxiety. That is why; this type of anxiety is labelled as such. Different but interrelated definitions are given to social anxiety. To begin with, the extreme kind of social anxiety is known as Social Anxiety Disorder (SAD) or Social Phobia. It is characterised by extreme anxiety about being judged by others, or behaving in a way that might cause embarrassment or ridicule. It is also a significant anxiety and discomfort related to fear of being embarrassed or scorned in social or performance situations.<sup>14</sup> Examples of the situations may be public or classroom speaking, meeting people, and language classroom as well where learners may fear speaking in front of their peers, so as not to be laughed at. In this case, anxiety is seen as a psychiatric problem. Hence, if the person suffers from SAD, he is more concerned with trait-social anxiety.

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<sup>14</sup> [http://www.psych.org/public\\_info/anxiety.cfm](http://www.psych.org/public_info/anxiety.cfm)

In fact, trait-social anxiety is said to occur in people who are self-focused and who have unrealistic self-expectations, who desire to make positive self-presentations but fear that they will fail to do so, and that their interpersonal goods will be impeded as a result (Vertue: 2003). Social anxiety, now, can be defined as a physical and a psychological uneasiness which we can feel once we are in a group; in front of an embarrassing situation; or in front of an authoritarian, aggressive person (Boisvert and Beaudry, 1979: 157). They also added that it is fear and annoyance which have been learnt and which can be "*dislearnt*". A wink eye to the source of social anxiety showed that it is usually originated from our infancy because it is just right then that we have learnt to fear others. According to Newth (2003), social anxiety may appear at anytime, but most individuals' first experience with social anxiety goes back to the early childhood or teens (p. 18). Therefore, some of its causes may be drawn in this case. Social anxiety may be resulted from an authoritarian position facing a person who is older, stronger or wiser that has always observed, judged us or who has been aggressive indifferent and so on (Ibid: 165). This person may be a father, a mother, a teacher. Effectively, a child who has ever experienced such situations excessively, he is more likely to suffer from social anxiety when he grows up. The reason behind is due to the individuals' perception of social situations. These perceptions will be situated in him under the form of thoughts and images (Ibid, 166). Once the individual lives social anxiety in his early life, he may suffer from inability to express himself and speak to others. When, he cannot communicate, he certainly feels incompetent, incapable and helpless. Hence, his self-confidence decreases and he may see himself down i.e. he may have a low self-esteem (**c.f. Correlates of Anxiety: Self-esteem**), and a poor self-image. Moreover, the more he feels incompetent, the more anxious he is and the less he expresses himself. The result is the increase in social anxiety

and this is what creates a circle in which this individual lives. For more explanation, **Figure 09** is provided by Boisvert and Beaudry (1979: 157).



**Figure 09:** *The Relationship between Social Anxiety, Communication and Competence.*<sup>15</sup>

Therefore, a circle of three elements appears and these constructs are interdependent: social anxiety, lack of self-expression and communication, and feeling of incompetence. So, if we want to diminish this anxiety, we should try to do so by taking into account these three levels (c.f. Ways to Reduce Anxiety, this volume).

Following the above lines of thought, a research was done by Valentine and Arkowitz (1975) comparing a group of people suffering from social anxiety with another group of less anxious people. They found that anxious individuals underestimate the positive aspects of their performance and overestimate the negative aspects. They are found to have a good memory and more precise information of negative aspects rather than the positive ones. This showed that though they underestimate themselves easily, they are in reality capable of achieving the same tasks as less anxious individuals.

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<sup>15</sup> this figure is translated and entitled by us but the elements written are respected as given by Boisvert and Beaudry 1979: 157)



It seems much evident that this feeling of incompetence, this lack of self-confidence and this social anxiety come partially from the individual's irrational thinking of himself which is manifested in his internal dialogue. Unconsciously, the person considers himself unable to do anything in a given situation and that it may drive him to a worse state. Moreover, he imagines that the others will react badly towards him. We may explain this by Arnold's claim (1999: 63) that social anxiety occurs along with the prospect of actual presences of interpersonal evaluation. That is, when the individual evaluates himself negatively, he will experience social anxiety. Leary (1983) pointed out that social anxiety can include test anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety and communication apprehension; things which are to be explained in this work in our coming sections. Here, what interests us is evaluation because the individual evaluates himself negatively because he fears the other's evaluation which he expects to be negative too. That is why; test anxiety is a part of social anxiety for learners experience it when they are in an evaluative situation like when asked to communicate in the target language. Leary and Kowalski (1995) found that students who scored higher on trait-social anxiety would probably be even more concerned and hence less likely to risk using English in public. They added that this kind of anxiety is strongly predicted by fear of negative evaluation (c.f. Varieties of Anxiety) which can impede language learning in a variety of ways. As a result, those students who fear and anticipate negative evaluation will tend to avoid doing things that will cause them to be negatively evaluated in reality, (Brown).<sup>16</sup>

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<sup>16</sup> <http://www.bunkyo.ac.jp/faculty/slib/kiyo/inf/If30if3002.pdf>.

To conclude, social anxiety is much dependent on the aspect of communication. Therefore, FLL is one of the most anxiety provoking situations for it makes learners anxious because it is new for them. Furthermore, they are often asked to communicate using this foreign language in which they feel incapable. In this concern, Leary and Kowalski (1995) said that social anxiety manifests most often in situations that are unstructured, novel, ambiguous, and involve strangers. Hence, the newness of the language, the setting and people with whom these learners interact are among the causes of anxiety.

In short, one can re-establish the tight relationship between social anxiety and FNE. Through what we discussed above, it seems obvious that most social anxious individuals fear from the others' negative evaluations. Therefore, the main aspect of it is the FNE. That is, social anxious individuals pay much attention to the impression they are making.

### **II. 3. Varieties of Anxiety/Performance Anxieties**

The authors identified factors such as communication apprehension, fear of negative evaluation and test anxiety as prominent elements in the generation of foreign language anxiety (Nascente: 2002).

Horwitz, Horwitz and Cope (1986) argued for the existence of an anxiety specific to FLL, conceptually related to three other specific varieties. These three are respectively communication apprehension, test anxiety, and fear of negative evaluation. They have developed the Foreign Language Classroom Anxiety Scale (FLCAS) to capture the specific anxiety reaction of a student to a foreign language situation, and which integrates the above stated anxieties. Yet, this instrument is more than the sum of these parts for

anxiety in the language classroom is described by Horwitz and her colleagues as a complex experience related, in part, to its constructs and in part to other elements. These elements are made clear in their claim which is related to language anxiety "*... as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to the classroom language learning arising from the uniqueness of the language process.*" (Horwitz et al., 1986: 128)

Moreover, Aida (1994); Horwitz and Cope (1986) stated that the FLCAS is more than the sum of these varieties. Spolsky (1998: 115) added in this concern that foreign language learning anxiety contains elements of all the three, but is more than just a combination of them; it is also largely influenced by the threat to a person's self-concept in being forced to communicate in the foreign language in which he has a poor proficiency. The first variety: performance or communication apprehension is defined as: "*a type of shyness characterized by fear of or anxiety about communicating with people*" (Horwitz et al., 1991: 30). The second one is test anxiety. It refers to the academic nature of many languages learning environments and would be relevant to those situations involving formal instruction (Gardner and MacIntyre, 1993: 5). Finally, fear of negative evaluation or social evaluation as Horwitz et al. called it is the third component. Social evaluation apprehension emerges from the social nature of language use, because second language communication involves self-presentation in a language with which only limited competency has been attained (Gardner and MacIntyre, 1993: 5).

Evidence in favour of Horwitz et al.'s theory has been accumulated rapidly. They have first proved that each one of the varieties correlated significantly with anxiety in the language classroom and negatively correlated with the expected and obtained grades in the language course. MacIntyre and Gardner's (1991) study employed a separate dimension of

language anxiety scales of: communication apprehension, social evaluation, and test anxiety were not associated with this dimension. Supporting the suggestion that language anxiety is a specific, relatively unique type of apprehension, it was also evidenced by Young (1990) that the most anxiety-provoking tasks in language classrooms involve public communication and/ or evaluation, comprising the three sources of anxiety identified by Horwitz et al. (1986).

Due to the importance of each construct and its heavy place in language anxiety, we think it is preferable to treat them in more details. This is to be done by treating each variety alone but, of course, in relation to language anxiety and the other constructs as well.

### **II. 3. 1. Communication Apprehension**

Many researchers have pointed out that the skill producing most anxiety is speaking (MacIntyre and Gardner 1991: cited in Tanveer (2007). Generally, this anxiety is resulted from the inability either to express ourselves or to comprehend one another, or because of the lack of confidence in our general linguistic knowledge. Horwitz et al (1986) defined CA as *“a type of shyness characterized by fear or anxiety about communication with people* (cited in Thaher, 2005). It should be noted that CA is a common student concern, and a topic usually covered in the public speaking community<sup>17</sup>. In addition, Dereshiwsky (2004) wrote that in spite of substantial advances in teaching methods and techniques, apprehension continues to exist in the university FLC. Horwitz et al. (1986: 127) declared in this:

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<sup>17</sup> <http://www.aahe.org/pubs/includedincommunication/includedincommunicationCyphert.pdf>

*The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language classroom.*

The above quote links communication apprehension to the ability to converse and transmit the message appropriately. That is, when learners think that they cannot do that, they will be silent even though they possess the necessary capacity for communication. Tsui (in Bailey and Nunan, 1997: 158) mentioned that students who lack confidence in themselves or in their English necessarily suffer from CA.

In addition, researchers (Horwitz, Horwitz and Cope, 1986: cited in Casado, 2004) proposed that language students have mature thoughts and ideas, but an immature second language vocabulary by which they express themselves. Therefore, the inability to express themselves or to comprehend one another leads them to CA. Generally, CA during FLL is caused by having difficulty in understanding others or making oneself understood. Consequently, many talkative people in their mother tongue are silent when it comes to foreign language speaking.

It is obvious that CA plays a vital role in FLA what makes it the core of interest of many research studies in communication and educational psychology domains. Most of these studies are based on McCroskey's conceptualization of CA who defined it as McCroskey (1977: 78) as "*an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons*". Moreover, language students who test high on anxiety report that they are afraid to speak in the foreign language, showing feelings of nervousness, confusion and even panic. Students with feelings of communication anxiety would respond positively to questions like "I get

nervous and confused when I am speaking in my language class," and negatively to questions like "I feel confident when I speak in foreign language class" (cited in Casado and Dershiwsky, 2004).

All in all, people who are high in CA are perceived more negatively by others than those who had lower apprehension (McCroskey, 1978), and hence, negatively evaluated which is a salient aspect in the study of FNE.

### **II. 3. 2. Generalised Fear of Negative Evaluation**

Fear of negative evaluation is one of the more prominent causes which engender language anxiety. It is also called social evaluation or social apprehension. In classroom settings, it may be fear of negative evaluation from peers and teacher. It matches communication apprehension and test anxiety as the main constituting elements of FLA. Leary and Kowalski (1995) pointed out that FNE can impede learning in a variety of ways. They added that the most obvious is that students who fear and anticipate negative evaluation will tend to avoid doing things that will cause them to be negatively evaluated. In the same lines of thought, Bailey and Nunan (1997: 158) stated that in ESL classrooms, students are constantly required to perform orally in front of the whole class, which is one form of testing. Their performance is continuously evaluated by the teacher, and their peers as well. Hence, they concluded that different learners will try to avoid subjecting themselves to evaluation by the teacher and their peers.

This component is defined as "*the apprehension about others evaluations and the expectation that others would evaluate oneself negatively*" (Aida, 1994). According to Aida, students who experience FNE often sit passively in class adopting the action of avoidance and keeping silent, which make it an observable behaviour in FLC. In foreign

language contexts, negative evaluation can be derived from both teachers and peers, since the foreign language requires continual evaluation by the teacher, and anxious students may also be intensely susceptible to the evaluations of their peers. Generally, students who give much attention to the impressions others form of them are more exposed to this kind of anxiety, because they are afraid of making mistakes while performing in the foreign language. This is more likely to lead them avoid initiating conversations and minimize their participation in their FLC, but prefer just to listen to others. FNE can also occur because students are unsure of themselves and what they are saying, they may feel that they are not able to make the proper social impression (MacIntyre and Gardner, 1991). Students with feelings of FNE would answer positively questions like *"I am afraid that the other students will laugh at me when I speak the foreign language,"* and negatively to questions like *"I don't worry about making mistakes in language class"* (cited in Casado and Dershiwsky, 2004).

### **II. 3. 3. Test Anxiety**

Test anxiety was first introduced in 1952 by Mandler and Sarason, and it was considered among the most tackled topics in the field of psychology. Test anxiety is defined as the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation (Sarason, 1984). It was also defined as a kind of anxiety linked to evaluation or test taking (Sieber, 1980). Hence, Bailey and Nunan (1997: 158) mentioned that TA stems from fear of failure, which is closely related to fear of negative evaluation. This shows how strong is the interrelation between TA and FNE.

Right from the beginning of research on anxiety, that is early 1970s, TA has been dealt with by researchers with great consideration. First, we can refer to the components of

TA: worry and emotionality. Liebert and Morris (1967) introduced them referring the first to cognition and the second to affect. What seems newly added to their finding is what Meijer (1996) found in his pilot experiments. His results had shown that TA should not be decomposed only into emotionality and worry, but rather contains a third factor, that can be constructed as lack of self-confidence. It seems much reasonable and even evidence showed that clearly. A case in point is Clément (1980, 1986) who related self-confidence to anxiety and defined it as a more than a lack of anxiety and considered it to be a super ordinate construct, encompassing both lack of anxiety and positive self-ratings of proficiency. Meijer (1996), then, concluded that lack of self-confidence appears prominent as the third constituting factor of test anxiety.

Back to what research has provided for the link that exists between TA and language learning. First, Chastain (1975) reported a significant correlation between TA and success and found that the correlation was negative ( $r = -.48$ ). This result indicates that low test anxiety was associated with greater success. Further, Lamberth et al. (1976: 332) stated that test taking can be anxiety arousing. They added: *“If you [as students] are overly anxious about taking tests, your performance on an exam probably will suffer.”* Nascente (2001), however, found that tests were not the main focus of the group’s anxiety and she understood it to be due to the long time students have been in school and this means that they know the assessment system well. Yet, some of those students revealed that they felt so anxious about these tests that they could not perform properly in them. Hence, if tests evoke anxiety, that is test anxiety, this is more likely to lead to inability and, thus, lack of success.



To sum up, Bailey (1983) pointed that tests were one of the causes of anxiety in the second language classroom. Basically, in her articles, "stress, anxiety and cognitive interference: Reactions to Tests", Sarason (1984) proposed some characteristics of test anxiety:

- The situation is considered difficult, challenging, and threatening
- The person considers himself as ineffective in handling the task at hand.
- The individual stresses on unpleasant consequences of personal inadequacy
- The individual expects and anticipates failure and loss of image by others.

## **II. 4. Correlates of Anxiety and FNE**

This section's aim is to show the elements which repeatedly appear alongside with anxiety. However, the correlates we are going to discuss, here, are those related to language anxiety, in particular, and we generalise it to FNE. They are, then, ranged from highly personal such as self-esteem to procedural such as classroom activities and methods. In addition to that, the proposed list of correlates here is taken from Arnold (1999: 62-65) and we, then, have tried to detail the discussion further and adopt the same correlates to FNE.

### **II. 4. 1. Self-esteem**

In our previous section, we have seen through the kinds of anxiety and in the last one in particular i.e. social anxiety, that the individual judges himself negatively. Self-judgement is among the factors which build the concepts of self-esteem and FNE. For more explanation, it seems useful to provide a definition for self-esteem. We may be best

served by the well-accepted definition of one of the pioneers in the field of research of self-esteem who is Coopersmith (1967: 4-5). He stated:

*By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself, it expressed an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes that the individual conveys to others by verbal reports and other overt expressive behavior (Coopersmith, 1967: 4-5) (in Brown 1994: 137).*

According to this definition, self-esteem has to do with the person's self-evaluation, self-image, self-worth and self-concept. Now, these may be either negative or positive. If negative this evaluation is, it is more likely to engender the feeling of fear and; hence, FNE. Therefore, the individual may have a high self-esteem or a low self-esteem and may feel FNE in the latter case. Self-esteem, however, is not constant for it fluctuates and it is a matter of degree, and the person can place himself somewhere on the continuum of self-esteem. To establish the link between FNE and self-esteem which stretches from high self-esteem and low self-esteem, the latter has been selected to be one of the correlates of anxiety. Many researchers have worked on the correlation between anxiety and self-esteem. To begin with, Spielberger (1966) stated that threats to the ego or self-esteem appear to be much more important in triggering anxiety than physical threat particularly under evaluative circumstances. When dealing with evaluation, anxiety is more likely to be the result and low self-esteem occurs. That is, self-esteem seems more a matter of FNE given that individuals bind it to evaluative situations from which the FLC can be selected. Brown (1973), for instance, predicted that the construct of anxiety is intricately intertwined

with a number of factors naming self-esteem, inhibition and risk-taking, and that played an important affective role in Second Language Acquisition (SLA)<sup>18</sup>. More specifically, Turner (1973: 127) stated that *"different levels of self-esteem have discrete behavioural concomitants with those in high in self-esteem being socially poised, low in anxiety... while those with low self-esteem are anxious, withdrawn and passive"*. Withdrawal stems for us as a key word here be it one of the characteristics of FNE. This is also evidence that self-esteem has a strong link with FNE. In addition, according to Sarason and Spielberger (1975), highly anxious subjects tend to perceive stimuli as threatening to self-esteem in evaluative situations. That is to say, when learners are anxious, tests and evaluations are stimuli which threaten their self-esteem and menace it. Here again, FNE emerges as a strong link between self-esteem, anxiety and FNE. Greenberg et al. (1992) pointed out that since high self-esteem is linked to lower anxiety, we can seek to build up students' self-esteem and self-confidence, although the very position of foreign language learners inevitably lowers their self-esteem since the lack of mastery of the second language communication prevents them from behaving with their normal competence. This detail is considered as an important source of FNE and makes up the core of our second hypothesis. Furthermore, in certain circumstances, learners can dominate high anxiety through self-confidence and strategies to manage anxiety and optimise learning (Ehrman and Oxford, 1995; Ganschow, Sparks et al., 1994). Additionally, Arnold (1999: 62) added in this respect, that among highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem resulting in better performance

**(c.f. Chapter 09: Implications to Reduce FNE in the Foreign Language Classroom)**

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<sup>18</sup> [http://www.foundarticles.com/cf\\_dis/moFCR/435/84017191/p1/article.jhtml](http://www.foundarticles.com/cf_dis/moFCR/435/84017191/p1/article.jhtml)

By way of conclusion, self-esteem has a very important impact on learning a foreign language especially when an anxiety-provoking situation is present. This is more apparent and more damaging when the learner suffers from low self-esteem and high FNE. This is simply because people who have low self-esteem and poor coping skills may be prone to anxiety disorders<sup>19</sup> and FNE as well.

## **II. 4. 2. Tolerance of Ambiguity**

Tolerance of ambiguity is the second correlate of anxiety and we adopt it as a correlate of FNE. It is defined as an acceptance of confusing situations without clear demarcation lines (Ely, 1989). Situations in which language learners constantly found themselves: the factor may be linked to persistence at language learning (Chapelle, 1983; Naiman et al., 1978) and to risk-taking behaviour-which is the next correlate- essential for language progress. It is helpful here because its opposites (anxiety, inhibition, anticipated criticism from others or oneself) restrict language practice. Criticism here can be directly related to FNE. Like anxiety, ambiguity tolerance can be either helpful or harmful. In our FLL contexts, there is a great deal of ambiguity about meanings, referents and pronunciation, and this can often raise language anxiety (Arnold, 1999: 62). Therefore, a degree of ambiguity-tolerance is essential for language learners, who are able to tolerate moderate levels of confusion, are likely to persist longer in language learning than those students who are overly frightened by the ambiguities inherent in learning a new language (Chapelle and Roberts, 1986) (cited in Arnold 1999: 26). It seems, then, analogical with anxiety which, as said before, can be helpful in some cases and harmful in others. This can also be generalised in FNE because a degree of ambiguity often exists in any evaluation. In

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<sup>19</sup> [http://www.psych.org/public\\_info/anxiety.cf\\_anxietydisorders](http://www.psych.org/public_info/anxiety.cf_anxietydisorders)

addition, speaking about individual differences like mentioning ability and fear, things that refer to cognitive and affective abilities, we might be more concerned with the students' personality traits and through which different perceptions occur to evaluation and different degrees of FNE are felt as well. One of these traits is strongly bound to anxiety which has been discussed is self-esteem. In relation to self-esteem and tolerance of ambiguity, Beebe (1983) wrote that language students who fear ambiguity or those whose self-esteem is low; frequently freeze-up allowing their inhibitions to take over completely. This is to show the negative aspect of this correlate if a problem in personality equilibrium is shown such as self-esteem. Finally, Meijer (2001: 962) pointed out that besides stress-inducing instructions, other perceptions such as ambiguity of feelings or insecurity in general leads to elevations in anxiety, though he said that the first is stronger than the second as far as anxiety-provoking is concerned. In his described experiment in this volume, he found that ambiguity was present in the sense that there was an inherent contradiction in particular. To say it differently, when the content is ambiguous, paradoxical and does not go in accordance with the given instructions, it breeds ambiguity.

To sum up, ambiguity tolerance, as a constant correlate of anxiety and FNE, is apparent in FLL. This is for the simple reason that the FLC is a place of confusion and learners seem unsure of what they experience and unaware of what will come. More particularly, evaluation and assessment are quite often ambiguous in the EFL contexts and more particularly when learners shift from secondary schools to university with a new applied system as the LMD. Hence, this ambiguity needs to be accepted for learning to take place otherwise anxiety and FNE are to be engendered.

### **II. 4. 3. Risk-taking**

As afore-mentioned, Brown (1973) declared that anxiety was intertwined with self-esteem, inhibition and risk-taking. Ely (1986) has done works on risk-taking and said that decreases in risk-taking frequently occur when students feel extreme discomfort in the FLC. This discomfort may be related to anxiety. Ely (1986) also found that discomfort discouraged risk-taking and, thus, inhibited participation. It has also been pointed out that students who are highly anxious about the frequent ambiguities of the language learning often suffer reduced risk-taking ability. It is more useful for language learners to take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes, rather than taking no risks at all or taking extreme, uniformed risks (Oxford, 1990a, 1990b; Brown, 1994a) (cited in Arnold, 1999: 63). In our work, errors are considered as a cause of FNE and this is more likely to lead to less participation and learners, then, take fewer risks to avoid subjecting themselves to the others' negative evaluation. Moreover, a study done by Samimy and Tabuse (1992) about the relationship between affective variables and performance revealed that risk-taking was included. That is, they precised that variables affecting students' performance changed over time, with gender, risk-taking (affected by anxiety), students' status (undergraduate or graduate) being the predictors of students' success in the first term, and strength of motivation and outside language opportunities being determining factors in the following term (in Matsuda and Gobel: 2004). This is only to show that risk-taking which is highly affected by anxiety is of paramount importance for the learning process of a foreign language in its early stages.

## II. 4. 4. Competitiveness

First of all, we should make it clear that this correlate is a tricky concept. Anxiety and competitiveness are, in fact, topics of intention, given the extra degree of defensiveness. This issue will lead us relate competitiveness to FNE because in the EFL context, learners are often subject of evaluation the thing that leads to differences between students and, thus, competition is more likely to reign. Hence, anxiety and competitiveness could be explored with a more delicate handling because they are in need of that for more clarification (Allwright and Bailey, 2000: 90). In support of this view, in his Affective Filter, Krashen (1985) mentioned the representation of the way in which factors naming attitude, anxiety and competitiveness can help or hinder language learning (in Hedge, 2000: 21-22).

Many researchers have worked on the relationship between anxiety and competitiveness. Some have mentioned that competitiveness may generate debilitating anxiety (Bailey 1983: 69; Kleinmann, 1977: 105; Scovel, 1978: 139). Others have agreed that competition in which students have the support of their peers can generate facilitating anxiety which "*motivates the learner to 'fight' the new learning task*" (Scovel, 1978: 139). This statement embeds that the reverse holds true and treats a salient aspect in the FLC; peer interaction. If positive it is; competition will help learners and the reverse holds true. Now, as far as competitiveness and anxiety are concerned, Bailey suggested a cyclical relationship between anxiety (facilitating or debilitating) and competitiveness (positive or negative)<sup>20</sup>. Bailey (1983) identified this competition as a possible reason for tension in the atmosphere. Hence, she linked competitiveness with anxiety in her review of ten diary

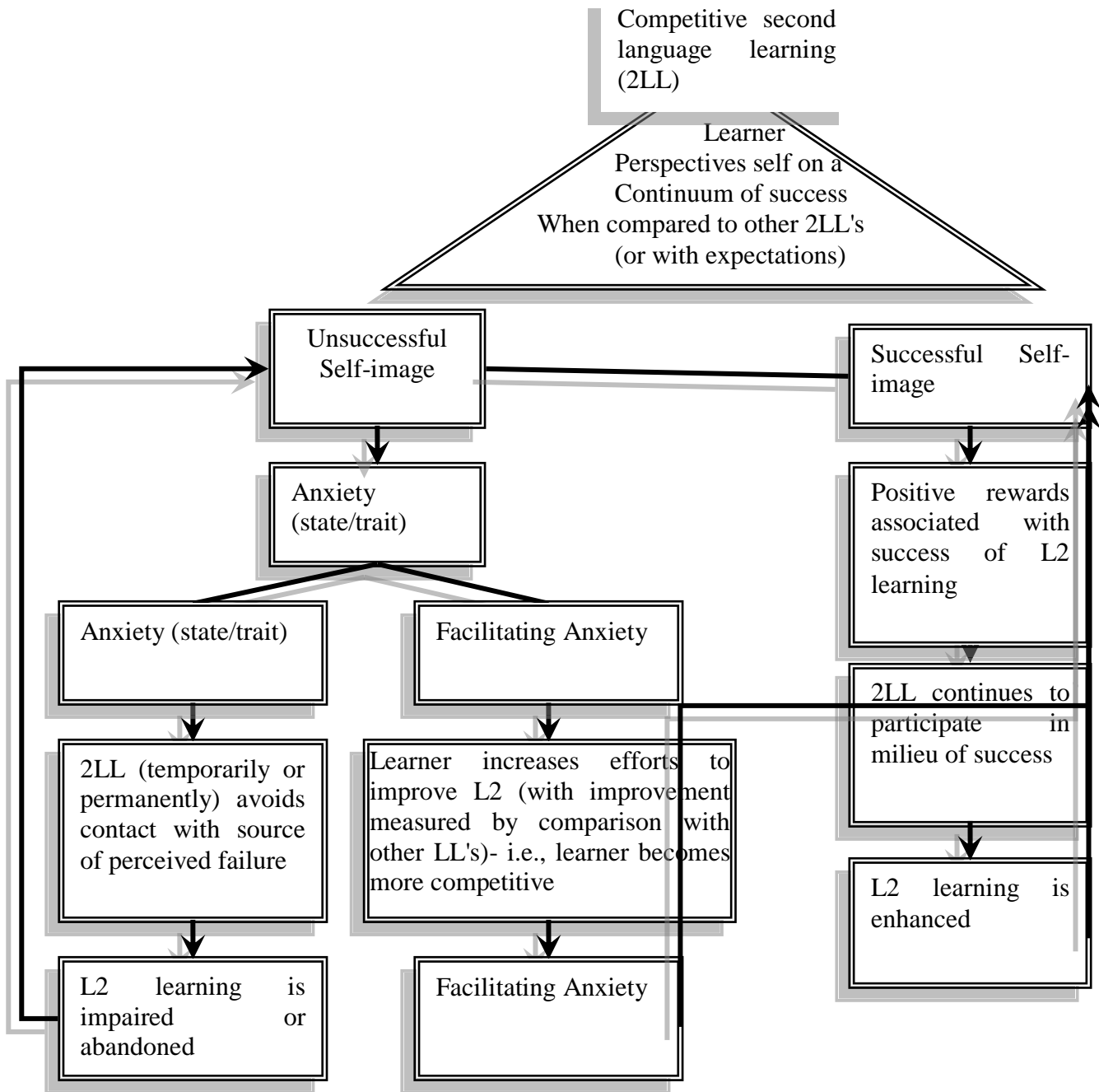
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<sup>20</sup> <http://www.ling.lanc.ac.uk/groups/crile38Hanks.pdf>

studies. She noticed through the surprising number of diarists that there appeared an apparent, consistent relationship between both variables. She asserted that competitiveness can lead to language anxiety especially when language learners compare themselves, to others or to an idealised self-image, which can rarely attain. This detail is strongly related to FNE given that comparing oneself to others or to an ideal will engender the feeling of fear from negative evaluation. The diarists in her work, effectively, revealed themselves to be rather strongly competitive in their language classes, and this itself appeared to be a major source of anxiety for them. Some seemed preoccupied with the strain of wanting to be the 'best', others with the strain of being among the 'worst'. In either case, the anxiety was often debilitating rather than helpful. Bailey also added that when anxiety and competitiveness are put together, the latter may be manifested in a desire to outdo other language learners by shouting out answers in class, or by racing through examinations to be the first to finish (in Ellis, 1999: 117). It was also found that high anxious persons performed better on the non-competition and more poorly on the competition list (Lamberth et al., 1978: 331). It has been, however, agreed upon by Scarcella and Oxford (1992) that competitiveness can relate to language anxiety by suggesting that this link does not occur in all students (cited in Arnold, 1999: 63). In this respect, Ur (1996: 276) claimed that individual competition can be stressful for people who found losing humiliating, or are not very good at the language and, therefore, likely consistently to lose in contexts based on linguistic knowledge, and if overused, it eventually affects negatively learners' willingness to cooperate and help each other. He added that if the competition is taken not too seriously, and if scores are the least partly the result of chance, so that any one might win, positive motivation aspects are enhanced and stress lowered.



In fact, we are not going to add more than the proposed figure by Bailey (1983) herself to explain the relationship between anxiety and competitiveness. However, Skehan (1989: 118) suggested that more ethnographic research is needed in order to *"gain a clear understanding of such issues as the role of 'face' in the development of anxiety »*; and FNE has much to do with face as well. One can have a look at Bailey's diagramme which is demonstrated just in what follows:



**Figure 10:** *a Model Competitiveness and Anxiety in the Second Language Learner (Bailey 1983a: 97)*

## **II. 4. 5. Social Anxiety**

This correlate has been dealt with in more details in our previous section. This is why; we are not going to peruse in its discussion. For reminder reasons, social anxiety is the extreme uneasiness and anxiety about being judged by others or behaving in a way that may cause embarrassment or ridicule. Leary (1983) (in Arnold 1999: 64) mentioned that social anxiety can include speech anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety and CA. We have already discussed these elements but more details are needed about CA in this position. Firstly, CA is defined as a kind of shyness that interferes with talking to other people (Spolsky, 1998: 114). People who suffer from CA are more reluctant to converse or interact with others. Thus, they tend to avoid communication or withdraw from it as soon as possible (Arnold, 1999: 64).

## **II. 4. 6. Test Anxiety**

Test anxiety can be part of social anxiety particularly in an evaluation situation. Sarason (1984) defined it as *"the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation"* (in Arnold, 1999: 64). It can also occur in communicative situations too and students, then, may experience it when asked to communicate in the target language. Again, this construct is related to FNE because tests are part of evaluation and language learners often experience fear from tests.

If the learner faces to situation where he should communicate, whether it is evaluative or not, and if he suffers from TA, he may be unable to do something. More difficulty is to be noticed if the learner is in an evaluative situation. The result, then, may be a blockage to the learning process.

## II. 4. 7. Identity and Culture Shock

It is common knowledge that learning a foreign language carries the meaning of identity, language-shock and culture shock. This is what may explain the role of individual differences in language learning. Adele claimed in an interview: *"It's not a problem of language-it is her personality"* (Hilleson in Bailey and Nunan, 1997: 256). This quote indicates that even those involved in the trauma of language shock may not understand the difficulties of another person trying to establish an identity in a second language (Ibid: 257). Moreover, a number of researchers agree with the existence of an uncomfortably feeling of culture shock as a consequence of personal experience (Oberg, 1960; Taft, 1979; Nolan, 1985; Lewis and Jungman, 1986; Samovar and Porter, 1991). This has been proved by a study done by Ariza (2002) on a group of terrified group of learners forced to study Spanish. The result of her personal experience as a second language learner at the age of 30 was her being uncomfortably familiar with culture shock. Schumann (1977: 214) added:

*Whoever constitutes the family must be able to provide the learner with a sense of identity and help him to cope with his environment such as that he found culturally appropriate solutions to the problems he encounters. Also, the "family" must be willing to correct the alien's mistakes, provide him with access to the community at large, and serve as conversation partners and, where possible, language teachers.*

In the above quote, Shumann (1977) refers language shock to negative self-perception. Language shock is considered to be a form of anxiety with which students feel they cannot function properly within the community since they have been deprived of their real personality and are embarrassed to display a self that is fundamentally incompetent (Shumann, 1978). Furthermore, Young (1992) suggested that anxiety is lower if a student feels such identification and it is higher if he does not identify with the language group. However, this is not always the case for anxiety can arise for other learners due to over-

identification with the language group and the concurrent feeling of loss of personal identity.

Therefore, for the learner to learn the foreign language effectively, he should find an adequate environment where he can prove himself to be capable. That is, he should build an identity which goes with the community where the language is spoken to avoid the anxiety caused by cultural and language shock.

#### **II. 4. 8. Beliefs**

Research suggests that the beliefs of both learners and instructors are linked to language anxiety and possibly to learner performance through instructors' procedures and students' responses to those procedures (Arnold, 1999: 64). In support of this view, Spolsky (1998: 214) said that there exist grounds for believing that low proficiency (poor academic results) increases language learning anxiety. Most beliefs that lead to language anxiety seem to be unrealistic. A case in point is Horwitz's (1988) study where foreign language learners were found to believe that they should be able to speak with great accuracy and an excellent accent. With such beliefs, they certainly think that they should be fluent and speak the foreign language without committing mistakes. In addition, mistaken or uninformed beliefs about language learning may lead to dependence on less effective strategies, resulting in indifference toward learning, poor cognitive performance, classroom anxiety and a negative attitude to autonomy (Victori and Lockhart, 1995: 225). Brown (2003), however, claimed that pressure to perform in itself is apt to make students uncomfortable. Hence, students make mistakes and this leads to lack of fluency while speaking the foreign language. Consequently, this belief remains in the learners if not increases more. We should, now in no way, exclude the idea that there are learners who

learn languages more easily than others (Horwitz, 1988) the thing that may lead to more anxiety for some students because they tend to compare themselves to other students and this can lead to FNE (whether as a result of negative evaluation of the self or of the others). Such learners are said to have perceptions that no matter how hard they try, they will not be able to learn the language properly, the thing that stands out as a source of negative feelings which may make learning more difficult than it should be and, in some cases hinder it completely (Nascente, 2003). Teachers, therefore, need to admit and respect students' attitudes, beliefs, and expectations and help them overcome any damaging perceptions and blocks (Mantle-Bromley 1995: 383). Moreover, instructors need to enhance students' awareness of their personal weaknesses and strengths and of their task/strategic competence, since beliefs differing from those of the teacher can lead to frustration, dissatisfaction with the course, unwillingness to perform communicative activities, and lack of confidence in the teacher (Mantle-Bromley 1995: 381-383; Peacock, 1998: 125).

In fact, even the teachers' beliefs are a cause of anxiety. That is to say, many language teachers maintain the belief that they should be directive, authoritarian, and even intimidating and that they must correct every error (**c.f. Causes of FNE**). However, these behaviours can lead to language anxiety (Young, 1991 in Arnold, 1999: 65) and more particularly to FNE. Among the reasons of failure in learning foreign languages, teachers often take part (**c.f. Classroom Interaction**). There has been a great discussion about this issue where the teacher's role is discussed. The teacher, then, should implement strategies from the language teaching methodology. A case in point is, Charles Curran's Community Language Learning (CLL) which focuses on strategies that reduce anxiety as the teacher

plays the role of understanding and of an empathetic counsellor (Ariza, 2002: 717) rather than the role perceptions discussed previously (**c.f. Recommendation Chapter**).

## **II. 4. 9. Classroom Activities and Methods**

Given the nature of the courses given in foreign language classes, they must be related to the four skills of the language. However, speaking in the classroom is what often makes students fear more. In this, a great deal of research has focused on anxiety with respect to classroom activities such as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety-provoking for foreign language learners (Harwitz et al., 1986, Steinberg and Horwitz, 1986, Mejías, Applbaum, Applbaum, & Trotter, 1991, Price, 1991). Again, Price (1991) investigated by asking questions about what made students most anxious in a FLC. All of the subjects answered that having to speak a foreign language in front of other students resulted in the most anxiety. Koch and Terrel (1991) also found more than half of their subjects reported oral skills and oral presentations in front of the class as the most anxiety producing; factors strongly correlated with FNE as evidenced by the FLCAS. Similarly, Horwitz and Young (1991) and Young (in press) found the same results. Nascente (2001) wrote that the fact that students are required to perform in the TL deprives them of their normal means of communication and behaviours. She added that when forced to use the language they are learning, they constantly feel that they are representing themselves badly, showing only some of their real personality and intelligence; and this is strongly held in our study when dealing with performance as part of the sources of FNE. Turula's (2002) view added a further detail on this. According to her, some individuals may be reluctant to speak, especially when they realise at anytime that other students are more fluent. Hence, it is clear through research how important is the oral skill in FLL. In fact, dealing with speaking

does not mean we ignore the importance of other skills but in any FLC; students should take part of the classroom, participate and share activities the thing that makes of speaking an omnipresent task whatever the taught subject is. To end the discussion about this issue, we may be served by Matsuda and Gobel's (2001: 230) who pointed out:

*...Oral classroom activities... [are] ...some of the most problematic and anxiety-provoking activities for foreign language students.*

Of course and as we mentioned previously, speaking tasks are not the only anxiety triggers, but we introduced them as the first menacing skill in terms of the degree of threat. For some students, writing, reading or listening can also create fear, depending on the student (Horwitz and Young 1991, Scarcella and Oxford, 1992). In his diary study, Hilleson (1997) observed various types of anxiety related to different skill areas. His participation demonstrated anxiety related not only to speaking and listening but also reading and writing. Moreover, other recent studies have attempted to measure anxiety specific to foreign language writing and reading namely Cheng, Horwitz, and Schallert (1999). They concluded from their study in Taiwan that foreign language writing anxiety is a more specific type of anxiety, closely related to the language particular skill of writing. Saito et al. (1999) explored the links that exist between general FLA and foreign language reading anxiety. The result was that foreign language reading anxiety is related but distinguishable from FLA.

To sum up, language anxiety is in itself a cause of the four skills of the TL to which we added vocabulary and grammar in our study. Hence, some teaching methods have been developed to cope with FLA no matter whether it is resulted from speaking, listening, reading or writing. Perhaps CLL is seen as one of the most appropriate methods which



proved to have the ability to cope with language anxiety for many learners (Samimy and Rardin 1994).

#### **II. 4. 10. Instructor-Learner Interaction**

To begin with, Handley (1973: 106) claimed that success in learning and in teaching depends greatly on the nature of teacher-learner interaction. So, no learning is to occur if the notion of instructor-learner interaction fails. For language learning and language anxiety, many researchers relate language anxiety to instructor-learner interactions (Horwitz, Horwitz and Cope, 1986; Young, 1990; Koch and Terrel, 1991; Price, 1991; Scarcella and Oxford, 1992). Harsh error correction, ridicule and uncomfortable handling of mistakes in front of a class are among the most important instructor-learner interaction issues related to language anxiety (Arnold, 1999: 66); a fact we included among the sources of FNE. Rardin, Tranel, Tirone and Green, (1988) related increase in the learners' anxiety to the teacher assigning the example of error correction. They said that the fact of always correcting learners' pronunciation in conversations, that will bring about disaster in learning. The teacher, in their view, should not control the conversation in CLL, but let students talk whatever they want to talk. Price mentioned in his study the role of the instructor. He said that those instructors who always criticise students' pronunciation might make them anxious. Then, an important aspect of instructor-learner interaction has frequently been overlooked: style conflicts between teachers and students, teacher-student learning style conflicts have been shown to relate to lower grades for students to contribute to stress in the classroom (Oxford, Ehrman, and Lavine, 1991 in Arnold, 1999: 66). This negative result may well be supported by Handley's (1973) claim which said: *"If the teacher is highly punitive and frowns and shouts a good deal, an insecure atmosphere is built up in the class. The teacher who is attempting to work out his*

*emotional problems through his teaching will generate insecurity* ». This is to show that the teacher is the responsible for the classroom and it is his task to build a healthy atmosphere where students can interact naturally so that learning will take place. Additionally, Johnstones (1995: 132) related lack of success to anxiety as one main factor which influences it. This latter, in his view, arises from unsuccessful past experiences or from incompatibility with instructors and/or methods of instruction. Always within the teacher's frame, Nascente (2001) found that the reasons given by her participants about feeling uncomfortable were mostly related to interaction with their peers and the perception that the leaning process has not been properly conducted by the teacher or the school. As for Turula (2002: 29-30), she declared that teachers are often judgemental toward their students in the classroom. They may show approval or disapproval verbally as well as by their body language from their own experience and study. This kind of negative judgement is more likely to lead to FNE. Turula stated:

*During my classroom observations, I have encountered teachers who openly mocked students and others who praised them without thinking or making eye contact, thus making their positive reinforcement seem insincere.*

She also mentioned that domineering, controlling teachers, who leave students feeling that they have no influence over what is going on in the classroom are the sole responsible for the learners' loss of control. Turula has also included feelings of isolation and disregard which she has inspired from Shavelsan and Stern (quoted in Nunan, 1989: 21). Losing control, isolation and disregard are coined to FNE as well. Shavelsan and Stern found that teachers tend to have their favourite students and observed that teacher favouritism is manifested in classrooms mainly by inconsistent error correction and unfair distribution of turns. In fact, many other reasons which lead to language anxiety, and which relate either directly or indirectly to, are expressed in Stevick's (1980: 1)

words: “*what goes on inside and between the people in the classroom*” referring to class dynamics and interactions remain unsaid. This is for the simple reason that this issue cannot, first be discussed in this work as it runs outside the scope of the present study.

As far as the correlates of anxiety are concerned, it has been dealt with a considerable concern given their importance in FLL. They are, as one might observe, classified from personal issues to instructional ones because before treating learning per se, we are priori dealing with individuals. Hence, teachers should know first their learners, their personalities before opting for the methods they should use and the activities they should select. Moreover, teachers should be aware of the learners’ learning problems and their learning differences too to find out suitable strategies and let learning take place because as Crookal and Oxford (1991) reported:

*Serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in second language” (Wörde, 2003).*

## **Conclusion**

Through the chapter, we aim at offering an overview on FLA given that FNE is part of it. We have first tried to explain the concept from its original discipline; clinical psychology. Then, we presented an overview of it together with its types. Our focus at this level was made on trait/state anxiety, facilitating/debilitating anxiety and social anxiety. When dealing with FLA, it is indispensable to escape enumerating its varieties; CA, FNE and TA especially that our target is one of its components. By the end of this chapter, Arnold’s (1999: 62-65) classification of the correlates of FLA was used and detailed with discussion and adopted for FNE.

# **Chapter Three: Fear of Negative Evaluation: Causes, Effects and Symptoms**

## **Introduction**

The accumulation of considerable data about anxiety, its kinds and correlates may serve as a basis for the present chapter. That is why; we may consider this chapter as continuity to the preceding. We first tried to shed more light on the concept of FNE at this level and relate it to EFL contexts. Again, this chapter's significance lies on the sources or causes of anxiety which provide a clearer explanation of FLA and FNE since it is crucial to treat the possible causes that contribute either directly or indirectly in the generation of anxiety and FNE in particular. Yet, before this step, we explained the source of anxiety and FNE from a clinical perspective for more understanding. Further, it is quite obvious to complete the outcomes FNE is to bring to the individual, the classroom and the learning in general. Hence, this chapter is going to say what leads to FNE and how FNE affects the learner. For us to help learners and teachers identify FNE, the symptoms that permit us recognize anxiety, are enumerated because these are the same for any kind of anxiety.

## **III. 1. Fear of Negative Evaluation**

As aforementioned, FNE is operationally used to refer to the learner's marked apprehension of what others (teachers and peers) think about him, avoidance of social and performance evaluative situations and the expectation that others will evaluate him negatively (Watson and Friend, 1969). That is, an individual who is characterized by FNE assumes that people are inherently critical and, therefore, likely to spill negative feedback. Relating to this, Schlenker and Leary (1982) pinpoint that FNE can be defined as "*adverse physiological arousal in social or performance situations that involve possible evaluation*

*by others, with accompanying worry or fear of physiological harm and a desire to escape or avoid situations”*( cited in Kearney, 2005: 8). As a matter of fact, this construct is similarly conceptualized as social and performance anxiety, social distress or social avoidance (La Greca and Stone, 1993).

Apparently, FNE is deemed to be a normal human reaction when facing social or performance situations. For instance, this construct is usually present in the FLC like when starting and maintaining a conversation with a peer or a teacher (social situation), or presenting an oral assignment (performance situation).

Accordingly, it is a non-problematic human-related phenomenon. To back up this point, Kearney (2005:9) states that:

*Even in therapeutic settings, the goal of treatment is not to eradicate [Fear of Negative Evaluation] but to reduce it to manageable proportions without avoidance*

Yet, some individual learners experience this construct in an extreme and severe level that negatively interferes in developing normal social and performance-productive skills. Often, such learners display high avoidance, escape, withdrawal, behaviour problems, and other inappropriate coping strategies (Ibid). In this case, it is considered as a problematic state since it is linked to maladaptive interference in many areas (Masia and Morris, 1998) (c.f. **Clinical Approach to Anxiety**)

### **III. 2. Fear of Negative Evaluation in EFL Context**

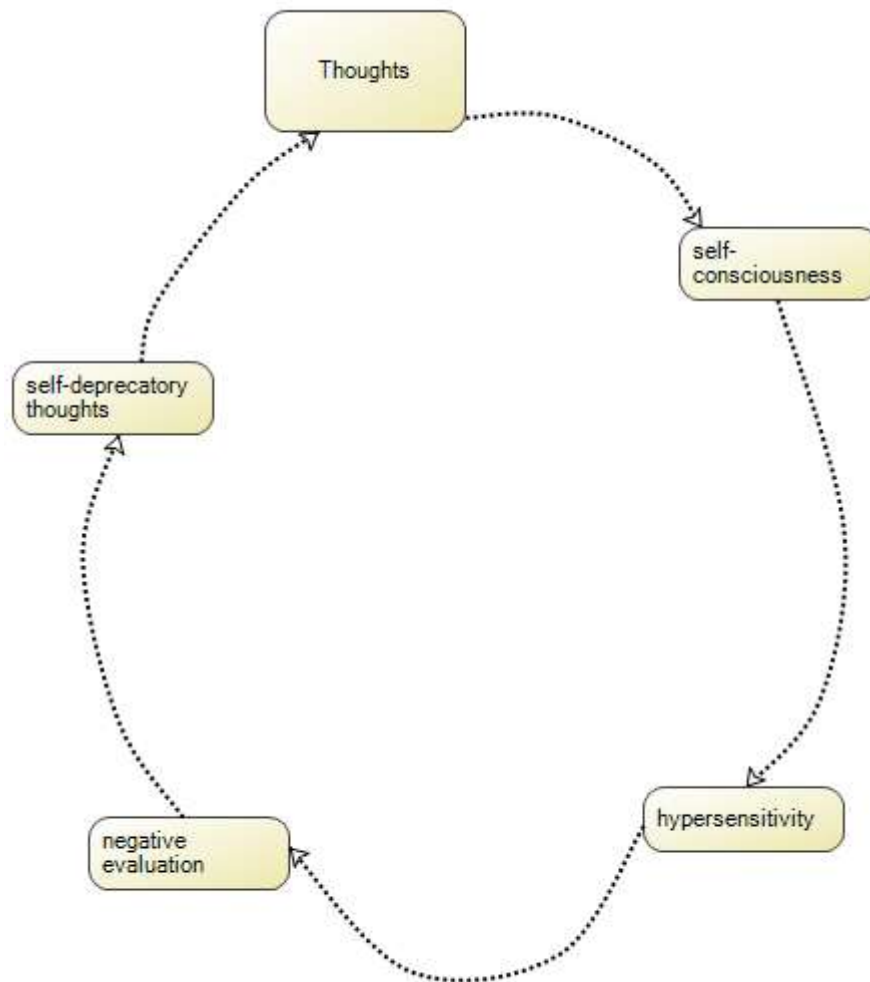
Over the past few years, foreign language educators asserted that classroom anxiety including FNE plays a crucial role in success or failure in foreign languages (Ganschow et al., 1994). Besides, FLA such as FNE has been found to have such a negative effect on

academic achievement as lower course grades (Horwitz, 1986) and cognitive processes like not being able to produce the language (MacIntyre and Gardner, 1994).

In foreign language contexts, FNE can take place in numerous social, evaluative situations speaking in a foreign language (MacIntyre and Gardner, 1994). Learners with FNE are generally believed to display hypersensitivity towards the indicators of negative evaluation by peers or teachers; intense underestimation of both their social and performance competences (Spence and colleagues, 1999: 57), but an intense overestimation of threats (Bogels and Zigterman, 2000; Muris, Merckelbach, and Damsma, 2000); thoughts of negative results; rejection self-consciousness, self-depreciation and self-focus, (Kearney, 2005). High levels of FNE however, as measured using an instrument such as Leary's 12 item Brief FNE scale (Leary and Kowalski, 1995), can impede learning in a number of ways (Brown, 2004).

### **III. 3. Causes of Fear of Negative Evaluation**

When trying to cover the possible sources of FNE in this section, we shall try to start from the psychological factors, personality factors and move gradually to academic achievements and classroom practices. We believe that anxiety can be felt at various stages and the span of life of the individual is quite influential here. The first source of FNE comes from the individuals' thoughts, comes from the inner side of the learner who will react with hypersensitivity towards negative evaluation. This circle of thoughts and feelings of discomfort towards negative evaluation is figured out as follows:



**Figure 11:** *The Individual's Thoughts as a First Source of FNE*

Given the importance of the issue of FLA and its increasing damaging results, a great many of researchers started to investigate it as early as the 1970s. They developed many methods, scales and tests to discover what makes learners anxious. Price (1991), for example, investigated by asking questions about what made students most anxious in FLC. This is a basic question for any researcher who wants to know the causes of anxiety. Further, being aware of what led to a problem helps us to identify its indicators, effects and find out the solutions to solve it; things we labeled causes, effects, symptoms and strategies

in this work. In this, many views and suggestions concerning FLA sources emerged naming inadequate language skills; student's learning beliefs, self-perceptions, personality traits, instructor and peers behaviours, and cultural influence (Kinis, 2007). The most obvious is that students who fear negative evaluation will tend to avoid doing things that will cause them to be negatively evaluated (Brown, 2004). Yet, as Matsuda and Gobel (2001) pointed out, these may be precisely the things that they need to do in order to learn English. Young (1991) identified other sources that might contribute to FLA from three features: the learner, the teacher, and the instructional practice, he stated that language anxiety is caused by personal anxiety such as low self-esteem and interpersonal anxiety like competitiveness and fear of losing one's sense of identity. All research deals with FLA sources but none tried to investigate these sources within the variety of FNE. In this section, the author shall consider what research suggested as a cause of FLA as the same of FNE.

Through our readings, we have been able to select the causes of anxiety and classify them into categories. We have started from its origin and the learners' predisposition to be anxious, a highly personal cause to highly academic reason such as teaching, classes and evaluation. Given the importance of these elements, we take them one by one to provide a simple, a clear and a well-evidenced explanation. However, we estimated it crucial to detail the discussion about its clinical origin and relate anxiety and FNE to the individual's personal life to deal with its origin. Add to this that it seems quite important to deal with a number of personality traits that strongly correlate with the feeling of FNE. Our review here is backed up with a number of theories for more clarity.



### **III. 3. 1. A Clinical Explanation to the Source of Anxiety and FNE**

Before we start enumerating the causes of anxiety, it seems more appropriate to identify its sources as explained in its mother discipline; psychology. For this reason, Freud's Theory of Anxiety (1926) seems can serve this volume because he is one of the pioneers who insisted upon the importance of anxiety (Hilgard, Atkinson and Atkinson, pp 487). Any adult is grown up in an environment where he has developed his behaviours and lived specific experiences. Hence, the individual's personality cannot be studied separately from his anxieties of life i.e. his developmental stages of life. This has more to do with trait anxiety. This personality variable has been linked to the person's early life. One of the major sources of trait anxiety is the feeling of insecurity resulted from separation of the child-mother. In this, Freud's (1926) views that: *"missing someone who is loved and longed for is the key to understanding anxiety"*. Moreover, Bowlby (1953, 1969, 1973) argued that separation (child/mother) will lead to protest, despair and detachment, and saw infant separation as a key to adult anxiety. Freud has, in fact, given a clear explanation for that. He argued that the infant may experience a situation in which his wishes are frustrated and hence developed anxiety. Nevertheless, what may cause anxiety for children may greatly differ in adults. That is, if the anxiety an individual feels in an advanced age is different from that experienced in his early age, so are its causes as a result i.e. its causes are also different.

One can refer to Sullivan's Interpersonal Theory that deals with characteristic interaction patterns among people. Sullivan (1953) called his approach an interpersonal theory of psychiatry because he believed psychiatry is the study of what goes on between people. Wagner (2002) said that for Sullivan, relationships are primary because personality is a hypothetical entity that cannot be observed or studied apart from interpersonal

situations wherein it is made manifest. He added that the only way personality can be known is through the medium of interpersonal interactions. Thus, the unit of study is not the individual person, but the interpersonal situation. This issue of interaction is widely held in our study as a main cause of FNE (**c.f. Hypothesis 2**). Sullivan's theory includes three strands which explain personality variables, but it should be made clear that our focus here is not on the theory itself but on what Sullivan held about anxiety. Sullivan's theory includes two main factors that are the concept of the self and the role anxiety plays in the development and maintenance of personality (Delmark College Resources). Sullivan also maintained that it makes no sense to speak of the development of the individual on his own; personality is always interpersonal (McAdams, 1994: 541). This has been reinforced in his approach and that of the elaboration of his follower Gabriele that great effect social and cultural experience have for the formation of persons (Tozerman) and FNE has a strong social dimension. More precisely, he theorised that the personality develops over time, in stages, saying *"If these stages are completed successfully, the individual is prepared to form more intimate and complex relationships in adulthood"* (Richlack, 1981 in Carducci, 1998: 151). Henceforth, if a mismatch occurs in the nature of interactions our learners have, this is more likely to be caused by a failure in the previous stages of life. That is, nothing can be said or explained in adulthood without referring to childhood. The self is the first factor which constitutes Sullivan's theory (it is also called self-system). The self is a system of thoughts and integrated behaviours (Delmark College Resources). Sullivan saw it as developing in infancy and early childhood to maintain security and reduce anxiety *"like the ego's defense mechanisms, the self-system's main function is to minimize the experience of Anxiety"* (McAdams, 1994: 541-542). Through the above lines,

we have tried to introduce the general headlines of Sullivan's approach until reaching anxiety, our subject of interest. Hence, a question may loom on the horizon of anxiety:

*Where does this anxiety come from?*

According to Sullivan, Anxiety is contagious. We pick it up from our care-takers- usually our mother (Wagner, 2002). Wagner (2002) mentioned that infants are born with an empathetic capacity to sense the attitudes and feelings of significant people around them, which leads them to experience two different states. The first one results when infants sense approval from others. This "others" is very likely to be the mother. So, the non-anxious persona (i.e. the way we behave with other people), is experienced as the good mother. He added that the good "me" is the one who evokes approval, tenderness, and less anxiety in the other. If this happens, the risk of FNE is less to occur. The other case takes place when infants sense disapproval and derogation from others. Again, an anxious persona is experienced as a bad mother, and the bad me is the one who evokes disapproval, this is accompanied by mounting anxiety contrary to the first which is accompanied by a sense of security and relation instead. Sullivan talked the issue of disapproval to anxiety and we attempt, here, to import it to FNE as a performance anxiety since disapproval and fear of rejection are indicators of FNE. This is, subsequently, the beginning of FNE in the individual. Sullivan believed that anxiety begins to form in the relationship between the infant and the mother, when he senses the mother's anxiety (Del Mark College Resources). In addition, Sullivan believed that all adults experience anxiety, and so there was no way to protect the infant from this sensing.

To recapitulate what Sullivan included in his theory, we can state briefly some of its principles. His prime concern is the principle of interaction of the three specific concepts

of good-me, bad-me and not-me. He refers to the good-me to the “self” or technically speaking “self-system”. Insecurity and anxiety is what make up the bad-me whereas the feeling of extreme anxiety; the realm of uncanny sensations is the not-me. All these in Sullivan’s theory explain clearly the origin of anxiety. It is, however, natural that a building of defense mechanisms in us occurs. Hence, Sullivan added the notion of how the self-system develops means to cope with anxiety and hence find out strategies to achieve such an aim. It is, thus, clear that this approach seems to give an exhaustive explanation for the existence of anxiety in the person and we import these concepts to seek more explanation about FNE since it is based on the others’ perceptions, interaction (our first hypothesized cause of FNE) which should be possible a secure environment, acceptance and approval. Hence, Sullivan’s theory strongly describes what FNE is.

Perhaps, concrete examples from the theory which explains clearly the causes of anxiety may be welcome. Wagner (2002) pointed out that anxiety is caught from caretakers. It is an interpersonal phenomenon rooted in the expectation of derogation and rejection by others or by oneself. For more details, we may be best served by his question:

*What thoughts, feelings, and behaviours of yours might bring about derogation or rejection from others and so lead you to be anxious? (Wagner, 2002)*

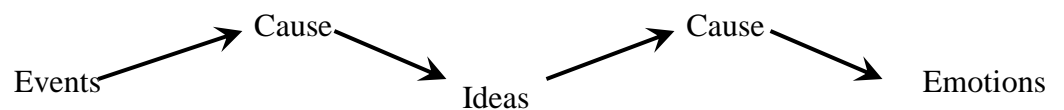
To answer this question, he gave many examples where individuals feel anxious. The following are the points Wagner presented for this sake:

1. One might be afraid for spontaneity, anger, or flaws which make others anxious and will bring about criticism.
2. Fear of needs, desires, and personal agendas make others anxious and bring about rejection.

3. One might be afraid of lack of success and accomplishments which disappoint others and make them anxious, and will lead to rejection.
4. Fear of ordinariness, superficiality and deficiencies make others anxious, and then they will abandon this individual.
5. One might be afraid of ignorance or existence which make others anxious and will bring about ridicule and disparagement.
6. Fear of authority, decision-making, and following one's whims make others anxious and will lead to ostracism from the group.
7. One might be afraid of seriousness and sadness which make others anxious and will lead to his being left out of the party.
8. Fear of weakness, tenderness, and softness make others feel anxious and will lead to being ignored or attacked.
9. One might be afraid of energy, agendas, and conflicts which make others anxious and may lead to further neglect.

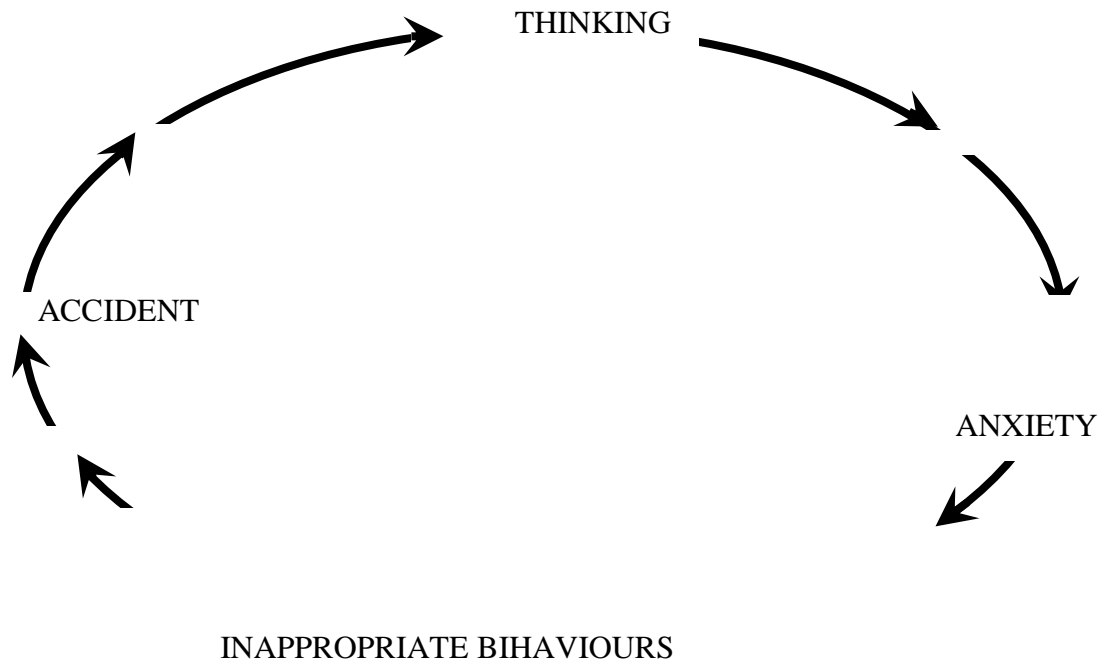
One might notice through Wagner's points reflecting and summarizing Sullivan's ideas that they state the cause/ effect relation of anxiety in an interactional setting. In other words, what an individual does or feels reflects the others' perception of him and, thus, results in their feelings and reactions. In sum, concepts like Criticism, Rejection, Abandon, ridicule and disparagement, ostracism (exclusion), being ignored or attacked, neglect are all based on interaction. These words are based on interpersonal relationships and this is more likely to lead to social anxiety and FNE. That is why; we strongly suggest this theory to help support the understanding the issue at hand and more importantly interaction patterns in our EFL classes.

In terms of the development of the studies done on anxiety sources from a psychological view, Auger (1977: 20) concluded from a theory that relates events, ideas and emotions that it is neither people nor things caused anxiety, but they are the interpretations we formulate for ourselves on such things and persons. We referred these to perceptions and beliefs in this study. In addition, it is the internal speech one communicates on diversified events in his life that may cause anxiety. This idea reinforces the influence of thoughts in the generation of FNE. For more understanding of the theory, one can quote the following from Auger (1977: 20): "*...but couldn't we say that if ideas cause emotions, events cause ideas according to the following scheme?*"



**Figure 12:** *The Relationship between Events and Emotions.*

To accomplish the above theory, Auger (1977: 23) added another circle where he specified emotions by anxiety. He said that ideas cause anxiety which drive to inappropriate behaviours. These behaviours cause accidents-which lead to new thinking of the same type of the first ideas, and the circle goes on.



**Figure 13:** *The Cause/Effect Relations of Anxiety.*<sup>1</sup>

As one might notice, we have been dealing with the sources of anxiety as an emotional state which stems from the individual's early life. This means that the external world is the major source of anxiety which may even grow up until adulthood. Once felt in adulthood, the main source of anxiety becomes the person himself; his internal life by which we mean his own self, his own perception of this external world. These are two major sources of anxiety which are categorized into external and internal reasons related to early developmental stages and advanced ones respectively.

As shown in the above discussion, one major source of trait anxiety occurs in the individual's early ages in his development. So, we can in no way escape implementing this element under the heading of causes of anxiety. We have already seen some of the sources

which may lead to trait anxiety. This leads us evoke new points which have not been dealt with in any situation which an infant experienced in his early life and can manifest later. For instance, if the infant faces an authoritarian person who always observes, judges, punishes him; if he feels indifference, aggressiveness or disinterest, this will develop in him a sense of anxiety and FNE in particular affecting his personality and his behaviours as well. Hence, once grown up, if a similar situation occurs, and this is more often to be in classrooms, he will behave the same way. This view can be greatly evidenced by Eysenck (1957, 1960) who argued that:

*Values develop through the usual process of learning ... as some people are more easily conditioned than others their behaviours will be more 'moral', thus conscience is a conditioned anxiety response to certain types of situations and actions.*

Another supporting view is considering anxiety as an acquired response. This is found in the Theory of Social Learning (Hillgard et al.: 488). This theory puts focus upon the anxiety which becomes linked to certain situations while learning. For instance, the child learns to fear the teacher if he associates him to his father who has always been strict and authoritarian. A further important source of adult's anxiety is punishment during the individual's early life. Hence, such adults learn to fear speaking their minds in a precise situation because they have been punished either verbally or physically while expressing themselves in a similar situation (Boisvert and Beaudry, 1979: 93). In addition, if the person has been punished for having expressed his opinion especially in the case of disagreement, he can feel uncomfortable or anxious once asked to give his opinion in a similar situation too and this often occurs in any FLC.



### III. 3. 2. Personality Traits, Early Developmental Stages and Previous Unsuccessful Experiences

Personality stands out as an important subject that receives much attention for its vitality and resilience in the individual's learning process and his academic performance (Chamorro-Premuzic and Furnham, 2003a, 2003b Farsides and Woodfield, 2003; Lounsbury, Sundstrom, Loveland, and Gibson, 2003) (the psychology of language learner). As a workable definition, personality refers the learners' construct of psychological processes, involving "*his or her motives, feelings, thoughts, behavioural patterns, and other major areas of psychological function*" (Segal, Coolidge and Rosowsky, 2006: 5). More concisely, it is the stable mental and behavioural functioning. Besides, this latter can be also conceptualized as the constellation of traits that are unique to an individual. Traits, then, are a set of dispositional self-features or characteristics that describe an individual learner across various states. As simple examples, some learners are typically inverted and shy while others are lively and outgoing; some are impulsive while others are reflective and measured. Yet, some of these traits are maladaptive that interfere negatively in a normal and successful function of one's life. Segal, Coolidge and Rosowsky (2005: 6) explain more the idea:

*negative traits are displayed either parsimoniously or appropriately. Not all individuals possess a generally adaptive personality style, but instead have prominent maladaptive traits. Some people may be characteristically untrusting, hostile, arrogant, ruthless, rigid, egocentric, labile, shallow, aloof, fearful, or bizarre. Personality traits can be dysfunctional in many ways*

Traits of this kind can lead the learner to be sensitive to the others' judgement and can experience FNE more often. Other reasons can be originated from the early stages of development like in fear of losing the others' affection while speaking, fear of the others'

aggressiveness or what they think of him. Hence, this person can have learnt to see only the negative possible consequences of self-expression without ever evaluating them really.

Other researchers have considered the sources of FLA from other perspective (Lalond and Gardner1984; MacIntyre and Charos, 1995: cited in Young, 1999). After an investigation of the role of personality in the development of language-related attitudes, motivation, and language anxiety among beginning language students, they assumed that FLA might be the result of personality trait, and it is related to introversion more than the personality trait of nervousness. The results support the idea that people who are shy and introverted are more exposed to language anxiety, and it might be result of poor performance and willingness to communicate successfully with the foreign language.

More recently, Nascente (2001) mentioned some external factors influencing FLA. The most relevant of them would be the life history of each individual, which includes his family structure, former learning experiences, different kinds of learning, motivation and expectations as well as the multiple cultural meanings that a foreign language may have to different individuals. Hence, unsuccessful learning experiences build up the history of the individual's learning career, and these can be also applicable to FNE.

Always under the heading of affect and personality traits, such personal learning factors as motivation, self-confidence and anxiety are given special consideration in Natural Approaches. These constitute what Krashen calls the learners' affective filter which plays a significant role in influencing the acquisition or learning of a language (Steinberg, 2001: 210-11). To begin with, we intend first to introduce the word "filter". The filter is a subconscious internal processor which refers to the "affective" factors that screen out certain parts of learners' language environments (Dulay, Burt and krashen,

1982: 45-6). The filter is that part of the internal processing system that subconsciously screens incoming language based on what psychologists call affect: the learners motives, needs, attitudes, and emotional states (Ibid: 46). The role of the filter is that it determines (1) which target language models the learner will select; (2) which parts of the language will be attended to first; (3) when language acquisition efforts should cease; and (4) how fast a learner can acquire the language (Ibid). Hence, the word filter means, as its lexical meaning refers to, selecting. In language learning now, it has to do with the selection of phrases, vocabulary items or any other type which suits the learner and his needs in learning and participating in either society or the classroom where this language should be spoken.

In the present discussion on the affective filter and its role on learning a TL, we shall first discuss both concepts of motivation and self-confidence in relation to our point of interest, anxiety; as part of the personality traits. In this, early research, concerned with the role of motivation in the L2 classroom environment, included measures of anxiety tended to correlate negatively with the various motivation measures. Further, anxiety measures often loaded negatively on motivation factors (Gliksman, 1981). Given its importance and its relevance to anxiety and performance, many workers in the field focused on it. Among these authors, Wolf, Lisa, Smith and Jeffrey (1995) found that test consequence had a strong influence on performance. They also claimed that motivation and anxiety had opposite ends of the same dimension, but a better interpretation may be given through the model provided by Gardner (1991: 212). In fact, this interpretation appeared to involve this model in which anxiety and motivation are two separate dimensions with overlapping behavioural consequences. Technically speaking, anxiety and motivation might be viewed as two oblique dimensions, correlated yet distinguishable. Moreover, they illustrated this

correlation by the result that anxiety may lead to a reduction in motivation or lack of motivation may produce anxiety. Later, more research has been done on this subject field. In this concern, we may take profit from Garcia-Soza (1998) who followed the specialists' works and found that there is some research on motivation in work management that connects intensity of motivation and anxiety. Then, Garcia-Soza (1998) claimed that when motivation is at its optimal level, it leads to a "*creative anxiety*" that permits the individual to work at his best. Here, the anxiety is helpful. However, above this level, a "narrowing of the cognitive field" is produced making the highly motivated individual selective in his information intake. The result is when motivation is below the "creative anxiety" level, the individual produces less and his performance is low. Hence, motivation is needed for learning to take place especially when it is accompanied with a level of anxiety which helps learning further. However, while this anxiety is lower or higher, performance may be reduced, which we also relate to the causes of FNE in our hypotheses. Given the importance of personality attributes with anxiety, many workers put focus on these affective issues. For instance, Nakanishi (2002) related motivation to confidence and anxiety. He said that learners' motivation can vary tremendously according to their confidence, anxiety they have toward the language they are learning and the environment they are in. Moreover, it is said not only is anxiety related to motivation, but it is also related to proficiency (Clément, Dorneyi, and Noels, 1994); a detail we defend in our thesis as a source of FNE.

Thus, the second factor we shall discuss in relation to anxiety is self-confidence. In fact, the definition of self-confidence given by Clément (1986) indicates the strong relation that exists between both concepts. He defined it to be a super-ordinate construct, encompassing both a lack of anxiety and positive self-ratings of proficiency in interactions

with members of the TL community. Here, self-confidence is strongly associated with anxiety, but also related to the aspects we hypothesise to be the sources of FNE, that are proficiency and interaction. This definition embeds self-evaluation of these two sources. If negative these self-ratings are, FNE is more likely to engender and self-confidence is also lower. In the study done by Clément, Major Gardner and Smythe (1977), findings demonstrated that a self-confidence factor was defined by positive teaching ratings, positive course evaluation, use of the second language outside the classroom and a lack of language anxiety. Here again, teacher's feedback and evaluation together with language use come to be added to the sources of FNE. In addition, studies showed the negative correlation of anxiety with self-confidence in language learning (MacIntyre and Gardner, 1991; Gardner and MacIntyre, 1993). However, this issue has been studied in very early studies (Wittenborn, Larsen and Vigil, 1945) (cited in Pinsleur, Mosberg and Morrison, 1962 In Dulay et al. 1982:52). They studied French and Spanish students and found that high and low achievers may be distinguished by level of anxiety as well as a degree of self-confidence. One may ignore the real utility of self-confidence, but its presence is necessary especially while speaking in public. For instance, Crandall (In Arnold (ed.), 1999: 234) pointed out that in both situations; public speaking and participating in classroom discussions, where anxiety is likely to be the greatest, self-confidence is needed. He justified this by the fact that self-confidence and self-esteem will lead to increased learning effort in language learning and greater willingness to take risks or to continue attempting to make one's views understood. Hence, self-confidence has a great role in language learning. Gardner and MacIntyre (1993: 7) worked on self-confidence and anxiety because they believed that research on language anxiety and self-confidence indicates that these variables play an important role in SLL. They specified that language anxiety is negatively

related to proficiency whereas self-confidence is positively linked. Evidence from Clément, Gardner and Smythe (1977) can be illustrative. In a factor analysis of French speaking students learning English, they found that an "English self-confidence" factor exists in learners. Further, self-confidence can be caused by the feeling of anxiety itself as Garcia-Soza (1998) indicated declaring that stress and anxiety can produce lack of confidence that will impede students to participate and achieve in the language. It is not, however, the sole thing to be added because as anxiety can cause lack of self-confidence, it can be reduced by it too. That is, self-confidence can be used as a way to cope with language anxiety. In this respect, Ehrman and Oxford (1995), Ganschow, Sparks et al. (1994) stated that learners can dominate high anxiety through self-confidence as well as strategies to manage anxiety and optimise learning as a result. This means that self-confidence can be used as a means to reduce anxiety when used hand in hand with other strategies employed for this sake (**c.f. chapter Nine: Implications to Reduce FNE in the Foreign Language Classroom**). Factor analyses in Cheng et al. (1999), and Matsuda and Gobel (2001) suggested the important role of self-confidence in identifying components of FLA. A significant relationship between low self-confidence in speaking English and low self-confidence in writing English was found by Cheng et al. Similarly, Matsuda and Gobel (2001) observed a strong link between low self-confidence in speaking English and "Reading confidence". Gardner et al.'s (1997) findings are in support of such a view for they reported high correlations and consistency for the measure of language anxiety and self-confidence. They explained this by the fact that confident learners experience low anxiety and feel that they have the ability to do well, whereas less confident learners claim higher anxiety and feel that they lack the ability to perform well.

Clément et al.'s (1977) explanation of anxiety, self-confidence and achievement is as follows:

*Self-confidence (with a concomitant absence of situationally relevant anxiety) develops as a result of positive experiences in the context of second language and serves to motivate individuals to learn the second language. (Gardner, 1985: 54).*

In the above statement, Gardner made the relationship between anxiety, self-confidence and motivation clearer which are only possible if positive experiences in the learning enterprise occur. Here again, in our work, we referred to past unsuccessful experiences as a possible cause of FNE since it can lead to a problem in the individual's personality equilibrium and the interaction pattern alike. Clément et al. (1994), for example, produced sufficient evidence that self-confidence is a powerful motivational process. Furthermore, their study showed that self-confidence is also a major motivational subsystem in FLL situations. Hence, the three affective factors are the main constituents of the "Affective Filter" and which determine its strengths.

Concerning the Affective Filter Hypothesis, Krashen incorporated the notion of the Affective Filter as proposed by Dulay and Burt (1977). The word itself covers two terms. This hypothesis is first "affective" because its constituent elements have to do with motivation, self-confidence and anxiety state. The second part of the hypothesis is the "filter". As afore-said, and as its name suggests, learners do not necessarily attend to all the input they are exposed to. They rather attend to some features but "filter" others out (Ellis, 1999: g296-7). This is, then, why it is called as such. Krashen claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in SLA. Low motivation, low self-esteem, and debilitating anxiety

can combine the affective filter and form a "*mental block*" that prevents comprehensible input from being used for acquisition (Schütz, 2002: 2). In this case, the filter is "down". In fact, a low condition of the Affective Filter is said to be most desirable, conditions can be fostered by allowing students to communicate in positions without having to worry about any type of mistakes they may make (Steinberg, 2001: 210). This is just an example where we can make the filter lower. However, the other end is, then, the reverse; that is the "high" condition of the affective filter. Here, it would have the opposite result, effectively blocking any learning through too much anxiety (Ibid). Learners with high motivation and self-confidence and with low anxiety have low filters and so obtain and let in plenty of input. Yet, learners with low motivation, little self-confidence and with high anxiety have high filters and so receive little input and allow even less in (Ellis, 1999: 263). Consequently, the learner may be either "close" or "open" to language learning depending whether the filter is "high" or "low".

What seems the main cause of a high self-confidence is experiencing a high level of anxiety. According to Krashen (1980), anxiety contributes to an affective filter, which prevents students from receiving input, and then language acquisition fails to progress (Horwitz et al., 1991). Additionally, the filter caused by discomfort Krashen (1983, in Ariza, 2002) inhibits students from receiving comprehensible input, thus impeding the process of language acquisition (Horwitz et al., 1991). Ariza (2002: 719) cited from Krashen (1983) that learners have affective filters like walls of steel the thing that let her think of using Krashen's solution to solve the problem; that is lowering their affective filter. Hence, according to her, the possibility is always present to create a minimally threatening environment so seductive that some FLL could penetrate the learners' barriers if she could eliminate some of the discomfort they felt about the new culture and the new



language (**c.f. chapter Nine: Implications to Reduce FNE in the Foreign Language Classroom**). In other words, the anxiety felt in the classroom has its negative role in learning a TL and contributes in the position of the affective filter.

We may end this long discussion by providing the reader with the states learners may be in when the filter is on. Hedge (2000: 21) wrote that the filter can be imagined as a sliding barrier which moves into place when a student is, for example, tired; dispirited; tense; or angry, and which prevents the processing of input. Gardner and MacIntyre (1993: 7) proposed that when the experience is found painful, this generates high levels of anxiety which in turn might lessen one's motivation. Too many bad, unsuccessful experiences may have greatly negative effects on the individual's well-being. We may be best served by the explanation given by Smarandache (1989). He has proposed what he called the Smarandache Complex which is a collection of fears stemming from unsuccessful experiences or unconscious feelings, that wanting to do something «S», the result would be « Anti-S ». These give rise to feelings, attitudes, and ideas pushing the subject towards an « Anti-S » action. One can make an analogy with a FLL situation where students desire to be high-achievers and reach language proficiency, that is seeking success, and fail in their learning-experiences or experience bad feelings of apprehension. The drawn objective is the « S » and failure is the « Anti-S ». Hence, the students' reactions would go hand in hand with the feeling of apprehension, insecurity and fear of failure.

Previous unsuccessful and negative experiences are more likely to engender such negative emotional states as anxiety. In this, Argaman and Abu-Rabia (2002) found that there was a negative correlation between the two factors; students with bad results feel more anxious and uncomfortable in FLC. Their findings were compared to other studies

and the results were similar. That is, FLA may be caused by unsuccessful experiences, and getting bad results, is in itself an unsuccessful experience accompanied with unpleasant feelings.

Concerning FNE, many researchers indicate that FNE is much more likely to occur in adolescents than in children (Beidel, 1998; Greca, 2001; Last et al., 1992; Strauss and Last, 1993). In this phase, the learner develops multiple transformations. Relating to this, Rice (1995: 325) pointed out:

*.....adolescence is a period of rapid change-physical sexual and intellectual changes within the adolescent, environmental changes in the nature of external demands by society and its developing members*

Among these transformations, the physical changes where his body starts to change (being taller and heavier, changes in the voice, etc). These changes can influence his self-concept and behaviour (Chimhenga, 2002: 38). In other words, when an adolescent, for example, believes that his physical appearance is not attractive, he is more likely to apprehend how others evaluate him. Succinctly stated, he held a belief that others are inherently critical and therefore likely to evaluate him negatively. During this phase, the learner's ability of thinking trespasses the "concrete operation" (Papalia and Olds, 1999:537). In other words, student in this age starts to decipher abstract things, such as "testing hypothesis and seeing infinite possibilities" (Ibid). In this, Kearney (2005: 23)'s words are more illustrative:

*As children develop cognitively, their concerns about their Surrounding environment become increasingly abstract and complicated..... They differentiate complex stimuli, become more curious as they move about, understand cause-effect relationships, anticipate negative outcomes, and compare themselves to ideal parameters*

Here, the environment the learner is exposed seems to be a key of solving affective problems like FNE especially that the learner in his early developmental stages faces various types of stimuli. The above quote refers to anticipating negative outcomes and this is more likely to engender FNE in our EFL classes. Accordingly, they become more hypersensitive to others' critics and evaluation mainly when dealing with adults. Such adults in our context are the teacher and parents whose evaluations are so crucial.

Another trait which is derived from motivation and can play an important role in reducing FNE is self-efficacy. It is potentially a useful construct when it is applied to social distress. This concept refers to the learner's "*conviction that [he] can successfully execute the behaviour required to produce the outcomes*" (Bandura, 1977:79). In other words, self-efficacy is the student's perceived sense of competence to perform a given task. Thus, this perception is directly related to FNE. That is, if a learner perceives himself as capable, efficacious and good enough to face any challenge, he is less likely to experience this problematic phenomenon. Yet, a learner who is less self-competent, tends to exemplify a negative self-perception. Consequently, he believes that others will certainly evaluate him negatively. According to the Self-presentational Theory (Leary, 1983; Leary and Kowalski, 1995; Schlenker and Leary, 1982, 1985); FNE "*arises whenever people are motivated to make a desired impression on others, but are not certain that they will do so*" (Schlenker and Leary, 1982: 645).

Because the phenomenon under study is social, shyness is often intertwined with social anxiety. Shyness is also considered as human-related trait ((Buss and Plomin, 1984; Cattell, 1973) conceptualized as "*general tendency toward social withdrawal or intense individuation motivated by concerns or worry about evaluations from others*" (Rubin and

Asendorpf, 1993). In This case, a shy person is characterized by an approach-based-avoidance and an apprehension from negative evaluation. With all fairness, shyness is a variable that is behind FNE since learners with this construct worry about possible negative consequences of social or performance situations and they are socially inhibited (Eysenck and Eysenck, 1969). Generally speaking, many researchers asserted that there is a relationship between FNE and Shyness. In fact, Arnold and cheek (1986) supplied a view that FNE is narrowly related to shyness. More precisely, they consider that shy people think they lack appropriate social skills, they expect to perform poorly in social situations and fear negative evaluation of others. Besides, Asendorpf (1987) took the same direction towards the relationship that exists between FNE and Shyness. He believes that shy people have more fear of social evaluation, and they have more negative thought about the image they made on others comparing with those who are not shy. Furthermore, Jackson, Towson and Narduzzi (1997) added that shyness was predicted by perceiving shortcomings in interpersonal skill along with expectations of rejection by others. In other words, the main goal of shy people is to avoid disapproval in social interactions. Several perspectives and views have been put forth concerning the source of FLA.

In sum, the main source that most of researchers in communication and educational psychology domains agree about is student's personality traits, because generally students who are shy, or afraid to speak in front of others, using a language with which one has limited proficiency, are likely to develop language anxiety (Young, 1999).

### **III. 3. 3. The Learners and Skills: Lack of Proficiency**

Most learners meet considerable difficulties while learning a foreign language. Such problems are mostly seen in new learners because foreign language students can

experience fear when they are presented with new information in the foreign language (Dawaele, 2001). Foreign language anxiety has been linked to lack of proficiency which is due to a problem in the skills of the language or even one of them. In this, Hilleson (1997) observed, in his diary, various types of anxiety related to different skill areas. A great deal of research has focused on anxiety with respect to classroom activities such as speaking and listening. Dawelaele (2001) defined FLA in this respect as "*the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning*" (MacIntyre and Gardner, 1994: 284). Other more recent studies have attempted to measure anxiety specific to foreign language writing and reading (Matsuda and Gobel, 2004: 22), and found that FLA is a more specific type of anxiety, closely related to the language particular skill of writing. Reading anxiety has also been studied by using the FLCAS and the Foreign Language Reading Anxiety (FLRAS). Saito et al. (1999) explored links between general FLA and FLRAS. They found that the latter is related, but distinguishable from general FLA. However, most theorists agreed that the speaking skill is the most anxiety-provoking experience (Horwitz et al., 1986; Mejias et al., 1991; Price, 1991, Gardner and MacIntyre, 1993; MacIntyre and Gardner, 1994a; Steinberg and Horwitz, 1986). This is a clearly apparent claim by Matsuda and Gobel (2001) who said:

*...oral classroom activities ... [are]...some of the most problematic and anxiety-provoking activities for foreign language students. » (Matsuda and Gobel, 2001: 230)*

Additionally, the results of Gardner et al.'s (1992) studies of language anxiety suggest that anxious students will have lower levels of verbal production, and will be reluctant to express personality relevant information in a second language conversation. Further, it would appear that language anxiety arises from early negative experiences,

particularly with speaking (Gardner and MacIntyre, 1993: 6). Allwright and Bailey (2000: 173) supposed that it is the poor speech skills that themselves create anxiety, as it becomes increasingly embarrassing to have been studying a language but not to have become good at speaking it. In a study done by Horwitz, Horwitz and Cope (1991) on 75 university students, nearly half of the students reported that they started to panic when they had to speak without preparation in their language classroom. One third reported that they got nervous and confused when they were speaking in their classes. This is more likely to be due to lack of proficiency in the taught language. This lack of proficiency may, eventually, lead to misunderstanding or non-understanding. In this, Spolsky (1998: 113) declared that learners will often be inhibited from trying to learn if there is some danger of being misunderstood or considered less than highly skilled. While speaking, learners compare their own proficiency to other peers who are more fluent. This may block them to speak and fear of doing it. Turula (2002: 29) pointed out that some individuals are reluctant to speak, especially when they realise at anytime that other students are more fluent.

Our concluding words include that when learners are new comers to the TL, there is certainly a lack of proficiency in the four skills altogether. Once they start developing their proficiency with experience, this fear of performing decreases and communication may take place among the group. Hence, getting rid of the anxiety caused by one of the skills if not all of them, remains a possible strategy to cope with this kind of fear.

### **III. 3. 4. The Target Language, Performance and Errors**

The language taught is in itself a problem for new learners. Allwright and Bailey (1991, 2000: 174) concluded, in this concern, that language learning is especially likely to provoke anxiety because it deprives learners of the means of behaving normally. More than

this can be the result of language learning. Oxford who followed Stern recognised that language learning like any kind of learning involves shocks and stress stating that:

*The efficient language learner develops an ability to cope effectively with the emotional and motivational problems he/she meets, approaches the task with a positive frame of mind, develops the necessary energy to overcome frustrations and persist dependent status in early learning and accept the infantilisation involved. As they progress, they strive towards emancipation. (In Scimonelli, 2001)*

This quotation shows clearly that any learner cannot escape emotional problems and, here, we are much more interested in anxiety and motivational ones which appear in any stage of the language learning process and which go hand in hand with anxiety. Moreover, language learning is also a trigger of frustrations. The reason, according to the quote, is due to the newness of the language and the learner is an infant who is nearly totally dependent upon the language, the teacher and the situation as a whole. This quote gives some of the characteristics the language learner should have to avoid all those problems, and the best way seems the awareness of the existing, real facts related to language learning. Further support exists in the newness of language, its culture and society. Leary and Kowalsky (1995) pointed out that anxiety manifests most often in novel, ambiguous situations where strangers are involved. This may be similar to a FLC where students meet their university class for the first time. In this case, the language is new; teachers as well as peers are strangers besides the newness of the content and the setting for the learner. In fact, these are to be related to the population we are working with and our hypotheses, objectives and assumptions which share these ideas. Finally, we end this subsection by supporting all the previous views by what Allwright and Bailey (1991, 2000: 174) pointed out. They said that performing in a foreign language is in itself potentially somehow more stressful than performing in other subject classes. That is, foreign languages seem to be a problem for

learners if compared to other subjects. In addition to that, the highest levels of anxiety were shown by the beginners and the least by the advanced students (Gardner, Smythe and Brunet, 1977).

To deepen the discussion, being a beginner implies little knowledge of the TL. Hence, it is more likely that language learners commit mistakes. This is why, it is considered to breed or exacerbate anxiety. Allwright and Bailey (1991:174-5) declared that the probability of being wrong in some ways or others is vastly greater in language learning than in other subjects precisely because of the type of mistakes related to pronunciation, stress. (Stevick, 1978:78) stated that WTC is lacking for fear of making a mistake, the thing that affects negatively the learning process (Dulay, Burt and Krashen, 1982; Krashen, 1981), and its performance in any context<sup>21</sup>. Tsui (1995: 87) included this point too. She wrote that anxiety is further exacerbated by the fact that in the language classroom, the teacher often focuses not only on the correctness of student performance in terms of content, but also in terms of form. Hence, when getting students to produce answers that are correct in both form and content; that is with no mistakes, they are, in fact, not realising that they could be publicly humiliating the student. This is because most people learn to feel guilty when making errors (Boisvert and Beaudry, 1979:223). It is common knowledge, then, that students fear making mistakes when speaking (Miyake and Yamazaki, 1995, cited in Kurman, Yoshihara-Tanaka and Elkoshi, 2003). In a study done by Miyaki (2000), he found that students fear making mistakes in front of teachers and peers and fear also the subsequent evaluation of those mistakes, and hence, leads to FNE. This was what students revealed as a problem they have ever encountered. Tsui (in Bailey

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<sup>21</sup> <http://www.hum.port.ac.uk/slas/rapport/visual/article.htm>



and Numan, 1997: 149) collected a considerable amount of data from the teachers' reports to know their reflections about the students responding in class. One of the most noticeable reasons mentioned in teachers' reports is the students' fear of making mistakes and being laughed at. For the sake of illustration, some excerpts are taken by Tsui from teachers' reports may be beneficial:

*They are unwilling to speak in English for fear that they make silly mistakes in front of the brighter students.*

*I asked students questions about the story, but for the first few times, most of the students remained very quiet when I asked them questions ... Actually, most of them did but they were too shy to give me an answer even [though] they know the answer. Also, they were afraid of losing face in front of their classmates if they gave me a wrong answer.*

In addition, Brown (2003b) mentioned the relationship between making mistakes and the others' perception. His results indicated that in addition to being apprehensive, anxious, nervous, and embarrassed either about learning or speaking English (the case of Japanese students learning English in his study), or both, many students are shy and self-conscious about using it in public. Then, he declared that though the results do not reveal directly the reason of these negative feelings about English, it is not difficult to guess that students are worried about that they will make mistakes and be negatively viewer as a result.

Therefore, as one might notice, that performance in a foreign language has been bound to mistakes and then, to anxiety/FNE as a result. They, then, go all hand in hand.

### **III. 3. 5. Teacher, Method and the Environment: Interaction**

These three elements are among the most anxiety breeding factors and closely bound to the previous subsections. Therefore, the teacher- the leader of the group- has his role in the interaction itself through his methods and strategies. This happens, of course, in an

atmosphere or an environment where his interaction takes place under the teacher's control. Thus, these elements are interrelated and cannot be detached from one another.

To begin with, Handley (1973: 106) claimed that success not only in learning but also in teaching depends greatly on the nature of the teacher-pupil interaction. As proved over 100 adult university students, that the main factors perceived as influencing lack of success was anxiety arisen from unsuccessful past experiences or from incompatibility with instructors and/or methods of instruction. Further, Tsui (1995: 87) found that much of students' reluctance to participate in classroom interaction has to do with apprehension, fear, nervousness and worry. She added that this is hardly surprising since the classroom is a place of unequal power relationship between the teacher and the students the thing which is bound to generate anxiety. A supporting view is given by Leons (2001) who declared that the classroom is not perceived to be a safe place for learners for they see it a source of academic failure and humiliation in front of peers; which calls upon the feeling of FNE..

The teacher as the sovereign of the classroom can do much in increasing and decreasing anxiety. Price (1991) mentioned the role of the instructor. He said that those instructors who always criticise students' pronunciation might make students anxious. Moreover, Tsui (1995: 87) evoked the teacher's role that can sometimes be very persistent in getting students produce answers that are correct in both form and content. Perhaps this happens without realising that by doing so, they could be publicly humiliating the student. The reason may be due to, as Turula (2002: 29) said, the unawareness of the teachers of their judgements; that can lead to FNE. That is, teachers do not realise that they are often judgemental toward their students in the classroom. They may show approval or disapproval verbally as well as by their body language. Another attitude shown by teachers

is their favouritism which is manifested in classroom mainly by inconsistent error correction and unfair distribution of turns. Teachers may also cause such learners to lose control caused by domineering, controlling instructors who leave students feeling that they have to influence over what is going on in the classroom. This is because, as Handley (1973: 102) suggested that if the teacher is punitive, and frowns and shouts a good deal, an insecure atmosphere is built up in the class. Therefore, because teachers have the power and responsibility to counter the development of FNE, they can also build self-confidence through positive early experiences, through providing reassuring feedback, and through promoting self-perceptions of developing proficiency (Hedge, 2000: 21). Sources of anxiety, in addition to those specific to the individual, to the teacher's routines and the behaviours of classmates, can be found in the learning environment (Turula, 2002: 29). Some classroom situations make students feel that they are being judged, they are isolated, and they lack control. These factors are more likely to be FNE generating. Nascente (2003) added that both the intensity and origin of FLA have been regulated partly by other particular factors related to both internal and external elements of the learning environment. She has also mentioned the role that the institution's teaching methodologies and assessing rules might have played a relevant role in the generation of FLA as well.

Thus, the teacher's role has been significantly shown through research. He, then, can generate either a healthy atmosphere where learning may take place efficiently or not. That is, through his way of teaching, through the methods he uses and through the strategies he finds out to solve classroom problems, he may decrease anxiety and FNE if ever it has been caused by any other factor.

### **III. 3. 6. The Teachers' and Peers' Perception**

This sub-section has to do with some factors that cause FLA and which are related to both the teacher and the learners, and their perceptions and behaviours as well. These factors may be judgements; being ridiculed, laughed at or humiliated. One proposed definition of language anxiety, as seen by some people may be "a case of having been ridiculed for a wrong answer in class" (Arnold and Douglas In Arnold, 1999: 9). The above factors may be originated from the feeling of insecurity when they occur. Hillgard et al. (pp. 48) supposed that each situation menacing the well being of the organism creates anxiety. They added that conflicts and any other source of frustration are also among the causes of anxiety. Menacing situations in a FLC are often related to the teacher and classmates. For instance, in group formation, the first occasion participants meet an element of tension is present in the interaction: people typically experience unpleasant feelings of anxiety, uncertainty and lack of confidence (Mc Collom, 1990b). Hence, even the first contact causes anxiety in its own. In this case, the students' lesson risks may be less effective so that the risk may seem rather trivial to them as new members (Allwright and Bailey, 2000: 69). Problems of this sort are particularly met in a language class for the focus is mainly put on performance. Allwright and Bailey (1991: 174) wrote that the probability of being wrong in some way or another is vastly greater in language learning than in other subjects. They, then, concluded shortly that the risk of making fool of oneself in a language class is very high, and he needs to be singularly robust character to avoid being affected adversely by feelings of anxiety in such a setting (Ibid: 175). In fact, when learners become acquainted with one another, anxiety may be felt. It may be caused by the peers' response towards the individual's performance or by the teacher's harsh correction of his mistakes. In this concern, Oxford, Ehrman and Lavine (1991), claimed that:

*Harsh error correction, ridicule and uncomfortable handling of mistakes in front of class are among the most important instructor-learner interaction issues related to language anxiety...style conflicts between teachers and students. Teacher-student style conflicts have been showed to relate to lower grades for students and to contribute stress in the classroom.*

It is, perhaps, for this reason that learners fear speaking or performing in the classroom for fear of being laughed at. This is found also by Nacsente (2001) from some participants who claimed to feel very uncertain working with each other, rather than speaking to the whole group because of the fear of being laughed at.

In sum, the teacher seems a basic element that is present in most of the causes, his way of perceiving the group, the students' mistakes and behaviours, and the way he treats them determines the level of anxiety felt by the learners. This is on the one hand. On the other hand, peers also have their influence on each other for their reactions in the classroom are often negative and anxiety-breeding. When they laugh at each other when making mistakes, when they criticise each other, this makes their peers reluctant to perform in front of them because this same learner will fear their way of perceiving his trials in using the TL.

### **III. 3. 7. Peer Rejection**

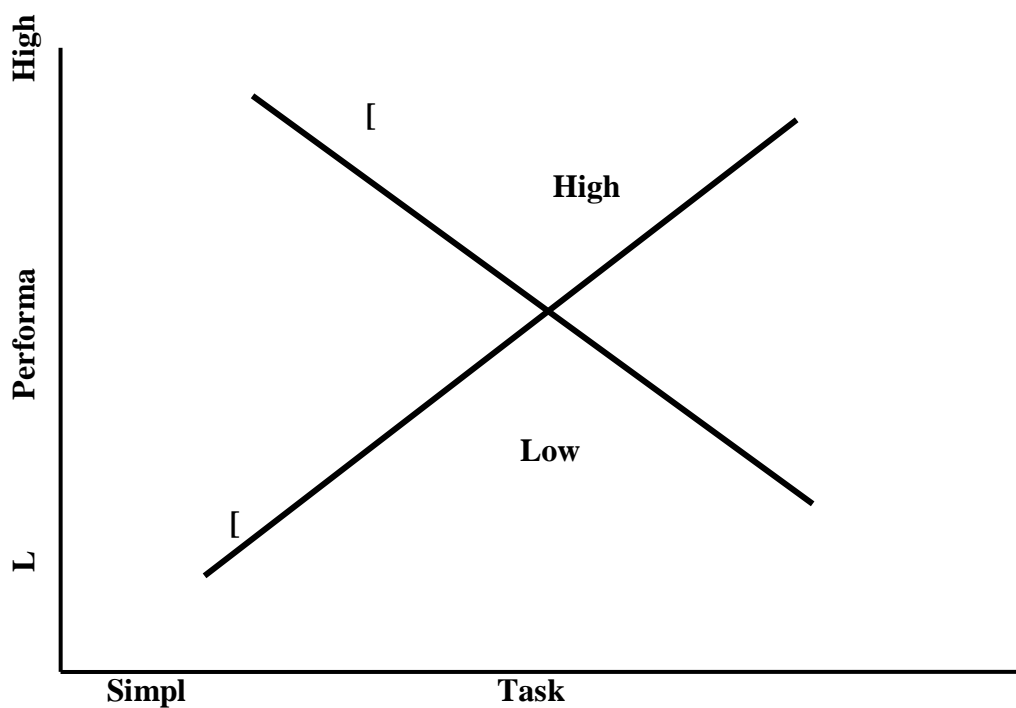
Classroom is the real arena of human interaction. It serves as a small and complicated community group in which a student interacts both with his teacher and more importantly with his peers (Pica, 1992 In Kral, 1999: 59). Therefore, the quality of the relationship that exists in peer interaction such as interpersonal liking, esprit-de-corps and social support (or what is operationally called peer acceptance) has a profound effect on students (Johnson and Johnson cited in Gillies, Ashman and Terwel, 2008). More

precisely, the more positive the relationship among them is, the greater commitment to the group, feeling of responsibility and “*motivation and persistence toward the goal achievement*” is achieved. Accordingly, the learner will develop a positive evaluation about himself. Yet, peer rejection can engender the feeling of FNE. This factor embraces non-humanistic acts such as launching critics, offensive words, rejecting in their cliques, etc. Thus, the learner who experiences this phenomenon on a continual basis tends to develop negative cognition and emotions. In this case, he may attribute this rejection to internal causes (Vasey and Dadds, 2001). In other words, he tends to believe that there is something wrong in himself and his performance. In this case, Vasey and Dadds (2001; 421) pinpoint that “*peer rejection sows the seeds for internalizing problems such as self-regard*”. Thus, this non-compliance of his peer can create a feedback loop that is characterised by a FNE; he develops avoidance fosters-behaviours believing that others are inherently critical and, therefore, likely to evaluate him negatively.

### **III. 3. 8. Task/Content Difficulty**

Among the causes of language anxiety, which have been evidenced a deal too much, is the difficulty of the task at hand. McForland (1971: 186) made an analogy in human learning between the Yerkes-Dodson Law and learning. He compared electric shocks with the difficulty of the situation in learning. That is, a situation where quite high anxiety might be thought to facilitate an easy piece of learning, but put the learner off his stride if the learning task were difficult. Hence, we may refer to the degree of anxiety felt by the learner from a given task. As afore-mentioned, a moderate anxiety may help the learner achieve better and the more the anxiety is, the worse is achievement in a given task especially with its difficulty. Arnold and Brown wrote, in this respect, that for an activity to enter the flow channel, it must be neither so easy that it produces boredom nor so

challenging that it leads to anxiety (In Arnold, 1999: 15). In support of such a view, there was Elbow's (1972) declaration that with very few exceptions, students experienced significant difficulties with the task, which caused a good deal of frustration and anxiety. This view has been made clear by Lamberth et al. (1976: 331) emphasising that task complexity, anxiety, and performance do not have a simple relationship. They, then, proposed the figure below which showed their hypothesised curves for simple and complex tasks, and high and low anxiety.



**Figure 14:** *Hypothetical Curves Showing the Relationship between Anxiety, Task Complexity, and Performance.*

The diagramme indicates that the simpler the task is, the higher anxiety and the lower is performance, and the reverse holds true. This is clearly shown from the [A] curve. The other curve; that is [B] can be explained as follows: with simple tasks, there is a high

performance. The more complex the task is, the lower is performance and the higher is anxiety. So, there is a strong and significant correlation between the three variants. One of Cherchalli's (1988) diarists revealed that: *"Today we had a quiz. It was very easy but I was so anxious about the second exercise that I wouldn't work"*. That is, the learner was not anxious about the quiz itself, but his anxiety is arisen from the second exercise which was difficult for this learner. Hence, there was a poor performance and high anxiety as far as the second exercise is concerned.

Another point concerning task difficulty is the existence of some learners who are weak in one skill compared to the other. In other words, tasks which are related to one skill seem difficult compared to other skills. Spolsky (1998: 113) pointed out that anxiety will distract from task of attending to and remembering new, terms; it will discourage from the practice that will establish items. Other learners are said to be anxious about the listening skill. Hedge (2000: 253) declared in this concern, that learners are anxious about listening to a foreign language. They justified this partly by the difficulties presented by the text giving an example by the learners' need to understand every word. As concerns the speaking skill, Allwright and Bailey (2000: 171) claimed that there is a controversy on the relationship between anxiety and speech production. They said that it is impossible to show whether it is increasing anxiety that gets in the way of developing good speech skills, or whether it is the poor speech skills that themselves create the anxiety. However, most of research showed that oral activities lead to anxiety (**c.f. the Learners and Sills: Lack of Proficiency**).



### **III. 3. 9. Failure Vs. success**

Some learners fear of failure and others fear of unguaranteed success. Two faces of the coin are, because they both lead to language anxiety. First, there exists what is known as “stress of success”, a satisfaction that comes from doing well on examination (Reid In Arnold (ed.), 1999: 298). This showed that the anxiety felt, here, is when the learner passes an exam and has not yet known its results. If we try to give a classroom form of “Fear of success”, we can propose the one given by Allwright and Bailey (1991, 2000: 175). They have mentioned the case of competent learners who get anxious because they know they could avoid making most of the mistakes other people are making, but, if they do so, they also know that they will be actively resented for their relative success. Hence, expecting success can lead to a level of anxiety because the learner fears that his expectations are unrealistic.

Second, there is what most learners worry about which is fear of failure. In Lambert et al.'s (1976: 292), frustration results when we are blocked or otherwise prevented from obtaining a desired goal. Thus, if students are blocked from learning or achieving well in tests to succeed, this leads them to feel frustrated. Thus, if learners expect failure, anxiety is to be generated as a result. This view can be supported by what Dr. Dinklage pinpointed that anxiety was the result of failure not the cause. Allwright and Bailey (1991, 2000: 172) explained this controversy between the anxiety felt from success and failure referring at the same time to facilitating anxiety and debilitating anxiety. They did not consider the idea to be paradoxical so that either success or failure can lead to anxiety. They mentioned that success is not guaranteed, but that making a real effort might make all the difference between success and failure. They may do better precisely because their anxiety has spurred them on. If, on the other hand, they would really like to succeed but feel that, no

matter how hard they try, they are most likely to fail; then, their anxiety is likely to make it even more difficult for them to do their best. This kind of perceptions may be reinforced by the bad results students get. Bailey et al. (1998) found from their study in foreign languages that students with bad results feel more anxious and uncomfortable in foreign language classes. Moreover, Wörde (2004) stated that if anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to demonstrate what they have learned. Therefore, they may experience even more failure, which in turn escalates their anxiety. There is another kind of fear of failure. If the individual has an unbeatable goal, like trying to imitate native speakers, he can be easily frustrated at the failure to meet this goal and he may underestimate his language abilities. Hence, students should determine realistic goals which do not lead them to fail and, then, anxiety will not be generated as a result.

### **III. 3. 10. Evaluation and Negative Evaluation**

Most of anxieties are the result of evaluation. We mean by evaluation all of its types whether teachers' and peers evaluation or tests. However, we should make it clear that a detailed discussion is not be devoted for the first, but for the second one rather. That is, we have already discussed the first point the thing that makes us evoke it briefly. Students fear of negative evaluation either when speaking or in examinations. As students, we are now more concerned with the second. Results of many studies (Liebert and Morris, 1967; Morris, Delis and Hutchings, 1981; Blankstein, Toner and Flett, 1989) suggested that highly anxious subjects tend to worry excessively during test taking. Additionally, Lamberth et al. (1976: 332) stated that students are particularly aware that test taking can be anxiety arousing. If they are overly anxious about taking tests, their performance on an exam probably will suffer. In addition to this claim, Steinberg and Horwitz (1986) found

that anxiety was induced when emphasising on evaluation. Young (1990) showed that among the most anxiety-provoking tasks in language classrooms involve public communication and/or evaluation. From the interviews done by Nascente (2001), she discovered that for some students, feelings were related to anxiety making them do their best to get a good mark. Others said that because of the tests she prepared for them that they were anxious and could not perform properly in.

Moreover, given the importance of and the relevance of evaluation to language anxiety, test anxiety has been one of the constructs of anxiety (c.f. Varieties of Anxiety). Furthermore, many tests have been developed for this reason. A case in point is the Test Anxiety Questionnaire developed by Mandler and Sarason (1952), and which was specifically designed to measure test anxiety. Meijer (2001: 948) assumed that perceived stress is related to fear of evaluation of personal capabilities. Moreover, it was hypothesized that the introduction of evaluative stress in a test situation leads to increasingly state anxiety compared to non-stressful situations. He added that evaluative stress will lead to high state anxiety because subjects realize that the quality of their performance will be judged and compared to that of others. In fact, one of the aims of Meijer and Elshout is to show the role of anxiety tendency during test taking (Meijer and Elshout, 2001: 93).

In sum, fear of evaluation has ever characterized foreign language classrooms. This fear may be felt during classroom interaction, before tests or during test taking.

### **III. 3. 11. Diversified Reasons**

Due to the number of reasons that lead to language anxiety, we have tried to classify them into subsection. It is, however, impossible to deal with them the entire thing that led us devote a last one to gather the causes which are given by different researchers.

To start with, while interacting in the classroom, students are supposed to be included in the group. Hence, many of the sources of anxiety are generated from the classroom environment. Fleming (1969: 88) suggested that the wish to be accepted as one of a group many continue as a device for the relief of boredom or anxiety. If this does not happen, many problems appear which themselves lead to anxiety for instance students may feel isolated if they are made to feel anonymous (Turula, 2002: 30). She added that feeling isolated may also mean feeling disregarded. Many teachers have their favourites and favouritism is manifested in classrooms mainly by in consistent error correction and unfair distributions of turns. Hence, the best-liked students have more opportunities to speak and their errors are often ignored. Then, the other students feel disregarded. Moreover, when there is failure to manage classroom discourse, learners feel that they are being deprived of control especially when turn stealing replaces turn taking. Further, a domineering, controlling teacher who leaves students feeling that they have no influence over what is going on in the classroom may cause loss of control. The result of all these interrelated factors of the classroom interaction is a high level of anxiety.

Lack of interest may also lead to anxiety. Here, we may refer to Krashen's Affective Filter. That is, motivation is high, anxiety is low and vice versa, but more details will be included along the description of this hypothesis. A link has been made between anxiety in regular foreign language university classes and disinterest on the part of the students

because of inappropriate course content. (Casado and Dereshiwsky, 2001). Previously, Spolsky (1998: 114) mentioned specifically that those learners with low initial proficiency, low motivation, and high general anxiety and said that they developed levels of anxiety in learning and in using a second language that interfere with the learning process. Additionally, we may state some reasons related to the learners who are more likely to be affected by language anxiety and others to the learner himself including the teacher and the group. Generally speaking, general anxiety is said to be an ongoing experience, exaggerated tension that interferes with daily functioning (Anxiety Disorder Center, 2004). This is, indeed, the case of the classroom in which the teacher is severe and authoritarian. Hence the students' daily experience in such a classroom is characterised by uneasiness of learners and strain; a thing that may affect learning and even block them to interact. There are also some learners whose personalities suffer from problems in communication or perhaps who are introverted in their nature. In this, Hedge (2000: 292) involved the fact that students try to speak in front of other students which can generate high levels of anxiety. She said that learners may have a natural anxiety about being incomprehensible. They may also have cultural inhibitions about losing face; or they may simply be shy; personalities who do not speak very much even in their first language.

Another type of personality may be that public which likes speaking and interacting in the classroom; a much more extraverted learners. These students are more sociable and seek the others' approval. One cause of anxiety for such individuals may be a frustrated gratification. Bowlby (1953, 1969, 1973) included in his theories that when the individual is motivated to seek gratification, and if this search is frustrated he is thought to develop anxiety. In other words, and in relation to language classrooms, if the learners seek out gratification from the teacher's part and their goal is perturbed, and the teacher ignores

them, a level of anxiety is developed as a result. Always under the heading of extroverts, learners are eager to compete each other. Hence, competition is another cause of anxiety. Bailey's work (1983a) seems worth mentioning, here (In Allwright and Bailey, 1991: 176). She noticed from the dozen of diary studies that there appeared to be a consistent relationship between anxiety and competitiveness. Quite simply, a surprising number of the diarists revealed themselves rather strongly competitive in their language classes; and this itself appeared to be a major source of anxiety for them. In another work, Bailey (1991: 71) hypothesised:

*Language classroom anxiety can be caused and/or aggravated by the learner's competitiveness when he sees himself as a less proficient than the object of comparison, and that as he perceives himself as becoming more competent (that is, better able to compete his anxiety will decrease.*

Last but in no sense least, there is also the type of competent learners. These are expected to be praised by the teacher and this is another possible reason for some learners to experience anxiety. Boisvert and Beaudry (1979: 281) compared praise to criticism and said that they may have similar influence on the individual. That is, even praise may lead people to feel anxious. In classroom setting, Nascente (2001) found that there are students who revealed that they felt uncomfortable and shy when other students praised them in front of classmates. Others reported in another study that their main worry is when participating so much because the other students will see them as bossy or showed-off, and so dislike them as persons. That is, all these are to be gathered under the heading of group dynamics and the peer's perception. A last point which is worth mentioning, here, is what Horwitz et al. (1991) stated that over studying sometimes makes students so anxious as to cause errors in speaking or in tests.

Therefore, one can recognise the fact that reasons of anxiety are too numerous. It depends on many factors naming the environment, the teacher, the language, the person's background and personality. Hence, the list we have provided the reader with is in no way exhaustive.

### **III. 4. Effects of Foreign Language Anxiety and FNE**

The variety of reasons leads to different levels of anxiety. The results of this latter should be, then, taken into account for its existence has an effect somewhere either in the individual (i.e. affectively and cognitively) or in his learning experience in the FLC. Thus, the effects FNE has are the results of the causes we have already discussed. However, it should also be noted that the effects of FLA found by previous researchers are also imported to FNE. That is, if we mention an effect of FLA in the coming lines, one should understand that we also mean FNE.

Researchers into FLA put much interest on the effects it might have on FLL. One of the major reasons for concern, particularly among educators and administrators, is its potential negative effect on academic achievement including course grades and standardized proficiency tests (Cope Powell, 1991; Young, 1986: cited in Young, 1999). It is obvious that high levels of FLA are associated with low levels of academic achievements in FLL. Language anxiety can also cognitively effect learning a foreign language. In this, Krashen claimed that language anxiety can be an affective filter that prevents certain information from entering a learner's cognitive processing system. Anxiety can be also a barrier (Daly, 1991) to successful intergroup relations (Clément 1980, 1996: cited in Young, 1999). Sometimes, experiencing anxiety during the process of FLL can be an unpleasant personal experience that can deeply disturb one's self-esteem or

self-confidence (Zheng, 2008). Each of these effects; academic, cognitive, social, and personal are taken from (Young, 1976) and we will examine them below.

### **III. 4. 1. Personality and Affective Level**

As we have mentioned before, the language learning experience can, under some circumstances, become a traumatic experience. These kinds of unpleasant experiences may deeply disturb one's self-esteem or self-confidence as a learner. The following statements indicated by some researchers during their studies on the effects of FLA on learners may well describe how language anxiety affects those learners personally. A learner participated in a study conducted by Price (1991: cited in Young, 1999) indicated that he would rather be in prison camp than speaking in a foreign language. This statement shows to what extent foreign language speaking affects the learning process. Likewise, another student who participated in another study conducted by Horwitz and Young (1991) stated: "*sometimes when I speak English in class, I am so afraid, I feel like hiding behind my chair*" such kind of reactions, indicate how language anxiety may provoke disturbing feelings caused by speaking the foreign language.

A strong link has been found between learning disability, low self-esteem, fear of failure, withdrawal and anxiety (Leons, 2001). Most of these are related to personality attributes and the learning process. As Tsui (1995: 87) concluded from the inability of learners to master the TL, this fact has a tremendous impact on students' self-perception and self-confidence. Moreover, Covington (1992) asserted that high trait-anxious subjects will show greater sensitivity to evaluative stress because they will direct their attention towards threat to ego, self-esteem, or self-worth. This is also a strong characteristic of FNE. That is, elevated levels of anxiety affect ego, self-esteem and self-worth i.e.



personality traits. Hence, once these learners are to be evaluated, their intention is focused on their personality problems rather than the evaluation itself. Garcia-Soza (1998) stated that stress and anxiety can produce lack of confidence that will impede students to participate and achieve in the language. This means that anxiety has a great impact on the learners' personalities at the beginning resulting in poor achievement by the end. Meijer (2001: 947) pointed out that high trait-anxious persons are more disposed to perceive threats to self-esteem and respond to these threats with greater elevations of state anxiety than low trait-anxious persons. Therefore, anxiety may be a real threat to self-esteem and, thus, the students' personality as a whole. In addition, there has been settled that the behavioural response to communication and social-evaluative anxiety (judgement and evaluation in a social situation) is avoidance and withdrawal<sup>22</sup>. This indicates that when anxiety appears in a social evaluative situation, this brings isolation and, thus, the group may be 'dis-equilibrated' if a number of learners behave the same way. Ely (1968) found that discomfort discouraged risk-taking, and thus inhibited participation. However, in certain circumstances (Ehrman and Oxford, 1995; Ganschow, Sparks et al., 1994), learners can dominate high anxiety through self-confidence and strategies to manage anxiety and optimise learning since high self-esteem is linked to lower anxiety (Greenberg et al., 1992), people can seek to build up students' self-esteem and self-confidence, although the very position of foreign language learners inevitably lowers their self-esteem. This is because the lack of mastery of second language communication prevents them from behaving with their normal behaviour. One can explain the above statement; self-esteem, self-confidence, mastery of the language and behaviour are all interrelated. Though the TL is a threat to the

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<sup>22</sup> <http://www.hum.port.ac.uk/slas/rapport/visual/article.htm>

learner's self-esteem and self-confidence, there is a possibility to build them up especially when learners become more accustomed to the language and when their proficiency is stimulated. Up to the point, the problem of communication and the abnormal behaviour shown by those learners at the beginning may be resolved. For more details concerning the personal factors influenced by anxiety, the reader may refer to some of the first correlates of anxiety such as self-esteem, tolerance of ambiguity, risk-taking and competitiveness; and to the causes of FNE in this volume.

One of the effects anxiety has on learners is helplessness from performing in the TL because they feel discouraged. Allwright and Bailey (1991: 172) suggested that if the learner likes to succeed but feels that the result is failure no matter how hard he tries, his anxiety is likely to make it even more difficult for him to do his best for he is discouraged. Nascente (2001) agreed on the fact that when learners feel unable to achieve, that is they expect failure though they work hard, their anxiety discourages them from doing the best they are really able to do. Arnold and Brown's claimed that anxiety generates more anxiety (In Arnold (ed.), 1999: 9). They said that anxiety makes persons nervous and afraid, and this contributes to poor performance; this in turn creates more anxiety and even worse performance.

We have seen in our previous section that negative evaluation and failure may be among the most determinant causes of anxiety. The idea is not, in fact, paradoxical. As they may be causes of the learners' anxiety, they may be also the result of it. Brown argued that in addition of being apprehensive, anxious, nervous and embarrassed either about learning or speaking English, or both, many students are shy and self-conscious about using it in public. He added through his findings from a study done in Japan that the data

do not directly address the reason for these negative feelings about English, but it is not difficult to guess that students are concerned that they will make mistakes and be negatively evaluated as a result. Students also fear making public mistakes when speaking and in general are highly motivated to avoid failure. This claim may be explained by studying, as Nakanishi (2002) concluded, that anxiety interrupts behaviour, focuses attention on what is being done wrong, and motivates the person to seek an alternative course of action. Further, it is suggested that certain types of classroom activities may promote language anxiety, particularly those that expose the students to negative evaluations by teachers or peers. This fear of being negatively evaluated hinders the learner from learning and hence may lead to failure. Schwarz (1997) related anxiety in the FLC to mistakes in grammar and pronunciation, to understanding the teacher and to vocabulary showing that it has been prominent as a purported cause of failure. This has already been found by Naiman, Frohlich, Stern, and Todesco (1978: 289) that "classroom anxiety, a high fear of rejection and similar feelings may be related to failure"

To conclude, as Wörde (2004) stated that anxious students may learn less and, therefore, may experience even more failure. This means that anxiety and FNE leads to failure, which makes anxiety higher and, thus, more failure results.

### **III. 4. 2. Cognitive and Educational Level**

The claim that language anxiety has subtle effects on second language cognitive processing is made by MacIntyre and Gardner (1994, 1995: 19). Anxiety is an affective factor which has its effect on the cognitive side of the individual. Arnold and Brown said that feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry (**c.f. Test Anxiety**) (In Arnold, 1999: 9). Eysenck (1979)

considered worry to waste energy that should be used for memory and processing on a type of thinking. Moreover, Morris, Delis and Hutchings (1981: 543) concluded that: “*worry is the anxiety component most strongly related (inversely to academic performance, whether it be examination scores or course*”. Stevick (In Arnold (ed.), 1999: 2) related anxiety to neurological conditions and the brain, and said that it prevents memory from operating properly and thus greatly reducing learning capacity. Coher (1989) declared that in response to anxiety, some students may limit their cognitive capacity or set up barriers to new input. Additionally, Dawaele (2001) claimed that the anxiety felt by foreign language students can have detrimental effects on their concentration and on their ability to encode the linguistic stimuli. He added that once in the processing stage, this anxiety can debilitate cognitive operations performed on external stimuli and memory processes. The result of this is, then, a reduced ability to understand messages and learn new vocabulary. Finally, we may refer to McForland (1971: 97) who studied the relationship between anxiety, intelligence and creativity. He found that those who were low in both intelligence and creativity were found to be the most anxious though they behaved quite sociably and confidently.

A good deal of research, has suggested that anxiety causes cognitive interference in performing specific tasks. Tobias’ Model (1986) describes the effect of anxiety on learning in three stages: input, processing and output. However, a distinction was made among these stages in order to isolate and explain the effects of FLA, but this distinction was difficult to make, such as specifying the point at which one stops and the next one starts (MacIntyre and Gardner, 1994). One can refer to these stages in more details:

### **The Input Stage**

This stage is concerned with the initial presentation of items in memory. Because fewer items are available for processing, anxiety at this stage has an impact on all subsequent stages, unless the missing input can be recovered (Young, 1999). For example in the language learning process, difficulties may arise if the language is spoken too quickly or the use of complex sentences, as a result anxious students will ask for sentences to be repeated more often, or may have to read several times to compensate for missing items. Krashen's Affective Filter Hypothesis, which we explained in our previous sections in details, may well describe this stage because anxiety at this stage acts like a filter preventing some information from getting into the cognitive processing system.

### **The Processing Stage**

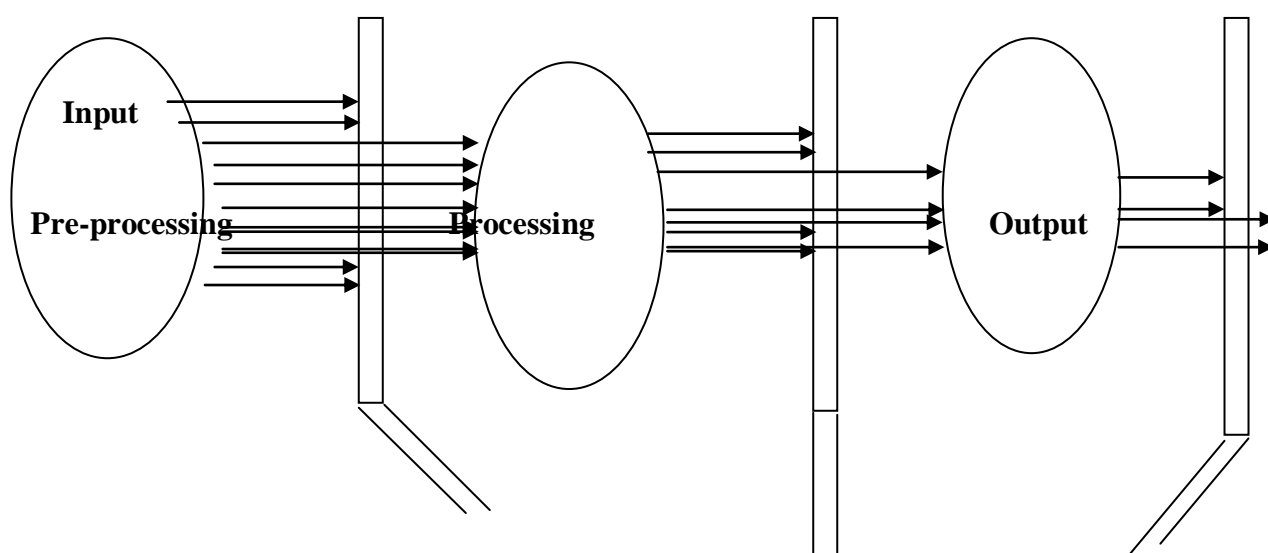
During this stage, anxiety can influence both the speed and accuracy of learning. This stage involves unseen, internal manipulations of items taken in at the input stage. Tobias (1986) suggested that anxiety impairs cognitive processing on tasks that are more difficult (**c.f. causes of FNE**), more heavily reliant on memory, and more poorly organized, each of these increases the demand on the processing time.

### **The Output Stage**

The arousal of anxiety at this stage can influence the quality of foreign language communication. Performance (among the causes of FNE we suggest) at the output stage is highly dependent on previous stages. Horwitz (1986) claimed that students who report freezing on tests know the correct answer but it will not come to mind, this happens because the presence of anxiety acts as a disruption to the retrieval of information (Young, 1999).

In their research, MacIntyre and Gardner (1999) employed Tobias' Model (1986) in an investigation of the effects of anxiety on input and output stages, the result showed that high levels of anxiety were associated with low scores at both the input and output stages (cited in Young,1999). It seems clear through previous studies, that the effects of anxiety on cognitive processes are consequent of state anxiety arousal.

The following figure can illustrate and summarize the effects of anxiety on the learning stages:



**Figure 15:** *Model of the Effects of Anxiety on Learning from Instruction*  
(Tobias, 1986: cited in Young; 1999)

The figure explains the correlation between language anxiety and performance. The arousal of anxiety interferes with ongoing cognitive activity, and this interference reduces the ability to take information (input stage), to learn new information (processing stage), and the production of information in terms of foreign language like an ineffective retrieval of vocabulary, inappropriate use of grammar rules, or an inability to respond at

all. The arrows as one might notice cannot all reach the final stage because of the barriers caused by anxiety.

At an educational level, learners of a TL aim at getting proficiency in the taught language. However, if the anxiety they feel is damaging, this goal may be frustrated. One of the effects of anxiety on learning a language is a non-equilibrated learning which is reflected through a poor performance. Eysenck (1979) considered that anxiety contributes poor performance and the more anxiety is the poorer performance is too. Scovel (1978) claimed that an anxious learner tries hard, but beyond this level, anxiety prevents performance. In other words, when anxiety becomes harmful, it touches first performance. In this respect, Crookall and Oxford (1991) reported that serious language anxiety may cause some problems in the cognitive function of the learners as well as the affective one and ultimately hampers proficiency in the second language (in wörde, 2004). Moreover, research has shown that there is an interaction between the effect of anxiety and the ability to perform well (Garcia-Soza, 1998). Rardin et al. (1988) perceived that those students who suffer from the anxiety caused by fear of making mistakes may be aware of the linguistic and grammatical functions, but be unable to perform. This claim can be reinforced by Nascente's (2001) who mentioned the fact that students are required to perform in the TL, which deprives them from their normal means of communication and behaviour. She added that when forced to use the language they are learning, they constantly feel that they are representing themselves badly, showing only some of their real personality and intelligence.

The result would more likely be that these learners will not fully profit from practising the language which has been learned. More specifically, MacIntyre (1995)

claimed that anxiety can affect performance and effort spent on language tasks in a selective manner. That is to say, anxiety affects both performance and their effort given to do a particular task. In other words, depending on the task presented to learners and the skill it implements; this has an impact on both their effort and willingness to do it, and their performance by the end. Nakanishi (2002), for instance, related anxiety to speaking tasks. He argued that if learners are too anxious to speak up in class, they cannot have any opportunities to practise and improve their oral skills. This view is not, in fact, novel because it has always been a matter of discussion. Horwitz et al.'s (1991) study is a case in point. They found that anxiety typically centres on listening and speaking specifying that the latter seems the most difficult task for anxious learners even though that they are good at responding to a drill or giving prepared speeches. They added that such student may also have difficulties in discriminating sounds and structures, or in catching their meaning. Anyway, anxiety touches not only these two skills but also the whole process of learning. Littlewood (1984) pointed out that in the classroom, anxiety can impede learning and make learners reluctant to express themselves through the second language. The result, then as Koba et al. (2000) mentioned, may bring to a disaster in learning because they supposed that if anxiety impairs cognitive function, students who are anxious may learn less and may also not be able to demonstrate what they have learned. We may, then, end this discussion by the following statement: an "*unwillingness to speak for fear of making mistakes*" (Stevick, 1978: 78) may affect negatively both the learning of a language in the classroom situation (Dulay, Burt and Krashen, 1982; Krashen, 1981) and its performance in any context.

Another salient educational aspect enclosed with anxiety is evaluation and scoring. Anxiety in a variety of studies, have been found to negatively correlate with grades in



language courses, proficiency test performance in speaking and writing tasks (Aida, 1994; Horwitz, 1986; MacIntyre and Gardner, 1994; Young, 1986). This correlation indicates the potential for considerable relationship between anxiety and academic achievement in language courses. Research on academic effects of language anxiety on academic achievement shows that low course grades and impaired performance on tests is one of the effects of language anxiety. Another effect indicated by (Horwitz et al., 1986) is identified as “over-studying”. This latter was explained by Price (1991) as the tendency to compensate for the negative effects of anxiety arousal by increasing efforts at learning. According to Eysenck (1979) and Schwarzer (1986) this is a common reaction among learners who notice their impaired performance because of language anxiety.

To summarize, anxiety has its considerable weight not only on the affective side of the learner but also on his cognition and academic achievement. Most commonly, it touches intelligence, memory, aptitude and performance.

### **III. 4. 3. Interaction Level**

In a way or another, the social context can influence language anxiety. A competitive classroom atmosphere, difficult interactions with teachers, risks of embarrassments, opportunity for contact with members of the TL group, and tension among ethnic groups may all influence language anxiety. Research has shown that learners with higher level of language anxiety have the tendency to avoid interpersonal communication more often than less anxious learners. This issue becomes even more prominent when the authentic communicative competence is emphasised in current language education (Zheng, 2008). The same idea was indicated by MacIntyre and Gardner

(1991) before, pointing out that anxious learners do not communicate as often as more than relaxed learners.

We have gone through the importance of interaction in a language classroom. It plays a great role in the learning of the language. However, when anxiety is high, it may affect not only the learner-learner interaction, but also the teacher-learner interaction. In fact, when the individual suffers from general anxiety, his personal relationships inevitably suffer as a result (Anxiety Disorders Center, 2004). Auger (1977: 23) claimed that anxiety leads to inappropriate behaviours. He added that these physical and mental phenomena which constitute anxiety influence the concrete, external behaviour of the person suffering from anxiety. Allwright and Bailey (1991: 174) concluded that language learning is especially likely to provoke anxiety because it deprives learners of the means of behaving normally. They also stated that some students try sometimes to resolve the issue of withdrawing from class interaction which carries the new risk that they will be branded or somewhat uncooperative. In Koba et al's study, some learners are found to be passive in the class without volunteering answers. This was the result of the linear relation between the teacher and the learners, and absence of the link to other students. Tsui (1995: 90) included language-learning anxiety in the small group talk. She said that in view of language anxiety that students suffer from in the classroom, it is important that language teachers try to create a relaxing atmosphere in which students feel uncomfortable to try out the TL and make mistakes (**c.f. last chapter**). This is possible, according to her, through group works. In another study, Tsui (cited in Bailey and Nunan, 1998: 163) found that support from peers is just as important from the teacher in creating an anxiety-free atmosphere.

For reminding reasons, interaction is a marked dimension that promotes considerable efforts to achieve both performance and social productivity (Gillies, Ashman and Terwel, 2008). Yet, a learner who experiences FNE tends not to engage in peer interaction. Relating to this, Vasey and Dadds (2001: 419) note that “*socially withdrawn [learners] are too fearful to engage in peer interaction*”. Consequently, he is less likely to foster the social skills that emanate from peer interaction and negotiation. More precisely, FNE impedes learners to get involved in social-evaluative situations. Accordingly, he develops a deficit in the use of interpersonal negotiation strategies, such as discourse skills (Adalbjarnardottir, 1995; Rubin, Daniels and Bream, 1984).

Vasey and Dadds (2001) maintain that FNE is the contributor to behaviour inhibition. This latter refers to the tendency to approach situations with restraint and avoidance. When a learner expects that others (teacher or peer) will certainly criticize him, he is more inclined to avoid any situations that cause him to be negatively evaluated and endorses in activities that limit the risk (Ehrman, 1996). Thus, this behaviourally inhibited learner believes that interacting is the first candidate to these situations. As a logical consequence, he displays solitary behaviours from the social milieu (classroom), or what is called “social withdrawal”. Vasey and Dadds (2001: 415) explain clearly that those who are afraid of social negative evaluation tend to

*develop insecure internal working models of social relationships, on the other hand, come to view the [classroom] as unpredictable, comfortless, and unresponsive .This insecure internal representation may lead some [learners] to "shrink from their social worlds*

The lack of interaction sows the seeds to other problems such as poor communicative competence as a focal element in FLL. In other words, this avoidance may reduce the

chance of the learner to experience his communicative skills in real situations; trying out, noticing and practicing the interactional strategies.

### **III. 5. Symptoms of Fear of Negative Evaluation**

Researchers see language anxiety as a specific phenomenon which is better assessed directly (Gardner and MacIntyre, 1993). For this reason, many tests, scales and instruments have been developed naming the FLCAS by Horwitz et al. (1986), the Taylor Manifest Anxiety Scale (TMAS) and others. However, these may be useful for research, but how if it were for language teachers? How can teachers identify anxious learners? A question worth asking to be searched for. It is, then, for this reason that this section is devoted to specific signs of anxiety. The teacher in this case may know better his students and anxious ones particularly.

Of course, as language teachers, we are supposed to observe our learners and identify those who suffer from personality problems. As for anxiety, there are many symptoms which are most of the time revealed by learners who may be conscious of that. We will try to present an overall description of such characteristics in learners. To achieve such a goal, we divided these symptoms into physical, psychic and behavioural besides other possible ones. Hence, we shall deal with them one by one in the following sub-sections.

Social anxiety can be expressed in several ways; physiologically, behaviorally, and cognitively (Leitenberg, 1990 in Ingman, 1999).

#### **III. 5. 1. Psychic Symptoms**

Anxiety may be normal, but sometimes it becomes a real psychic illness known as Anxiety Disorders. Here, it becomes different from normal feelings of nervousness and its

signals often occur without warning (Anxiety Disorders Center, 2004). Delmont and Lucht (1975: 115) considered symptoms as useful means to identify anxiety on psychic grounds. They described it as an indefinite feeling of insecurity with fear of realising an uncontrolled act, having an impression of disorganisation or/ and unrealisation, feelings of lack of power. An analogy to foreign language classroom situations may be established here. Learners may be in an insecure environment where they cannot realize their objectives whether in task or language performance. This is what they cannot control because it is up to the teacher to decide. Now, as new learners or non-proficient ones, they are more likely to feel anxious and this may be shown through their lack of organisation, and inability to achieve in their classes. Other such psychological symptoms have been added as overwhelming feelings of panic and fear, uncontrollable obsessive thoughts, painful and intrusive memories, recurring nightmares (Anxiety Disorders Center, 2004). Auger (1977: 23) evoked physical and mental reactions of anxiety. As far as the mental signs proposed by Auger, anxiety provokes as any other emotion, known reactions like confusion of thinking, obsession of ideas, decrease of the general capacity for thinking in a realistic way. In relation to language anxiety, possible symptoms are identified including forgetfulness, negative self-image, lack of confidence and feeling insure of one's ability. Nascente et al. (2003) added to the fact of forgetting the problem of the difficulty in concentrating found in highly anxious learners.

### **III. 5. 2. Physical Symptoms**

At times, sweaty palms and problems in stomachs during challenging situations are normal, but when accompanied with nausea, muscle tension and other physical uncomfortable actions (Anxiety Disorders Center, 2004) such as squirming, fidgeting, shuttering or stammering, displaying jittery behaviour, being unable after repeated

practice; here anxiety becomes a real problem (Oxford In Arnold (ed.), 1999: 66). Furthermore, besides the derogatory self-related cognitions and feelings of apprehension, Anxiety is also characterised by physiological responses such as increased heart rate (Endler and Okada, 1975; Eysenck, 1979; Schwarzer, 1986). Lamberth et al. (1976: 329) added to sweating, heart rate and nausea the problem of loss of appetite, diarrhea and breathlessness as possible symptoms of anxiety. Further, as a result of anxiety, Smarandache (1989) introduced his Smarandache's syndrome which is characterised by nose frequently bleeding under stress, fear and restlessness. In psychiatry, Delmont and Lucht (1995: 115) spoke about physical symptoms which, according to them, can hide anxiety. Among the signs they have provided and which have not been included in our previous discussion, vertigo (dizziness), trembling legs, being pale, puffs of heat or cold and the instability of arterial tension which often increases. For both teachers and learners, that is in the classroom where a TL is taught, some of the afore-said symptoms may be noticed. Most of the time, these signs are sweaty palms, nervous stomachs, increasing heart beat and pulse rates. Additionally, teachers and even the learners themselves may identify that anxiety becomes higher by the distortion of sounds, and rhythm of the language, and avoiding eye contact. Hence, it is important to anticipate the symptoms one may experience to help himself and others suffering from anxiety know how to cope with it.

### **III. 5. 3. Behavioural Symptoms**

Psychic and physical symptoms are more often bound to any kind of anxiety whatever is its degree. Behavioural signs here may, in fact, be so, but our aim is to restrict them to FLL. Hence, we dare propose it as a sub-section here and refer to the learners' behaviour towards the TL in the classroom.

Generally speaking, high anxiety communicates itself through movements, speech and voice (Handley, 1973: 105). For instance, Skehan (1989: 118) said: “gain a clear understanding of such issues as the role of ‘face’ in the development of anxiety”. Certainly, face may be threatened in the students’ case, and it would seem that it is affecting anxiety and achievement. As for movements, the most apparent sign for highly anxious learners is eye-contact. Handley said that eye-contact is low in highly anxious persons. He added that the teacher will tend not to look at his pupils, thereby reducing his chances of involving them. Additionally, they often play with hair or clothing and nervously touch objects (Oxford In Arnold (ed.), 1999: 66). As far as speech and voice, the anxious person tends to talk more loudly and in a higher register (Handley, 1973: 105). He also concluded that these emotional aspects of speech are likely to promote feelings of “*uncomfortableness*” in pupils and make contact with the anxious person unrewarding. Students with higher language anxiety were also found by Phillips (1992: 92-364) in a study to examine the effects of students’ anxiety on performance in oral test, to say less, to produce shorter utterances and to use fewer dependent clauses and target structures. This may be justified by the low levels of verbal production as well as the lack of volunteering in class (Oxford In Arnold (ed.), 1999: 66). Other important behavioural symptoms need be mentioned. When a student is found to forget answers, show carelessness, cut classes, come late, arrive unprepared, seem unable to speak even the simplest questions (Ibid), he is very likely to suffer from high anxiety. Horwitz et al (1991: 29) declared that students exhibit avoidance behaviour including missing classes and postponing home works. Perhaps, what Oxford added as culturally bound is worth mentioning. Students who mask their behaviours -like exaggerated smiling, laughing, nodding and joking- are under the anxious category adding

to that their failure to interrupt when necessary. He added that such anxious learners showed an exaggerated competitiveness, perfectionism and over studying.

To conclude, any behaviour which seems exaggerated and does not cope with the rules of the social milieu; the classroom in our setting, may be considered as abnormal. Hence, students with problems in one aspect of their personality tend to behave as such. This is the case of anxiety which is an important personality characteristic.

Not far from the previous discussion and not separately dealt with, this one is restricted to language because it is also relevant and near to our study. As Oxford mentioned (In Arnold, 1999: 66), anxious learners tend to give monosyllabic or non-committal responses. Further, they have low levels of verbal production and they forget the answers. The result is, then, social avoidance and conversational withdrawal. This view is reinforced by Phillips (1992: 92-364) who said that highly anxious learners do not talk a lot and when they do, they produce short utterances and few dependent clauses.

Finally, many other signs can be added. On the one hand, some learners can be found over-studying and perfectionists. On the other, others may have excessive self-effacement and self-criticising. Hence, anxiety may affect the learners' personality and abilities a thing which may be noticeable through the symptoms they actualize in the classroom.

For FNE, it compromises a wide range of physiological, cognitive and behavioural features (Lang, 1968); some common physiological components embrace shaking, dizziness, sweat, etc. At other extreme, the cognitive features involve thoughts of incompetence and negative consequences. In terms of the behaviour, the individual learner with social and performance anxiety is characterized by withdrawal and avoidance.

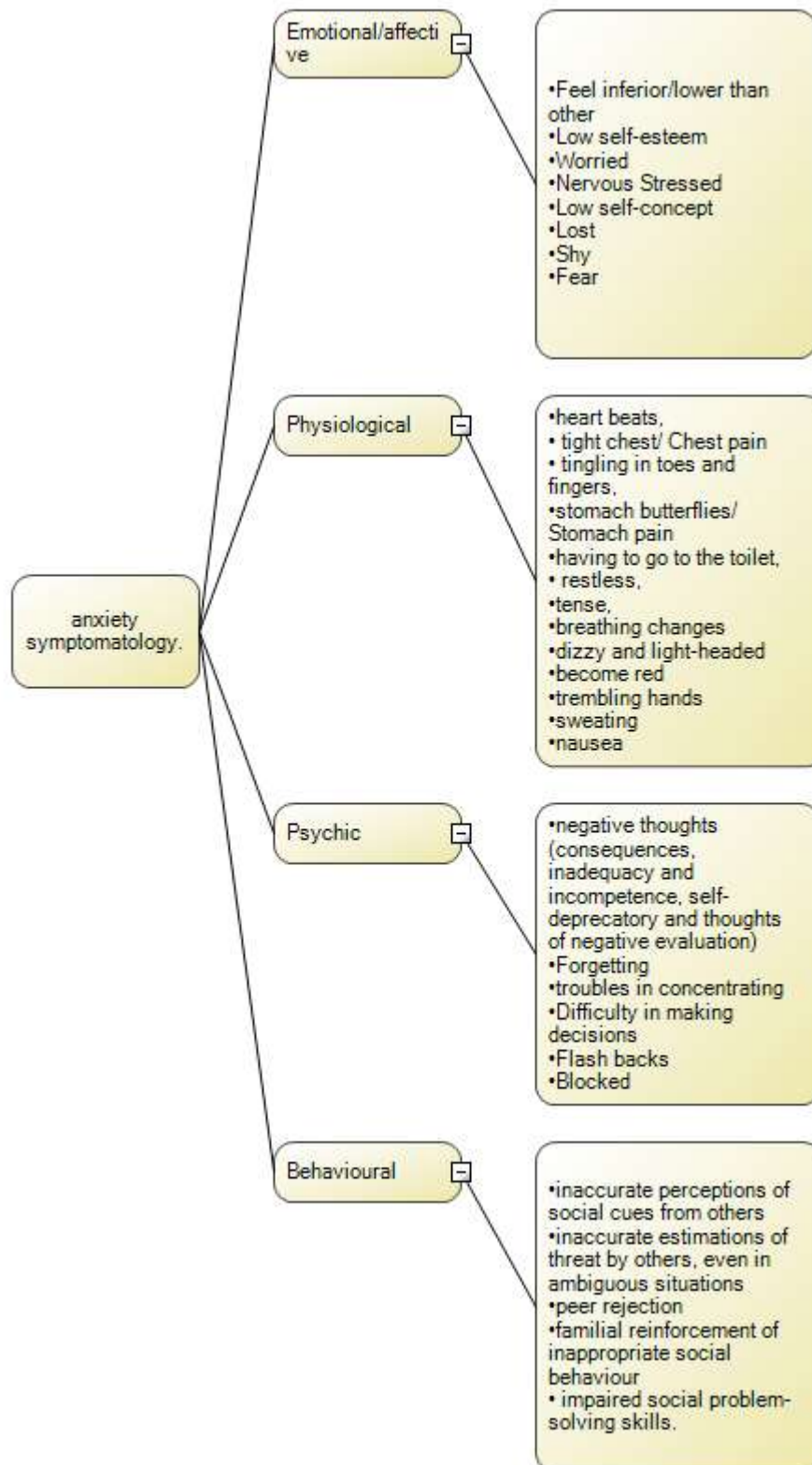


Relating this, Kearney (2005: 9) lists the different components that are associated with FNE in the following table.

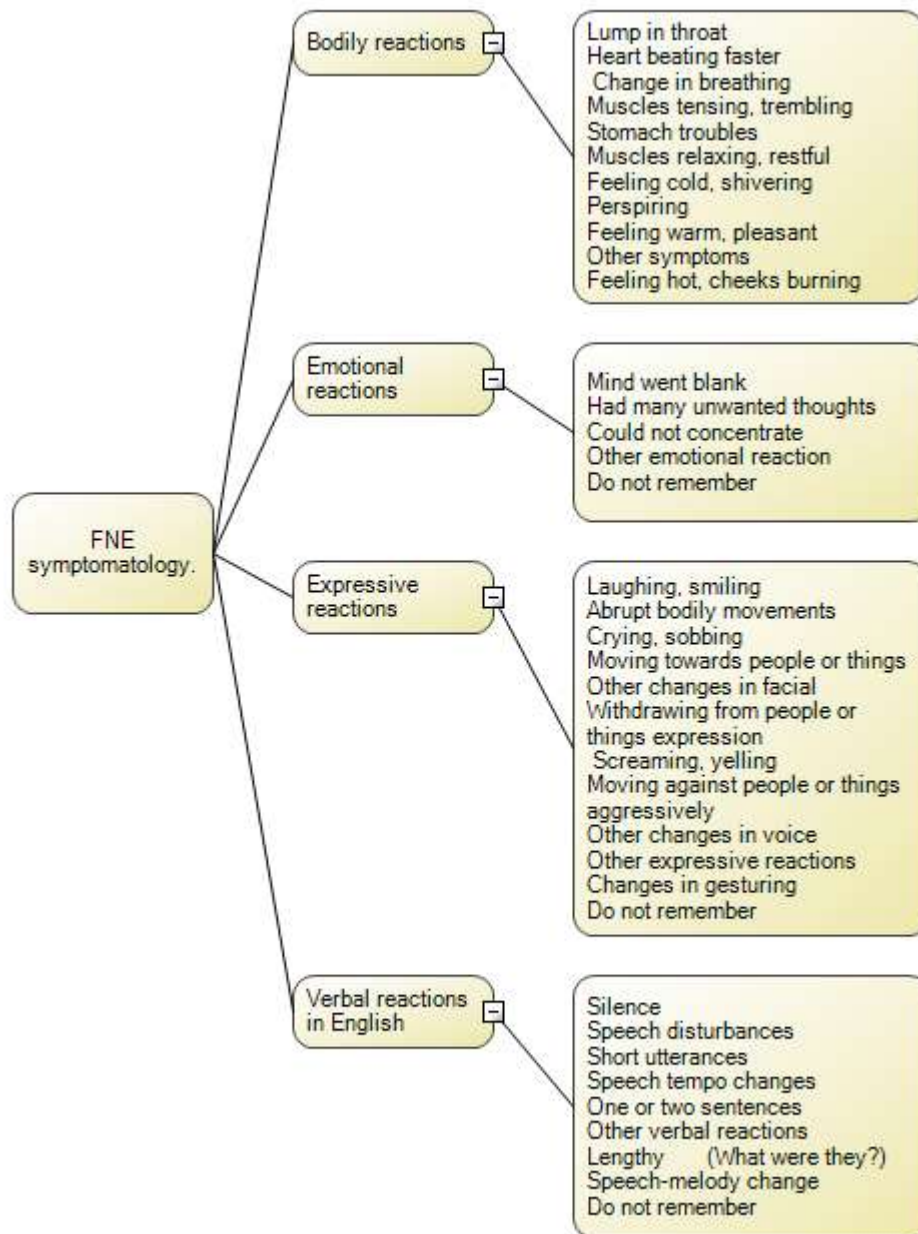
**Table 02:** *Common Components of FNE (Kearney, 2005: 09)*

<b>Physiological features</b>	<b>Cognitive features</b>	<b>Behavioural features</b>
Increased heart rate	Worry about harm	avoidance
Trembling	Thoughts of being scared	escape
Shortness of breath	Thoughts of appearing foolish	Reassurance-seeking
Muscle tension	Self-deprecatory thoughts	Lack of eye contact
Frequent urination T	Thoughts of inadequacy	Temper tantrums/crying
Nausea/vomiting	Thoughts of incompetence	Shaky voice
Headache/stomach ache	Trouble concentrating	Freezing
Dizziness	Thoughts of negative evaluation	Clinging to adults
Sweating	Thoughts of negative consequences	Rituals

Through our readings from the literature on FLA and FNE, we could group the possible symptoms in the following figures respectively:



**Figure 16: Anxiety Symptomatology**



**Figure 17:** *Symptoms of FNE*

## **Conclusion**

In this chapter, FNE has been tied to other factors as we adopted the critical analysis of the cause/effect pattern. Given its psychological dimension and affective classification, the construct is more likely to be induced by internal and external factors to the individual. These are the causes we enumerated and explained in this chapter after relating anxiety and FNE to EFL contexts. If a phenomenon is caused by a number of elements, reactions must also be present. That is why; we devoted a section where the effects of FNE are explained and discussed from three perspectives; personal, cognitive and interaction. Finally, stemming from the fact that FNE's origin is clinical psychology, symptomatology is also widely present to diagnose the phenomenon. A section here is provided for this sake with a table and two detailed figures.

# **Chapter Four: Fear of Negative Evaluation, Foreign Language Learning and Academic Achievement**

## **Introduction**

In the last two chapters, we have tried to cover all what is related to anxiety either from a psychological perspective or from an educational one. However, this seems incomplete because still, the objective of our study is not yet reached or completed through the previous chapters. Hence, to have a well-evidenced work, this chapter comes to fulfill the final aim of this literature review by relating anxiety to the learning of a target language and, then, to its effects on the learners' performance in the classroom. This is, then, achieved through two sections in which both kinds of anxiety are taken into account i.e. debilitating anxiety and facilitating anxiety, as well as the relationship between anxiety and the four skills of language which has been established, here.

### **IV. 1. Foreign Language Anxiety and Language Learning**

In our early discussion, we have stated that the study of anxiety is recent. Researchers have indeed studied its effects on language learning simultaneously i.e. since the 1970's (Casado and Dereshiwsky, 2001). More particularly, foreign language anxiety is found to be a crucial factor influencing FLL and performance (Miyuki, 2000). In this section, our aim is to establish an explicit link between this affective problem and language learning especially that the relevance of students' anxiety as an educational problem made some researchers enquire about the fact that the kind of anxiety which affects foreign language learners is of a special kind (Horwitz et al.; 1991: 27. Spolsky (1998: 115), for instance, argued that there is good evidence to consider that there is a specific kind of anxiety that in the case of many learners, interferes with SLL.

In addition, our trial through this first section is to gather some evidence about the influence of language anxiety on learning, performance and achievement before ever we go into details. In other words, we shall, first, mention the correlation that exists between language learning and anxiety in its general terms before going through the different skills of language.

A number of studies have a relationship between low anxiety and successful language acquisition (Dulay, Burt and Krashen, 1982: 52). Also, research pointed out to the relationship between foreign language anxiety and learners' actual proficiency and performance, although findings to date have yielded somewhat inconsistent results (Matsuda and Gobel, 2004: 22). Carroll (1963) noted a small negative correlation between test anxiety accomplishments in intensive foreign language courses (in Dulay et al., 1982: 53. In a study done by Lunneborg (1964) on primary and lower secondary classes, findings showed a negative correlation between anxiety and achievement. Moreover, he found that anxiety increased as the children grew older. This view is supported by Turner (1973: 228) who said that in almost every instance anxiety can be seen to impair performance at both school and university level. For the sake of testing the effect of anxiety on performance, Paul and Eriksen (1964) gave a group of first-year girl students a traditional examination on their course. They knew that the marks on this test would count towards their course work mark. Immediately afterwards, they were asked to fill in a "test anxiety questionnaire". Then, they were given a parallel form of the previously taken examination. However, this time, it was stressed that the marks would not count towards their grade. Furthermore, every attempt was made to reduce stress by the examiners being "warm, permissive and understanding". After the analysis of the results of the students who are neither low nor high in intelligence, findings showed that highly anxious students did

better on the non-stressful examination whereas low anxiety students performed better in the traditional condition. This showed that anxious learners may be under-achievers due to the high level of anxiety they feel during test taking. These results reveal the case of learners whose intelligence is moderate. How about intelligent learners? Does anxiety affect their learning process in school? Indeed, these two salient questions need be answered. Here, we shall try to provide a short reply, for the relationship between intelligence and anxiety is out of the scope of the present study. Turner (1973: 215) stated before ever starting his discussion of individual differences and learning that a child's capacity to learn can be affected by many factors besides intelligence. Among these factors, he included anxiety level under the heading of personality variables. He added that the whole topic of anxiety is so central to the educational situation and requires a more extensive treatment. In this concern, Holt (1964) remarked:

*For many years I have been asking myself why intelligent children act unintelligently in school. The simple answer is because they're scared... Perhaps most people do not recognize that in children when they see it... the subtler signs of fear escape them. It is these signs, in children's faces, noises and gestures, in their movements and ways of working, that tell me plainly that most children in school are scared most of the time, many of them very scared.*

Therefore, a high level of anxiety is very likely to have damaging effects on the learner even through the learner is intelligent.

Up to the point, this discussion makes it clear that anxiety and performance do not have a simple relationship (Lamberth et al., 1976: 331). This claim is highly agreed upon by many researchers naming Young (1991) who pointed out that the relationship between language anxiety and language performance is not simple. Arnold, and Brown mentioned (

In Arnold (ed.), 1999: 2) quoted that: « in the presence of overly negative emotions such as anxiety, fear, stress, anger or depression, our optimal learning potential may be compromised ». Moreover, Gardner, Day and MacIntyre (1992) stated that language anxiety has been shown to impair the language learning process. Also research indicated that language anxiety has been found to correlate negatively with global measures of achievement such as objective tests and course grades (Gardner, Smythe, Clément, and Glikzman, 1976; Horwitz, Horwitz and Cope, 1986) as well as measures involving specific processes, such as vocabulary recall and short-term memory capacity (MacIntyre and Gardner, 1991c). This is because of the various forms of effects anxiety has on acquisition as mentioned by Dulay, Burt and Krashen (1982: 51) that the less anxious the learner is, the better language anxiety proceeds. Always under the same heading of anxiety and academic achievement, Gardner, Smythe, Clément and Glikzman (1976) found a high negative correlation of French classroom anxiety with achievement in eleven of fifteen cases in Canada-wide. In a study done by Muchnick and Wolfe (1982) anxiety correlated significantly with grades in Spanish knowing that the group they investigated was American students studying Spanish as a second language. Furthermore, Horwitz, Horwitz and Cope (1986) argued for the existence of an anxiety specific to FLL. In this, two studies showed significant correlations between foreign language classroom anxiety as measured by the FLCAS and final grades in language classes. Further, MacIntyre and Gardner (1989) employed a paradigm to study anxiety and language learning, and found that the less anxious group showed significantly higher levels of vocabulary learning and recall when compared to the more anxious group. For Schmidt (1990), he hypothesised that in occupying the mental capacities with worry and anxiety about performance and/or social relations in class, valuable opportunities to ‘notice’ language may be being missed. A



supporting view is the one made by Garcia-Soza (1998) who wrote that stress and anxiety can impair the area of vocabulary learning which becomes slower. Further, MacIntyre (1995) studied this area extensively and 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 that learners are more likely low in proficiency in the target language. Spolsky (1998: 115), argued that motivation and situational anxiety determine second language achievement, and added that initial proficiency is assumed to influence both final achievement and anxiety. In his study, he proposed a causal model from which we quote:

*Some learners will be inhibited in their learning by strong language learning anxiety; this will be reinforced by failure. The model assumes facilitation in the learning situation; a good learning experience will increase, and a bad one decrease, the development of proficiency. (Spolsky, 1998: 216)*

The above quote showed the clear negative impact anxiety has on language learning which ends by failure, then, the model proposes some strategies to cope with this anxiety to develop proficiency and, hence, learning will take place.

For us to make it clearer and more explicit, we may add other evidence which clarifies better the relationship between anxiety and language learning. In earlier studies like Hernandez, Margarita and others' (1991), their report focused on a study of three affective variables in second language anxiety, self-concept, and timidity. The study was conducted on 92 high school English as a foreign language students in Barcelona, Spain using three scales and a cloze test. Results showed that a degree of classroom anxiety was the only statistically significant variable of the three studies, explaining 32% of the

variance with level of proficiency. Similarly, the study done by Julkunen and Kyosti (1992) in Finland investigated the relationships between trait and test anxiety and low and high achievement in 552 sixth, and eighth-graders. Results indicated a connection between anxiety and foreign language achievement.

Before we close this discussion, we prefer end it with a recent reference where the role of stress in performance and the relation between performance and anxiety is dealt with in more details. This is Meijer's (2001) work that stated that there are at least four models that can be distinguished in considering the results of experiments, where in performance measures are the dependent variable, state anxiety is the independent variable, and evaluative stress has been manipulated in some way. Surely, we are not going to mention all the details about the experiment, but we shall merely go through the four models briefly.

1. **Model 01:** It is assumed that only stress has a negative impact on performance. The model implies that there is no relationship between state anxiety and performance, but the presence of stress causes a performance decrement. However, this model does not seem very plausible by the empirical evidence, but it is presented to serve an illustrative purpose.

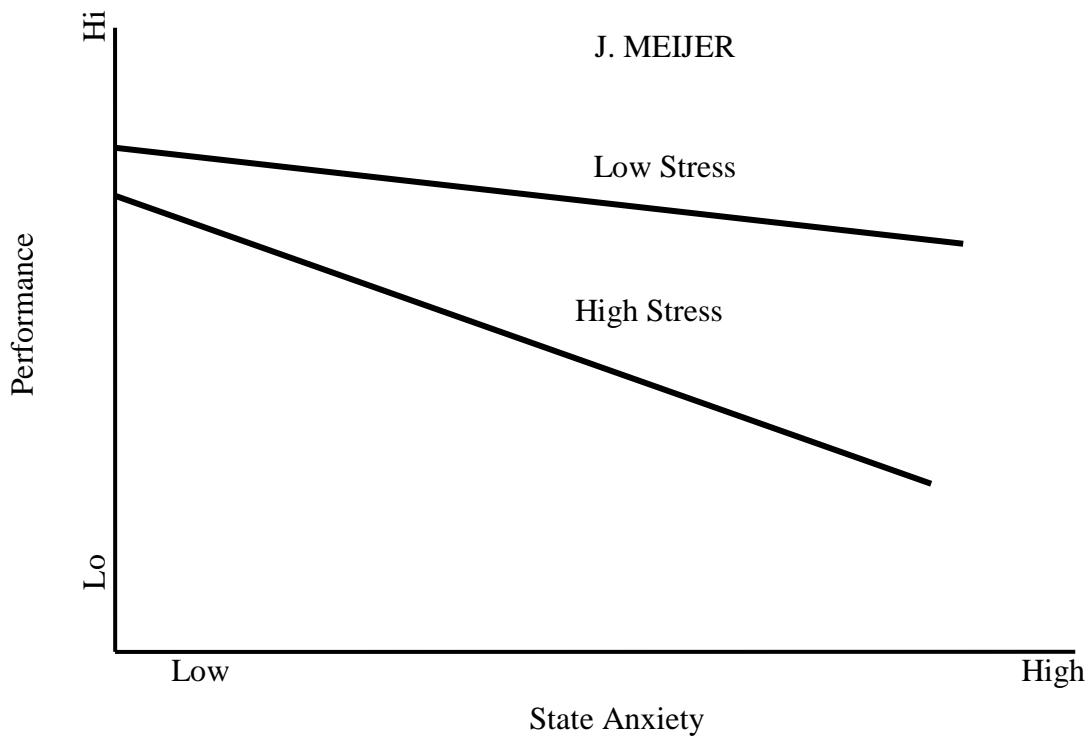
2. **Model 02:** It assumed that stress does not influence performance, whereas there is a constant negative relationship between state anxiety and performance, irrespective of stress.

3. **Model 03:** It is assumed that stressful conditions lead to a lower performance, and that there is a negative relationship between test anxiety and performance. At the same

time, the performance magnitude is invariant over conditions. Hence, there is no interaction between the three elements.

4. Model 04: It is assumed that if the negative influence of state anxiety on performance is exacerbated by the presence of stress, an interaction model is derived. This means that performance decrements due to state anxiety which will be more pronounced under stressful conditions.

These were the four models provided by Meijer, but what seems more plausible is the interaction model i.e. Model 04. Thus, as Meijer expanded this model by depicting it in a figure, we shall follow the same procedure.



**Figure 18:** *Proposed Generalized Relationship between Stress, State Anxiety, and Performance, Assuming an Interaction Exists between Performance, State Anxiety, and Stress.*

The interaction is represented by the non-parallel regression lines in the conditions. Performance decreases more rapidly as a function of state anxiety in the stressful condition than in the low stress condition. Meijer, then, gave his final conclusion as concerns the appropriate model. He said that this model is perhaps the most plausible, since it is hard to imagine how the presence of stress alone should worsen performance unless the circumstances that are meant to induce stress interfere directly with performance. For instance, in the third model, subjects in the stressful condition perform worse than subjects in the low stress condition (parallel regression lines), but there is no difference in the decline of performance as a function of state anxiety. Hence, this is the reason why the choice of the fourth model seems the most appropriate one.

Meijer relied on Eysenck's (1992: 74) speculation to support his choice of the fourth model. He speculated, "it is possible that the introduction of situational stress might have increased the impact of state anxiety on attentional bias". Meijer explained this by the fact that this speculation implies that the negative relation between state anxiety and performance should be significantly stronger under stressful conditions than under neutral or reassuring conditions. He, then, concluded that this statement obviously favors the plausibility of the fourth model over the third model.

As way of conclusion on language learning, it seems a common view that anxiety has its considerable influence on language learning and its performance. A deal too much of evidence has been gathered to show this correlation. In what comes, the effects of anxiety on language learning will be discussed to move, then, to its impact on the four skills of language.

## **IV. 2. Anxiety and FNE in the Foreign Language Classroom**

As mentioned earlier, there has been a somehow long discussion about the relationship between anxiety, language learning, academic achievement and performance. Now, this section goes a step further. That is, we shall first specify the impact both facilitating anxiety and debilitating anxiety has on language learning for we have only mentioned them as kinds without relating them to academic achievement. Then, through our data collection, many works related the effect of anxiety on one skill rather than another.

### **IV. 2. 1. Facilitating Anxiety and Debilitating Anxiety**

Previously, we have tried to treat these two types of anxiety from their broad sense. Now, the link between these kinds of anxiety and academic achievement is to be established. However, given the common ground of the negative impact of anxiety on language learning, we shall focus on debilitating anxiety rather than facilitating anxiety. Moreover, our aim through this research work is to find out ways which might help in solving this educational problem and not stating what helps learning per se. Hence, it would be more beneficial and plausible to detail the discussion on the harmful effect of anxiety more than the helpful one.

#### **1. Facilitating Anxiety**

For reminder reasons, facilitating anxiety increases the learner's efforts to learn the language<sup>23</sup>. That is, it serves as a motive to learn the target language. Turula (2002) claimed that it is not true that anxious adult learners cannot succeed in foreign languages;

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<sup>23</sup> <http://www.ling.lancs.ac.uk/groups/crile/crile38Hanks.pdf>

however, when compared with successful adult learners, we found that success for the anxious learners is much harder to achieve. This showed that anxiety makes it difficult to succeed, but never impossible. Hence, it is not a total hindrance for learners to succeed.

There has been a suggestion made that some anxiety may be helpful in SLL (Scovel, 1978; Kleinmann, 1997) reported positive correlations between this facilitating anxiety and use of difficult linguistic structures. Kleinmann's (1977) study found that oral performance was positively affected by facilitating anxiety. Also, Scovel said that anxiety is likely to improve student's performance in the later stages of the learning process. This means that anxiety is not helpful in all the stages of the process.

MacIntyre (1995), on his part, related the small positive effect on anxiety on performance by saying:

*... a task is relatively simple, anxiety seems to have little negative effect and may actually improve performance.*

Moreover, Dulay, Burt and Krashen (1982: 52) pointed out that a moderate degree of anxiety may be helpful for conscious learning.

Therefore, we may end by saying that anxiety is not helpful in all cases and for all tasks. We should, then, treat the problematic side of this affective educational variable which is dealt with by almost all researchers and workers in the field.

## **2. Debilitating Anxiety**

A large body of research showed a negative relationship between anxiety and proficiency/performance (e.g. Bailey, 1983; MacIntyre and Gardner, 1991b, Phillips, 1992; Aida, 1994.). In previous research, anxiety has been shown to have consistent, deleterious

effects on behaviours in the second language (MacIntyre and Gardner, 1991b). In this, Gardner and MacIntyre (1993) stated that the strongest negative correlation of academic achievement is anxiety. In addition, research showed a negative correlation of anxiety with grades in language courses (Trylong, 1987; Horwitz, 1986; Aida, 1994), and proficiency test performance (Gardner, Lalonde; Moorcroft and Evers, 1987; Ganschow, Sparks, Anderson, Javorsky, Skinner and Patton 1994). Further, most of the theoretical models and research have considered the negative, sometimes debilitating, effects of language anxiety given the negative correlations with achievement that have ever been obtained (Gardner and MacIntyre, 1993: 6).

Results on a longitudinal study done by Hill and Sarason (1966) confirmed that the negative effect of anxiety increased during the primary years. They also demonstrated that children whose anxiety level dropped over the years did considerably better than those whose anxiety level rose. These results are somehow similar to Spielberger's (1962) ones. His data revealed that while only 8 out of 138 low-anxious students dropped out of college because of academic failure, twenty-six out of 129 high-anxious students left for this reason. Turner (1973: 230) concluded that anxiety appears to be detrimental in all areas, both at home and at school; if children are to fulfill their potential, it seems essential for tests and examinations to be less stressful for them.

Sarason (1958, 1972) showed repeatedly that achievement oriented instructions given prior to a task favour the performance of subjects low in anxiety, whereas task-oriented instructions favour the performance of highly anxious subjects. More particularly, Kleinmann (1977) found that different types of grammatical constructions were attempted by highly anxious students and less anxious students. That is, even the way learners try to

learn the taught language and the chosen constructs of the language are differently used. Furthermore, Steinberg and Horwitz (1986) found that learners attempt more concrete, less interpretative messages when they are in an anxiety-producing situation than when they are in a more relaxed situation. The effects of language anxiety have been explained by postulating that anxiety consumes attention and cognitive resources that could otherwise be allocated to performance in the second language (MacIntyre and Gardner, 1989) because anxiety is in general known to be detrimental to performance on tasks that require attention and deliberate effort (Roccas and Brewer, 2002) such as learning a foreign language.

Among the factors which cause or arouse language anxiety, there is the presence of stress when being tested. This kind of anxiety is more likely to be harmful. In this respect, Meijer (2002: 948) claimed that evaluative stress will lead to high state anxiety because subjects realize that the quality of their performance will be judged and compared to that of others. He added that evaluative stress will lead to stronger state anxiety reactions in highly anxious subjects compared to high trait-anxious subjects. This implies that the contamination of achievement measures with anxiety tendencies (Meijer, 1996, in press) in stressful situations than under relatively acquiescent conditions. He ended this view by saying that not only will the average performance of subjects decrease in stressful situations, the predicament of highly anxious subjects should also exacerbate as a result of the increasing negative relationship between anxiety and performance. Wilson stated that the more comprehensible input one receives in low-stress situations, the more language competence one will have. This is just to show how important the situation learners are learning in is.



To bring this discussion towards its end, we may be best served by the comparison Turula (2002: 31) made between the anxious learners and the good ones.

**Table 03:** *A comparison of Good and Anxious Learners*

<b>Anxious Learner</b>	<b>Good Learner (Wenden and Rubin, 1987)</b>
<ol style="list-style-type: none"> <li>1. Is reluctant to take risks (Ely 1986)</li> <li>2. Relies heavily on memory.</li> <li>3. Is reluctant to hypothesise (MacIntyre and Gardner, 1994).</li> <li>4. Is disorganized and inefficient in recall of learned items (MacIntyre and Gardner, 1994)</li> <li>5. Feels apprehension and self-doubt; is frustrated (Arnold and Brown, 1999)</li> </ol>	<ol style="list-style-type: none"> <li>1. Is willing to take risks.</li> <li>2. Is tolerant of ambiguities.</li> <li>3. Possesses good cognitive strategies of guessing and inferring.</li> <li>4. Showed good strategies of monitoring, categorising, and synthesising.</li> <li>5. Showed positive attitudes; is sociable and outgoing.</li> </ol>

#### **IV. 2. 2. Anxiety and Language Skills/Sub-skills**

First of all, we shall shed some light on the fact there is little to say about the effect of FNE on language skills because no research has tackled FNE as a factor affecting language skills. However, many studies have dealt with the effect of FLA on language skills. Since FNE is one type of FLA, we can assert that the way FLA affects language skill is also applicable to FNE.

Researchers do not distinguish language skills but make a link instead. Koba et al. considered from Horwitz et al.'s (1991) claim about the centred relation between anxiety and listening and writing that speaking in class is most frequently difficult for anxious students even though they are good at responding to a drill or giving prepared speeches. That is, anxious students do not have the courage to speak in the classroom even though they are prepared beforehand. However, the individual reacts in a more nervous manner when speaking, listening, reading or writing in this language (Gardner and MacIntyre,

1993: 5). Hence, if a level of anxiety is felt, trying to perform in one of the TL skills may exacerbate this anxiety further.

For the sake of narrowing the discussion of anxiety and its relation to language learning, it seems wise to do this through the study of the four skills of language to which we added grammar, vocabulary and pronunciation, and relate them to FLA and FNE. Moreover, Young (1991) explained that sometimes, language anxiety is negatively related to one skill and not another. Hence, we shall start first establishing the link between, first, anxiety and reading and writing, and then, listening and speaking. The reader might wonder why, but we thought to start first by the least affected skills of language by anxiety; that is reading and writing, and move to the problematic ones for language learners which are listening and speaking. Later, sub-skills are to be hinted at because they serve as a vehicle of language use and performance.

### **1. Reading and Writing**

Apparently, reading and writing are said to be analytical skills. That is why we have tried to start by these two skills and their relation to language anxiety. In this, Nakanishi (2002) pointed out that it may be true that even if one is anxious of a second language, one can improve reading and writing skills, but the listening and speaking skills cannot be improved unless used through interaction. This does not mean, however, that language anxiety does not influence them. One of the diarists whose name is Wayan in Hilleson's study (1997) mentioned that reading and writing were extremely time consuming. Because of this, diarists revealed that their social life was affected because they spent more time in individual study instead of social interaction. This had a detrimental effect on both their language development and their affective state (Hilleson, in Bailey et al., 1997: 265). For

our work to be well-evidenced, we shall introduce some works done on either reading or writing, or both.

Concerning writing in a foreign language, it is an approved difficulty for many EFL learners. Difficulties may result from both the cognitive aspect (e.g., a lack of an appropriate composing process, which leads to procrastination or writer's block and the affective aspect (such as writing apprehension and negative experiences from instruction and evaluation) of writing (Sy-ying Lee, 2005). It was Daly and Miller (1975a, 1975b) (cited in Sy-ying Lee, 2005), the pioneers to generate a questionnaire to find out people's anxiety toward and fear of writing in specifically evaluative situations (the Writing Apprehension Scale). In fact, this has to do with our issue given evaluation is our major concern. They also reported that writing apprehension is most likely to develop via negative past experience, especially from teachers' low expectations, evaluations, and excessive error correction (Ibid). One might notice that all aspects are related to our three hypotheses which summarize the causes of FNE. There is little research about writing anxiety given that its importance emerged since the 1980s. Later on, scholars have turned their attention to writing apprehension among L2 researchers (Lee, 1996, 2001, 2002; Lee and Krashen, 1997; Y. Cheng, Horwitz, and Schallert, 1999; and Y. Cheng, 2002, cited in Sy-ying Lee, 2005).

As far as reading is concerned, Hill and Sarason's (1966) longitudinal study showed results which confirmed the increase of negative effect of anxiety in primary years and found that in the early years reading achievement was more affected by anxiety than other subjects. Smith and Rardin (1958) found that if students were asked to write comments on items during a multiple choice test, the high-anxiety students did better and the low anxiety

worse, but in the “no comment” items, high-anxiety students did worse. Another study is done by Trylong (1987) and whose results showed significant correlations of anxiety with achievement on written test and final grades in a first year university French course. Horwitz (in Horwitz et al., 1986) stated, “...students with higher levels of writing anxiety write shorter compositions and qualify their writing less than their calmer counterparts do”. However, learners cannot write without reading through which they can gather data about the subject and learn more vocabulary. Again, Wayan (Hilleson’s diarist) said, “reading is first problem. A lot of words I have to look up in dictionary so it makes me bored so I just leave it.” whereas another diarist, Karen lamented in her diary argued, “It took me ages to write seven hundred words”. Hilleson, then, concluded that students became preoccupied by the amount of time required to do the preparation necessary for written assignments. As evidence, the following quotes some diarists of Hilleson’s (1997) study, seem much revealing:

*Kato (I): when I was writing essays it took double the time. I have to read five or six articles. It took me a whole week-end to read... and I have one hour for English then I wrote poor essays with so many mistakes.*

*Maki (D): I have to write essays of History, about seven hundred words. I know it’ll be hard for me because I wrote essays of English yesterday. It was only about four hundred words but it took me to do it about three hours. And it’s not so good. I got three (out of seven) for a History essays. I guessed it but I was shocked. It took me three or four days to write it.*

These diaries showed clearly that reading and writing may be anxiety-provoking given the time and effort they consume for unsure results. A study done by Argaman and Abu Rabia (2002), although unpublished it is, but may serve as a good illustration. This

research examined the influence of language anxiety on achievements in English writing and reading comprehension tasks. Subjects were 68 students aged 12-13, with Hebrew as their mother tongue and learned English as a foreign language at school. The research hypothesised a significant relationship between language anxiety and writing ability, but not between language anxiety and reading comprehension, because writing is classified as a communication skill and reading is not. Contrary to the research hypothesis, significant relationships were found between language anxiety and both reading and writing skills.

More research has been done to make the relationship of these skills and anxiety clearer. A case in point is what Hilleson (1997) observed in his diary study. His participants demonstrated anxiety related to not only speaking and listening, but also reading and writing. Cheng et al. (1999) investigated the relationship between foreign language classroom anxiety and foreign language writing anxiety among English majors in Taiwan by using the FLCAS and the translated version of the Daly and Miller (1975a, b) Writing Apprehension Test (SLWAT). They concluded that foreign language writing anxiety is a more specific type of anxiety, closely related to the language particular skill of writing. Wayan's declaration may be good evidence, here, (Hilleson's study, 1997). Wayan said:

*Wayan (D): I don't know exactly how to read and think back easily, especially textbooks. Sometimes students could not perform adequately in tests because their reading skills were limited.*

Given the importance of reading anxiety, it has been also studied by using the FLACS and the Foreign Language Reading Anxiety Scale (FLRAS) (a five-point, twenty items Likert Scale Questionnaire specifically developed to measure reading anxiety). Saito

et al. (1999) explored the links between foreign language anxiety and foreign language reading anxiety and found that the latter is related, but distinguishable from the former.

Moreover, Hilleson (1997) found that anxiety is apparent through the learners' diaries and said that each class presented new challenges and the anxiety seemed debilitating. For instance, in the writing skill, Hilleson claimed that response groups in writing allowed students to compare their own work with others. This, then, seemed to contribute to insecurity for them. Another cause of writing anxiety seems to be the learners' perception that it was in the field of writing that the formal language instruction was important. Concrete examples from the diaries written by the students are the following quotes:

*Kazui (diary entry): I felt my essay was really bad. When I read others work I thought (wished) if I could write as good as them.*

*Wayan: It does make a difference in writing skill because, before, I don't learn writing much but now I get much more from the lesson.*

To conclude then, students need to understand the graphic skills to be able to read and understand what is written. If not, they feel themselves missing the social interaction that was necessary for their communicative need which is achieved through speaking and listening. They, thus, feel that their oral development is still stable. The following section is, then, devoted to the remaining skills; listening and speaking.

## **2. Listening and Speaking**

Linguistically speaking, any target language is both receptive and productive. That is, we receive first the language through listening and, then, we produce what we hear through speaking. That is why, speaking and listening are said to be complementary (Hilleson, 1997). Furthermore, he claimed that classroom oral production has been

highlighted by a number of researchers as being particularly language anxiety inducing. Due to the importance of these skills, MacIntyre and Gardner (1994: 284) defined language anxiety in relation to speaking and listening. They defined it as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning". This is why most of research focused on the oral/aural anxiety (Hilleson, 1997). Additionally, counselors at the Learning Skills Center at the University of Texas found that anxiety primarily revolves around speaking and listening. Hence, we shall present what we found as evidence from the literature that dealt with this issue. First of all, Gardner, Smyth, Clément and Glisman (1976) reported that classroom anxiety negatively correlated with speech skill levels as well as with grades in French foreign language in grades 7-11 in Canada. Low anxiety tended to be more closely related to good scores on speech tests than to grades. This survey involved over one thousand Canadian high school students. Other similar findings are results of Naiman, Frohlich, Stern, and Todesco's (1978) study of French learners in grade 8-12 in Toronto. They declared that "classroom anxiety, a high fear of rejection and similar feelings may be related to failure" (Ibid: 289). They devised a composite variable consisting of certainty in hand-raising, reaction to being called out on without hand-raising and embarrassment in speaking French. This was not merely related to speaking but also to a listening comprehension test. Bailey (1983: 69) suggested, in this concern, that "[i]nhibition occurs when learners must publicly produce new responses which are not yet well learnt". Ely (1986 a) pointed out class discomfort; embarrassment when trying to speak lead to reduction in willingness to take risks in class and, thus, decrease in class participation. This was the result of a study done on class of first and second years Spanish learners. Moreover, a deleterious effect on oral but not written accuracy was noticed. The counselors of the Learning Skills Center

found that many students had little or no idea of what the teacher was saying during long utterances. One student even reported that when his teacher spoke in a foreign language, all he heard was a loud buzz (Horwitz et al., 1986: 126). In this survey, 35% of the students agreed with the statement: "it frightens me when I don't understand what the teacher is saying in foreign language" and 20% agreed with the statement: "I get nervous when I don't understand every word the language teacher said". Similarly, Young (1986) reported correlations between scores on an oral proficiency interview and language anxiety whereas Gardner, Lalonde, Moorcroft and Evers (1987) found that French class anxiety was significantly correlated with word production and listening comprehension in grade 12 and grade 13 students. Trylong (1987) found significant correlation of anxiety with oral quizzes, written tests and final grades in first-year university French course. Further, LiuXue-Huei's study (1989) showed that students strongly agreed with the statement, "I always try to catch every word when listening to English. If I fail to do so, I will feel anxious and this affects my comprehension of what follows ». They added, "*Before and when listening to English, I am worried that I fail to understand*".

Again, Horwitz et al. (1986) reported from their clinical observations that anxiety is most often focused on listening and speaking, with difficulty in speaking in class being the most common complaint of anxious students. In this, one of Hilleson's diarists who wrote about nervousness when speaking that: "I don't like it 'speaking'. Of course, it's a good way to know someone's opinion and to practice English but it's very hard for me and make me nervous", (Maki). Another detail observed by Hilleson is that some students felt very self-conscious about their pronunciation in particular. For instance, the diarist Kazui said, "I felt that my pronunciation had not improved since I started learning English". Phillips (1990:541) found a "negative relationship between several measures of anxiety and the



quality and quantity of foreign language speech". Horwitz et al. (1991) found also that anxiety typically centres on listening and speaking. They added that speaking in class is most frequently difficult for anxious students even they are good enough in giving prepared speeches. Price (1991) found that language learner performance may be undermined by anxiety (Scovel, 1991) as the expectations of listening comprehension and speaking (Horwitz et al., 1991). In addition to that, they pointed out that anxious students may also have difficulties in discriminating sounds and structures or in catching their meaning.

Julkunen, Kyosti (1992) suggested that the role of communication anxiety in FLL can be studied in higher grades, where oral proficiency becomes important. Due to its importance, learners feel anxious, sometimes, when they attempt to use what was perceived as the correct language, or when they search for vocabulary or appropriate syntax. This plays as one factor that causes delay in responses or is in itself a stumbling block (Hilleson, 1997).

The following extracts from his diaries are revealing:

*Karen: I am so irritated at myself right now because I have just had a discussion on Palestine/Israel with Daniel and I feel that I am not able to say what I want in English. It bothers me so much... I do not take part in as many discussions as I used to be because I am not always able to say what I want to.*

*Natsuko: There were many people so it was a bit difficult for me to speak out because while I was thinking what to say, other people spoke what I wanted to say.*

*Kota: He asked me so many questions but could not answer 'cos so many thinking going on in my head. I was trying to found long words because I didn't know easy way to say it.*

Similar problems may be related to listening. Hilleson (1997) also claimed that listening problems were linked to vocabulary. He added that the ability to be selective in listening was also perceived to be a major problem especially that it is an area that students fastened as being of major concern. Again, illustrations need be provided from Hilleson's diarists (knowing that the pronoun 'he' refers to the 'teacher'):

*Kei (I): The most embarrassing thing is that when a friend or teacher said a thing to me, but I can't understand what they are saying. So I had to ask them again and again.*

*Adele: I am so upset. I watched two videos in Economics and I didn't understand a thing. My teacher asked me a question and he was not pleased because he thought I wasn't paying attention.*

*Kato (I): You get very tired if you listen to each word...so words passing through my head, if he comes to some important point, then I listen very carefully, when I first came here I asked each word if it had nothing important to me.*

Lynch (1997) reported similar views from learner diary studies that anxiety can be a particular obstacle in listening comprehension. Also, Spolsky (1998: 44) stated that anxiety is most focused on listening and speaking with difficulty in speaking in class being the most common complaints of anxious students. Similarly and in an earlier study, MacIntyre and Gardner (1994) associated most language anxiety to listening and speaking. They added that anxiety can 'strike' different stages in the learning and speech production process. Besides, students may experience a reduced ability to understand messages and learn new vocabulary.

Ariza (2002: 718) mentioned that further studies (Price, 1991) found that language learner performance may be undermined by anxiety (Scovel, 1991) as the expectations of listening comprehension and extemporaneous speaking (Horwitz, Horwitz, and Cope,

1991) in the new language can produce serious discomfort in the form of an “affective filter” (Krashen, 1983). This filter inhibits students from receiving comprehensible language input, thus impeding the process of language acquisition (Horwitz et al., 1991).

To put it in a nutshell then, foreign language anxiety seems to be a major problem which is often experienced by language students. Hence, we found it worthy to see it from another angle, which is by treating language skills. This is, indeed, suggested by Young (1990) who said that it is best examined by considering the different skills.

## **Conclusion**

Since our specialty is tied to pedagogy and EFL in particular, our concern is the student who is supposed to be the centre of both learning and teaching. That is why; our focus is made on the learners’ affective well-being for learners to be high achievers. In other words, taking FNE as an affective problem means that it hinders learners from performing and elevates the risk of failure. This chapter puts focus on this aspect. First, we tried to relate FNE to language learning. Then, we treated it in relation to the classroom setting. Finally, we tackled FNE in relation to language skills. This chapter serves as an important background about the data we collect since our hypotheses are limited to classroom settings mainly interaction and error correction, language proficiency and assessment.

# Chapter Five: Methodological Frame

## Introduction

An omnipresent aspect in teaching a foreign language is evaluation. This can have a wide range of forms. However, not every evaluation is beneficial pedagogically speaking. Hence, the present investigation is an attempt to tackle the problematic issue related to negative evaluation in FLL tackle and deal with the effects of negative evaluation on the foreign language learner's affect; that is anxiety. This phenomenon is technically referred to as FNE. We need to put focus on its sources from which we selected four main reasons stated in three hypotheses. In this chapter, methodological issues before presenting, discussing and interpreting the results are highlighted. We shall make explicit the reasons that led us choose this topic and which are various. Yet, we found also crucial to verify the topic's feasibility. Of course, we can in no way delimit a research problem without analysing the previous researches. This is also one of the building blocks of this chapter. Hence, we could state our problem, enumerate the objectives and formulate the hypotheses accordingly. Additionally, a more profound analysis of the concepts of FLA and FNE is presented here. Of course, dealing with research urges us to consider its salient parameters like participants, methods, procedure, validity and reliability. To end, this chapter hints quickly at what we estimate as strength or a weakness in this research work.

### V. 1. Reasons behind the Choice of the Topic

Choosing the research topic represents the first step of the definition of the problem. This selection comes as a result of thinking, examination, interest, curiosity, etc. Of course, we have also been influenced by a number of factors which we can in no way escape.

These are the reasons that led us think of the present investigation and engage in it. In what follows, we shall enumerate the different motives in details.

There is no doubt that the researcher cannot remain motivated and provide the needed effort if the topic he is working upon does not interest him. We believe in such an assumption and the topic at hand attracted our attention. Our interest and curiosity have been the first triggers leading us to choose he topic without hesitation. Again, many such inspiration factors as personal lived experiences, desire to be useful, observation of the surrounding, exchange of ideas, previous researches, etc. have contributed to the selection of the topic. In other words, both primary and secondary sources of research are both grouped to reach the stage of choosing the present research topic.

To begin with, our work is an expansion of our previously conducted magister research about FLA. Results of our survey referred to FNE as a prominent factor in our participants. In this, we can quote from Chapter Three's conclusion:

*Another manifestation of FLA is FNE which proved to be the subjects' concern of losing face in the presence of their colleagues and teachers, of having their failures judged by their peers. Thus, it can be said that FNE is quite an interactive construct. Even individuals with no predisposition to FLA, might fear to be negatively evaluated in the foreign language classroom if the group interaction is not a positive one. On the other hand, the perception of the climate of friendship within the researched groups and the fact that they were quite a homogeneous group regarding their proficiency levels, having the same sort of difficulties, made the more fearful students have their tension decreased throughout the learning process (Idri, 2006: 207)*

Further, the topic at hand is more likely to be of interest to students, instructors and researchers in the field of education as it puts focus on evaluation in their various forms and the perceptions of this evaluation especially its negative form (s) and its causes and

effects on the learners and the learning process. We believe that this topic is also useful as it reveals many of the aspects related to FNE in FLL and suggested implications that help avoid such a serious educational problem. Moreover, this topic is to help learners and instructors understand the harmful effect negative evaluation can have. This EFL setting represents our primary source of information about the phenomenon. This starting point also made us choose the case study research as a subdivision of primary research advocated by Brown (1997: 02).

As concerns the phenomenon under study, evaluation itself is a subject that everybody discusses as a routine factor in learning situations. We have heard a lot about students employing the word evaluation, and most of the time talking about the teachers' negative and subjective evaluation. As instructors, we always evoke students' evaluations, evaluation techniques, importance of evaluation, and the bad results of this evaluation obtained from a large proportion of students. This made us think of this clear and apparent controversy and think of the existence of negative evaluation, of the responsible for that, of its results, of its degree of harm, of the possibility to cause fear and anxiety. We have noticed, indeed, through first informal observation some indices of anxiety and we believe that evaluation when it takes a negative path is more likely to cause fear in our subjects. Our position here is that FNE exists, and we suppose that anxiety is debilitating in this case. There is a problem somewhere as far as the learner-instructor relationship is concerned, which also influences the perceptions both learners and teachers have towards each other. Our work is going to be based on the analysis of the phenomenon of anxiety and chiefly FNE in a particular context, which is the FLC in Bejaia University.

Furthermore, through our personal observation of the educational context, we take part in, we have noticed the existence of a number of educational problems related to evaluation. As educators and learners of a foreign language, it is somehow natural to be evaluated either by teachers or by peers; which becomes increasingly implemented in foreign language assessment. However, if this evaluation is negative, it will be a serious educational trouble for the learner. Hence, the result may be the generation and/or the development of fear to be negatively evaluated due to this anxiety-breeding situation. Moreover, through our direct contact with some teachers and through collecting data from professional literature though, it is not ample for a salient topic like this one, we have found that our personal, preliminary observation seems to be accurate and the negative evaluation often shows that negative effects on not only language learning, but also on the learners' attitudes, beliefs, motivations have been found. In this concern, Leary and Kowalski (1995) pointed out that FNE can impede learning in a variety of ways. They added that the most obvious is that students who fear and anticipate negative evaluation will tend to avoid doing things that will cause them to be negatively evaluated. It is more likely to have this fear to be negatively evaluated in language learning because as Bailey and Nunan (1997: 158) stated that in ESL classrooms, students are constantly required to perform orally in front of the whole class, which is one form of testing. Their performance is continuously evaluated by the teacher and their peers as well. Hence, they concluded that different learners will try to avoid subjecting themselves to evaluation by the teacher and their peers.

In all areas of education and practice among which FLL takes part, students' oral performances and productions are constantly evaluated by teachers and peers (Oermann and Gaberson (2006). Accordingly, if learners suffer from FNE, they are more likely to

display hypersensitivity towards evaluative situations. This phenomenon involves avoidance-related behaviours (Kearney, 2005). Again, according to the research done by Kitano (2001) on 212 students in Japan, he found that an individual student's anxiety was higher as his FNE was stronger, and the strength of this tendency depended on the instructional level. The study also showed other outcomes which can be summed up in: that an individual student's anxiety was higher as he perceived his ability as lower than that of peers and native speakers; the anxiety level of a male student became higher as he perceived himself less competent; and the FNE and the self-perceived speaking ability did not interact to influence the anxiety level of an individual student.

In this concern, Kearney (2005: 09) pinpointed that learners who experience the extreme end of FNE are more likely to develop a dysfunction

Although this problem has been dealt with by a number of researchers, there is not much research done on this issue in Algeria. Hence, there is a need of a further research if not to find out a new knowledge related to foreign language anxiety and evaluation, but to contribute in providing the body of knowledge with more explications and establish further links amongst the variables we have embedded in the present research. Moreover, we need to find new techniques and conditions which might add a stone to the field of research on anxiety and evaluation. It is also for the sake of replication and grouping a number of factors related to FNE that our research is to be held. Furthermore, through research we may augment the findings of the other studies with a new population. The originality of the present work is in the choice of the population at hand and the research context in which it is held. That is, research on language anxiety and FNE has not been dealt with by



researchers in Bejaia University especially under the reign of the LMD system. Our population is first year LMD students of English, the thing which makes it unique.

In a nutshell, this study's aim is the analysis of FNE as a component of language anxiety which is an educational problem and, thus, finds out its causes, and influences on learning EFL in our defined population.

## **V. 2. Feasibility**

The factors we have included in the preceding section are not the only ones. The afore-stated aspects can be with no scientific value if the appropriate conditions of the research realisation are not practicable. The choice of the topic becomes operational if it is feasible. That is, there are parameters we need to take into account to frame our research. This has also been part of our attention before choosing our topic. First, we started by the notion of time. We scheduled a time allocation for each year, starting from collecting the primary and secondary sources, choosing the research techniques, constructing them in accordance with the period of time needed for each. We also calculated time for the research data collection where periods of study, vacation dates, holiday days have all been taken into consideration. We also divided the classroom sessions to serve the research techniques. That is, we used the research tools in an academic year period (just before the second semester's exams).

Always under the heading of feasibility, we tried first to verify the availability of means, human and material resources, time and participants. Before all, we started collecting some information about the subjects before ever adventuring in choosing a case study that might create problems. This was done by contacting the administration, getting

the list of students enrolled in the year in question, and then, assuring that the classes can be observed during the observation phase<sup>24</sup>. Hence, students were available because we teach them. Timing also was studied carefully before scheduling data collection procedures (c.f. **Appendix 01: Time Allocation for the Research Data Collection (Feasibility)**). That is, we calculated the number of weeks during the academic year 2006/2007 and tried to divide them into phases. The work uses questionnaires, interviews and a before/after design for us to collect the maximum of data of the quantitative as well as the qualitative sort. All the material and human resources were possible. That is, material facilities can be assured to typewrite and print the questionnaires, students participated voluntarily in the investigation because we revealed our intentions to conduct research with them for ethical issues, and interviews could be organized as academic meetings in a classroom under the form of tutoring sessions. Moreover, computerized materials/database were elaborated for the sake of statistical treatment of the questionnaire (Excel, 2007 and Delphi databases)

### **V. 3. Previous Researches on Anxiety and FNE: Methodological Considerations**

The research into the relationship of anxiety to FLL has provided mixed and confusing results because of the existence of numerous variables that can affect learning. More specifically, many works took students in universities learning foreign languages as a sample for their research. This section is in no way a repetition of the literature review we have prepared to explain the concept of anxiety. Its aim, however, is to supply the reader with similar works, i.e. the study of FLA in EFL learners. Additionally, many works also dealt with FLA, its causes and the way to cope with. However, few of them treat the three

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<sup>24</sup> It should be noted that we could have access to such administrative information after permission of the Head of the Department and as part of the staff of full-time teachers in the Department of English.

sources of anxiety separately. This work treats one of the varieties of FLA, searches a number of the causes we judge influential and tries to suggest strategies to cope with FNE; our main focus. This section's aim, then, is to supply the reader with similar works, i.e. the study of FLA and FNE in EFL students. Hence, before stating the problem, before any data collection, their treatment and analysis, it might be crucial for us to see what has been found in earlier surveys. In what follows, we shall provide the reader with a number of studies which seem to be approximate to our main objective in the present research work.

In 1986, Horwitz, Horwitz and Cope conducted a survey among university students that had already shown concern about taking a foreign language class. Horwitz et al. (1986) are the first to conceptualize language anxiety as a psychological construct particular to language learning. The authors based their FLCAS –which they produced the same year- on the speculation that the students' self-perceptions, beliefs, feelings, and behaviours affect the levels of anxiety found in foreign languages. What seems relative to our work in their work is that FLA's sources are classified into three performance anxieties, and our research work is based particularly on one of them. That is, the items in the scale reflect all three anxieties that Horwitz *et al.* (1986) supposed composed language anxiety. The fear of being lower than other peers in language classes was very significant in the test results, and this fact was related to FNE. Fear of making mistakes, of being wrong, was also expressed in the anxious students' answers. Horwitz et al.'s findings are essential in any research about FLA and stands as a basic theoretical background to or investigation. We do agree upon the existence of FLA varieties which, most of the research treats simultaneously. However, in the present research, our thesis tries to study one of its constructs' sources. We aim at shedding light on the sources of FNE though detaching this performance anxiety from CA and TA seems subtle.

MacIntyre and Gardner (1991a) reported studies in environments not representative of language learning in the regular classroom. One of their studies was conducted on students taking intensive summer school classes, another on a group of adult students enrolled in an intensive summer school program. Final deductions from this study were that some levels of FLA are experienced by beginning students in response to some aspects of FLL. The study also suggested that anxiety experienced in FLL does not necessarily decline or diminish.

Always under the heading of the FLCAS, most of the major research on FLCAS used it as a tool for data collection given its high validity. A good case in point is (Aida 1994) in her article “Examination of Horwitz, Horwitz, and Cope’s construct of foreign language anxiety”, who used the FLCAS and examined a number of factors where the relationship between anxiety and 96 first-year college students’ performance is part of. In her research work, factor analysis revealed that four types of anxiety existed. The point in her findings which is of interest in our research work is the clear existence of FNE. However, she has related “nervousness about being embarrassed by making errors” as the source of this anxiety. We, rather relate FNE to many other aspects of EFL instead of restricting it to making errors. This factor is part of our research and we relate it also to first, language proficiency, and, then, to the teacher’s error correction (**c.f. Statement of Hypotheses, this chapter**). The main strength of the Aida’s study is that she identifies and points out the limitations. For example, Aida implies that factor analysis of the results was not strong enough to conclude that there were for four types of anxiety. That is, Fear of Failing the Class, Comfortableness in Speaking with Japanese People, and Negative Attitudes toward the Japanese Class accounted for only one-sixth to one-eighth of variances (6.3%, 5.6%, and 4.7%, respectively) compared to Speech Anxiety and FNE (37.9%). Hence, she states

that Speech Anxiety and FNE are more likely to influence FLL the most. This is one of our enquiries, that FNE in FLL.

Again, Leary and Kowalski (1995) pointed out that FNE can impede learning in a variety of ways. They added that the most obvious is that students who fear and anticipate negative evaluation will tend to avoid doing things that will cause them to be negatively evaluated. Within the same lines of thought, Bailey and Nunan (1997: 158) stated that in ESL classrooms, students are constantly required to perform orally in front of the whole class, which is one form of testing. Their performance is continuously evaluated by the teacher and by their peers as well. Hence, they concluded that different learners will try to avoid subjecting themselves to evaluation.

Another study of Casado and Dereshiwski (2001) investigated the perceived levels of anxiety experienced by a randomly selected sample of beginning foreign language students in a regular university setting. The results indicated that some levels of anxiety were present in beginner classes. Further, Glenn S. Levine (2003) presented a questionnaire treating 600 foreign language students and 163 foreign language instructors. The aim was to explore the relationships between foreign language use and student anxiety about foreign language use. The final results, thus, showed a negative correlation (Levine, 2003). In the same year, Nascente and Monteiro studied FLA in a group of Brazilian students learning English in a Brazilian university. Results proved the validity of the three main constructs of FLA, CA, FNE (FNE) and TA in the generation of this kind of anxiety in this group of students of English as a foreign language. This last example is one of the studies which resembles more our present investigation. This is because it deals with beginner learners of English as a foreign language at university level.

Anxiety as a topic attracted a wide number of new researchers in Japan. Ohata (2005) conducted a survey to find out the sources of FLA among Japanese learners basing his research on five interviews. The results revealed clearly that the main sources of anxiety are: 1. FNE/ Fear of Losing Face in Front of Others; 2. Lack of Self-confidence in their English Proficiency and the Subject Matter; 3. Competitiveness; 4. TA; 5. Culturally Fixed Beliefs about Learning and Learning Procedures. As one might notice, here, through his findings, that FNE is the first anxiety that leads to FLA. Ohata tried also to find out interpretations to understand and explain anxiety. Through his article “Interpretations of Language Anxiety: Its componential sources”, he attempted to group the commonalities between the participants and FNE is the first common aspect that prevails. In this, he reported:

*All of the participants expressed serious concerns about various kinds of evaluative situations in which their knowledge and performance of English were to be monitored by people around them. Many of them commented on the classroom situation in a negative manner, saying that they would try to avoid eye contact with the teacher, fearing they would be called on to answer some questions in front of other students, even if they were sure of the topics being discussed.*

Similarly, Williams and Andrade (2008) conducted research on FLA in Japanese university EFL classes in regard to the type of situations that provoked the anxiety, the perceived cause of the anxiety, and the ability to cope with the anxiety. A survey was conducted among 243 Japanese learners in 31 conversational English classes at four-year universities in Japan. Results revealed that students credited the cause of anxiety to the teacher or other people. This point is more likely to be related to FNE which goes hand in hand with our research topic. Besides, other findings were that the effect of and response to anxiety were associated with gender and perceived ability level; a detail that we do share

when relating FNE to language proficiency. How learners perceive themselves in terms of ability is part of his own evaluation that can engender fear. The table below summarizes a number of research works done upon anxiety in Japan:

**Table 04:** *Research on Foreign Language Learning Anxiety of Asia Students (Williams and Andrade, 2008: 184)*

Researcher	Subjects	Findings
Brown, Robson, and Rosenkjar (2001)	320 Japanese university students in Japan	Students who had higher scores on a cloze test tended to have high anxiety scores on the FLCAS (Horwitz, Horwitz, and Cope, 1986), contrary to what would be expected.*
Burden (2004)	289 Japanese students in the university conversation classes	About half of the 289 Japanese students suffered from anxiety similar to what Horwitz, Horwitz, and Cope found in their 1991 study of American foreign language students.
Hashimoto (2002)	56 Japanese students at a university in the United States	Anxiety exerted a strong influence on perceived competence and negatively affected their willingness to communicate.
Jackson (2002)	168 Chinese students in English-medium business classes at a university in Hong Kong,	A combination of anxiety, cultural, and personal factors contributed to the lack of participation in discussions.
Kondo and Yang (2003)	148 university students in Japan	Classroom anxiety was associated with three main factors: low proficiency, speaking activities, and FNE by classmates.
Osboe, Fujmura, and Hirschel (2007)	62 first-year university students	There was a positive correlation between low anxiety and utilization of small group activities in oral English classes.
Tajima (2002)	84 Japanese university students in Japan	There were differences in anxiety levels between majors and non-majors on the one hand, and students whose previous experiences included having native-speaking friends, travelling abroad, and passing standardized achievement tests on the other.
Takada (2003)	148 first-year Japanese junior high school students	Anxiety levels and motivation were unrelated to previous English language study in elementary school.
Yamashiro and McLaughlin (2001)	220 Japanese junior college and university students in Japan	Higher levels of anxiety tend to indicate lower levels of proficiency and a higher level of motivation may lead to a higher level of anxiety, which in turn may lead to a lower level of proficiency

Another study taking as a main focus, factors influencing FLA is Onwuegbuzie et al. (1999). The article stresses the debilitating aspect of anxiety; this is what common with our research. Onweugbuzie and others describe FLA as a serious, complex problem that is multidimensional, affecting speaking, listening, and learning in general. In our work, we relate FLA and FNE in particular to lack of language proficiency where all aspects of language are included. That is, in our research work, data was collected about the four skills of the language, to grammar and pronunciation. Additionally, they emphasize the existence of three fundamental components of FLA among which FNE is of interest in our research.

Similarly, Nascente and Monteiro (2003) surveyed a study on a group of Brazilian students learning EFL investigated the three constructs of anxiety and noticed their real existence in the researched students. Horwitz et al. have first proved that each one of the varieties correlated significantly with anxiety in the language classroom and negatively correlated with the expected and obtained grades in the language course.

Fear of Negative Evaluation, as one might notice in the previously mentioned researches, has always been omnipresent; if not in the study, it appears in the results. However, very few studies tackled it alone seeking its sources. The studies we have got taking FNE per se are most of the time part of clinical psychology instead of EFL. In what follows, we shall summarize the literature we have reviewed in relation to researches done on FNE.



## V. 4. Precision and Definition of the Problem

Any research work depends on the principle of discovery. This thing we aim to discover and innovate, and which pushes us to react is what research refers to as the problem. From here comes questioning, feeling the need to satisfy our curiosity trying to eliminate our doubt. However, the choice of a research topic depends on many factors that vary between subjective and objectives ones. Additionally, reaching this stage leads us think of what to search for and how? We need to think of the means we have at hand to make our research possible. This is called the definition of the problem. This research step is not that easy as one might expect and is of paramount importance. The researcher should go through a number of stages: reflection, clarification and realisation in order to circumscribe the problem. Therefore, we have tried to present the stages we have gone through in the present work and which led us towards framing our research problem. In this issue, Ouellet (1994: 276) states:

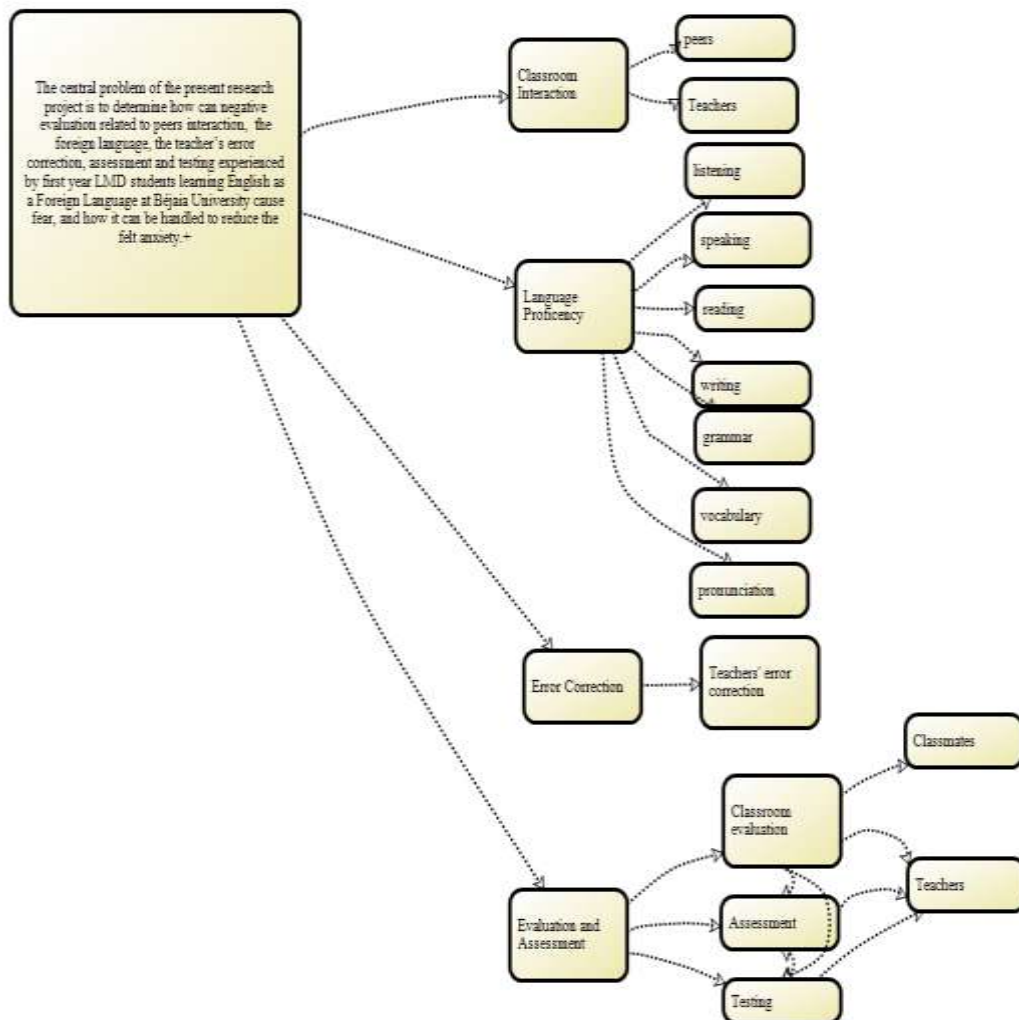
*All authors are unanimous to grant the choice of the topic a primordial importance. In research, the secret of success is frequently in the selection of a good question, of a good research subject*

It is, thus, for this reason that this phase is intended to limit the topic and transform it into a research question. We have started from the belief that a research question should be feasible, clear and significant. That is to say, the research question we have at hand, here, has been carefully drawn as we have first checked whether it is researchable within the available means, we have understood and supplied both its constitutive and operational definitions, and concluded that it is worth investigation especially after piloting the topic through the use of logs and participant observation (**c.f. Chapter VI**).

Evaluation in EFL is essential; especially that it starts to be based on both the formative and the summative one. Additionally, in the LMD system in Algeria, focus has shifted in recent times to continuing evaluation. In this paper, we have started from the belief that our learners encounter problems in the evaluation process they are faced with. We consider, here, that evaluation in our educational settings embeds negative facets. As a result of negative evaluation in EFL classrooms, we have selected a psychological effect related to the learners' affective side. We believe that negative evaluation leads to the feeling of fear. This FNE is caused by a number of factors which we have grouped into two major categories: to interpersonal reasons and learning situation ones. For the first type, interpersonal causes of FNE refer to interaction patterns. Taking the classroom as a social group made up of the learners and the teacher will lead us think of the importance of interaction. So, any mismatch in the interaction is more likely to contribute in the feeling of discomfort. That is why; we have put focus on this point relating FNE to the instructor, the environment and the method; to the teacher's and peers' perceptions; to the instructor's error correction and to his inappropriate evaluation techniques, if any. Concerning the second category of causes, it is more focused upon the learning situation itself. These causes are related to: previous unsuccessful experiences/failure; to lack of language proficiency; to performance and mistakes; to task difficulty and content; to testing. We have commenced our work with the assumption that negative evaluation exists in our classroom settings to search for its causes. Then, this unconstructive evaluation is more likely to cause fear. Hence, we established a link between evaluation in FLL and anxiety. This is because in foreign language settings, one can notice the existence of the feeling of anxiety. FLA is an educational crisis from which we have selected a more particular

problem related to its varieties. That is, our problem is to focus on what researchers call Generalised FNE, the second component of anxiety.

The problem stated in the introduction can be summarized in figure 19:



**Figure 19:** *The Statement of the Problem*

Here, we assume right from the beginning that a kind of negative evaluation exists in our foreign language classrooms. The concept of evaluation in our work is to be generalised to every aspect related to the “others” judgement like peer evaluation and

teacher's evaluation from which we can select error correction, assessments and tests of all kinds. Hence, anxiety is to be felt by our participants especially that the LMD system is based on continuous evaluation.

From the afore-mentioned statement, we can draw a number of relative questions that can help us conduct our study and which are equally sub-problems that need to be answered. Hence, eleven research questions motivate the present study, which are:

1. Which kind of the language classroom evaluation is considered negative?
2. Is the LMD system in itself anxiety-breeding be it based on continuous evaluation?
3. Is the TL; English in our case, an anxiety-breeding factor as evaluation is one of its routine aspects?
4. What kinds of evaluation do LMD English students experience? Do LMD English students experience such a negative feeling when being evaluated?
5. Whose responsibility is it to let this FNE occur? Is it the learner's judgement of the "self" and proficiency, the peers' or the teacher's one?
6. Are learners conscious of the fear they feel and relate it to negative evaluation?
7. Do learners conceive this anxiety as a problem?
8. How can the teacher identify FNE in his students?
9. What should the teacher do to cope with this FNE?
10. How do students deal with their FNE?
11. What are the effects of negative evaluation on the learner as an individual, on the group and on the learning process?

## **V. 5. Objectives**

For reminder reasons, our problem turns around finding out how can evaluation and more precisely its negative form make EFL learners feel a kind of fear. This emotion is what we refer to as FNE, part of FLA. It is, indeed, more likely to be a serious educational problem as the experienced fear from evaluation situations can affect learning negatively. If it is so, we intend to find out the reasons and the effects this affective trouble has together with possible suggestions and implications to handle it. For the sake to be systematic, here are our research objectives in brief:

- 1.** Through this work, we first aim at shedding some light on the evaluation that harms the learners when learning a foreign language; not all evaluation is constructive and instructional.
- 2.** Our focus is also made on the TL; which is EFL in the Algerian context, and on the selection of the sample which is first year LMD students. We consider the TL as an anxiety-breeding factor and the learners under investigation are enrolled in a system which may also cause anxiety particularly that it is evaluative.
- 3.** One of the major aims is to check whether the causes we have selected are the anxiety triggers (sources of FNE) or not and to which extent. Again, the effects of FNE on learners are to be emphasised.
- 4.** We are also going to focus on the learners' perception of this fear and try to know how they try to overcome this kind of fear.

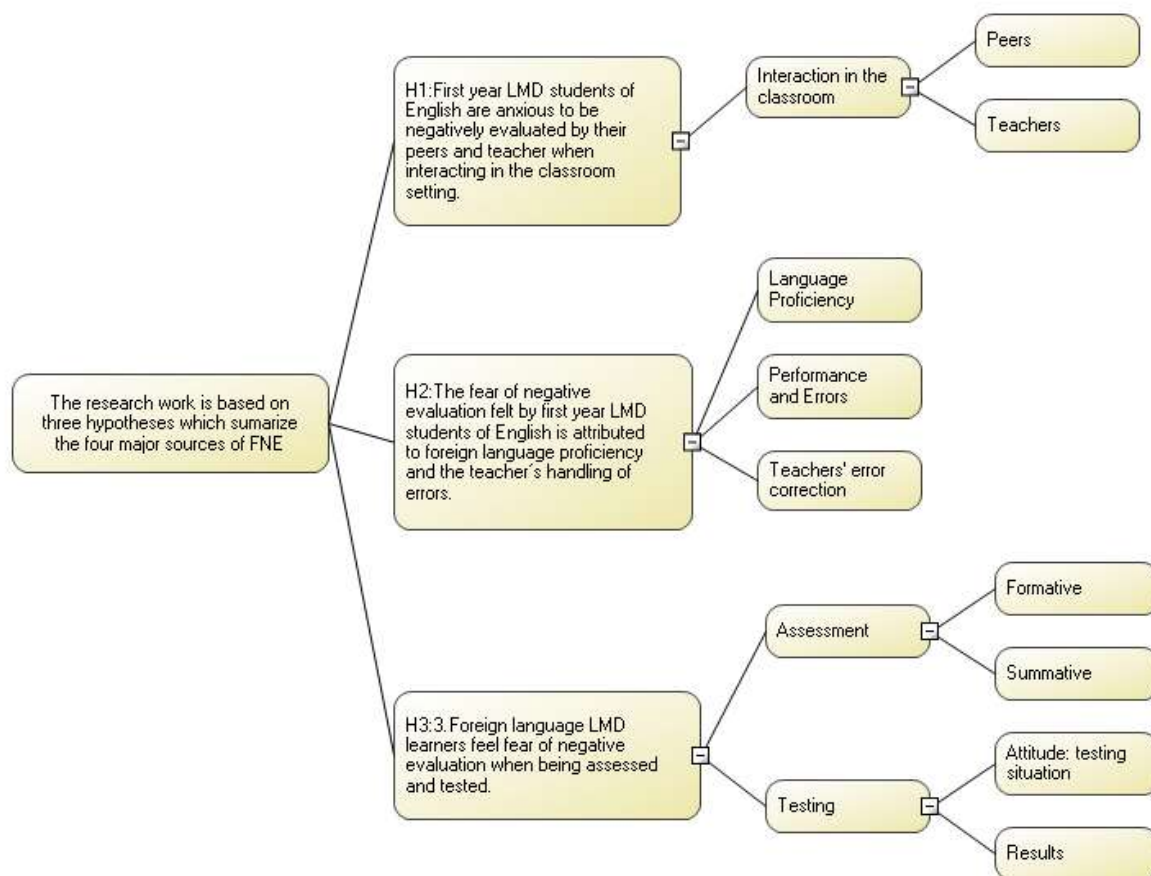
## **V. 6. Statement of the Hypotheses**

The independent variables in our hypotheses are grouped in causes which lead to FNE we have divided into four main reasons. First, learners are said to experience a feeling

of fear if evaluated in a negative way by their peers in classroom interaction. Here, we refer to peer-evaluation and classroom interaction. Second, FNE can be caused by the learners' low language proficiency and, hence, their negative self-evaluation together with the comparison with other students will cause fear. Third, because learners are more likely to make errors, teachers correct their feedback. The way the instructor applies in error correction influences the learners feeling. If the teacher's error correction is threatening, learners are more likely to feel anxiety from his negative way of evaluation, i.e. his error correction. Finally, the construct of FNE is also caused by assessment and testing situations. Of course, we should emphasize, here, that TA exists as a variety of anxiety. We, however, mean all evaluation facets including assessment with tests (measured and scored) and assessment without tests (scores are not included, for instruction and progress) which the teacher uses in his classroom. We, then, would like to put focus upon the negative side of this assessment and testing which are said to lead to the feeling of FNE. These major four causes are summarized into three hypotheses. Therefore, we have selected these independent variables as causes of our dependent variable, FNE. The connections we have established between the variables are stated in the following hypotheses:

- 1.** First year LMD students of English would be anxious to be negatively evaluated by their peers and teacher when interacting in the classroom setting.
- 2.** The FNE felt by first year LMD students of English could be attributed to foreign language proficiency and the teacher's handling of errors.
- 3.** Foreign language LMD learners could experience fear when being assessed and tested.

Our hypotheses can be summarised in the following figure:



**Figure 20 : Statement of the Hypotheses**

## V. 7. Conceptual Analysis: Key Concepts Definition

Our conceptual analysis has been the result of previous readings and works done on the field of language anxiety. Hence, we could limit the subject and select our key words which we present in the coming section.

The key word of the present study of research is FNE. When dealing with such a topic, we need to go through two concepts which are fear; or anxiety in other words, and negative evaluation. Anxiety is generally defined as «a state of apprehension, a vague fear" (Scovel, 1978: 134), Second, evaluation is another key concept in this work. It might be defined as the determination of how successful something or someone has been in

achieving the goals laid out for it at the outset (Arthur, S. and Emily, S. R., 2001: 252). These two concepts are afforded their constitutive definitions here and more analysis is to be given in the pending parts for more operational descriptions. This need of a more conceptual analysis is because it seems difficult to describe anxiety in a simple and exhaustive manner, as it arises from many kinds of sources often associated with particular contexts or situations that individuals perceive threatening according to their unique frame of reference (Ehrman, 1996).

### **V. 7. 1. The Concept of Foreign Language Anxiety**

Speaking of anxiety calls upon the use of a terminology tied to it. There are other technical, dichotomous terms related to our topic which need to be clarified for the reader naming *Situational (State) Anxiety/ Trait Anxiety, Facilitating (Helpful) Anxiety/ Debilitating (Harmful) Anxiety, varieties of anxiety ( CA, FNE, TA)*. Here, our thesis supports the situational and harmful kinds of anxiety, and emphasizes the FNE construct though the distinction between the three varieties is tricky. Thus, we shall supply some definitions for the sake of clarification.

Finding a global definition of this complicated psychological construct is difficult because researchers differ in the way they view it. Moreover, the diversity of the causes as well as the effects anxiety has made many kinds appear as a product. In this, the research into the relationship between anxiety and FLL has provided mixed and confusing results because of the existence of numerous variables that can affect learning. According to Horwitz et al. (1986), the first to conceptualize language anxiety as a psychological construct particular to language learning, language anxiety can be characterized as "a distinct complex of self-perceptions, beliefs, and behaviours related to classroom language



learning arising from the uniqueness of the language learning process" (p. 128). Similarly, MacIntyre (1999) argues for the situation-specific nature of language anxiety, viewing it as a unique type of anxiety or "the worry and negative emotional reaction aroused when learning a second language" (p. 27).

Two of these variables are trait anxiety and state anxiety. The distinction between trait and state anxiety is first introduced by Spielberger (1966). Moreover, research on anxiety (Spielberger, 1966, 1975; Eysenck, 1992; Nascente, 1998, 2003, July 2002, March 2002, 2001) distinguishes between both anxieties referring state anxiety to a specific situation like stage fright and trait anxiety to a personality characteristic like a person who is generally nervous and tense (Tsui, 1995: 88.). Additionally, Spielberger's (1966) has made a distinction between trait anxiety which he called "*anxiety disposition*" meaning the tendency to react anxiously, and "*manifest anxiety*" to the anxious reaction itself, which is characterized by physical symptoms of arousal as well as emotional responses. To say it differently, Spielberger's viewpoint relates trait anxiety to the fact of being easily anxious because it is a predisposition in the individual and state anxiety may be identified through not only physical symptoms but through emotional responses as well. In a more advanced study, he declared that among the numerous variables that have provided mixed and confusing results are trait anxiety and state anxiety. He referred the first to the anaemic state of some individuals to become anxious in any situation, and the second to the apprehension experienced at a particular moment in time. For the latter, he gave the example of having to speak in a foreign language in front of classmates (Spielberger), 1983 and this is, certainly, what interests us more because we aim at diagnosing anxiety at the particular moment of evaluation whatever its sort is. However, we should always bear in mind that there is "*the causal effect of trait and state anxiety on cognitive performance and*

*the dependency of state anxiety on trait anxiety*" (Meijer, 2001: 263), that is why we refer to both here.

Another distinction is also of great relevance to the teaching and learning of foreign languages. This dichotomy is made up of debilitating anxiety and facilitating anxiety. Not all anxiety has detrimental effects on performance. Perhaps it is for this reason that Kleinmann (1977: 105), and Scovel (1978: 139) have made a distinction between facilitating anxiety and debilitating anxiety (cited in Tsui, 1995: 87; Arnold, 1999: 61; Tarone and Yule 1999: 133; Allwright and Bailey, 1991; 2000:172, Bailey and Nunan 1997: 163, Gardner and MacIntyre 1993: 6, Steinberg et al., 2001). To argue about such a view, we may refer to the components of anxiety, which showed the twofold effects of anxiety on learning. These are worry and emotionality. The former is the cognitive component of anxiety, which has been shown to have a negative impact on performance whereas the latter is the second component, which does not necessarily have negative effects (in Dewaele, 2001). That is, worry conceived of form as the cognitive presentation of anxiety, whereas emotionality is the affective presentation (Meijer and Elshont, 2001: 96). There is a view held by Alpert and Haber (1960), and Brown (1987) saying that language anxiety is not always negative i.e. there is sometimes a distinction between helpful anxiety and harmful anxiety. Our research suggests that language learning contexts are especially prone to anxiety arousal and, here, we agree with most of the workers of the field (Horwitz et al., 1986, MacIntyre and Gardner, 1989; 1991, Price, 1991; MacIntyre, 1995: 90), with estimating that up to half of all language students experience debilitating levels of language anxiety Campbell and Ortiz (1991: 159). Hence, the majority of language students are more likely to experience a level of anxiety that is most of the time harmful.

As concerns these two types of anxiety, Williams (1991: 21) suggested:

*[T]he emotional state of facilitating anxiety may be equivalent to a low anxiety state that diverts the student's attention only slightly from the learning task. On the other hand, debilitating anxiety would represent anxiety state that diverts a substantial amount of the state attention.*

However, this effect anxiety has is complex and difficult to measure (Phillips, 1992: 02). Research into language anxiety has been characterised by sometimes conflicting evidence from instruments applied in different languages, measuring different types of anxiety, language skills, level of learning, and teaching methodology (Phillips, 1992: 15).

Up to the point, this discussion makes it clear that anxiety is a complicated construct whose relation to performance is not simple (Lamberth et al., 1976: 331). In what follows, we would like to argue about this link as perceived by different researchers. That is, this claim is highly agreed upon by many researchers naming Young (1991) who pointed out that the relationship between language anxiety and language performance is not simple. Arnold, and Brown mentioned (In Arnold (ed.), 1999: 2) that: *“in the presence of overly negative emotions such as anxiety, fear, stress, anger or depression, our optimal learning potential may be compromised”*. Moreover, Gardner, Day and MacIntyre (1992) stated that language anxiety has been shown to impair the language learning process. Also research indicated that language anxiety has been found to correlate negatively with global measures of achievement such as objective tests and course grades (Gardner, Smythe, Clément, and Glikzman, 1976; Horwitz, Horwitz and Cope, 1986) as well as measures involving specific processes, such as vocabulary recall and short-term memory capacity (MacIntyre and Gardner, 1991c). This is because of the various forms of effects anxiety has on acquisition as mentioned by Dulay, Burt and Krashen (1982: 51) that the less

anxious the learner is, the better language anxiety proceeds. Always under the same heading of anxiety and academic achievement, Gardner, Smythe, Clément and Glikman (1976) found a high negative correlation of French classroom anxiety with achievement in eleven of fifteen cases in Canada-wide. In a study done by Muchnick and Wolfe (1982) anxiety correlated significantly with grades in Spanish knowing that the group they investigated were American students studying Spanish as a second language. Furthermore, Horwitz, Horwitz and Cope (1986) argued for the existence of an anxiety specific to FLL. In this, two studies showed significant correlations between FLCA as measured by the FLCAS and final grades in language classes. For Shmidt (1990), he hypothesised that in occupying the mental capacities with worry and anxiety about performance and/or social relations in class, valuable opportunities to 'notice' language may be being missed. A supporting view is the one made by Garcia-Soza (1998) who wrote that stress and anxiety can impair the area of vocabulary learning which becomes slower. Further, MacIntyre (1995) studied this area extensively and 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 that learners are more likely low in proficiency in the TL.

It is indeed the link we try to establish between all the generalities we have stated about anxiety, its causes and effects, and foreign language learning that characterizes our detailed literature review. Moreover, when talking about language and classroom, we may find ourselves obliged in a way or another to evoke evaluation and learners' academic achievement. Hence, because language anxiety is the issue under discussion, learners' performance should be related to the four skills of language, to vocabulary, to grammar and to pronunciation; things which we have focused upon in the tools we have constructed

and tools (c.f. Appendices). This is, then, what we have paid much attention on in this paper after hinting at the two kinds of anxiety: facilitating and debilitating, and their impact on learning a TL. However, our aim is to try to overcome this pedagogical problem i.e. the harmful kind of anxiety. This, naturally, led us to select what seems appropriate in our context through the data we have collected to help both learners and educators cope with anxiety. A deal too much of information has been provided in our work about the construct of anxiety and FNE in a much wider sense. However, this is just a sketch-broad which includes some of the points we have presented in a somehow detailed manner in our theoretical part of the work.

### **V. 7. 2. The Concept of FNE**

Horwitz, Horwitz and Cope (1986) argued for the existence of an anxiety specific to FLL which is conceptually related to the three specific varieties, CA, FNE and TA. In this concern, they relate the FLA's conceptual foundation to performance evaluation and social contexts and claim: *“Because foreign language anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties: 1) Communication Apprehension; 2) Test Anxiety; and 3) Fear of Negative Evaluation”* (p. 127). Horwitz et al., then, developed the Foreign Language Classroom Anxiety Scale (FLCAS) to capture the specific anxiety reaction of a student to a foreign language situation, and which integrates the above stated anxieties. MacIntyre and Gardner's (1991) study employed a separate dimension of language anxiety scales of CA; social evaluation and TA were not associated with this dimension. Supporting the suggestion that language anxiety is a specific, relatively unique type of apprehension, it was also evidenced by Young (1990) that the most anxiety-provoking

tasks in language classrooms involve public communication and/ or evaluation, comprising the three sources of anxiety identified by Horwitz et al. (1986).

Fear of Negative Evaluation is one of the more prominent causes which engender FLA. It is also called social evaluation or social apprehension. Watson and Friend (1969) characterize it as *"apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively"*(p. 448). Again, social evaluation apprehension emerges from the social nature of language use, because second language communication involves self-presentation in a language with which only limited competency has been attained (Gardner and MacIntyre, 1993: 5). In classroom settings, it may be fear to be negatively evaluated by peers and teachers. This view is also pointed out by Horwitz et al. (1986:16) who believe that FNE

*"is not limited to test-taking situations; rather, it may occur in any social, evaluative situation ... Unique among academic subject matters, foreign languages require continual evaluation by the only fluent speaker in the class, the teacher. Students may also be acutely sensitive to the evaluations- real or imagined - of their peers"*.

When attempting to wave through the literature on FLA and FNE, we have noticed the great interest researchers give to anxiety in FLL in the last four decades. However, we have come across research dealing with the three varieties of language anxiety, dealing with CA, dealing with TA, but we have seldom found studies that deal with FNE in its own; the few we could have reached are presented in the **"previous researches"** section. Hence, this is to show the original point of the present work.

## V. 8. Participants

Our first reason behind choosing first year students as our participants has as a basis the same view of Wigfield and Eccles (1989) who notes that transitions, such as a change from one grade level to another, can increase feelings of anxiety and worry (In Pappamihiel: 2001). Their passage from secondary school to university level is more likely to be an anxiety trigger. Moreover, evaluation in the two levels is quite different. Hence, FNE is more likely to be present in beginner EFL university learners. The students' ignorance of the aim of evaluation in the reign of the LMD system can generate feelings of discomfort towards evaluation. In this, Nunan (1992: 197) comments that *"it is extremely important to clarify from the beginning the aims and objectives of the evaluation."* Our learners become acquainted to evaluation once exposed to it, but its profound significance has not been explained, its aims have not been revealed.

A total of 167 EFL non-repeater students have been registered officially in the LMD system constitute our target population in the academic year 2006/2007 in AMU. These learners have been divided into eight groups. The groups are not homogeneous as far as the number of students per group (vary between 16 and 27). Moreover, as part of the course requirements, almost all students participated in the investigation when using observation, the questionnaire and the before/after design except those who were absent; but only eleven volunteers participated in the interview. Always about the sample's characteristics, our subjects are not homogeneous in terms of age because this variable of age varies from 18 to 34 years old; a characteristic of the LMD system where students from different age groups are enrolled. What we can put focus upon here is that most of the student are aged between 19 and 23.

What is exceptional in this population is that all learners did never experience failure in EFL learning at university level because those who repeated the year were exceptionally grouped in 2006/2007 in four different groups apart from the new inscribed learners. That is, our sample is more likely to be homogeneous in terms of language proficiency. Repeaters were excluded from the study; they were, however, included in the pilot study of the questionnaire.

## **V. 9. Research Methods, Techniques and Procedure**

To begin with, there is no ideally accepted scheme for classifying methods in research. However, the nature of the issue, the type of the data needed, the aim of the study, the sample involved, etc, are variables which impose the kind of the approach most appropriate to the work (Turney and Robb, 1971). Hence, given that the present investigation is conducted in the field of education, this means that we are dealing with human behaviour that is most difficult to control and manipulate. Additionally, the topic under investigation as we mentioned previously has something to do with the affective side of the learner in its general terms. More particularly, it has to do with only one narrow issue which is related to one source of language anxiety that is FNE. Hence, the kind of information needed for the completion of the work is related to affect. What we would like to emphasize here is that anxiety as a personality attribute may make our investigation not easy; and indebteding the study to one of its varieties makes it more complicated because research has proved that those aspects which are related to the affective domain are more difficult to investigate (Arnold, 1999).

Now, because our aim is restricted to negative evaluation in FLA, we believe that the most appropriate place where we can investigate its sources in FLL is the case of students



who face the FLC for the first time. Here, we consider first year students at university level as facing the FLC for the first time because they are supposed to master it, i.e. it is not a subject taught among other subjects like the case of secondary schools. Again, because English is a foreign language which is of interest here, the study is to be done on first year students of English at University level; the place where it is largely used in the Algerian educational context. It should be noted, as well, that Algerian universities use now two different systems; the traditional system and the new one labelled the LMD system. Our topic leads us towards the choice of the new system because its newness may cause a kind of anxiety and it is a system based on continuing evaluation. Hence, it seems appropriate to select our population from it. Another aspect which we should take into consideration is the chosen means of investigation. Here, we have selected diversified techniques which we can sum up as follows: observation and logs/activities as part of our research (a piloting phase of the topic), questionnaires, interviews and a before/after design where an open question was asked before and after experiencing testing for the first time at university level. Using more than one technique, tool and method is a trial to reach a somehow scientific rigour through triangulation and compare the data collected (Pourtois and Desmet, 1988 In Angers, 1997: 71).

Concerning observation, we tend to rely on personal, participant observation since the participants are our students in the classroom. Priori, we need to take the whole sample and observe the learners' behaviour through the use of logs/activities and an observation scheme we have constructed for this sake (**c.f. Appendix 05**). This is to be made implicitly for us to observe the learners' reactions and behaviours in their FLC. Hence, it is a way out to check the phenomenon's occurrence, i.e. whether fear of evaluation seems to exist or not. That is to say, field-notes, personal reviews and logs were used simultaneously with

observation pursuing the steps we shall mention in the coming sections (**c.f. Chapter VI**) to pilot the topic and find out the population's characteristics.

### **V. 9. 1. Methods**

White (1988:151) states that, "*there is no one 'best' method of data collection, although some methods are better for some kinds of data than others.*" First of all, the work at hand is a case study because it is based on a number of individuals who share the same characteristics, i.e. first year EFL students in Bejaia University. This type of research is chosen because it is used to "*follow the individual or individuals over a relatively long period while tracing some aspect of language development*" and this is what has been done during one academic year with EFL students. We evaluate the study to be longitudinal comparing one year to the three years of the BA degree. We believe it is sufficient to treat the data collected all along the first academic year of the learners under concern. Hence, the case study approach is more likely to be efficient especially that it is said to be *helpful and productive for the language teaching field* (Brown, 1997:02).

Given our need to collect both types of data, this study utilizes both the qualitative and quantitative research methods as recommended in scientific research in human sciences. Qualitative is used because the topic imposes its use as part of the affective aspect of personality and quantitative to try to measure it. Additionally, we need to quantify data in order to separate Facts/feelings and to make the researcher removed to reach objectivity. In relation to quantifying anxiety in FLL, Horwitz commented on its difficulty by stating that "*More recently researchers have attempted to quantify the effects of anxiety on foreign language learning, but these efforts have met with mixed results*" (Horwitz et al. (1986: ii). This is to justify why careful we have been to choose the methods

from both sorts. Another method we have used to better collect data of the qualitative kind was the before/after design. This method aims at collecting data before passing exams and after; a key moment in our research because evaluation is imposed in any testing situation. Moreover, our research method tends to be statistical given that the study deals with both group phenomena and individual behaviour (Brown, 1997: 03). In the present work, we have chosen one sort of the statistical approach; that is the survey approach for us to make our method coherent and homogeneous. This undoubtedly leads us adopt a descriptive method. The survey generally focuses a group's opinions, attitudes, and/or characteristics (Brown, 1997: 03) and the questionnaire is what is common in surveys. Hence, our method is also statistical (using the Excel and the Delphi software) because the questionnaire is one of our instruments to collect data and is meant to be statistically counted.

In a nutshell, our research methods vary from quantitative, qualitative, statistical and descriptive to collect the maximum of data needed.

This is required for the sake of research evaluation and to collect the appropriate data that help us comprehend the phenomenon of FNE, find out answers about our questioning and verify our stated hypotheses.

### **V. 9. 2. Research Instruments**

For us to collect data from our subjects, we need to use instruments appropriate to the nature of the topic and its usefulness. Given that our topic is affective in nature, it needs a qualitative method. However, its complexity as a psychological construct leads us to back our work up with a quantitative analysis. We can survey the students through the questionnaires and the interviews, and obtain their subjective impressions (Nunan, 1998:

25). Our research investigation is to be first an action research through the use of field-works, logs, activities and observation; quantitative by using the questionnaire and, then, qualitative by using the interview and a before/after design.

In what follows, we shall present the instruments we have constructed and used in the present research work, with a detailed description of these tools.

### **1. Piloting the Topic through Participant Observation**

Given that observation is a systematic presentation of a specific phenomenon in its appropriate setting for the definite purpose of assembling data, we opted for it as a method to check out the researchability and utility of our topic. The reason behind choosing it at this early stage is its efficacy as:

- a physical and a mental activity;
- a selective method
- a purposive and not casual method.
- A means to capture the natural social context in which persons' behaviour occurs.

We also believe that this method is suitable and applicable because we need to observe our learners' behaviour when learning in their EFL class as a social group. In addition to this, through this observation, data about interpersonal relationships where interaction is our focus and students' manner need to be recorded. It is also salient to diagnose the importance of the relations, group dynamics, behaviour that take place in the classroom. These will help us pilot the topic and start up the project about FNE.

Our observation is participant, direct and uncontrolled. We have also scheduled it according to the teaching hours we have per week. That is, the sessions take place

regularly once a week. It is participant because we are part of the group; we are the instructor and the researcher at the same time. Students did not know that they were observed for research reasons, but they were told that notes were taken for the sake of ongoing evaluation. This is for the sake of a more natural behaviour in the classroom.

## **2. Questionnaire**

The questionnaire is generally used for its usefulness in dealing with considerable number of participants. Thus, it is partly for this reason together with its facility in quickly and easily getting lots of information from people in a non-threatening way that we have chosen it among the means of investigation especially when dealing with a sensitive affective variable like anxiety. Although we are conscious of the challenges the researcher meets when using the questionnaire, we still find it appropriate in our survey. These disadvantages may be summed up in:

- Questionnaires might not get careful feedback (Carter McNamara).
- Their wording can bias client's responses (Ibid)
- Questionnaires are impersonal (Ibid)

However, the questionnaires' numerous advantages are very much revealing. They similarly can be grouped in:

- Questionnaires can be completed anonymously
- Questionnaires are inexpensive to administer
- Questionnaires are easy to compare and analyse
- Questionnaires can be administered to many people
- Questionnaires can get lots of data

- Many sample questionnaires already exist

Additionally, in spite of the fact that the subject may often orient the researcher's opinion for some reasons, answers may also divulge the internal conflicts (De Landsheere, 1976: 75). Thus, we can interpret the students' responses through these internal conflicts.

Many ways are available and used to collect evidence. The questionnaire is generally used for its usefulness in dealing with considerable number of participants. Thus, it is partly for this reason together with its facility in quickly and easily getting lots of information from people in a non-threatening way that we chose this means of investigation especially when dealing with a sensitive affective variable like anxiety.

The questionnaire we constructed consists of four sections containing 54 questions; 40 closed and 13 open-ended. Questionnaire items can be relatively closed or open ended. Here, we may refer to Javeau (1985: 57) who said:

*“Responses are fixed beforehand, and the respondent is to be obliged to choose among the fan it has been presented to. It is the simplest type. We will use it to obtain certain factual information, to judge approval or disapproval of a given opinion, a position on a scale of judgements, etc”.*

Contrarily, open questions do not have predicted responses. The participant here is free to express himself the way he likes. Most of the open questions in our work ask the learner to justify their answers.

When constructing a questionnaire, one needs to pay careful attention to the wording of the questions (Nunan, 1998: 143). We have devoted a great effort to make our

questionnaire items understood and far from ambiguity as we are aware that our subject matter is technical in its nature. We have first prepared the questionnaire in English trying to use simple English and a direct style as well. To support such a view, we may be served by Nunan (1998: 143) who argued that questions should not be complex and confusing, nor should they ask more than one thing at a time. That is why, the number of questions is large in our questionnaire. Further, Ghiglione and Matalon (1985: 98) focused on the fact that *“every question should be perfectly clear, without any ambiguity, and that the subject knows perfectly what we expect from him”*.

Concisely, our instrument of investigation is chosen for the objectives previously stated and it seems an appropriate means in the present setting (space and time) and it is also backed up with other instruments that accompany the research. To qualify our work and cover more data, the interview was used to fulfil such a purpose.

### **3. Interview**

For us to gain further insight to our issue, the interview was used as a qualitative method to complete the questionnaire. The interview was employed given not only its utility in collecting data systematically but because of the possibility to get data treated, analysed and elaborated in a profound way. The problem one might have in using the interview is its heavy and high cost, difficulty to schedule the interview session, time-consuming and its difficulty to be analysed and interpreted.

The interview in our research work was initiated for obtaining more detailed information, relevant to specific points related to FNE. Its aim goes even beyond because we need not only to converse but to learn from the respondents' perceptions and lived experiences. That is, this interview was used after the questionnaire to complete the

findings. We could frame the sources in a better way through a face-to-face meeting with individual participants. This helped in getting highly personal and intimate information about our subjects' opinions, attitudes, beliefs, past experiences, future intentions and possible suggestions they can provide. For more velvetiness, the interview was semi-structured and non directive. We asked sixteen questions which we arranged systematically from the general to specific, guiding the participants implicitly to affective issues. We also gave some space for free expression for learners to comment on evaluation as a whole and suggest solutions to existing problems.

#### **4. Before/After Design**

Testing is a pedagogic activity which is said to determine the learner's outcome of his learning. It can be considered as one of the building blocks of evaluation. Testing is more likely to be perceived in a negative way by learners. It may be an anxiety-breeding factor before any testing experience. Anxiety is by definition fear from the unknown, from the future, from uncertainty. Hence, learners can fear from testing situations because they can fear from the test's content, from the type of the items, from the testing situation per se, etc. That is why; we asked learners about their feelings before experiencing the first exams at university. This can be a key focal point for us to diagnose what learners fear exactly in an important evaluative situation like exams. In addition, after experiencing testing, we expected the students' feelings to shift to fear from scores, fear from failure, fear from the others' reaction; be it a peer or a teacher. This is the aim behind asking the same open question after experiencing testing. We have used this qualitative method to complete our data collection and to deepen our analysis of our third hypothesis.



### **V. 9. 3. Procedures**

The study was conducted during the academic year (2006-2007). All the tools were group administered to the participants in a classroom setting over a period of nine months starting around early October to the first week of July. One can notice that the study is longitudinal as it took the academic year from the beginning to the end. The students were informed that their participation would be entirely voluntary and were assured that the information they would provide would be confidential and would be used for research purposes only. The tools were administered by the researchers. The students were given as much time as they needed to complete the measures.

For the sake of feasibility, we tried to allocate our time before adventuring. We calculated the number of hours per month and the way to divide our data collection procedures according to the objectives behind each tool. Nevertheless, before ever detailing the discussion about the procedure we followed, a quick glance is necessary here about the first step we undertook before going further into the study. We thought it was necessary to pilot the topic and the population at hand. In other words, during the first week, we adopted specific behaviours that may engender negative evaluation accompanied with selected activities to observe the learners' reactions.

More details are explained below:

#### **1. Piloting the Topic**

Before ever starting our investigation on our eight groups of beginner university learners of English, we have tried to start with experiencing the groups at hand to determine the significance of the topic and the elements which might contribute in

producing FNE. In other words, the existence of fear of evaluation, especially the negative one, in our learners is to be tested. Hence, for such a reason, we have attempted different attitudes and behaviours (the stimulus) and observed the students' reactions towards each situation (the response).

The procedure we followed was the following:

In each group, the same set of activities (**c.f. appendix 02, appendix 03**) was attributed to the learners. Only the way the teacher behaved and the attitudes she showed as well as the learning conditions were different. That is, data was manipulated.

**Description:** To begin with, the first session is meant to be determinant for any beginner learner of a foreign language. This first week of the “Research Methodology: Study Skills” sessions took time from 04/11/2006 to 09/11/2006.

In this first session, the teacher adopted two different attitudes and behaviours. The teacher created a stressful situation with her strict attitudes, dogmatic behaviour. There was a total monopoly of the instructor over the learners. The teacher strictly imposed the rules of the classroom. Concerning the second type of situation, the teacher showed more flexibility when getting in the session and started explaining the utility of each detail in the session and the importance of the data she can get to choose the appropriate teaching method for the learners. Additionally, students were informed that the teacher needs to know about the linguistic difficulties they meet as beginner learners.

**Result:** The instructor was observing the class members when creating the two situations (stressful and relaxing). General remarks on the learners' reaction prior and when giving the forms back were noticed. Students showed different responses. At the beginning

(i.e. the tense situation), learners did not ask for clarification or further questions compared to the more relaxing situation. Students were first reluctant, reticent compared to the relaxing situation. However, our observation seems to be incomplete. Hence, we backed it up with direct, open questions on the form and on using it to guide our observation. The questions are:

1. Are you used to be asked such questions on yourself as individuals?
2. Do you like them?
3. What do you think of this method?

Reactions were positive in their general terms, but they vary in the way they were given. That is to say, students primarily used more body and facial expressions to agree with the method of personal considerations. The teacher here met great difficulties to make them express themselves. Then, she could get some answers from a minority of the learners (who might have strong personalities and/or have fewer difficulties to speak in English). The second type of situation showed more positive reactions and students replied that no teacher considered such personal information. They added that they have never felt that teachers see them as individuals, but this happened when given this opportunity to speak and write about themselves. Moreover, they mostly agreed that the method is good. Their responses were reinforced by what the teacher observed through their relaxed and smiling faces and the used expressions randomly given at once. The expressions they uttered can be summed up in: *"It's a very good method"*, *"we like this method"*, *"we feel that we have importance in the classroom"*, etc. Here, all the expressions show the students' positive attitudes towards the method. There is no way to ignore the role of the

instructor in creating an environment where such positive feelings of security and confidence occur, even right from the first session.

In a nutshell, the same teacher with two different adopted methods could create different responses. The teacher and the learning environment are two main pre-requisites that can help in diminishing stress and, thus, help learners cope with at least other types of anxieties. From this experience, the existence of fear from the instructor's evaluation and the stressful situations are to be determinant in our learners. This is, then, the source from which we have piloted the topic at hand and see whether anxiety can be truly investigated in the chosen population or not.

In this, more details are to be presented in the chapter devoted to observation that took eight weeks.

Detailed dates about the procedure we followed in each phase will be presented in the respecting chapters devoted for them.

## **V. 10. Validity and Reliability**

The central concepts of validity and reliability are extremely important in language research (Nunan, 1998: 17). Before we study the reliability and validity of the present questionnaire, we shall first introduce the questions needed to establish them for the study.

**Table 05:** *Questions for establishing the reliability and validity of a study (Nunan, 1998: 17)*

Type	Key question
<b>-Internal reliability</b>	-Would an independent researcher, on analysing the data, come to the same conclusion?
<b>-External reliability</b>	-Would an independent researcher, on replicating the study, come to the same conclusion?
<b>-Internal validity</b>	-Is the research design such that we can confidently claim that outcomes are a result of the experimental treatment?
<b>-External validity</b>	-Is the research design such that we can generalise beyond the subjects under investigation to a wider population?

Of course, we need to provide an appropriate answer for each of the above questions. Given that our data collection, analysis and interpretation have gone under the norms of research, we have no doubt that another researcher taking the same data, will reach the same results. We have tried to be as much objective as possible. We have explained above how much attention has been awarded to safely conduct the present research taking into account the utility of the phenomenon (investigating it), piloting the questionnaire, choosing significant timing of the before/after design, respecting the ethical issue and letting some freedom to participate in the interview. The questionnaire and the interviews were carefully held and organized beforehand. Specific sessions were scheduled with the students for the sake of answering the questionnaire. Similarly, tutoring sessions were also organised according to the participants' availability and readiness. After that, the analysis of the questionnaire was based on statistical, computerised methodologies to calculate the results with the help of computer programmes –which guarantee both less time and effort consuming and more precision in the results. Thus, one can agree upon the fact that another researcher is going to find the same results, and the study is, then, internally reliable.

Our work is in itself a replication of studies done in the field of anxiety, but in different circumstance, a different setting. Previous works on anxiety have always proved the omnipresence of language anxiety in FLL. Therefore, if another researcher comes and replicate the same study, he will more or less find out that students feel anxiety when dealing with FLL, though some differences are more likely to occur when changing the time (our timing is special because it is the first time students learn in the LMD system). Even the change of the sample may also change a bit the students' responses, but they still reveal a level anxiety because they have to do with FLL. Hence, our study is more likely to be externally reliable.

Moving now to the work's validity, as mentioned in our reliability, the way we have used to reach a conclusion is scientific. Thus, our experiment is, we claim, is a result of an experimental treatment in a field-work through which results have been obtained and calculated using computerized mean and statistical methodologies. Therefore, our study is internally valid. Moreover, given that our sample is valid i.e. around 28% of the population, we can say that this number can represent faithfully the whole population under study. This is because students here learn English under the same circumstances and the results are to be generalised. Again, because FLL is an anxiety-generating factor which has been agreed upon by previous research, our results may be generalised to even a wider population. For instance, we can generalise these feeling in all first year LMD students in Algeria naming those studying in Mostaghanem and Constantine in particular, and all first year students learning English at university. This is simply because it is not the LMD system alone that may generate anxiety, but the whole environment, newness and especially the foreign langue itself that contribute in crating it. Thus, our study can be externally valid as well.

One can now move to describe our questionnaire. Then, we may move to the study of the two variables constituting our first hypothesis. They are split up into two separate sections.

## **V. 11. Research Strengths and Limitations**

The main strength of the present work is its focus upon FNE per se. Moreover, it is positive due to its originality in terms of the used methodology, its unique context and participants most of whom share the same characteristics. That is, the methodology we have followed has taken piloting the topic before ever taking a final decision about it. This phase concentrated upon the use of logs and activities related to classroom practice.

Another positive point in the present work is the taught subject. We taught research methodology and we started highlighting study skills before teaching methodological issues per se. This helped the researcher explain better why and what for they are part of a research work. We could, then, implement the learners and respect the ethical issue. Moreover, having research methodology for the first time for first year students was a motivator. That is, learners were ready and interested in the research and many showed even satisfaction about the topic. This is more likely to help reaching the data's validity.

However, as with all studies of this type, various limitations are more likely to be faced by the researcher. The first difficulty we encountered was the nature of the issue itself. Dealing with affective and psychological aspects is in itself a limitation. It is difficult in this case to avoid subjectivity especially that we are both the teacher and the researcher at the same time, yet we tried to pay attention to this fact. Again, it was not also easy to gather data from our participants because of the topic's sensitivity and the researcher's

position. The researcher is also the teacher and revealing the sentiments towards teaching teachers, classroom environments, etc was not guaranteed. That is why, we first tried to investigate the topic's feasibility through the logs and activities where we observed our learners reactions. During observation we met a number of limitations that we could not escape. Many of the sessions were skipped for diverse reasons and this influenced the observation itself which was not all the tile homogeneous. Additional, given that the priority was given to the student and his understanding, we sometimes could not report the observed information in details.

Additionally, and among the familiar and widespread problems researchers encounter is the time factor. We could not respect our schedule at 100% because we were careful to not influence the programme's accomplishment. That is, the priority was given to the learners' leaning and understanding. We did not try to schedule our data collection sessions at the expense of the courses we offered. This, of course made it difficult to respect the schedule we prepared for data collection. The most challenging procedure to collect data was the interview which took more than a month. This period was from May, 13<sup>th</sup>, 2007 to June, 16<sup>th</sup>, 2007. The problem was that this timing coincided with the examination's schedule and participants could not free themselves at any time.



## **Conclusion**

Before all, our awareness about the importance of a detailed account of the methodology we have used, we devoted the first chapter to the research design. We first detailed the discussion about the choice of the topic and our sources of inspiration. For us to lead this research project towards its completion we have gone through a full description of the concept of FLA and FNE. This led us limit the problem and state the objectives and the hypotheses. Further, to reach a considerable amount of data for us to add new findings to the field of research on anxiety, we relied on triangulation. In other words, we opted for a diversity of such research techniques as participant observation, questionnaire, interview and Before/After Design, which we described and presented in this chapter. We also treated the procedure for data collection and described the population's characteristics. We, then, hinted at the research techniques' validity and reliability. Finally, the present chapter ended with the strengths and limitations of the study. What we would like to put focus upon here is the reason behind detailing the methodology in a chapter of this thesis. Our objective is to help future researchers replicate the work and compare results later. This is more likely help in generalising findings.

# **Chapter Six: Piloting the Topic through Participant Observation, and Testing the Questionnaire**

## **Introduction**

The current study embraces the call for both qualitative and quantitative inquiry about FLA and FNE by employing the observations and questionnaires among the four data collection tools. These instruments can serve as means for a thick and rich description of our research problem's utility and 'researchability'. This chapter is mainly descriptive. Its role is to describe data we got from the observation phase to check out the theme's occurrence and utility, delimit the research problem and construct our hypotheses. In addition, a detailed description of the classroom helped us construct our questionnaire accordingly. Hence, we shall provide information about the questionnaire, its items and its pilot phase.

## **VI. 1. Description and Aim of the Participant Observation**

Our topic dictates an exploratory stage where we need to observe the class; the group, the learning environment, interaction pattern, language proficiency and the like from. Thinking of using this method comes from the awareness of its utility. Mainly it is because we make part of the group of study; the instructor, which is by definition the case of participant observation. Further, even though scrutiny and listening are crucial but sometimes careful questions should be asked. That is why; we relied on a number of questions and activities that support both the syllabus and the research aims alike. The method is valid in the sense that it can convey information about our participants and about the topic itself in its natural setting, and subjects act naturally especially that our observation was covert. Yet, we were also alert that this method reduces the objectivity

needed in research, we opted for it at the beginning to explore the theme and test its feasibility and ‘researchability’. It, undeniably, took a large amount of time but we believe it is a secure step before we get engaged in the research itself. Finally, this method is appropriate for us because it is widely used to understand the motives and meanings involved in individuals’ behaviours from the participant’s own view and experience. Add to this that the method is widely allied with the interaction standpoint.

Back to the aim, the main focus of the observation is our students and the context in which they learn. Our purpose behind this phase is to test the significance of the topic. That is, our observation instrument is constructed to fit the objective of the current study. Our intention is to observe the students’ behaviour in the classroom, their reactions towards the teacher, peers, the TL and the learning environment. Add to this, observing the students’ behaviour will be a key for us to get an idea about their feedback on teaching, the tasks, the learning environment, etc.

Additionally, given that the observation method can be done by diverse parts, we tended to employ it ourselves as an active member (i.e. teacher-researcher). This is easier to handle but difficult to equilibrate both tasks; teaching and observing. For such a reason, we have opted for the “real time observation”. This type of observation suits our case because it does not need any electronic device or recording data as it be done by taking notes. Our note taking was structured and guided by an observation scheme we will describe later. This makes of our observation based on a structured, an “ad-hoc” approach because we need our observation to be structured, systematic, instrument-based (we designed to customize our needs (ibid: 110). That is, our instrument is designed to fit a

particular purpose in this work with no claim to generalize its use. This is simply because it is derived from a particular problem and research topic (ibid: 113).

For reminder reasons, we engaged in diagnosing the existence of anxiety and FNE in our learners and the role of the learning environment in its occurrence. To reach such an objective and before taking a decision about it, we first tried to collect qualitative data through first informal observation that we developed into a structured participant observation. As part of the class as the teacher of research methodology, we tried to observe our eight groups in order to make a link between what happens in the classroom and the emotional states they live putting focus on anxiety and FNE. There is no doubt that the observation was carried without modifying the designed syllabus we suggested ourselves in 2005/2006. We, however, implemented a number of activities that can serve the research aims, but are also beneficial for the learners.

Always under the heading of ‘researchability’, we first calculated the number of hours available for each month (i.e. November, December and January); the period devoted for data collection using the observation method (**c.f. Appendix 01**). According to our expectations, the month of November would take three weeks, but it practically took only one week with full attendance. Hence, we started our formal participant observation in the last week of November and the informal observation the two preceding weeks. This was due to the usual delay that characterizes the group sessions’ start and their regularity. Furthermore, one of the objectives behind using the participant observation as a first method for data collection was a means to help us delimit the problem and precise the sources of FNE which can be researched for and checked out. We strongly believe that this can be a safe step before taking any endeavour in working on a complicated topic as FNE.

In the first contacts, there was a deliberate manipulation of the learning atmosphere where diverse behaviours were adopted by the instructor; a step discussed before in more details. A number of activities were also introduced before starting up the scheduled ones designed by the syllabus. These served as introductory sessions.

## **VI. 2. Use of Logs/Field notes and Activities: Description and Aim**

During the participant observation, we introduced a number of logs and activities as part of the taught material. These helped us collect data about the learners' characteristics, the context, the learning environment, the influence of the teacher on the learners and their behaviours, the taught groups, the content and the activities usefulness.

### **The Personal Information Form**

This form (**c.f. Appendix 02**) was introduced at the beginning of our practical sessions as a teaching aid. The aim of this form is multidimensional. It can serve the learner, the instructor and the researcher. Primarily, students were requested to identify themselves through the form. The form requires from every student his full name, age/date of birth, gender and address. This information can tell us about the learner as an independent individual, the variety of age spans, the geographic information, sex and socio-cultural diversity. These data can help in knowing the learners' differences and the age range together with their belonging to a given social environment. This will help establish relationships accordingly and adopt a syllabus that suits their needs. Additionally, information about their parents' profession was also involved to get further insights on their social and educational background. We also asked each student to provide a brief description of his personality. For us to suit the content to the learners' interests, we asked them enumerate their hobbies. Finally, as our target is EFL and learners are supposed to

have studied English for at least six years, a short description of their English proficiency was necessitated. Obviously, such information will help the researcher identify her sample characteristics as well.

### **Learners' Profile and Learning Environment Activity**

These are nine questions divided into two categories (**c.f. Appendix 03**). The first part asks items related to the learners' profile vis-à-vis the English language. We asked the questions related to the students' language proficiency (self-assessment), to learning ability, vocabulary, understanding and making mistakes. This grouping makes up the core of the four questions introduced here. In the second part, five further questions were asked to identify the learning environment characteristics. Questions' content is based on the opportunity of exposure to language (native speakers), the learners' views on their classes, error correction and their attitudes towards it, their suggestions towards error correction.

### **Free topic to present and act an imaginary conversation**

This activity is part of the fifth lecture entitled: Listening, where many language skills are introduced; not only listening (**c.f. Appendix 06**). That is, the type of listening is reciprocal in this task. The activity asks learners to prepare a dialogue about any topic they wish at home. Neither the topic nor the interlocutors are conditioned; only time management is highlighted to give equal opportunities to the students. This has as an aim to respect the learners' interests and suit their needs. The activity is interactive be it based on role playing. Students were supposed to act in the classroom using any medium they wish to (if not available in the classroom, they can bring it with them). The focused skills here are various. The activity encourages students to use their linguistic, communicative, pragmatic and cultural competences. All skills and sub-skills are important in this task.

Students should write, select an appropriate vocabulary in a correct language (syntactically accurate). Once in the classroom, they should act, hence, try to speak fluently. Other students should listen and take notes. A discussion is supposed to follow each dialogue.

### **Leaving a message on an answering machine**

As part of the non reciprocal listening and to make learners practise finding out key words, choosing the appropriate vocabulary and being concise and precise, this task is provided. The task is also part of the fifth lecture (**c.f. Appendix 06**). Its aim is to help learners write a short message and read it aloud in the classroom. This will help assess the learner's ability as an efficient speaker and assess the classmates listening proficiency to detect the specific information from the oral message.

### **Free choice of articles (newspapers or magazines) with guided questions**

This activity has to do with one of the four language skills which is reading (**c.f. Appendix 07**). It is the practical task of the sixth lecture: Reading (**c.f. activity 01, Appendix 07**). It should be noted that most of our tasks respect the learners' interests and needs. For this reason, we asked learners to choose articles from newspapers and/or magazines. The questions asked in the lecture, in its first part, should also be asked when reading the article at home. Once in the classroom, learners are supposed to choose one article of their choice and answer the questions of the activity to guide their comprehension.

## **Skimming and Scanning and finding out main ideas, supporting ideas and key words from written material**

As part of the practice of the sixth lecture; Reading (c.f. activity 02, Appendix 07), this activity has as an objective helping learners skim and scan, identify main and supporting ideas, and key words from an article.

### **Describing figures (tables, charts and trends)**

Two activities are introduced to fit this aim, i.e. describing figures (c.f. Appendix 07). Students are encouraged to conduct a mini-study and fill the table about a number of the daily, routine activities people of their choice such as classmates/friends/family members have. They will, then, describe the table and exchange the results with classmates. In the second activity, students are asked to draw a pie chart about the time they spend weekly on a number of their routine activities. They should also describe it and read the description in the classroom. Listeners are supposed to draw the pie chart from the description.

### **Description of figures and pictures (transforming visual charts and pictures into a text)**

Here, five main activities are introduced as part of the lecture's practical stage. In what follows, we are going to describe each activity alone:

*First Activity:* based on a number of expressions to describe trends, learners are asked to do so using a verb. Six patterns are presented here (c.f. p 70 of Appendix 08).



*Second activity:* this activity is a good practice of the examination of axes, describing different types of figures, right use of terms and tense, ordering description, etc. In this task, there is a considerable number of guided questions (**c.f. pp 70-72 of Appendix 08**).

*Third Activity:* learners are asked to transform a picture that shows how the water cycle works into a piece of writing of no more than 150 words. They should describe this process in about twenty minutes. The descriptions are subject of discussion in the classroom (**c.f. pp 77 of Appendix 08**).

*Fourth activity:* about twenty minutes and in less than 150, students are invited to describe the information shown on a table and a bar chart.

*Fifth activity:* after the substantial number of activities as part of the guided practice, this last activity is a free practice. Learners are, henceforth, asked to choose an everyday process they go through on a diagram and show it to the classroom. Students will select one and write a description of it.

One can notice that activities are gradually complicated. That is, they go from the simplest to the most difficult ones, from the shortest to the longest passages, from the most guided to the least guided (**c.f. pp 117 of Appendix 08**).

### **VI. 3. Description of the Observation Scheme**

As concerns the instrument, we constructed and used the observation scheme (**c.f. Appendix 05**) in the first phase, built according to our research intentions. That is, it sides our hypotheses, goes hand in hand with our research problem and research questions, and corresponds to the literature we read so far.

Accordingly, the observation grill stands as a tool on which the researcher notes down any breadth data gathered from the observation about the predetermined aspects that are related to the study. The grill involves the dates, hours, the target group and the span of each observation, necessary and fundamental elements that accompany any class. Furthermore, it presents five aspects that need to be observed. These elements of observation are related to anxiety and FNE as we aim at establishing the link between these requisite rudiments and FNE. To begin with, the first element involves unveiling the learners' English background regarding their attitudes, motivation and language proficiency. A clear description of the learning environment in the classroom characterizes the second aspect. Here, a description of the environment is provided, the teacher-learner/learner-learner interaction is highlighted, participation, communication are considered, and the nature of the provided feedback is determined. The third division is designed to establish the link between learning and evaluation where details about its nature and the evaluation that characterises the session and its importance are related to the tasks and their nature. In addition, aspects of negative evaluation should be observed if any of these occurs accompanied with the learners' observed reactions. A propos the fourth aspect, it aims at divulging the relationship between learners' FNE and anxiety as an affective factor. Here, the section contains elements about anxiety symptoms and indicators of FNE. Finally, the fifth element involves such extra factors as time allocation, students' task preparation/fulfilment, duration of task accomplishment, focussed skills and the teacher's role. These are external factors but they may contribute in engendering or elevating the students' anxiety toward evaluation and may also influence the learning/teaching as a whole. For reminding reasons, these elements are intertwined for the

purpose of undertaking the robust relationship between FNE and anxiety. The observation grill should be presented in each observation for note taking purposes.

There is a variety of the ways we made to note down information. Some items are scaled from 1 to 5 (1 very high, 2 high, 3 moderate, 4 low, 5 very low). Others are open ended; just a space for note-taking is supplied although the extreme majority is spaced for comments. In some cases, we enumerated the possible variables with signs (+/-) to refer to positive and negative aspects.

#### **VI. 4. Sample and Groups Characteristics**

In this stage of primarily data collection, we have eight groups as subject of study. The participant observation took place in **Research Methodology (Part I: Study Skills)** group sessions. The groups are heterogeneous in terms of the number as they vary between 16 and 26 students. The official number of the students is 167. In the following table, we summarize the characteristics of the eight groups that participated in the observation:

**Table 06:** *The Time-table of the group's Sessions and the Number of Students per Group*

<b>Characteristics</b> <b>Group</b>	<b>Day</b>	<b>Time</b>	<b>N° of Students</b>
<b>01</b>	Sunday	11:15-12:45	25
<b>02</b>	Wednesday	14:25-15:55	21
<b>03</b>	Monday	12:50-14:20	16
<b>04</b>	Wednesday	12:50-14:20	23
<b>05</b>	Wednesday	09:40-11:10	26
<b>06</b>	Wednesday	08:05-09:35	20
<b>07</b>	Monday	14:25-15:55	19
<b>08</b>	Sunday	14:25-15:55	17
			167

If we attempt to consider some of the characteristics of the groups and their differences as part of the factors that can influence the students' well-being in the classroom, the number of students and the time allocated for sessions can be decidedly relevant. To begin with, groups 3, 7 and 8 have less than 20 students per group compared to the others that exceed this. The learning conditions are more likely to be more favourite for small groups, especially when considering the importance of a relaxing atmosphere. In addition, the factor of timing is salient. If we consider lunch time, students are more passive during his period and group sessions are more effective when held in the morning as we observed during our teaching experience. The first group can be an example of timing. It is first lunch time and it is also the first group session of the week. Students do not often know what the session is about except of what the instructor presents as part of the stated objectives and the homework prearranged to the learners. The most problematic group was group 7. Because of the instructor's observation that they often show passivity, tiredness, she inquired from the learners about the reasons. The instructor's observation was here in its right place because she did not try to punish learners but to understand their

problems especially after starting knowing the students individually. Students replied that the cause is tiredness and hunger because during this day, students have no pause from 08:05 to 15:55 even to have lunch. These factors led to more difficulties for both learners and the teacher for a more effective learning/teaching.

## **VI. 5. Procedure**

As stated earlier, we began observation informally and created the observation grill accordingly. During this period that lasted two weeks, we opted for note-taking about all what happens in the classroom. This started on November, 4<sup>th</sup>, 2006 until November, 15<sup>th</sup>, 2006. Simultaneously, we were analyzing the possible variables that can be of value for our research. From this, we could select and delimit a number of variables for observation to be systematic and recorded through the observation scheme (**c.f. Appendix 05**) we developed as a result.

Starting from the last week of November until the last week of January, participant observation using logs and activities was used to collect data. The following table summarizes the number of weeks and the exact timing and dates about the observation:

**Table 07: Procedure for Data Collection Using the Observation Method**

<b>Week</b>	<b>Date</b>	<b>Activity</b>	<b>Focused Skill</b>
<b>01</b>	November (26-28, 2006)	Personal Information Form + Introducing the Learners' Profile and Environment Activity (homework)	/
<b>02</b>	December (03- 06, 2006)	Discussing the Learners' Profile and Environment Activity + Responding to the Learners' enquiries concerning the lecture	-Listening -Speaking
<b>03</b>	December (10-13 , 2006)	Free topic to present and act an imaginary conversation + students' feedback on the teaching method (interaction)	Interactive tasks (speaking and listening)
<b>04</b>	December(24-27 , 2006)	Free topic to present and act an imaginary conversation (follow up)+ Leaving a message on an answering machine	Interactive tasks (speaking and listening)
<b>05</b>	January (07-10 ,2007) ( <i>first week after holidays</i> )	Free choice of articles (newspapers or magazines) with guided questions	-Reading - Speaking (discussion) - listening - note-taking
<b>06</b>	January (14-17 , 2007)	Skimming and Scanning: finding out main ideas, supporting ideas and key words from written material	- reading - listening - note-taking
<b>07</b>	January (22-24 , 2007)	Describing figures (tables, charts and trends)	- reading - writing(descriptive) - Speaking/listening (discussion)
<b>08</b>	January (28-31, 2007)	Description of figures and pictures (transforming visual charts and pictures into a text.	Ibid

As one can notice from the table, data collection using the formal participant observation took about three months theoretically speaking but eight practical weeks as scheduled by the administration are considered here. This is simply due to holidays breaks. This period represents the first half of the first semester. We first initiated informal data collection from November, 5<sup>th</sup>, 2007 where the learners' presence was so limited and lasted until the 22<sup>nd</sup> of the same month. Later on, we could organize our design and create a gill

as an instrument for data collection. This period started from the 26<sup>th</sup> of November and ended in the 31<sup>st</sup> of January. The overall observation which relied on the instrument was eight weeks of study.

## **VI. 6. Results Description**

We would like first to explain how we are going to proceed in presenting and discussing the results. Our work is not going to take one group by one as a routine. We have tried first to summarise the first two sections into tables given that the variables are scaled. The other sections are overt because they are note-taking based. We shall highlight only what seems influential and worth mentioning.

**Week 01:** *November (26-28, 2006): Personal Information Form + Introducing the Learners' Profile and Environment Activity (homework)*

The first week of our participant observation started from 26<sup>th</sup> and ended on the 28<sup>th</sup> of November, 2006. During this week, we introduced the same activity to our eight groups. That is, all the students in their groups were required to fill the same form we labelled “the Personal Information Form (c.f. **Appendix 02**).

As concerns the teacher's role, she started first explaining the nature of a FLC as distinct and different from any other class (here we are not referring to the adapted strict behaviour we explained so far). The aim behind is to foster their thinking and direct it in the direction of beliefs and attitudes towards the FL and the class as well. The teacher also introduced the concept of evaluation to prepare the ground for understanding. Then, the form was introduced.

As far as the form is concerned and as its name suggests, as described in our previous section, it permits us collect data on our learners' characteristics which is also the population under investigation. Prior information on their socio-cultural background as well as the personality one are explicitly addressed. It should be made clear here that we did not urge students to respond to the activity just for the sake of research, but it was implemented as a pedagogical activity to assess the learners' entering behaviour and establish a secure contact with the learners. This is an important detail we should refer to for the sake of respecting the ethic principle required in research. When presenting the form, we explained the utility of every, single information that helps in the choice of the method and content to employ when teaching. Additionally, we could diagnose a number of the linguistic difficulties learners possess. We also added a free space for learners to express themselves on the one hand and diagnose their language proficiency (writing, vocabulary, spelling and grammar) on the other. Moreover, the rate of students who filled the blank might refer to their positive attitudes and high motivation towards the form itself,

After offering about 45 minutes to explain and load the form, students have been asked nine questions divided into two categories. This is a follow up of the previous activity but students just copied them from the board in this first session. This task was homework because of the long time needed to provide authentic and pensive answers. We also explained the questions, their aims and the link between them to help students respond properly.

In what follows, we shall summarize what we observed for language proficiency and the learning environment as well in the following table:



**Table 08: First week Observation of the Learners' English Level and Learning Environment**

variables group (date and time)	N of students	I. English Learning Background			II. The Learning Environment					
		1	2	3(-)	1	2	3	4	5	6
01	25	3	a(-)/b(+)	c/d/f	3	4	3	/	3	3
02	14	2	a(+)/c(+)	/	2	3	3	/	/	/
03	07	2	a(+)/c(+)	/	2	3	3	/	2	2
04	23	3	b(+)	/	3	3	3	/	3	3
05	26 <sup>25</sup>	1	b(+)/c(-)	a/c	1	1	1	/	1	1
06	18	3	b(+)	/	2	a(2)/b(4)	2	/	2	2
07	17	3	b(+)	/	3	4	3	/	3	3
08	17	4	a(+)/b(+)	f	3	4	4	/	4	3

Concerning the number of students present, groups 1, 4, 5 and 8 showed the presence of all students whereas groups 2 and 3 demonstrated a meagre presence and the rate of absentees was large. The remaining groups had only two absences. During our sessions, only the eighth group showed interest through the students' inquiries about using the dictionary, meaning of vocabulary, translation of words from French to English. This is an important detail that reveals the students' motivation to express themselves in English although the instructor allowed them to use any language they master. That is why, it is the only group that scored 4 on the table; i.e. high. As concerns motivation shown in the other groups, they vary between average for groups: 1, 4, 6, 7 graded 3 in the scale; low for groups: 2 and 3 and very low for group 5. For us also to observe the learners' attitudes towards a number of variables, we used the sign (+) for positive and (-) for negative. Concerning the language (a), only group 1 expressed negative attitudes towards it contrary

<sup>25</sup> It should be noted that when the number exceeds the official number of the group, this means that students from other groups attended.

to groups 2, 3, 8. Yet, students seemed also to like the task at hand as shown in the table symbolized (b) in the groups 1, 4, 5, 6, 7 and 8. The last point observed in the first section was what we observed as language deficiency. Speaking (c) and vocabulary (f) were the most problematic skills, but listening (a) and writing (d) are less in frequency.

As concerns the learning environment; the second section, most groups were average and this is shown in the 3's in the table. Most of the interaction, participation and communication were average. Only group 5 was passive all along the session and graded 1 (very low). For this problematic group, the observer mentioned:

*“Students were silent, seemed to be unable to utter a word. They never answered my questions even the simplest ones as yes/no questions I usually ask to inquire about their understanding.”*

The task at hand did not focus on any kind of feedback whether corrective or evaluative. Students were also told that the activity has nothing to do with evaluation, but as aforesaid, it is for the sake of the choice of the appropriate content and input, teaching method, for a better interaction and interpersonal relationships to be established, and hence, to have less tension in the classroom.

As an example of the observation we reported, group 6 can be appropriate:

*Students were very quiet, attentive to all what I say. They used paralinguistic features using their heads to show agreement, their facial expressions that show easiness. However, they showed hesitation to ask me for help and preferred sharing their inquiries with peers more than me as a teacher. I made my observation discrete and let them interact because I preferred to let them feel secure especially that they did not create noise”.*

**Week 02:** December (03- 06, 2006): Discussing the Learners' Profile and Environment Activity + Responding to the Learners' Enquiries Concerning the Lecture

The instructor started her session with a warm up about the previous lecture and tried to explain what seemed to be misunderstood or non-understood. Then, they were required to hand the answers out.

Students were asked nine questions by the end of the previous session and were given one week to accomplish the task thoroughly. She explained them and students did not ask questions about them. The instructor, then, asked her learners about their views on the questions. They were all positive saying that the questions developed a good feeling in them. They felt that the instructor perceives them as an individual in the classroom and not a mere learner as the object of the classroom. They added that this is the first time they see such a method in their FLC.

As far as the task is concerned, it can be viewed as a continuum of the first activity. It is also beneficial for the instructor to know more about her learners' abilities, opportunities to learn, interests and needs. This is more likely to help in the choice of the method, the input to be used, error correction techniques and evaluation preferences. Its purpose was also a means to build up a good interaction and elevate confidence between the learners and the instructor-researcher.

**Table 09:** *Second week Observation of the Learners' English Level and Learning Environment*

variables group(date and time)	N of students	I. English Learning Background			II. The Learning Environment					
		1	2	3(-)	1	2	3	4	5	6
01	27	2	c(-)	/	2	2	3	b	1	1
02	No session held									
03	18	2	c(-)	c	2	2	3	/	2	2
04	No session held									
05										
06										
07	19	5	abc(+)	/	4	5	5	a	5	4
08	17	5	abc(+)	/	4	4	5	a	4	4

To begin with, for this week, only four sessions took place because the instructor's absence on Wednesday, December, 6<sup>th</sup>, 2006. During these sessions, we can observe a low motivation (2) for groups 1 and 3. The same groups demonstrated low (2) participation and interaction and very low (1) communication both in amount and quality. Contrarily to these, groups 7 and 8 were highly motivated (5), class interaction, participation and communication also ranked high/very high (4/5). The teacher's feedback varied according to the group. It was evaluative for the first group because of the considerable number of students who did not prepare the task at home. They were seven in number. The instructor showed a strict behaviour as a result and decided to consider this for evaluation. The students' reaction was their silence, gazing at her and their gestures revealed some worry (**c.f. Symptoms of FNE**). This event made students show a negative attitude towards the teacher (c/-). This is an important detail because evaluation seems here to affect the learners' emotional state and can engender FNE. Therefore, this can be a sign of the possibility to conduct research on this topic. For the other groups, feedback was corrective

because both participation and communication were effective the thing that facilitated the task of the teacher to correct the students' errors.

We scheduled remedial sessions for groups 2, 4, 5 and 6 in order to assure equilibrium in task achievement.

**Week 03:** December (10-13, 2006)/ **Week 04:** December (24-27, 2006): *Free Topic to Present and Act an Imaginary Conversation (follow up) + Leaving a Message on an Answering Machine*

These sessions enclose an interactive task. Students were asked to write at home an imaginary conversation. The choice of the topic, the content, the language to be used (i.e. not necessarily the RP), and the interlocutors was open for us to respect the learners' interests. At the start, the instructor clarified the objective of the activity and the rules learners should follow. The teacher focused on the importance of the presentation and role playing their dialogues. However, students showed hesitation towards this activity the thing that caused a problem in starting up the session. Hence, the teaching strategy the instructor opted for to get started was talking overtly to students, emphasizing the fact that errors are not to be taken into account by the teacher and that students can use various materials (chairs, tables, desk, board, bag, pictures, etc.) in their presentations. The instructor also used a smooth manner and a tolerant input in her explanation. As a result, students manifested relaxation which was apparent on their faces. A remarkably surprising result reached in the eight groups was that a considerable number of students raised their hands to act their conversations. At this level, the teacher chose a group. While presenting, the teacher was an observer; taking notes. These notes include students' errors, behaviour, choice and use of the language (degree of formality, selection of vocabulary, etc.). However, students displayed fear from this assessment technique especially that the

instructor took notes of the learners' names. On the one hand, learners preferred to participate without the instructor's error consideration and this was shown when she said that making errors is tolerated. However, the teacher finds it useful and necessary to correct the learners' errors for learning to take place and to succeed in scoring them for the sake of ongoing evaluation. To overcome such a withdrawal from participation, the instructor shared her objective explicitly with them to reassure them. She, then, explained that these observations and notes she took are part of the students' development and the teacher's one as well. They serve also as a background to evaluate students accordingly and in an objective manner. During this session, an exceptional relaxed atmosphere was characterized. There was a sudden change in the students' behaviour. Most students were interested and students were in competition to present their works they estimate of value. The learners' topics were diverse, presented in different manners and sometimes in a creative way. After each presentation, the teacher gave the floor to the learners' comments and additions to make of the class learner-centred. After the classmates' contribution, the instructor enriched the comments to get involved in the task as part of the group.

Concerning error correction, the instructor contextualized it and made it situation-specific. Learners seemed to appreciate this method. Additionally, while correcting, the teacher recalls each time that it is part of learning especially in their first year where they are considered beginners. In some classes, all students could present their works compared to other groups. Of course, we could not give an exact estimation of time to each group because works' time needed was dissimilar and so was the discussion that followed each presentation. A remarkably significant detail we feel the need to evoke is about the students who did not perform because of time shortage. This was the last session before holidays. Such students opposed the fact that they did not get a chance to perform. We

believe that this is a unique event in EFL classes where learners insist to speak, act and play roles whereas the instructor is unable to satisfy all their needs because of the large number of students in each class.

In this activity, we realized what students can do if the learning environment is relaxing and if error correction is appropriate and not menacing. This experience shows also how important is the role of the teacher to foster learning and make the learner the centre of it.

**Week 05:** January (07-10 , 2007): Free choice of articles (newspapers or magazines) with guided questions

This week focused on reading tips and strategies. Learners were asked to pick up a number of the articles of interest for them from newspapers and magazines. Questions were asked about the articles as part of the guided practice. Articles from different students were treated to practise the reading techniques we treated in the lecture theoretically with emphasis on the main and supporting ideas.

**Table 10:** *Fifth week Observation of the Learners' English Level and Learning Environment*

variables group (date and time)	N of students	I. English Learning Background			II. The Learning Environment					
			2	3(-)	1	2	3	4	5	6
01	15	-3	-	c/e/g	2	1	1	a	1	2
02	26	3	b(-)/c(+)/d(+)	/	a(2)/b(3)	4	/	4	4	5
03	16	3	b(+)	e/g	4	4	5	a	4	3
04	26	3	a(-)/b(+)	e/g	5	5	5	a/b	5	4
05	23	3	c(-)	a/c/e/g	1-4	4	4	a/b	3	3
06	19	4	c/e/f/g	1-3	3	3	3	/	3	3
07	19	3	b(+)	c/e/g	4	2	2	a	2	2
08	15	1-3	+	c/e/g	4	5/4	4	a/b	4	4

The session at hand introduced an activity whose main concern is reading tips with guided questions. The motivation was average as a whole (3) except for group 6 which was high (4) and for group 8 which started very low (1) and became average (3) after the teacher's strategy use. The results showed in the table that learners meet difficulties to get involved and we expect the reason is external. We assume that be it the first session after the winter break, students needed some time to get implicated again. Many was expressed about their attitudes which was negative as a whole for group 1; the first group taught and in the first day. We often have many absences in the first day after holidays. Group 4 revealed a negative attitude towards the language, group 2 towards the task whereas group 5 towards the teacher. Yet, positive attitudes were shown towards all the variables in group 8, towards the task (groups: 2, 6, 7) and the teacher in group 2. Language difficulties were present in most groups except in group 2. If we make a look at the table, we can observe the presence of "e" and "g" that refer to grammar and pronunciation in all groups; the thing



that reveals how students suffer from such a problem. Additionally, speaking (c) was also omnipresent in most groups as a problematic skill. The first group seemed the most affected because of the low rates shown. Mostly, ranks are very low for interaction, participation and communication whereas low in the environment description and the quality of communication. This is also justified by the students' indisposition to start up their classes. Group 7 revealed also low ranks in all aspects. The other group varied between high and very high as elucidated in the table.

For more details, we can herald the description of each group in isolation because of the considerable amount of data we recorded. The reason behind such an amount is the learners' engagement and involvement. They became more familiar with the class, the teacher's methodology, the group and the tasks.

For the first group, the session was held on Sunday, January, 7<sup>th</sup>, 2007 at 11:15-12:45. The task fulfilment took around one hour and a half (the whole session). The motivation factor fluctuated from low to average because we observed that learners started with negative attitudes, showed hesitation to speak, many grammar and pronunciation errors. Given that this was the first session after holidays, students were less involved, silent and the environment was not that smooth because of the teacher being strict towards homework's accomplishment. As a result, interaction was passive, not vivid. Evaluation was considered and the instructor took notes of the students who did not accomplish their tasks at home at the beginning of the session. This can be another reason behind the students' reluctance in a tense atmosphere created by the teacher. However, the feedback was corrective during the session and the instructor corrected the students' errors implicitly to avoid tension. Evaluation was not the main concern of the teacher, but when students

did not prepare the tasks at home, she was strict and related it to evaluation; the thing that may be perceived as a negative facet of the evaluation. The result of this was the students' silence and hesitation to participate preferring gazing at the teacher. We believe this event is more likely to contribute in creating distance between the learners and the instructor. In addition, relying on the literature of FLA and FNE, we could identify a number of symptoms and indicators of these phenomena which are:

- Students remained looking to their sheets and copybooks, their heads downward to avoid any kind of eye contact with the teacher.
- Students seemed restless as many of them were moving their legs non-stop, their hands as well and others were playing with their fingers and hair.
- Avoidance behaviour: hesitation to take risks and answer, avoid performing, avoid participation.

Within the same day at 14:25-15:55, group 8 was taught in quite different conditions from the first group of the morning. Although the students' motivation started low, it became better later on. The students' attitudes were positive. Their language proficiency was average but we observed some kind of hesitation to speak individually and learners preferred to give random and collective answers. The class was characterized by an environment of discussion where learners and the teacher formed one group. The interaction was excellent and students were totally involved in the task after the teacher's explanations. That is, when they understood the activity, they got involved in it. The teacher's feedback was both evaluative and corrective. The instructor's evaluation was smooth, based on error correction, exchanging views and debating. It was not direct as the instructor let learners talk and finish without any interruption. All students prepared their

tasks at home and this explains their active participation. This successful session resulted in a positive interaction and a relaxing atmosphere. There was no single sign of anxiety or FNE.

On Monday, January, 8<sup>th</sup>, 2007 at 12:50- 14:20, we met students from group 3. Students demonstrated positive attitudes towards the tasks whose fulfilment took 1h 45 mn (longer than the other groups; the instructor added 15 mn to the session ordinary time). Although students interacted in a good way and participated, they had some of the linguistic obstacles. They talked all together and rarely uttered a full, correct sentence. This was not behind any kind of fear because the atmosphere was smooth and students showed relaxation through their spontaneous talk, taking risks, deliberate speaking and smiling faces. The reason was the teacher's tolerance on the one hand and the students' understanding of the activity on the other. In addition, the teacher was active and hard-working. She offered many explanations, shared views. Her correction was implicit, verbal and direct, and not harsh. Add to this, she was also involved in the task as learners were. As concerns negative evaluation, it was only with the two students who did not fulfil their homework. The teacher manifested disagreement especially when the student tried to justify. The two students demonstrated disappointment through their reactions apparent from their behaviours and facial expressions, through their troublesome, hesitating voice when giving arguments. Within the same day at 14:25-15:55, we taught group 7. The tasks were successfully achieved. This efficiency resulted in less time fulfilment which did not exceed 45 mn. The atmosphere was smooth and students were relaxed. Nevertheless, only three students were fully engaged in interaction and participation. Others, though they prepared the task at home, remained listening in a passive way. Correction was explicit for just two students who were too talkative and risk-takers, yet good and motivated. They

wanted to be corrected and the instructor respected their interest. What interests us behind observing is related to FNE. What was first observed was the case of late students. When they came in and realized that the teacher took note of task fulfilment, they panicked. More precisely, three students were subject of probable negative evaluation:

- *Student A*: Teacher took note of his task non-fulfilment (Pedagogic)

- *Student B*: Teacher blamed her for a bad behaviour and incivility in the classroom (Moral)

- *Student C*: Same as Student B and her use of more than one language apart from English (both pedagogic and moral).

The students' behaviours and reactions were:

- *Student A*: Shyness swearing with a hesitant voice that the work is a pair work and the peer is absent. No participation, no interaction. *The student is more likely to experience FNE here.*

- *Student B*: Said: "Sorry" with a smile, overtly". *The student seems to be an extrovert.*

- *Student C*: Listened carefully showing agreement with the head. She remained active, took risks but paying more attention. By the end of the sessions, she talked to the instructor to justify stating that it is *a problem in her, part of her personality.*

In view of that, we can sum up the anxiety symptoms and FNE indicators we observed in our students as follows:

- Trembling voice, eye contact avoidance, heads down.

- Withdrawal from interaction, less participation

The last day of the week was Wednesday, January, 10<sup>th</sup>, 2007. We taught the four remaining groups all along the day. To begin with, group 6 has its session at 08:05-09:35 and showed high interest although students committed too many common errors. Besides, time factor can similarly be influential and can interpret this good energy; i.e. the morning. Many used language transfer as a strategy to overcome vocabulary deficiency and carry on the idea. Students were involved in the activity but gave separate answers in a random way and this affected the participation level. The rate of participation was about 10 students; i.e. more than a half. There was a smooth atmosphere and no negative evaluation was apparent except tasks check out. Students reacted with silence and passivity at the beginning but this was gone after. The second session of the day was held at 09: 40- 11: 10 with group 5. This session is suitable because it is the second of the day and in the morning. Although students were informed about task preparation, nine of them did not and justified this by forgetting the copybooks. The tasks took 1h and 15mn. We would like to focus in this instance on language proficiency. In this group, a native-like student caused a problem in the group. There was a remarkably great difference between him and the other students. His fluency and native-like accent resulted in the classmates' non-understanding of his contribution/s; that is a problem in listening. Add to this that most students had noticeable difficulties in speaking, grammar and pronunciation. For this group, it was difficult to motivate them and the instructor made many trials to get them involved. The interaction was one way; teacher-student who was guiding, explaining, trying to communicate with students and motivate them. The atmosphere improved as a result especially after a smooth error-correction; that is learners did not find errors menacing. In this, we could diagnose the situation by having little interaction and participation in the first article and more involvement and interest in the second article. Learners seemed to understand the activity

better through practice. As a consequence, students participated better and completed each others' responses. As concerns negative evaluation, apart from the teachers' check out, one student we label "A" here did the wrong task (a future task). The student got angry and upset and said: "*Evaluation is at the end*". Yet, the teacher tried to relax the student because of her awareness that the student tried anyway to do the activity and did not yearn for negative outcomes of a possible negative evaluation. Concerning the nine students who did not prepare their tasks, they remained providing such justifications as: being absent, thinking it is not the day's activity or that simply the task is difficult to be done alone at home. Student "A" showed regret, he was too sorry and apologized many times; he is an outstanding student. These students showed some of the anxiety and FNE symptoms like: heads downward, eye contact escaping, avoiding participation; avoidance behaviour as a whole.

In the afternoon, we met with group for at 12:50-14:10. Three students from group two attended. Because students were informed from other groups about the session's content, they were well prepared and only two students did not fulfil the activities. Tasks took a bit more than 1h30mn. This session did not seem to have problems. The only problem was the students' negative attitudes towards the language and revealed that the teacher's input is difficult to understand. After simplifying the input, students were involved in the activity although participation was not organized. Students were speaking all together and we realized many of the grammatical and pronunciation errors. Most of the students raised their hands in a relaxed atmosphere. The instructor took care of giving equal opportunities and distribution of turns. Even if the answers were the same but students insisted to give them in their own way. There were no indices of either anxiety or FNE. The last group of the day and of the week was group 2. Yet, three students from

group 2 and some others from group 4 were present to catch up the session. Students demonstrated hesitation towards the task at the beginning though they had positive attitudes towards the teacher. They were attentive to the instructor to understand it better. The teacher asked learners to take her role and replace her on the board. They were reticent and informed the teacher that this is difficult. Although the atmosphere was smooth, task difficulty seemed to be a major factor engendering anxiety and FNE. Students changed their behaviour. They withdrew from the task, avoided any kind of eye contact to not get called upon by the teacher (afraid of taking the role of the teacher). They said it overtly: “we are not ready”, “we cannot”. In this, students manifested some kind of FNE when performing in front of the whole class, facing classmates. Thus, the instructor tried to cope with this anxiety by explaining that this feeling is natural but can be overcome and she also encouraged them to make errors as part of their learning.

**Week 06:** January (14-17, 2007): Skimming and Scanning: finding out main ideas, supporting ideas and key words from written material

**Table 11:** *Sixth week Observation of the Learners’ English Level and Learning Environment*

variables group(date and time)	N of students	I. English Learning Background			II. The Learning Environment					
		1	2	3	1	2	3	4	5	6
01	24	4	b/c(+)	/	4	4	3	a/b	3	3
02	20	1	a(-)	c	2	2	1	b	1	1
03	No sessions held because of pedagogic meetings									
04										
05	24	1	a(-)	c	2	2	1	b	1	1
06	14	2	a/b/c(+)	/	2	3	3	a	2	2
07	16	3	/	/	4	4	4	a/b	4	3
08	17	3	/	/	3	2	2	/		2

In a trial to summarize the groups' learning background and the learning environment, the overall result seems unsatisfactory in this week. Motivation was mainly very low (1) or average. This results undoubtedly in a low participation, less interaction and communication. Only groups 1 and 7 ranked high. As one might notice, we skipped two sessions. One on Monday, January, 15<sup>th</sup>, 2007 at 12:50-14:20 and the other was on Wednesday, January, 15<sup>th</sup>, 2007 at 12:50-14:20. This was due to pedagogic meetings scheduled at 13:00 by the Department to prepare for exams.

One can go through the description of these sessions in more details and needless to repeat timing (**c.f. table 08**). To begin with, we started the week's sessions by group 1 which was held on Sunday, January, 14<sup>th</sup>, 2007. Students had positive attitudes as a whole. Their level was average. The environment was smooth the thing that resulted in a good interaction although the teacher's feedback was both corrective and evaluative because the teacher based her method on error correction and exchange of ideas. As concerns anxiety, two students were so. Student "A" was called upon to go to the board. He showed no readiness and uncertainty to do so and this was readable through his facial expressions. Another case in point was student "B" who put his tongue between his teeth when the instructor asked him to play the role of the teacher. One can move to the second group of the day, that is group 8. For this group, although students showed positive attitudes towards the instructor, they seemed tired and passive mainly at the beginning. Hence, the atmosphere was not vivid because of the students' silence. This resulted in a teacher-centred teaching. That is, she was the only one making efforts to make things workable but this was non-reciprocal. However, the teacher did not try to blame students and worked under the conditions she faced. As a result, the session was quiet and no features of negative evaluation or fear appeared.



On Monday, the 15<sup>th</sup> of the same month, we only met group 7. It was the last session of the day and students showed surprise when seeing the teacher. The reason was her absence with the previous group. We believe that the students' lack of readiness was behind their difficulty to get involved in the session. This needed some time and some efforts from the teacher. We believe that this was behind the long time that task fulfilment took; that is 1h40mn. Later, interaction was better and learners seemed interrelated especially when one student took the role of the teacher in guiding them and leading the discussion. Feedback was both evaluative and corrective, but a bit difficult because learners tended to interrupt each other and were not sufficiently organized. The priority of the instructor was to let interaction reign instead of interfering in every detail to manage and organize the classroom. Concerning negative evaluation, the student who played the role of the teacher read the passage loudly and was corrected by her peers. She also manifested some kind of fear from the teacher's evaluation. In fact, we reached this conclusion when observing the student's reaction. She was blocked, stopped from time to time. The teacher was, then, urged to interfere and shift from being a facilitator/observer to a manager. The instructor used her authority and asked students to stop loud correction and just take notes reminding them of the necessity to apply the techniques learnt in the lecture devoted to note taking. This event influenced the student to a great extent. While on the board, she said: *"I feel shy"*. She stopped for a while and added: *"the role of the teacher is difficult...I do not like to be a future teacher"*. Here, we can relate these reactions to anxiety and FNE. The student's assertions may lead us think of self negative evaluation and of the influence of interaction as well as loud error correction on the learner's not only affect but decision-making as well.

Concerning the last day of the week, we should remind the reader that group 4 skipped a session. In addition, group 2 attended with group 5 because we could not guarantee that the meeting would end before the session's scheduled time. On this Wednesday, the 17<sup>th</sup> of January, we started the day early at 08:05 with group 6. Two outsiders attended and students showed disagreement to this fact and to the session's time allocation. Students estimated that the session is too early for them. This definitely did not affect the learners' positive attitudes they showed. During this session, there was a problem with a new student who attended for the first time for administrative reasons. He had a serious language deficiency and could not understand the English we used. For the learning environment, it was not sufficiently active in spite of the students' trials to participate. In such a situation, the instructor turned the approach into a teacher-centred one and remained giving advice, the thing that students seemed to appreciate; they were attentive. The instructor insisted to lead the activity to its success and remained taking such actions as correction, problem solving, helping the student/teacher's role when he loses control and adding information/details to enrich the discussion. One might notice the considerable time devoted to make students involved and this resulted in consuming the whole session in a trial to accomplish the tasks. This let students more listeners than speakers. They only raised their hands occasionally and supplied answers. There was no discussion and debate. This made of the feedback corrective. When considering the importance of evaluation, we can cite the example of this group. Students perceive performing in public as a negative experience. That is why, in most sessions, we got little and sometimes no volunteerism towards playing the role of the teacher. In this group, after waiting for a while, one student took the risk and other replied to this reticence that they do not like to speak in front of others. The same reaction as other groups were characterized like in groups 5 and 2 of the

fifth week. Just after, at 09:40-11:50, we had an enlarged session gathering groups 5 and 2. This fact made the number of students large and interaction more difficult especially that students were from two different groups (not accustomed to the others' presence). The session was challenging. If one would like to consider the motivation factor, it was very low. It was an extreme position and the instructor took 45mn to motivate them. Student had clear negative attitudes towards speaking and did not want to talk. There was no Willingness To Communicate (WTC). This made the environment passive, interaction, participation and communication very low. The instructor remained insisting that a volunteer should play the role of the teacher relating this to evaluation. Having silent students made the teacher strict towards task achievement. This can be perceived negatively, and it resulted in further silence and more hesitation. This inactive session resulted in a slow task achievement and we could only finish one task out of two. This was because the teacher's priority was to motivate students and get them involved to understand the activity.

**Week 07:** January (22-24, 2007): Describing figures (tables, charts and trends)

The exercises focused on describing trends to acquire the descriptive style recommended in research and in most formal, academic, scientific writing.

**Table 12:** *Seventh week Observation of the Learners' English Level and Learning Environment*

variables group (date and time)	N of students	I. English Learning Background			II. The Learning Environment					
		1	2	3	1	2	3	4	5	6
01	25	3	b(+)	a/c(+)	3	3	3	a	3	2
02	No class (students' absence)									
03	16	3	b(+)	c(+)	3	4	4	a	4	3
04	23	3	b/c(+)	+	3	3	3	a	3	3
05	24	3	b/c(+)	+	3	3	3	a	3	3
06	20	4	b(+)	+	4	5	5	a	4	4
07	19	4	b/c(+)	+	4	4	4	a	4	4
08	No class (students' absence)									

The first thing we can notice was the students' absence in groups 2 and 8 because of a group session's test in phonetics. For the other groups most are moderate apart from groups 6, 7 which ranked high. All groups had positive attitudes towards the task at hand which was based on practice and most of them towards the teacher. What impressed the instructor was the noticeable advance students made in speaking. The teacher's feedback was corrective.

For more details, we can report what each session enclosed and what our observations reported as well.

For group 1, the session was held on Sunday, January, 21<sup>st</sup>. There was a clear appreciation of the tasks and all students prepared it at home. Even though the session was during lunch time, students were involved in the activities. The first activity lasted for 45mn whereas the second one took about 30mn. We noticed a surprising improvement in listening and speaking. Students could successfully describe what they see except for *student "A"* who had a problem in vocabulary. For interaction, students were more

focusing on peer interaction than teacher-learner interaction. They talked to each other more than answering the instructor's questions. Evaluation was considered in this session to collect information about the learners' works for the sake of ongoing evaluation. Hence, the teacher took notes on students' participation and work. This operation was implicitly held to avoid embarrassing the students, especially after observing that students are sensitive towards evaluation. Yet, negative evaluation seemed present when a student on the board was corrected loudly by the teacher because of the corrective nature of the feedback. It was fortunate that the student in question appreciated error correction and this may be due to his personality. Anxiety symptoms were revealed in *student "A"*. This student made a deep, long and loud breath. The teacher remarked this and inquired about the reason to help her overcome the problem. The student replied with an anxious voice: *"I'm unable to understand the vocabulary used in the activity"*.

On Monday, we met group 3 and the same set of exercises were worked out. Like the previous session, students were better in terms of language proficiency and their remarkable self-confidence in terms of ability; they took more risks compared to previous sessions. Given their interest in the activities, all students prepared their works at home. Each task took 45mn for completion. As concerns the environment, it shifted gradually from a silent class to a more interactive classroom and the teacher- learner interaction was quite good. Besides, students did not hesitate to give answers and interact overtly in the classroom. Feedback was corrective and students did like this correction. However, one incident happened that is a feature of negative evaluation. It was when the teacher corrected *student "A"* and said: *"do you see how much errors you committed?"* The student retorted: *"No"*. Within the same day, group 7 was good and well prepared. The session was successful and nothing unusual was recorded.

On Wednesday, the 24<sup>th</sup>, we started our first session early in the morning with group 6. Even though the session started with sleepy students in the morning, things rearranged when starting up the class. Exercises took diverse time to get answered; 30mn for the first, 40mn for the second and 20mn for the third. In this group, we could achieve three tasks compared to the other groups where two activities were fulfilled in general. There was an outstanding environment, with a very good performance. Interaction was excellent all along the session. This efficiency resulted in an effective session. The teacher considered error correction and participation. For negative aspects of evaluation, it was not related to the teacher. The first case of *student "A"* was when she was corrected by peers in a bad manner and the teacher interfered to stop this kind of classroom incivility. Her reaction was also negative because she was blocked, and shifted to the L1 as a possible learning strategy. Another case in point was *Student "B"*. She volunteered to answer but her voice remained trembling. This student is more likely to suffer from stage fright (Leary (1983) in Arnold 1998: 64, Tsui, 1995: 88.). The second session of the day was held with group 5 and the last was with group 4. The classes were surprisingly quite similar. Both groups seemed positive towards the teacher and the task. They ranked average in motivation, learning environment and interaction. Their language proficiency was quite good compared to past sessions. This kind of quiet sessions made events that lead to negative evaluation not to occur and hence a more relaxing atmosphere.

**Week 08:** January (28-31, 2007): Description of figures and pictures (transforming visual charts and pictures into a text.

This activity or set of activities are also part of the descriptive, academic style learners should acquire for future use in research writing. This embeds transforming visual images into pieces of writing. Yet, two groups could not have the sessions for this week

because of their absence. They are groups 2 and 8. This week's timing is crucial because the sessions are the last before the official and first exams of the year, and absolutely the first for these beginner learners at university. Consequently, our observation can bring valuable data for two reasons. The first motive is that the teacher started scoring students for the group session's marks. As for the second cause, it is related to evaluation per se. Exams are meant to be the main concern of students and they are also a building stone of a student's individual evaluation and testing.

**Table 13:** *Eighth week Observation of the Learners' English Level and Learning Environment*

group (date and time)	N of students	I. English Learning Background			II. The Learning Environment					
		1	2	3	1	2	3	4	5	6
01	25	3	c(+)/d(-)	+	4	3	4	a	3	3
02	/	No class (students' absence)								
03	16	3	b/c(+)/d(-)	+	4	3	4	a	3	4
04	23	3	+	+	4	3	3	a	4	4
05	24	3	+	+	4	3	3	a	4	4
06	20	4	+	+	4	4	4	a	5	5
07	19	3	b/c(+)/d(-)	+	4	3	4	a	3	3
08	25	No class (students' absence)								

First of all, the reading of the table leads us towards the surprisingly similar learning environments. All groups ranked average in motivation and interaction except for group 6 which was high. Participation was also average but it ranked high with groups 1, 2, 6 and 7. This also resulted in a high communication in groups 4 and 5, but very high with group 7. The feedback was corrective for all groups. What seems of interest here is the students' inquiry about the exams towards which they showed negative attitudes in most groups. They, however, had positive attitudes towards all the other aspects.

To sum up the group's efficiency and time management in the different groups, we suggest the following table to compare the sessions' efficiency:

**Table 14:** *Time Management of the Observed Sessions of the Last Week*

devoted Time Group	Task 1/mn	Task 2/mn	Revision/mn
<b>01</b>	30	30	20
<b>02</b>	/	/	/
<b>03</b>	40	40	10
<b>04</b>	55	30	/
<b>05</b>	30	30	20
<b>06</b>	60	25	/
<b>07</b>	30	30	20
<b>08</b>	/	/	/

As usually and following the chronology of time, group 1 had its last session where observation was considered. Yet, stability reigned this session in spite of the learners' incessant talk of exams. For this, we reported on the observation sheet:

*“Everything was related to exams; students' behaviour...when I utter the word exam, evoke evaluation of group sessions; students remain silent. When I ask them about questions they ask about the exam, what to revise, how exams are to look like, etc.”*

That is to say, exams or what Horwitz et al. categorize as TA seems to be one of the most significant sources of FLA, and we add them to the sources of FNE given that ongoing evaluation is recommended and applied in the LMD system.

The sessions with groups 3 and 7 were efficient. So far, what can be inserted here in addition to what have been declared above in the tables are the student's attitudes towards error correction on the one hand and exams on the other. We may be best served by the first student who read loudly her work in group 7. She committed many errors. Given that



the feedback is corrective, the instructor corrected the errors. Yet, the latter asked the learner whether this does not cause a problem but she replied smiling: *“It’s part of learning Ms”*. She has a positive attitude and her personality may be extroverted but this error correction led other students to reticence and they hesitated to read their works. Hence, error-correction even if it is smooth can be a problem that results in FNE if this pedagogic activity is perceived as a negative evaluation. The second feature that leads us to observe the occurrence of FNE is the students’ clear and apparent fear from exams. That is why, the teacher asked the same question in both groups: *“are you afraid of exams”*, with one, loud, unified voice they all said, in both groups although separately experienced: *“YES”*.

With high motivation, positive attitudes and good language proficiency, the session with group 6 was successful in a smooth environment. These features made the teacher tolerant and kind, involved in the activities and part of the group. In this group, only one event occurred related to class management and order. The instructor stopped a student who interrupted her when talking. She refused this fact and blamed the student. This latter kept silent and apologized for this faulty behaviour. Group 5 was less efficient than group 6 although the learning atmosphere was relaxing. This environment helped students accept error correction and this was clear through their smiling faces when corrected. As a result, no feature of fear was manifested. Finally, Group 4, as the least engaged group because they declared that the activity was too difficult (that’s why it took some time to be fulfilled). Therefore, the instructor took time to simplify and clarify it. All in all, learners in this group were not well engaged and not well concentrated. They also manifested some anxiety symptoms through their behaviours, escape and facial expressions.

## **VI. 7. Discussion**

As stated before, the participant observation method was used to navigate the topic and delimit its boundaries. We would like in these lines to highlight the rudiments we found prominent and that affect our group of students. This should more or less be done in accordance to the sources of FNE we stated in our three hypotheses (**c.f. Chapter V**), especially that research has not yet fully described the nature of language anxiety, or its potential sources that underlie its manifestations (Young, 1991). Our said sources are instructional, social and psychological because we believe that FLA is part of the individual learners' differences that should be inquired. In this, Ervin, for example, argued that *“the social and psychological incitements to imitation and to identification may account for some of the marked individual differences in (linguistic) attainment”* (1954: 10) (In Gardner, 1960: 9). Hence, for an effective learning and positive outcomes in FLL, there should be a social stimulation like a good learning environment and a positive interaction in the classroom on the one hand. Add to this the existence of psychological incentives like equilibrated affect namely motivation, self-confidence, low anxiety, etc. on the other hand.

By way of discussion, one can refer the reader to the sources of FNE and relate them to the observable variables we witnessed so far. These can be summed up in:

### **VI. 7. 1. Low Language Proficiency**

Through our observation, language deficiency seemed an inquiry. The literature on FLA took account of this aspect as a source of FLA. A case in point is Gardner (1991) who stated that it is believed that language anxiety is a pervasive and prominent force in the SLL. He added that feelings of anxiety may be caused by students not having developed

proficiency in that language. This fact was initially evidenced through our three months observation. Our participants manifested difficulties in various aspects of the language and their reactions were also featured. In our study, most students showed noticeable difficulties in speaking, grammar and pronunciation. Van Worde (2003) (In Vargas Batista, 2005:19) discovered that in SLL, students identified various sources for their anxiety, such as speaking activities. Additionally, Vargas Batista (2005:20) found that students also reported feeling overwhelmed and anxious when speaking, perhaps due to immature vocabulary or limited grammatical knowledge.

Further, many participants used language transfer as a strategy to overcome vocabulary deficiency and carry on the idea. Vocabulary seems an obstacle in all skills. Students can have a handicap to communicate either using speaking or writing if unable to find the appropriate words. They can similarly be unable to answer if they cannot understand what is written in a text, an activity, a letter or an email or cannot even reply when cannot listen appropriately. In this, one student in G1 replied when the instructor asked about their silence and with an anxious voice: *"I'm unable to understand the vocabulary used in the activity"*. This student made a deep, long and loud breath. In the literature on FLA, Van Worde (2003) discovered that ESL students identified various sources for their anxiety, such as non-comprehension. All in all, students seem to be aware of this deficiency whatever the skill is. We can be best served here to conclude this issue by Horwitz, Horwitz and Cope (1986). They reported that students are extremely self-conscious when they are required to engage in speaking activities that expose their inadequacies, and these feelings often lead to "fear, or even panic" (p. 128).

## **VI. 7. 2. Performance**

Another key element we reached after the observation phase is the student's fear from performing. In a broad-spectrum, students seemed to perceive performing in public as a negative experience. In our case, the teacher asked learners to take her role and replace her on the board. Yet, in most sessions, we got little and sometimes no volunteerism towards playing the role of the teacher. The teacher focused on the importance of the presentation and role playing their works. However, students showed hesitation towards this activity the thing that caused a problem in starting up many of the sessions. According to Vargas Batista, (2005: 20), one frequently anxiety-provoking factor is simply being called on in class, whether prepared to speak or not. This was evidenced in our study. That is; in group 6 for example, after waiting for a while, one student took the risk to act as a teacher. The other students replied to this reticence that they do not like to speak in front of others. The same reaction was characterized like in groups 5 and 2 of the fifth week. They were reticent and informed the teacher that this is difficult. They withdrew from the task, avoided any kind of eye contact to not get called upon by the teacher. In this, students manifested some kind of FNE when performing in front of the whole class, facing classmates. In a nutshell, there should be a way out to lessen this withdrawal from performance and without forcing students to get engaged in this kind of tasks. We can refer here to Nunan who pinpointed that "*learners should never be forced to engage in learning experiences to which they object*" (Nunan, 1988: 46).

## **VI. 7. 3. Error Correction**

Error correction is one of the basic elements in EFL classes. However, students generally manifest some kind of lack of enthusiasm towards this. It is a kind of evaluation

and this despise can lead us think of FNE when considering *Watson and Friend (1969)* who characterize it as "apprehension about others' evaluations. Concerning negative evaluation in our study, there are many facets. There is the case of the student who played the role of the teacher, read the passage loudly and was corrected by her peers. She also manifested some kind of fear from the teacher's evaluation. She was blocked, stopped from time to time, but the instructor used her authority and asked students to stop loud correction and just take notes. The instructor here tried to put an end to a stressful situation caused by a menacing way to correct errors. The occurrence of this issue seems significant in the literature on FLA. For instance, Williams and Andrade (2008: 184) found when studying the causes of anxiety among Japanese university learners that lack of error correction and lack of grammar instruction, while meant to lower anxiety, actually seemed to raise anxiety in many students.

#### **VI. 7. 4. Interaction (Peer/Teacher) in the Classroom**

Generally speaking, Handley (1973: 106) claimed that success in learning and in teaching depends greatly on the nature of teacher-learner interaction. Additionally, for language learning and language anxiety, many researchers relate language anxiety to instructor-learner interactions (Horwitz, Horwitz and Cope, 1986; Young, 1990; Koch and Terrel, 1991; Price, 1991; Scarcella and Oxford, 1992). In this study, we greatly believe that not only teacher-learner interaction, but peer-interaction alike can generate FNE. In our case when observing our EFL classes, we can refer to the same example in our previous section where the student who played the role of the teacher read the passage loudly and was corrected by her peers. Additionally, the same learner manifested some kind of fear from the teacher's evaluation. In this, Vasey and Dadds (2001: 415) explained clearly that those who are afraid of social negative evaluation tend to:

*develop insecure internal working models of social relationships on the other hand, come to view the [classroom] as unpredictable, comfortless, and unresponsive. This insecure internal representation may lead some [learners] to "shrink from their social worlds"*

In our case study, this view was evidenced in our second week observation. Students manifested positive attitudes towards the task saying that the nine questions developed a good feeling in them. They felt that the instructor perceives them as individuals in the classroom and not mere learners as the object of the classroom. They added that it was the first time they experience such a method in their FLC. This can simply help in fostering learning as interaction is said to be a marked dimension that promotes considerable great efforts to achieve both performance and social productivity (Gillies, Ashman and Terwel, 2008).

It is agreed that the instructor has a crucial role in the FLC. Hence, he can also be either a source of anxiety as he can cope with it. In this, Price (1991: 106) reported that "instructors had played a significant role in the amount of anxiety each student had experienced in particular classes". Many of the observations we made support this view. We shall merely cite the example of most groups when the teacher was strict towards homework's accomplishment. As a result, interaction was passive; not vivid, students were hesitant and withdrew from the day's activities. This can lead us refer to the FNE aspect as mentioned in Watson and Friend's definition (1969) of FNE as avoidance of evaluative situation.

## **VI. 7. 5. Assessment and Testing**

For many teachers, decisions related to the assessment of the students' learning are equally an important task of their work. Such decisions relate to a wide spectrum of issues,

including assigning grades to students, evaluating the suitability of textbooks, assigning students to an appropriate class in a language programme and deciding on the design and content of classroom tests. However, teachers should also share this pedagogic activity for students to understand its utility in learning and eventually avoid a possible FNE to occur. This fact is supported by Nunan who stated: *“As with other types of research, it is extremely important to clarify from the beginning the aims and objectives of the evaluation”* (Nunan, 1992: 197).

Given that this aspect is paramount, we considered it in our observation. We, then, witnessed in our second week for instance that students’ behaviours varied in accordance to the teacher’s evaluation. In point of fact, the teacher’s feedback speckled from one group to another. It was evaluative for some groups when she found a considerable number of students who did not prepare the task at home. The instructor showed in cases of this sort a strict behaviour as a result and decided to consider this for evaluation. The students’ reaction was their silence, gazing at her and their gestures revealed some kind of worry. This event made students show a negative attitude towards the teacher. This is a significant fact because evaluation seems here to affect the learners’ emotional state and can prompt FNE. Another evidence of the learners’ fear was when they came in and realized that the teacher took note of task fulfilment, they panicked.

Evaluation can be either with tests or without tests. In the previous lines of thought, we tried to illustrate evaluative situations related to assessment and feedback. Yet, students think widely of testing as the main essence of evaluation. We can be best served in our observation by the session that preceded the exams. The teacher asked the same question in

two groups: “*are you afraid of exams*”, with one, loud, unified voice they all said, in both groups although separately experienced: “*YES*”.

### **VI. 7. 6. Other Factors**

Many factors whether internal or external can be anxiety-breeding. For instance, large classes can obstruct learner-s to perform in public, but if they do or urged to do, they are more likely to fear evaluation and anticipate negative evaluation. This was also witnessed and overtly expressed by our participants. They mainly mentioned the problem of the large number of students and the inappropriate time allocated for sessions.

Physical states are vital for the learners to get involved and able to concentrate. We can refer to the most awkward and tongue-tied group; group 7. Students often demonstrated passivity, sleepiness. Students justified that the cause is tiredness and hunger because during this day, students have no pause from 08: 05 to 15: 55 even for lunch. These factors led to more difficulties for both learners and the teacher for a more effective learning/teaching.

### **VI. 8. Piloting the Questionnaire**

We would like to call attention to the fact that, in what follows, we shall start first with a description of the questionnaire items briefly, and then we shall move to the interpretation of the results obtained from our pilot study. The aim behind is to see whether the items serve our selected hypotheses and our intended objectives as well or not before the survey in proper.



## **VI. 8. 1. Describing the Questionnaire**

In terms of the questionnaire, it comprises 42 questions that are organized in a way that directs the students' responses from general to specific. With all fairness, the questionnaire is a combination of closed and open-ended questions; the closed questions are those where students' answers are limited to one or more of the possible suggestions mentioned in the questionnaire. Yet, the open ended ones are not followed by any choices and the respondent answers freely by supplying a response. Furthermore, it involves four sections and each one combines a different number of questions. The first section includes four attribute questions, that is, it elicits information on personal or demographic material (age, sex, previous diploma, etc.). The second section, which contains 18 closed questions, aims at identifying the learners' attitudes, belief, motivation and most importantly their feelings towards EFL in general and language skills in particular. Besides, it unveils students' level, difficulties in language learning and the contributing factors behind this. The third section is designed to describe the students' learning atmosphere. in a few words, it highlights how learners perceive the English learning environment including the classes, teachers and classmates. Moreover, it tends to determine the effect of peers' reaction, teacher's way of error correction. This section involves thirteen questions. Last, the ultimate aim of the fourth section is to determine the vigorous relationship between learners, their learning and evaluation. More specifically, it describes the students' perception of the others' evaluation (teachers or classmates) and the effect of negative evaluation on them. This section consists of eleven questions which is a mixture of both closed and open-ended questions.

It is important to note that the patterns of findings emerged from the multiple data means results in triangulation. In other words, triangulation occurs when what a learner, for

instance, writes while responding to the handed questionnaire also becomes apparent in his action during the observation. Concisely stated, both of the observation and questionnaire are all intertwined together for effectively achieving our topic issue

## **VI. 8. 2. Testing the Questionnaire: Procedure and Results**

### **1. Aim**

Any questionnaire should be tested prior its use in surveys. This step is used in our study to pilot the study through administering a restricted number as part of the small scale study. We, then, checked out the questions and the responses to diagnose any possible problem in understanding and answering the items properly. Additionally, we could obtain more clarity by removing ambiguous questions and modifying intricate ones. If not tested at the beginning, results can be ironed out at this stage before starting up the project. Hence, this step can save much of the time, effort and money for the researcher.

For this, and according to Sudman (1983: 181), "A pilot test" of 20 - 50 cases is usually sufficient to discover the major flaws in a questionnaire before they damage the main study", yet, Sheatsley (1983: 226) suggests a lower number: "It usually takes no more than 12 - 25 cases to reveal the major difficulties and weaknesses in a test questionnaire". Accordingly, our pilot study takes a number of twenty students to test the questionnaire. However, we would like to call attention to the fact that, in what follows, we shall start first with a description of the population and the questionnaire briefly, and then we shall move to a short explanation of the results obtained from our pilot study. The aim behind is to see whether the items serve our selected hypotheses and our intended objectives or not.

## **2. Procedure**

To pilot our questionnaire, we distributed a number of twenty copies of the questionnaire to test it before its final use for research. We tried to hand the questionnaire copies in a scheduled session that served this aim. This operation was in April, 8<sup>th</sup>, 2007 from 9:40 a.m. to 11:10 a.m.; an official schedule adopted in AMU. The concerned students are those who belong to the four remaining groups; who are not included in the study itself. They are repeaters who experienced failure in the previous year. One might notice here that time was given for the participants in order to answer attentively; especially that the subject we are dealing with is technical in its nature. Explanation and answers to the students' inquiries accompanied this procedure.

Further, students were not urged to stay during the whole session. That is, students were free to leave whenever the questionnaire completion was off. Before asking students to answer, the researcher provided them with clear and thorough explanations about the concepts: evaluation, negative evaluation, FNE and anxiety. This was a precaution from the researcher's part because students seemed to relate evaluation to solely levels and grades. Additionally, students were invited to ask any question about the questionnaire but they were not allowed to share their answers for more consistency in the answers and to avoid fabrications of replies.

## **3. Sample**

As afore-said, we have piloted the questionnaire on 20 students. In this pilot study, the participants were not taught by the researcher in their group sessions compared to the sample under study. All students were repeaters the thing that reinforces the possibility of FNE to occur. It is probable that this is a good reason behind their motivation to participate

in the study. At the end of the session, subjects showed positive attitudes towards the topic and shared their positive feeling towards participation in the pilot study.

#### **4. Results**

After gathering data, we could find a number of misunderstandings and ambiguities. Additionally, a number of questions seemed to lack information and precision to get the needed data. Other items were shown to be better transformed into scales and enlarge the scope of choices. In what follows, we will present the items under question together with the changes we underwent:

To begin with, in the first section "*Personal Information*", the first question seemed problematic. We employed the expression "*Educational Background*", but the respondents' answers did in no sense reply to our inquiry. In other words, the question was misunderstood and its reformulation was necessary in such a case. Hence, we used another simpler and clearer expression; "*An already lived experience at university*".

In the second section "*English Language Background*"; Qs.5.i., 6, 8, 9, 12, 14 were developed into scales of four to five options because the overall answers were not satisfactory neither to the learners' needs nor to the researcher's one. In question 16, the third option "*it depends on...*" was omitted because no answer was given to this.

As far as the third section is concerned, "*the Learning Environment*", we changed Q. 24 from "*do you like to ...*" to "*how much do you like...*" to get a scale *instead of a mere "yes/no"* answer.

Finally, the last section about "*Learning, Evaluation and FNE*" was also modified. A case in point was Q. 40, ii. This item was not appropriate when asking students to

*“justify their answers according to the effect of this skill/sub-skill on their feeling”*. The answers were not appropriate, so we omitted this part and just asked them to provide justifications for their answers. Another misunderstood question was Q. 42. The word negative evaluation was conceived as failure/difficulty. Consequently, we replaced the word evaluation by *“judgement by others/classmates in your classes”*. Again, Q, 45 was also modified and changed from *“Is negative evaluation according to you...”* to *“Do you think that you are negatively evaluated because:”* the aim behind here is to implement the learners' further in the question in relation to their views/experiences.

These were the corrections we made after piloting it and it was also peer-reviewed on April, 21<sup>st</sup>, 2007. As one might notice, testing the questionnaire was beneficial and brought many changes in the form and the content of the questions. We also tested the students' motivation and interest in the topic and the study itself. This, eventually encouraged us to pursue the work using the present questionnaire.

## **Conclusion**

The primary goal of this research is to identify the possible factors, as perceived by first year EFL students that may contribute in amplifying feelings of fear from possibly occurring negative evaluation FLC. In addition and in this work, we initiated the paper by assuming the existence and the presence of negative evaluation and fear alongside the learning path in our beginner learners. This chapter is an endeavour to seek out more details about our topic and test the topic's existence, utility and significance through the participant observation method. Indeed, it was not a mere overview about FLA and FNE existence, but we tried to relate fear to the students' attitudes, beliefs and perceptions towards the TL, the learning environment, error correction and so on. Hence,

the observation method was used to collect data accompanied with logs and activities to reinforce our observation. The observation started informally for two weeks. This helped us construct the observation grid which made of our method more formal. The data we could obtain was significant and results of the qualitative, thematic analysis of the observation findings confirmed our assumption that FNE exist. Moreover, the variables we are trying to test as sources of FNE seem relevant and can be researched for. Hence, FNE can be considered as a critical issue especially when related to language proficiency, error correction, interaction, assessment and testing. These are the main variables we stated in our hypotheses as sources of FNE. In the coming chapter, we shall present the second research method which is descriptive and quantitative. We used the questionnaire as a second instrument for data collection developed from the observation grill, both its form and content.

# Chapter Seven: Analysis of the Results of the Questionnaire and Before/After Design Techniques

## Introduction

One of the FLA's sources which is FNE is focused on in this paper. To begin with, this research as already explained will examine what FNE is and what leads to it as a performance anxiety putting focus on its debilitating effect in FLL. One of our means of investigation is the questionnaire. Because of the risk that certain questions cannot be analysed, or understood or even interpreted, it is imperative to pilot any self-completed questionnaire. In fact, Nunan (1998: 145) said: "*I would argue strongly that all research should have a piloting phase*". This has been the content of the previous chapter. The focus of the pilot is, thus, the development of the survey instrument which is the questionnaire in our case. After the analysis of the questionnaire copies got from the pilot phase, this chapter comes to interpret the results of 157 copies collected from the study. This chapter uses the Excel 2007 version to statistically analyse the data for more accurate findings. We similarly divided the chapter in accordance with the three hypotheses. That is sections reporting and testing the hypotheses are entitled: *Classroom Interaction (Peers and Teacher) and FNE, Language Proficiency, Performance, Error Correction and FNE; Assessment, Testing and FNE.*

Our sections here relate to our three hypotheses' main content about the sources of FNE. As one might notice, they go in accordance with research done so far on FLA and we generalised them to FNE. We can be best served by MacIntyre and Gardner (1991a, b) who characterize the anxious student as an "*individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel*

*linguistic forms*” (1991a: 112). Our questionnaire items do not ask our learners directly about feeling FNE but we employed its dimensions as its definition dictates.

## **VII. 1. Sample and Procedure**

To study the relationship between evaluation, FLA and FNE, we have tried to work upon beginner students learning English at university level enrolled in the LMD system. Our sample consists of 157 first year students whose age range ranges from 17 to 32 years old, but the majority is between 17 and 22 years old. Our sample attends the courses of English in the university of AMU; Bejaia.

The age group has been selected carefully in this paper. This is because we need young adults who are more likely able to express their ideas, and they are conscious of their attitudes and the anxiety they may feel. This sample is what seems appropriate for the present research in order to test the selected hypotheses because they can express their views overtly about evaluation and FNE as they can explain the strategies they use to cope with any possibly felt anxiety. Many reasons can be attributed here. Initially, first year students are young adults attending university foreign language classrooms. According to the body of literature, FLL is in itself anxiety provoking and evaluation of learners' performance is permanent in this field if study. Then, we need to test the students' attitudes towards evaluation and this feeling of anxiety from evaluation, and young adults are more capable to speak about their feelings compared to children or teenagers. We also prefer working with first years because beginners at university are more likely to experience FNE compared to other levels especially that they have few knowledge about evaluation both at university and within the LMD system.



For the procedure of data collection, we scheduled separate sessions from the weekly, official sessions the sample have with the teacher-researcher. Yet, although sessions were scheduled to administer the questionnaire, ten students were absent. We administered the questionnaire in three separate occasions. We collected data on April, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup>, 2007. The following table shows the rate of the students who participated in the survey.

**Table 15: Number of Handed Questionnaires**

	Number of all students	Participants	
		N	%
<b>First Year LMD Students</b>	167	157	94.01

## **VII. 2. Analysis of the Questionnaire**

The questionnaire is used for the sake of collecting data of the quantitative kind. Hence, we shall adopt a descriptive approach and a statistically based analysis. We rely on rates, percentages and cross-tables to find out meaningful correlations. We shall treat the results according to their content and in relation to our three hypotheses. We relied on the Excel 07 format for the statistics.

### **VII. 2. 1. Back**

#### **ground Information**

Our questionnaire starts with opening questions about the participants' background. This will help reinforce our knowledge about the learners' characteristics we got from the participant observation (**c.f. previous chapter**). Additionally, the items we used to introduce the questionnaire can be grouped with other questions to serve as independent variables. For instance, age or gender can influence the degree of the fear students feel.

**Table 16: Characteristics of the Sample; Age**

	<b>17-20</b>	<b>21-25</b>	<b>26-30</b>	<b>Above 30</b>	<b>Missing</b>	<b>Total</b>
<b>N</b>	a	83	4	3	6	157
<b>%</b>	38,9 <sup>26</sup>	52,9	2,55	1,91	3,82	100

From the table, we can notice the existence of four age ranges, but the two first categories form the majority. About 39 of the sample are between 17 to 20 years old and about 53% are between 21 and 25 years old.

**Table 17: Characteristics of the Sample; Gender**

	<b>Male</b>	<b>Female</b>	<b>Missing</b>	<b>Total</b>
<b>N</b>	28	116	13	157
<b>%</b>	17,8	73,9	8,28	100

Concerning gender, our EFL classes are generally occupied by females and the table sides this observation. About 74% of the students are females. We suppose that females are more subjected to FNE than males. In addition, given that males form a minority in our EFL classes, they can similarly feel not at ease among a large proportion of females. Hence, they can fear to be negatively evaluated by the opposite gender in the classroom.

## **VII. 2. 2. Classroom Interaction (Peers and Teacher) and FNE**

Classroom interaction is one of the prominent aspects in any FLC. This has been also detected in the eight classrooms we observed in the eight weeks period. In this, Pica (1992)

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<sup>26</sup> We rely on rounding when describing data in the statistical reading.

stated that the classroom is the real arena of human interaction; it serves as a small and complicated community group in which a student interacts both with his peers and his teacher (In Kral, 1999: 59). That is why; we based our first hypothesis on classroom interaction as a first possible source of FNE. In this section, we aim at testing our first hypothesis which states that FNE can be due to a problem of classroom interaction. That is, when negative evaluation characterises the FLC, a feeling of fear from either the peers or the teacher or both of them can be experienced. However, having an idea about the informants' attitudes towards their classes and the group they belong to is required. That is, the reason behind devoting items and a whole subsection to this issue.

### 1. Students' Attitudes towards their Classes and their Groups

In what follows, we shall treat items related to the learners' attitudes about their FLC and the groups they belong to. This will permit building up our conclusions about classroom interaction and whether both the group and the classroom can cause fear if negative evaluation occurs.

**Table 18, Item 19:** *Learners' Attitudes towards the Group*

	Yes	No	Missing	Total
N	131	24	5	160
%	83,4	15,3	3,18	100

**Item 19:** *Do you like the group you belong to?*

This item was asked to test the participants' attitudes towards the group they belong to. Indeed, we believe that the group makes up the learning environment. In this, we can refer to River's statement to foster an interactive atmosphere: *'we need an ambiance and relations among individuals [peers and teachers] that promote a desire interaction'*

(Rivers, 1987: 9). Our participants like their groups and results show here that 83.4% of the informants confirmed this. This rate might lead us think that most students feel secure in their groups the thing that minimizes the possibility of the occurrence of FNE caused by the group. Yet, it is pre-mature to reach any conclusion in this concern before grouping students' responses and through the analysis of all the data gathered all along the academic year.

**Table 19:** *The FLC and Learners' Attitudes towards it*

Q20 Q04	Appropriate		Interesting		Menacing		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>All the Classes</b>	20	33,90	32	54,24	0	0,00	1	1,69	6	10,17	59	100
<b>Most of them</b>	34	44,74	35	46,05	4	5,26	3	3,95	0	0,00	76	100
<b>Some of them</b>	4	22,22	5	27,78	2	11,11	6	33,33	1	5,56	18	100
<b>Few of them</b>	2	33,33	2	33,33	2	33,33	0	0,00	0	0,00	6	100
<b>None of them</b>	0	0,00	0	0,00	2	100,00	0	0,00	0	0,00	2	100
<b>Missing</b>	0	33,90	0	54,24	0	0,00	0	1,69	0	00,00	0	100
<b>Total</b>	60	37,27	74	45,96	10	6,21	10	6,21	7	4,35	161	100

A statistical reading of the above table shows that the number of the answers corresponds to 161. From this number, the majority of the respondents have positive attitudes towards their classes since 59 (36.65%) like to attend all of their classes and 76 (47.20%) like to attend most of them. In the cross-table, there seems to be a positive correlation. The majority of the students find them either appropriate (33.90%) or interesting (54.24%). In addition, for the 76 informants who like to attend most of their classes, 44.74% find them appropriate whereas 46.05% find them interesting. The menacing classroom seems not important since only few find the classroom menacing (10 out of 161, i.e. 6.21%).

In this cross-table, we tend to relate the independent variable of liking to attend the FLC and the students' attitudes towards it. As shown in the results, most participants have

positive attitudes towards their classes and like to attend them. When learners are positive towards attending the classes and find them appropriate (about 34% for appropriate and about 45% for interesting), they are less likely to flee their classes and withdraw. As a result, FNE seems not to be caused by neither the attitudes the participants have towards their classes nor by the fact that these classes are menacing (a rate of 6.21% of this latter).

**Table 20: Learners' Attitudes towards their FLC**

Q21 Q04	All of them		Some of them		Few of them		None of them		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
All of them	25	43,10	26	44,83	6	10,34	0	0,00	1	1,72	58	100
Most of them	21	29,17	43	59,72	4	5,56	2	2,78	2	2,78	72	100
Some of them	6	31,58	8	42,11	3	15,79	2	10,54	0	0,00	19	100
Few of them	2	33,33	2	33,33	2	33,33	0	0,00	0	0,00	6	100
None of them	0	0,00	1	50,00	0	0,00	1	50,00	0	0,00	2	100
Missing	0	0,00	0	0,00	0	0,00	0	0,00	1	100	1	100
<b>Total</b>	54	34,18	80	50,63	15	9,49	5	3,16	4	2,53	158	100

This table completes the previous one. It shows also the correlation between learners' liking of their FLC and liking to attend them. Correlation is also positive since 25 out of 58 (43.10%) do like them and like attending them and 21 (29.17%) like all of them and like to attend most of them. Yet, 26 out of 58 (44.83%) like some of them and like to attend all of them, and 43 out of 72 (59.72%) like some of them but like to attend most of them. All in all, these answers show that attending the FLC remains positive in most of the learners under study.

We can notice that positive attitudes reign in the learners' answers. Liking the classes and liking to attend them means that the learning atmosphere is appropriate for learning to take place and this leads to a rise in motivation. Research in FLA and FNE indicates that

relaxed atmosphere promoted by the teachers of the researched groups and the friendship among the learners are pointed out by themselves as the source of their well being when engaged in oral work (Nascente et al. 2003). In addition, negative attitudes towards the FLC is considered as a type of anxiety as pointed out by Aida (1994) referring to the “*Negative Attitudes Toward the Japanese Class*” in her research. In our case, our participants seem not to have such negative feelings, the thing that lead us conclude that the FLC is not a cause of negative feelings like FNE, but if so, other possible sources of FNE can be behind.

## 2. Peer Interaction

When being a member of the group in the FLC, peer interaction is prominent. If this interaction fails, learners flee taking part of the classroom activities and discussions and this will result in anxiety and FNE. Nascente et al. (2003) stated that one of the reasons why the researched subjects were anguished was the fact that they did not want to have their weaknesses exposed to the whole group. For them, in the social interaction process, being alone is a protection of the ego. From this sub-section, we aim at diagnosing the nature of the interaction that exists between the members of the same group together with the learners’ perceptions of their classmates.

**Table 21, Item 23:** *Characteristics of a good classmate*

	Participates	Silent	Works in a group as a team, helpful	Likes to learn alone	Corrects his classmates	Others	Missing	Total
<b>Ni</b>	87	8	106	14	21	8	2	246
<b>%</b>	55,4	5,1	67,5	8,92	13,4	5,1	1,27	100

**Item 23:** *How do you estimate a good classmate?*

After testing the participants' attitudes towards the group and the FLC, we asked learners to determine the characteristics of a good learner. This item aims at knowing how learners evaluate each other in the classroom. In other words, the reverse holds true because if learners do not show the same learning behaviour during their learning process, they are more likely to be subject of negative evaluation.

According to the results, a big deal of votes was afforded to team work by 67.5%. **Cooperative learning** seems a need for students in their FLC and they perceive a good classmate through group works. The second high proportion was given to participation. This represents 55.4% of the answers. If students participate, they are considered as good learners even by the classmates and this also leads us conclude that silent students (5.1% think they are good) and those who do not participate can be subject of negative evaluation by their peers. In addition, there are students who correct their classmates in the classroom. This can also lead to negative evaluation although 13.4% of the respondents consider them as good classmates. It is obvious that individual learners' differences influence these rates and views are different accordingly. The respondents' replies show also diversity in the learning styles learners have.

All in all, participation and group works seem to be influencing factors that lead to an encouraging peer evaluation. Most learning styles in our case study favour cooperative learning and active engagement of learners in the learning. Hence, interactive learning tasks may be efficient for a more interactive, less stressful environment.

**Table 22, Item 25: Making Mistakes and Peers Ridicule:**

	Discouraged and you give up	Worried, inferior, incapable	Ready to take risks again	Others	Missing	Total
<b>N</b>	36	21	90	26	7	180
<b>%</b>	22,9	13,4	57,3	16,6	4.46	100

**Item 25:** *If some students laugh at you when you make mistakes, do you feel:*

A quick glance at the table shows that more than the half of the informants (57.3%) does not react negatively to peers' ridicule. These results favour those obtained from item 19. That is, such learners take this behaviour easy and they are ready to take risks again. This is a strong indicator of motivation. However, this does not mean that the other rates are to be neglected because we consider that 22.9% is a considerable percentage for learners to feel discouraged and decide to give up. It is quite important that all students share positive experiences for a less threatening learning climate especially if we add 13.4% of the participants who feel worried and incapable. Such negative feelings will certainly influence the learners' whole learning process when interaction is affected.

**Table 23, Item 31 i/ii: Learners' Attitudes and Justifications towards the Peers Loud Error Correction when Speaking**

Q31ii Q31i	Teacher's task		Affective malaise		Lose concentration		Peers show off		we have the same level		Causes noise		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Yes</b>	3	4,55	0	0,00	1	1,52	0	0,00	0	0,00	0	0,00	1	1,52	61	92,42	66	100
<b>No</b>	15	19,74	12	15,79	15	19,74	4	5,26	7	9,21	3	3,95	9	11,84	11	14,47	76	100
<b>Others</b>	1	12,50	2	25,00	0	0,00	1	12,50	2	25,00	0	0,00	2	25,00	0	0,00	8	100
<b>Missing</b>	0	0,00	3	20,00	3	20,00	2	13,33	1	6,67	0	0,00	1	6,67	5	33,33	15	100
<b>Total</b>	19	11,52	17	10,30	19	11,52	7	4,24	10	6,06	3	1,82	13	7,88	77	46,67	165	100

An instant glance at the numbers shows that among the 165 answers, 66 (40%) students like when their peers correct their errors in the classroom and 76 (46.06%) do not.



From the first category, only three respondents (4.55%) think that it is the teacher's task to do so. The second category is our focus since we are interested in the problematic situation. These learners do not like this loud error correction because 19.74% of them consider that it is the teacher's task and the same rate is afforded to loss of concentration, 15.79% of the respondents feel affective uneasiness. The other rates are linked to the peers' showing off, noise and the unnecessary contribution of the learners since they have the same level. Finally, 11.84% of the answers are attributed to the "Others" option.

In a trial to analyse the above numbers, our target is the "no" answers which represents 46%. However, if we consider the missing answers, the remaining number is 31.59% compared to the 0.65% of those who opted for the "yes" answer. Having the majority of the answers to "not liking this loud error correction" means that learners possess negative attitudes towards this peer-assessment practice and this means that the classroom environment is menaced. This detail is reinforced through the created options, which are almost negative. The same results were found by Nascente et al. (2003). She said in this concern that one of the reasons why the researched subjects were anguished in relation to the correction of their errors was the fact that they did not want to have their weaknesses exposed to the whole group. From the "No" option, we have 15.79% devoted to affective malaise and FNE can be related to this. That is, FNE can be generated by a menacing peer evaluation that might characterize the FLC. In other words, the notion of FNE is not merely related to assessment because learners may think of any kind of evaluation be it valued or not. In this case, we refer to the peers' evaluation and the dynamic of the group.

**Table 24, Item 16/18i: Learners' Feeling, Difficulty in Speaking and Avoiding Participation**

Q16 \ Q18i	FNE		Speaking difficulty		Carelessness		Doubt: answers/abilities		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Fear the teacher's evaluation</b>	11	27,50	15	37,50	1	2,50	1	17,50	4	10,00	2	5,00	40	100
<b>Feel weak</b>	8	28,57	11	39,29	2	7,14	2	25,00	0	0,00	0	0,00	28	100
<b>Feel inferior, blocked and lose motivation</b>	5	10,20	27	55,10	0	0,00	0	22,45	4	8,16	2	4,08	49	100
<b>Take it easy</b>	6	10,00	12	20,00	5	8,33	5	23,33	14	23,33	9	15,00	60	100
<b>Others</b>	2	10,00	3	15,00	0	0,00	0	25,00	9	45,00	1	5,00	20	100
<b>Missing</b>	0	0,00	1	33,33	0	0,00	0	0,00	0	0,00	2	66,67	3	100
<b>Total</b>	32	16,00	69	34,50	8	4,00	8	22,00	31	15,50	16	8,00	200	100

A statistical reading of the table leads us pay attention to the highest rate 60 answers which is devoted to taking these difficulties easy (30%). Yet, our concern is always related to the feeling of fear when meeting difficulties in speaking and how much this is linked to FNE. To begin with, the sum of the negative feelings resulted from the difficulties in speaking are high because 117 replies out of 200 (58.5%) feel uneasy such feelings as fear from the teachers' evaluation, (40 answers/ 20%), feel weak (28 replies/14%) and feeling of inferiority, and loss of motivation (49 responses/24.5%). To begin with, this item of speaking difficulty is correlated with avoiding participation. The first category is FNE. It represents 27.50% of the answers show that students with speaking difficulties feel FNE of the teacher. Eight respondents out of 28; that is 28.57% of the participants feel weak and avoid participation because of the feeling of FNE. In addition, five informants out of 49 feel FNE the thing that hinders them from participation because they feel inferior, blocked and lose motivation when meeting difficulties in speaking.

Speaking difficulties have proved to be among the most significant sources of FLA by previous researches. In our case, item 16 asks directly the participants about their

feelings when meeting difficulties. From these participants, 34.50% avoid participation. It is because of its public nature, the speaking skill is considered to be the main source of language anxiety; though it is a sign of language mastery. In this concern, Arnold (2000: 3) remarks that *“The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language.... Many researchers have pointed out that the skill producing most anxiety is speaking”*. More precisely, we can refer to Brown’s (2004) two-year study of peer group, involving 210 first year university students where he relates levels of FNE to participation. Concerning difficulties in speaking and fear from the teachers’ evaluation, results demonstrated 20%, but when crossing this variable with FNE, we found that 27.50% of the answers show that students with speaking difficulties feel FNE of the teacher. This remains a considerably high number as it shows that FNE caused by the teacher’s evaluation is an existing phenomenon in our EFL classes. This result was found by Nescente et al. (2003). They stated that *“The fear of being evaluated by their teachers as less capable people, of having their mistakes and difficulties exposed and judged by the whole group, made some of the researched subjects feel apprehensive when expressing themselves orally in the classroom. This tension must have affected their oral performance in some way”*. The feeling of FNE is experienced by our learners as we find that 16% of the students who avoid participation relate this avoidance behaviour to FNE. Accordingly, if learners suffer from FNE, they are more likely to display hypersensitivity towards evaluative situations; a phenomenon that involves avoidance-related behaviours (Kearney, 2005). Eight respondents out of 28; that is 28.57% feel weak and avoid participation because of the feeling of FNE and five informants out of 49 feel FNE the thing that hinders them from participation because they feel inferior, blocked and lose motivation when meeting difficulties in speaking. Many

researchers tied motivation to anxiety (Krashen, 1986; Gardner, Day and MacIntyre, 1992: 197). More precisely, we can refer to Gardner et al.'s Model where they consider anxiety and motivation as two separate dimensions with overlapping behavioural consequences. According to the above authors and others, when motivation is high, self-confidence is high, anxiety is low (**c.f. Affective Filter**).

### **3. Instructor-learner Interaction**

As reported by research and as shown in our results of the previous chapter when using participant observation, many of the sources of FLA and uncomfortable feelings of FNE raise principally from the learning environment where learner-learner interaction and learner-teacher interaction are its core. However, it is common knowledge that the teacher is the sovereign of the classroom and all interaction rules are to be guided by him when he manages his classroom. That is why; we created this section to diagnose how the teacher's interaction with his students influences their affect. If negatively evaluated, is fear generated? To what extent?

**Table 25, Item 3/22: Learners' Attitudes towards their Teacher and their Estimation of a Good Teacher**

Q22 Q3	Correct every error		Strict		Easy-going and kind		Serious and knowledgeable		Uses criticism to evaluate		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Frightening</b>	8	21,05	0	0,00	8	21,05	16	42,11	2	5,26	4	10,53	0	0,00	38	100
<b>Knowledgeable</b>	26	28,57	5	5,49	8	8,79	43	47,25	9	9,89	0	0,00	0	0,00	91	100
<b>Helpful and respectful</b>	41	29,29	9	6,43	19	13,57	56	40,00	12	8,57	2	1,43	1	0,71	140	100
<b>Others</b>	11	26,83	3	7,32	5	12,20	15	36,59	1	2,44	6	14,63	0	0,00	41	100
<b>Missing</b>	9	39,13	0	0,00	1	4,35	9	39,13	3	13,04	0	0,00	1	4,35	23	100
<b>Total</b>	95	28,53	17	5,11	41	12,31	139	41,74	27	8,11	12	3,60	2	0,60	333	100

In this cross-table, we tried to associate the learners' perception of their teachers and how do they estimate a good teacher. Again, results seem to be positive because most students do not see their teachers from a negative angle. The highest rates are related to respectful, helpful and knowledgeable teachers with 139 answers, that is 41.47%. When put all together; and crossing options in the items, we got 56 replies (40%) for students who find their teachers helpful and respectful, and 47.25% think that their teachers are knowledgeable. For both rates, the good teacher is the one who is serious and knowledgeable. Error correction seems to be a characteristic of a good teacher since 28.53% of the informants estimate it as such. The lowest percentages are observed in the strict characteristic of teachers which represents teachers' criticism when evaluating where 17 (5.11%) views out of 333 are given. Here, only eight students out of 38 from the first category responded on frightening teachers and that they correct every error. Yet, 38 (11.41%) of the informants consider their teachers to be frightening; that is a number we estimate as high.

Since 11.41% of our participants consider their teachers to be frightening, such students' perceptions (whether real or imagined) is more likely to engender the feeling of

fear from these instructors especially when associated with negative evaluation. We can refer to what Davison, Feldman, and Osborn (1984: 349) found in relation to stress and irrational beliefs They reported that “*Subjects thought less rationally when confronted with stressful situations than with a non-stressful one; subjects high on questionnaire-defined fear of negative evaluation and irrational thinking rated stressful tapes as more anxiety-provoking than did subjects low on these inventories*”. However, when grouping the options; knowledgeable, helpful and respectful, we find that 69.37% (140+91 answers) of the replies show that learners’ positive perception of their teachers correlates positively with their estimation and perception of a good teacher.

**Table 26, Item 25: Teacher’s Way of Error Correction**

	Smoothly	Strictly	Harshly	With punishment and humiliation	Others	Missing	Total
N	92	36	9	8	21	13	179
%	58.6	22.9	5.73	5.1	13.4	8.28	100

**Item 25: How do teachers correct your errors?**

Stemming from the assumption that teachers’ error correction is a fundamental issue for EFL learners and can be a causal factor in generating FNE in them, we asked learners about how teachers correct them. Statistical results show that 58.6% of the teachers correct their learners’ errors smoothly. This means that most teachers do not offend learners when making errors. Yet, 22.9% of them are strict in doing so, but only 5.1% punish and humiliate their learners when correcting errors. Although the latter is a small rate, -we feel the need to put focus on the existence of this kind of practices when assessing learners especially when adding it to the 5.73% of the instructors who correct learners harshly. In fact, harsh error correction has shown to be one of the most anxiety-generating factors in

FLL contexts. Such practices should be totally avoided by instructors given that the role of a facilitator is welcome in the present teaching philosophy. One can refer to Nacsente and Menteiro (2003) who declared,

*some specific teaching features, such as immediate oral production, constant assessment and error correction strategies were seen by the subjects as tension raising aspects. On the other hand, the relaxed classroom atmosphere fomented by the teachers and enhanced by the positive interaction among the students researched were perceived as anxiety relieving factors.*

Hence, the teacher's role, here, is significant in either elevating or diminishing FNE in his learners when correcting the learners' errors. His responsibility is great in creating a less stressful learning environment and this was evidenced in our chapter of participant observation.

After analysing results of the first section, interaction seems positive for more than the half of the participants, but many problems still figure out when dealing with learner-learner interaction and teacher-learner interaction. Still, we need not reach a conclusion about our first hypothesis, here, because we need to reinforce these findings through the qualitative analysis of the interview in our next chapter.

In our next section, we are going to go through a number of items and grouped questions to test how do language skills, performance and error correction lead to FNE.

### **VII. 2. 3. Language Proficiency, Performance, Error Correction and FNE**

The TL is one of the chief sources of FLA, and we generalize this to FNE. Our aim is to identify its effect on learners' feelings; that is fear, in particular. One can pass on Price

(1991) who argued that when forced to use a language students are still learning, they might feel they are not representing themselves appropriately, showing only a part of their real personality and intelligence. This sort of situation may raise students' anxieties both when communicating in and out of the classroom environment, which deprives these students of opportunities of practicing the TL for real communication, decreasing in this way, their learning possibilities. This is, then, our aim through stating the first and second hypotheses. In other words, we cannot detach the TL from performance and errors. These factors constitute our second hypothesis we tend to verify in this section. Of course, these aspects are also related to the learning environment which is characterized by interaction; the core content of our first hypothesis we tested in the previous section. In what follows, we divided the second hypothesis into dimensions that we consider as sources of FNE.

### **1. Language Proficiency**

Language proficiency is what teachers evaluate when assessing learners. This is because we deal with EFL students whose target is to learn and master this language. For such sake, language skills, grammar, vocabulary and pronunciation are taught in various subjects. That is why, many questions are asked about these skills and sub-skills to evaluate our participants' language proficiency as perceived by the participants and how do they feel. Further, as part of our investigation, we need to understand the sources of FLA and FNE through difficulties in language skills which are presented, here, in details. That is, we did not try to ask learners about their language proficiency because we suppose they are unable to provide an accurate evaluation. In addition, this general item was asked in the activities (**Appendix 03: Learners' Profile and Learning Environment Activity**) when observing our learners and students could not self-evaluate themselves.



In this respect, language anxiety is agreed upon by Endler and Okada (1975), Eysenck (1979) and Schwarzer (1986) to mean the apprehension experienced when a situation requires the use of a second/foreign language with which the individual is not fully proficient. Here, it is seen as a stable learning trait referring to the propensity for an individual to react in a nervous manner when speaking, listening, reading or writing in a second language.

**Table 27, Items 5/6: Learners' Listening Ability in the Classroom and their Feelings**

Q5 \ Q6	Inferior, incapable compared to others		Anxious, worried		Take it easy		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
Everything	0	0,00	0	0,00	0	0,00	0	0,00	6	100	6	100
Many things	2	1,98	11	10,89	8	7,92	1	0,99	79	78,22	101	100
Some things	3	6,25	5	10,42	5	10,42	0	0,00	35	72,92	48	100
Few things	1	33,33	1	33,33	1	33,33	0	0,00	0	0,00	3	100
Nothing	1	50,00	1	50,00	0	0,00	0	0,00	0	0,00	2	100
Missing	0	0,00	0	0,00	0	0,00	0	0,00	1	100,00	1	100
<b>Total</b>	<b>7</b>	<b>4,35</b>	<b>18</b>	<b>11,18</b>	<b>14</b>	<b>8,70</b>	<b>1</b>	<b>0,62</b>	<b>121</b>	<b>75,16</b>	<b>161</b>	<b>100</b>

In this combination, only students who just understand few things or nothing from the teacher's talk are concerned with this items' grouping. That is why; the no answer is rating high here (45.16%). For the feelings these learners experience, our focus is made on the first two options of the sixth item. Here, two students feel inferior, incapable compared to others, but 11 (10.84%) feel anxious although they understand many things. For those who understand some things, three feel inferior and incapable whereas five (10.42%) feel anxious. The number of anxious students is 18 out of 161 and this represents 11.18% of the participants.

From the results, the majority of the students understand many things when they listen to their teachers (62.73%). This is a good sign that listening in the FLC is not problematic and we consider it a low factor that generates FNE in our participants. Yet, we can in no way ignore the 11.18% of the participants who feel worried and stressed when unable to understand what the instructor says. We consider that these students feel as such as a result of the negative evaluation of the self because they are unable to understand what other peers do understand. To this, we can add the 4.35% of the respondents who feel inferior, incapable compared to others. As part of language proficiency, teachers' input seems to be comprehensive as most participants are able to understand most of it. Hence, it is not a source of FNE in our case.

**Table 28, Items 7/8: Reading Difficulty and the Learners' Reading Ability**

Q7 \ Q8	All of them		Many of them		Some of them		Few of them		None of them		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Very Difficult</b>	0	0,00	1	33,33	1	33,33	0	0,00	1	33,33	0	0,00	3	100
<b>Difficult</b>	1	4,76	13	61,90	4	19,05	3	14,29	0	0,00	0	0,00	21	100
<b>Neither easy nor Difficult</b>	16	16,33	48	48,98	31	31,63	2	2,04	0	0,00	1	1,02	98	100
<b>Easy</b>	8	22,86	18	51,43	7	20,00	1	2,86	0	0,00	1	2,86	35	100
<b>Very easy</b>	3	60,00	1	20,00	1	20,00	0	0,00	0	0,00	0	0,00	5	100
<b>Missing</b>	0	17,28	0	50,00	0	27,16	0	3,70	0	0,62	0	1,23	0	100
<b>Total</b>	28	17,28	81	50	44	27,16	6	3,70	1	0,62	2	1,23	162	100

The items here try to relate reading proficiency to the degree of complexity. Most of the answers take the mid position as 98 (60.49%) respondents think that reading is neither easy nor difficult. Only three students consider this skill very difficult (1.85%), but 21 (12.96%) think it is difficult. From these, most respondents understand many of the written materials (61.90%) and 19.05% understand some of them.

The findings then reveal that reading proficiency is not menacing because most students do not perceive it as a difficult task. However, about 15% find the reading task difficult and this can lead to affective problems from which reading apprehension can emerge. Yet, we consider this detail premature and we cannot assume that reading apprehension exists especially that reading deficiency is not characterised.

**Table 29, Item 9i/ii: The Effect of Reading Deficiency on the Learners' Affect**

Q9i	Q9ii	Part of learning/try again		Affective considerations		Lower than others		Others negative vision		Low language proficiency		Unable to manage time		others		Missing		Total	
		Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
	<b>Lower Reading Proficiency than Others</b>	4	10,81	5	13,51	7	18,92	2	5,41	7	18,92	2	5,41	3	8,11	7	18,92	37	100
	<b>Incapable, inferior</b>	4	8,70	18	39,13	7	15,22	1	2,17	3	6,52	0	0,00	0	0,00	13	28,26	46	100
	<b>FNE</b>	5	15,63	5	15,63	0	0,00	6	18,75	1	3,13	0	0,00	3	9,38	12	37,50	32	100
	<b>Others</b>	10	30,30	5	15,15	3	9,09	1	3,03	5	15,15	2	6,06	1	3,03	6	18,18	33	100
	<b>Missing</b>	5	12,82	4	10,26	1	2,56	1	2,56	1	2,56	1	2,56	4	10,26	22	56,41	39	100
	<b>Total</b>	28	14,97	37	19,79	18	9,63	11	5,88	17	9,09	5	2,67	11	5,88	60	32,09	187	100

A bird eye view shows new results between the options for item 9i compared to item 8. For FNE, we got 32 (17.11%) answers. The feeling of inferiority seems also detrimental because 46 views (24.60%) are linked to this feeling. From this number, 18 students (39.13%) feel both inferior and relate the reason to affective considerations. This affect had 19.79% of the total number of the answers from which FNE had 5 replies. In other words, from the 32 answers related to FNE, 15.63% of them related its source to affective considerations and 18.75% to the others' negative vision.

From the table, we aim at diagnosing learners' feelings from reading deficiency. We need to collect data about reading apprehension more exactly and relate reading difficulty

to FNE. In the literature on FLA, Saito et al. (1999) explored the links that exist between general FLA and FLRA. The result was that FLRA is related but distinguishable from FLA. In our study, although the majority of learners proved to possess reading proficiency, we asked them about their feelings when being unable to read and justify their choice. As one might notice from the numbers, all the created options from the justifications are related to negative affect and the aspect of competitiveness is highlighted here. Our examined phenomenon FNE is existent when considering reading proficiency. Indeed, for some students, writing, reading or listening can also create fear, depending on the student (Horwitz and Young 1991, Scarcella and Oxford, 1992). Back to the results, 32 (17.11%) of the informants do experience FNE when unable to read the written material. We estimate the number high because such learners can show an avoidance-behaviour and this is more likely to affect the whole learning environment. When crossing the two variables, FNE and “the others’ negative vision”, we observe that the rate is the highest compared to the other options. This percentage represents 18.75%. We can call attention upon the cause of FNE that appears, here. Such students feel FNE because they are afraid of the other’s negative vision. In other words, either the teacher’s or the peers’ view is salient for such learners to feel secure. If negative this view is or perceived, fear is the result. Affective considerations are also considerably mentioned and 15.63% of the learners feel FNE because of the factor of affect. Finally, the attracting point we can cite, here, is that learners do not feel FNE because of the low reading proficiency; reading is not a problem in itself as found in the previous item, but this feeling is more likely engendered by other such aspects as the “others” negative vision and negative affect. Yet, aspects like feeling lower than others (00.00%) and low reading proficiency (3.13%) are not the cause of FNE as evidenced by these rates.

**Table 30, Item 10: Reading Loudly in the Classroom and the feeling of Anxiety**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Missing	Total
N	15	42	40	42	11	7	157
%	9.55	26.8	25.5	26.8	7.01	4.46	100

**Item 10:** Say how much do you agree with the statement: “I feel nervous and worried when I have to read loudly in the classroom”

Reading loudly in the classroom has to do with both the reading skill and pronunciation. That is why; we asked learners about the occurrence of the feeling of anxiety when having to do so. This is a matter of performance. What interests us in the rates is the two first options. Here, 9.55% of the replies strongly agree and 26.8% agree that anxiety occurs when ‘reading loudly’ is presented as a task. Both rates will make together 36.35%; which is a significant number. That is, these learners attest that they feel anxious when a reading task is given and should be performed in the classroom. Performance, then, here is a possible source of anxiety in these learners.

**Table 31, Item 11/12: Writing Difficulty and the Learner’s Feelings**

Q11 \ Q12	Weak in writing and despaired		FNE/Teacher		Lower than others		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
Very Difficult	3	50,00	0	0,00	3	50,00	0	0,00	0	0,00	6	100
Difficult	15	39,47	12	31,58	6	15,79	2	5,26	3	7,89	38	100
Neither easy nor Difficult	17	22,37	20	26,32	14	18,42	17	22,37	8	10,53	76	100
Easy	6	15,00	8	20,00	3	7,50	9	22,50	14	35,00	40	100
Very easy	1	25,00	0	0,00	0	0,00	3	75,00	0	0,00	4	100
Missing	0	0,00	1	50,00	0	0,00	0	0,00	1	50,00	2	100
Total	42	25,30	41	24,70	26	15,66	31	18,67	26	15,66	166	100

This item tries also to complete the view about language proficiency since we tackled language skills one by one. Concerning writing deficiency and WA, this combination is

made to test the correlation. Our concern is the two first options. For this, a number of 44 students see writing either very difficult (6/3.61%) or difficult (38/22.89%).. for the justifications we got, 42 learners (25.30%) related this difficulty to writing difficulty and feeling despaired whereas FNE from the teacher's part showed 24.70% of the answers. Self negative evaluation seems also present because 15.66% of the total answers related writing difficulty to feeling lower than others. Concerning FNE, 31.58% of the participants who consider the writing skill difficult, fear the teacher's negative evaluation. In addition, from the 76 respondents who are neutral in terms of difficulty, 26.32% of them FNE of the teacher as well.

It seems that FNE also exists when having to do with writing and it rated even more than reading. We can refer to Cheng et al. (1999). They concluded from their study in Taiwan that FLWA is a more specific type of anxiety, closely related to the language particular skill of writing. However, FLWA is associated with the teacher. It is obvious that what the learner writes is evaluated by the instructor. Hence, learners are more likely to feel fear from the teacher's evaluation especially if negative it is or negatively perceived. Lee (2005: 335) claimed that writing in a FL is an acknowledged difficulty for a majority of EFL students at all levels. Through our participants' answers, 24.70% feel afraid of the teacher's negative evaluation when meeting difficulties. Instructors play a great role in either creating or elevating fear when they evaluate their learners' writing productions in a negative way. Given the importance of this issue, Daly and Miller (1975a, 1975b cited in Lee, 2005: 336), created the Writing Apprehension Scale accessing people's anxiety toward and fear of writing in specifically evaluative situations. They also reported that WA is most likely to develop via negative past experience, especially from teachers' low expectations, evaluations, and excessive error correction (Ibid).

**Table 32, Item 13/16: *Speaking Difficulty and the Learner's Feelings***

Q13 \ Q16	FNE/Teacher		Weak/Lower than Others		Inferior/Blocked/Lose Motivation		Take it easy		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Very Difficult</b>	3	17,65	4	23,53	7	41,18	1	5,88	2	11,76	0	0,00	17	100
<b>Difficult</b>	11	15,49	10	14,08	24	33,80	19	26,76	6	8,45	1	1,41	71	100
<b>Neither easy nor Difficult</b>	16	23,53	6	8,82	10	14,71	29	42,65	5	7,35	2	2,94	68	100
<b>Easy</b>	2	11,76	0	0,00	3	17,65	9	52,94	3	17,65	0	0,00	17	100
<b>Very easy</b>	0	0,00	0	0,00	1	33,33	1	33,33	1	33,33	0	0,00	3	100
<b>Missing</b>	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	1	100	1	100
<b>Total</b>	32	18,08	20	11,30	45	25,42	59	33,33	17	9,60	4	2,26	177	100

There are two interrelated items; speaking difficulties and the feelings generated from it. From the table, we notice that 17 informants out of 177 (9.60%) consider speaking very difficult whereas 40.11% think that speaking in English is difficult. Most of the causes are affective as 18.08% of the sample relates this difficulty to the FNE from the teacher, 11.30% feels lower than others, and 25.42% of the learners feel inferior, blocked and lose their motivation. Concerning FNE, 17.65% of those who think speaking is very difficult, the extreme view, experience this feeling compared to the 15.49% of those who consider English speaking difficult. From the table, we notice that even those who consider speaking 'neither easy nor difficult' experience FNE (23.53%) and feel inferior (14.71%).

According to Nascente and Monteiro (2003), when engaged in FLL situations, individuals display the trend of having their tensions increased due to the natural conflict aroused by their tendency of remaining quiet and the oral communication demands which are proper to language learning contexts. This may be the difficulty learners meet in their EFL classes. Speaking seems to be a difficult task by about half of the participants; a higher rate compared to the other considered skills as shown in our study. Our results are

not different from previous researches that considered speaking a challenging task to foreign language learners. Concerning our target, 18.08% of the sample relates this difficulty to FNE from the teacher. The instructor's negative evaluation seems to be an inquiry in our informants who feel afraid of it when having to do with speaking. Additionally, 11.30% feels lower than others; a detail which can be linked to self-confidence and even FNE because such negative evaluation of the self is more likely to lead to FNE of the others. That is; such students may develop negative beliefs about their oral production that they judge lower than the others' performance. The result will, then, be "*the expectations that others would evaluate oneself negatively*" (Watson and Friend: 448). The same explanation can be afforded to the 25.42% of the learners who feel inferior, blocked and lose their motivation.

**Table 33, Item 14:** *The Speaking Task in the Classroom and the feeling of Anxiety*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Missing	Total
N	16	43	30	50	14	4	157
%	10.2	27.4	19.1	31.8	8.92	2.55	100

**Item 14:** *Say how much do you agree with the statement: "I feel nervous and worried when I have to speak in English in the classroom"*

Always under the heading of language proficiency, speaking has always figured out in previous researches' results on FLA. Again, always through statistical findings; 10.2% strongly agree with the statement and 27.4% do agree; a total of 37.6%. One might notice that this number is not far from the one obtained from item 10; i.e. having to read loudly. Hence, performance or language use is one of the possible sources of FLA. In this, Price (1991) investigated by asking questions about what made students most anxious in the



FLC. All of the subjects answered that having to speak a foreign language in front of other students resulted in the most anxiety.

**Table 34, Item 15: Inability to Express Oneself in the Classroom**

	Yes	No	Missing	Total
<b>Ni</b>	129	25	3	157
<b>%</b>	82,2	15,9	1,91	100

**Item 15:** *Have you ever felt unable to express yourself, your ideas and answers orally in the classroom?*

We tried first to test anxiety occurrence in our participants before diagnosing their oral ability and communicative competence. As we expected, the great majority of learners experienced inability to perform orally. This number represents 82.2% of the answers compared to 15.9% who do not feel that. Feeling unable to speak is more likely to lead to blockage, to a poor performance and, hence, to negative evaluation. Different responses are possible to this negative evaluation and fear is a potential consequence, here.

**Table 35, Item 14/15: Speaking, Inability to Speak and Feeling Nervous**

Q14 \ Q15	Yes		No		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%
<b>Strongly Agree</b>	13	68,42	6	31,58	0	0,00	19	100
<b>Agree</b>	36	83,72	6	13,95	1	2,33	43	100
<b>Neither agree nor disagree</b>	28	93,33	2	6,67	0	0,00	30	100
<b>Disagree</b>	39	78,00	10	20,00	1	2,00	50	100
<b>Strongly disagree</b>	10	71,43	4	28,57	0	0,00	14	100
<b>Missing</b>	3	75,00	0	0,00	1	25,00	4	100
<b>Total</b>	129	80,63	28	17,50	3	1,88	160	100

To deepen our understanding about speaking apprehension and the occurrence of inability to speak, these two items are asked and associated. The results we can get from the two first likert scale levels of item 14 and from the “yes” option in item 15 are determinant in our analysis. From the table, we notice that the majority of learners

experienced inability to express themselves in English; a proportion of 80.63% compared to 17.50% who did not. Again, 19 participants (11.86%) strongly agree with feeling apprehension when speaking and 43 of them (26.86%) agree with the statement. Communication Apprehension correlates positively with the negative experience of inability to talk because 68.42% of those who strongly agree with the statement have experienced it compared to 83.72% of them who agree with it.

As evidenced in previous researches, the speaking skill is the most anxiety-breeding compared to other skills. In the participants' answers, 80.63% of the respondents have met difficulties in speaking. From this considerable majority, 11.88% strongly agree with the statement relative to CA and 26.88% do agree with it. When putting these rates together, 38.76% of the respondents feel CA when experiencing inability to speak. This rate is significant because people who feel nervous when orally communicating with others tend to avoid situations in which this kind of communication is necessary. Their aim would be to escape the anxiety and fear generated by these situations (McCroskey, 1977). From this combination, the existence of CA was evidenced. However, we are not going to pursue the discussion in details, here, because the coming table will complete these findings and relate CA to FNE.

**Table 36, Item 14/16: Feelings towards Speaking Difficulties and Feeling Nervous**

Q16 Q14	FNE/teacher		Weak in front of peers		Inferior, blocked and lose motivation		Take it easy		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Strongly Agree</b>	3	13,64	2	9,09	7	31,82	6	27,27	4	18,18	0	0,00	22	100
<b>Agree</b>	9	18,37	7	14,29	18	36,73	14	28,57	0	0,00	1	2,04	49	100
<b>Neither agree nor disagree</b>	5	16,13	3	9,68	7	22,58	13	41,94	2	6,45	1	3,23	31	100
<b>Disagree</b>	10	19,23	5	9,62	8	15,38	19	36,54	9	17,31	1	1,92	52	100
<b>Strongly disagree</b>	3	17,65	2	11,76	4	23,53	6	35,29	2	11,76	0	0,00	17	100
<b>Missing</b>	2	40,00	1	20,00	0	0,00	1	20,00	0	0,00	1	20,00	5	100
<b>Total</b>	32	18,18	20	11,36	44	25,00	59	33,52	17	9,66	4	2,27	176	100

The statement in item 14 relative to CA is correlated with the feelings that accompany it. Here, 22 (12.5%) strongly agree with the statement and 49 (27.84%) agree with it. In this combination, FNE for the first category represents 13.64% and 18.37% for the second. That is, for students who feel CA, they fear the teacher's negative evaluation. In addition, they also disclose feelings of inferiority, blockage and loss of motivation as shown through the numbers 31.82% for those who strongly agree and 36.73 for those who agree.

Through this grouping, CA seems to correlate with FNE from the instructor. Both anxieties are interrelated and make up FLA. Our aim, here, is to inspect the effect of speaking difficulties on learners' affect particularly the feeling of FNE. From the results, learners who experienced CA when meeting difficulties in speaking do also feel FNE (32.01%) when grouping the two first options in item 14. We can refer to Aida (1994) who related CA to FNE and stated that that Speech Anxiety and FNE are more likely to

influence FLL the most. She reached this conclusion after finding that Speech Anxiety and FNE rated 37.9%. one might notice that this result is not far from the one we got, here, the thing that makes these variables somehow near in both Algerian and Japanese contexts. Concerning the fear experienced from the others' negative evaluation has to do with the instructor rather than the student as specified in item 16. Henceforth, speaking is proved to be a source of FNE in our participants. One can compare this result with Kitano's (2001) since his main point of emphasis is to explore an individual student's FNE in relation to the speaking ability.

**Table 37, Item 17: Reasons behind Meeting Difficulties in Language Skills**

	Low proficiency in that skill	Vocabulary Gaps	Grammar Deficiency	Others' Negative Evaluation	Others	Missing	Total
<b>N</b>	59	73	19	18	9	3	181
<b>%</b>	37,6	46,5	12,1	11,5	5,73	1,91	100

**Item 17:** *When you meet a problem or a difficulty in one of the language skills, is this because:*

To detail the discussion about language proficiency, this item was asked to seek the sources of language deficiency in any of the language skills. Surprisingly, vocabulary seems the major problem informants find that causes difficulty in language use. About 46.5% have gaps when trying to use the TL. The second problematic skill is speaking with 37.6% and this was evidenced by many researches. Both grammatical problems and negative evaluation of others appear as almost approximate where 12.1% found for the former and 11.5% for the latter. The others' negative evaluation seems to cause difficulty when trying to perform, the thing that confirms its existence in our EFL classes.

## 2. Performance and Errors

Learning a FL necessitates performing in it. Yet, foreign language learners do not have the full language proficiency that permits them communicate without error commitment. That is why, we link performance to errors; we consider them omnipresent in the learners' daily practices in their FLC. Our aim is to relate these two variables to the feeling of FNE. One can explore the findings in this concern through the following tables. According to Krashen (1985), a Low Affective Filter enhances FLA. For him, students who hold low-anxiety levels tend to be more successful in their attempts of speaking in the FL. That is why; we are putting focus on performance, errors and FNE. This section, tries to respond to the research questions: 3, 4, 5.

**Table 38:** *The Effect of Gender on Learners' Negative Affect when Speaking*

G \ Q16	FNE/teacher		Weak in front of peers		Inferior, blocked and lose motivation		Take it easy		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>F</b>	27	20,61	15	11,45	30	22,90	46	35,11	13	9,92	0	0,00	131	100
<b>M</b>	2	6,90	4	13,79	7	24,14	10	34,48	3	10,34	3	10,34	29	100
<b>Missing</b>	3	18,75	1	6,25	7	43,75	3	18,75	1	6,25	1	6,25	16	100
<b>Total</b>	32	18,18	20	11,36	44	25,00	59	33,52	17	9,66	4	2,27	176	100

To show the effect of gender on the feeling of FNE and negative affect in general, we created this table. Stemming from the belief that FNE is gender-bound, we would like to highlight this point especially that our EFL classes contain more females than males (about 74% compared to 18% in this study). In addition, we need to shed light on the relationship between, gender, oral Performance and FNE. Comparing the influence of gender on FNE, we can notice that 20.61% of the females feel FNE when meeting difficulties in speaking compared to 6.90% for males compared to the other options where rates are approximate between males and females. However, males seem more concerned about the others' view as they represent 13.79% compared to the female's rate 11.45%. For the feeling of

inferiority and loss of motivation as a result of speaking difficulties, both males and females show approximate percentages; 24.14% and 22.90% respectively.

**Table 39:** *The Effect of Gender on the Learners' participation Avoidance*

G	Q18i	FNE		Difficulty in Speaking		Lack of motivation		Doubt about answers/abilities		Others		Missing		Total	
		Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
	<b>F</b>	16	12,31	48	36,92	6	4,62	29	22,31	21	16,15	10	7,69	130	100
	<b>M</b>	4	13,33	8	26,67	2	6,67	7	23,33	3	10,00	6	20,00	30	100
	<b>Missing</b>	2	16,67	4	33,33	0	0,00	3	25,00	1	8,33	2	16,67	12	100
	<b>Total</b>	22	12,79	60	34,88	8	4,65	39	22,67	25	14,53	18	10,47	172	100

In order to find out whether participation in the classroom is affected by the gender factor or not, and to relate it to the pre-determined causes, we made such an association between both variables. Participation implies performance and performance implies verbal production and, hence, the risk of making errors. For participation, FNE is also in close proximity to males and females, 13.33% for the first and 12.31% for the second. Gender seems not to affect participation because there is almost no difference in the rates between males and females for the variables, we related to participation avoidance. One can notice that apart from speaking difficulties (36.92% for females and 26.67% for males), the other variables are almost near in terms of rate. Cases in point are lack of interest where females rated 4.62% and males 6.67% whereas the closest rates are found in doubts about answers and abilities where females represent 22.31% and males 23.33%.

When linking FNE to gender, we aim at paying attention to the importance of other variables that can interfere in creating FNE. In this case, gender seems not a strong factor because the feeling of FNE is approximate between males and females. Hence, we shall consider the examination of our pre-determined causes without being concerned about the gender factor.

**Table 40, Item 24:** *Participants' Feelings when Making Errors*

	Fear from the classmates' judgments	Fear from the teacher's evaluation	Inferior, incapable	Taking risks again	Others	Missin g	<b>Total</b>
<b>N</b>	27	41	23	77	19	3	190
<b>%</b>	17.2	26.1	14.6	49	12.1	1.91	100

**Item 24:** *How do you feel when making errors?*

Errors are said to be one of the routine happenings in a beginner EFL learner's experience. However, when accounting for the individual learners' differences, reactions to errors and feelings that learners experience are undoubtedly different. It is, thus, for this reason that this item was asked. According to the results, about half of the answers opted for risk-taking. Even though uneasy feelings are felt when making errors, a number of students is also ready to try again. This is apparent in the 190 replies that exceed the number of the participants. Back to the negative feelings which form the content of the three first categories of this question: Fear from the classmates' judgments (17.2%), fear from the teacher's evaluation (26.1%), and Inferior, incapable (14.6%). As the reader can notice, FNE is important, here, and all the facets of negative evaluation are present as a result of making errors. In other words, when students feel inferior and incapable, this shows a problem in self-confidence and self-efficacy, the thing that generated self-negative evaluation. There is also a direct reference to peer influence as a source of FNE in relation to making errors. Finally, teacher's evaluation seems more significant, here, and engenders fear as a result of making errors. To back these results, one can compare it to what Nascente et al. (2003) found. They said that one of the reasons why; the researched subjects were anguished in relation to the correction of their errors was the fact that they did not want to have their weaknesses exposed to the whole group. They were afraid that the "others", represented by their classmates and teacher, would see them as a kind of less

capable person, diminishing, in this way, their self-esteem, which was directly linked to their self-image that is constituted according to the others, in the social interaction process hence; being alone is a protection of the ego.

**Table 41, Item 26/27: Learners' Attitudes towards Error Correction and its Frequency**

Q26 \ Q27	Always		Sometimes		Rarely		Never		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Necessary</b>	106	83,46	18	14,17	0	0,00	1	0,79	2	1,57	127	100
<b>Useful</b>	36	76,60	9	19,15	0	0,00	0	0,00	2	4,26	47	100
<b>Useless and Needless</b>	4	57,14	3	42,86	0	0,00	0	0,00	0	0,00	7	100
<b>Humiliating</b>	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	100
<b>Others</b>	9	64,29	3	21,43	1	7,14	1	7,14	0	0,00	14	100
<b>Missing</b>	4	80,00	0	0,00	0	0,00	0	0,00	1	20,00	5	100
<b>Total</b>	159	79,50	33	16,50	1	0,50	2	1,00	5	2,50	200	100

This table tries to correlate the way teachers should use to correct the students' errors and the frequency of error correction. Almost all learners find that error correction is necessary (127 students, 63.5%) or useful (47 answers, 23.5%) compared to the 7 informants (3.5%) who believe that error correction is useless and needless. Surprisingly, no participant considers error correction as humiliating. As concerned the results obtained about the frequency of error correction, we noticed that the majority of the respondents opted for the "always" option (79.50%) and 16.50% of them for the "sometimes" one.

A global view of the results, indicates that learners seem to understand the importance/necessity (63.5%) and usefulness (23.5%) of error correction. This shows the positive attitudes such learners possess towards error correction. In addition, error correction is not perceived humiliating because no respondent opted for this option. We can explain this by the fact that such students did neither perceive it negatively nor experience a humiliating past experience. From the results, we can also notice that



students' perception towards error correction is positive and they also show interest in being corrected either always (79.50%) or sometimes (16.50%). That is, our participants like to be corrected continuously because they consider this pedagogic activity necessary and useful.

**Table 42, Item 32:** *Participants' Feelings when Unable to Achieve a Task*

	Anxious, worried, but willing to try again	not worthy	Extremely anxious, shocked and no longer motivated	Optimistic and willing to take risks again	Afraid of evaluation	Others	Missing	Total
<b>N</b>	79	21	13	49	13	4	6	185
<b>%</b>	50.3	13.4	8.28	31.2	8.28	2.55	3.82	100

**Item 32:** *How do you feel when you are unable to achieve a task?*

We believe that inability can affect the learners' psychological being in a remarkable way. Further, this cognitive individual difference can be openly related to affect because it can be a matter of unrealistic beliefs. Through this item, we aim at linking task achievement inability to affect. Students' feelings are quite necessary, here, in diverse ways. First, our options are linked to affective factors and anxiety, in particular. Then, given that learning is also based on practice through tasks, evaluation is more likely to occur. Results show that up to the half of the responses (50.3%) experience anxiety when unable to achieve a task, but it is of the facilitating kind whereas 8.28% feel extreme anxiety which makes them non motivated because it is debilitating. Facilitating anxiety is helpful and helps learners devote more efforts and take further risks. This inability seems also to influence the learners' self-esteem when 13.4% of the answers opted for "not worthy". Self-esteem, as shown in our review of the literature, is a correlate of FLA. As concerns FNE, we got a proportion of 8.28%; a low rate but can be considered, here. Still,

we observe through the answers right from the start that many of our learners are always optimistic and ready to take risks again; a percentage that represents 31.2% of the answers.

**Table 43, Item 33:** *Participants' Feelings when Achieving a Task in a Wrong Way*

	Anxious, worried, but willing to try again	not worthy	Extremely anxious, shocked and no longer motivated	Optimistic and willing to take risks again	Afraid of evaluation	Others	Missing	Total
<b>N</b>	68	17	8	55	22	5	5	180
<b>%</b>	43.3	10.8	5.1	35	14	3.18	3.18	100

**Item 33:** *When you achieve a task in a wrong way, do you feel:*

While the previous item treats inability to achieve a task, this one completes it by stating the same options to wrong task achievement. We believe that there is a difference when it has to do with ability; a cognitive individual learning difference, and errors when dealing with task achievement. Similar to the previous results, about 43.3% of the answers show that facilitating anxiety is experienced. Extreme, debilitating anxiety seems less significant, here, as 5.1% feel it. In terms of feelings of worth, 10.8% of the respondents feel that their self-esteem is touched; and this is an important correlate of FLA and FNE. Such feelings are interrelated but can be related to FNE. Finally, 14% of the replies expressed that fear from evaluation occurs as a result of wrong task achievement; higher than inability found in the previous item (8.28%). It seems quite interesting that 35% of the learners feel optimistic and ready to try again. This is a positive sign of motivation and self-confidence as opposed to the other options although they form a minority. According to Krashen (1985), a Low Affective Filter enhances FLA. To this author, students who possess low-anxiety levels tend to be more successful in their attempts of speaking the TL. Such learners have Low Affective Filters, in other words, due to positive emotional

conditions; they absorb input much easier than students who, due to negative emotional conditions, possess High Affective Filters. We have stated this in this position in order to show the usefulness of our questions where such positive emotions as motivation and self-confidence are included.

### 3. Teachers Error Correction

Error correction is one of the pedagogic activities that take place in any FLC. Treating such errors is necessary to make learning occur. In this section, we are putting focus on the teacher's error correction as a possible source of FNE if not appropriate to the learners' needs and perceptions.

**Table 44, Item 28/29:** *Learners' Preference of Error Correction and the Way Teachers do it*

Q28 \ Q29	Smoothly		Strictly		Harshly		With humiliation and punishment		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Smoothly</b>	77	57,04	21	15,56	7	5,19	5	3,70	18	13,33	7	5,19	135	100
<b>Strictly</b>	8	22,22	15	41,67	2	5,56	2	5,56	4	11,11	5	13,89	36	100
<b>Harshly</b>	1	50,00	0	0,00	1	50,00	0	0,00	0	0,00	0	0,00	2	100
<b>Missing</b>	5	62,50	1	12,50	0	0,00	0	0,00	0	0,00	2	25,00	8	100
<b>Total</b>	91	50,28	37	20,44	10	5,52	7	3,87	22	12,15	14	7,73	181	100

This table diagnoses the correlation between how our participants want to be corrected and how their teachers do it. From the table, 135 students (74.59%) like their teachers to correct them smoothly, but the number is reduced to 50.28% when dealing with how teachers correct. Yet, we can notice that only two views are given to the harsh correction preference. When trying to link the strict option in both items, we find that 41.67% prefer strict error correction and think that their teachers are strict. Results also show that teachers do rarely correct with humiliation and punishment as shown in the 3.87% rate.

The results at hand show that our participants do not like to be corrected harshly; which is a natural preference, but they do not see their teachers' error correction as menacing and humiliating. This means that their teachers are more likely to use appropriate error correction techniques. We can presume that error correction in this case is not perceived as a negative evaluation and, hence, is less likely to engender fear. Yet, we consider this conclusion premature as we shall pursue discussing upcoming results to build an overall estimation. Our informants seem also to be self-conscious as they understand the importance of a strict error correction. Many of the informants do prefer this way of error correction. These results do in no way contradict our previous findings when analysing the previous items. Having an appropriate classroom, interactive peers and helpful teachers, make of the error correction perceived as reassuring.

**Table 45, Item 3/29: Learners' Perceptions of the Teachers and their Error Correction**

Q29 Q3	Smoothly		Strictly		Harshly		With humiliation and punishment		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Frightening</b>	14	50,00	7	25,00	1	3,57	3	10,71	2	7,14	1	3,57	28	100
<b>Knowledgeable</b>	32	52,46	14	22,95	3	4,92	2	3,28	6	9,84	4	6,56	61	100
<b>Helpful and respectful</b>	47	55,95	15	17,86	3	3,57	2	2,38	13	15,48	4	4,76	84	100
<b>Others</b>	13	48,15	6	22,22	2	7,41	1	3,70	5	18,52	0	0,00	27	100
<b>Missing</b>	6	40,00	1	6,67	1	6,67	1	6,67	1	6,67	5	33,33	15	100
<b>Total</b>	112	52,09	43	20,00	10	4,65	9	4,19	27	12,56	14	6,51	215	100

Starting from the belief that teachers have a central role in what learners do and learn, we try through this table to link between the learners' perception of both their teachers and of their error correction. From the previous table, learners' beliefs about error correction are positive and so is their view about the way teachers do it. Results show that our participants have positive views on their teachers as only 28 (13.02%) consider them as frightening. This perception represents 50% of the respondents who consider their teachers

frightening but see them smooth when correcting their errors. Yet, 25% of these participants consider their teachers frightening and strict when correcting their errors, and 10.71% think that they are both frightening and that they correct their students with humiliation and punishment.

Although the rate of learners who perceive teachers frightening seems low (13.02%), it can be influential. Its damaging effects can be at the individual level or the environmental one. From this number, almost half of them think that their instructors' error correction is smooth. For the other rates associated with frightening teachers, error correction is strict (25.00%), harsh (3.57%), humiliating with punishment (10.71%). When teachers adopt such techniques to treat their learners' errors, the result may be fear from this negatively perceived correction.

**Table 46, Item 29/30i: Teachers way of Error Correction and the Learners' Preference**

Q29 \ Q30i	Immediate Correction, in front of others		At the end, in front of others		Later, in private		Do not like correction		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Smoothly</b>	62	63,27	15	15,31	12	12,24	1	1,02	2	2,04	6	6,12	98	100
<b>Strictly</b>	20	51,28	5	12,82	8	20,51	0	0,00	1	2,56	5	12,82	39	100
<b>Harshly</b>	3	30,00	0	0,00	4	40,00	0	0,00	1	10,00	2	20,00	10	100
<b>With humiliation and punishment</b>	2	22,22	1	11,11	6	66,67	0	0,00	0	0,00	0	0,00	9	100
<b>Others</b>	12	57,14	4	19,05	0	0,00	0	0,00	3	14,29	2	9,52	21	100
<b>Missing</b>	9	64,29	0	0,00	3	21,43	0	0,00	0	0,00	2	14,29	14	100
<b>Total</b>	108	56,54	25	13,09	33	17,28	1	0,52	7	3,66	17	8,90	191	100

In this items' combination, we aim at establishing the link between the way teachers correct their students and the way they prefer among the choices we suggested in the options. From the results, most students (63.27%) judged that their teachers correct them smoothly, and they also prefer immediate correction and in front of others. The extreme

view seems almost inexistent because it recorded only 0.52% of the respondents who do not like to be corrected at all.

Results complete the findings we discussed earlier. That is, the smooth way most teachers use to treat errors led learners build positive views on error correction. That is why, 63,27% of the respondents think that teachers are smooth when correcting errors and they, eventually, prefer an immediate error treatment, in front of the whole class since this class is appropriate for them (as shown in earlier discussions). Having a low proportion to not liking error correction (0.52%) represents learners' consciousness of the importance of the issue at hand. Additionally, 17.27% of the respondents prefer to be corrected later and in private. This can be either a learning style or a safe way to avoid being corrected in front of others. We should similarly emphasise the fact that with respect to individual learning differences, learners are different in terms of personality. We can have introverted learners who are less sociable and, thus, public error correction can be menacing for them.

**Table 47, Item 30i/ii: Learners' Preferences for Error Correction and their Justifications**

Q30i \ Q30ii	Immediate and public correction to keep it in mind		Immediate and public correction to help others avoid the same error		Immediate and public correction because it is part of learning		Immediate correction causes problems		Private correction is more secure and beneficial		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Immediate Correction, in front of others</b>	40	36,70	21	19,27	15	13,76	0	0,00	2	1,83	10	9,17	21	19,27	109	100
<b>At the end, in front of others</b>	3	12,50	4	16,67	1	4,17	2	8,33	1	4,17	3	12,50	10	41,67	24	100
<b>Later, in private</b>	1	3,70	1	3,70	1	3,70	3	11,11	8	29,63	5	18,52	8	29,63	27	100
<b>Do not like correction</b>	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	1	100,00	1	100
<b>Others</b>	2	25,00	0	0,00	0	0,00	2	25,00	1	12,50	2	25,00	1	12,50	8	100
<b>Missing</b>	2	16,67	1	8,33	1	8,33	3	25,00	0	0,00	2	16,67	3	25,00	12	100
<b>Total</b>	48	26,52	27	14,92	18	9,94	10	5,52	12	6,63	22	12,15	44	24,31	181	100

Of course, having a close item is not enough to draw a conclusion about the learners' preferences for error correction. In the previous analysis, we found that most participants opted for the immediate correction and in front of everyone. This is reinforced as a finding given that three options are created in relation to immediate error correction. From the 109 students (60.22%) prefer immediate correction and in front of everyone, 36.70% justified that when correction is immediate and public, they keep the correct answer in mind; 19.27% of them said it is beneficial to help others learn and avoid the same error; and 12.76% considered it part of learning. All the remaining portions are so meagre and most significant numbers correspond to immediate correction and its positive outcomes.

From the participants' justifications, we reached a quite interesting conclusion. Our informants seem to have a positive attitude and belief toward error correction, the thing which means that this pedagogic task is not menacing for them. The second point we deduced, here, is that the learners' justification are almost in favour of immediate

correction. They seem to be motivated and make learning their first goal. This is apparent in the 60.22% who like error correction immediately and publicly on the one hand, and they justified this by the benefits this technique can have. Among the positive consequences of such technique in handling errors is that it gives an opportunity to remember the error and avoid doing it again (36.70%). For 19.27% who opted for this choice, they think that it is a good opportunity to help peers avoid the same error. This point can be a good indicator of a safe environment where peers inquire about each other. In addition, because learners feel the need to learn, we obtained 13.76% for those who think that this error correction makes up one of the elements of learning and, hence, its existence is natural. Concerning the negative view of this technique, we scored only 5.52% who estimated that immediate correction leads to problems; a rate that completes the 6.63% who prefer private correction because of its security. The word secure, here, leads us to think that such students feel public error correction menacing, but they are few in number, here.

#### **VII. 2. 4. Evaluation and FNE**

As one might notice, all skills are taken into account in our study. In this way, all students are assessed in all the skills and areas according to their proficiency level. One also can notice that we did not ask items about testing overtly because we try to avoid biasing the learners' understanding of the term evaluation. This fact was observed in the participation observation period where learners tended to link evaluation to mere testing and grades. Thus, we tried to avoid employing such terminology in our questionnaire and interpret the results according to the existing data as perceived by the learners and as explained by previous theory on the field. In this section, we try to complete our analysis



and try to test our third hypothesis which states that assessment and testing are more likely to lead to FNE.

### 1. Students' Attitudes towards Evaluation

Before assuming that FNE exists, we need to collect data about how learners perceive evaluation. If negative it is or seems to the participants, we shall try to seek out whether fear is a consequence of it or not.

**Table 48, Item 34/35: Learners' Preference towards Evaluation**

Q34 \ Q35	Important		Required		Part of learning		Useless and needless		Humiliating		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Always</b>	36	52,17	8	11,59	19	27,54	4	5,80	0	0,00	2	2,90	0	0,00	69	100
<b>Sometimes</b>	38	32,48	12	10,26	63	53,85	2	1,71	0	0,00	1	0,85	1	0,85	117	100
<b>Rarely</b>	2	18,18	0	0,00	6	54,55	3	27,27	0	0,00	0	0,00	0	0,00	11	100
<b>Never</b>	0	0,00	0	0,00	3	50,00	2	33,33	1	16,67	0	0,00	0	0,00	6	100
<b>Missing</b>	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00	1	100,00	1	100
<b>Total</b>	76	37,25	20	9,80	91	44,61	11	5,39	1	0,49	3	1,47	2	0,98	204	100

This table tries to diagnose the learners' perception of evaluation, its importance and frequency in their EFL classes. The majority of the participants prefer to be evaluated sometimes (117, that is 57.35%) compared to 69 (33.82%) who like to be evaluated always. This shows that evaluation is not menacing. From the 204 answers, only one reply corresponds to never for evaluation and this same learner considers evaluation humiliating. Most learners find evaluation important; 52.17% from the category that likes to be evaluated always and 32.48% from those who want to be evaluated sometimes. It is also quite clear that a good proportion of the answers is devoted to evaluation as part of learning and this number is 44.61%.

From the above percentages, evaluation is also perceived positively. Our informants reinforce the previous findings that they are motivated learners, engaged in learning and

ready for all what this learning brings with it. We think that this majority is an important factor that can affect learners who think that evaluation is useless (5.39%) or humiliating (0.49%) positively.

**Table 49:** *The Effect of gender on the Learners' Negative Affect towards Evaluation*

G \ Q36i	Afraid		Insecure		Secure and sure		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>F</b>	48	39,02	11	8,94	41	33,33	12	9,76	11	8,94	123	100
<b>M</b>	9	29,03	8	25,81	8	25,81	2	6,45	4	12,90	31	100
<b>Missing</b>	4	28,57	2	14,29	3	21,43	0	0,00	5	35,71	14	100
<b>Total</b>	61	36,31	21	12,50	52	30,95	14	8,33	20	11,90	168	100

When considering the effect of gender on the feeling of EA, we reach specific data about our sample where females are a majority. From the 123 females, 39.02% feel afraid when thinking of evaluation compared to 29.03% of the males. In addition, males seem to be more affected by the feeling of insecurity (25.81%) compared to females (8.94%).

Feeling of fear from evaluation is felt more by females (39.02%) than males (29.03%) in our case although the difference is not high. Fear according to the results is significantly felt as it rated 36.31%. However, for the difference between males and females, security as what seems more significant. We consider this factor by the fact that females form the majority compared to males in our FLC. When males feel that they make a minority, a feeling of insecurity may be felt especially when dealing with evaluation. This insecurity can be from the females themselves or from the teacher (most teachers in our Department are females).

**Table 50, Item 36i/ii: Learners' Feelings when Thinking of Evaluation and the causes**

Q36ii Q36i	Matter of preparation		fear from results/feedback		Evaluation is part of learning		evaluation leads to fear/fear from the unknown		Matter of self-confidence		Task difficulty		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Afraid</b>	5	7,25	15	21,74	2	2,90	15	21,74	6	8,70	4	5,80	6	8,70	16	23,19	69	100
<b>Insecure</b>	7	29,17	4	16,67	1	4,17	1	4,17	3	12,50	2	8,33	2	8,33	4	16,67	24	100
<b>Secure and sure</b>	11	20,37	2	3,70	16	29,63	3	5,56	6	11,11	2	3,70	1	1,85	13	24,07	54	100
<b>Others</b>	7	46,67	0	0,00	4	26,67	1	6,67	0	0,00	1	6,67	2	13,33	0	0,00	15	100
<b>Missing</b>	2	10,53	3	15,79	1	5,26	1	5,26	1	5,26	0	0,00	2	10,53	9	47,37	19	100
<b>Total</b>	32	17,68	24	13,26	24	13,26	21	11,60	16	8,84	9	4,97	13	7,18	42	23,20	181	100

Relying on the postulation that the idea of evaluation brings upon the feeling of fear, we asked the item requiring our participants to justify if they experience a negative feeling. From the table, we notice that 38.12% of the students (69 replies) declared that they feel afraid. Additionally, 24 participants opted for the insecure option; that is (13.26%). From the participants who feel afraid when thinking of evaluation, 21.74% of them are afraid of either feedback or from the results, and the same rate is found in that evaluation leads automatically to fear and they related this fear to the unknown. Fear from the results is also significant in the participants who feel insecurity when thinking of evaluation and it rated 16.67%. All in all, these two sources, related to anxiety from evaluation scored 13.26% for fear from results and 11.60% for fear from the unknown. Lack of preparation seems to be the highest percentage as it rated 17.68%.

A global view of the results leads us to notice that more than the half of the answers embeds negative affect from which fear prevails. In search for the sources that lead to this fear, we could find out a number of causes. Two of them are related to fear; fear from results and feedback (13.26%) and fear from the unknown that evaluation instils (13.26%). Having 24.86%, when making these two options together, is a considerable rate. Anxiety is

by definition related to fear from the unknown. When we link this fear to evaluation or feedback, FLA is more likely to be a matter of FNE than the other varieties. In terms of the options' correlation, fear is double-folded for a number of the learners. From those who feel afraid when thinking of evaluation, 21.74% related this fear to feedback and results and the same rate is bound to fear from the unknown. As concerns the option related to low self-confidence as a suggested source of fear, this combination rated 8.70% and self-confidence is an affective variable that is coined to FLA by many authors namely Krashen.

**Table 51, Items 36i/37: Learners' Feelings when Thinking of Evaluation and When Being Evaluated**

Q37 Q36i	Disturbed and inhibited		Insecure, anxious and afraid about evaluation itself		Insecure, anxious and afraid of the classmates and teacher's thoughts		Optimistic and sure about your abilities		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>Afraid</b>	12	16,44	25	34,25	19	26,03	15	20,55	2	2,74	0	0,00	73	100
<b>Insecure</b>	5	20,83	8	33,33	4	16,67	5	20,83	1	4,17	1	4,17	24	100
<b>Secure and sure</b>	4	7,41	7	12,96	6	11,11	36	66,67	0	0,00	1	1,85	54	100
<b>Others</b>	1	6,67	0	0,00	2	13,33	6	40,00	5	33,33	1	6,67	15	100
<b>Missing</b>	2	11,11	3	16,67	6	33,33	4	22,22	0	0,00	3	16,67	18	100
<b>Total</b>	24	13,04	43	23,37	37	20,11	66	35,87	8	4,35	6	3,26	184	100

This table aims at establishing the link between fear generated from thinking of evaluation and the fear felt in the classroom setting when the instructor evaluates the learners. A wink eye at the table leads us towards the highest number which is 73 (39.67%) which represents the participants who feel afraid when just thinking of evaluation. These participants can respond differently to the teacher's evaluation in the classroom. The highest rates in this category are attributed to fear; either from evaluation itself (34.25%) or from the others' thoughts (26.03%). A proportion of 16.44% of the learners who feel afraid when thinking of evaluation feel also inhibited and insecure from the teacher's evaluation.

The types of feelings experienced by our participants when the instructor evaluates them is globally negative as 13.04% feel inhibited and disturbed, 23.37% feel EA and 20.11% fear the others thoughts which is an indicator of FNE.

This table shows that the feeling of fear scored higher when linking it to evaluation and when compared to our afore-analysed tables. For us to detail our understanding of the origin of this fear, we asked our items in a gradual manner. A case in point is making this distinction between thinking of evaluation and being evaluated as two distinct but interrelated variables that might affect our dependent variable “fear”. We have 39.67% of the informants who feel fear from a mere contemplation about evaluation. However, these students reacted differently, but reactions are all grouped under the same heading. In other words, the terminology we used to describe the three first options of item 37 are all technical, dichotomous terms related to the feeling of anxiety and EA, in particular. Such terms as disturbed, inhibited, insecure, anxious and afraid are used in our work as indicators of the feeling of FLA. If linked to evaluation as it is the case in option two of item 37, we refer this 23.37% to EA and when related to the others’ judgement, we refer to FNE. Hence, results show that fear exist in relation to the three types we have just classified as numbers reveal.

## **2. Negative Evaluation**

Prior starting our investigation, we assumed that negative evaluation exists and fear can be one of its consequences. Through the questionnaire’s items, we highlighted this aspect to inquire about the existence of negative forms of evaluation in our FLC.

**Table 52, Item 38: Negative Evaluation Occurrence**

	Yes	No	Missing	Total
N	60	90	7	157
%	38.2	57.3	4.46	100

**Item 38:** *Have you ever been negatively evaluated by others (teachers or learners) in your English classes?*

This item is a trial to collect data about the occurrence of negative evaluation. It is quite clear that most respondents did not feel to experience negative evaluation. Results show that 57.3% of the informants did not experience it compared to 38.2% who did live such an experience of negative evaluation in their EFL classes. Of course, we believe that deciding whether an experience of evaluation is negative or not is a matter of perception as it can be either real or imagined. In addition, what these students see as negative in the evaluation they experience is also a matter of perception. We are not going to lengthen the discussion here because we are interested in the 60 replies and the type of negative experience they lived. The answers are grouped and organized thematically in the next item which is open-ended.

**Table 53, Item 39: Sorts of Negative Evaluation**

	Teachers' declaration	low grades	teachers' negative position	peers' presence/judgement	Others	Total
N	13	10	18	7	8	56
%	23.21	17.86	32.14	12.50	14.28	100

**Item 39:** *If yes, describe this experience briefly:*

This item classifies the kinds of negative evaluation that characterized our FLC from the 56 students who experienced it. That is, our rates. This is a direct response to our first

related question as well. The total of the replies is 56. From this number, most negative evaluation is attributed to teachers through the three first categories. Here, teachers' declaration represents 23.21% (13 cases), low scores with 10 answers (17.86%) and teachers' negative position with 32.14% (18 answers). This makes it clear that negative evaluation is mostly the teachers' responsibility because he is the classroom manager and the first evaluator in it. A proportion of 12.50% relates negative evaluation to peer. This completes the results we got in our first section where peer-interaction appeared positive to most learners.

Teachers' responsibility is proved through these negative lived experiences. Most of these are related to the teachers' negative perception towards learners; it represents the highest rate here with 32.14%. Again, teachers seem to act through declaring their negative evaluation (23.21%). That is, the teacher's feedback is quite crucial, if negative it is, it can be damaging to learners' feelings. Peers also can contribute in negative evaluation as a direct source of fear. This is felt in the 12.50% who declared that they were negatively judged by their peers.

**Table 54, Item 40:** *Participants' Feelings when Negatively Evaluated*

	Despaired and you lose your motivation	Angry	Discouraged, inferior	Afraid and stressed	Others	Missing	Total
<b>N</b>	33	60	34	43	12	11	193
<b>%</b>	20,9	38	21,5	27,2	7,59	6,96	100

**Item 40:** *In case of negative evaluation, do you feel:*

To complete the previous item where we classified negative evaluation facades, feelings behind them are necessary to follow. All options are related to affect, but we directly added fear as a result. It is clear that many learners experience FNE and we got 43 replies (27.2%) here. This is an important rate which serves as evidence to our third hypothesis. Other options are also considered because they are all related to affective factors like low motivation with (20.9%), anger (38%) feeling lower than others and discouraged (21.5%). As shown in our literature review, motivation can be linked either directly or indirectly to anxiety. First, both are classified under the heading of affectivity. In this, many researchers tied motivation to anxiety (Krashen, 1986; Gardner, Day and MacIntyre, 1992: 197). More precisely, we can refer to Gardner et al.'s Model where they consider anxiety and motivation as two separate dimensions with overlapping behavioural consequences.

### **3. Negative Evaluation and Fear**

After collecting data about the occurrence of negative evaluation, its sorts and the feelings it might generate, this section comes to focus on fear as a response to this negative evaluation.



**Table 55:** *The Effect of Gender on the Learners' Affective Reaction to the Teacher's evaluation*

G \ Q37	Disturbed and inhibited		Insecure, anxious and afraid about evaluation itself		Insecure, anxious and afraid of the classmates and teacher's thoughts		Optimistic and sure about your abilities		Others		Missing		Total	
	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%	Ni	%
<b>F</b>	11	8,59	27	21,09	29	22,66	52	40,63	7	5,47	2	1,56	128	100
<b>M</b>	4	13,33	7	23,33	5	16,67	11	36,67	1	3,33	2	6,67	30	100
<b>Missing</b>	3	25,00	4	33,33	1	8,33	2	16,67	0	0,00	2	16,67	12	100
<b>Total</b>	18	10,59	38	22,35	35	20,59	65	38,24	8	4,71	6	3,53	170	100

For us to establish the link between gender and reaction to the teacher's evaluation, we have created this cross-table. From the table, we can read that males and females react differently to the teachers' evaluation as seen in the three first options. For the feeling of disturbance and inhibition, females seem less concerned than males as they rated 8.59% compared to 13.33% for males. In addition, scores are almost similar for the feeling of fear from evaluation per se for both females (21.09%) and 23.33% for males. What attracts our attention in these numbers is the third option. Females are more concerned about the others' thoughts than did males representing 22.66% compared to 16.67%.

Results show that both males and females are subject of anxiety when dealing with evaluation. That is, EA is an existing phenomenon we cannot deny, here, and as evidenced in all the previously discussed results. In addition, FNE is also present but females are more likely to experience it than males. This is clear through the 22.66% of the females who are too focused on the others' visions. Having this tendency in these females, leads to anticipate negative evaluation, the thing that eventually engenders FNE (whether this instructor's evaluation is negative or perceived as such). Evaluation in its own sense seems a fear factor to both females and males.

**Table 56, Item 41i: Causes of Negative Evaluation**

	You are not a good student	Classmates' negative judgement	Teachers' negative vision	Others	Missing	Total
<b>N</b>	40	12	45	34	37	168
<b>%</b>	25.3	7.59	28.5	21.5	23.4	100

**Item 41i:** *Do you think that you are negatively evaluated because:*

In previous items, we introduced inability and wrong task achievement as two sources of negative evaluation. To deepen the issue at hand, we added this item to relate negative evaluation to other concerns. Such causes are related to the student's work in the classroom; not good enough (25.3%), classmates' negative judgement (7.59%) and the teachers' negative vision (21.5%). Results indicate that when a student is not good, he is subject of negative evaluation. In addition, participants also perceive that teachers tend to evaluate learners negatively. The "others" option has also a considerable rate because a deal too much of reasons can lead to negative evaluation.

**Table 57, Item 41ii: Participants' Justifications on the Reasons of Negative Evaluation**

	Don't not work hard/not good results	low language proficiency	good student is not evaluated negatively	learners' differences	teachers' feedback	teachers' tendency to evaluate negatively	Others	N/A	Total
<b>N</b>	19	18	16	14	33	12	12	60	184
<b>%</b>	12	11,4	10,1	8,86	20,9	7,59	7,59	38	100

In our questionnaire, we asked our learners to relate negative evaluation to the pre-determined causes in our thesis. Results indicated that the teacher comes in the first position followed by being not a good student. However, for us to qualify these findings,

we asked from the participants to justify their choice. Their answers can help us determine, first, what a good student/not good student is, and how teachers and/or peers vision is negative according to them?

This open item receives 38% of the no answers. The remaining number of replies formed six options and the seventh is the “other” option. Most of the justifications put focus on good student. Here, three options are created with quite similar rates; low results/not hard working (12%), low language proficiency (11.4%) and negative evaluation is not given to good students (10.1%). Although our previous rates showed the teacher at the bottom, but results are complementary. That is, the teacher is not supposed to have a negative vision if the learner is good, masters the language and has good results with the efforts he shows. These characteristics show clearly how a good student is perceived by the participants and the teacher too. Teachers’ feedback is also highlighted here as 20.9% related negative evaluation to this issue. Yet, the learners’ negative view of the teacher is also revealed through the 7.59% of those who think that teachers have the tendency to evaluate negatively which seems a quite subjective reason that can be bound to a previous negative experience. Finally, the learners’ personality differences got 8.86% of the answers.

**Table 58, Item 42:** *Participants’ Views Relative to Evaluation*

	Necessary	Important but Smooth	Teachers’ Favouritism	anxiety-breeding	Others	Total
<b>N</b>	11	9	6	5	3	34
<b>%</b>	32.35	26.47	17.65	14.71	8.82	100

**Item 42:** *Additional information about evaluation, if any:*

The questionnaire is used to analyse data from a quantitative standpoint, but we also used many open items to collect qualitative data. This will also help in structuring the interviews questions. That is why; this concluding item is added. From this final item, we got 34 answers (and this is our 100%). Categories here are arranged from high to low. Eleven participants think that evaluation is necessary (32.35%) and nine (26.47%) considers it important but should be smooth. This is a proof of the learners' awareness of the usefulness of evaluation, but techniques of good and non-threatening evaluation should also be thought of. Yet, six answers (17.65%) think of teachers' favouritism as a characteristic of evaluation. It is important that fair assessment and testing should preside over our classrooms. Finally, five responses (14.71%) put focus on evaluation as an anxiety generating factor. This is a quite important detail as evaluation is considered for a number of students a cause of evaluation. If evaluation is an anxiety trigger, how will be the degree of anxiety if this evaluation is negative?

### **VII. 3. Discussion**

After the adoption of participant observation method to guide the topic and demarcate its boundaries, we discuss here the results got from the questionnaire; our first research technique that lead us to test our hypotheses and answer our research questions. The analysis was statistical and correlational as we tried to cross questions together and see the significance of the results. We also divided our sections in a gradual manner and in relation to the hypotheses. In what follows, we shall discuss the most significant findings brought out in this chapter and try to conclude it. This must be in terms of the sources of FNE as stated in our three hypotheses (**c.f. Chapter V**) and our research questions. The sources we are considering are instructional, social and psychological (as advocated in our previous chapter). In this discussion, one can refer the reader to the sources of FNE and

relate them to the variables we consider influential and relate it to the statistical findings we got from the questionnaire.

As done in the previous chapter, we shall proceed according to the hypotheses content. Here, it is classroom interaction that makes the first source of FNE.

### **VII. 3. 1. Interaction (Peer/Teacher) in the Classroom**

To begin with, classroom interaction is one of the prominent prerequisites of an appropriate learning environment; when safe it is, evaluation is more likely to be less threatening. In this work, we consider that both types of interaction; teacher-learner interaction, and peer-interaction in the generation of FNE. In our survey, interaction seems not a problem as evidenced from the obtained results. It has been clear that most participants find their classes interesting, appropriate the thing that is more likely to lead to motivation and interest in attending them. In addition, According to the result, FNE seems not to be caused by neither the attitudes the participants have towards their classes nor by the fact that these classes are menacing (a rate of 6.21% of this latter). All in all, these answers show that attending the FLC remains positive in most of the learners under study. However, although the overall estimation is positive but negative beliefs also exist like in item 25. We traced learners who mentioned that they feel discouraged and decide to give up. It is quite important that all students share positive experiences for a less threatening learning climate. We can mention to Horwitz et al.'s findings that referred to the speculation that the students' self-perceptions, beliefs, feelings, and behaviours affect the levels of anxiety found in foreign languages.

The teacher can also be either a source of FNE but he can also cope with it especially that most evaluation forms are under his control. Again, the type of interaction that

characterizes his classroom can be the result of the way he manages the class and the group as well. We recorded 11.41% of our participants who consider their teachers to be frightening, such students' perceptions (whether real or imagined) is more likely to engender the feeling of fear from these instructors especially when associated with negative evaluation. Hence, interaction will be affected negatively.

### **VII. 3. 2. Language Proficiency and Performance**

In our questionnaire, a good deal of questions is devoted to language proficiency and performance. The variable of FNE was closely dependent on language skills and performance although speaking and vocabulary were shown as the most significant. Concerning performance, it was Aida (1994) who related FLA to performance using the FLCAS. For Ohata (2005) who accounted that *“All of the participants expressed serious concerns about various kinds of evaluative situations in which their knowledge and performance of English were to be monitored by people around them.”*

Avoiding participation implies hiding weaknesses. It can be a strong indicator of FNE. In the results, from the students who declared that they avoid participation, 16% of them relate this avoidance behaviour to FNE. Such students, if anxious they are, can be described as *“individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, ... and who is less willing to try uncertain or novel linguistic forms”* MacIntyre and Gardner (1991a: 1991a: 112)

If we try to relate FNE to language skills, items 5 and 6 revealed that 11.18% of the participants feel worried and stressed justifying this by being unable to understand what the instructor says. This results in self-negative evaluation especially when observing that other peers do not seem to have the same difficulty.

Reading was highlighted in items 7 and 8 whereas feelings associated to it are expressed in item 9i and 9ii. About 15% of the respondents find the reading task difficult and this can lead to affective problems from which reading apprehension can emerge. In items 9i/ii combination, FNE got 32 (17.11%) answers. In addition, from the 32 answers related to FNE, 15.63% of them related its source to affective considerations and 18.75% to the others' negative vision. Both affective factors and the other's unconstructive judgment are strong indicators of FNE. It is quite apparent that all the created alternatives from the justifications are associated to depressing affect. Our examined phenomenon FNE is existent in view of reading proficiency. On the one hand, aspects like feeling lower than others (00.00%) and low reading proficiency (3.13%) are not the cause of FNE as evidenced by these rates. On the other hand, item 10 shows that anxiety is related to reading loudly as 9.55% of the replies strongly agree and 26.8% agree. Through this difference, we can relate this rise in anxiety to public performance and pronunciation. Reading in itself is not the anxiety trigger, but performing and reading is potential source of FNE since the others' evaluation can occur at this stage.

Always with language proficiency, writing is also paramount. It is obvious that any written material performed by the learner is supposed to be read and evaluated by the teacher. In our EFL classes, when students write, it is the task of the teacher to correct their writings. We need to highlight this point further since peer-evaluation and self-evaluation are not employed at this stage. That is more likely engender the feeling of fear from the instructor's evaluation. In this concern, results in our survey showed through combining item 11 and 12 that 31.58% of the participants find writing difficult and at the same time they feel afraid of the teacher's negative evaluation. In other words, there is a correlation between difficulty, anticipating negative evaluation and the feeling of fear. From these

results, FNE is also existent when having to do with writing and it is more significant than the fear felt from reading difficulty. What is noticeable here that FLWA is associated with the teacher and with evaluation. This makes of it more a matter of FNE than simply FLA. Hence, the instructor comes again to appear as a factor that creates or elevates fear when learners evaluate their learners' writing productions in a negative way.

Items asking about speaking are numerous given the assumption we held on its influential impact on the learner's feelings and anxiety in particular. Items 13, 14, 15, 16 are cases in point. When asking our informants about their perception of the rate of difficult of speaking and afford causes for this most of them were affective as 18.08% of the sample relates this difficulty to the FNE from the teacher, 11.30% feels lower than others, and 25.42% of the learners feel inferior, blocked and lose their motivation. All of such sources are also closely tied to the feeling of FNE. In Horwitz et al.'s (1986) study, fear of being lower than other peers in language classes was very significant in the test results, and this fact was related to FNE. Additionally, we can relate these two rates to the aspect of competitiveness. Ohata (2005) identified it as a source of FLA and we can conclude that it can be a source of FNE. Concerning FNE, 17.65% of those who think that speaking is very difficult, the extreme view, experience this feeling compared to the 15.49% of those who consider English speaking difficult. About half of the participants consider English speaking difficult; a higher rate compared to the other considered skills as shown in our study. When considering FNE, 18.08% of the sample relates this difficulty to FNE from the teacher. In item 14, 37.6% either strongly agree or agree that they experience CA especially that 82.2% of the students experienced inability to perform orally as evidenced in item 15. In other words, CA correlates positively with the negative experience of inability to talk because 68.42% of those who strongly agree with the



statement have experienced it compared to 83.72% of them who agree with it. In this concern, Hashimoto (2002) (cited in Williams and Andrade, 2008: 184) found that anxiety negatively affected their WTC. Concerning difficulties in speaking and fear from the teachers' evaluation, FNE scored 27.50% which shows that students with speaking difficulties feel FNE of the teacher. From the results, learners who experienced CA when meeting difficulties in speaking do also feel FNE (32.01%) when grouping the two first options in item 14. The fear experienced from the others' negative evaluation has to do with the instructor rather than the student as specified in item 16. Hence, FNE and CA are two interrelated performance anxieties.

From the results, speaking seems the most problematic skill followed by writing. Performance skills are more likely to lead to FNE compared to receptive skills.

In our study, we shed light on other sub-skills. Vocabulary comes to be a considerably influential factor that affects language proficiency in a negative way since it is needed in the afore-discussed skills. Results in this survey showed that about 46.5% have gaps when trying to use the TL. The second problematic skill is speaking with 37.6% and this was evidenced by many researches. For Kondo and Yang (2003) (cited in Williams and Andrade, 2008: 184), Classroom anxiety was linked to low speaking activities. Both grammatical problems and negative evaluation of others appear as almost approximate where 12.1% found for the former and 11.5% for the latter. The others' negative evaluation seems to cause difficulty when trying to perform the thing that confirms its existence in our EFL classes.

All in all, low language proficiency seems significantly bound to FNE. In particular speaking and vocabulary are revealed as the most problematic skills. We can refer to Ohata

(2005) who identified Lack of Self-confidence in their English Proficiency and the Subject Matter among the main sources of FLA. Similarly, Kondo and Yang (2003) (cited in Williams and Andrade, 2008: 184) found that Classroom anxiety was associated with low proficiency. To conclude, language proficiency is proved to be a strong source of FNE and this is found in the research done on FLA. A case in point is Yamashiro and McLaughlin (2001) (cited in Williams and Andrade, 2008: 184) who found that Higher levels of anxiety tend to indicate lower levels of proficiency and a higher level of motivation may lead to a higher level of anxiety, which in turn may lead to a lower level of proficiency

### **VII. 3. 3. Error Correction**

In our second hypothesis, we referred to the teacher's error correction as a source of FNE. When making errors, then, FNE prevails. In item 24, we found the following results: fear from the classmates' judgments (17.2%), fear from the teacher's evaluation (26.1%), and Inferior, incapable (14.6%). As the reader can notice, FNE is important here and all the facets of negative evaluation are present as a result of making errors. In FLA, Aida (1994) concluded that "nervousness about being embarrassed by making errors" as the source of this anxiety. We can add the factor of inability or being wrong when trying to achieve a task. Here, 14% of the replies expressed that fear from evaluation occurs as a result of wrong task achievement; higher than inability found in the previous item (8.28%). Yet, error correction does not seem an anxiety-breeding factor compared to making errors as evidenced. Results showed that teachers do rarely correct with humiliation and punishment as shown in the 3.87% rate and this is not menacing and is not perceived as a negative evaluation and, hence, is less likely to engender fear. From this number, almost half of them think that their instructors' error correction is smooth. For the other rates associated with frightening teachers, error correction is strict (25.00%), harsh (3.57%), humiliating

with punishment (10.71%). When teachers adopt such techniques to treat their learners' errors, the result may be fear from this negatively perceived correction. According to Price's (1991) work and declaration, instructors could reduce students' anxiety by encouraging them to make mistakes in the class.

### **VII. 3. 4. Assessment and Testing**

In our third hypothesis, we related FNE to assessment and testing as a possible source of FNE. By assessment, we refer to peer-assessment and instructor-assessment alike; a detail which can correspondingly be linked to interaction. Through the results, having the majority of the answers to "not liking this loud error correction" means that learners possess negative attitudes towards this peer-assessment practice and this means that the classroom environment is menaced. This detail is reinforced through the created options, which are almost negative. Nevertheless, when asking learners about evaluation, the majority of the participants prefer to be evaluated sometimes (117, that is 57.35%) compared to 69 (33.82%) who like to be evaluated always. This shows that evaluation itself is not menacing. Additionally, most learners find evaluation important; 52.17% from the category that likes to be evaluated always and 32.48% from those who want to be evaluated sometimes. It is also quite clear that a good proportion of the answers is devoted to evaluation as part of learning and this number is 44.61%. Results as one might notice showed that evaluation is not menacing, but when considering the feeling of fear and in search of the sources that lead to this fear, we could find out a number of causes. Two of them are related to fear; fear from results and feedback (13.26%) and fear from the unknown that evaluation instills (13.26%).

The types of feelings experienced by our participants when the instructor evaluates them is globally negative as 13.04% feel inhibited and disturbed, 23.37% feel EA and 20.11% fear the others thoughts which is an indicator of FNE.

Such terms as disturbed, inhibited, insecure, anxious and afraid are used in our work as indicators of the feeling of FLA. If linked to evaluation as it is the case in option two of item 37, we refer this 23.37% to EA and when related to the others' judgment, we refer to FNE. Hence, results showed that fear exists in relation to the three types we have just classified as numbers reveal. We can mention Ohata (2005)'s survey whose results revealed clearly that among the main sources of anxiety FNE/ Fear of Losing Face in Front of Others prevails.

Teachers' responsibility is proved through the students' negative lived experiences. Most of these are related to the teachers' negative perception towards learners; it represents the highest rate here with 32.14%. Again, teachers seem to act through declaring their negative evaluation (23.21%). That is, the teacher's feedback is quite crucial, if negative it is, it can be damaging to learners' feelings. In case of negative evaluation, learners can feel fear and this has to do with the 43 replies (27.2%) who felt a kind of FNE. This is an important rate which serves as evidence to our third hypothesis. Similar results are found by Williams and Andrade (2008) when searching for the sources of FLA. Results revealed that students credited the cause of anxiety to the teacher or other people.

From the above analysis, most of the sources we have stated in the hypotheses were confirmed apart of classroom interaction. In other words, low language proficiency; speaking and vocabulary in particular, making errors and error correction; particularly by

the teacher, and evaluation; the teacher's evaluation specifically are proved to be the main sources of FNE.

## **VII. 4. The Before/After Design**

Given the importance of evaluation and testing, we asked our informants about their feelings before the exams and after passing the exams. We believe this is a focal point in time that can engender feelings of FNE. From the results, we can reach a conclusion about TA; that is, our third hypothesis. This analysis comes after the questionnaire because it comes to complete its results especially that we did not ask items about testing. The reason behind was to avoid any kind of confusion between concepts and minimize the risk of understanding evaluation as testing and scoring. In what follows, we shall briefly quantify the diaries' qualitative content. . In general, this section, and the research technique we employed in it, serve our third hypothesis. In addition, answers about our research questions can be reached eventually namely questions: 2, 5 and 6.

### **VII. 4. 1. Before Exams**

The before exam design took place in the usual scheduled sessions of research methodology. It ranged from March, 3<sup>rd</sup>, 2007 to March, 6<sup>th</sup>, 2007. We asked our participants to describe their feelings and write whatever they wish to express themselves. Results were revealing since learners seemed to feel at ease sharing their emotions with the teacher-researcher in this journal. Here are the results in brief:

#### **The number of answers: 184**

The qualitative analysis of the vocabulary used to describe feelings by students is categorized as follows: *fear, afraid, very afraid, frightened, anxious, stressed, very*

*stressed, worried, nervous, lost, unable, failure, no self-confidence, fatigue, new, unknown, different, difficult, very difficult.* All these terms are related to anxiety; whether as an alternative name, a type of it, or a correlate of it.

**Table 59: Nature and Frequency of the Learners' Feelings Before Exams and Sample Expressions**

<b>Category</b>	<b>N of Answers</b>	<b>Sample of Used Expression</b>	<b>Description and Analysis</b>
Fear from the exam's questions	39	-“I'm afraid of the style and the form of questions” -I feel afraid of the questions and the way to answer them	This shows that a level of TA is experienced
Fear from university exams	29	-I am so frightened, the testing system at university level is too different from that of the secondary school - I have no idea about how exams are conducted at university; I'm stressed. -I'm really anxious; the exams at university represent something new, unknown	This shows a high level of TA and Novelty anxiety since these exams are the first at university
Fear from subject difficulty	26	-I have difficulties to understand certain modules; so I am afraid -I am very stressed, I do my best to overcome my problems in some modules, but it does not work	Task or subject difficulty seems a source of this kind of anxiety. When exaggerated, it leads to harmful anxiety.
Fear from the inability to pass the exams	18	-I feel that I am not able to answer the exams' questions -I feel that the exams will be very difficult.	This indicates low confidence and doubt in ones' ability, and anticipation of negative outcomes. It has to do with the learners' negative feelings and beliefs
Just afraid	13	-I am very afraid -I'm stressed and worried -I'm really anxious	Feeling afraid of exams indicates that TA is so influential

		-I feel stressed and nervous	
Fear from time constraints to prepare for exams	12	-I am anxious; I do not have enough time to revise all the modules	Fear from the unknown and anticipate risks. Learners tend to relate exams to external possible threats
Fear from the number of subjects to prepare	10	-We have 14 modules; I am worried how to revise all of them	The new LMD system brought out many new taught materials and subjects. Learners' fear is associated to the big number of subjects. Hence, Novelty Anxiety and fear from being unable to succeed are extra sources of this felt anxiety
Fear from failure	09	-I am frightened; whatever and however I revise, I feel it is not sufficient. -I am lost -I have bad and negative impressions -I feel I will not succeed -I must succeed, I am afraid of failure	Fear of failure is one of the sources of FLA. Learners here anticipate negative outcomes
Fear from teachers' assessment and correction	09	- I am afraid of teachers' corrections; the second year students told me that they are severe -I am stressed because I do not know whether teachers' correction will be based on learners' reproduction or production	Teachers' evaluation is an enquiry here. This fear is caused by previous negative experiences of advanced learners, of ignoring the teachers' evaluation techniques and Novelty Anxiety.
Fear from the LMD system	09	-I am anxious from the LMD system -The LMD system is difficult; I am really afraid	Novelty anxiety appears again but with the new system itself
The word "exam"	05	-I am living in a paradox. I am curious to know how the exams are conducted at the university, yet I feel afraid of the word	The extreme TA is shown through the informants' words. There is still the presence of both TA and Novelty Anxiety

		exam. -The exam is a hard experience. -The word exam kills me. -The exam is a lion which will eat me -When I hear about the exams, my heart beats quickly, I cannot eat nor sleep, I am thinking all the time.	
Bad marks	03	-I am not sure to have good marks -I am afraid of bad marks	Negative feedback is an anticipated and hence, there is the anticipation of negative evaluation. FNE and TA are both characterized here
The future	02	I am afraid of the future	Fear from the unknown is by definition a characteristic of anxiety

The table summarizes the content of the 184 responses we got from our diarists. The categories we created range from the highest in frequency to the lowest. As one can notice, fear is significantly felt by the participants before the first examination period. We shall hint at the most noteworthy points in short because details are provided in the table with a short description of each category.

To begin with, FLA is mirrored out here, but it is TA that is highlighted here. This is a quite logical finding since we are asking learners about exams; which are done for the sake of testing and summative evaluation. We consider this focal point a key element because much data serve as a worthy background; a time where learners' concerns and attention are devoted to preparing for their first testing experience at university level. Test anxiety here varies between the moderate and the severe one. This is clearly manifested through the learners' expressions.



Additionally, Novelty anxiety seems also existent. Given that our participants experience a new testing experience, a new level and a new system, anxiety is engendered as a result.

Another significant source is task or subject difficulty. Learners' fear is created given the complexity of the tasks they are undertaking at university. This eventually created a feeling of incompetence as shown in the subsequent option.

Many sources of anxiety are revealed and we can group them in external factors like the number of subjects to prepare in a short time, time constraints, the LMD system, failure, teachers' evaluation, exams, low grades, the future. All these lead the learners feel a kind of anxiety and this is of course because of uncertainty, doubt and ignorance of what the future embeds.

In the coming table, we tried to count down how many times each word was employed by our participants. Most of the selected terms are related to anxiety.

**Table 60:** *Most Used Words to Describe Feelings and their Frequency/Before*

<b>Term</b>	<b>f</b>	<b>Term</b>	<b>f</b>
1. Afraid	77	2. Very afraid	24
3. Difficult	11	4. Different	11
5. Stressed	09	6. Anxious	07
7. Frightened	06	8. Fear	06
9. Worry	06	10. Very stressed	06
11. Unable	05	12. Lost	04
13. No self-confidence	03	14. New/Unknown	03
15. Very difficult	02	16. Nervous	02
17. Failure	02	18. Very difficult	02
19. Very different	02	20. Very anxious	01
21. Fatigue			01

As shown in the table, we could derive 21 key terms either indicators of anxiety or correlates of it. Most of the concepts signify anxiety as students used the word afraid 77 times, stressed 09 times, anxious 07 times, frightened, worry and fear 06 times each, and nervous 02 times. In addition, to express high anxiety, we recorded terms like very afraid 24 times, very stressed 06 times and very anxious 01 time. When counting all these together, indicators of anxiety lead us record 144 use of such terms. This means that TA is highly experienced before passing the exams.

#### **VII. 4. 2. The After Exam Findings**

After diagnosing our learners' feelings prior the first exams at university, and after finding a positive correlation between anxiety and testing, we aim at this stage finding out whether testing, feedback contribute in the creation of anxiety compared to the before design or not. The number of the answers we obtained in this phase was equal to 119.

**Table 61: Nature and Frequency of the Learners' Feelings After Exams and Sample Expressions**

Category	N of Answers	Sample of Used Expression	Description and Analysis
Positive ideas about the future	30	-I will do better in the second semester -I will avoid the mistakes I have committed in the first semester -I will manage my time better than the first semester -I will try to be more serious to succeed	The option here embeds positive and optimistic ideas. Students are ready to try again and do better
Positive ideas about the exams and the exams questions	29	-The exams were easy and simple - The exams were a good experience to recognize our mistakes and overcome our weaknesses - The exams were not too difficult as the other students say; they encompassed the subjects treated in the classroom	Students built positive attitudes towards the exams and see it an opportunity to learn. Students got a more realistic picture of the exams.
Feelings of disappointment and dissatisfaction	28	-I am dissatisfied about my work in the exams; I know that I could do better -I have worked hard but I have got bad marks. I am really disappointed - I am really dissatisfied; my marks are catastrophic. -After the exams, "I have lost myself", confidence and I have negative feelings -I feel that I do not deserve to be at university	Participants here built negative view of themselves; either efforts devoted or ability. There is a self negative evaluation
Fear from bad results	11	-I am afraid of bad marks -I am always thinking about my results; I am stressed	Anticipation of negative results. This leads to FNE.
Negative ideas about exams	10	-The exams were a negative experience. I have never imagined that they will be in such a way. Some exams were long; we could not finish	The participants showed criticism towards the way exams were made. They contradicted their expectations.
Negative ideas about time allocation	07	-The time allocated for exams is not sufficient	Time constraints
Fear from failure	02	-I feel that I will fail in my studies	Fear to fail
Positive ideas about teachers' correction	02	-Teachers' correction is appropriate of the students' answers	Teacher's correction is not a problem

Surprisingly, results after experiencing exams changed in a dramatic way. The appearance of positive attitudes and perceptions appeared at this stage contrarily to the Before Design where all the categories were negative. The highest frequencies are devoted to positive ideas about the future (30 views) and about the exams/questions (29 views) compared to the 10 views which considered exams negative. Having a positive outlook about the future after experiencing exams means that learners' negative beliefs and expectations they reported in the Before design were imagined. After passing exams, learners discovered that most of their fears were unrealistic because the exams and the questions, together with the teachers' correction (02 views on this) were realistic and positive. However, this does in no sense mean that negative views are inexistent since we are dealing with students from an individualistic perspective. After exams, 28 participants did not seem to do well and this resulted in negative evaluation of the "self" whether at the personal level where self-confidence is lowered, or at the achievement level where low grades affected the learners' view of themselves. Here, some learners' self-esteem was negatively affected as reported by a student: "*I feel that I do not deserve to be at university*". Yet, some others are more self-confident and related their dissatisfaction to the ability to do better and related their low results to preparation and efforts. Another category of students tend to anticipate bad results (11 views) or failure (02 views). This negative perception is more likely to engender FNE and lower the learners' awareness. As an external factor, 07 views are linked to the time allotted to the exams that they considered insufficient.

As done in the previous phase, we tried to assemble the correlated terms to anxiety. Here, 21 terms and expressions are created but they are not high in frequency compared to the "before design". Contrarily to the Before Design, only nine views refer to anxiety

(afraid/very afraid; 3 view each, stress, anxious, nervous; 01 view each). Positive expressions are created and terms like easy (11 view), good experience (05 views), very easy (04 views) were employed by the respondents.

**Table 62:** *Most Used Words to Describe Feelings and their Frequency/After*

<b>Term</b>	<b>f</b>	<b>Term</b>	<b>f</b>
1. Easy	11	2. Dissatisfied	09
3. Good experience	05	4. Very easy	04
5. Sad	04	6. Afraid	03
7. Very afraid	03	8. Negative experience	02
9. Very disappointed	02	10. Very difficult	02
11. Ashamed	02	12. Not fine	01
13. Angry	01	14. Disappointed	01
15. Stress	01	16. Difficult	01
17. Anxious	01	18. Nervous	01
19. No self-confidence	01	20. Lost	01
21. Failure			01

To summarize the categories and compare both results of the two phases of data collection, we created the following table:

**Table 63:** *Quantitative Summary of the Before/After Design's Created Categories*

<b>Before the Exams</b>		<b>After the Exams</b>	
<b>Category</b>	<b>N of Students</b>	<b>Category</b>	<b>N of Students</b>
Fear from exams and the exam's questions	73	-Positive ideas about the exams and the exams questions	29
		-Negative ideas about the exams	10
Fear from failure	09	Fear from failure	02
Fear from teachers' assessment and correction	09	-Positive ideas about the teachers' correction	02
		-Negative ideas about the teachers' correction	00
Fear from bad marks	03	Fear from bad marks	11
Fear from the future	02	-Positive ideas about the future	30
		-Negative ideas about the future	00

If we compare the results of both phases, we notice a great difference in terms of frequency. In terms of the anxiety felt before the exams, we recorded 73 views. However, learners did no more use the word fear and positive views on exams appeared as we recorded 29 views compared to the 10 views which are negative. Fear from failure also diminished from 09 views before exams to 02 views after exams. The same result is manifested in the teachers' correction. Before exams, 09 views are related to fear but after, 02 views are shown to positive error correction but no view is given to error correction. Fear from the future got 02 views before the exams, but no answer was related to negative views. Instead, 30 students built positive expectations about the future after exams. Finally, fear from bad marks was the only factor that augmented from 03 views before exams to 11 after the exams.

## **Conclusion**

For a researcher to collect data and draw conclusions, he makes use of diverse research techniques. In this chapter, we analysed results we got from the Questionnaire for the quantitative method of investigation and the Before/After Design as a qualitative method. As noticed through the results and their discussions, it seems evident that our EFL classes are places of tension. In this chapter's findings, we share what MacIntyre and Gardner (1991a: 112) view who characterize the anxious student as an "*individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms*". This is, indeed what we have ended by in this chapter and the subjects showed that they do not have a problem in the interaction itself but FNE is more likely engendered by low speaking proficiency and vocabulary gaps as shown from the questionnaire. In addition, results manifested that learners fear making

errors although their views towards evaluation, error correction and the teachers' way of error correction are positively perceived for most of the learners. Yet, when considering results got from the Before/After Design, learners' answers revealed that the main source of FNE is the idea of being examined instead of the examinations themselves. Additionally, learners anticipate negative evaluation and tend to be influenced by the others negative experiences. Finally, there is a strong appearance of Novelty Anxiety because of the newness of the context, the system and the evaluation techniques. This result appeared significantly in the learners' diaries of the Before Exams phase of data collection which eventually confirm our second and third hypotheses relative to language proficiency, error correction and evaluation.

In the coming chapter, we shall treat the data we got from the eleven interviewees who shared their experiences overtly. The chapter details the thematic analysis of this data in accordance with the three hypotheses we have stated.

# Chapter Eight: Description and Thematic Analysis of the Interview

## Introduction

The aim of this chapter is to provide a description of the interview as a qualitative model of investigation as well as a detailed analysis of its findings. The qualitative method of investigation is “*field focused*” (Eisner, 1991:36). Hence; it will provide us with data about the real world situation that exists within the classroom. After gathering data from the eleven informants, we have opted for the thematic analysis because our target is “*finding and marking the underlying ideas in the data, grouping similar information together, and relating different ideas and themes to one another*” (Rubin and Rubin, 1995: 229). Accordingly, we generated categories as seemed to relate to our variables, and hence, to our hypotheses. These themes are: Low Language Proficiency, Low Performance, Error Correction, Interaction (Peer/Teacher) in the Classroom, and Assessment and Testing. In this chapter, we shall treat these themes in details after quantifying the data to test our three hypotheses and reach more comprehensive information about our issue from a student standpoint.

## VIII. 1. Interview Protocol

A focus group interview of eleven first year university students learning EFL at Bejaia University was conducted. The purpose of this study was to reach in-depth data to complete what we previously reached as conclusions when using participant observation and the questionnaire. These used methods helped to generate questions for the interview protocol. The participants were requested to come up with about their actual and previous



language learning experiences and reflect on any kind of negative evaluation and FNE they experienced, if any.

The interview put focus on four major sources of FLA and FNE. Learners were guided towards this direction. The themes we could gather through the participants' responses, and which are related to the observation and the questionnaire findings that supported our hypotheses were:

1. Low Language Proficiency
2. Low Performance
3. Error Correction
4. Interaction (Peer/Teacher) in the Classroom
5. Assessment and Testing

Two other options are related to what the interviewees suggest as causes and outcomes of this FNE to suggest solutions from a learner perspective. This is to make our implications go in accordance with what the learner wants and needs for a less threatening evaluation in the FLC.

## **VIII. 2. Aim and Description of the Interview**

A sixteen question semi-structured interview was used to get information about the subjects' FLA; FNE and the factors that maybe influential. The questions of the interview started first by the language skills that seem most problematic to our participants as shown from the questionnaire answers. Then, they took a gradual direction to lead the student feel at ease with the interviewer before reaching the affective side. Hence, questions did not ask the subjects directly about the causes of having negative evaluation and its impact on their

affect; that is, FNE, but they focused on the previous findings we collected from, first, the observation and, then, from the questionnaire. We focused in this phase upon qualitative data where information about the subjects' attitude towards evaluation and their perceptions of their English skills, towards their peers, towards their teachers' methods and error correction. These questions were developed in the light of the purpose of the study and based on reviewing the previous literature.

### **VIII. 3. Participants**

Although 21 volunteers showed interest in the study and agreed overtly to be interviewed, only 11 were present given that they were in the examination's period. Students seemed more likely to take care of their exams rather than to take part in the present research; this is one of the limitations of the data collection. The Eleven first year students of English volunteered to take part in this interview and showed interest in that. They were informed about the aim of the interview and that it would be used for research purposes. Students under study were told that the data revealed is to be confidential given that the issue at hand is personal and affective. We also gave the freedom of the choice of the day and time for us to respect their examination's schedule. All the participants gave consideration to the topic and they proved cooperation and transparency in their being present on time and ready to answer all our questions overtly.

The volunteer students' characteristics are presented as follows:

**Table 64: Characteristics of the Interview's Sample**

<b>Characteristics Number</b>	<b>Gender</b>	<b>Age</b>	<b>Date</b>	<b>Time</b>
01	F	23	05/13/07	16h00-17h00
02	F	21	05/13/07	17h05-17h50
03	F	19	05/14/07	09h00-09h45
04	F	25	05/14/07	10h00-10h45
05	F	20	05/15/07	13h00-14h10
06	M	19	05/15/07	14h15-15h15
07	F	20	05/15/07	15h35-16h30
08	M	23	06/16/07	13h00-14h00
09	M	19	06/16/07	14h05-14h50
10	M	28	06/16/07	15h00-15h50
11	F	22	06/16/07	16h00-17h00
<b>Mean</b>			21.73	

As one might notice from the table, the interviewees' gender was not parallel in terms of number as we got seven females and four males, not far from the double. The age range of this sample fluctuates between 19 and 28 years old. Yet, the age mean is calculated and is about 22 years old. Although the interviews seem to be achieved in about a month, they practically occurred in four days. The reason behind this long absence was that exams were not scheduled for first year students in this period.

#### **VIII. 4. Procedure for Data Collection**

After gathering data from the questionnaire as a quantitative method, we were aware of the need to deepen our work and complete our findings through the qualitative method. The interview questions highlight the issues which seemed problematic in the questionnaire answers. We interviewed the eleven participants in about a month period which stemmed from May, 13<sup>th</sup>, 2007 to June, 16<sup>th</sup>, 2007. The interviews took some time for each because of the interest students showed in dealing with the topic at hand. The interview sessions lasted for a period that varies between 45mn in some to one hour for

others, and it exceeded it in some cases. Some interviewees referred to their past experiences in childhood with teachers. The researcher took notes because the tape-recorder is more likely to be a source of some stress as explained by the first participants. To respect their preference, we did not use any digital instrument and took notes only. That is, we generalised note-taking for all the cases. The transcripts were read for identification of themes, and these were interpreted on the basis of the students' answers, perceptions, feelings and experiences.

In the coming section, we are going to analyze the transcripts thematically going through the themes we introduced in the first section of this chapter.

### **VIII. 5. Thematic Description and Interpretation of the Interview**

As mentioned in our previous section, upon the completion of the interviews, we coded the interviews; a process that involved creating categories of the main themes discussed by the students-participants and making comparisons across subjects' responses.

On the whole, the totality of the participants seem to have experienced a kind of negative evaluation and most of them felt uneasy such feelings as fear, anxiety, inferiority, incapability, etc. Again, all participants felt at ease to make their feelings explicit and share their experiences with us. Most of the highlighted points are directly or indirectly related to the learning environment, peer/teacher interaction, to previous experiences, to language proficiency, to errors and error correction and to testing. From the above instances, six main themes emerged (that also constitute a number of categories) and can be stated as follows:

1. Language Proficiency, Performance and Error Correction
2. Interaction (Peer/Teacher) in the Classroom
3. Assessment and testing
4. Negative Evaluation and FNE: Causes and Outcomes
5. Symptoms of FNE

In what comes, we shall go through the affinities and their related topics in details:

### **VIII. 5. 1. Language Proficiency, Performance and Error Correction**

Given the nature of the courses set in FLC, they must be related to the four skills of the language and other sub-skills learners employ to perform in the TL. Foreign Language Anxiety has been linked to lack of proficiency which is due to a problem in the skills of the language or even one of them and, eventually, leads them to make errors. That is why; our first category groups the three topics: language proficiency, performance and error correction. In this, Hilleson (1997) observed, in his diary, various types of anxiety related to different skill areas. In this, a great deal of research has focused on anxiety with respect to classroom activities such as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety-provoking for foreign language learners (Horwitz et al., 1986, Steinberg and Horwitz, 1986, Mejias et al., 1991, Price, 1991; MacIntyre and Gardner, 1994.a). This detail is also confirmed by our participants. However, the most problematic skills according to our findings were speaking and vocabulary gaps; not only speaking. In our interview, we supposed right from the start that speaking and vocabulary do cause a problem. This, indeed, engenders FNE because inability to perform because of low speaking proficiency as well as the few vocabulary

learners possess will more likely lead to negative evaluation which the same learners anticipate and avoid.

We asked the question overtly because it was concluded from the observation and the questionnaire in this current research. Encountering linguistic gaps is more likely to hinder the communicative flow and in relation to all language skills/subskills. When learners cannot find the needed and appropriate vocabulary, they hesitate to answer, withdraw from communication in order to avoid any kind of negative evaluation; aspects that reveal the existence of FNE as its definition dictates. More details and findings are presented in what follows:

**Table 65 Question O1: *Language proficiency: speaking and vocabulary***

<b>Category</b>	<b>f</b>
1. Language is not practised/exposure and use	<b>9</b>
2. Affective considerations	<b>6</b>
3. The target language	<b>5</b>
4. The learning environment	<b>3</b>
5. Low level compared to others	<b>2</b>
6. Others	<b>6</b>

According to the table, we have summarized the participants' answers into five major categories organized from the highest to the lowest in terms of frequency. The first category is related to language practice. When referring to practice, it is more concerned with this study with speaking and vocabulary as precised by the question itself. Five of the subjects related this difficulty to lack of the practice of language skills, three of them highlighted the out-of-class use of English which is absent in their learning process; i.e. English is only used in the classroom. In addition, one learner referred to the exposure to language and contact with native speakers; a totally absent aspect although. Here, we can refer to what Tajima (2002) (cited in Williams and Andrade, 2008: 184) found as concerns

differences in FLA levels where learners having native-speaking friends, travelling abroad, and passing standardized achievement tests experience less anxiety. Concerning the second category, six views supported the influence of affective factors on their language proficiency; mainly speaking and vocabulary. As concerns affect's influence on FLA, Scovel (1978: 34) has noted that language anxiety is not a *"simple unitary construct, but a cluster of affective states influenced by factors which are intrinsic and extrinsic to the foreign language learning"*. In this, two of them refer to low self-confidence (like Clément et al., 1994, Gardner, 1985), two others linked this difficulty to low motivation (similarly found by Glikzman, 1981), one participant said he is shy and cannot speak whereas the last respondent related the problem to social anxiety. One can back these participants' experiences to what Gardner pinpointed: *Self-confidence (with a concomitant absence of situationally relevant anxiety) develops as a result of positive experiences in the context of second language and serves to motivate individuals to learn the second language.* (Gardner, 1985: 54).

The TL itself can be a problem and five students agreed on this point. Here, two participants considered that English is a foreign language and it is natural to meet difficulties whereas two students related difficulty to the learners' low language proficiency basically the little background knowledge and the linguistic gaps they have, one respondent associated the difficulty to the appropriate use of the language. In this, we can be best served by Horwitz et al.: *[O]ne will almost certainly have difficulty understanding others and making oneself understood. Possibly because of this knowledge, many otherwise talkative people are silent in a foreign language classroom.* Horwitz et al. (1986: 127)

Regarding the fourth category, three views linked the intricacy to the learning environment. Here, aspects of learner-learner interaction and learner-instructor interaction were revealed. Research put focus on the aspect of interaction too because the classroom is the real arena of human interaction; it serves as a small and complicated community group in which a student interacts both with his peers and his teacher (Pica, 1992 In Kral, 1999: 59). In our study, one respondent emphasized the importance of the learners' interest in what others say whereas two of the three views accentuated their relationship with teachers. A number of such positions as feeling uncomfortable, fear from the teacher's harsh error correction, way and quality of asking questions, eye contact and teachers comportment were specified. As for the fifth category, two views tied the difficulty in speaking and vocabulary to their low level compared to the classmates. Finally, we added the "Others" option to group the remaining causes because we believe in the importance of their responses as we deal with data from a qualitative perspective. Hence, we can in no sense ignore the participants' inquiries. Two participants related the complexity to secondary school where "*English was not an important subject*" for one and "*not well taught*" for the other. The other participants connected the issue to: fear from making errors in front of the teacher, lack of concentration, content, learning opportunities and socio-cultural background.

After dealing with language proficiency and performance, errors seem to be a routine in the learners' learning conduit. That is; we believe that low language proficiency correlated with low performance. These flaws learners have lead undoubtedly to low performance, a high occurrence of errors and, hence, to error correction (which might be either negative or negatively perceived). These repeated evaluative situations are more likely to engender fear. According to the body of the literature, many have been said about



error correction as part of the teacher-learner relationship. Generally speaking, Handley (1973: 106) claimed that success in learning and in teaching depends greatly on the nature of teacher-learner interaction. Additionally, for FLL and FLA, many researchers relate language anxiety to instructor-learner interactions (Horwitz, Horwitz and Cope, 1986; Young, 1990; Koch and Terrel, 1991; Price, 1991; Scarcella and Oxford, 1992). Harsh error correction, ridicule and uncomfortable handling of mistakes in front of a class are among the most important instructor-learner interaction issues related to language anxiety (Arnold, 1999: 66). One can now evoke these issues in accordance to our participants' prospect.

**Table 66, Question 03-a: *Fear and Errors***

<b>Category</b>	<b>f</b>
1. No fear from Errors	8
2. Fear from Errors	2
3. Neutral	1

This question is directly related to the feeling of fear and errors. Most of the participants, here, do not feel fear from errors per se; only two do feel it. The findings, here, show that students' fear is not generated by error making itself but by other factors which can be revealed in upcoming questions. In the following table, participants commented on the point and we could, then, sort a number of categories.

The respondents' comments can be summarized as follows:

**Table 67, Question O3-b: Students' Comments on Fear from the Others' Evaluation when Making Errors:**

Category	f
1. Feeling of inferiority	2
2. Not accepting the others' judgment	2
3. Students' mockery	2
4. Teachers' hard error-correction	1
5. Previous negative experiences	1

Although students said they don't feel fear from the others' evaluation, they commented on the statement. Two answers were related to the feeling of inferiority, lower than the others, fear of rejection as expressed by participant 02:

***Participant 2:** I feel inferior; why I don't answer, blocked, their reflection, their judgement, their way of viewing me, they may isolate me. They like to be with good students only. I write better than I speak because of this fear of making errors. I will lose classmates.*

Through this statement, we can relate the participant's feelings to FNE. To begin with, feeling of inferiority or feeling lower than other students was evidenced in the body of literature on FLA, in general, and FNE, in particular. One can cite Horwitz et al. (1986) findings that fear of being lower than other peers in language classes was very significant in the FLCAS results and, this fact, was related to FNE. Results were also associated to making errors stating: *"Fear of making mistakes, of being wrong, was also expressed in the anxious students' answers"*. Back to the informant in question, he seems an anxious participant. When employing the term "Blocked" this can lead us refer to the Affective Filter because low condition of the Affective Filter is said to be most desirable, conditions can be fostered by allowing students to communicate in positions without having to worry about any type of mistakes they may make (Steinberg, 2001: 210). Yet, being blocked

means that the filter is high. Steinberg, here, mentioned that the "high" condition of the Affective Filter would have the opposite result, effectively blocking any learning through too much anxiety. The last point that mirrors out anxiety and FNE in this participant is fear of rejection. We can for, instance, back this up with what Heron (1989: 33) branded *existential anxiety* and defined these aspects of it in relation to classroom dynamics. He also referred to what he called *acceptance anxiety* meaning the student's feeling of being accepted and integrated in the group. This student seems to suffer from FNE given its indicators he showed through his revealing words. This can be similar to Turula's (2002: 29-30) view about feelings of isolation and disregard which she has inspired from Shavelson and Stern (quoted in Nunan, 1989: 21).

Always under the same heading, two other views said that fear from making errors is due to the fact that these people do not accept the others' judgment. This, in fact, can be problematic in terms of interpersonal relations within the EFL classroom. We can be best served by Interviewee 06 who said:

*Participant 6: For me, no judgment except for the teacher even if the student gives the right answer, the teacher remains the only guide to students' errors to save them from classmates. His classmates try to give the right answer; the erroneous student will always feel afraid of the classmates.*

There seems to be, here, an apparent problematic case in peer interaction. The dynamic of the group remains one of the building stones of a safe classroom. We can adopt Stevick's (1980: 1) view: "*what goes on inside and between the people in the classroom*" to mention it as a source of FLA, and we expand this expression to FNE for its social nature.

The same number of students agreed that this fear from making errors is generated from the students' mockery and one view related the phenomenon to the teacher's hard error-correction. In this, Rardin, Tranel, Tirone and Green, (1988) related increase in the learners' anxiety to the teacher assigning the example of error correction. The interview's results went through this details as revealed by interviewee 09:

**Participant 9:** *Sometimes, students take this error as a mockery which makes me inferior all the time. Sometimes, I don't give answers because of the fear of making errors and be negatively judged. When the teacher is not comprehensible, I feel afraid of errors. They humiliate the students in the class. I think that this touches our dignity. They insult us: "You are nothing" in the secondary school which created fear from errors till now. The teacher of Physics in my third year says: "Don't carry on; you'll fail in the BAC"<sup>27</sup> This influenced my self-confidence.*

Harsh error correction, ridicule and uncomfortable handling of mistakes in front of a class are among the most important instructor-learner interaction issues related to language anxiety (Arnold, 1999: 66). Finally, the interviewee referred to previous unsuccessful experiences. In fact, instructors should always avoid humiliating their learners whatever the error is because this creates a sort of social anxiety. This interviewee referred to secondary school teachers and the damaging effects of their judgemental expressions on their emotions. This was evidenced through using "dignity, fear, self-confidence"; highly reflecting the student's affective side. We employed the term social anxiety, here, in reference to the definition Boisvert and Beaudry (1979: 157) attributed to it as a physical and a psychological uneasiness which we can feel once we are in a group; in front of an embarrassing situation; or in front of an authoritarian, aggressive person.

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<sup>27</sup> Baccalaureate Exam

**Table 68, Question O4-a: Learners' evaluation of the Teachers' Error Correction**

Category	F
1. All/Most Positive	7
2. Some Positive and Others negative	4

According to the second hypothesis, the way teachers correct their learners' errors can be a source of FNE in case it is not appropriate. Our aim behind such a question is to find out whether our participants find error correction techniques positive or negative. Most of them (7 respondents) find that either all or most of the teachers' error correction is positive and four interviewees find that some are good and others are not in terms of error correction. Of course, this table's aim is to introduce the coming one where we need to know how this correction can be positive or negative as perceived by the learners. Learners' answers were categorized and the ways suggested are grouped in **table 69**:

**Table 69, Question O4-b: Learners' perceptions of the Teachers' Error Correction**

Positive Error Correction		Negative Error Correction	f
1. Correct and explain without blaming/shouting	5	1. Showing Ridicule (words and/or gestures)	4
2. Immediate correction	2	2. Using bad/hurting expressions	2
		3. Repeating the same sentence with the same error	1

On the preceding table, we can notice two types of attitudes learners have towards their teachers' error correction; positive and negative. This table categorizes the types of positive or negative error correction as perceived by the learners. According to students, five participants find error correction positive when the instructor corrects and explains with neither blaming nor shouting. For instance, Interviewee 11 stated that:

**Participant 11:** *About 80% of them are helpful but others are not because they never help and only work with a specific number of students (favourites). They discuss with them, not the silent ones, e.g. the teacher of writing isolates some students. Sincerely, only teachers of Methodology, Writing and Phonetics correct. Others are easy-going and never correct; we need correction.*

This shows that learners are indeed in need of error correction. Their problem is not related to the error/error correction itself but in the manner used by teachers to do so. The informant here also focused on the importance of fairness teachers should consider. In this concern, Shavelsan and Stern (quoted in Nunan, 1989: 21) found that teachers tend to have their favourite students and observed that teacher favouritism is manifested in classrooms mainly by inconsistent error correction and unfair distribution of turns. The teacher's manner should be, then, smooth and he should take into account the learners' affective side. We can be best served by Interviewee 02 who revealed that:

**Participant 02:** *"The teacher corrects the error in a natural way with a smile, in a tender way, no shouting, not blaming. If he says: "What are you doing here?" I feel discouraged."*

The second positive type of error correction which two learners prefer is immediate correction. Interviewee 08, for instance, answered to this question by:

**Participant 08:** *I like the manner teachers use to correct me; that is immediately.*

That is to say, the subject here shows that their teachers do correct them immediately and he finds it a good way as well.

However, students do not all seem satisfied from the way a number of teachers handle their errors. Their answers here can be grouped into three categories. The major problem shown by the subjects (who are four in number) is that instructors show ridicule

when learners make errors. They precised this mockery by the teachers' use of words and gestures. Two of the participants referred to the teachers' use of hurting expressions and this can be dangerous to the learners' affective side. In this concern, Interviewee 10 said:

***Participant 10:** Some teachers blame students because of an error. I don't like this way of error correction; others are smooth and understanding... Others do not accept any error and the manner they use is...*

The subject here seems unsatisfied when teachers blame students when making errors. He does not also agree with not accepting students' errors. His view seems extreme given that he stopped commenting at the last glance.

**Table 70, Question O5: Good Way of Error Correction**

Category	f
1. Words and Voice Considerations	6
2. Immediate Correction	4
3. Correct and explain the error	3
4. Implicit Correction	3
5. Others	3

Others:

- Correct only serious errors **1**
- Use the board **1**
- In private **1**

Given that the present analysis is qualitative, we need to go through the details. Hence, to have more insight on the good way of error correction as seen by the learners themselves, this item seeks to categorize these manners. Four main options appear here. The largest option is given to words and voice considerations advocated by six participants. Of course, one can in no sense neglect the teacher's talk and its importance in EFL classes, especially when handling errors.

Four participants prefer immediate correction as a good way. We can refer to Interviewee 04 who replied by:

**Participant 04:** *I hate when a student gives a wrong answer and the teacher moves to another student without correction. It's better to correct him than neglect him. This will lead to silence. The teacher should make the student know when making errors directly after the error. I like when the teacher makes me feel that I'm better than other students and this pushes me to work better and avoid errors.*

This participant puts focus on the teacher's intentional negligence of the students' errors. Of course, this represents the learner's view in question. Treating all errors and immediately are two parameters teachers can take into account according to the situation itself. Moreover, considering learners individual differences urges teachers respond to error correction distinctly from one person to another. This makes certainly the task of the instructor more complicated and the evaluation more difficult. However, the student here relates error consideration to the feeling of worthiness, which is also part of his affective well-being. Hence, among the teacher's task is trying to make the learner at ease when accomplishing his pedagogic tasks among which error correction takes part.

Two other categories have three frequencies each. These are: Correct and explain the error, Implicit Correction and the "Others" option. First, learners referred to implicit correction as expressed by:

**Participant 03:** *"Correct as if it is not an error like: "yes, but....." without saying you have done an error"*

**Participant 08:** *"Not making differences between learners, they should not make the student apparent in front of other learners who might mock at him and laugh. It should be corrected implicitly"*



So correction here is required but should be implicitly made with the explanation of the error. This shows that learners like to be corrected and prefer to understand the source of the error. So, for many, a mere correction of the error is not sufficient because they need to know not only the “what” but the “how” and the “why” as well. For interviewee 08, explicit error correction can lead to a problem in peer interaction as it can make students in question lower than others and this is more likely to engender ridicule and mockery. If this happens regularly, students who are mocked at repeatedly will avoid similar situations and withdraw from participation as a result. This can be due to fear being negatively evaluated (mocked at).

Interviewee 01 for instance said:

***Participant 01:** At the moment of the errors, in a realistic way, depending on the lecture/question. Teachers need to explain the errors as they do in lectures. This is what is more important.*

Hence, learners seem to expect from their teachers more than what is given in their EFL classes. That is, not only correct, but explain the error as well. Three other answers are grouped in the “Others” category where a learner related error correction to the gravity of the error. One refers a good error correction to the necessity of using the board and another one to correcting every student in private.

To sum up, one of the participants seems to summarize the options and this shows the student’s awareness of the importance of error correction. Accordingly, she suggested that:

*Participant 07: When I make a mistake, it should be corrected immediately, explain the errors in order to avoid do it again, and the manner shouldn't be aggressive, but comprehensible. If the error is not so serious, he just corrects, but if serious I accept punishment.*

### **VIII. 5. 2. Interaction (Peer/Teacher) in the Classroom**

One of the salient factors in EFL contexts is the interaction pattern and what Harry Stuck Sullivan calls the interpersonal relationships. Given that the classroom is a social group, both the learners and the instructor are supposed to get engaged in interaction. However, there are pre-requisites to make this a success. First, the class environment should be healthy for interaction to be positive and fruitful. Then, the class members (learners and instructor) should all play their entire role as members of the same social group, i.e. the EFL classroom. Given that the classroom is made up of the teacher and the learners, peer-negotiation or group interaction constantly plays a focal role in the process of evaluation with all its forms (self-evaluation, peer evaluation and teacher evaluation). Many researchers believe that this interaction develops a great understanding of others diverse social and interpersonal adjustments together with learning needs. That is why; we added this component as a possible source of FNE, given that learners can fear the “Others’ way of evaluating them and can anticipate negative evaluation, especially if their evaluation of themselves is negative. Additionally, interaction is said to be a marked dimension that promotes considerable great efforts to achieve both performance and social productivity (Gillies, Ashman and Terwel, 2008). Yet, a learner who experiences FNE tends not to engage in peer interaction.

**Table 71, Question O2: Difficulties, FNE and Participation**

Category	f
1. Negative evaluation of the Self	4
2. Feeling inferior	3
3. Affective considerations	2
4. Task difficulty	2
5. The teacher	2
6. Others	4

Others:

- No opportunities to participate,
- Low language proficiency,
- Making errors
- The learning environment

For us to relate difficulties learners can encounter in their EFL classes, participation avoidance and FNE, this item is added to diagnose a number of sources of FNE. Surprisingly, the option that was mostly relevant was the negative evaluation of the self. This means that learners refer such low language proficiency and lack of participation to themselves. Three of the participants relate this difficulties and lack of participation to their feeling of inferiority; a factor that can be related to the learners' self-confidence. Three options had two frequencies each which can be stated respectively: affective considerations, to the task difficulty and to the teacher. The "Others" option obtained four which are: no opportunities to participate, low language proficiency, making errors and the learning environment.

For this feeling of inferiority, there are student who relate it to the specific situation they are in, "**Participant 01**: "Yes, sometimes I feel less than the others, but temporarily." In such a case, this kind of affect is situational and not a personality trait. Others can have a more serious reaction to such a difficulty and conceive it in themselves as a certainty like **Participant 02** who says: "Yes, of course. I feel inferior, a bad student, not like others. I feel the teacher will only think of the errors I do". Here, it is a more complicated case

where the student has the tendency to feel less self-confident and, hence, more anxious and less motivated if we refer to Krashen's Affective Filter Hypothesis. Additionally, the student in this quote shows aspects of FNE when relating the errors she makes to the way her teacher thinks of her. The instructor is considered a focal aspect in the learners' stability and FNE is part of this. We can refer here to Price (1991: 106)<sup>28</sup> who reported that "instructors had played a significant role in the amount of anxiety each student had experienced in particular classes". Another category of students who seem conscious of their affective state related this situation to their aptitude, but feel able to work more in order to cope with this negative feeling. We can be best served by *Participant 3: I feel incapable, I try to work hard to overcome the problem and get rid of the complex, and it menaces my "self", my self-confidence.*

This participant related inability to self-confidence, but her learning strategy to overcome this affective problem is working hard. This can be interpreted in terms of Sullivan's theory that includes two main factors that are the concept of the self and the role anxiety plays in the development and maintenance of personality (Delmark College Resources).

**Table 72, Question 12-a: Occurrence of One's Negative Evaluation of Others**

Yes	No
7	4

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For us to know whether our participants evaluate others negatively or not, this question was asked. Given that the classroom is based on interpersonal relationships, the existence of negative evaluation can cause interaction gaps and problems, and hence, can affect the group members in a negative way as well. On the one hand and as assumed right from the beginning, negative evaluation exists in our EFL classes and through our data, seven participants revealed that they do evaluate others negatively. On the other hand, four of the participants do never evaluate others negatively. For instance, **Participant 02** stated that “*Never, I can’t because I feel it and I live it. It’s the opposite, I like to help and say it’s ok*”. This statement is informative because although the respondent denied her negative evaluation of the others, but this seems the effect of being negatively evaluated. It seems to be a negative experience that evoked uneasy feelings in her.

In order to classify the pre-requisites of this negative evaluation, the table below groups the participants’ answers:

**Table 73, Question 12-b: *Negative Evaluation and the Others***

<b>Category</b>	<b>f</b>
<b>1.</b> Teacher’s performance, methods and behaviour	8
<b>2.</b> Learners misbehaviour and personality	8
<b>3.</b> Peers/classmates way of work	6
<b>4.</b> Learners’ performance (Speaking and errors)	2

The results of the participants’ criticism went hand in hand with our expectations. Both teachers and learners seem to be subject of criticism by the interviewees. As shown in the table, eight frequencies are devoted to teachers’ performance, methods and behaviour. The same number of answers was afforded to the learners’ “mis-behaviours” and personality. Results are parallel when considering teacher’s criticism and the one of

classmates. These findings are paramount because we can relate them to the FLC as a social group made up of both the learners and the teacher. We can, for example, state:

**Participant 03:** *Classmates: The method they use in working is not good, they stand against the teacher's remarks and show no respect towards the teacher. They also should be quiet when we expose our works.*

This respondent tried to highlight the group work which is not fine. In addition, she referred to classroom civility where respect should reign between the learners and their teachers; thing which is not the case. Here, we can refer to the peer interaction pattern. When a learner feels peers' bad behaviour in the classroom, this can lead to unpleasant feelings like fear, low self-esteem, low self-confidence and less self-efficacy. Another important disclosed aspect related to the participants' learning experience is the way they work in the classroom. There seems a kind of dissatisfaction from the way classmates work in the classroom and that is one reason behind the existence of negative evaluation in our FLC. Six views defended this position among which we take interviewees 04 and 08:

**Participant 04:** *I evaluate others negatively when they don't work, don't make efforts and that makes me angry, but not saying bad for the sake of criticism. I respect those who work and do not ask for ready works/tasks.*

**Participant 08:** *Students; yes. When they have no interest, absences, wasting time especially free time as if they are not university students. Their study is only in the classroom; outside, no. their behaviour is not good (moral things, bad ones).*

Being serious and hard-working remain also pre-requisites to avoid any kind of negative evaluation. Only two participants related negative evaluation to the learners' performance putting focus on speaking and errors. This does in no way mean that speaking

and errors are ignored but these students do not criticize others when speaking and making errors.

Participant 09 can be an example of an extreme position; we feel his negative evaluation of the “Others” as a strong factor here. He says:

*Participant 09: Teachers, yes I do; subjectivity (differences between students) by caring of what some say and not others; teachers have their favourites (this is the best). Here's also the teachers' subjectivity in evaluation (not what students deserve). Students are egocentric, lazy, rely on others without work.*

### **VIII. 5. 3. Assessment and Testing**

The whole theme here in this interview related to assessment and testing has to do with our third hypothesis. Although research in FLA labels this concept test anxiety, but we aim at widening the scope to both assessment and testing as part of continuous evaluation as dictated by the LMD system. New approaches to evaluation in EFL contexts change the direction from testing as related to grading and comparing between the students' results, a pass/fail test to continuous assessment focusing on the learners' process in learning. That is why, we are not going to use test anxiety here because we defend the thesis that evaluation is not merely of the summative kind but it is also what occurs in the classroom although we are conscious that learners are more likely to link this issue to grades and failure.

Although research in FLA labels this concept test anxiety, but we aim at widening the scope to both assessment and testing as part of continuous evaluation as dictated by the LMD system in the Algerian higher education system. New approaches to evaluation in

EFL contexts change the direction from testing (as related to grading and comparing between the students' results, a pass/fail test) to continuous assessment; focusing on the learners' process in learning. That is why, we are not going to use test anxiety here because first we defend the thesis that evaluation is not merely of the summative kind but it is also what occurs in the classroom although we are conscious that learners are more likely to link this issue to grades and failure. The second reason is that focus is made on it as a threatening evaluative state which is more likely to engender FNE instead of focusing the test itself. Hence, creating this category means for us its importance in EFL classes. In other words, we hypothesized that FNE has a great relationship with assessment and testing, and learners also confirmed this through their answers.

The concept of evaluation in our work is to be generalised to all what have to do with the "*others*" judgement like peer evaluation and teacher's evaluation from which we can select error correction, assessments and tests of all kinds. Hence, anxiety is to be felt by our participants especially that the LMD system is based on continuous evaluation.

In our work, we started though the assumption that students link evaluation to grading and failure, to error correction. That is why; it is necessary to adopt Nunan's principle who says that it is extremely important to clarify from the beginning the aims and objectives of the evaluation." (Nunan, 1992: 197). Evaluation, when negatively perceived by the learner can have devastating outcomes on the learner and his learning.



**Table 74, Question 10: Evaluation and Exams**

Category	f
1. Afraid of... <sup>29</sup>	6
2. Unable to... <sup>30</sup>	3
3. It depends on Preparation	3
4. Self-confident	2
5. Others	3

Others:

- Over thinking (family and marks)
- Anticipate negative evaluation
- No particular feeling

Most of the participants concentrated on the “Before” not the “During” period. This result confirms the data we reached in the Before/After Design where fear is felt before exams rather than after. Only two respondents commented here. One feels better when having the exam sheet and the other feels stressed.

***Participant 02:** I feel afraid when I think of them; I try to guess questions and that I won't be able to answer. I imagine the negative outcomes.*

***Participant 05:** Before exams: Not afraid in general, before five minutes, some stress occurs. During exams: When having the exam sheet, I feel better even if the exam is difficult*

When analyzing the learners' responses, four main categories prevail. The expression “afraid of...” is used six times. It was linked to: thinking of exams, the exams' degree of difficulty. There was also the use of “unable to...” which reveals a problem in the

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<sup>29</sup> Thinking of exams, the exams' degree of difficulty

<sup>30</sup> Manage time, concentrate

participants' self-efficacy and self-confidence. Three of these views linked inability to time management and to concentration. Three others tied feelings and testing to preparation.

**Participant 06:** *If well prepared, I feel stressed because I ignore the questions to be like; if not, no fear because I know that I won't do well right from the beginning.*

**Participant 08:** *Before and during exams, I feel stressed, sometimes fear. Sometimes, confident, if prepared, but if not prepared I feel less confident. I lose everything.*

We expect here that the more the learner is prepared, the less feelings of apprehension occur before and during exams. Two of the interviewees bound their negative feelings towards exams to a problem in their self-confidence.

**Participant 09:** *Frightened especially when I don't have the level I have expected to have. I feel that all what I've done was not useful.*

Finally, three independent, separate views are grouped in the "Others" option where subjects referred to over thinking (family and marks), anticipation of negative evaluation and to no particular feeling. When considering anticipating negative evaluation, the feeling of fear is more likely to engender eventually.

**Table 75, Question 11-a: Occurrence of Fear from Bad Results**

Yes	Neutral	No
5	1	5

When asking the participants about the feeling of fear in relation to bad results, occurrences were equal between yes (5 respondents) and no (5 interviewees) with one neutral position. However, their answers were too detailed and we could create five sorts of feelings in relation to this question. These are summed up in the **Table 76:**

**Table 76, Question 11-b: Bad Results and Fear**

<b>Category</b>	<b>f</b>
<b>1.</b> Inferior, incapable	5
<b>2.</b> Not at all	5
<b>3.</b> Try again	5
<b>4.</b> Afraid of... <sup>31</sup>	3
<b>5.</b> Blame myself	2
<b>6.</b> Others	3

Others:

- Too bad compared to others
- Give up
- Lower motivation

According to the interviewees' detailed account, three main categories got five frequencies of answers each which are: feeling of Inferiority and incapability as stated by **Participant 02**: *Yes I feel too bad, not good, inferior especially that we compare with others; competition, no occurrence of fear and willing to try like **Participant 11**: Incapable, not all along the semester, but I will try to develop myself.*

Three participants related their fear to the teacher's bad vision and/or failure. It is the only option that includes fear. This makes fear from bad results not considerable since these three learners are concerned about how the teacher will see them or from failure.

Two students blame themselves for the bad results and this is part of self-negative evaluation. In addition, such students might feel like able to do better than that and that is the possible interpretation of this auto-blaming. To illustrate this point:

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<sup>31</sup> The teacher's bad vision, failure

**Participant 04:** *I feel inferior, incapable especially in Methodology because I felt stupid as it was easy. I find myself better now as the teacher relies on note-taking. I'm better prepared. It hurt me because the teacher sees me good and will change this vision towards me. I have a problem of concentration, I don't think.*

**Participant 08:** *Bad marks, I know why; not as prepared as it should be. It's what I deserve and I need to work more, more efforts, I blame myself.*

**Participant 09:** *Yes, I feel afraid, "d   us" [disappointed]. I do not like the idea of the catch up exam and repeat the same task.*

The "Others" option includes feeling too bad compared to others (an indicator of FNE), give up and lower motivation.

**Participant 10:** *Bad marks; I don't feel that but they block me, decrease my motivation. I feel I'm not really good to do such studies, not competent.*

In this section, the feeling of fear was shown more significant before learners' testing experience. Yet, after testing, most of the interviewees bound their reactions to other factors like preparation. Fear is less noteworthy as seen from the options we could create from the learners' answer after passing their exams. Finally, the learners' answers show an optimistic prospect as they declared to be ready to try again and prepare better.

#### **VIII. 5. 4. Negative Evaluation and FNE: Causes and Outcomes**

Given that negative evaluation occurs, it can be caused by many factors and can eventually have different types of responses. In this section and through the participants' accounts, we shall focus on fear as a reaction of negative evaluation on the one hand and treat both the causes and effects of FNE on the other.

**Table 77, Question O6-a: Occurrence of Fear/Insecurity from Evaluation**

<b>Feeling of Fear/Insecurity</b>	<b>f</b>
1. Evaluation is Positive	9
2. Evaluation is Negative	2

For us to make a link between evaluation and feelings of fear/insecurity, for more clarification from individual views, we asked this question to reach details in an in-depth manner. Nine respondents out of eleven find evaluation positive. This means that the essence of evaluation is not the problem. In other words, evaluation does not seem to be the source of fear, but fear in relation to evaluation can be bound to other factors detailed by the learners and clarified overtly. This result completes what the questionnaire results revealed. In **Table 80**, we could summarize causes of FNE as stated by the participants:

**Table 78, Question O6-a: Causes of FNE**

<b>Category</b>	<b>f</b>
1. Fear from failure/bad marks	4
2. Harsh Error Correction	2
3. Lack of preparation	2
4. Fear from the others' reaction	2
5. Others	4

**Others:**

- No/little Understanding and memorization
- Language Proficiency
- Fear from the teachers' negative vision
- Anticipate negative evaluation

As shown in the table, four views were devoted to fear from failure/bad marks. This is one of the indicators of FNE as evidenced by Aida (1994) who attributed anxiety to fear of failure. We can illustrate by the following quote:

**Participant 04:** *I feel afraid, insecure don't accept to fail because we think of the difficulty, ability. I don't accept to fail.*

In addition, we can add the existence of harsh error correction the thing that is more likely to engender fear from this negative way of correction. In our research, we hypothesized that error correction is a cause of FNE and this is a sign of it. Harsh error correction was found to be a factor that leads to fear from evaluation although only two views were given here, but they remain significant since our analysis takes every view into account. Students emphasize the importance of a smooth error correction because the problem is not the correction itself but the way this correction is made.

**Participant 02:** *We don't like errors because errors are corrected. This is good, but annoying. It should only be done in a good way.*

Lack of preparation was had equally two frequencies. Learners do blame themselves through lack of preparation; a factor that appears each time in the answers. For instance,

**Participant 07:** *Students are afraid of the others' reactions and relate correction to soft and kind correction. They need it to be in private. Insecurity and fear come from lack of preparation.*

Another indicator of FNE is related to fear from social evaluation was also emphasized by two respondents. This is shown under the heading of fear from the others' reaction. In our first hypothesis, we referred to classroom interaction as a possible cause of FNE.

Of course, we can in no way ignore the "Others" option because it contains four views and all are indicators of FNE. Add to this that the present tool; the interview, is qualitative and all individual statements are to be taken into account. The four views are: No/little Understanding and memorization, Language Proficiency, Fear from the teachers' negative vision and Anticipate negative evaluation.

To sum up, we can be best served by the participants' own words:

**Participant 09:** *Yes, what makes me fear evaluation is to not do well and have good marks because I have in mind some goals; a level I want to reach. I feel afraid to not reach them. I anticipate negative evaluation and this leads to fear.*

**Participant 06:** *I think students want to be evaluated for one thing; to be complete, faultless and that others have a good vision towards them. They feel afraid if someone asks them some questions they have already learnt but find difficulties because they are not well evaluated.*

**Participant 08:** *Evaluation makes stress and fear when we know about it. It's a trigger. Then, when I know that the teacher's vision towards me is bad, I feel bad and lazy. This leads to insecurity and fear. I just want the teacher to give me what I deserve. Sometimes, it happens that teachers are subjective. They may destroy the student by showing that the student is bad and "de-motivate" him. This happened to me before university and I dislike this experience, it makes me feel discouraged, anxious, inferior.*

**Table 79, Question O7: Characteristics of a Bad student**

Category		f	
1. Bad relationship with others	Teacher	4	6
	Peers	2	
2. Low Performance compared to others		4	
3. Bad marks		4	
4. Lack of Interest and Preparation		4	
5. Teacher <sup>32</sup>		3	
6. Others		4	

**Others:**

- Social background: parents
- Low participation
- Lazy, not hard-working

When asking learners to suggest the characteristics of a bad student as a cause of negative evaluation, we could create five options. When collecting information about how they see their peers, this is more likely to help us delimit the boundaries of any possible

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<sup>32</sup> Teacher's favouritism, hating the teacher and the teacher's low motivation

negative evaluation to occur. In other words, the created options will help us identify the factors that lead to negative evaluation in the EFL classroom. Accordingly, most of the categories have to do with the negative evaluation of others. When negative evaluation occurs, learners think that the reason behind is first a bad relationship with others. We can mention Firth's description of language that 'language is interaction' (cited in Berns, 1984:5). These others are first the teachers where four views defend this point and the peers as a second position as pointed out by two participants. These six views are related to the possible disequilibrium in the classroom interaction where learners show defiant behaviours. This will accordingly lead to negative evaluation.

Three of the options received four views each and are all indicators of negative evaluation and can be also a source of anxiety and fear. These are:

- Low performance compared to others,

**Participant 07:** *Bad marks, teachers' remarks towards him, when students speak about something I don't know, comparison to the others' performance.*

**Participant 09:** *When unable to do something that students find simple and able to do, e.g. in speaking students speak freely, but I always have problems to do so even if I have ideas. I see that I'm a bad student.*

- Bad marks,

**Participant 02:** *In exams when getting a bad mark (less than 10/20), I feel I'm a bad student especially if I do my best and no good results shown. I judge myself badly if others answer and perform well compared to me. I'm bad especially if everything is ok (teacher, group, class, etc), but bad marks make me feel bad and inferior.*

- Lack of interest and preparation.



All these causes of negative evaluation can also be sources of fear from the negative evaluation itself.

Three views defended the position that the teacher makes of a student bad by his favouritism, the teacher's low motivation and when he is disliked by the learner.

The Others' option sums up the three positions of social backgrounds (parents), low participation, and lazy and not hard-working students.

**Participant 08:** *Marks are the first one; comparison, and the personal work of the student leads to this especially after the mark of this latter. Participation is seen as the most important thing, understanding on which marks are based.*

**Participant 10:** *Lazy, not hard-working, the relationship with classmates and teachers is not good, don't like error-correction.*

**Participant 01:** *Low language proficiency, comparison due to the teacher's evaluation (subjectivity), parents who are not able to communicate about lectures, loneliness.*

**Participant 06:** *Successive errors, talkative in the class, contradicting the teacher, having no relations with classmates, always inapt in the classroom, fighting with teachers (marks, absences), all what is related to teachers/classmates.*

**Table 80, Question O8: Causes of the Others' Negative Evaluation**

Category		f	
1. Interaction	Bad interrelationships	8	20
	Teachers' perceptions and reactions	7	
	Peers' ridicule	5	
2. Performance and language proficiency	Low language proficiency	6	9
	inability to answer	3	
3. Errors		7	
4. Participation		6	
5. Others		2	

Others:

- French influence 1
- Low motivation 1

Our awareness that the sources we suggested are in no way exhaustive, we asked the question to our participants. The aim behind is to collect in-depth data about the reasons that lead to the occurrence of negative evaluation from a learner perspective. That is to say, why negative evaluation by others exists in our EFL classes? The sources suggested by the participants were very similar to the ones we suggested as sources of FNE. If these lead students to be negatively evaluated, the result of this is more likely to be multifaceted and affect is part of. Through the learners' answers, 20 views were given to classroom interaction. A case in point is Interviewee 04:

**Participant 04:** *When a student is disliked, the person becomes inferior, blocked, no force to participate, to speak. We should be as friends. I used to be disliked but it's better now."*

Here, many affective problems come into sight as a result of a bad quality of classroom interaction. Being disliked and rejected can lead to feelings of inferiority, under-achievement and lead to withdrawal; a characteristic of FNE.

**Participant 04:** *I was marginalized and I realised that my force is my enemy. I have no right to speak. I was disliked. I need to continue to prove that this is not a static situation. I was disappointed from rejection as if all university is bad. I wanted to stop studies, but thinking of my child and family need to be a trigger to support this childish situation to save myself from this decision. I'm sociable but with my group it's something else. It might be due to my difference.*

Additionally, fear can be a strong possible result of this negative evaluation caused by classroom interaction. Learners referred to peer interaction and emphasised the existence of peers' ridicule in the classroom. For instance, Interviewee 08 declared that:

**Participant 08:** *Even if they [students] laugh, I laugh with them. I try to do my best to change their vision and avoid feelings of insecurity and fear.*

Moreover, the “Others” reaction can be directly linked to the student in question. The quality of interpersonal relationships that exist between classmates makes reactions differ from one situation to another. If the learner is good enough for example or a high risk-taker, this can influence the peers’ vision towards him. Eventually, his classmates can show an extremely critical position towards any kind of low achievement. We can be best served by Interviewee 09:

**Participant 09:** *Students laugh at others when making errors, tell it to everyone, saying something like: “you shouldn’t show off, you do not know anything in reality, etc”.*

The student here can be either an outstanding student that others show a critical position to his achievement or that he shows off that learners want to negatively evaluate him whenever the occasion presents itself; case of errors for instance.

Language proficiency and low performance are factors leading to negative evaluation as divulged by 9 views. Here, two factors were grouped; low language proficiency and aptitude (inability to answer). It seems reasonable that evaluation in EFL classes is related to aptitude and language proficiency and, hence, to performance. Any inadequacy in these will undoubtedly lead the said learner to seem incapable and be negatively evaluated as a result.

According to the participants, participation generally leads learners to be negatively evaluated. When a student does not participate, there is first a tendency towards self-negative evaluation. This was unveiled by Interviewee 05:

**Participant 05:** *I say: "why others participate, give their view, their opinion and I keep silent. I blame myself".*

The sovereign of the classroom seems always the instructor and so is he as far as evaluation is concerned. When the teacher is too critical, he can cause devastating effects on the learners. One can have a look to Interviewee 10's long quote:

**Participant 10:** *I think the main problem is teachers because students start with motivation and the teachers' rejection leads to something bad; despair. Some teachers judge me that I'm not able to do well and improve my abilities; judge me negatively. They don't give me opportunities to discover that I'm able to improve myself. Some others are good and helped me a lot by giving me pieces of advice. We judge negatively when making errors; they tell me that I'm inferior, can't do the best, can't improve.*

The student considered teachers as the main source of negative evaluation. He made the responsibility of the learners' low affect, bad achievements to the teachers. For him, teachers' rejection, teachers' bad vision and judgment, teachers' handling of errors and lack of opportunities are the major reasons that lead learners to lose their motivation, to feel inferior/bad/despaired and discourage.

**Table 81, Question O9-a: Feelings from Negative Evaluation**

Category	f
1. Inferior, low self-confidence	8
2. Uneasy feelings <sup>33</sup>	8
3. Willing to try again	4
4. Do not care	3

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<sup>33</sup> Low motivation (2), uncomfortable (1), afraid (1), dissatisfied (2), lonely (1), nervous (1)

Not far from the previous question, we tried to ask learners about their feelings when negatively evaluated. We wanted to diagnose the existence of fear as a generated feeling from these sorts of negative evaluation learners experienced. Feelings contained many of the affective factors, but words related to fear, anxiety, worry were hardly employed. Most of the views were related to feelings of inferiority and loss of self-confidence (8 occurrences). Only 2 views of the 8 devoted to uneasy feelings were related to anxiety (afraid, nervous).

**Table 82, Question O9-b: *Influence of Negative Evaluation on Academic Achievement***

<b>Category</b>	<b>f</b>
1. Blocked, give up	6
2. Lose concentration	3
3. Avoid participation	2
4. Others	4

**Others:**

- Hesitate to work as a team
- Push me work better (willingness)
- Cannot work in large groups
- Lose words

After having an idea about the sort of feelings experienced from negative evaluation, and after finding that the majority related these emotions to affective factors, we need to understand the effect of this negative evaluation on the learners' achievement (remember that low performance is considered in this work as a source of FNE). All the effects were destructive to the learning process.

When negatively evaluated, 6 participants claimed that they usually feel blocked and eventually give up. An extreme position is exposed by Interviewee 02:

**Participant 02:** *Inferior, I feel I have no place here. I ask myself: “Why this person tells me that?, why in this way? I feel null, totally blocked especially if it is at the beginning of the day. I can’t follow with the other sessions as I’m concentrated in the feeling of shame...Students also told me “how could you make such an error?” Then, when I made an error in phonetics and the teacher corrected me, but I was blocked because of the morning’s negative experience. I give up, I don’t like to go back to avoid living the same experience. Other times, I try to have the will and try again and this is what helped me to carry on. Thanks to third year students who helped and motivated me. They did positive things for me.*

When learners are negatively evaluated, there is also the risk to lose concentration and this factor held 3 frequencies. Interviewee 05 replied by:

**Participant 05:** *I feel myself uncomfortable with the person and prefer to not see him again, avoid him, don't have even a look at him. In my academic achievement, I avoid participation and take notes in large groups, but no problem in group sessions as I like my group, I like working with them.*

This social avoidance is the result of negative evaluation at an interpersonal level, but the situation seems experience bound and not general because the participant seems to have positive attitudes towards the group she belongs to.

When negatively evaluated, Interviewee 07 related this to inability to reach the needed objective, and, hence, inability to reach the future objective. This leads to fear.

**Participant 07:** *I feel fear each time from inferiority to achieve objectives, fear from the future achievement but it doesn't harm.*

Negative evaluation is also linked to failure. This failure engenders fear which in itself seems to be harmful given its high degree. Accordingly, Interviewee 08 indicated that:

**Participant 08:** *If I let things accumulate, this destroys me in the sense that I failed four times in the Baccalaureate exam. Because I failed, the feeling of fear kept me away from success; my thinking is blocked.*

Here, the subject seems to have a serious problem which links previous unsuccessful experiences to negative evaluation and, hence, to fear of the debilitating kind. Employing the word “destroys” reflects the gravity of the situation here because failure leads the learner’s mind concentrate on further failure. Hat is the reason behind being blocked. This FNE and fear from successive failure prove to have damaging effects on the learners’ personality and academic achievement alike.

Another view which seems of quite interest here is the experience shared by Interviewee 09.

**Participant 09:** *“Inutile<sup>34</sup>”; I feel I’m nothing. I feel unable to do things in the future because I can’t go forward to superior levels, because I am a failure. It’s an obstacle to do what I need. It doesn’t help especially in important evaluation like exams. It’s difficult to have the needed motivation to revise and study; it’s tiring, makes the mind tired, lose concentration because of the mental fatigue and the feeling of loneliness.*

His position does not seem far from the previous claim. The participant related his being negatively evaluated to being useless and the expression “I’m nothing/ I am a failure” reflects how serious the problem is. This can also be related to self negative evaluation. For him, negative evaluation lowers his motivation, makes him lose concentration since the mind is exhausted, it also affects the subject’s quality of interaction and make him feel out of the group. Negative evaluation can lead the individual to feel

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<sup>34</sup> « inutile » : useless

rejection and lose the feeling of belonging to the group he belongs to. For more illustration about the feeling of loneliness, Interviewee 11 pointed out:

**Participant 11:** *I can even give up university and quit it especially that I'm alone in the class. The only one is Mr H. whom I don't know. In the first semester, I was really badly influenced by bad marks. I could not revise and give up. I got help from some friends from my region who encouraged me, I feel better.*

Teachers seem to be among the reason behind negative evaluation, given that evaluation is one of the practices in any EFL classroom. If this evaluation is negative, or perceived as negative, this will influence the learner's learning, and hence, his academic achievement. In this, Interviewee 10 said:

**Participant 10:** *For me, the main problem is teachers. I'm supposed to have difficulties and I wish to have a better experience next year. Two teachers caused problems in my studies because they did not help, they did not push me overcome the problem; they made me feel inferior.*

**Table 83, Question 13-a:** *Experienced Cases of Negative Evaluation*

Category		f
1.	Teacher's criticism	5
2.	Teacher-Learners interaction	4
3.	Teachers' bad vision	4
4.	Bad, unjustifiable bad marks	1
5.	Peers' bad reactions	1

In the previous lines of thoughts, we have seen a number of samples of experiences related to negative evaluation. Participants were willing to share all their experiences. Yet, his item aims at diagnosing the different sorts of negative evaluation according to the eleven participants' lived experiences. We can, then, create a list of possible ways of



evaluation to suggest the appropriate evaluation methods that teachers should adopt. We believe that there is no best way than centring the learner and taking benefit from his experience. This is simply because the present tool puts focus on data of a qualitative nature.

The different stories helped us categorize negative evaluation into four major sorts: teacher’s criticism (5 views), teacher learner interaction (4 frequencies), teacher’s bad vision (4 views);

**Participant 09:** *each time I feel her ignoring what I say, and doesn’t care of me at all. I don’t know what happens, I feel that she always criticizes me and corrects me although I do my best to be accurate and control what I say. She tells this to other students and I don’t like this.*

and bad, unjustifiable marks (1 view). As one might notice, the totality of views draw attention to the teacher. All negative evaluation experiences seem to be caused by the teacher only the angle changes. In the following table, we shall make a link of these negative experiences in relation to the teacher to how they influence the learner.

**Table 84, Question 13-B:** *Outcomes of the Experienced Cases of Negative Evaluation*

Category		Frequency	
1. Affective uneasiness/discomfort	Hurt	5	9
	Angry	2	
	frustrated	2	
Give up		3	
Other		2	

**Other:**

- Feel incompetent
- Change the method of the work

According to the learners' views, most of the effect such negative experiences of negative evaluation is related to affective factors. They feel hurt, angry and frustrated. These are grouped together to form nine views. In this, Interviewee 04 held this view:

**Participant 04:** *In Morpho-syntax, we were asked to compare two sentences. I knew the answer and the teacher says: "Do not repeat my sentences". Some students laughed and others whisper: "She is not really good". I tried to repeat them otherwise; it hurts because I know that I supervise myself.*

The second category is "giving up" and three students think to give up when experiencing negative evaluation from the part of the teacher. This view was already discussed in our previous sections.

**Participant 09:** *I have given up speaking at the beginning. Then, I made efforts because of the belief I have of the necessity of speaking. I started speaking non-stop to force her listen to me.*

**Participant 10:** *I've made an exposé in Oral; students said it's perfect, clear. It was about "Brain Tumour". I've done my best to present it, students judged me positively, but the teacher judged it that it's average, not good; it hurt me a lot.. I felt that I'm not competent, a big lack, all my efforts are not satisfactory.*

### **VIII. 5. 5. Symptoms of FNE**

Detecting individuals who suffer from or experience FNE is important in order to cope with it. Many tools exist in order to detect it stating Watson and Friend (1969) FNE Scale and Leary's FNE Scale (1983). In the classroom, the instructor needs to find other ways to identify learners who suffer from or experience FNE.

In this section, we suggested a list of symptoms and rated the learners' answers accordingly.

**Table 85, Question 14-a:** *Frequency of the Suggested Symptoms of Anxiety*

Symptom	f
Breathing Changes	6
Tight chest	5
Restless	5
Light headed	5
Heart beats	4
Having to go to the toilet	3
Stomach butterflies	2
Sweating	2
Dizzy	2
Tingling in toes and fingers	1
Tense	1

As one might notice, for about half of the listed symptoms, about half of the participants confirm experiencing such physical symptoms. For the other symptoms, they are less significant in terms of the frequency but they exist in at least one or two answers.

For more details about the symptoms learners revealed to experience, the coming table summarizes them.

**Table 86, Question 14-b: Revealed Symptoms of Anxiety**

Psychological Symptoms	f	Total	Physical Symptoms	f	Total	Behavioural Symptoms	f	Total
Feeling... <sup>35</sup>	5	7	Become red, yellow	1	2	1. Speak alone	1	3
						2. Speak loudly	1	
Inability to carry on	1						3. Cannot speak	
Hate the teacher	1		Lose appetite	1				

**Participant 04:** *I feel tingling, dizzy and light hands, all the symptoms happen. I care a lot of what others think of me. I always have this problem although people outside the group like me. I move around, speak alone, say things loudly as a mad, can't stay in one place, blame myself and never others.*

**Participant 05:** *Heart racing, I become red, find difficulties in speaking, the words stop in my throat, breath fast, I feel restless, sweating, breath changes, dizzy and light headed, tight chests, yellow. I feel I have deceived the teacher as if he waits for more.*

It is quite important to diagnose learners who suffer from FNE. That is why; our aim behind shedding light on its symptoms is to inform learners and teachers about them so

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<sup>35</sup> Ashamed of the teacher, blocked, up set, angry, inferior

that they can identify it. Of course, we import the FLA symptoms to identify FNE. We follow by this Horwitz et al. (1986) who stated that FLA symptoms are the same as for any specific anxiety (p.126). Therefore, these are the same for FNE. In the FLC, symptoms like physical and behavioural ones are observable and this helps the instructor notice them. Physical symptoms may appear as palpitations (Horwitz et al., 1986: 126), muscle tensions (Newth, 2003: 6), and also fleeing eye contact. Then, behavioural ones are characterized by avoidance, skipping classes and postponing home works (Horwitz et al., 1986: 126). However, psychological indications are not visible. Only the learner himself may notice them. That is why, we relied on their own declarations for this point. Such symptoms as lack of power and feeling of insecurity (Delmont and Lucht, 1995: 115 in Idri, 2006: 86), forgetfulness (Horwitz et al. 1986: 126 and Argaman and Abu Rabia, 2002: 148), and frequent nightmares when sleeping (Newth, 2003: 6) are only known if the individual/learner talks about them. This was just an overview about the possible symptoms. For more details about the possible symptoms see Newth (2003). To his classification, we added our table where learners named other symptoms of FNE as a performance anxiety.

## **VIII. 6. Discussion**

As already stated, we opted for the thematic analysis to treat data. Accordingly, we generated the themes as seemed to relate to our variables, and hence, to our hypotheses.

Using the interview as a means for data collection led us reach a number of the possible sources of FNE as already hypothesised. The three main affinities that were highlighted can be presented as follows:

### **VIII. 6. 1. Low Language Proficiency and Low Performance**

In our interview, we supposed right from the start that speaking and vocabulary do cause a problem because it comes to detail the questionnaire's findings. Finding vocabulary as a concern adds a stone to the research on FLA and FNE in particular. Encountering linguistic gaps is more likely to hinder the communicative flow and in relation to all language skills. When learners cannot find the needed and appropriate vocabulary, they hesitate to answer, withdraw from communication in order to avoid any kind of negative evaluation. This, indeed, engenders FNE because inability to perform because of low speaking proficiency as well as the few or the insufficient vocabulary learners possess will more likely lead to negative evaluation which the same learners anticipate and avoid. This inability to do things and speak is more likely to be due to lack of proficiency in the taught language. This lack of proficiency may eventually lead to misunderstanding or non-understanding, and hence to negative evaluation. In this, Kitano (2001) pinpointed that an individual student's anxiety was higher as he perceived his ability as lower than that of peers and native speakers.

While speaking, learners compare their own proficiency to more fluent peers. This may block them to speak and fear doing it. Turula (2002: 29) pointed out that some individuals are reluctant to speak, especially when they realise at anytime that other students are more fluent. This position is also reinforced in our study in this interview.

Results showed also that FNE is a matter of fear from the bad vision others may have when we do not do well in the classroom, and more importantly, fear from the peers' rejection. This fact is confirmed by Gardner and MacIntyre, (1993: 5) who stated that social evaluation apprehension emerges from the social nature of language use, because

foreign language communication involves self-presentation in a language with which only limited competency has been attained.

Not far from language proficiency, low performance can be the result of this low ability to use the TL in its various forms and whatever the skill is. When learners are not proficient, their performance is undoubtedly low. In our analysis, we try here to separate low performance from low language proficiency. We consider that low performance although related to the latter factor; it is not the only reason behind it. Other factors from the affective, social, cultural kind can also play a role in making learners perform badly. Given that the learner is always subject of evaluation in EFL contexts, the feeling of FNE is possible to occur as an affective variable. As a result, their FNE impedes learners to get involved in the classroom social-evaluative situations.

Low performance, like low language proficiency, was linked to comparison with others. Hence, we can relate performance to two factors; self-evaluation and peer competition. The learners' judgement of their own performance is based on their peers' productions on the one hand, and on the teacher's feedback on this same production on the other.

Our concluding words say that when learners are new comers to the FLC and new users of the TL, there is certainly a lack of proficiency in the four skills altogether. Once they start developing their proficiency through the learning process and its stages, this fear of performing badly decreases and communication may take place among the group. Hence, taking rid of the anxiety caused by one of the skills if not all of them can be beneficial to lower the learners' fears from language use.

## VIII. 6. 2. Error Correction

Among the interrelated reasons that we consider, we found that low language proficiency correlated with low performance. These flaws learners have lead undoubtedly to low performance, a high occurrence of errors and, hence, to inappropriate error correction. These repeated evaluative situations are more likely to engender fear. According to the body of the literature, many have been said about error correction as part of the teacher-learner relationship. Harsh error correction, ridicule and uncomfortable handling of mistakes in front of a class are among the most important instructor-learner interaction issues related to language anxiety (Arnold, 1999: 66). These factors were strongly present in our participants' responses.

According to the interviewees' answers, many have been said about error correction. While learners do not show negative attitudes towards making errors, they put focus on the way teachers handle these errors. The learners' fear is attributed to error correction instead of the error itself. Accordingly, Rardin, Tranel, Tirone and Green, (1988) related increase in the learners' anxiety to the teacher assigning the example of error correction. The teacher's role is meant to be the focal source of information about the TL and to react to errors appropriately and regularly. In other words, when the learner performs, his teacher's role is said to be providing feedback that involves error correction (negative feedback) or an approval of his production (positive feedback).

Our participants focused on the inappropriate manner of error correction used by a number of teachers although not all of them make part of this category. Our intention is to highlight any kind of inappropriateness in terms of error correction and the students' perception towards it. One participant underlined a quite interesting point in this concern.



He referred to the gravity of errors. Teachers should think of the errors in terms of their gravity before deciding to treat it or not.

Additionally, Teachers should think of the manner of error correction and avoid expressing negative attitudes such as demanding, threatening, intimidating and blaming while responding to errors. Again, if this occurs, the situation is more likely to maximize anxiety and encourage students' perception for corrections as failures (Macfarlane, 1975 cited in Chaudron, 1988: 134). As a result, these learners can ultimately construct an apprehension to how the teacher will evaluate, correct; to how others judge them the thing that can result in avoidance-fosters behaviours. This is a characteristic in FNE as a psychological construct.

Although many students do not criticize teachers' way of error correction, not all the participants agree with the way a number of teachers handle their errors. Their answers here can be grouped into three categories. The major problem shown by four of the subjects is that instructors show ridicule when learners make errors. They precised this mockery by the teachers' use of words and gestures. Two of the participants referred to the teachers' use of hurting expressions and this can be unsafe to the learners' affective side. The point here is that the teacher's style while responding to or correcting errors is of great importance when treating FNE. The less it is reasonable and respectful, the more fear escalates. In this case, Rednouer (2006: 34) points out that: "[teacher's] *words matter*". In other words, the instructor's words can boost the construct of FNE as expressed by Interviewee 09. In sum, an impulsive and harsh response-model fosters fear from the instructor's and the peers' evaluation.

As previously stated, the students' fear seems not to engender from the error itself but the manner it is treated. In the present chapter, many have been said about the good way of error correction. Participant 02 contrasted two ways; one is the actual learning situation and the other is the 'should be' from her own view:

To conclude this category, we asked learners to suggest the way they judge good for error correction. We could obtain four major ways and the fifth is a sum of "Others". These are: Words and Voice Considerations, Immediate Correction, Correct and explain the error and Implicit Correction.

### **VIII. 6. 3. Interaction (Peer/Teacher) in the Classroom**

One of the salient factors in EFL contexts is the interaction pattern and what Harry Stuck Sullivan (1953) calls interpersonal relationships. Given that the classroom is a social group, both the learners and the instructor are supposed to get engaged in interaction. However, there are pre-requisites to make this a success. First, the class environment should be healthy for interaction to be positive and fruitful. Then, the class members (learners and instructor) should all play their entire role as members of the same social group, i.e. the EFL classroom. Given that the classroom is made up of the teacher and the learners, group interaction constantly plays a focal role in the process of evaluation with all its forms (self-evaluation, peer evaluation and teacher evaluation). That is why; we added this component as a possible source of FNE, given that learners can fear the "Others': teacher or peers" way of evaluating them and can anticipate negative evaluation, especially if their evaluation of themselves is negative. Also, a learner who experiences FNE tends not to engage in peer interaction.

Among the possible causes that make learners withdraw from classroom interaction is the occurrence of negative evaluation. To confirm whether this exists in our context, before dealing with FNE per se, we asked our participants whether they evaluate others negatively referring to both the teacher and the classmates or not. The results of the participants' criticism went hand in hand with our expectations. Both teachers and learners seem to be subject of criticism by the interviewees. As shown in the results, eight frequencies are devoted to teachers' performance, methods and behaviour. The same number of answers was afforded to the learners' misbehaviors and personality.

Here, we can refer to the interaction pattern. When a learner feels a menace from the teacher's reaction or the peers' inappropriate behaviour in the classroom, this can lead to unpleasant feelings like fear, low self-esteem, low self-confidence and less self-efficacy. Another important disclosed aspect related to the participants' learning experience is the way they work in the classroom. There seems a kind of dissatisfaction from the way classmates work in the classroom and that is one reason behind the existence of negative evaluation in EFL contexts. Six views defended this position. Only two participants related negative evaluation to the learners' performance putting focus on speaking and errors. This does in no way mean that speaking and errors are ignored but these students revealed that they do not criticize others when speaking and making errors.

Many of the students in the present study showed a kind of negative evaluation, and social withdrawal is found to be the main consequence. For instance, when a learner expects that others (teacher or peer) will certainly criticize him, he is more inclined to avoid any situation that causes him to be negatively evaluated. This will influence his performance, his participation and his learning; things that can lead to further negative

evaluation. Thus, this behaviourally inhibited learner believes that interacting is the first candidate to these situations he should avoid. As a consequence, he displays solitary behaviours from the social milieu (classroom), or what is called “social withdrawal”; one of the characteristics of FNE.

The classroom is more likely to be the authentic arena of human interaction for an EFL learner. It serves as a small and complicated social community in which a student interacts both with his peers and his teacher (Pica, 1992 In Kral, 1999: 59). Its complexity resides in the different personalities, motives and expectations that exist at play, as part of individual learners’ differences. Accordingly, in order to foster an interactive atmosphere that generates high motivation, ‘*we need an ambiance and relations among individuals [peers and teachers] that promote a desire interaction*’ (Rivers, 1987: 9). That is, the classroom atmosphere should be characterised by harmony and positive relationships with others. This is a trigger of positive feelings and a more stable environment.

## **Conclusion**

This chapter attempted to find out a number of sources of FNE as found from the interview as a qualitative method of data collection and analysis. The sources we based our questions on were classroom interaction emphasizing peer and teacher interaction, language proficiency and performance, the teacher’s handling of errors, and to evaluation. All our findings are of great relevance to our research objectives. Above all, we do agree upon the fact that anxiety correlates with FNE and is strongly related to instruction, to language proficiency, performance, interaction and evaluation. We can in no way ignore the role the learning environment plays in making evaluation a positive happening instead of a threatening activity that engenders anxiety and fear. This can be taken as an effective

strategy given that a healthy classroom environment is more likely to lead to a communicative classroom, to closer interpersonal relationships amongst peers and with the instructor. This is what will make up the core of the last chapter.

Many sources were revealed all along the interview results like participation, previous experiences, inappropriate teaching methods, no out of class learning, secondary school low opportunities (a secondary subject); problem of practice. All in all, the interview helped in exploring a number of the possible sources of FNE in an Algerian University context. In other words, the interview results did not merely confirm the four sources we listed in our three hypotheses but added other factors influencing the learner's level of FNE. We cannot claim the possibility to generalise data but these findings reached from the totality of the research techniques we used can be a starting point towards the sources of FNE. We hope that further research will carry on this issue and deal with both its effects and how to cope with it. Moreover, the teachers' responsibility seems to be of significance here. That is why; implementing instructors seems unavoidable. In sum, in this chapter, our three hypotheses are confirmed. To detail this, first, learners reinforced the idea that low language proficiency is problematic and leads to negative evaluation especially the teachers' error correction. Then, error correction proved to be a critical issue for learners and it seems the cause mostly existent in our participants' learning experience and leads to fear. Finally, assessment and testing are more likely omnipresent. Although most participants do not seem to fear evaluation itself but their views on negative evaluation were focused partly on peers and mostly on teachers. According to them, it is the way they are evaluated which creates fear more than the evaluation itself.

# **Chapter Nine: Implications to Reduce FNE in the Foreign Language Classroom**

## **Introduction**

This chapter aims at enumerating a number of implications to help reduce anxiety and FNE in our EFL classes. We also follow what Horwitz et al. (1986) said: *“In general, educators have two options when dealing with anxious students: 1) they can help them learn to cope with the existing anxiety- provoking situation; or 2) they can make the learning context less stressful”*. That is why, we shall refer to these ways and strategies as suggested by previous researches and theories, and suggest our own solutions as found from the research itself.

## **IX. 1. Ways to Reduce Anxiety and FNE**

In this section, we are going to present a considerable amount of data where strategies to cope with anxiety are proposed. This is due to the common effect of anxiety on language learning, which is most of the time debilitating. However, for an individual to reduce his anxiety, he should be aware of it first. Then, once he is aware of it, the change should occur within his own perception of the self before externalizing it. This is, of course, at the level of the person. Another detail is the fact that this individual lives in a group, the thing that makes him interact with other individuals. Among the causes of anxiety, the environment and interaction are proved to be included. Hence, once the learner becomes aware of the source of his anxiety, he may find out the appropriate strategies. In addition, the teacher should also be conscious of the same problems learners meet while learning in order to create the needed atmosphere because he is a member of his group.

It is, however, necessary to identify its symptoms to enable individuals to address them successfully<sup>36</sup>. The instructor in this case can provide basic information on the physiology of stress and anxiety and on methods to reduce symptoms of CA. They also can mitigate some language related sources of anxiety by addressing elements of language control, familiarity with the audience, and expectations of language mastery.<sup>37</sup> Hence, the instructor should take into consideration both the language at hand and the group itself. We should, however, classify the ways to reduce anxiety into categories because practical strategies to cope with language anxiety and to continue improve general language skills are available. In the present section, we are going to provide a list of ways, methods, strategies, techniques and suggestions both for teachers and learners to help learners cope with their anxiety and help the teacher deal and lessen the learners' apprehension. These points are gathered from various sources such as related articles, journals, books and research works.

To start with, it has been suggested that there are two ways to deal with language anxiety: reducing the learners' anxiety and working to improve their language proficiency.<sup>38</sup>

### **IX. 1. 1. The Learners' Self-awareness**

The fact of identifying one's feelings is of paramount importance. In this case, it will be possible for the individual who experiences anxiety to diminish his fears by modifying his ideas and internal images (Boisvert and Beaudry, 1979: 166) because his anxiety

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<sup>36</sup> [http://www.psych.org/public\\_info/anxiety.cfm](http://www.psych.org/public_info/anxiety.cfm)

<sup>37</sup> [http://www.aahe.org/pubs/Included\\_In\\_communication/Included\\_In\\_Communication\\_Cyphert.pdf](http://www.aahe.org/pubs/Included_In_communication/Included_In_Communication_Cyphert.pdf)

<sup>38</sup> <http://www.acs.ohio-state.edu/education/ftand/publications/interanationalhandbook/ITA%205.pdf>

should be perceived as a normal emotional state which usually occurs in language learning situations. This cannot certainly happen without the person's internal dialogues by which he expresses his own perceptions of the events, of his behaviours in the classroom, of his judgments and habits, of his critiques of his hopes, of his fears, and so on (ibid, 175). In this way, learners may dominate high anxiety through the self-confidence they have built by themselves<sup>39</sup>. Further, learners need to develop self-awareness, to recognize their own learning style, including elements such as ego boundaries and risk-taking (Ibid); things which are related to his own perception of the self. In this, McAdams (1994: 541-2) stated about maintaining security and reducing anxiety that: *"Like the ego's defense mechanisms, the self-system's main function is to minimize the experience of the experience of anxiety"*. Besides, whatever strategies the individual uses and which may be different, the universal goal is the reduction of anxiety (Ibid). It is, then, something natural in the individual to learn means of coping with and avoiding those situations that raise anxiety (Bazerman)<sup>40</sup>. In addition, the individual's awareness of his internal state is used as a treatment in psychotherapy because it is the source where anxiety comes from. Hence, we may mention cognitive-behavioural therapy and psychodynamic psychotherapy. Whereas the former helps persons understand their patterns of thinking so that they can react differently to situations that cause anxiety, the latter is based on the concept that symptoms result from unconscious mental conflict, and that to experience relief from the symptoms their meaning must be uncovered<sup>41</sup>. This mental state may refer to Sullivan's security operations

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<sup>39</sup> <http://www.hum.port.ac.uk/slas/rapport/visual/articale.htm>.

<sup>40</sup> <http://education.ucsb.edu/~bazerman/sullivan.htm>

<sup>41</sup> [http://www.psych.org/public\\_info/anxiety.cfm](http://www.psych.org/public_info/anxiety.cfm)



that are behaviours by which the individual assures approval and social security that reduce anxiety. Their role is to protect, maintain and enhance self-esteem.

Before leading the discussion towards its end on the individual's self-protection and self-awareness, we may be backed up by Wagner's(2002) question which has something to do with the person's emotional state and Sullivan's Interpersonal Theory. The question and the examples given to answer are as follows:

*What thoughts, feelings, and behaviours do individuals engage in to reduce anxiety?*

1. They may imagine themselves to be right, muster up anger to fuel their righteousness, and try to act to the best of their abilities to reduce anxiety.
2. They may imagine themselves to be successful, feel confident, and act professional.
3. They may imagine themselves to be loyal and courageous, fearful, and act indecisive.
4. They may imagine themselves to be fast and fun, feel excited, and act playful.
5. They may imagine themselves to be strong, feel competent, and act decisive.
6. They may imagine themselves to be settled, feel calm, and act tomorrow.

These are some examples only which we have chosen from Wagner's answer and which are supposed to happen in the individuals' mind and imagination.

## **IX. 1. 2. Group Relations (Dynamics)**

Rardin, Tranel, Tirone, and Green (1988) mentioned that anxiety may be mitigated if learners share tasks and build community together. This implies the salient role the group has on each learner. Moreover, group formation opens new horizons in the learning process and the nature of the relation between the group members. This may have to do

with first, with affiliation, their anxiety level is reduced. It is, thus, important for the learner to discuss his feelings with other students especially if feeling anxious in a language classroom is something natural and felt by most students. Hence, it is necessary for the learner to know that he is not the only one suffering from these feelings which are normal. In addition, when the learner is willing to share his feelings with others, he is more likely to find support from them especially that they may have the same feelings. The result is sharing experiences and coping strategies<sup>42</sup>. This relation which is the result of a well equilibrated group has other positive effects. For instance, if the learner found out that other students empathise with his feelings, he may feel more comfortable in his language; this is because he has discussed his feelings with them<sup>43</sup>. Another result is of paramount importance here is cooperative learning; which interferes in both issues of anxiety and group dynamics. Oxford and Ehrman (1993) (Arnold, 1999: 233) included cooperative learning as a classroom procedure which can lower anxiety in the language classroom. In fact, cooperative learning has been shown to encourage and support most of the affective factors which correlate positively with language learning. That is to say, it reduces negative or debilitating anxiety, increases motivation and facilitates the development of positive attitudes toward learning and language learning.

As evidence from the literature by Nascente and Monteiro's (2003) found that most students preferred to work in pairs or small groups for they thought that they could help each other and correct their own mistakes. They added that *"Interaction would seem to be a key issue in the students' feelings of well-being in the classroom."*

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<sup>42</sup> <http://www.acs.ohio-state.edu/education/ftand/publications/interanationalhandbook/ITA%205.pdf>

<sup>43</sup> <http://www.pkwy.k12.mo.us/c-I/pkwytl/mainpage/kints.htm#cope>

The following table includes the characteristics a good classroom has. It serves also as a summary here. It is proposed by Hodfield (1992: 12) and cited in Turula (2002: 30). It may serve as a good picture of the class dynamics as it can be referred to as a model.

**Table 87:** *Traits of Good Classroom Dynamics (Hadfield, 1992: 12)*

1. Student groups are cohesive and have a positive, supportive atmosphere. Group members are interested in each other and feel they have something in common.
2. The members of the group are able to communicate. They have a sense of direction as a group and are able to define their goals in group as well as individual terms.
3. Group members are not diquey or territorial but interact happily with all members of the group Members of the group listen to each other and take turns.
4. Individuals in the group are competitive and do not seek individual attention at the expense of others. Members cooperate in competing tasks and are able to work together productively.
5. Group members are able to empathize with each other and understand each other's points of view even if they do not share them. The members of the group trust each other.
6. The group has a sense of fun.
7. Group members have a positive attitude to themselves as learners; to the language and culture being studied, and to the learning experience.

### **IX. 1. 3. Teacher-Learner Interaction**

Generally speaking, protecting those bounded secure selves, and their complexities of interaction and language resulting from coping with as anxiety-arousing world teachers and monitors can help learners participate in novel experiences (Bazerman<sup>44</sup>). This has something to do with new learners of a language. Further, if debilitating anxiety comes into play and affects students' performance or achievement, teachers should be able to identify what it is and help learners cope with or overcome it (Foss and Reitzel, 1991; Crookall and Oxford, 1991; Campbell and Ortiz, 1991; Powell, 1991 in Matsuda and Gobel, 2004: 24)

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<sup>44</sup> <http://education.ucsb.edu/~bazerman/sullivan.htm>

The instructor, then, has a high position in the classroom because he interferes a lot in the interaction which takes place inside it and within the group members. Hence, it is up to the teacher to observe his class, identify anxiety if at all, especially if it is debilitating and, thus, try either to cope with it by founding out the strategies and techniques to do that or teaching his students how to reduce it by their own. Tsui, for example, pointed out that it is important for teachers recognize that:

*[B]eneath their apparent apathy in the ESL classroom, anxious students are desperately trying to avoid humiliation, embarrassment and criticism, and to persevere self-esteem.... They [teachers] must appreciate the extent to which teachers' behaviour can be affected by it and the extent to which teachers' behaviour can exacerbate it. Otherwise, whatever strategies the teacher adopts to overcome the problem are doomed to failure. (Tsui, 1995: 89).*

Indeed, findings from Tsui's study showed that the same strategies used by teachers to address the problem of students' reticence were applicable to minimize language learning anxiety. Among these strategies, there are the relationships established between teachers and their students together with the use of group works. There are further ways to establish these relations. The fact of being helpful and friendly in order to reduce the learners' anxiety is a case in point (Miyki, 2000). He classified the anxiety-reducing factors into three: *teachers' helpful attitudes, good relationships with classmates, and a well-structured programme* backing their results by previous studies. He suggested that teachers play an important role in reducing students' FLA and proposed several strategies to reduce it that are:

1. Showing willingness to help students learn the target language.
2. Being supportive rather than authoritarian especially in error correction.
3. Giving students opportunities to interact with peers in pair and small group activities.

4. Providing students with a well-organized syllabus that guides them to success in learning the taught language.
5. Correlating test format and content to materials covered in class sessions.

All these are among the teacher's duties in the classroom for he is the guide of his learners. The task of the instructor may be simpler if, of course, the learner is convinced that he is in good hands. This leads him to be more relaxed and does not mind being observed. Hence, it is up to the teacher to gain his learners' confidence. If so, the learner may tell his teacher how he feels and, thus, the latter may be able to give the former a different perspective on his learning experience. Also, the teacher may be much more understanding than the learner expects because he passed through the same procedure<sup>45</sup>. Price (1991) for instance, suggested that teachers could reduce students' anxiety by encouraging them to make mistakes in the class. Further, he devised that instructors should make it clear that the classroom is a place for learning and communication. Learners, then, should remember that errors are part of FLL and that they should not be afraid to take a few risks in order to learn (Ibid).

In addition to all that has been said, Turula (2002: 31) included her own experience as a teacher and claimed that teachers have to try to lower the stress that accompanies speaking and listening and to create what Krashen (1986) calls friendly environment in which learning can be relaxed and stress-free. This can in no way be possible if the teachers' personality, knowledge of the target language, professional qualifications, and teaching style, along with the attractiveness of their lessons and ability to give clear explanations are not among the chief factors leading to successful, motivating classroom

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<sup>45</sup> <http://www.pkwy.k12.mo.us/c-I/pkwytl/mainpage/kints.htm#cope>

environment (Trodromou, 1994 in Turula, 2002: 37). Turula concluded that with a teacher who creates a friendly learning environment of caring and sharing with a sense of direction and fun, students' feelings of anxiety are dispelled. Among the teachers she has interviewed, the following seems to be a good illustration of her observation:

*The teacher during her first lesson in class took her bag containing a number of objects related to her personal life such as her copybook from primary school, her daughter's first milk tooth and other objects. She told the students about the most important things in her life. When she finished, she encouraged her students to do something similar during the following lesson. They did so enthusiastically, and the second lesson became a festival of sharing.*

Thus, the teacher could build an environment where students are not afraid or hesitating; where students could understand the teacher's message. The teacher is one of the pillars that builds the classroom and makes learning occur.

#### **IX. 1. 4. The Learning Atmosphere**

To overcome the problem of anxiety, which can be debilitating, it is essential to create a low anxiety classroom atmosphere (Tsui, 1995, in Bailey and Nunan, 1997: 165). As mentioned earlier, this atmosphere is generally one of the primary tasks of the teacher. As Littlewood (1984) proposed, teachers should avoid becoming over-critical of the learners performance, to create a space for each learner's individuality to express itself, and work to produce a relaxed classroom atmosphere with co-operative relationship. Rivers (1983) focused on the relaxing tensions in the classroom and mentioned encouraging authentic language activity so that the teacher needs to create a structure and develop a process where the individual students feel safe venturing their own contributions in interaction. In this concern, Tsui (1995: 90) said in view of the language learning anxiety that students suffer in the classroom, that it is important that language teachers try

to create a relaxing atmosphere in which students feel comfortable to try out the target language, and make mistakes. Most of the time, sources of language anxiety in addition to those specific to an individual, can be found in the learning environment (Turula, 2002: 20). Again, Tsui commented that:

*[teachers] can see that the successful strategies minimize language learning anxiety. To overcome this anxiety, which can be debilitating, it is essential to create a low anxiety classroom atmosphere.*

Nascente (2003) reinforced this view and included rapport and clear instructions in the generation of the needed, comfortable atmosphere in the classroom. Moreover, this is more likely to be created partly by encouraging learners to make mistakes in the class so that it should be made clear that the classroom is a place for learning and communication (Price, 1991). Likewise, Garcia-Soza (1998) declared that it is necessary to create an optimal teaching and learning atmosphere within and outside the classroom. Additionally, Oxford (1996) supposed that teachers can reduce anxiety and foster greater psychological security by noticing signs of anxiety, developing a non threatening classroom climate, helping students relax. For instance, Rivers (1983) included the learning environment as to be necessary for learning to take place. She précised that *"people learn best when they are relaxed, comfortable, unstressed, interested and involved in what is going on, motivated to continue."*

## **XI. 2. Approaches, Methods and Techniques Used to Reduce FNE**

It should be noted, firstly, that the coming points are not aimed to make the difference between the approach, the method, the technique or even the strategy clear. We want rather to introduce, though briefly, the new methods adopted by practitioners on the

field to create a healthy, relaxed environment where the learner feels secure. Hence, anxiety is to be lowered and so are its negative effects. This view is supposed by Krashen (1981: 6-7) who said:

*what theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of our real messages occurs, and when the acquirer is not 'on the defensive'.... The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allows students to produce when they are 'ready', recognizing that input, and not from forcing and correcting production.*

While dealing with the causes of anxiety, we have seen how much the teaching method is one of the major sources of this problem. Allwright and Bailey (1991, 2000: 173) pointed out that the teaching method itself may lead to learner anxiety. Therefore, a new trend has developed because the ignorance of the affective side seems to be one of the major causes of learning disabilities. This approach is called the "*Humanistic Approach*" from where most methods and techniques to reduce language anxiety have been generated. This approach stresses the affective factors of the classroom situation and has come to be known collectively as "Humanistic" techniques (Malamah-Thomas, 1999: 79). Moskowitz (cited in Malamah-Thomas) is a prime mover to this trend, and who provided many examples of "humanistic" exercises. Among the approaches and methods which lie under the heading of humanistic approaches, we may state Community Language Learning (CLL), Suggestopedia and Relaxation Techniques. These are the coming titles that are related to these methods which seem effective to lower language anxiety.



### **IX. 2. 1. Counselling and Community Language Learning**

A complete 'humanistic' approach to language learning is Counseling/Community Language Learning (CLL) (Curran, 1972) (In Malamah-Thomas, 1999: 81). Curran's CLL is an approach to language teaching based on principles of psychological counseling (Malamah-Thomas, 1999: 145, g). Charles Curran's CLL focuses on strategies to reduce anxiety, as the teacher plays the role of understanding and empathetic counselor. This approach appears different from traditional language learning in many ways. The most apparent difference is its numerous techniques used to reduce anxiety (Koba et al.). Much of the research has agreed on the positive effects of this approach. For instance, Samimy and Rardin (1994) conducted a study within a context of CLL which aims to build up feelings of security by means of an empathetic teacher and group support and in which learners are encouraged to reflect on their needs and to make their own choices about their learning process. They, then, reported that respondents claimed that CLL helped to mitigate anxiety, enhanced motivation, helped change attitudes and enhanced language performance.

In CLL, it is up to the learners to decide what they want to talk about and the use of the first language is allowed as a strategy. Here, the counselor translates for them. Hence, they learn how to make the utterance later on. In this case, learners will gain confidence and be able to take risks. Additionally, in CLL there is often a period for reflection which students comment frankly on how they felt about the activity. In all these cases, teachers help students achieve what they want offering help and 'counsel to the 'community' of the class. The job of the teacher here is, then, to 'facilitate' rather than to 'teach' (Harmer, 2001: 88). It seems now obvious why this approach has been labeled as such; the teacher acts as a "counselor" in a "community" which is the classroom.

Ariza (2002: 718) tried to deal with the problem of anxiety within Japanese students by relying on CLL. She implemented strategies from the CLL Approach because the uniqueness of this approach dictates that the target language assumes the role of "counsellor" in support of the students' personal comfort. This "counsellor" demonstrates understanding of the learner's anxiety; which is a key issue in CLL, (Koba et. al.) and showed empathy for the supposed emotional threat of a new language situation (Curran, 1976; Curran and Tirone, 1984; Samimy and Rardin, 1994).

To sum up, a general description of the important components of this approach may serve the reader to imagine the learning situation in a CLL class. These are:

1. The form of the class provides security (i.e. students sit in a circle), the desirable size of the conversation circle is less than ten (i.e. the number is limited the thing that facilitates interaction, builds confidence and lowers anxiety)
2. Understanding between the teacher and the learners produces a sense of security (i.e. the problem of teacher-learner interaction may be resolved). In effect, this reduces anxiety.
3. A sense of security is woven into each activity of a typical CLL cycle. (Koba et. al)

## **IX. 2. 2. Suggestopedia**

Suggestopedia techniques also come under the heading of "Humanistic" approaches to language teaching. Suggestopedia is developed by Georgi Lozanov (1978) (in Harmer 2001: 74). The basic idea behind it is to make the learner totally relaxed, open, and receptive to what he is learning (Lozanov, 1978, in Malah-Thomas, 1999: 82). Suggestopedia sees the physical surroundings and atmosphere of the classroom of vital

importance. A feature of Suggestopedia is referred to as "*infantilisation*"; that is the teachers and students exist in a parent-children relationship to remove barriers while learning. Moreover, traumatic themes are avoided and the sympathy with which the teacher treats the students is vitally important (Harmer, 2001: 89-90)

It is common knowledge that a Suggestopedia lesson is made up of three parts: *oral review section, presentation and discussion and the « séance » or « concret » science*. The oral review section refers to the previously learnt material which is used for discussion. Then, there is the presentation and discussion of new dialogue material and its native learning equivalent. Finally, the lesson ends with the « séance » or « concert » session where students listen to relaxing music while the teacher reads the new dialogue material in a way which synchronizes with the taped music. Here, silence is required as suggested by (Lozanov, 1978: 72 in Harmer, 2001: 90).

One of the main objectives of Suggestopedia is to lower the affective filter-which has been discussed in our previous sections. Because this technique proved to be successful in lowering the filter and, thus, lowering anxiety and enhancing motivation and self-esteem, it became accepted as an important part of teaching (Harmer, 2001). Hence, any barriers built up negative feelings or sentiments are to be broken down before learning can take place by: encouraging self-confidence in the students (Malamah-Thomas, 1999: 82)

### **IX. 2. 3. Relaxation**

The emphasis on relaxation and the encouragement of group dynamics within the class is one hallmark of the Humanistic Approach (Malamah-Thomas, 1999: 79). Logically speaking, because one cannot be anxious and relaxed at once, we can diminish anxiety by learning simply to be relaxed. Many experiments showed that relaxation can be

useful to control tension and diminish the vulnerable side of stressful situations (Boisvert and Beaudry, 1979: 158). It is first used in psychiatry before ever applying it on learning so that behaviour therapy used relaxation techniques and exposure for feared situation in a carefully planned, gradual manner so that the individual can learn to control the anxious responses<sup>46</sup>.

Relaxation techniques are used to induce in students a state of mental relaxation and comfort intended to maximize language learning have been developed and are currently being used with reported success by Georgi Lozanov in Bulgaria. Lozanov's technique of relaxation is also termed "Suggestopedia" because the latter is in itself a relaxing method. For other researchers, however, relaxation techniques are numerous. For example, for the sake of explaining the way to cope with language anxiety, the use of quick relaxation techniques and, a deep breathing and progressive relaxation have been proposed<sup>47</sup>. Most of the time, activities are effective in reducing anxiety. The condition here may be the importance of being able to identify corporal signs of tension in accordance with feelings.

Among relaxation methods, we may mention briefly what is called the disk of "Techniques of Relaxation" realised by Michel Sabourin (1974) who presented two relatively simple methods for practice. Another method described by Ronald Adler (1977) and which is similar to the afore-mentioned one relies on the relaxation of sixteen muscles one by one after moments of tension, i.e. using the tension-relaxation contrast which permits the individual feel the difference between both states. This method needs a detailed

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<sup>46</sup> [http://www.psych.org/public\\_info/anxiety.cfm](http://www.psych.org/public_info/anxiety.cfm)

<sup>47</sup> <http://www.acs.ohio-state.edu/education/ftad/publications/InternationalHandbook/ITA%chapt%205.pdf>

explanation. Our aim, however, is to show the difference and various methods of relaxation used by not only psychiatrists like this one, but teachers, educators and counsellors, too. Similarly, Anthony Grasha (1987) suggested that tensing the body for a count of ten and then breathing deeply in and out to a count of four for a period of three to five minutes is especially effective after a tension-producing event<sup>48</sup>.

All these methods and others are used for relaxation to diminish anxiety and which seem to be effective.

To conclude, we have attempted in this final section and at the end of this chapter the possible remedies which cover such as personal and interpersonal anxieties.

### **IX. 3. Affective and Social Learning Strategies**

Our approach is putting focus on the positive affect and the learners' psychological well-being. That is why; selecting the appropriate learning strategies of the affective kind is more likely to help learners cope with their anxiety and fear of being negatively evaluated either by peers or by the instructor. Affective learning strategies are classified by Oxford. From her work, we can quote:

*If there is harmony between (a) the student (in terms of style and strategy preferences) and (b) the combination of instructional methodology and materials, then the student is likely to perform well, feel confident, and experience low anxiety. If clashes occur between (a) and (b), the student often performs poorly, feels unconfident, and experiences significant anxiety. (Oxford, 2003: 02)*

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<sup>48</sup><http://www.acs.ohio-state.edu/education/ftad/publications/InternationalHandbook/ITA%20chapt%205.pdf>

Through the entire work, we have been defending our thesis and putting focus on the importance of affect in making learners successful. Through Oxford's work, lowering anxiety is also a matter of affective strategies. For her, as learners, we should put focus on learning styles and preferences. We advocated the significance of respecting learners' styles, individual differences, needs and interests. These will certainly reduce the feeling of fear because negative evaluation is not felt. At the interaction level, teachers and learners should also cooperate to make this possible especially if we consider Oxford's second strategy to reduce anxiety. In other words, the teacher's methodology and the materials he uses should also go hand in hand with the learners' expectations and preferences. If these two factors are workable and achieved, learners are more likely to be more self-confident, possess positive beliefs and expect that evaluation is to be positive, or they will not perceive it as negative. The result is then, a better performance and a lower FNE. One can notice that we considered performance and errors, teacher's methods, interaction as sources of FNE.

Additionally, among the affective strategies Oxford emphasized is that identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency. This was revealed in a research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages (in Oxford, 2003: 14). These results are quite similar to ours since we suggested counseling as a technique to reduce feelings of FNE, to induce learners about their feelings, to accompany learners and tutor them. We also referred to the relaxation technique and Oxford used the word deep breathing, which is used in this technique. We similarly reinforced the idea of positive and

constructive criticism by suggesting Suggestopedia and CLL as approaches to adopt in order to consider learners' affect and to help learners feel relaxed.

Besides the affective learning strategies, we can in no way ignore the social ones. The reason behind is the nature of the topic at hand as well as the nature of the FLC. Our topic is socially bound because FNE is also coined to social anxiety. It has to do with the kind of relation that exists between the members of the group, that is the teacher and the learners. That is why; we opted for Oxford's social strategies:

*(e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. (Oxford, 2003: 14)*

From Oxford's quote, we can make an analogy with our EFL classes and our results as well. Our learners are supposed to interact with others and get engaged in social relations. That is why, asking, communicating, clarifying, answering, enquiring and the like from the tasks a foreign language learner should do in his social group is an enquiry. Helping learners socialize in his classroom will help him acquire both these social strategies and the language he is learning as well. In addition, such social strategies are more likely to help learners feel fear from negative evaluation or cope with it if ever felt and experienced.

#### **IX. 4. Learners' Strategies and Suggestions**

From the sixteenth question of the interview, many suggestions have been drawn. This step remains crucial because we believe in the new philosophy of teaching that dictates implementing learners in taking decisions about their learning. In what follows, we

shall report the learners' suggestions we recorded from the last item of the interview. They were so numerous given the interest our interviewees showed in the topic and the opportunity we gave to make them share their views with us in this issue. We dare mention that most of these interviewees declared this and thanked us for this work. We can be best served by interviewee 09 who declared:

**Interviewee 09:** *What you're doing here is in itself a contribution. I thank you for this occasion you give us to share*

For the eleven students, they suggested many implications about teachers and students. In what follows, we shall summarize the findings into two themes: about students, about teachers, and the third element contains extra details learners advocated:

When considering the learners' suggestions, we shall go through the analysis of their ideas in a similar way as done in the interview analysis. That is, we shall group the learners' views according to the themes we created previously in relation to our hypotheses, and this aims at achieving the consistency principle of research.

#### **IX. 4. 1. Performance and Low Language Proficiency**

When learning, students are put in different situations where they have to perform, speak, volunteer answers, comment, write, or receive information using their skills (listening, speaking, reading, and writing). As Dawaele (2001) suggests, a great number of *new* learners are fearful in learning a foreign language because of the new information presented using the target language. This may be due to language proficiency, which means low proficiency in one of the four mentioned skills. Thus, diminishing the risk of negative evaluation caused by low performance or low language proficiency remains crucial. According to our participants, only teachers are responsible for this kind of



negative evaluation and this is shown in the suggestions they gave in relation to what the instructor should do compared to the no mention of the students' responsibility here.

- **About Teachers**

Language proficiency was not highlighted by the learners themselves. This might be because they do not link it to negative evaluation or fear. However, language skills make part of the teachers' responsibility to teach them. For instance, **Interviewee 01** declared: *"Teachers should offer many chances to students and share ideas and the four skills with them"*. To reinforce this view, **Interviewee 09** added that the teacher is the responsible for any kind of low performance because if learners do not understand, this is more likely to lead to low language proficiency. Here, the learner mentioned that *"Teachers should know the weaknesses students have, understanding"*

#### **IX. 4. 2. Errors and Error Correction**

Error correction is a part of the teaching and learning process. However, the way of correcting someone is not an easy task since the person may be hurt. In Nascente's study (2001: 115), she found that the researched subjects were suffering when it comes to the correction of their errors because this shows their weaknesses to the others. And she added that the researched subjects *"were afraid that the "others", represented by their classmates and teacher, would see them as a kind of less capable person"* (Nascente, 2001:115). Taking into account error correction techniques as a less menacing act in the classroom is salient. In our work, students were not sensitive towards making errors, but towards how these errors are treated instead.

Concerning our participants' suggestions, they also focused on the teacher rather than the learners.

- **About Students**

For errors, only one participant mentioned students and the interviewee focused on the necessity of perceiving the error as a natural happening. In her own words, she said: “*Students should take mistakes as normal*”. That is, errors should make part of the learning enterprise.

- **About Teachers**

Concerning teachers, three interviewees made suggestions about their teachers’ error correction. Paralinguistic features and a smooth way of error correction have been centered by interviewee 1. Relying on her words:

**Interviewee 01:** “*Teachers should smile, be kind when correcting errors*”

It is, indeed, quite crucial to correct our learners with a less menacing manner. Teachers’ talk is important in the sense that voice and tone considerations, stress and intonation patterns, and the choice of the words when correcting should be considered. In addition, teachers’ paralinguistic and behavioural patterns should not imply harsh error correction. The learner, here, referred to a smiling face. This is more likely an indicator of a non-smiling faces when correcting errors. It is not necessarily smiling, but the point we would like to put focus upon, here, is that the teacher’s facial expressions, body motion and talk should all show that making errors is tolerated and what the teacher does is only part of learning. In other words, “*It’s not a crime to make errors*” (**Interviewee 02**), but teachers should rather “*tell us with a good manner, soft, smooth*”.

Further, we recommend that teacher's feedback to be positive through the use of positive expressions. When corrections are made with positive expressions, learners' affect is protected and FNE is avoided or lowered. To end, we can illustrate with:

**Interviewee 03:** *“Never hurt/humiliate him in case of errors”*

### **IX. 4. 3. Interaction (Peer/Teacher) in the Classroom**

Studying language may differ from other fields in that the emphasis is put more on the interpersonal interaction (Horwitz et al. 1986). Historically, FNE was seen as a social phenomenon as noticed in the different studies of Watson and friend (1969), Friend and Gilbert (1973), Leary (1980), Smith and Cambell (1973), and Smith and Sarason (1975) (cited in Leary, 1983:371-372). That is, it was only understood in terms of people interaction within social settings apart from the teaching/learning enterprises. Yet, by 1986, researchers such as Horwitz et al. started to consider this construct as a crucial dimension in FLL. Interaction in class has a great role in causing FNE since it is quite an interactive construct (Nascente, 2001: 114) and evaluation to be considered here comes from the peers and teachers. Accordingly, if a mismatch in this interaction occurs, it may cause FNE.

In this section, we shall suggest implications for classroom interaction to reduce FNE and cope with it. In addition, we shall back it up with the interviewees' suggestions. It should be noted that this section got much interest as learners focussed noticeably on this issue. The informants' views in this concern can be summed up in:

- **About Students:**

According to the participants, students have the responsibility to make classroom interaction smooth. That is why, they should adopt behaviours that courage a good

interaction and either create or reinforce positive beliefs about the others. In this concern, interviewee 8 referred to this:

**Interviewee 08:** *We should have a positive thinking of others*

This has to do with the importance of perception in classroom interaction. We can also mention the learners' learning styles and encourage them work collaboratively. Cooperative learning is more likely to strengthen classroom interaction and minimize risks of the occurrence of negative evaluation and, hence, avoid fear. In this,

**Interviewee 07:** *Students should cooperate*

It is indeed imperative to adopt an interactive approach to learning by implementing interactive tasks and cooperative learning. Research in FLA suggested the latter for a less threatening classroom environment. For instance, Pappamihel (2001: 06) stated in his implications:

*By incorporating more cooperative learning groups, students will have more opportunities to interact positively with each other and reduce anxiety. However, these groups must be safe environments. As mentioned previously, one of the more significant factors in mainstream anxiety for ESL students is the fear of being laughed at or rebuked socially by their peers. Therefore, it is critical that any group formation be done with an eye to the affective safety of all the participants.*

Always under the heading of classroom interaction and the students' role in its success, three interviewees referred to the learners' perception of their teachers which should be positive. Here, the students revealed:

**Interviewee 02:** *"The teacher is not an enemy"*

**Interviewee 08:** *“Students should not see teachers negatively and take them as a guide”*

**Interviewee 05:** *“Look at the teacher as a teacher not a monster, seek help from the teacher not only from students like the case of X.”*

- **About Teachers**

Many have been said about the teacher-learner interaction. Our interviewees put focus on the positive nature of the interaction and suggest roles to be adopted by the teacher. First of all, the kind of relationship for them should be based on mutual respect, should be close to the learners and understand their problems. Such issues are highlighted by participants 3 and 5.

We can illustrate then by:

**Interviewee 03:** *try to understand the student to know where's the problem?*

**Interviewee 05:** *be a friend more than a teacher*

Further, participants referred to the kind of relationship that should exist between the instructor as a tutor, facilitator and friend and his learners. This is more likely to lessen feelings of threat and anxiety. In this, Interviewee 05 suggested:

**Interviewee 05:** *Avoid neglecting students and not working with only good students never let students feel afraid, Not frighten students, “you have just to work, and things are to be easy” to encourage students.*

Students seem to consider the teacher as a tutor in their belief. They feel that the teacher should take care of the student and be present whenever needed. This is, in fact, a salient element in tutoring we have discussed earlier. Hence, the teacher is also meant to

play the role of the facilitator and the counselor as we recommended in this chapter since natural approaches put focus on learner's affect. In this,

**Interviewee 07:** *Teachers should pay more attention to the students*

**Interviewee 11:** *Teachers should be at the disposal of the students.*

**Interviewee 08:** *Teachers should be a psychologist because of the differences of understanding, capacities, etc. they should change their methods each time to fit all the situations*

Such learners put all the responsibility on the teachers' shoulders and emphasize the importance of considering individual learners differences. In addition, hinting at suiting teaching methodology to these differences and, hence to the learners' needs is also paramount; a detail we also recommended earlier in this same chapter. However, students also advocate less restrictions on learners because teachers seem to be hyper-sensitive to their criticism in the classroom. This makes learners show an avoidance-behaviour in the classroom; lead them participate less and hence perform less. This fact is more likely to lead to engender FNE. To reduce the risk of an unsafe environment, more cooperation, communication and flexibility is needed to let learners and teachers part of the same group and avoid any kind of such negative beliefs as:

**Interviewee 10:** *Students have the right to speak and communicate with teachers even if a problem occurs. Teachers do not accept students' criticism. They have the right to express themselves. We need protection from teachers. There is no control over teachers; they do what they like without respecting the students' needs.*

#### **IX. 4. 4. Assessment and Testing**

All along the work, we have been dealing with evaluation from which assessment and testing take part. Henceforth, when dealing with suggestions and implications, this

issue can in no way be ignored. That is why; this section is created and which relies as well on what students themselves suggest in this concern.

- **About Students**

Students do not seem to appreciate the learners' overt evaluation. In our interview, most learners referred to this point and in the questionnaire, learners responded that they do not like their peers' loud error correction. In this, we can expect that they perceive this action negatively. That is why, we share this recommendation with the student who said:

**Interviewee 01:** *For students, they have no right to evaluate the others negatively*

This has, in fact, to do with the learners' interaction. In other words, if learners pay more attention to their behaviours and avoid harming their peers through negative evaluation practices, the classroom interaction is more likely to be safe and encourage cooperative learning.

Concerning evaluation and scoring; that is, testing, one of the participants recommend to students to be ready all the time and work continuously. In fact, this student as the quote indicates, implies ongoing evaluation. Such an evaluation should start by the self. This is indeed highly appreciated in teaching since ELT researches defend the implementation of diverse evaluation techniques such as self-evaluation, peer-evaluation and teacher-evaluation.

**Interviewee 11:** *Students should revise all lectures without exception and be ready for evaluation*

Hence, when learners work continuously and in all subjects, negative evaluation is more likely to be reduced in classroom settings.

- **About Teachers**

In our study, a good deal has been said about the teacher's role in evaluating his learners. In our context, most of the evaluation is done by the instructor and considered one of his primary tasks. That is why; our informants lengthened the discussion on this aspect. In this,

**Interviewee 1:** *For teachers, they have this right to evaluate because the student will carry on work.*

Concerning, the teacher's way of evaluation and error correction, students suggested:

**Interviewee 1:** *The teacher must be severe and smooth at the same time (open-minded).*

Here, the notion of being open-minded and smooth implies having the teacher as a facilitator and a guide whereas the severe attitudes here can mean strict behavior.

**Interviewee 03:** *tell them that the work is good*

In addition, evaluation was tied to learners' continuous evaluation and opportunities:

**Interviewee 06:** *Teachers are not following the LMD system, no continuous evaluation, no appropriate exams*

**Interviewee 07:** *Teachers should evaluate everybody and push them not only those who participate.*

These quotes suggest the importance of following the evaluation system dictated by the LMD system which is both formative and summative. Additionally, the responsibility of the teacher relies on the integration of all learners in the tasks to be involved in learning and not working with only those who participate. This means that teachers' should offer equal opportunities and pay attention to the importance of learning differences and styles.



After the assessment students focus upon, they insisted on scoring as part of evaluation and criticized what they call “teachers’ favouritism” or “teachers’ subjectivity” when evaluating learners. Marks are paramount given that they serve as a basis to “either succeed or fail”. Relying on their own words:

**Interviewee 03:** *be objective when giving marks because teachers prefer some students than others especially when seeing a mark as mine of a student who doesn't work hard*

**Interviewee 05:** *Be equal, not subjective as we're here to learn*

**Interviewee 09:** *Teachers should never judge superficially; at the first sight*

**Interviewee 10:** *Teachers do not accept students' criticism (if they make errors) and give bad marks as a revenge. This makes students afraid... They should give equal opportunities to students.*

*Teachers should be objective in evaluating the students (I got bad marks and I'm sure that I deserve better)*

*I was shocked from the teachers' way of teaching; they make differences. I dislike this. I like strict teachers, severe but objective and loyal.*

#### **IX. 4. 4. Other Factors**

When interviewing our students, they expressed themselves overtly and added other details which are not treated in our work. That is the reason behind enclosing this chapter with this sub-section.

##### **- About Students:**

Here are some quotes that reveal important issues:

**Interviewee 04:** *You love the thing you do and work (responsibility of students).*

**Interviewee 05:** *Talk to himself and see himself like others; I can work, I can master the language. I should not care of the others' evaluation*

*Not be overconfident and think he is the best and just speaks, e.g. one student whose father is a teacher of English and she encourages students to escapes the classes; that's wrong.*

*Avoid going to eat and miss their classes*

Ideas here include:

- Be responsible, autonomous, motivated
- Positive self-talk and be positive with others

### **Extra Notes**

The following notes are extracted from the interviews and we felt the need to cite them for illustration:

**Interviewee 05:** *The administration should bring suitable, experienced teachers in teaching by implementing students in this choice.*

**Interviewee 06:** *Syllabi should be changed, to be more specialised. It will be better to have specialties at the beginning.*

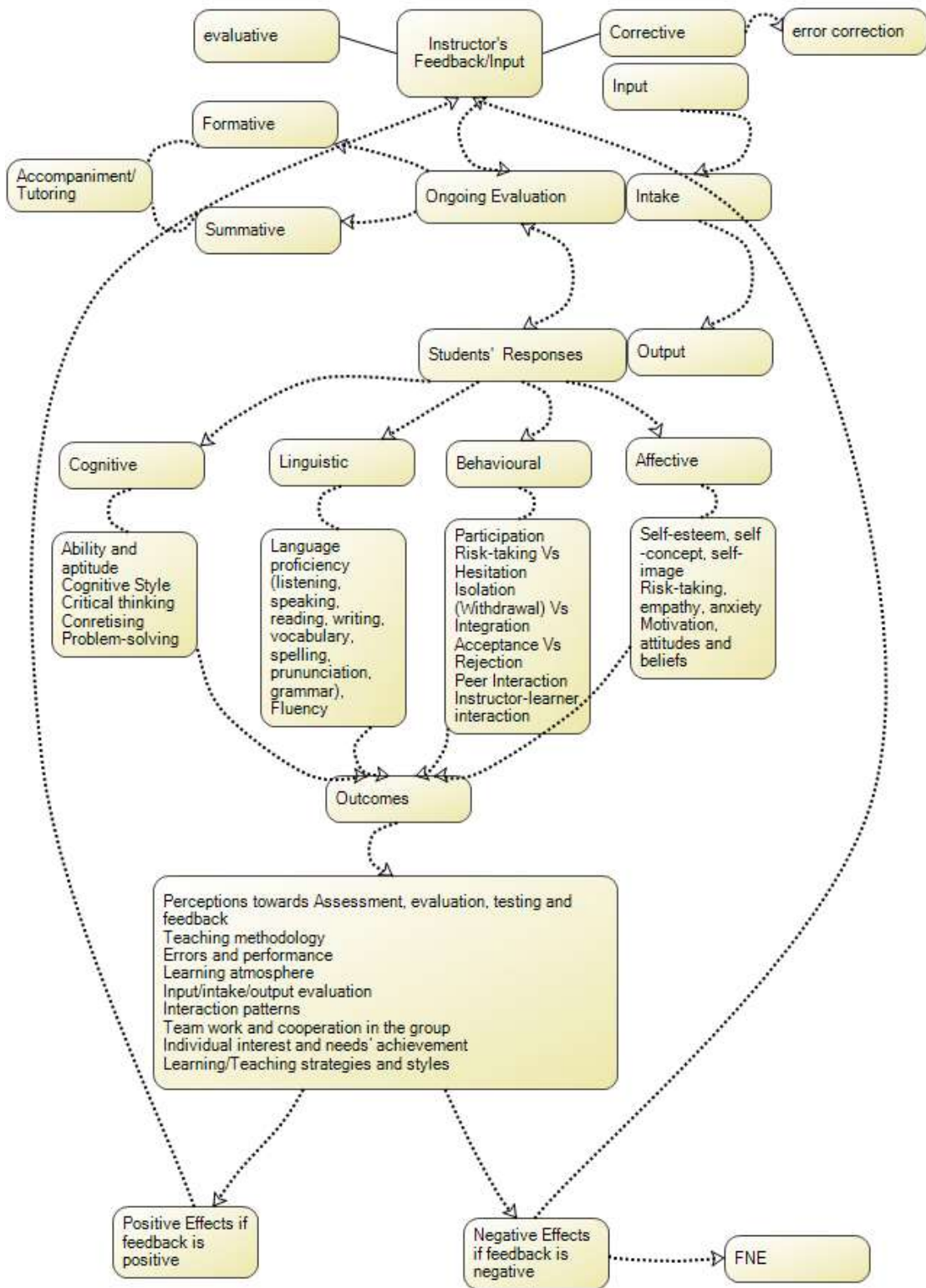
*There's the problem of interest; use of French in some subjects.*

**Interviewee 07:** *For the "Self", should not be discouraged because we have to help ourselves.*

**Interviewee 10:** *Students do not have the right for change, they should be included.*

*The best way to overcome the students' problems is hard work from students; self-confidence should be maintained otherwise this will decrease the students' achievement*

By the end of our research work, we have tried to establish the link between teacher's feedback and learners' reactions. We try to suggest the following Model to relate all the variables we treated so far as contributing factors in learners' affect. Here is our suggested



**Figure 21:** Teachers' Role in Creating positive or negative Responses when Giving Feedback

## **Conclusion**

As noticed through the discussions, we have provided in the practical chapters of this thesis, it seems evident that language learning classes are places of tension especially when associated to evaluation. Then, after reaching convincing evidence, we have tried to evoke the learners' strategies to overcome pedagogical problems and anxiety in special setting. This chapter served as a series of implications we collected from previous theory, on the one hand, and we reached as a result of our study on the other. Our final product is a diagramme we presented by the end of this chapter. We made a link between the instructor's feedback and the learners' reactions from cognitive, behavioural, linguistic and affective sides.

## **General Conclusion**

The present investigation with its detailed descriptions, deep analysis and somehow comprehensive account tries to add and contribute to knowledge on Foreign Language Anxiety and its construct Fear of Negative Evaluation. We believe that this phenomenon is strongly influential and the kind of anxiety that is specific to Fear of Negative Evaluation is debilitating. That is why, we tried all along the thesis to defend this view and devote a lengthy work with nine chapters to provide the reader with a comprehensive account of the phenomenon accompanied with evidence from a student perspective. Simply, this is because anxiety seems to be inherent in the learning process of beginning university students of foreign languages –which has been proved when testing our three hypotheses-, reducing language apprehension should be an intrinsic part of any such programme. These learners enrolled in the LMD system at Bejaia University are subjects that contributed to explore the possible sources of Fear of Negative Evaluation. Therefore, the core of the entire paper put focus on how anxiety affects Foreign Language Learning, and how these first year EFL students perceive, live and cope with Foreign Language Anxiety in general and Fear of Negative Evaluation in particular. This is because it is clear that anxiety can impede language learning and learners tend to employ affective and social learning strategies to overcome this problem. Yet, the primary goal of the research itself was to search the sources of Fear of Negative Evaluation and test our three hypotheses using four research techniques.

Prior data collection, we detailed our account on the methodology we used. We were careful to be explicit in order to permit and facilitate replication in the future. In addition, we devoted four detailed theoretical chapters about our key concepts: evaluation, LMD system, Foreign Language Anxiety, Fear of Negative Evaluation, error correction,

classroom interaction, language proficiency, assessment and testing. This has been achieved after reviewing the related literature from the mother discipline, the pioneers in Foreign Language Learning and the most recent ones as well.

To test the three hypotheses, we used a mixed methodology where quantitative and qualitative methods were employed to fulfil the triangulated approach we followed. This was achieved through the use of the four research techniques: participant observation, questionnaire, Before/After Design and Interview. Using such diverse techniques and methods helped in the understanding of the phenomenon since a great amount of data was gathered and analysed. Each technique brought out information different but complementary to the other methods and techniques. This led to homogeneity and “complementarity”. They are homogeneous in terms of the results which correlated positively and all the results were near to each other in almost all the used techniques. They are complementary in the sense that each research technique is considered a background to the coming stage.

One can consider this issue. Using observation for a three month period helped diagnose the problem and test the feasibility of the research work at early stages. Then, following the observed groups, we could follow the observation tool’s structure and construct our questionnaire accordingly. Later, we used the Before/After design in a key focal point in time to test the influence of exams on learners’ fear before and after the first exams period. Finally, we completed our data collection through a face-to-face interview whose 16 items were developed according to the questionnaire’s results. This is to get more informative data of a qualitative nature to confirm the four sources of Fear of Negative Evaluation we stated in our three hypotheses.

To say a word about the results, in general, our three hypotheses have been confirmed and in almost all the techniques we used. The first hypothesis has been partially satisfactory in terms of the questionnaire but confirmed in all the other tools. That is, through the questionnaire, interaction seems positive mainly peer interaction. Yet, there are students who criticized a number of classmates when, for instance, they correct their errors loudly. Yet, instructor interaction is more problematic since evaluation is tied to him. For the second hypothesis, it has also been confirmed as shown in the results. Students seem to experience Fear of Negative Evaluation in case of language deficiency, low performance, and error correction while making errors was less significant. Our participants put focus on speaking and vocabulary gaps as the most problematic issue in language the thing that leads to low performance, and hence to errors. The problem for them is not making the error, but how this error is to be treated by the teacher. Finally, our third hypothesis has also been confirmed. Although we hypothesised that Fear of Negative Evaluation occurs when students are tested, we found that learners feel Fear of Negative Evaluation before being evaluated and during evaluation. This has to do with formative evaluation. Yet, when being tested, the Before/After Design proved that Fear of Negative Evaluation is experienced before the exams and not after experiencing the exams.

Relying on the literature we examined and the results we obtained, we could build up a whole chapter that marks the end of the work as pedagogical guidelines that lead to a list of recommendations. These are theoretical at the beginning where we gathered a number of strategies and useful teaching approaches and methods that help in coping with anxiety on the one hand. Then, we relied on the last item of the interview to implement our informants in suggesting what responds to their needs and makes them feel at ease, and hence, experience less threat on the other hand. We, then, advocate that besides these affective

and pedagogical methods, universities should adopt innovative approaches to minimize apprehension and maximize student achievement.

Although a whole chapter is provided, we can hint at the following points we believe worth mentioning:

- \* Making students aware that being fluent and getting a good accent in the target language take in most cases several years of study and practice.

- \* Providing students with positive reinforcement and creating a relaxed classroom environment.

- \* Helping students that have a mental block towards language learning by providing them with out-of-the-classroom individual assistance.

Some teaching methods that can also be adopted to reduce classroom anxiety may be

- \* Conducting class activities in small groups.

- \* Forming support groups for performance-concerned students so they can discuss concerns and difficulties encountered in language learning.

- \* Using smaller classes to help instructors identify students experiencing anxiety and give them special attention and support.

- \* Helping learners identify their anxiety and cope with it

- \* Raising the learners' awareness about the importance of evaluation, correction and testing instead of perceiving them as threats.

- \* Reinforcing the learner-learner and learner-teacher interaction through peer-tutoring and instructor tutoring respectively



However, questions remain regarding the influence of Fear of Negative Evaluation on performance, how it interacts with other personality variables such as learning styles, motivation, and personality types, and what techniques are effective in controlling it. In other words, still the present investigation is a trial to understand the phenomenon. This means that our results are not yet '*generalisable*' and further research is needed. Moreover, students revealed diversified attitudes towards their teachers and the classroom environment as well. Therefore, we can add some questions to the range of pedagogical problems such as:

*Are uncomfortable situations felt in the foreign language classroom and the stress students live when evaluated by teachers is in part due to the teachers' methodologies? Are teachers aware of this fact and are they trying to help their students get rid of their reticence, avoidance behaviour and Fear of Negative Evaluation?*

These questions have been found when analysing our data. However, this does not make up the core of our hypotheses. Still, they are new findings in the field of research. Hopefully, researchers will direct their interest to this issue and carry on our work by investigating what has been introduced here.

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## Abstract

This research work explores sources of Fear of Negative Evaluation (FNE) from the perspective of first year university students of EFL enrolled in the LMD<sup>1</sup> system during the academic year 2006/2007 at Abderrahmane Mira University- Béjaia. The sources we considered in our three hypotheses are classroom interaction, language proficiency, error correction and evaluation. A mixed methodology was used all along the research work. That is, a mixture of quantitative and qualitative methodology accompanied with a descriptive, analytic style and a thematic analysis of data were used for data analysis. Four research techniques were used in data collection. A piloting phase about the theme's 'researchability' and feasibility was introduced first in a three month participant observation period of eight groups during their research methodology sessions. Data analysis showed that FNE was an existent and a significant phenomenon that seemed to be directed by a number of factors among which interaction, evaluation, error correction and language proficiency (speaking and vocabulary in particular) take part of. After this phase, we could develop a questionnaire; we tested it and handed it to 157 participants. Results revealed that apart from classroom interaction which was positive, all the other sources were considerably contributing factors in creating anxiety and FNE. To complete these findings, we used the Before/After Design. We asked our participants to report their feelings before experiencing exams and after. Results indicated that FNE is experienced before exams and not after exams. Finally, we reinforced our questionnaire with a sixteen questions interview format. Here, a thematic analysis was employed. Findings indicated that interaction with peers seemed less significant compared to the teacher's one because participants affirmed that the learner-instructor interaction leads to fear. These findings reinforced the idea that fear is caused by the teacher's way of error correction; a phenomenon that proved to be one of the main factors behind FNE. Further, learners revealed that they experience FNE because of their low language proficiency. Here, speaking and vocabulary appeared to be the most significant weaknesses in English. Finally, evaluation seems also another major aspect where self-evaluation, peer evaluation and teacher evaluation are all exposed as a possible source of FNE. According to the findings, our three hypotheses have been confirmed. Only classroom interaction showed less significance compared to the other sources and emphasis was put on the teacher rather than on peer interaction.

---

<sup>1</sup> Licence/Master/Doctorat

## **List of Abbreviations**

**CD: Compact Disc**

**CA: Communication Apprehension**

**CLT: Communicative Language Teaching**

**EA: Evaluation Anxiety**

**EFL: English as a Foreign Language**

**ESL: English as a Second Language**

**ESP: English for Specific Purposes**

**f: Frequency**

**F: Female**

**FL: Foreign Language**

**FLA: Foreign Language Anxiety**

**FLC: Foreign Language Classroom**

**FLCAS: Foreign Language Classroom Anxiety Scale**

**FLL: Foreign Language Learning**

**FLRA: Foreign Language Reading Anxiety**

**FLWA: Foreign Language Writing Anxiety**

**FLLA: Foreign Language Listening Anxiety**

**FNE: Fear of Negative Evaluation**

**G: Group**

**h: Hour**

**L1: First Language**

**L2: Second Language**

**LMD: Licence/Master/Doctorat**

**M: Male**

**mn: minutes**

**N: Number**

**SLA: Second Language Anxiety**

**SLL: Second Language Learning**

**TA: Test Anxiety**

**TL: Target Language**

**WA: Writing Apprehension**

**WTC: Willingness To Communicate**

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# **APPENDIXES**

## APPENDIX 01: Time Allocation for the Research Data Collection

### Academic Year: 2006-2007

The instructor teaches eight groups per week. Each session takes 1h.30mn. The approximate number of hours per month is probably to be the following<sup>1</sup>:

- **November:** 3 Weeks (33Hours).
- **December:** 3 Weeks (33Hours).
- **January:** 4 Weeks + One Day of=> (40 Hours).
- **February:** 4 Weeks+ 3Weeks off + One day off=>7 Hours (Exams).
- **March:** 3 Weeks => 33 Hours.
- **April:** 3,5 Weeks=>36 Hours.
- **May:** Exams=> 01Weeks => 10Hours.
- **June:** No Classes=> grouping Data.

### - Three Phases of Data Collection

- **November/February: Observation (first semester).**
- **March: Administration of the questionnaire (after the spring holidays).**
  - **April:** Collecting the questionnaires (Back).
  - **May: Interviewing** A Number of volunteer Students (~15-20) is to be interviewed. Some tutoring sessions are to be organized for the interviews to have an academic place (setting). Moreover, these sessions are more likely to avoid the problem of fear of evaluation because they have nothing to do with evaluation, i.e. the idea of meeting a tutor is in itself relaxing.
  - **June/July:** collecting all the data together.

---

<sup>1</sup> The numbers are approximate and we have preferred to diminish the number rather than counting the exact hours because we expect losing sessions for many reasons i.e. 36 hours for 3 weeks, but we put 33

## APPENDIX 02: Personal Information Form

Full Name : .....

Age/Date of Birth : .....

Sex: .....

Address:

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

Mother's Profession:

.....

Father's Profession:

.....

Personality Description:

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

## **APPENDIX 03: Learners' Profile and Learning Environment Activity**

### **I. Learners Profiles**

1. How do you estimate your level of English?
2. Can you solve problems, deduce, memorize, complex tasks/words?
3. Can you guess meaning even if you do not understand everything said?
4. What do you feel when you make mistakes in the classroom?

### **II. Learning Environment**

5. Do you think that you have enough time and plenty of contact with proficient speakers of English for learning to take place?
6. Do you think that the place (Classroom/University) where learning takes place is appropriate?
7. Do you receive helpful/fruitful correction when you make errors? Do you like this correction? Say why in either case?
8. When and how do you want to be corrected?
9. Which kinds of errors do you want/prefer others (teachers/classmates) to correct?

## Appendix 04: Detailed Report of the Eight Group Students' Responses of the Eleven Questions

Group Number 1											
Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	3	2	2	2	Very shy	-	+	+	+	With good method	spelling
2	3	2	2	1	Shy	+	-	-	+/-	Alone	All the mistakes
3	3	2	2	1	Stupid/good	-	-	+	+	/	/
4	1	2	2	2	Very shy	+	-	+	+	When making the mistake	/
5	2	2	3	2	Normal/shy	+	-	+	+	In the class/politely	All the mistakes
6	5	2	3	2	Nothing/normal	+	-	+	+	Anytime/anywhere	Oral mistakes
7	3	/	2	2	/	+	-	+	/	/	/
8	3	2	2	/	shy	+	+	+	+	When making the mistake	All the mistakes
9	5	3	3	2	stupid	-	-	-	+	When making the mistake	All the mistakes
10	2	2	2	2	Shy/normal	+	-	-	+	With kindness/when making the error	All the mistakes
11	3	3	2	2	At ease/embarrassed and shy	+	-	-	+	Politely/when making the mistake	All the mistakes
12	3	2	2	2	normal	+	-	-	+	Be corrected by a proficient(teacher)/with examples	Pronunciation / grammatical mistakes
13	3	2	/	4	normal	+	+	-	+	/	Spelling
14	4	3	2	2	Very shy	+	-	+	+	With kindness	All the mistakes
15	3	2	2	2	Very shy	+	-	+	+	When making the mistake	All the mistakes
16	3	2	2	2	shy	+/-	+	-	+	/	/
17	3	2	2	2	Bit shy	+/-	+	-	+	Slow correction	/
18	4	2	2	1	Really ashamed	-	-	-	+	alone	/
19	5	2	2	4	uncomfortable	-	-	+	+	When making the mistake	/
20	3	2	3	3	normal	/	-	-	+	/	Pronunciation
21	3	2	/	2	normal	+	-	+	+	When making the mistake	All the mistakes

Group Number Two											
Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	4	3	2	3	shy	-	-	-	+	When making the mistake	All the mistakes
2	4	3	3	2	shy	+	+	+	+	When making the mistakes/by classmates(shy from the teacher)	All the mistakes
3	3	2	2	2	Embarrassed/ get red	+/-	+	+	+	When making the error	Grammar and pronunciation
4	3	2	2	3	Shy/ stressed	+	+	+	+	When making the mistake/by the teacher	Serious mistakes
5	3	2	3	2	Nervous/lose concentration	+	+	+	-	When finishing my answer/by the teacher/politely	Pronunciation /vocabulary

					on							
6	2	2	3	2	shy	-	-	-	+	When making the mistake	/	
7	3	2	3	/	normal	-	+	+	+	When making the mistake/by teacher and classmate	All the mistakes	
8	3	2	2	2	normal	-	-	+	+	When making the mistake/by classmates and teacher	/	
9	4	3	/	2	normal	+	-	-	+/-	Simple and quiet correction	Pronunciation	
10	3	2	/	2	Normal	-	-	+	+	In the classroom	Pronunciation	
11	4	2	3	3	weak	-	+	-	+	Alone when making the mistake	/	
12	3	2	3	2	happy	+	-	+	+	By the teacher and classmates	/	
13	2	2	2	2	normal	+	+	+	+	When making the mistake	All the mistakes	
14	3	2	3	2	happy	+	+	+	+	/	Pronunciation	
15	3	2	2	2	Bit shy	+/-	+	-	+	Wherever and whenever/gently	/	
16	4	2	2	2	Shy/rapid heart bit	+	-	+	+	At any moment/by the teacher or experienced person/ quietly	Pronunciation / writing	
17	/	2	/	2	normal	+	-	-	+	The teacher or experienced person	Pronunciation	
18	3	3	/	2	normal	-	+	+	+	By the teacher or experienced person	Pronunciation	
19	3	2	3	2	No special feelings	-	-	+	+	quietly	/	

**Group Number Three**

Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	2	2	2	/	shame	-/+	-	+	+	By the teacher/slowly	Pronunciation
2	3	2	2	2	Normal/shame	-	+	+	+	When making the mistake/without being laughed at	All kinds of mistakes
3	3	2	2	2	/	+	+	+	+	When making the mistake/by writing it on the board	All kinds of mistakes

4	3	2	2	2	blush	+	+	+	+	alone	All kinds of mistakes
5	3	3	3	2	bad	+	-	+	+	By the teacher or classmates/not by laughing at me	All kinds of mistakes
6	3	3	2	3	normal	-	+	+	-	When making the mistake/the teacher should be gentle	/
7	4	2	2	3	Very shy	-	+	-	+	/	/
8	5	3	2	2	Rarely shy	-	-	+	+	In the classroom/by the teacher	/
9	4	2	2	2	Very shy	-	+	+	+	When making the mistake	All kinds of mistakes
10	5	2	2	2	Worry/have to work more	-	-	+	+	Politely/by the teacher	/
11	4	2	2	2	normal	-	-	+	+	/	Grammar, pronunciation
12	3	2	2	3	bored	+	-	+	+	When making the mistake/with kindness	Phonetic and writing mistakes
13	2	2	2	4	embarrassed	+/-	+	+	+	When making the mistake	All kinds of mistakes
14	3	3	3	2	disturbed	-	-	-	-	By the teacher/when making the mistake	/
15	3	2	2	4	normal	+	+	+	+	When making the mistake/politely/by the one who is more experienced	All kind of mistakes
16	3	2	3	3	shy	+	+	+	+	When making the mistake/by giving examples	Spelling/pronunciation
17	3	2	2	3	nothing	+	+	+	+	When making the mistake/in the classroom/politely/by classmates and teacher	All kin of mistakes

#### Group Number Four

Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	3	2	2	3	normal	-	-	+	+	When making the mistakes	All kinds of mistakes
2	2	3	/	/	Ashamed/not having a good level	+	-	+	+	In front of my friends/by the teacher	Linguistics

3	3	2	2	/	Shy/then I laugh	-	+	+	+	kindly	/
4	4	2	2	2	ashamed	+	+	+	+	When making the mistake/by the teacher	/
5	5	2	2	2	Don't accept making mistakes /shy	-	+	+	+	In the classroom	Vocabulary
6	4	2	2	2	Inferior/ashamed	+/-	+	+	+	By the teacher	/
7	3	2	2	2	Bit shy/the I laugh	+/-	+	+	+	Kindly/politely/ by class mates and teacher	All kinds of mistakes
8	4	3	3	2	/	+	+	/	+	/	/
9	3	2	2	2	alone	+/-	-	+	+	In a good way/ by the teacher not classmates	/
10	4	3	2	2	normal	+/-	-	+	+	When making the mistake/without being shouted after	All kinds of mistakes
11	3	2	2	2	Stupid	-	+	+	+	alone	Things I don't know
12	3	2	2	2	well	+	-	-	+	When making the mistake	All kinds of mistakes/mainly grammar
13	/	2	2	2	normal	-	+	+	+	In a calm manner/in front of classmates by the teacher	/
14	2	2	1	1	Bad/stupid	+	-	+	+	alone	/
15	4	3	2	2	Very normal	/	-	+	+	In a good way	Grammar
16	/	2	3	2	shy	-	+	+	+	In the end of the lecture	Pronunciation
17	3	2	2	2	Unhappy/humiliated	+	-	+	+	When making the mistake/ by both teacher and classmates	/
18	4	2	2	2	Not happy	+	-	-	+	Detailed correction/by the teacher	Writing/pronunciation
19	3	2	2	2	Not very well	+	-	+	+	In the class/ at the end/ by the teacher and slowly	/
20	3	2	3	2	Well/angry	+	+	+	+	In the classroom/by the teacher	Pronunciation
21	3	2	2	2	Very normal	+	+	+	+	When making the mistake	grammar

**Group Number Five**

Os Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	3	2	2	2	Not shy	-	+	+	+	By the	All kinds



										teacher/when making the mistake	of mistakes
2	4	2	3	3	Very shy	+/-	+	+	+	With kindness(am very shy)/by the teacher	All kinds of mistakes
3	/	3	3	2	Feel will never understand/angry/shy/ hesitate	-	-	+	+	When making the mistake/by the teacher	/
4	4	2	2	2	stupid	-/+	-	-	+	In front of my classmates/by the teacher	/
5	3	3	3	3	shy	-	-	+	-	In the class	Related to English
6	4	2	2	3	nothing	-	/	/	+	By the teacher/when making the mistake	All kinds of mistakes
7	3	2	2	3	nothing	+	/	/	+	When making the mistake/by the teacher and classmates	All kinds of mistakes
8	/	2	2	2	normal	-	-	/	/	/	/
9	4	2	3	2	Shy/normal	+	-	+	+	When making the mistake/in details/by the teacher and classmates	All kinds of mistakes
10	3	2	2	3	Not nervous or worried	-	-	+	+	When making the mistake/politely/ by classmates or teacher	/
11	3	2	2	2	Don't care	-	/	+	+	Wherever/ by the teacher	/
12	5	2	2	2	desolate	+	-	+	+	In the class/simply	Vocabulary
13	4	2	2	2	Stupid and ignorant/ courageous	+	+	+	+	When making the mistake by the teacher also classmates	/
14	1	2	2	1	disappointed	-	-	+	+	gently	All kinds of mistakes
15	2	2	/	2	Have to make more efforts	-	-	+	+	When making the mistake slowly	/
16	/	5	/	5	Don't master English	-	+	+	+	When making the mistake	Pronunciation
17	3	3	3	2	/	/	/	/	/	/	/
18	4	2	3	/	shy	/	/	+	+	/	/
19	3	2	3	2	Ashamed/ridiculous nervous	+	-	-	+	When making the mistake	All kinds of mistakes

20	4	2	3	2	embarrassed	+/-	-	/	+/-	When making the mistake without being laughed at/by the teacher or classmates	All kinds of mistakes
21	2	2	2	3	/	+	+	+	+	When making the mistake by the teacher	/
22	3	2	2	1	unhappy	-	-	+	+	alone	/
23	3	2	2	2	Ashamed/normal	-	+	+	+	in the classroom	/
24	/	2	2	2	shy	+	+	/	+	By the teacher and the classmates	/
25	3	2	3	2	shy	+	-	+	+	By the teacher and classmates	/
26	/	2	3	2	Need help	+	+	+	+	When making the mistake/slowly	All kinds of mistakes
27	4	2	2	2	shy	-	-	/	+	By the teacher or classmates	/
28	4	2	2	3	Shy/normal	+	-	+	+	By the teacher with a good manner	Writing and pronunciation
29	3	2	3	2	embarrassed	+	-	+	+	When making the mistake	All kinds of mistakes

### Group Number Six

Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	3	2	2	2	stupid	+/-	-	+	+	Politely/in the class or alone/by the teacher	/
2	/	2	3	3	normal	-	-	+	+	When making the mistake	Grammar/pronunciation
3	3	2	3	3	Ashamed/happy	-	-	+	+	When making the mistake/gently	All kinds of mistakes
4	1	2	3	4	Glad/delighted	-	+	+	+	/	Related to English
5	/	/	/	3	nothing	+	-	+	+	When making the mistake	/
6	/	/	/	3	nothing	-	/	+	+	/	All kinds of mistakes
7	3	2	2	2	shy	+	-	/	+	By the teacher	/
8	4	2	2	2	happy	-	-	+	+	At the end of the lecture	All kind of mistakes
9	1	2	3	2	Shy/ashamed	+	+	+	+	/	/
10	3	2	3	2	ashamed	+	-	-	+	/	/

11	/	2	2	2	ashamed	/	-	+	+	When making the mistake/by the teacher	/
12	4	2	3	2	Red/ashamed/shy	+/-	/	+	+	Detailed correction	Pronunciation, grammar, vocabulary
13	/	2	3	/	Shy/red	-	+	+	+	When making the mistake	Pronunciation
14	4	2	2	2	Afraid/shy	-	/	+	+	When making the mistake	All kinds of mistakes
15	3	2	2	2	shy	-	+	+	+	When making the mistake/by the teacher and classmates	/
16	4	2	3	2	shy	-/+	-	+	+	Alone/by the teacher or classmates	Pronunciation, writing
17	5	3	3	2	Feel not understanding anything	+	-	-	+	/	All kinds of mistakes
18	4	2	2	3	shy	/	-	+	+	politely	/
19	3	/	2	2	Shy/normal	+	-	+	+	When making the mistake	/
20	2	2	3	3	Well	+	-	+	+	Very difficult to accept the correction	/
21	/	2	3	2	/	-	-	-	+	In the class/ in front of classmates	Spelling

**Group Number Seven**

Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	3	2	2	2	Little shy	+	+	+	+	When making the mistake	All the kinds of mistakes
2	4	3	3	2	Red/shy/others look at me	-	+	+	+	When making the mistake	Vocabulary/ grammar
3	4	2	2	2	shy	+/-	+	+	+	When making the mistake	All kinds of mistakes
4	3	2	2	2	Very shy	-	-	+	+	Politely/ by the teacher or classmates	Writing
5	4	2	3	2	Feel the last in the class	-	/	+	+	Alone/ by the teacher	pronunciation
6	4	3	2	2	Shy/normal	-	+	-	+	When making the mistake	/

7	4	2	2	2	bad	-	-	+	+	When making the mistake	Pronunciation
8	4	3	2	3	normal	+	+	/	+	With explanation	Very important points
9	5	2	2	2	Very shy	-	-	+	+	Politely/ by the teacher or classmates	Vocabulary/ grammar
10	4	2	2	3	Not having a good level/ dislike my self	-	+	+	+	With a good method/ alone	Pronunciation
11	3	2	3	2	Restless/ok	+	-	+	+	When making the mistake/ by the teacher or classmates	All kind of mistakes
12	2	2	/	2	normal	+	-	+	+	In the class in front of classmates/ without being laughed at/politely	All the kinds of mistakes
13	/	2	2	/	Ashamed/normal	+	-	+	+	/	/
14	4	2	3	3	normal	+	+	+	+	Slowly/ everywhere	/

Group Number eight											
Qs Sts	Learners' Profile					L. EVT					
	1	2	3	4	5	6	7	8	9	10	11
1	3	2	2	3	normal	/	-	/	+	/	/
2	2	3	2	2	nervous	-	-	/	+	/	/
3	3	2	3	2	Smile/nothing	+	+	+	/	When making the mistake/everywhere	/
4	3	2	3	3	normal	-	-	+	+	By the teacher or classmates/ anywhere	All kinds of mistakes
5	3	2	2	2	Not at ease	-	-	+	+	Kindly/ every time and everywhere/ by the teacher	/
6	3	2	3	3	restless	/	-	+	+	politely	/
7	/	2	3	2	happy	+	-	/	/	By the teacher/ when making the mistake/ anywhere any time	/
8	3	2	/	2	Normal	+	-	/	+	By the teacher or classmates	All kinds of mistakes
9	4	2	3	2	nothing	-	-	+	+	In the class by the teacher	All the kinds of mistakes
10	2	2	2	2	Shy/lost	+	-	+	+	When making the	All kinds

										mistake/politely/ by the teacher or classmates	of mistakes
11	3	2	3	2	nothing	+	-	+	+	When making the mistake	Pronunciat ion
12	3	2	2	2	/	+	-	+	+	By the teacher	/
13	3	2	2	/	shy	-	-	+	/	/	/
14	/	2	2	/	/	+	/	+	+	/	/
15	4	3	3	2	/	-	-	/	+	By the teacher	All kinds of mistakes
16	3	2	2	2	Normal/ashamed	-	+	+	+	Any time	All kinds of mistakes
17	/	2	/	2	More confidence	-	-	+	+	When making the mistake/ by the teacher or classmates	All kinds of mistakes

# Appendix 05: Observation Grid<sup>2</sup>

Group :

Date :

Session :

Session's N°

## I. English Language Background

### 1. Motivation:

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— →

### 2. Attitudes:

a. language: +/-

b. tasks: +/-

c. teacher: +/-

d. others:.....

### 3. Language Proficiency:

a. Listening:

.....

...

b. Reading:

.....

c. Speaking:

.....

d. Writing:

.....

e. Grammar:

.....

f. Vocabulary:

.....

g. Pronunciation:

.....

## III. The Learning Environment

### 1. Description:

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— →

.....

.....

### 2. Interaction

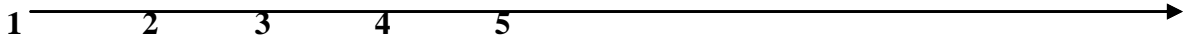
a. teacher:

1 ————— 2 ————— 3 ————— 4 ————— 5 ————— →

<sup>2</sup> It should be noted that all the elements of observation we make are related to anxiety and FNE as we need to establish the link between the above elements and FNE.

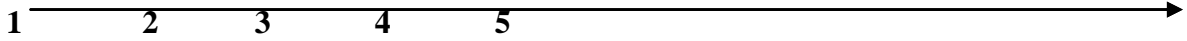
.....  
.....

**b. learners:**



.....  
.....

**Participation:**



.....  
.....

**Feedback:**

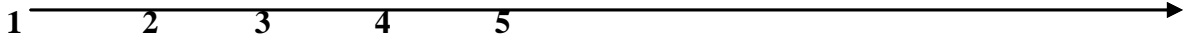
**c. Corrective:**

.....  
.....

**d. Evaluative:**

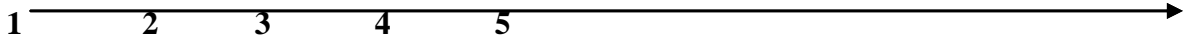
.....

**3. Degree of Communication**



.....  
.....

**Quality of Communication**



.....  
.....

**V. Learning and Evaluation**

**1. Nature of Tasks**

.....  
.....

**Day's Evaluation**

.....  
.....

**Nature of Evaluation**

.....  
.....

**Importance of Evaluation**

.....  
.....

**Features of Negative Evaluation**

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.....  
.....

**2. Behaviour Shown**

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.....  
.....

**V. FNE and Anxiety**

**1. Anxiety Symptoms**

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.....  
.....

**Indicators of FNE**

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.....  
.....

**VI. Other factors:**

**1. Time Allocation:**

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**2. Students Task's Preparation and fulfillment**

.....  
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**3. Duration of Task accomplishment**

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**Focused skills**

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.....

**Teacher's Role/Position**



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.....  
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**Complementary Notes:**

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.....

# APPENDIX 06: Lecture 05: Listening

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## Teaching Unit: Research Methodology and Foreign Language Teaching

### Part A: Study Skills

### Lecture 05: Listening

#### Introduction

Listening can be either reciprocal (like any kind of interaction and the listener is required to take part in) or non-reciprocal (like monologues, live, or media) (Nuna in Richards and Renandya, 2002: 238). As language learners, when you go to university, you have to interact with many different people in a number of situations.

#### I. Orient yourself to the Text

**Qs.** Who are the speakers? Where are they? Why are they speaking?

In order to understand what people are saying, it helps to know what their relationship is, to each other and to you as a listener. The language you choose to use will depend on your relationship to the other speakers. Finally, the context of the conversation also helps you understand the language because it helps you anticipate what the speakers are going to talk about.

**Activity:** Write a dialogue, act in the classroom and test the classmates' understanding from the dialogue.

#### II. Listening for Specific Information

**Qs.** What are the key words? What types of words are they? What are the details you need to listen to?

Sometimes, when you listen, you are only interested in finding out very specific information such as dates, times, names or key words. It helps you to understand if you can work out what kind of words you are listening for.

**Activity:** imagine that you need to make a telephone call. When you get through, you find that you have to leave a short message on an answering machine:

- Write the message (keep it short including important details)
- Include your name and telephone number if you do not know the person.
- Read it aloud, can the listeners say which situation it relates to?

### **III. Identifying Details**

**Qs.** When do you need to listen for details? why is detail important?

When you describe an object, details are important to help the listener identify it. That is, you need to listen carefully for the words which describe the detail.

### **IV. Identifying Main Ideas**

**Qs.** What are the speakers talking about? What are the main ideas and how are they developed?

When you take part in a conversation, listen to other people. You subconsciously separate the information that you need or that interests you from the rest of what you hear. In other words, you separate the main ideas from the supporting ideas. Sometimes, people use an introductory phrase to attract your attention and to give some clue to the topic.

### **V. Seeing Beyond the Surface Meaning**

**Qs.** What does the speaker mean exactly? How can we interpret intonation?

People do not say exactly what they mean. As listeners, you must learn to interpret the words people use as well as their intonation patterns.

### **VI. Following Signal/Signpost Words**

**Qs.** What are signal words? How do they help you to understand?

Good public speakers and lecturers illustrate the stages of the talk through the use of signal words. Being able to identify and follow the signpost words will help you to understand formal spoken language.

As with writing, speakers make use of special words to help introduce ideas and to provide a framework for what they are saying especially in formal speech such as a lecture or a talk. You can think of these words as “signal words” because they direct your listening; in other words, they warn you that more information is coming and suggest what kind of information this may be. They may also introduce examples of a main point made earlier.

### **VII. Being Aware of Stress, Rhythm and Interaction**

**Qs.** How do intonation and word stress help you to understand?

Public speakers and lecturers make use of stress, rhythm and intonation patterns, along with signpost words, to divide their information “chunks” of meaning. Learning to recognize these speech patterns will help you to understand formal spoken English whether you are listening to a live or a recorded talk.

# Appendix 07: Lecture 06: Reading

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## Teaching Unit: Research Methodology and Foreign Language Teaching

### Part A: Study Skills

### Lecture 06: Reading

#### Introduction

When you go to university, you may be overwhelmed by the amount of reading you are expected to do. You have, however, to do lot of this reading by your own and you will need to be able to read *discriminatingly*. That is, you need to be selective about what you read. You need also to have the skills required to *focus in* on the important information for your reading and *skim* the information that is not.

When passages are given to be read, there may be more than question to be asked. For example, you may be asked to find detailed information in a text in order to complete sentences; you may have to identify views and attitudes within a text; you may have to understand how something works and complete a diagram or a chart. Of course, you should bare in mind that the passages may be written in a variety of different styles, such as argumentative, descriptive,, narrative, etc.

1. **Orienting yourself to the Text:** When you are given a text to read, the first thing you need is to ask yourself about what sort of questions that will help you understand it quickly. Then, pay attention to the title and sub-headings if any. You need to ask FAQ (Frequently Asked Questions) prior reading:

1. What subject is the text about?
2. Why was the text written?
3. Who was it written for?
4. Why would somebody read this text?
5. What type of text is it?

#### Activity 01:

2. Look at the titles, subheadings and opening paragraphs of some of the articles in a newspaper or a magazine.
3. Pick some that you think helpful to the reader and some that are not.
4. Cut out the complete articles and take them into class.
5. Discuss the articles as a group, by asking the following questions:

*When you read the title:* what is this article about? What kind of person would be interested in it? What do you expect to read about in the first paragraph?

*When you read the first paragraph:* What is the writer's purpose in this paragraph? Is there a sentence that best summarises the main idea in the paragraph?

*When you move to the second paragraph:* What do you learn about the writer and his purpose in the second paragraph? How do you expect the article to continue? How do you think the style of this article be different from others?

It is important to gradually build on your understanding of the information that is provided in each paragraph of a text. If you begin your reading by asking the type of questions you have met in this element, you will begin to interact with the text immediately and you will be off to a good start.

As you read through each paragraph of an article, you gradually build on your understanding of what the writer is trying to say. Here further questions on paragraphing are important: How does paragraphing help you do this? When you first read a text, what should you look for in each paragraph?

2. **Skimming/Scanning for Specific Information and Detail:** You need to *skim* through the text quickly, *scanning* for clues as to where the information might be found. Here many activities are possible like Short-answer Questions, Labelling a Diagram, Chart/Table Completion.

3. **Identifying main and Supporting Ideas:** Most paragraphs in well-written texts contain at least one main idea and very often these ideas are supported by examples or by further explanation.

**Activity 02:** In the articles you have selected in the previous activity, underline the main idea and any supporting ideas. Do this in five minutes. Find out the key words in each paragraph, Justify your answer.

One of the main needed skills here is *note-taking* from the written source. The reader gets involved in identifying the main and supporting points in a text.

4. **Improving Global Reading Skills:** Writers make use of paragraphing to divide a text into manageable sections for the reader. A new paragraph usually introduces a new point, theme or angle to the text, and as a reader, you should be able to recognise what this is. Making a mental note of the main idea(s) in each paragraph is an important reading skill.

When the paragraph contains a heading/title, you as a reader can quickly skim through and get a good idea of the content.

5. **Summarising:** The summary may cover the main ideas presented over a large area of the text and so it will be necessary for you to have a good understanding of these. Moreover, the *summary* will *paraphrase* the points in the text so you will need to be familiar with different ways of expressing the same idea.

To write a summary after reading a text, follow these steps:

1. Make a mental note of the main ideas of the text
2. Use your global reading skills to familiarise with the text.
3. Skim through the passage again and underline the main ideas in each paragraph.
4. Write a sentence that summarises each paragraph.
5. Link the sentences together so that you end up with a paragraph summarising the entire text.

6. **Understanding Arguments:** Some texts are factual, but others contain arguments and opinions. Hence, you need to be able to identify and understand these arguments as they are presented in the passage. Of course, you need to distinguish first between a fact and an argument.

7. **Identifying Opinion/ Attitude and Making References:** You should have the ability to identify opinions and views as they are presented in a text. The terms "*views*" or "*claims*" may refer to arguments or opinions put forward by the writer or by other people referred to by the writer. Make sure to know the difference between fact, opinion and claim. When asked about an

opinion/ fact/ claim found in the text, answer by giving the reference and say “Not given” if it is not really given.

Concerning attitudes and references’ making, it is difficult to identify attitudes and infer meaning because often you need to understand something that is not directly stated.

## Appendix 08: Lecture 07: Writing

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### Teaching Unit: Research Methodology and Foreign Language Teaching

#### Part A: Study Skills

#### Lecture 07: Writing

##### Introduction

As a student at University, you have to produce a lot of written material. Some of this may be in the form of short essays or reports. Other pieces of writing are longer and require considerable planning and attention to detail. It will, therefore, be important for you to express yourself clearly. Write in a variety of styles and organise your ideas carefully. You need also to be accurate in your writing, so that your message is not obscured by a lot of grammatical errors.

8. **Describing Facts and Figures:** Being able to understand and describe graphic information or data is an important academic skill. Here, some elements need be presented as follows:

1. **BAR CHARTS:** A fact is different from an opinion because it is objective and often involves measurement<sup>3</sup>. (the example is to be explained in the classroom and students should take notes).
2. **PIE CHARTS**
3. **TABLES**

##### Activity i:

1.

Activity	Total
Martial Arts	
Singing	
Computer games	
Running	
Cooking	
Reading	

2. Find out some factual information about your class members or your friends and family. How many of them enjoy taking part in the following activities? Put a tick against each column that corresponds the people's answers. Write the total in the *Total column*. Then Turn the table into a bar chart.

3. Make some factual statements about the data. Try to use all the following structures: **number** (e.g. *five out of ten*) students enjoy..., **percentage** (e.g. *50 per cent of*) students enjoy..., **general** (e.g. *the majority of/ a large number of/ most/ very few/ hardly any*) students enjoy.

##### Acticity ii:

4. Draw a pie chart to show what percentage of your time you spend on the following activities each week: *Cleaning, shopping, entertainment, watching TV, studies, sport*.

5. Write some sentences that describe the chart. Try to organise the information appropriately and join your sentences with *and, wwhile, but, although* or use *as...as*.

---

<sup>3</sup> **Fact** : n. 1 reality, actuality, truth, certainty, 3 Often, facts. data, information, particular(s), detail(s), point(s), item(s), factor(s). **Opinion** : n. 1 belief, judgement, thought, sentiment, (point of) view, viewpoint, conviction, way of thinking, perception, idea, impression, notion, conception, theory, 2 evaluation, estimation, estimate, appraisal, appreciation, impression.

6. Cover up your pie charts and exchange your descriptions. Your partner must try to draw your pie from your description and vice versa.

9. **Describing Trends:**

1. **LINE GRAPHS:** Line graphs are used to show a trend of pattern which usually takes place over a period of time. It is important to look at the overall pattern on a line graph as well as the significant features within it.

2. **EXAMINING the AXES:** in a trend, though it seems simple, but you should **think about** it before you describe it. That is, you should show the examiner that you know what the two axes represent but you not need to describe these two axes in your answer.

You need to ask some FAQ when you look at the graph: *what information is being shown in the graph? What do the numbers along the horizontal axis represent? What do the numbers along the vertical axis represent? Write short, general statements about the data in the graph?* When describing the graph, you need to use the *simple present tense*. Again, try to start by the important features of the graph before going into details.

Here are some words and phrases to help you describe trends:

Nouns	Adjectives and Adverbs	Phrases
A rise	Sharp (ly)/dramatic (ally)	Remain the same
An increase	Considerable (ly)	Reach a plateau
A fall	Steady (ily)	Remain stable
A drop	Slight (ly)/ gentle (ly)	Remain/ stay constant
A decline	Gradual (ly)	Reach a peak
A peak/dip	Relative (ly)	Hit/ fall to the lowest point

**Activities:** they are on pp 70-72, 116

10. **Summarising Data:** Sometimes, you are asked to describe a lot of information using a limited number of words. Hence, it is essential to select the appropriate details and organise the material in a relevant way in order to fulfil the task requirements satisfactorily.

1. **SELECTING IMPORTANT INFORMATION:** Always give the information which you are asked to give in the task. The graph may contain many data but the task may ask you about one detail only. Do not give extra marks because it may be considered irrelevant (and penalised) if you make detailed comments about information that is not provided in the diagram.

2. **COMPARING DATA:** when you interpret graphs, tables and charts; you will find that you have to *compare* and *contrast* some of the details. Your examiner will be checking that you can *structure* you're answer well and *connect* your ideas appropriately. The following table may help you do this:

To compare		To contrast	
While/whilst	More ...than	Likewise	To reflect
Whereas	Different from	Similarly	To mirror
However	Differ (ence)	As...as	to have in common
Although	On the other hand	Just as	
Even so	In contrast to		



Nevertheless	Conversely	In the same way
Less...than	Unlike	Like
		alike

However, avoid employing too many linking words or structures and avoid using them inappropriately.

3. **GROUPING INFORMATION:** When organising your answer, it may also help to “group” some of the information. This is particularly the case when there is a lot of data.

**\* How to approach a task:**

- Consider what the graph shows and think about the vocabulary and tenses you will use in describing it.
- Select the significant features of the graph (overall) to write about.
- Note the features you find appropriate.
- Consider the comparisons you will make
- Think about a final point.
- Write a paragraph describing the information shown in the graph.

Again, try to always interpret the important information accurately without grammatical mistakes.

**Activity:** on P 117

4. **Describing a Process:** It is important to avoid copying the task because the material copied from the test papers are often ignored. In many tasks, you may be occasionally asked to describe a process or other pictorial information such as a cycle or map. In order to produce a report describing a process, you should take a similar approach to the one you use in describing data. You should examine the information carefully, make sure you understand it, and look specifically at the beginning and the end of the process. Then, following the same principles as outlined in the previous elements, you should provide an opening sentence that summarises the *overall* function of the process.

**\* How to approach a task:**

- List some of the verbs that you will use in your description
- Suggest some suitable connectives. What should you avoid doing when you link the stages in the process.
- Decide what tenses you will use depending on the stages themselves.

**Activity:** P 77

5. **General Training; Writing a Letter:** Letters are an important form of communication. When writing a letter, you need to include all the necessary details that the purpose of your letter is clear and the reader can easily understand your message.

- i. **The Task:** You should present a situation and write in the first person.
- ii. **The Purpose:** Whether formal or semi-formal, letters are always written with particular purpose in mind. The purpose means what you, as a writer, wish to express. Moreover, poor style, rambling, not getting to the point, not starting your purpose clearly, being rude and offensive are the sort of things which prevent a letter from achieving its purpose. The purpose is sometimes stressed at the beginning of a letter (it depends on the type of letter you are writing as to how much you emphasise your purpose at the start or whether you decide to leave it to the end of the letter). However, you do need to open your letter with something that will be appropriate for the reader and will capture

the reader's attention and there are structures to help you do this (e.g. *I am writing with regard/reference to/ in connection with...*, *I am writing to express my concern/ dissatisfaction about...*, *I would like to draw your attention to...*

**iii. Explaining the Situation:** It is important that any background you provide on the situation is clear and include all the information the reader needs.

**\* How to approach a task:**

- you need to invent some information for the task. You must use your imagination but make sure your ideas are realistic and fit the situation.
- Consider the order in which you would want to present the information in a letter.
- Consider the tenses you will use.

**The Message:** Once you have your purpose clearly in mind and have given the reader some background information, you should continue with the message. The tone and level of formality that you use in your letter will affect how successful you are at communicating your message.

**Expressing feeling:** There are many feelings that you may wish to convey in a letter. Here are some of the vocabulary and structures associated with them:

<b>Dissatisfaction/Dilike</b>	<b>Regret/Apology</b>	<b>Need/Wants/Desires</b>
I am unhappy about/do not like...	I am sorry that...	What I am looking for is...
I am not comfortable about/with...	I regret that I...	What would suit me best is...
...is not what I expected/was expecting.	Please accept my apology for...ing	I am very keen to...
...does not suit me/my needs	Please forgive me for...	I would very much like to...
...is too+adjective	Unfortunately/Regrettably I...	I would be grateful if you could...
<b>Gratitude</b>	<b>Annoyance</b>	<b>Pleasure/Satisfaction</b>
Thank you very much for...	Although I hated that...	I was delighted about/by...
I very much appreciated...	Despite my request for...	I thoroughly enjoyed...
I am grateful to you for...	Even though I telephoned you about...	...was very impressive/enjoyable

What other feelings might you want to express in a letter?

**Making requests, suggestions, etc.**

You may also have to request or suggest something in your letter.

**6. Academic and General Training Task 02:** Some texts are factual, but others contain arguments and opinions. Hence, you need to be able to identify and understand these arguments as they are presented in the passage. Of course, you need to distinguish first between a fact and an argument.

**i. Understanding the Instructions:** It is important that any background you provide on the situation is clear and include all the information the reader needs. In an academic task, you are supposed to present a written argument or case to an educated reader with no specialist knowledge. In this case, you should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

ii. **Forming Ideas:** You should present your ideas clearly and they should be relevant to the task at hand. Do not focus on a very limited aspect of the topic because you need to analyse it sufficiently. You need also to respect the required number of words.

7. **Planning a Structure:** You should have the ability to identify opinions and views as they are presented in a text. The terms “*views*” or “*claims*” may refer to arguments or opinions put forward by the writer or by other people referred to by the writer. Make sure to know the difference between fact, opinion and claim. When asked about an opinion/ fact/ claim found in the text, answer by giving the reference and say “Not given” if it is not really given.

i. **Organising Ideas:** The key to good, clear writing is simplicity. Do not start the introduction until you know what are going to say in your answer (i.e. you need to know the main ideas first). Once you have thought of relevant ideas, you need to *organise* them. Do not produce an answer that presents a list of ideas without development. Otherwise, your ideas risk to be expanded or discarded.

**\* How to approach a task:**

- Decide about the key ideas you need and the ideas which you can discuss in the required number of words/lines/pages.
- Order your key ideas systematically and logically.
- Select some supporting points for each main idea.

ii. **The introduction:** The introduction is very important because it gives your reader their first impression of your writing ability. However, you should not write your introduction immediately. You should not either copy the task word by word because it is a waste of time. Writing the introduction depends to a certain extent on the task itself. You can write your introduction by defining what you understand by the task and stating how you intend to approach it.

iii. **The Conclusion:** Like an introduction, an answer that does not include a conclusion is also incomplete. It is important as it summarises your views for the reader. Your conclusion should summarise the key ideas that you wrote about and your views on them, resulting in a final verdict/decision/statement, if appropriate. You can also be impartial (i.e. take no side). Some structures may be helpful for you to write a conclusion: *to sum up, overall, in the final analysis, in conclusion, to conclude, ultimately*.

8. **Introducing Topics and Main Ideas**

i. **Expressing Views:** Your key ideas will form the basis of your argument. Often they can simply be stated as facts, but if you want to personalise your argument, the following structures can help you reinforce what is *your* opinion: *I would argue that..., I (firmly) believe that..., It seems to me that..., I tend to think that...;* or show that you are giving a *general* opinion: *people argue that..., some people think/say that..., it is understood that..., it is generally accepted that...*

**Activity:** Write a sentence expressing one of your main ideas/opinions on the following:

- |                                |   |
|--------------------------------|---|
| a. Teenage drivers are unsafe  | c. School uniforms should be compulsory |
| b. Air travel should cost less | d. Books will soon be old-fashioned     |

ii. **Making Concessions:** Another way of putting forward an argument without being too dogmatic is to admit that there are arguments that differ from your own. Such linking words and expressions as *while, although, despite the fact that* are useful in doing this. Also, adverbs such as *admittedly, certainly* can be used. Concessional structures are also useful for conclusions and summing up ideas.

iii. **Refuting an Argument:** This is a forceful way of expressing an argument and is done by rejecting an argument that you do not agree with. The following are examples of structures that can be used to reject an argument: *I am unconvinced that..., I don't believe that..., it is hard to accept that..., there is little evidence, to support the...that, it is unjustifiable to say...*

iv. **Defining/Explaining:** Sometimes it is necessary to explain more clearly. Thus, defining is particularly useful when you want to make your argument clearer or when you are using terms that may have many possible interpretations. The following structures can be constructive: *By...I mean, by this I mean, in other words, that is to say, to be more precise, here I am not referring to, to say it differently, to say it otherwise, etc.*

9. **Developing an Argument:** Generally, the reader, the examiner or the corrector will look for how well the arguments are well supported. Below are the steps you should go through to develop an argument:

i. **Making the main Argument Clear:** You should first make the main argument clear and distinct from the supporting ones. That is, the reader should identify them easily. Hence, making the main argument apparent and easy to identify helps develop your writing in a correct way and be smooth to read.

ii. **Providing Support:** After making the main arguments clear, supporting arguments for each are necessary to complement the written work and link all the ideas together. For such a reason, there are many ways in which you can link your main ideas and supporting arguments. Your choice should be based on:

1. **The type of support:** (an example, a further argument, an anecdote, a comparison, a definition, an explanation, a description, etc.)

2. **The style of writing:** are you predicting something, making a comparison, defending a view, refuting an argument, etc?

3. **The nature of the argument:** is it a personal argument, a general one or a factual argument (with evidence)?

We have previously supplied you with some structures which help you support an argument, here are some others that can be useful while drafting your arguments: *For example, for instance, a good case in point, indeed, in fact, of course, if this is/were the case, firstly, naturally, in my experience, let me illustrate...* Remember to vary your style by varying the structures and expressions you use.

10. **Writing your Answer:** Remember that in any test you may pass, you will be assessed on your skill in at least one of the following areas: **interpreting graphs/charts/tables and other graphic information** (writing about facts/trends, comparing and contrasting information) **OR engaging in personal correspondence** (explaining a situation, communicating a message). As you can be also evaluated on another kind of tasks as: **writing a well-structured argument** (planning carefully, demonstrating a well-organised answer with good paragraphing) **OR presenting a clear point of you** (clarifying main ideas, supporting arguments, giving personal experience/reasons). Things you should take into account are: **organising information** (selecting important points/information, linking statements) **AND writing accurately** (using appropriate structures and vocabulary, demonstrating good spelling and punctuation).

i. **Writing Coherently:** Coherence is one of the main elements that you need to pay attention to when writing. It is concerned with linking ideas together. There are four basic mechanical considerations in providing transitions between ideas: repeating key words and phrases, using parallel form, using pronoun reference, and using transitional expressions. To help you with a number of linkers and transitions, below is a suggested table:

<b>Addition</b>	again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too, nor.
<b>Comparison</b>	also, in the same way, likewise, similarly
<b>Concession</b>	granted, naturally, of course
<b>Contrast</b>	although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet
<b>Emphasis</b>	certainly, indeed, in fact, of course
<b>Example</b> or	after all, as an illustration, even, for example, for instance, indeed, in fact, in other

<b>Illustration</b>	words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly
<b>Summary</b>	all in all, altogether, as has been said, finally, in brief, in conclusion, in other words, in particular, in short, in simpler terms, in summary, on the whole, that is, therefore, to put it differently, to summarize
<b>Time Sequence</b>	after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when

**ii. Building Complex Sentences:** A complex sentence is basically a number of simple sentences linked together using appropriate words and structures. The ability of doing that means that you have a good mastery of the language. That is, it is important to demonstrate your ability to control complex sentences and to link your ideas. However, do never overdo this because you should balance between simple and complex sentences use. Moreover, you should know when and how simple and complex structures are to be use especially when you have to do with a specific kind of writing and topic.

**Note :** When writing an academic piece of writing, any written assignement, an exposé, a research paper ; it is necessary to use the « *we* » instead of the personal pronoun « *I* ».

## **APPENDIX 09: The Questionnaire Designed to Students**

**Dear Students:**

We would be highly honoured if you could answer sincerely and frankly the following questions behind which we aim at getting some information about your feelings as new learners of English as a Foreign Language, about your attitudes towards the language, the learning environment, about evaluation and your feelings towards negative evaluation if any. In addition, suggestions from your personal experiences on when, why and how these emotions of worry towards the afore-mentioned factors are lived are welcome. This is because your viewpoint may be very useful to understand better foreign language learners' worries and attitudes towards the teacher's and learners' evaluation. Your honest answers will help a lot in finding answers and solutions.

Cross the appropriate  box or provide a full answer whenever necessary.

## I. Personal Information

Age: .....

Gender: .....

An Already lived experience at university before this year **a. Yes**  **b. No**

Educational Background/Previous Diplomas if any: **a. Yes**  **b. No**

## II. English Language Background

1. Is learning English at university your personal and deliberate choice?

a. Yes

b. No

2. Is your opinion about English:

a. Very positive

c. null

b. Positive

d. negative

3. What do you think of your teachers?

a. Frightening

c. helpful and respectful

b. Knowledgeable

d. others.....

4. Do you like to attend:

a. All your English classes?

b. Most of them

c. Some of them

d. Few of them

e. None of them

5. Once in the classroom, how many things are you able to understand in what teachers say?

- a. Everything
- b. Many things
- c. Some things
- d. Few things
- e. Nothing

6. i. If "d" or "e", what do you feel in such a case?

- a. Inferior, incapable compared to your classmates
- b. Anxious and worried
- c. You take it easy
- d. Others .....

ii. Justify your answer

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

7. Is reading in English:
- a. Very difficult?
  - b. Difficult
  - c. Neither easy nor difficult
  - d. Easy?
  - e. Very easy

8. Are you able to read effectively the written material your teachers give you?  
You can read:

- a. All of them



- b. Many of them
- c. Some of them
- d. Few of them
- e. None of them

9. i. What do you feel when being unable to do so?

- a. You have a lower language reading proficiency compared to classmates
- b. You feel yourself down, incapable, inferior
- c. Anxious to be negatively evaluated by classmates or the teacher
- d. Others.....

ii. Justify your answer

.....

.....

.....

10. Say how much do you agree on the statement: "I feel nervous and worried when I have to read loudly in the classroom"

- a. Strongly Agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly Disagree

11. Is writing in English

- a. Very difficult?
- b. Difficult
- c. Neither easy nor difficult
- d. Easy?

e. Very easy

12. What do you feel when meeting difficulties in writing?

a. You feel weak in the writing skill and despaired

b. You feel anxious from the teacher's evaluation

c. You feel unable to reach the other students' level

d. Others .....

13. Is speaking in English:

a. Very difficult?

b. Difficult

c. Neither easy nor difficult

d. Easy?

e. Very easy

14. Say how much do you agree on the statement: "I feel nervous and worried when I have to speak in English in the classroom"

a. Strongly Agree

b. Agree

c. Neither agree nor disagree

15. Have you ever felt unable to express yourself, your ideas and answers orally in the classroom?

a. Yes

b. No

16. What is your feeling, then, when meeting difficulties in speaking?

a. You feel afraid from the teacher's evaluation

b. You feel weak in front of classmates

c. You feel inferior, blocked and you lose your motivation

d. You take it easy and ready to take the risk again

e. Others .....

17. When you meet a problem or a difficulty in one of the language skills, is this because:

a. You are not good enough in that particular skill

b. You have a problem in finding the needed vocabulary (linguistic gaps)

c. You do not have a good mastery of grammar.

d. You are always thinking of the others' negative evaluation.

e. Others .....

18. i. If ever you avoid participation in the classroom, is it because of:

a. Your fear from the others negative evaluation

b. Your difficulty in the oral skill?

c. Your carelessness and lack of interest?

d. Your doubt about your answers as well as your abilities?

e. Others.....

ii. Justify your answer:

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

### III. The Learning Environment

19. Do you like the group you belong to:

a. Yes

b. No

20. Is your English classroom:

a. Appropriate?

- b. Interesting?
- c. Menacing your learning and personality?
- d. Others.....

21. Do you like:
- a. All your classes?
  - b. Some of them?
  - c. Few of them
  - d. None of them?

22. How do you estimate a good teacher? The teacher who:
- a. Corrects every error you make
  - b. Is strict and does not allow students to behave freely
  - c. Is easy-going and kind.
  - d. Has a good knowledge and serious
  - e. Criticizes his students to evaluate
  - f. Others.....

23. How do you estimate a good classmate? The one who:
- a. Participates in the classroom even if he is not good enough
  - b. Is silent and does not share the class.
  - c. Works in a group as a team, helpful
  - d. Likes to learn alone.
  - e. Corrects his classmates
  - f. Others .....

24. How do you feel when making errors?
- a. Afraid from the classmates' judgments
  - b. Afraid from the teacher's evaluation
  - c. Inferior, incapable?

d. You take it easy and ready to take risks again?

e. Others .....

25. If some students laugh at you when you make mistakes, do you feel:

a. Discouraged and you give up?

b. Worried, inferior, incapable?

c. Ready to take risks again?

d. Others .....

26. Do you think that correcting your errors is:

a. Necessary

b. Useful

c. Useless and needless

d. Humiliating

27. Do you like your teachers to correct your errors:

a. Always

c. Rarely

b. Sometimes

d. Never

28. How do you like your teachers to correct your errors:

a. Smoothly

b. Strictly

c. Harshly

29. How do teachers correct your errors?

a. Smoothly

b. Strictly

c. Harshly

30. i. Do you like your teachers to correct you:

a. Immediately when making the error, in front of everyone?

b. Later, at the end of the activity or the course, in front of everyone?

- c. Later, in private?
- d. You do not like to be corrected at all
- e. Others.....


ii. Justify your answer:

.....

.....

.....

31. i. Do you like the classmates' loud correction when you make errors in speaking?

- a. Yes
- b. No
- c. Others.....

ii. If (b) or (c), justify your answer:

.....

.....

.....

.....

#### IV. Learning, Evaluation and FNE

32. How do you feel when you are unable to achieve a task?

- a. Anxious, worried, but willing to try again?
- b. Look yourself down (not worthy)?
- c. Extremely anxious, shocked and no longer motivated?
- d. Optimistic and willing to take risks again?

e. Afraid from evaluation

f. Others.....

33. When you achieve a task in a wrong way, do you feel:

a. Anxious, worried, but willing to try again?

b. Look yourself down (not worthy)?

c. Extremely anxious, shocked and no longer motivated?

d. Optimistic and willing to take risks again?

e. Afraid from evaluation

f. Others.....

34. Do you like to be evaluated:

a. Always?

c. Rarely?

b. Sometimes?

d. Never?

35. Is evaluation for you:

a. Important

b. Required

c. Part of learning

d. Useless and needless

36. i. When you think of evaluation, do you feel:

a. Afraid?

b. Insecure?

c. Secure and sure?

ii. If a, d or e, justify your answer:

.....

.....

.....

**37.** When the teacher evaluates you, do you feel:

**a.** Disturbed and inhibited?

**b.** Insecure, anxious and afraid about evaluation itself?

**c.** Insecure, anxious and afraid from the classmates and teacher's thoughts

**d.** Optimistic and sure about your abilities?

**e.** Others.....

**38.** Have you ever been negatively evaluated by others (teachers or learners) in

your English classes?

**a.** Yes

**b.** No



**39.** If yes, describe this experience briefly:

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

**40.** In case of negative evaluation, do you feel:

- a.** Despaired and you lose your motivation?
- b.** Angry?
- c.** Discouraged, inferior?
- d.** Afraid and stressed
- e.** Others.....

**41. i.** Do you think that your negatively evaluated because:

- a.** You are not a good student?
- b.** Your classmates judge you badly?
- c.** Your teacher's vision towards you is negative?
- d.** Others.....

**ii.** Justify your answer

.....  
.....

**42.** Additional information about evaluation, if any:

.....  
.....

**Thank you for your cooperation**

## **APPENDIX 10: Interview**

- 1.** Concerning language skills, many students agree on the problem of lack of vocabulary and the difficulty in speaking, but this problem seems less in reading, listening and writing, what do you think of this statement? Why?
- 2.** In case of avoiding participation, difficulty or inability to; achieve a task, speak or listen, many students agree that they feel themselves inferior; they fear the students' evaluation and the teachers' one. What do you think of this fear from negative evaluation and the others' judgement? What can be the reason behind according to you?
- 3.** In case of errors, students say that they fear from the others' evaluation (classmates and teacher), comment?
- 4.** What do you think of the way your teachers correct these errors?
- 5.** Many students find error-correction necessary, useful and should be continuous provided that it is fulfilled in a good way. What is this good way of error-correction according to you?
- 6.** Students tend to like to be evaluated, but they show insecurity and fear towards this, what do you think? Why do students feel as such according to you? How about you?
- 7.** Students tend to link negative evaluation to being a bad student, especially when compared to others. On which basis a student can be bad? Is it the reason behind negative evaluation?
- 8.** Some others relate negative evaluation to the classmates' judgement and the teacher's bad vision, what do you think of this? Why do they have such a negative judgement and/or vision?
- 9.** What do you feel when negatively evaluated in all the cases we mentioned previously? How can this feeling influence you as an EFL student?
- 10.** What do you feel when being evaluated before/during exams?
- 11.** Do bad results make you feel afraid, inferior, incapable?
- 12.** Do you evaluate others (teachers/classmates) negatively?

- 13.** Describe an experience where negative evaluation has been influential in you?
- 14.** What happens to your body (heart beats, tight chest, tingling in toes and fingers, stomach butterflies, having to go to the toilet, restless, tense, sweating breathing changes, dizzy and light-headed)?
- 15.** What do you do to overcome your fear from negative evaluation?
- 16.** What do you suggest to diminish this problem of negative evaluation in our EFL

## ملخص البحث

يستكشف هذا البحث مصادر التَّخَوُّف من التَّقْوِيم السَّلْبِي (ت.ت.س) في منظور طلبة السَّنة الأولى جامعي الدَّارسين للانجليزية كلغة أجنبية و المُسجَّلين في النِّظام الجديد (ليسانس - ماجستير-دكتوراه) (LMD) خلال السَّنة الجامعية 2007/2006 بجامعة عبد الرَّحمان ميرة- بجاية. وتتمثل المصادر التي أخذناها بعين الاعتبار في الفرضيات الثلاثة التي وضعناها في: التَّفاعل داخل القسم و المهارات اللُّغوية وكذا تصحيح الخط و التَّقْوِيم. حيث قمنا باتباع منهجية مُركَّبة خلال بحثنا هذا وهي مزيج من المنهجية الكميَّة و النوعية المُرفقة بالأسلوب الوصفي و التَّحليلي و التَّحليل المتعلِّق بالموضوع من أجل تحليل المُعطيات، كما أننا استعملنا أربعة تقنيات للبحث في سبيل جمع المعلومات. وتمَّ أولاً الشُّروع في مرحلة تجريبية لملاحظة المشاركين تتعلَّق بمدى جدوى و قابلية الموضوع للبحث دامت مُدَّة ثلاثة أشهر لثمانية أواج خلال مُحاضرات منهجية البحث. و قد بيَّن تحليل المُعطيات بأنَّ التَّخَوُّف من التَّقْوِيم السَّلْبِي كان ظاهرة واقعية و معتبرة وأنَّه تتحكَّم فيها عدَّة عوامل من بينها التَّفاعل، تقويم و تصحيح الخطأ و المهارة اللُّغوية ( الشَّفهي و خصوصاً المفردات). و بعد هذه المرحلة تمكَّننا من إعداد استبيان؛ حيث جرَّبناه وقمنا بتوزيعه على 157 مُشارك. وكشفت النَّتائج، أنَّه باستثناء التَّفاعل داخل القسم الذي كان إيجابياً، فإنَّ جميع المصادر الأخرى تساهم بشكلٍ مُعتبر في خلق القلق و التَّخَوُّف من التَّقْوِيم السَّلْبِي. و من أجل إتمام نتائج بحثنا عمَدنا إلى استعمال التَّصميم قبل/ بعد إذ طلبنا من المُشاركين أن يخبرونا بشعورهم قبل و بعد الامتحان و كانت النَّتيجة أنَّ التَّخَوُّف من التَّقْوِيم السَّلْبِي يكون قبل الامتحان و بعدها. و أخيراً أثرينا استبياننا بسِتَّة عشر سؤالاً جاء على شكل حوار. و قد استعملنا على هذا المُستوى التَّحليل في الموضوع حيث بيَّنت نتائج بحثنا أنَّ التَّفاعل مع الرِّملاء يبدو أقلَّ أهميَّة من التَّفاعل مع الأستاذ لأنَّ المُشاركين أكَّدوا أنَّ التَّفاعل بين المُتعلِّم و المُعلِّم يُؤدِّي إلى الخوف كما أنَّ هذه النَّتائج تدعم الفكرة التي نقول بأنَّ الخوف ناتج من طريقة الأستاذ في تصحيح الخطأ و قد ثبَّت أنَّ هذه الظَّاهرة هي أحد العوامل الأساسيَّة للتَّخَوُّف من التَّقْوِيم السَّلْبِي. بالإضافة إلى ذلك، كشف المُتعلِّمون أنَّهم يشعرون بالتَّخَوُّف من التَّقْوِيم السَّلْبِي بسبب انخفاض مهارتهم في اللغة. و الظَّاهر أنَّ ضعفهم في اللُّغة الانجليزية يمسَّ المُستوى الشَّفهي و المعجمي بشكلٍ معتبر.

وأخيراً، يبدو أنَّ التَّقْوِيم جانب آخر ذو أهميَّة ، حيث يُعرض كلَّ من التَّقْوِيم الدَّاتي و التَّقْوِيم ما بين الرِّملاء و تقويم الأساتذة كمصدر مُمكن للتَّخَوُّف من التَّقْوِيم السَّلْبِي. و تجدر الإشارة إلى كون فرضياتنا الثلاثة مُثبتة كما أنَّ النَّتائج مُترابطة بشكلٍ إيجابي خلال كلِّ مراحل بحثنا. و قد بيَّن التَّفاعل داخل القسم أهميَّة أقلَّ مقارنة مع المصادر الأخرى و كان التَّركيز موجهاً إلى الأستاذ أكثر منه بين الرِّملاء.

## Résumé

Ce travail de recherche explore les sources de peur d'évaluation négative du point de vue des étudiants de l'Université de la première année de l'anglais langue étrangère inscrit dans le système LMD durant l'année universitaire 2006/2007 à l'Université Abderrahmane Mira. Les sources, que nous avons pris en compte dans nos trois hypothèses sont l'interaction en classe, la connaissance linguistique, la correction d'erreur et l'évaluation. Une méthodologie mixte a été utilisée tout au long du travail de recherche. C'est un mélange de méthodologie quantitative et qualitative, accompagnée d'un style descriptif, analytique et une analyse thématique des données, utilisées pour l'analyse des données. Quatre techniques de recherche ont été utilisées dans la collecte de données. Une phase de pré-enquête sur la faisabilité du thème a été introduite d'abord dans trois mois d'observation participante de huit groupes lors de leurs séances de méthodologie de recherche. L'analyse des données a montré que la peur de l'évaluation négative était un phénomène existant et important qui a semblé être mené par un certain nombre de facteurs, parmi laquelle l'interaction, l'évaluation, la correction d'erreur et la connaissance de la langue (le parlé et le vocabulaire en particulier) prennent part. Après cette phase, nous pourrions élaborer un questionnaire par analogie à notre instrument d'observation ; nous l'avons mis à l'essai et distribué aux 157 participants. Les résultats ont révélé qu'à part l'interaction avec les pairs en classe qui a été positive, toutes les autres sources ont été considérablement facteurs qui contribuent à la création d'anxiété et la peur de l'évaluation négative. Pour compléter les résultats obtenus, nous avons utilisé la conception d'Avant/Après. Nous avons demandé à nos participants à reporter leurs sentiments, avant de passer les examens. Les résultats indiquent que la peur de l'évaluation négative est expérimentée avant les examens et pas après. Enfin, pour compléter le questionnaire, nous avons employé un entretien de seize questions. Ici, une analyse thématique a été utilisée. Les résultats révèlent que l'interaction avec les pairs semblait moins importante par rapport à celle avec l'enseignant parce que les participants ont confirmé que l'interaction de l'apprenant-instructeur mène à la peur. Ces résultats ont renforcé l'idée que la peur est causée par la façon que l'enseignant utilise dans la correction d'erreurs ; un phénomène qui s'est avéré l'un des principaux facteurs derrière la peur de l'évaluation négative. En outre, les apprenants ont révélé qu'ils éprouvent la peur de l'évaluation négative en raison de leurs faibles connaissances langagières. Ici, le parlé et le vocabulaire semblent être les plus importantes déficiences en anglais. Enfin, l'évaluation semble également un autre aspect majeur où l'auto-évaluation, évaluation par les pairs et l'évaluation de l'enseignant sont tous exposés comme une source possible de la peur de l'évaluation négative. Comme on peut le remarquer, nos trois hypothèses ont été confirmées et les résultats ont une corrélation positive tout au long des données, que nous avons collectés par les différentes techniques de recherche utilisées. Seule l'interaction en classe a montré moins d'importance par rapport aux autres sources notamment avec l'enseignant plutôt qu'avec les pairs.